“A STUDY OF ORGANIZATIONAL CLIMATE AND ITS IMPACT ON OCCUPATIONAL ROLE STRESS AMONGST FACULTY IN HIGHER EDUCATION”

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Vijayapur - 586103

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CERTIFICATE

This is to certify that **Ms. SHREEDEVI SHINTRI** bearing **USN: 2BL13PBN01** is working for **Ph. D** under my guidance. She has completed Seminar/Comprehensive viva voce and all other academic requirements. The Thesis entitled **"A Study of Organisational Climate and its Impact on Occupational Role Stress amongst Faculty in Higher Education"** submitted for the award of degree of **DOCTOR OF PHILOSOPHY** in **BUSINESS ADMINISTRATION**, to Visvesvaraya Technological University, Belagavi, is a record of research work done by her during the period of her study in this research center under my guidance and the thesis has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or other similar titles.

Date: 26/4/2021

Place: Vijayapur

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DECLARATION

I, the undersigned, have undertaken a Doctoral Research work on **"A Study of Organizational Climate and its Impact on Occupational Role Stress amongst Faculty in Higher Education"**, under the supervision and guidance of Dr. Veerendrakumar M Narasalagi., Associate Professor & HOD, Department of Business Administration, BLDEA's V. P. Dr. P. G. Halakatti College of Engineering & Technology, Vijayapur, and the thesis thereon now being submitted to Visvesvaraya Technological University, Belagavi, for the award of Degree of Doctor of Philosophy in Business Administration.

I further declare that this thesis is based on the research work undertaken by me and the work is original and has not been submitted to Visvesvaraya Technological University or any other University wholly or in part for awards of any other degree.

Date: 26-4-2021
Place: Vijayapur

Ms. Shreedevi Shintri
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Dedicated to

My Teachers

&

My Parents

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In the journey of life, our destinations are influenced, by the people we meet, the paths we traverse and the lessons we have learnt along the way; and once we reach our destination, it becomes our duty to express gratitude to all those people who made the path we travelled, worthy. As I come close to my chosen destination, I would like to express my sincere gratitude to all those people who made this academic milestone happen.

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TABLE OF CONTENTS

No.	CHAPTERS	Page No.
1	**INTRODUCTION**	**1-46**
1.1	Organisation Climate	4
1.1.1	Organizational Climate Theories	5
1.1.2	Organizational Climate Dimensions	8
1.1.3	Types of Organisational Climate	12
1.1.4	Climate and Culture	13
1.2	Occupational Role Stress	15
1.2.1	Occupational Role Stress Theories	19
1.2.2	Occupational Role Stress Dimensions	22
1.2.3	Types of Occupational Role Stress	24
1.2.4	Stress, Strain and Stress Management	25
1.3	Higher Education in India	29
1.3.1	Structure of Universities in India	32
1.3.2	Statutory Bodies and Educational Policies	34
1.3.3	Universities in Karnataka	35
1.3.4	Universities in North Karnataka	39
1.4	Purpose of the Study	41
1.5	Statement of the Problem	42
1.6	Objectives of the Study	43
1.7	Research Gap	43
1.8	Hypotheses	44
1.9	Scope of the Study	45
1.10	Limitations of the Study	45
1.11	Organisation of the Study	46
2	**LITERATURE REVIEW**	**47-91**
2.1	Organizational Climate	47

2.1.1	Organizational Climate Studies on Faculty	47
2.1.2	Organizational Climate Studies on Other Professions	56
2.2	Occupational Role Stress	64
2.2.1	Occupational Role Stress Studies on Faculty	64
2.2.2	Occupational Role Stress Studies in Other Professions	75
2.3	Organizational Climate and Occupational Role Stress	82
2.3.1	Organisational Climate and Occupational Role Stress Studies on Faculty	82
2.3.2	Organisational Climate and Occupational Role Stress Studies in Other Professions	87
3	**RESEARCH METHODOLOGY**	**92-103**
3.1	Nature and Scope of the study	92
3.2	Sample Unit	93
3.3	Sample Justification	94
3.4	Conceptual Framework	94
3.5	Hypotheses Determination	95
3.6	Instruments	97
3.6.1	About the instruments administrated for the study	97
3.6.2	Structure of the Instrument administrated	98
3.7	Statistical Techniques and Tools employed	99
3.8	Pilot Study	103
4	**DATA ANALYSIS AND INTERPRETATION**	**104-211**
4.1	Sample Determination	104
4.2	Demographic Analysis	107
4.3	Statistical Analysis	114
4.3.1	Frequency Analysis	114
4.3.2	Test of Reliability	129
4.3.3	Analysis of Hypothesis-1	137
4.3.4	Analysis of Hypothesis-2	160
4.4	Factor Analysis	162

4.4.1	Factor Analysis of Organisational Climate scale	162
4.4.2	Factor Analysis of Occupational Role Stress scale	171
4.5	Model Development	180
4.5.1	Model Inference	210
5	**FINDINGS AND DISCUSSIONS**	**212-227**
5.1	Findings of the study	212
5.2	Discussion	215
5.2.1	Influence of Demographic Variables on Organisational Climate	215
5.2.2	Influence of Demographic Variables on Occupational Role Stress	216
5.2.3	Impact of Organizational Climate on Occupational Role Stress	217
5.2.4	Model Justification	217
6	**SUGGESSTION**	**228-232**
7	**CONCLUSION AND FUTURE SCOPE**	**233-235**
7.1	Conclusion	233
7.2	Future Scope	234
8	**BIBLIOGRAPHY**	
9	**ANNEXURES**	

LIST OF TABLES

Table No	Tables	Page No.
1.1	Organizational Climate dimensions proposed	9
1.2	Proposed Occupational Role Stress dimensions	22
1.3	List of Universities in Karnataka	35
1.4	List of Universities in North Karnataka	40
4.1	Number of institutes affiliated to three universities	104
4.2	Total number of colleges of 3 universities - course wise	105
4.3	Total faculty members at 100% population of 3 universities	105
4.4	Gender profile of respondents	107
4.5	Age profile of respondents	108
4.6	Marital Status profile of respondents	109
4.7	Years of Experience profile of respondents	110
4.8	Course profile of respondents	111
4.9	Hierarchy profile of respondents	112
4.10	Frequency of responses towards items under Organizational Climate	114
4.11	Frequency of responses towards items under Occupational Role Stress	123
4.12	Cronbach Alpha summary	129
4.13	Item wise Cronbach scores of Organisational Climate	130
4.14	Item wise Cronbach scores of Occupational Role Stress	134
4.15	Pearson's Correlation of Age and Organizational Climate	137
4.16	Regression Analysis of Age and Organizational Climate	137
4.17	Squared multiple Correlations of Age and Organizational Climate	138
4.18	Pearson's Correlation of Gender and Organizational Climate	139
4.19	Regression Analysis of Gender and Organizational Climate	139

4.20	Squared multiple Correlations of Gender and Organizational Climate	139
4.21	Pearson's Correlation of Marital status and Organizational Climate	140
4.22	Regression Analysis of Marital status and Organizational Climate	140
4.23	Squared multiple Correlations of Marital status and Organizational Climate	140
4.24	Pearson's Correlation of Years of Experience and Organizational Climate	141
4.25	Regression Analysis of Years of Experience and Organizational Climate	141
4.26	Squared multiple Correlations of Years of Experience and Organizational Climate	141
4.27	Pearson's Correlation of Course and Organizational Climate	142
4.28	Regression Analysis of course and Organizational Climate	142
4.29	Squared multiple Correlations of Course and Organizational Climate	142
4.30	Pearson's Correlation of Hierarchy and Organizational Climate	143
4.31	Regression Analysis of Hierarchy and Organizational Climate	143
4.32	Squared multiple Correlations of Hierarchy and Organizational Climate	143
4.33	Pearson's Correlation of Age and Occupational Role Stress	144
4.34	Regression Analysis of Age and Occupational Role Stress	144
4.35	Squared multiple Correlations of Age and Occupational Role Stress	144
4.36	Pearson's Correlation of Gender and Occupational Role Stress	145
4.37	Regression Analysis of Gender and Occupational Role Stress	145
4.38	Squared multiple Correlations of Gender and Occupational Role Stress	145

4.39	Pearson's Correlation of Marital status and Occupational Role Stress	146
4.40	Regression Analysis of Marital status and Occupational Role Stress	146
4.41	Squared multiple Correlations of Marital status and Occupational Role Stress	146
4.42	Pearson's Correlation of Years of Experience and Occupational Role Stress	147
4.43	Regression Analysis of Years of Experience and Occupational Role Stress	147
4.44	Squared multiple Correlations of Years of Experience and Occupational Role Stress	147
4.45	Pearson's Correlation of Course and Occupational Role Stress	148
4.46	Regression Analysis of course and Occupational Role Stress	148
4.47	Squared multiple Correlations of Course and Occupational Role Stress	148
4.48	Pearson's Correlation of Hierarchy and Occupational Role Stress	149
4.49	Regression Analysis of Hierarchy and Occupational Role Stress	149
4.50	Squared multiple Correlations of Hierarchy and Occupational Role Stress	149
4.51	Post Hoc test of the variable – Marital Status	150
4.52	Post Hoc test of the variable – Hierarchy	151
4.53	Excluded variables obtained through Multivariate Regression Analysis of demographic variables on Organizational Climate	153
4.54	ANOVA – Influence of Marital Status on Organizational Climate	154
4.55	Statistical calculated values of each demographic variable upon Organizational Climate	154
4.56	Excluded variables obtained through Multivariate Regression Analysis of demographic variables on Occupational Role Stress	155
4.57	ANOVA – Influence of Hierarchy on Occupational Role Stress	156

4.58	Statistical calculated values of each demographic variable upon Occupational Role Stress	156
4.59	Summary of Hypothesis-1	158
4.60	Descriptive statistics of Organizational Climate and Occupational Role Stress	160
4.61	Statistical analysis of Organizational Climate on Occupational Role Stress	160
4.62	KMO and Bartlett's test – Organizational Climate	162
4.63	Total variance explained for Organizational Climate	163
4.64	Rotated Component Matrix of Organizational Climate items	165
4.65	KMO and Bartlett's test – Occupational Role Stress	171
4.66	Total variance explained for Occupational Role Stress	172
4.67	Rotated Component Matrix of Occupational Role Stress items	174
4.68	Regression Analysis of Supportive Climate and Resource Stressors	183
4.69	Squared multiple Correlations of Supportive Climate and Resource Stressors	183
4.70	Regression Analysis of Supportive Climate and Self-fulfilment Stressors	184
4.71	Squared multiple Correlations of Supportive Climate and Self-fulfilment Stressors	184
4.72	Regression Analysis of Supportive Climate and Transaction Stressors	185
4.73	Squared multiple Correlations of Supportive Climate and Transaction Stressors	185
4.74	Regression Analysis of Supportive Climate and Expectancy Stressors	186
4.75	Squared multiple Correlations of Supportive Climate and Expectancy Stressors	186
4.76	Regression Analysis of Supportive Climate and Career Stressors	187

4.77	Squared multiple Correlations of Supportive Climate and Career Stressors	187
4.78	Regression Analysis of Developmental Climate and Resource Stressors	189
4.79	Squared multiple Correlations of Developmental Climate and Resource Stressors	189
4.80	Regression Analysis of Developmental Climate and Self-fulfilment Stressors	190
4.81	Squared multiple Correlations of Developmental Climate and Self-fulfilment Stressors	190
4.82	Regression Analysis of Developmental Climate and Transaction Stressors	191
4.83	Squared multiple Correlations of Developmental Climate and Transaction Stressors	191
4.84	Regression Analysis of Developmental Climate and Expectancy Stressors	192
4.85	Squared multiple Correlations of Developmental Climate and Expectancy Stressors	192
4.86	Regression Analysis of Developmental Climate and Career Stressors	193
4.87	Squared multiple Correlations of Developmental Climate and Career Stressors	193
4.88	Regression Analysis of Goal-Oriented Climate and Resource Stressors	195
4.89	Squared multiple Correlations of Goal-Oriented Climate and Resource Stressors	195
4.90	Regression Analysis of Goal-Oriented Climate and Self-fulfilment Stressors	196
4.91	Squared multiple Correlations of Goal-Oriented Climate and Self-fulfilment Stressors	196

4.92	Regression Analysis of Goal-Oriented Climate and Transaction Stressors	197
4.93	Squared multiple Correlations of Goal-Oriented Climate and Transaction Stressors	197
4.94	Regression Analysis of Goal-Oriented Climate and Expectancy Stressors	198
4.95	Squared multiple Correlations of Goal-Oriented Climate and Expectancy Stressors	198
4.96	Regression Analysis of Goal-Oriented Climate and Career Stressors	199
4.97	Squared multiple Correlations of Goal-Oriented Climate and Career Stressors	199
4.98	Regression Analysis of Grouped Climate dimensions and Resource Stressors	201
4.99	Squared multiple Correlations of Grouped Climate dimensions and Resource Stressors	201
4.100	Regression Analysis of Grouped Climate dimensions and Self-fulfilment Stressors	202
4.101	Squared multiple Correlations of Grouped Climate dimensions and Self-fulfilment Stressors	202
4.102	Regression Analysis of Grouped Climate dimensions and Transaction Stressors	203
4.103	Squared multiple Correlations of Grouped Climate dimensions and Transaction Stressors	203
4.104	Regression Analysis of Grouped Climate dimensions and Expectancy Stressors	204
4.105	Squared multiple Correlations of Grouped Climate dimensions and Expectancy Stressors	204
4.106	Regression Analysis of Grouped Climate dimensions and Career Stressors	205

4.107	Squared multiple Correlations of Grouped Climate dimensions and Career Stressors	205
4.108	Summary of Hypothesis-3	207
5.1	Supportive climate Constructs	218
5.2	Developmental Climate Constructs	219
5.3	Goal-oriented Climate Constructs	220
5.4	Justification of the climate contrast w.r.t literature	221
5.5	Self-fulfilment stressors Constructs	224
5.6	Expectancy stressors constructs	224
5.7	Transaction stressors constructs	224
5.8	Resource stressors constructs	225
5.9	Justification of the stress contrast w.r.t literature	226

LIST OF FIGURES/GRAPHS

No.	Figures/ Graphs	Page No.
1.1	Types and levels of work stressors	24
1.2	Four types of stresses proposed by Dr. Selye	26
3.1	Conceptual framework of variables under study	95
4.1	Gender profile of respondents	107
4.2	Age profile of respondents	108
4.3	Marital status profile of respondents	109
4.4	Experience profile of respondents	110
4.5	Course profile of respondents	111
4.6	Hierarchy profile of respondents	112
4.7	Box and Whisker plot of frequency of responses - Organizational Climate	121
4.8	Box and Whisker plot of frequency of responses - Occupational Role Stress	127
4.9	Statistical values of each demographic variable upon Organizational Climate	155
4.10	Statistical values of each demographic variable upon Occupational Role Stress	157
4.11	Scree plot depicting eigenvalues of items of Organizational Climate	164
4.12	Scree plot depicting eigenvalues of items of Occupational Role Stress	173
4.13	Conceptual Framework after factor analysis (Path Model)	182
4.14	Path diagram of supportive climate on stress dimensions (SPSS AMOS)	188
4.15	Path diagram of developmental climate on stress dimensions (SPSS AMOS)	194

4.16	Path diagram of goal-oriented climate on stress dimensions (SPSS AMOS)	200
4.17	Path diagram of grouped climate dimensions on stress dimensions (SPSS AMOS)	206
4.18	Path Model with R^2 values (In percentages)	208

LIST OF EXHIBITS

Exhibit No.	Exhibit	Page No.
1.1	Main causes of stress	15
1.2	Work-related psychological harassment across sectors	16
1.3	Work stress statistics	17
1.4	Karasek's Demand-Control Model of Job stress	20
1.5	NIOSH model of job stress	21
1.6	General Adaptive Syndrome (GAS) model	27
1.7	Educational structure in India	30
1.8	Specialization specific universities in India (2018-19)	31
1.9	Teachers' post wise distribution in various courses (2018-19)	32
1.10	University distribution in India (2018-19)	32
1.11	Higher Education Landscape in India	33
1.12	Twelve districts of North Karnataka	39

ABSTRACT

The world is evolving at a fast pace. The industrial revolution, economic reforms, technological advancement, constant need to strive for excellence, cut-throat competition is restructuring social, economic, technological and legal setup across the globe. Change has become an inevitable part of every domain. With the invasion of technology and inter-disciplinary teaching and learning, changes are noticed in education sector too. India ranks the third in terms of number of universities in the world. Karnataka ranks third in terms if number of universities as per All India Survey on Higher Education 2018-19, Ministry of HRD, India.

To meet to the demands employees, spend 50% of their time in the organizations and hence the climate (environment) in the organisation, the relationship between subordinates, peers, superiors and the management play a vital role. Constant interaction with number of stakeholders and the need to be at pace with the competition makes them feel stressed too. An employee will be able to give his/her best when there is conducive environment at the workplace.

Though there are nearly 1000 universities in India, little emphasis is given to understand the impact of organisational climate on occupational role stress among faculty. The study aims to assess the relationship between demographic variables, Organization climate and occupational role stress among faculty in higher education; Also, to measure the association between organizational climate and Occupational Role Stress and evaluate the impact of specific organizational climate dimensions on specific occupational role stress dimensions chosen for the study. The results are derived assessing three hypotheses.

The testing of the hypotheses is done by using statistical techniques like correlation, Regression analysis, Post Hoc test and Factor analysis. ‘Marital Status’ and ‘Hierarchy’ were among the demographic variables which showed an influence on Organisational Climate & Occupational Role Stress. A 6.4% impact of organisational climate on occupational role stress was recorded through the analysis. The factor analysis helped

reduce the Organisational Climate dimensions to three factors and Occupational Role Stress dimensions were reduced to five factors.

The research stated that as organizational climate improves occupational role stress among its faculty lessens and vice versa. To have a better organizational Climate, it is suggested that higher education institutes must focus on - personal and professional development; creating good team dynamics and supportive superiors attitude; management support; open communication; effective and efficient HR mechanism; employee welfare and transparency; scope for personal growth; meeting personal expectations; reducing ambiguity in their roles; catering to resource inadequacy; work overload; emphasizing social wellbeing and employee engagement.

Higher education is witnessing technological advancements in pedagogy. Avoiding or escaping from technological adaption is impossible. The present research helped derive a model suggesting three dimensions to assess Organisational Climate and five dimensions to evaluate Occupational Role Stress among faculty in higher education. With a perceived increase of technostress and technophobia among teachers, the present research can also act as a groundwork for the studies on technostress in the education sector in future.

CHAPTER 1

INTRODUCTION

The world is evolving at a fast pace. The industrial revolution, economic reforms, technological advancement, constant need to strive for excellence, cut-throat competition is restructuring social, economic, technological and legal setup across the globe. Mass production and customer-centric approach are compelling rapid technological up-gradations, new ideas and innovations, massive competition across business domains, which are making 'Man' more vulnerable to being exploited. Employees expand their scope of work, by devoting nearly ten to twelve hours at the workplace to achieve their assigned targets. (Shintri and Bharamanaikar, 2017). As per a report published by the International Labour Organization (ILO), India lacks standardization of working hours (Messenger et al., 2007). To keep themselves at pace with developments, employees are forced to adapt to rapid changes - physically and psychologically (Gherman, 1981; Sperry, 1991). Uncertainty in the lives of people, volatility, continual demands, have introduced mental distress in them. This mental distress is commonly referred to as "tension", "stress", "strain", "burnout" etc. The kind of jobs prevailing clubbed with the "finger-touch" technology, has made employees spend nearly 50% of their time in their workplaces; hence it has become essential to assess the outcome of the environment on the behaviour of the employees at the workplace.

The environment at the workplace, organizational support, relationship with superiors, peers and subordinates contribute to the motivational aspects of individuals in an organization. It impacts their performance, mental state, perception of looking at people and situations around them, which ultimately contribute to the construction of organizational climate, which directly or indirectly affects other individuals at the workplace (Shintri and Bharamanaikar, 2017). With stress levels rising in working people across, mental disturbances, emotional unevenness and other health hazards are increasing. The study of Organizational climate, which was formerly referred to as "Social climate" and "Corporate climate", has drawn interest among researchers since the early 1930s. The organizational climate studies have also encouraged studies on intergroup dynamics of organizational behaviour, organizational structure and behavioural patterns. Organizational climate influences the attitudes, outlook and well-

being of employees in the organization and hence affects their performance. Organization Climate helps to understand the characteristics of an organization like - stability, creativity, innovation, communication and effectiveness. A conducive work environment (Organisational climate) will influence the morale of the employees, build trust among them and increase their productivity, contributing to making organization "High-Performance Organizations (HPOs)". Some terminologies like "Organizational Climate", "Occupational stress", "Work-life balance", "Quality of work-life", "Coping techniques/mechanism", "employee engagement" are hence attracting more researches. Bickford in 2005, stated that the sheer fact that individual's perceptions (either positive or negative) define climate. He further added that the negative perceptions, give rise to "stress". This statement emphasizes the requirement to apprehend the relationship of organizational climate with individual's performance, efficiency, effectiveness, job satisfaction, organizational commitment, employee perception, employee attitude, team dynamics, social behaviour and many more.

"Stress" has become a buzzword in every sector now. In the process of adopting and adapting to the fast-paced competitive world, every individual, right from a child to an adult; on the personal or on the professional front, expresses being stressed. Individuals are now feeling that stress is a part of life and it is impossible to escape from it. In accordance with the definition of the American Psychological Association (APA), stress is defined as "The physiological or psychological response to internal or external stressors; Stress involves changes affecting nearly every system of the body, influencing how people feel and behave". Stress is defined as "a complex psychological state deriving from the person's cognitive appraisal of the adaptation to the demands of the work environment". Stress is considered to be "an individual's psychological state, which affects a person's perception of the work environment and the emotional state" (Bhui et al., 2016). Hart and Cooper in the year 2001, stated that - "stress occurs when a state of disequilibrium exists within the system of variables relating people to their environments and only when this state of disequilibrium brings about change in people's normal levels of psychological wellbeing".

The state of disequilibrium has crept in the education sector too. The teaching profession was conventionally been regarded as a less stressful occupation (French, et.al., 1982); but through the past couple of decades, the state has changed (referenced in the article: "10 Most Stressful Jobs in America, 2010"). Teaching which was once considered less stressful (and is still considered in certain places) is becoming more

competitive and challenging (Garcia and Weiss, 2019; Troesch and Catherine, 2020). According to an article published by Outlook magazine in January 2020, Researchers have found that 94% of American middle school teachers experience a high degree of stress, which they feel affects the students negatively. Along with the developments across, pedagogy is evolving too. Now, pedagogy is no more time or places specific. It has evolved from "chalk and talk" to "power-point presentations" to a real-time online interactive medium. Teachers experience stress in an attempt to deal with the rapidly changing technology and upgradations in teaching and learning methodologies. They feel stressed to maintain/ keep connected with students and other stakeholders. Coklar, Efilti, Sahin, and Akcay (2016) stated that – "Teachers experience stress due to five reasons- (i) individual problems, (ii) technical problems, (iii) education-oriented problems, (iv) health problems and (v) time problems".

During the recent Covid-19 (2019-2020) pandemic that hit the world, terminologies like "Technostress" and "Technophobia" have gained prominence among researchers. Technostress was explained by Harahap and Effiyanti (2015) as a "psychological stress, that can manifest itself physically into many symptoms like strain, anxiety and negative affectivity towards computer technology". The word "Technostress" was made aware to the world in the year 1984. Technostress is a specific type of stress, which induces psychological, physical, or behavioural strain among its users with the constant use of ICT (Information and Communication Technology). Technostress is defined as "a syndrome that occurs when the person is subjected to information overload and continuous contact with digital devices. This exposure develops a state of stress, or an abnormal response characterized by specific symptoms related to cardiocirculatory, mental and neurological levels." (Chiappetta, 2017). Online classes across schools and colleges have exposed teachers to new forms of stressors and challenges. The way stress induces fear and anxiety among individuals, technostress does it too. This type of fear or anxiety expressed by its incumbents is called "Technophobia". As gadgets have become an inevitable part of our lives, there is a good scope for researchers to work on these two terms in the days to come.

1.1. ORGANIZATIONAL CLIMATE

The climate in scientific terms means a state of temperature, atmospheric pressure, humidity, rainfall, wind and other meteorological elements in a specific area of the earth for a longer period of time. In simple terms, it means a condition that prevails for a longer interval of time in a particular region. Applying the same judgment, it can be stated that Organisational Climate is a pattern of behaviour, attitude and feelings that exists for a longer duration of time and are unique to every organization. Organization Climate is a concept studied under the discipline of "Industrial and Organizational Psychology" and "Organizational Behaviour". "Industrial and Organizational Psychology" is a discipline that studies human behaviour, with reference to psychological theories & principles of individual behaviour towards work and in workplaces. On the other hand, Organizational behaviour is an analysis of human behaviour in an organizational set-up, which emphasizes the interaction among human behaviour and the organization.

Halpin and Croft (1962), while studying school climate, equated the school climate to the "personality of a school". They stated, "as personality is to an individual, so is the climate to an organization". Forehand and Gilmer (1964) defined organizational climate as "A set of characteristics that describe an organization, that distinguishes the organization from other organizations, which lasts for a longer duration of time and has a potential to influence people's behaviour in the organization". Further, the evolving management practices led to defining the attributes, to comprehend the concept of organizational climate better. Schneider and Hall in 1972, opined that organizational climate is an environment perceived by individuals with reference to the global scenario. "Climate perceptions are organized sets of cues; that are derived from abstractions of specific organizational perceptions, actions and experiences. They are conceptions of dominant behavioural systems or perceptions that act as guiding themes for the organizations. People make such conceptions because it acts as a ward stick to measure the appropriateness of their perceived behaviours." (Schneider, 1973). Schneider declared that climate acts as a drive in the organization and determines the consistency of the organization. Further studies on organizational climate, redefined climate as a "summary of perception which individuals form about an organization" (Schneider and Snyder, 1975; Schneider, 1975). James along with his co-researchers stated that – "Perceptions signify how

climates are cognitively assessed, represented in terms of their meaning and their significance for individual employees in the organization" (James and Jones, 1974; James and Sells, 1981).

Hellriegel and Slocum (1974), defined – "Organizational climate as a set of attributes specific to a particular organization and/or its subsystems. The attributes define the way the organization and its sub-systems deal with its members and the environment". Ansari (1980) stated organizational climate as "a sum total of particular attributes of an organization as a whole, as well as those values and norms which symbolize the on-going pattern of the organization and its sub-units". Organizational climate is an outcome of the interface between "organization's structure, systems, culture, leadership behaviour and employees' psychological needs" (Pareek, 1989). Moran and Volkwein in 1992 explained organizational climate as – "collective perceptions of its members about the dimensions like autonomy, trust, cohesiveness, support, recognition, innovation and fairness". These perceptions are said to be created by member interactions, reflecting the "prevalent norms, values and attitudes of the organization's culture" (Moran, Volkwein, 1992). Hart and Cooper (2001) commented that organizational climate works at individual and workgroup levels, contributing equally to employees' positive or negative work experiences. Organizational climate has been proven to influence employee's behaviour like - participation, absenteeism, stress level, work commitment (Rose & Griffin, 2002; Rose & Waterhouse 2004), efficiency, job satisfaction, organizational citizenship and other socio-behavioural aspects.

Hence the organizational components like – culture, leadership behaviour, employees' psychological needs, structure and systems prevailing in the organization interact with each other and create an organizational climate.

1.1.1. Organizational climate theories

Organizational climate is one of the recurrently investigated topics in the arena of organizational behaviour and organizational psychology. The concept and framework of organizational climate have changed over a period of time. The earliest available reference on the concept of organizational climate is sketched to 1939 in the works of Lewin, Lippitt and White (Srivastav A K, 2009). In the works by Lewin, Lippitt and White (1939), the construct of organizational climate was referred to as "Social climate". Researchers have tried associating the concept of organizational

climate to various theories of psychology and behavioural sciences. Schneider (1975) opined that "the concept of organizational Climate rests on certain assumptions which are associated with the Gestalt School of Psychology and the School of Functionalism". Litwin and Stringer (1968) stated that "shared beliefs and values of organizational members constitute the perceived work environment". Schneider (1973) defined climate as an "individual's perception towards his work environment". Glick (1985), stated that 'Climate' adds value to organizations and individual behaviour. These studies reiterated the "Lewinian Field theory of Behaviour", which states behaviour as a function of "Person" and the "Environment". Many researchers have highlighted person, perception, behaviour and environment as factors of Organizational climate. These constructs also explain the "Person-Environment fit" theory.

A reference to Gestalt psychology, Functionalism, Lewinian Field theory and the Person-Environment fit models, facilitate a better understanding of Organizational Climate.

(i). Gestalt psychology:

Gestalt psychology was popularized by Gestalt psychologist Kurt Koffka in the year 1935. Gestalt psychology postulates two assumptions – (i) "Humans' attempt to apprehend order in their environment and create order through-out." (ii) "Humans' apprehend and/or attempt to create order in their environment so that they can effectively adapt their behaviour to the work environment". Therefore, climate perceptions represent an expressive illustration of "order" in the perceiver's ecosphere, based on direct and indirect cues around him/her.

Benjamin Schneider has been a supporter of Gestalt psychology and functionalism. In his paper on "Organizational climates: An Essay" (1975); he defined climate as "meaningful apprehensions of order for the perceiver that is based on the equivalent of psychological cues". "Perceptions represent how work environments are cognitively appraised and represented in terms of their meaning to and significance for individual employees in organizations" (James and Jones, 1974; James and Sells, 1981).

(ii). Functionalism

Functionalism is said to offer "a framework in which individuals can seek order in their environment". This permits them to "functionally adapt, seek information to adapt and manifested accordingly" (Schneider and Snyder 1975). Gestalt psychology defines "order" and Functionalism translates the order into behaviour. Theorists like – Frederickson, Jenson and Beaton (1972); Fleishman (1953); Litwin and Stringer (1968) and Argyris (1957) supported this view of Functionalism.

(iii). Lewinian Field theory

The second assumption of Gestalt psychology proposed by Kurt Koffka suggested that "individuals associate the order they created to the environment they are in" and hence behaviour could be more eloquently understood if it is associated to the perceived environment by the subject. Working on this assumption, Lewin (1951) conceptualized the relationship between individuals and the social environment, in his work titled "Field theory in Social change". He expressed behaviour in the form of a sample formula.

$$B = f\,(P.E.)$$

In which B= Behaviour, P= Person and E = Environment

Lewin's equation, clearly defines that an individual's behaviour is an interaction of a person and his environment. In accordance with the model of Lewinian Field Theory, several pieces of research concluded that organizational climate shapes the attitudes and behaviours of individuals in any organization (Litwin and Stringer 1968; Pritchard and Karasick 1973).

(iv). Person-Environment fit model

Lewin (1951) hypothesized the interplay between the "Person" and "Environment" (P*E) is vital to comprehend people's cognitive, affective and behavioural interactions and reactions. Person–environment fit (P–E fit) is defined as "the degree to which individual and environmental characteristics match" (French, Caplan, and Harrison, 1982; Kristof-Brown, Zimmerman and Johnson, 2005). "Person characteristics include an individual's biological and psychological needs, goals and values, personality and abilities. 'Environmental' characteristics include intrinsic and

extrinsic reward management, job demands, cultural values and communes in the person's social environment" (French et al., 1982).

These theories not just help in understanding Organization Climate, but also highlights the scope for further related studies.

1.1.2. Organizational Climate Dimensions

The adaptation of the definitions of organizational climate states the various dimensions/factors thought-of by researchers to conceptualize Organizational climate over a period of time. Researchers have considered various approaches, characteristics of the respective environments while accessing organizational climate. As noted by organization behaviour theorists and researchers, climate perceptions vary with respect to individual differences, job differences and organizational differences. Forehand and Gilmer (1964) claimed organizational climate is focused on four characteristics, namely - (i) Structural properties, (ii) Environmental characteristics, (iii) Role characteristics and (iv) Climate. A different approach to the study of climate is given by Altman, Valenzi and Hodgetts in 2013. They stated 'Overt and Covert factors' as 2 major factors contributing to climate formation in an organization. The 'Overt factors' are stated to be extrinsic in nature and include constructs like - goals of the organization, hierarchy, skills & abilities of personnel, financial resources, the current state of technology, performance standards and measurement efficiency. The 'Covert factors' are intrinsic in nature and include constructs like – attitudes, feelings, values, norms, interaction, supportiveness and satisfaction.

Litwin and Stringer (1968), through their experimental studies, emphasized the role of leadership style in describing organizational climate. They said that leadership style provokes a particular motive in an organization, which in turn defines the climate of the organization. Halpin and Croft (1962) worked on understanding School climate, through their instrument "Organizational Climate Descriptive Questionnaire (OCDQ)". They initially administrated the instrument on a sample of 1151 teachers and principals across 71 elementary schools in the United States. Halpin and Croft identified eight dimensions for the study of school climate; of which four dimensions measured teachers' attitudes and the other four dimensions measuring principals' attitudes towards school climate. Studying further, Hellriegel and Slocum (1974) referring to various studies, felt that there is an over-emphasis on people and structure and under-emphasis on task and technology in the assessment of organizational climate. Hence, Hellriegel

and Slocum categorized organizational climate dimensions into two broad concepts, namely – 'Simple-Complex' and 'Static-Dynamic'. The interaction of these two broad environmental dimensions was stated to create organizational climates. James and Jones (1979), on studying various dimensions, developed the "Principal Component Analysis (PCA)" instrument. They proposed six dimensions to assess Organizational Climate. Referring to the dimensions proposed by James and Jones in 1974. Davidson, M.C.G (2000), added 'Regulations and organization pressure' as the 7th dimension to the study of organizational climate. Dr. Udai Pareek (1989) referring to the works of various climate researchers and in particular studies by Likert (1967) and Litwin & stringer (1968), designed "Motivational analysis of Organization – Climate (MAO-C)" instrument, to measure Organizational climate.

The table below shows the various dimensions proposed by researchers to define Organizational climate.

Table 1.1: Organizational Climate dimensions proposed

Year	**Researchers**	**Proposed Climate dimensions**
1963	Halpin and Croft	1. Disengagement 2. Hindrance 3. Esprit 4. Intimacy 5. Aloofness 6. Production emphasis 7. Thrust 8. Consideration
1968	Litwin and Stringer	1. Structure 2. Responsibility 3. Reward 4. Risk 5. Warmth 6. Support 7. Standard 8. Conflict 9. Identity (Sims and LaFollette, 1975)

1968	Schneider and Bartlett	1. Managerial Support 2. Managerial structure 3. Concern for new employees 4. Inter-agency conflict 5. Agent dependence 6. General satisfaction
1974	Hellriegel and Slocum	1. Simple-Complex 2. Static-Dynamic
1977	Muchinsky	1. Interpersonal Milieu 2. Standards 3. General effective towards management/ organization 4. Organizational structure and procedures 5. Responsibility 6. Organizational Identification
1979	James and Jones	1. Conflict and ambiguity 2. Job challenges, importance and variety 3. Leader facilitation and support 4. Workgroup cooperation, friendliness and warmth 5. Professional and organizational esprit 6. Job standards
1985	Schneider and Bowen	1. Work facilitation 2. Supervision 3. Organizational career facilitation 4. Organizational status 5. New employee socialization
1989	Dr. Udai Pareek	1. Orientation 2. Interpersonal relationships 3. Supervision 4. Problem management 5. Management of mistakes 6. Conflict management 7. Communication 8. Decision making

		9. Trust 10. Management of rewards 11. Risk-taking 12. Innovation and Change
1990	T V Rao and E Abraham	1. General HRD Climate 2. OCTAPAC (Openness, Confrontation, Trust, Autonomy, Proactive, Authority and Collaboration) 3. HRD Mechanism
1991	Zammuto and Krakower	1. Trust 2. Conflict 3. Morale 4. Rewards 5. Resistance to change 6. Leader credibility 7. Scapegoating
1991	Goran Ekvall	1. Challenge 2. Freedom 3. Idea time 4. Dynamism 5. Idea support 6. Trust and Openness 7. Playfulness and humour 8. Conflicts 9. Debates 10. Risk-taking
2000	Davidson, M.C.G	1. Regulations & organizational pressure (added a 7^{th} dimension to the dimension proposed by James & Jones)
2005	Patterson et.al	1. Leader's psychological distance 2. Open-Mindedness 3. Managerial Trust 4. Consideration 5. Communication Flow

		6. Risk Orientation 7. Service Quality 8. Centrality

Viewing the various climate studies through the years, it is evident that the units of analysis and attributes are specific to organizations and individual's perceptions and have evolved through years and circumstances.

1.1.3. Types of Organizational Climate

- Johannesson in the year 1971 stated that "there will potentially be as many climates as the number of people in the organization" (Tustin, 1993).
- The first reported instance of classifying climates was done by Lewin, Lippitt and White in 1939. They classified the social climate into - Authoritarian, Democratic and Laissez-faire (Schneider, 1975).
- Burns and Stalker (1961) in their script titled - "The management of Innovation", classified organization climate into 2 types - Organic and Mechanical climates (Hellriegel and Slocum, 1974).
- Halpin and Croft (1962), with the help of 8 dimensions proposed, classified climate into 6 types: Open, Autonomous, Controlled, Familiar, Parental and Closed.
- Likert (1967), proposed four types of climates: Exploitive, Benevolent, Consultative and Participative.
- Litwin and Stringer (1968) measuring 9 dimensions, derived 3 climates – (1) Achievement climate, (2) Affiliative and (3) Power Climate.
- Kaczka and Kirk (1968) studied more on the behavioural aspect of the climate and proposed 2 types of climate – 'Employee-centric' climate and 'Task centric' climate (Hellreigel and Slocum, 1974).
- Frederickson (1966), based on laboratory studies on a sample of 260 middle-level managers, proposed that different organizational climate have a different impact on human performance. He summarized his findings into 3 types of climate: (1) Innovative. (2) Consistent and (3) Restrictive climates. (Davidson, 2000)
- Hellreigel and Slocum (1974) reviewed various organizational climate studies and classified them into 2 broad environmental dimensions – 'Simple-Complex'

and ‘Static-Dynamic’. They stated that these two dimensions create 4 type of climate - (a) simple and static - which scores low on uncertainty; (b) static and complex - which is moderately uncertain; (c) simple and dynamic – which is moderately high on uncertainty and (d) dynamic and complex – which is stated as highly uncertain.

- James and Jones (1979), studied climate under 5 heads - (1) Organizational Context, (2) Organizational structure, (3) Process, (4) Physical environment, (5) System values and norms.
- Zammuto and Krakower (1991) with the help of 7 dimensions of the study proposed 4 types of climate – (1) Group climate, (2) Developmental climate, (3) Rational goal climate and (4) Internal process climates (Burton, Lauridsen and Obel, 1999).
- Goran Ekvall (1991) studying 10 dimensions, proposed 3 types of climate - (1) Resources, (2) Motivation and (3) Exploration (Morris, 2004)
- Dr. Udai Pareek (1989) proposed 6 motives of organizational climate - (1) Achievement, (2) Expert Influence, (3) Extension, (4) Control, (5) Dependency, (6) Affiliation.

1.1.4. Climate and Culture

Organizational climate and Organizational culture help understand the individual as well as collective attitudes, behaviour and performance. Ashforth (1985) defined “Climate as shared perceptions within an organization; and Culture as shared assumptions of an organization”. Moran and Volkwein (1992) opined that “Climate consists of attitudes and values, whereas culture is a collection of basic assumptions, along with attitudes and values. Culture is a set of beliefs and values held by management and communicated to employees through norms, stories, socialization processes and observations of managerial responses to critical events. These beliefs and values manifest into organizational structures, practices and policies. The structures, practices and policies in turn guide and shape individual’s creativity by creating a climate that communicates about organization's goals and the means to achieve them” (Tesluk, Farr, and Klein,1997). Climate is a description of an organization, in terms of procedures, policies, practices and other routine aspects; while culture defines the reasons and mechanisms for things to occur in any organization (Ostroff et.al, 2012). APA defines Organizational Climate as “the general character of the total

organizational environment as perceived by those who work within it. It is an expression of the organizational culture". Ostroff, Kinicki, and Tamkins (2003) did an extensive study on Organizational climate and culture. They stated that organizational factors form culture and individual factors form Climate. The research stated that researches on culture are more qualitative whereas researches on climate are more quantitative. There are many references to differentiate factors of Climate and Culture, but at the same time, references of researchers, where they have viewed them the same, are also noted. The researchers emphasized the need for more multi-level research need to differentiate between the two (Borman, Ilgen, Klimoski, and Weiner, 2003).

Peterson and Spencer (1990) in their article on "Understanding academic Culture and Climate" tried to differentiate Climate and Culture on the basis of – (i) conception, (ii) organizational perspective, (iii) primary values and (iv) major characteristics. Below mentioned is the explanation of the four parameters of differentiation:

- Culture is intensely shared values, assumptions, beliefs (/ideologies) of associates; whereas Climate is associate's perception of attitudes and feelings about the organizational life (Conception)
- Culture is a holistic approach primarily focusing on emergent patterns; whereas the climate is Pervasive and often focuses on specific areas within organizations (Organizational perspective)
- Culture identifies uniqueness with other organizations; whereas Climate is comparison among organizations over a period of time (Primary Values)
- Culture is embedded or enduring and Climate is current patterns or atmosphere (Major characteristics)

Yaman (2010) stated that "Climate" emphasizes "how the organization works" and culture focuses on "why the organization works in a particular style". Organizational climate is elucidated as people's association to packets of interrelated experiences at work, whereas Organizational culture is proposed as the basic assumptions of the standards that guide work life in the organizations (Schneider, Ehrhart, and Macey, 2013). Climate is based on events, interactions and incidents between people and Culture on the contrary is less reliant on individual events, but tends to influence people's intentions, interpretation, thinking and perceptions of events

that occur. In totality, Climate is a part of Culture (Paul Spector, 2019) and a good Organizational culture manifests into a good organizational climate.

1.2. OCCUPATIONAL ROLE STRESS

Occupational Role Stress is the pressure an individual experiences while on the job or performing a particular role. The fast-paced life, cut-throat competition and compulsive demands at workplaces are contributing to occupational role stress worldwide. As per one of the reports published by The American Institute of Stress, 46% of respondents opine of 'workload' as a major contributor to stress followed by 28% who claim 'people-related issues' as causes of stress. (Exhibit 1.1).

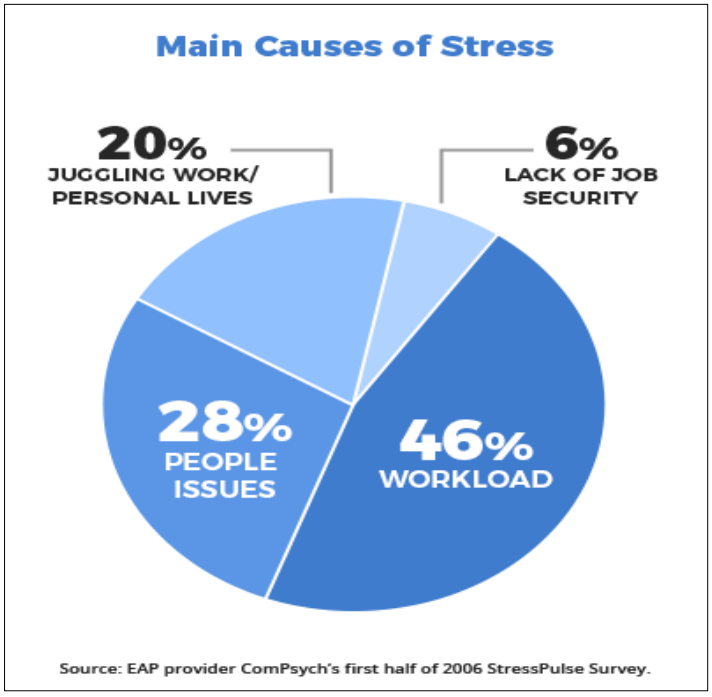

Exhibit 1.1: Main causes of stress

(Source: www.stress.org/workplace-stress)

The National Institute for Occupational Safety and Health (NIOSH) testified that 75% of respondents believe that there is job stress. Job stress is said to be more associated with health complaints than family and/or financial issues. In an article published by World Health Organization (WHO), Work-related stress emerges as a response to work demands and pressures, that do not coordinate with the knowledge and abilities of individuals. Stress may occur in diverse work environments. Employees may feel it worse when they feel they lack control of the task and have little or no

support from their supervisors and peers. Semmer (2007) at the WHO conference in Geneva stated that Recognition and respect act as indicators for occupational health and Well-being. Brun (2008) stated that there are many reasons for work-related stress like – Role conflict, role ambiguity, insufficient and unclear information, career opportunities, Quantitative overload, poor relations with supervisors, poor relations with co-workers, the inadequacy of skillset, low or no participation in decision-making process, low recognition, low empowerment and competitive environment. WHO (World Health Organisation) in 2003 added 'work-related psychological harassment' as one of the reasons contributing to occupational stress. Based on the survey done in five countries – Australia, Brazil, Bulgaria, Lebanon, Portugal, Thailand and South Africa, a report showed the percentage of harassment in various sectors. The work-related psychological harassment is found to be at a higher percentage in Public administration and defence, followed by sectors like - Education & health, hotels & restaurants (hospitality sector) and transportation & communications. (Cassitto et all, 2003) (Exhibit 1.2)

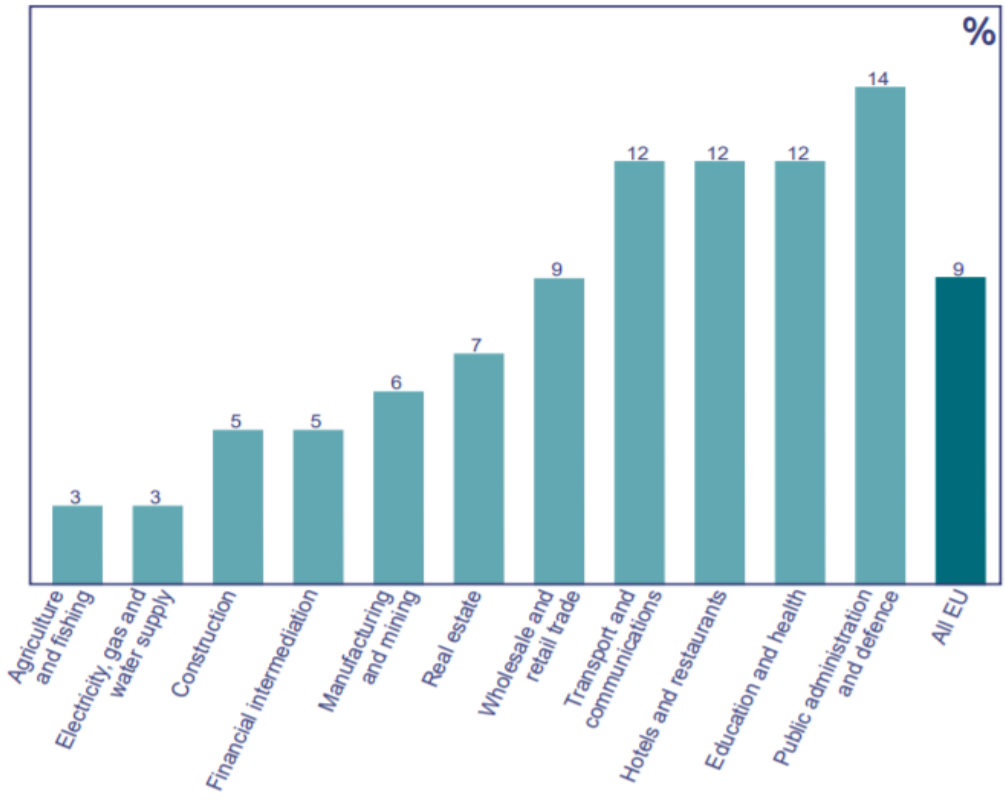

Exhibit 1.2: Work-related psychological harassment across sectors

(Source: www.who.int/occupational_health/publications)

In an article published by 'The economic times' (Jun 26, 2018), 80% of employees opined of not being satisfied in the workplaces. 80% of respondents also expressed their inability to learn new skills at the workplaces (Exhibit 1.3). This speaks about the need to study stress and related aspects among employees for a better work climate in the organizations.

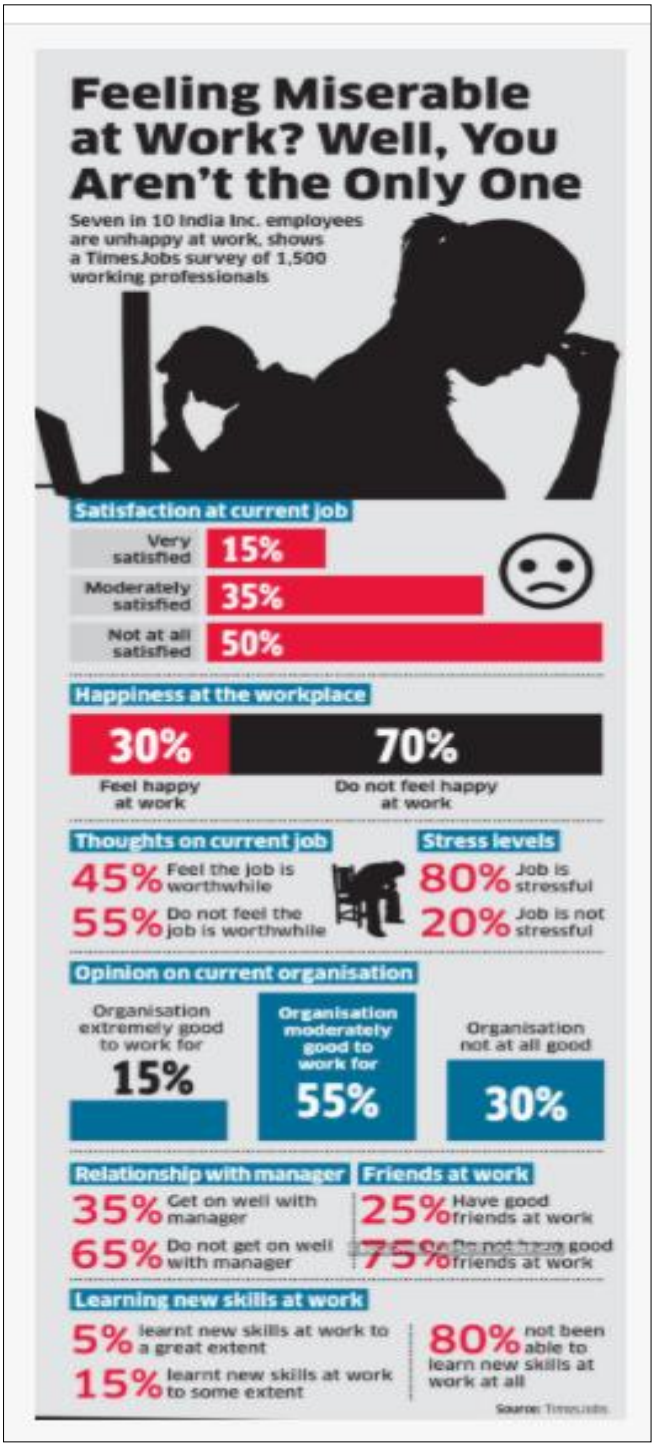

Exhibit 1.3: Work stress statistics

Source: The Economics times, e-paper (Jun 26, 2018)

French, et al. (1982) defined occupational stress as “the characteristics of the job that pose a threat to individuals” and occupational strain as “the deviation from a normal response that an individual would experience in any situation”. Researchers - Sharit and Salvendy (1982), Furnham and Schaeffer (1984) and Osipow (1998) seconded this definition. Kyriacou, and Sutcliffe (1978) defined occupational stress as “the experience of unpleasant emotions, such as tension, frustration, anxiety, anger and depression”. Headey, and Wearing (1992), narrated almost the same definition to explain “psychological Distress”. Holroyd and Folkman (1984) referred to stress as “a product of the transaction between the individual and the environment”, which is similar to ‘Person-Environment’ fit theory. Cox and Griffiths (2000) defined stress as “a complex psychological state deriving from the person’s cognitive appraisal of the adaptation to the demands of the work environment”. “Stress is considered to be an individual psychological state, which affects a person’s perception of the work environment and the emotional experience associated with work” (Sharit and Salvendy, 1982).” Hart and cooper (2001) stated, “stress occurs when a state of disequilibrium exists within the system of variables relating people to their environments and only when this state of disequilibrium brings about a change in people’s normal (i.e., equilibrium) levels of psychological wellbeing”. This propounds that stress is fairly an abstract postulate that cannot be accessed directly. Instead, stress can only be acknowledged by evaluating the interaction of the complex set of variables and their reaction with one another over time.

Stress in the workplace is said to ascend from the conflict between demand, ability, need and supply (Dewe, Cooper and O’Driscoll, 2012). Studies on Person-Organization fit and Person-Job fit, reiterate the understanding that stress occurs due to the inability of an individual to adopt or adapt to the organizational settings. Organizational role stress transpires when there is an inadequate fit between individual’s work demands, work conditions and his/her ability (Holmlund and Strandvik, 2005). Stress was primarily seen as a physical disturbance to which humans responded. Gradually stress then was linked to psychological events and their manifestations into their behaviour. (Appley and Trumbull, 1986). “Stress may create hyper-irritability, anxiety, disturbed interpersonal relationships, sleep disturbances, damage an individual's health, low productivity, absenteeism, poor quality of work, high turnover, etc.” (Cooper and Cartwright, 1994). According to Robbins and Judge (2003) “an opportunity, demand, constraint, threat or challenge can create stress for an

individual when the effect of the event is uncertain and important". Aspects concerning the environment, the organization and the individuals can also induce stress. Stress in the workplace is a growing concern in the prevailing economic conditions of the nations; employees are constantly facing the adversities of work over load, job uncertainty, lower job satisfaction and dearth of autonomy. Workplace stress has been shown to have a pernicious effect on the health and well-being of employees; which further translates into dipping productivity and profits in workplace. Stress is said to be a natural part of life, that ensues whenever there are substantial positive or negative deviations in our lives. (Bickford, 2005)

1.2.1. Occupational Role Stress Theories

Stress arises when an individual is unable to cope with specific demands and events around, which may either be ill-planned or unplanned. There are various creators of stress- Covert, which are physiological and psychological factors and Overt, which relate to environmental factors. In both cases, stress tends to have implications on the physical, mental and emotional state of any individual. As stated by the American Psychological Association (APA) in its 'Annual Stress report' of 2018, the primary stressors reported among the majority of Americans were - employment and money (Felman and Sampson, 2020). There is no single cause of distress, or a single sign/symptom of distress, or a single coping mechanism to deal with stress; hence stress needs to be studied with a more holistic approach as it varies from one person to another, time to time and from one circumstance to another. There are psychological and organizational behaviour theories that can be referred to understand the concept of 'Stress' better.

(i). Person-Environment fit model

The Concept of P-E fit can also be studied in relation to occupational stress. Stress has also been established as an outcome of an inapt person-environment fit (Kristof-Brown and Guay, 2011). Dewe, Cooper and O'Driscoll, (2012), studying psychological stress concerning person-environment fit, derived two types of 'fit' – (i) Demand–ability fit and (ii) Need-supplies fit. They referred to these fits as contributors to psychological stress in the workplace. People with inapt P-E fit displayed increased mental distress and reduced job satisfaction than those who experienced an apt P-E fit (Furnham, Schaeffer,1984). The other types of classification

under Person-Environment fit are – (i) Person-Organization fit, (ii) Person-Job fit, (iii) Person-group fit and (4) Person-person fit (Latham, 2012).

(ii). Herzberg's two-factor theory

Frederick Herzberg, a well-known Psychologist proposed the 'Two-factor' theory, which is also known as the 'Dual factor' theory and 'Motivation-Hygiene' theory. Motivators are recognized as factors that arise from intrinsic job conditions and give satisfaction, hence called 'Satisfiers'. Satisfiers include constructs like – achievement, personal growth and recognition. Hygiene factors ascend from extrinsic factors, also known as maintenance factors; alternatively referred to as 'Dissatisfiers'. Hygiene factors include constructs like company policies and procedures, wages/salary, status, job security, fringe benefits, work conditions, insurance, vacations, etc. Stockton (1995), referred to Herzberg's theory while studying HRD Climate in Higher education. A proper balance between satisfiers and dissatisfiers would help to have a good HRD climate in the organizations.

(iii). Demand-Control Model of Job stress (DCM):

Robert A. Karasek (1979) proposed the "Demand-Control Model of Job stress (DCM)", which postulates job stress as - a product of job demand and an individual's control (measured in terms of authority, or decision latitude) over the job. The result of this product suggested four types of job stress– Passive (A), active (E), low strain (I) and high strain jobs (P)

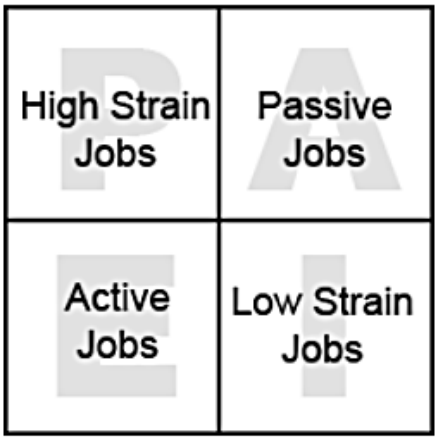

Exhibit 1.4: Karasek's Demand-Control Model of Job stress

'Decision latitude' speaks about how empowered the employees are in the matter of their ability to make decisions and influence their surroundings. Karasek in his model - 'Demand-Control Model of Job Stress', classifies stress according to the fit on two axis - 'Latitude' and 'Strain'. The interaction between the two on how high or low these constructs stand is classified into four quadrants -

(i). Low latitude and high strain leads to High strain jobs, which is denoted by 'P'

(ii). Low Latitude, Low Strain forms passive jobs (A).

(iii). High Latitude, High Strain translates into Active jobs (E)

(iv). High Latitude, Low Strain makes low strain jobs (I)

The model clearly states that those employees who have control over their jobs (high latitude) tend to perceive the job positively. Even if the strain is on a higher level; high latitude will still make the employee feel enthusiastic about the job. A lower strain job with high latitude will make the employee feel less strainful. Hence it can be stated that- the more empowered the employees are, the less will they perceive the job to be strainful.

(iv). Job Demands-Resources model (JD-R):

JD-R model was proposed by Karasek as an expansion to Demand-Control Model. The new model includes the dimension of 'Resource' in the assessment of Job stress. The model states that - higher job demands with higher job resources (like career opportunities, role-clarity, autonomy) provided to the employees will help in developing positive attitudes among them towards their jobs. (Demerouti et.al., 2001).

(v). NIOSH model of Job Stress:

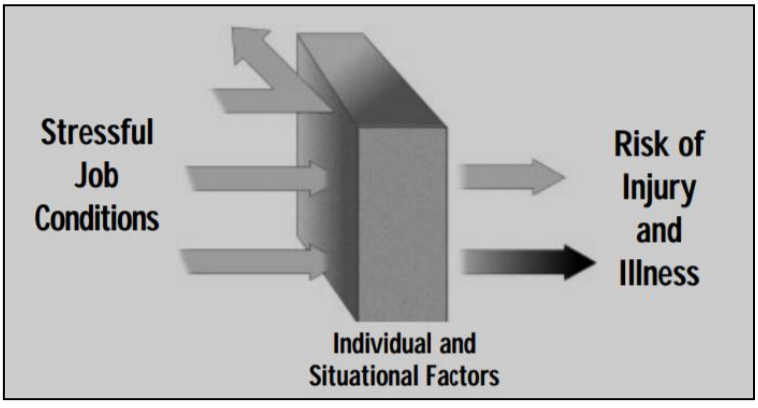

Exhibit 1.5: NIOSH model of job stress

Source: 'Stress at work', https://www.cdc.gov/niosh

The National Institute of Occupational Safety and Health (NIOSH) proposed a model, which emphasizes the role of working conditions as an important factor for job stress. NIOSH model notes that - stressful working environments have a direct bearing on employees' health and safety. It states that a cohesive environment and supportive management, with good employee relationships in the organization can lessen the intensity of job stress experienced by the employees.

1.2.2. Dimensions of occupational role stress

While trying to understand the concept of stress, it is noticeable that the sources of work stress are many. The American Institute of Stress in the year 2014, identified 7 common sources of stress in the United States, viz: Job pressure, finance, health, relationships, poor nutrition, media overload and sleep deprivation (*Source: https://www.stress.org/daily-life*). Since stress is subjective in nature, the assessment of the dimensions of stress varies from time to time.

The concept of occupational role stress was familiarized by Kahn, et al. (1964). They proposed three key role stressors, viz- Role conflict, role ambiguity and role overload. Later the researchers who worked on Occupational Role Stress added dimensions based on the scenario of their respective studies. The following table showcases the various dimensions proposed by researchers to define Occupational role Stress.

Table 1.2: Proposed Occupational Role Stress dimensions

Year	Researchers	Proposed Stress dimensions
1964	Kahn, et al.	1. Role conflict 2. Role ambiguity 3. Role overload
1976	Landy and Trumbo	1. Excessive competition 2. Hazardous working conditions 3. Job insecurity 4. Task demands 5. Long or unusual working hours (Kang and Singh, 2004)

1976	Cooper and Marshal	1. Intrinsic to a job or role 2. Career growth 3. Relationship with colleagues 4. Organizational climate 5. Structure
1981	Srivastava and Singh	1. Role conflict 2. Role ambiguity 3. Group and political pressures 4. Role overload 5. Responsibility for persons 6. Power 7. Participation 8. Peer relations 9. Status 10. Intrinsic impoverishment 11. Profitability 12. Strenuous working conditions
1983	Parker and Decotiis	1. Job characteristics 2. Organizational structure 3. Climate and information flow 4. Relationship 5. Career development 6. External commitments and responsibilities
1985	Hendrix *et.al.*	1. Work overload 2. Work autonomy 3. Control supervision and support 4. Role ambiguity 5. Role conflict
1989	Dr. Pareek	1. Self-role distance 2. Inter-role distance 3. Role stagnation 4. Role isolation 5. Role ambiguity

		6. Role expectation conflict 7. Role overload 8. Role erosion 9. Resource inadequacy 10. Personal inadequacy.
2000	Nelson and Burke	1. Role ambiguity 2. Lack of power 3. Role conflict
2011	Sharma and Devi	1. Role overload 2. Lack of senior-level support 3. Lack of group cohesiveness 4. Inequity at the workplace 5. Role stagnation 6. Resource inadequacy 7. Constraints of change

1.2.3. Types of occupational role stress

There are many ways to illustrate occupational stress, the most significant aspect to bear in mind is 'Imbalance'.

Literature specifies different types and levels of work stressors:

Fig. 1.1: Types and levels of work stressors

- Individual stressors: which are subjective and individualist in nature. They include – Job concerns, Career changes, economic problems, changes in life structure, the pace of life, life changes and life traumas, the personality of a person and ability to cope.
- Group stressors: stressors that are specific to the group like – Group cohesiveness, lack of social support, conflicts and organizational climate.
- Organizational stressors are stressors specific to organizations like – Job-related factors, Role-related factors, Interpersonal and Group-related factors, Organizational structure factors, organizational leadership factors and the organization's life cycle.
- Extra organizational stressors: are the type of stress which are not in the control of individuals like political, economic and technological stressors, but tend to influence the psychological wellbeing of individuals. As per the APA annual stress report, 2019, Americans felt stressed about issues like Terrorism, climate change/global warming and Immigration ('*Stress in America 2019',* 2019).

1.2.4. Stress, Strain and Stress Management

Stress is an inability to cope up with demands; Strain is excessive stress that manifests into a physiological and psychological breakdown. Referring to several articles and survey reports it is evident that occupational stress/job stress has become a concern in every occupation across the globe. The increasing number of health and mental issues across the globe is forcing researchers, medical practitioners, therapists and counselors to identify and develop stress-coping mechanisms. Organizations too are emphasizing effective and efficient communications standards, grievance redressals and employee engagement activities to reduce stress among their staff.

Stress:

The word 'stress' was earlier used to explain the physical phenomenon of interaction between a force and its resistance. The term 'stress' (referring to the stress expressed by humans) was coined by Dr. Hans Selye in 1936. Dr. Selye is referred to as 'Father of Stress Research'. He was one of the founder members of the Canadian Institute of Stress. Dr. Selye, an endocrinologist by profession, studied nonspecific signs and symptoms of illness, which was then referred to as 'Biological stress'. During

his study, he witnessed that the body responds in a 'non-specific' manner to positive and negative impulses and thus Dr. Selye defined stress as a "nonspecific response of the body to any demand for change". This study is also referred to as "Selye's syndrome". Further studies on 'Selye's syndrome ', helped to derive two types of stress - Eustress (also stated as 'Positive stress') and Distress (also known as 'Negative stress'). 'Eu' in Greek nomenclature means 'Good'. Eustress refers to one's positive response to a stressor, indicating a sense of pleasure, hope and satisfaction. 'Dis' has Latin roots, meaning - disagreement or dissonance. The distress which is commonly equated to 'stress' is the outcome of displeasure, discontentment, deviation from normal, dissatisfaction and all those negativities that individuals find it difficult to cope with. Studies on Eustress and Distress revealed that when individuals are not stressed, not challenged, or are instructed to take-up repetitive tasks, they get uninterested or bored in the task/job. This type of boredom was referred to as 'Hypo-stress' meaning under-stressed; and on the contrary, when individuals are overloaded with tasks, it leads to over-stress, known as 'Hyper-stress'. Dr. Selye suggested balancing Eustress, Hypo-stress and Hyper-stress to combat Distress.

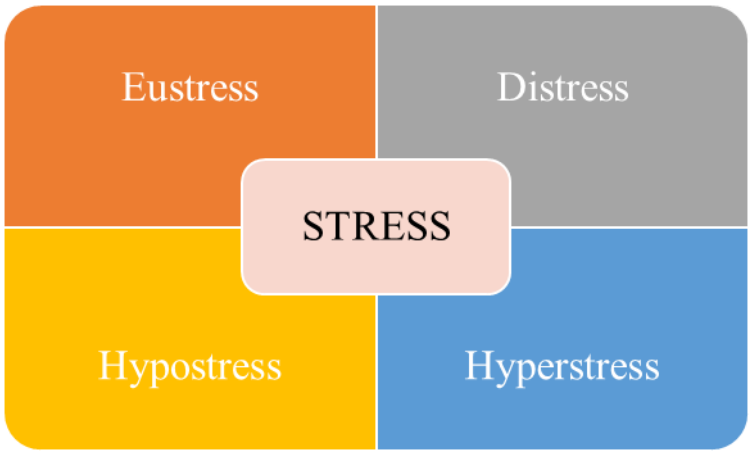

Fig 1.2: Four types of stresses proposed by Dr. Selye

'Stress' is the common word heard in the present times, right from children to adults and across various occupational domains. Adapting and adopting to the fast-paced competitive world has introduced stress into the lives of every individual. Individuals experience stress or perceive stress when they feel that the resources to combat the obstacles (like- stimuli, people, or situations) are not enough to cater to the demands or when they feel that it exceeds their ability to handle them.

Stress can be classified into two broad heads; they are – "Acute stress" and "Chronic stress". Acute stress is the most customary form of stress among people, also known as short-term stress; which individuals can cope up with. Chronic stress is stress which occurs for a longer duration of time and hence has an adverse effect on individuals; sometimes which may also lead to irreversible behaviour or attitude among individuals.

Strain:

Zhang et al., (2014) spoke about single directional stress and multi-directional stress. Multi-directional stress is referred to as 'Strain'. Strain is said to occur when there are two or more stressors, that pull or push an individual in different directions (hence called 'Multi-directional'), making it difficult for individuals to understand and deal with the excessive stress. Strain is also referred to as 'Toxic stress'.

When a body experiences stress, it responds in many ways; it makes physical, emotional and biological (chemical) adjustments to counter the perceived stress. Dr. Selye proposed the General Adaptive Syndrome (GAS) model that identifies three stages showing how the body reacts to stress.

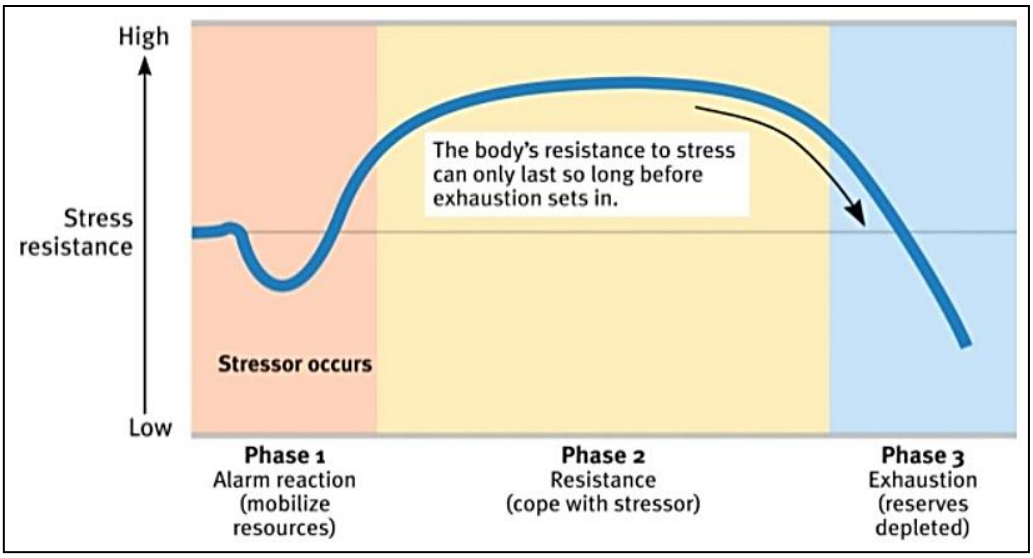

Exhibit 1.6: General Adaptive Syndrome (GAS) model

(i). The Alarm reaction:

This stage begins when a body experiences stress for the first time. To counter the stress, the body gathers resources, which results in the discharge of

hormones like - cortisol, adrenaline (epinephrine) and norepinephrine from the adrenal gland. These released hormones, increase the energy levels and muscle tension in the body. It also reduces sensitivity to pain and hunger causing a surge in blood pressure; thus, higher levels of hormone release may have adverse effects on the normal functioning of a body.

(ii). The stage of Resistance:

The body continues its confrontation through "the stage of Resistance", till the body exhausts its resources tackling the stressors (which leads to the exhaustion phase) or till the stressor is eliminated. Since the body at this stage, consumes more of its resources to counter stressors, individuals experience exhaustion and may feel weak. In extreme cases, psychosomatic disorders may begin in this stage.

(iii). The stage of Exhaustion:

In this stage, the body has exhausted the hormones and resources to combat stressors. Individuals at this stage begin to display behaviours such as anxiety, irritability, inappropriate social behaviour, self-abuse and poor judgment. In extreme conditions, their behaviours may turn fatal.

Evaluation of General Adaptive Syndrome (GAS) reveals that stress in individuals needs to be identified at the 'Alarm' stage before it becomes critical and impossible to cope with.

Stress Management

Stress management, also known as the 'Coping mechanisms', are the techniques and psychotherapies, an individual adapts to control the level of stress (distress). Many researchers have constructed various models of stress management based on whether the stressors are internal or externally induced. An individual's ability to cope or manage stress defers in terms of age, gender and circumstances around. Researchers have identified many coping mechanisms, some of which are mentioned below:

(i) Appraisal-focused coping strategies:

An appraisal-focused coping strategy is about modifying an individual's thinking or perception towards a stressor.

(ii) Adaptive behavioural coping strategies:

This strategy focuses on identifying the root cause of the problem, by seeking information and gauging the pros and cons of the problem.

(iii) Emotion-focused coping strategies:

In this strategy, techniques like avoiding the stressor, isolating oneself from the stressor, managing one's emotions and exploring relaxing techniques are identified to combat stress.

(iv) Reactive and proactive coping:

This mechanism tries to identify or anticipate stress that may arise due to a particular stressor and try to avoid it in advance.

(v) Social coping:

Social coping is about seeking social support from the environment around.

(vi) Negative techniques (maladaptive coping or non-coping):

Negative techniques or maladaptive coping is a short-term coping mechanism. It includes dissociation or distancing, sensitization towards a stressor, anxiety avoidance, rationalization and self-medication.

1.3. HIGHER EDUCATION IN INDIA

As per international standards, "Higher education" is denoted as "Post-secondary education", "third-level, or tertiary education". It is a kind of formal learning that is taken up after completion of secondary education. "Higher education" includes teaching, research, application-based learning and society-building activities, that inculcate critical thinking, analytical reasoning skills, teamwork skills, information literacy, ethical judgment, decision-making skills, fluency in communication and problem-solving skills both at undergraduate and postgraduate levels of higher education.

Education in India has always been given priority right from time immemorial. 'Guru' and 'Gurukul' system have got their references in a number of Indian Scripts. Takshasila (now in Pakistan) is said to have been existing during the 8th century BCE,

is the oldest recorded centre of higher education in India. Nalanda University (now in Bihar, India), is considered the oldest university in the world (Garten, 2006). Education in India is managed and funded by three entities – Central, State and Private governing bodies. Based on the financial control, the institutes are classified as 'Aided' (also known as 'Funded') and 'Unaided' (also referred to as 'Self-funded'). The Education system in India follows three levels of academic recognition. The '10+2+3' basic pattern of the education system, i.e., - 10 years of schooling, 2 years of junior education, 3 years of graduation. 2 to 4 years of Post-graduation is added to the system, which is generally referred to as 'Higher Education'. As per a record available on the University Grants Commission website, higher education in India comprises of Undergraduate Courses (UG), postgraduate courses (PG), M.Phil. and Ph.D. degrees. (Exhibit 1.7)

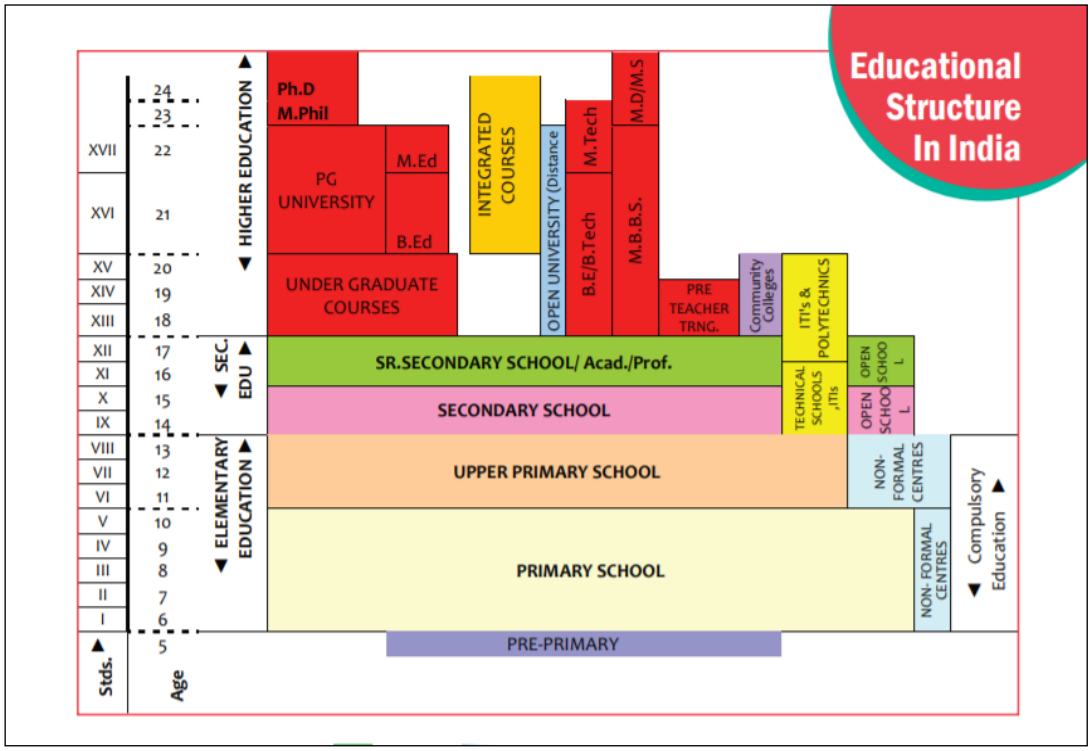

Exhibit 1.7: Educational structure in India

Source: https://www.ugc.ac.in/stats.aspx

According to the "All India Survey on Higher Education" (AISHE) report 2018-19, published by the Ministry of Human Resource Development (MHRD), there are 993 universities in India, catering to the different specialization of studies. According to the data pertaining to the number of universities per state in India; Rajasthan records the highest number of universities (83 universities), followed by Gujarat with 72

universities, Karnataka & Madhya Pradesh with 65 universities, Maharashtra with 62 and Tamil Nadu with 59 universities. Among the 993 universities, the highest number of universities are recorded under 'General courses' with 548 universities, technical programmes under 142 technical universities, Agricultural and allied courses affiliated with 63 universities, Medical and allied streams in 58 medical-medicine universities and 23 law universities (Exhibit 1.8)

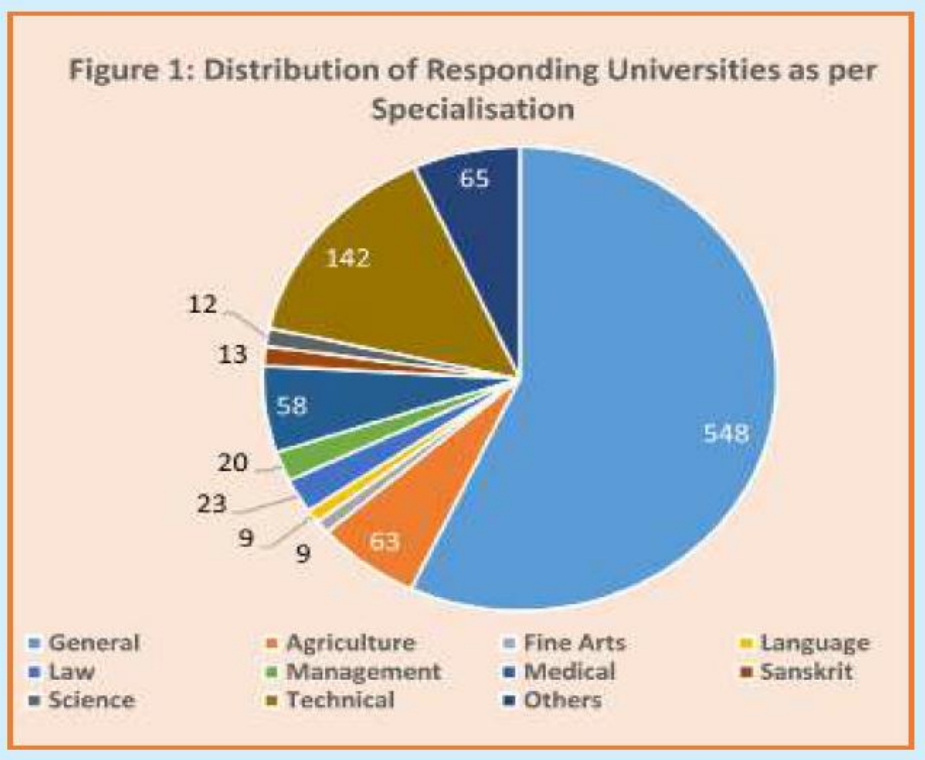

Exhibit 1.8: Specialization specific universities in India (2018-19)

Source: MHRD, "All India Survey on Higher Education, 2018-19", Page no: 4

Out of the total number of 14,16,299 registered teachers recorded in the report, 58% are male faculty and 42% are female faculty. As per the academic ranks held by the faculty - 69.2% are at lecturer/Assistant Professors' grade, followed by 10.9% at Reader/Associate Professor hierarchy and 9.2% at Professors' level across streams (Exhibit 1.9).

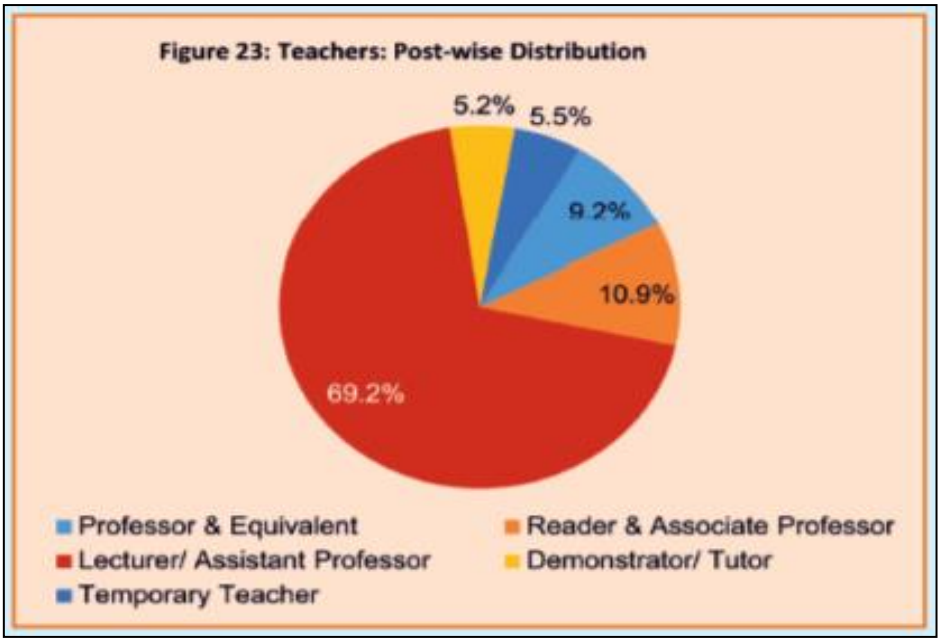

Exhibit 1.9: Teachers' post wise distribution in various courses (2018-19)

Source: MHRD, "All India Survey on Higher Education, 2018-19", Page no: 20

1.3.1. Structure of Universities in India:

As per the AISHE report, 2018-19, the distribution of central universities, state universities, deemed universities and other categories of universities are reported in the exhibit below.

Type of university	Number of Universities
Central University	46
Central Open University	1
Institution of National Importance	127
State Public University	371
Institution Under State Legislature Act	5
State Open University	14
State Private University	304
State Private Open University	1
Deemed University- Government	34
Deemed University- Government Aided	10
Deemed University- Private	80
Grand Total	993

Exhibit 1.10: University distribution in India (2018-19)

Source: MHRD, "All India Survey on Higher Education, 2018-19", Page no: 4

Higher education in India is governed by the State & Central University Act and authorized bodies like UGC (University Grants Commission) & AICTE (All India Council for Technical Education).

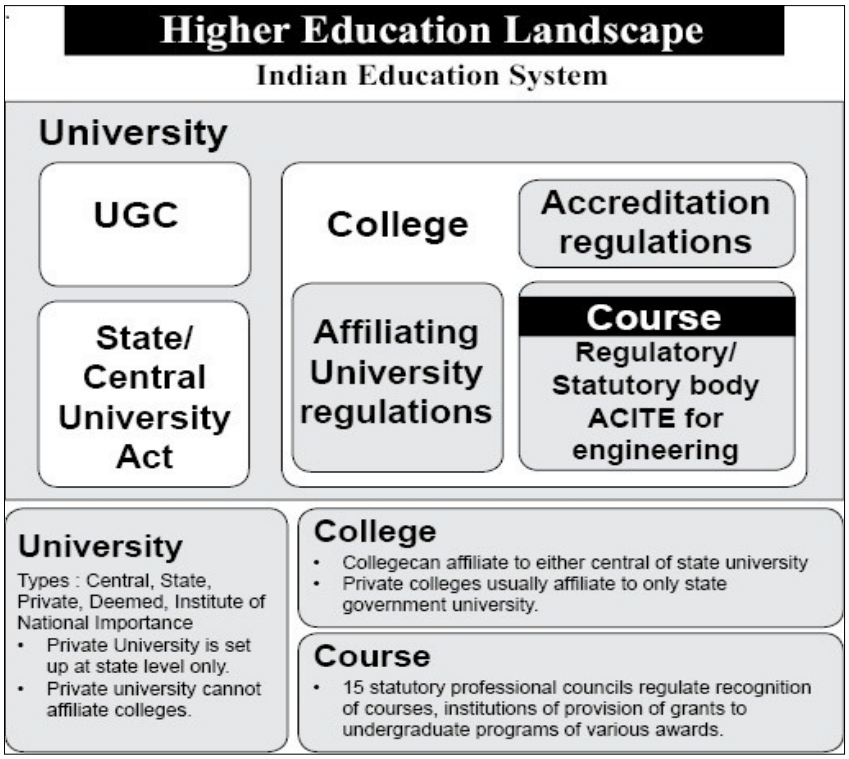

Exhibit 1.11: Higher Education Landscape in India

Source: www.dishapublication.com/blog/

(i). Central University:

Central universities or Union universities, come directly under the purview of the Ministry of Education and are recognized by an Act of the Parliament. As per the AISHE report 2018-19, there are 46 central universities that directly come under the ambit of Ministry of HRD (Note: Ministry of HRD is renamed as 'Ministry of Education' on July 29, 2020).

(ii). State University:

State universities are governed by the governments of each state and Union territories of India. They are established under the local legislative assembly act. The majority of undergraduate and postgraduate institutions within states are affiliated to respective State Universities.

(iii). Deemed University:

Deemed university, or "Deemed-to-be-University", is an autonomy granted to institutions, by the Department of Higher Education on the approval from the UGC, as per Section 3 of the UGC Act. As per the definition of the Deemed University by MHRD, a deemed-to-be-university is "An Institution of Higher Education, other than universities, working at a very high standard in a specific area of study, approved by the Central Government on the advice of the University Grants Commission (UGC)". Institutions that are 'deemed-to-be-university' enjoy the academic status and privileges of a university.

(iv). Private University:

Private universities are operated by private management after seeking approval from the University Grants Commission. Private universities can grant academic degrees, but are not permitted to enlist 'off-campus' affiliation of educational institutions under them.

1.3.2. Statutory bodies and Educational policies:

(i). University Grants Commission (UGC):

The University Grants Commission of India (UGC India) is a constitutional body set up by the Government of India in fulfilment of the UGC Act of 1956, entrusted under the Ministry of Education. UGC is in charge of the coordination, determination and maintenance of standards in higher education. It grants recognition to universities in India and allocates grants to universities and colleges recognized by it. Without statutory recognition from UGC, no university in India is permitted to award academic degrees. UGC is headquartered in New Delhi and has six regional offices located in Bengaluru, Bhopal, Guwahati, Hyderabad, Kolkata and Pune.

(ii). All India Council of Technical Education (AICTE):

The All-India Council for Technical Education (AICTE) is a statutory body for technical education, under the Department of Higher Education, Ministry of Education, which accredits graduate and postgraduate programs under specific categories as per its charter. AICTE is in control of the planning and coordination of technical and management institutions in India.

(iii). National Educational Policy (NEP) 2020:

The National Education Policy 2020 (NEP 2020), was officially rolled out by the Union Cabinet of India on 29 July 2020. NEP aims to transform India's education system by 2040. The policy is an all-inclusive framework for elementary education, higher education and vocational training, both in rural and urban India. The policy proposes a new pedagogical structure of '5+3+3+4', in place of the existing '10+2+3'structure. NEP 2020 has proposed to establish "Higher Education Grants Council (HEGC)", for financing universities and colleges in India. The "Higher Education Commission of India" (HECI) will be established, which will define standards for higher education, including teachers' education and recruitment. Special emphasis will be given to research by establishing the 'National Research Foundation' (NRF) and 'Multidisciplinary Education & Research Universities' (MERUs). The accreditation of the educational institutions are proposed to be under the "National Accreditation Council" (NAC) and the regulation of the institutions under the "National Higher Education Regulatory Council" (NHERC).

1.3.3. Universities in Karnataka

As reported in the "All-India Survey on Higher Education (AISHE) report" of 2018-19, Karnataka stands at the third position in India with 65 Universities, comprising of 3670 colleges in the state. As per Karnataka State Higher Education Council (KSHEC) (as of July 2020), Karnataka records 28 state Universities, 19 state private universities, 11 State Deemed universities, 1 Central University and 9 Institutes of National importance, adding to a total count of 68 universities in the state.

Table 1.3: List of Universities in Karnataka

State Universities				
No	**University**	**Location**	**Type**	**Founded**
1	University of Mysore	Mysuru	General	1916
2	Karnataka University	Dharwad	General	1949
3	Bangalore University	Bengaluru	General	1964
4	Mangalore University	Mangaluru	General	1980
5	Gulbarga University	Kalaburagi	General	1980
6	Kuvempu University	Shivamogga	General	1987

7	Kannada University	Hampi	Cultural	1992
8	Karnataka State Open University	Mysuru	Open University	1996
9	Visvesvaraya Technological University	Belagavi	Technical	1999
10	Karnataka State Akkamahadevi Women's University	Vijayapura	Women's university	2003
11	Tumkur University	Tumakuru	General	2004
12	Davangere University	Davangere	General	2009
13	Karnataka State Gangubai Hanagal Music University	Mysuru	Music	2009
14	Rani Chennamma University	Belagavi	General	2010
15	Vijayanagara Sri Krishnadevaraya University	Bellary	General	2010
16	Karnataka Sanskrit University	Bengaluru	Sanskrit	2010
17	Karnataka Janapadha University	Gotagodi	Folk Culture	2011
18	Bengaluru Central University	Bengaluru	General	2017
19	Bengaluru North University	Kolar	General	2017
20	Karnataka State Rural Development and Panchayat Raj University	Gadag	Rural Development	2016
21	University of Agricultural Sciences	Bengaluru	Agriculture	1964
22	University of Agricultural Sciences	Dharwad	Agriculture	1986
23	University of Agricultural Sciences	Raichuru	Agriculture	2009
24	University of Agricultural and Horticultural Sciences	Shivamogga	Agriculture & Horticulture	2013
25	University of Horticultural Sciences	Bagalkot	Horticulture	2010
26	Karnataka Veterinary, Animal & Fisheries Sciences University	Bidar	Veterinary science	2005
27	Karnataka State Law University	Hubli	Law	2009
28	Rajiv Gandhi University of Health Sciences	Bengaluru	Medical	1996

State Private Universities (Functioning)				
I. No	**University**	**Location**	**Type**	**Founded**
1	Alliance University	Bengaluru	Post Graduate & Doctoral Programmes	2018
2	Azim Premji University	Bengaluru		2010
3	Presidency University	Bengaluru		2013
4	CMR University	Bengaluru		2013
5	PES University	Bengaluru		2013
6	MS Ramaiah University of Applied Sciences	Bengaluru		2013
7	Reva University	Bengaluru		2013
8	Dayananda Sagar University	Bengaluru		2014
9	Rai Technology University	Bengaluru		2013
10	JSS Science and Technology University	Mysuru		1963
11	KLE University	Hubli		2015
12	Srinivasa University	Mangaluru		2015
13	Sharanbasava University	Kalaburagi		2017
14	The University of Trans-Disciplinary Health Sciences & Technology	Bengaluru		2013
15	Adichunchanagiri University	Mandya		2018
16	Garden City University	Bengaluru		1992
17	Khaja Bandanawaz University	Kalaburagi		2018
18	NIE University	Mysuru		2008
19	Sri Satya Sai University for Human Excellence	Kalaburagi		2018
State Deemed Universities (Functioning)				
l.No	**University**	**Location**	**Type**	**Founded**
1	Manipal Academy of Higher Education	Manipal	General	1953
2	Swami Vivekananda Yoga Anusandhana Samsthana	Bangalore	Yoga	2002

3	Sri Devaraj Urs Academy of Higher Education & Research	Kolar	Medical	1986
4	Yenepoya University	Mangalore	Medical	1991
5	BLDE University	Bijapur	Medical	2008
6	JSS Academy of Higher Education and Research	Mysore	Medical	2008
7	Sri Siddhartha Academy of Higher Education	Tumkur	General	1979
8	Christ University	Bangalore	General	1969
9	Jain University	Bangalore	General	1990
10	NITTE University	Bangalore	Medical	1979
11	KLE Academy of Higher Education & Research	Belagavi	Medical	1963
Central University				
l.No	**University**	**Location**	**Type**	**Founded**
1	Central University of Karnataka	Kalaburagi	General	2009
Institutes of National Importance				
l.No	**University**	**Location**	**Type**	**Founded**
1	Indian Institute of Science	Bengaluru	Research	1909
2	International Institute of Information Technology	Bengaluru	IT & Research	1999
3	Jawaharlal Nehru Centre for Advanced Scientific Research	Bengaluru	Research	1989
4	National Institute of Mental Health and Neuro Sciences	Bengaluru	Medical (psychiatry)	1847
5	National Institute Technology	Surathkal	Technical	1960
6	Indian Institute of Management	Bangalore	Management	1973
7	National Law School of India University	Bangalore	Law	1986
8	Indian Institute of Information Technology	Dharwad	IT	2015
9	Indian Institute of Technology	Dharwad	Technical	2016

Source: KSHEC website (http://kshec.ac.in/listofuniversitieskar.php)

1.3.4. Universities of North Karnataka:

Karnataka has 30 districts, of which 12 districts – Bagalkot, Belgaum, Bellary, Bidar, Dharwad, Gadag, Gulbarga, Haveri, Koppal, Raichur, Yadgiri and Vijayapura are officially noted as districts of North Karnataka.

Exhibit 1.12: Twelve districts of North Karnataka

Referring to KSHEC records, North Karnataka has 12 State universities, 4 State private universities, 2 State deemed universities, 1 Central University and 2 Institutes of National Importance, catering to various branches of study.

Table 1.4: List of Universities in North Karnataka

State Universities		
l.No	**University**	**Location**
1	Karnataka University	Dharwad
2	Gulbarga University	Kalaburagi
3	Visvesvaraya Technological University	Belagavi
4	Karnataka State Akkamahadevi Women's University	Vijayapura
5	Rani Chennamma University	Belagavi
6	Vijayanagara Sri Krishnadevaraya University	Bellary
7	Karnataka State Rural Development and Panchayat Raj University	Gadag
8	University of Agricultural Sciences	Dharwad
9	University of Agricultural Sciences	Raichur
10	University of Horticultural Sciences	Bagalkot
11	Karnataka Veterinary, Animal & Fisheries Sciences University	Bidar
12	Karnataka State Law University	Hubballi
State Private Universities (Functioning)		
1	KLE University	Hubballi
2	Sharanbasava University	Kalaburagi
3	Khaja Bandanawaz University	Kalaburagi
4	Sri Satya Sai University for Human Excellence	Kalaburagi
State Deemed Universities (Functioning)		
1	BLDE University	Vijayapura
2	KLE Academy of Higher Education & Research	Belagavi
Central University		
1	Central University of Karnataka	Kalaburagi
Institutes of National Importance		
1	Indian Institute of Information Technology	Dharwad
2	Indian Institute of Technology	Dharwad

1.4. PURPOSE OF THE STUDY

The industrial revolution during the 1760s witnessed a surge in the number of people seeking employment in industries. ‘Man’, who was till then considered as one among the four ‘Ms’ - Man, Machine, Material & Money. It was after 1930 that many theories on motivation, employee behaviour, employee satisfaction emerged. During the 1940s various studies, specifically on ‘organization behaviour’ were taken up (Miner, J.B, 2006). Organizational behaviour is defined as the: "study of human behaviour in organizational settings, the interface between human behaviour and the organization and the organization itself". Organizational behaviour is studied at 3 stages- (1) people in organizations (micro-level), (2) workgroups (meso-level) and (3) organizations as a whole (macro-level). Among the various sub-systems existing in Organization Behaviour, Organization climate and occupational stress find their place as prominent influencers or contributors to organizational behaviour.

Teachers/ Faculty, are required to interact with stakeholders like the university, management, parents, students and other outer agencies; Simultaneously, teachers are required to acquire new skills, take up research activities to be at pace with changing academic world; Hence faculty frequently express of being stressed. Teachers become the target of criticisms in case they fail to cater to the expectation of the internal and external stakeholders. High-stress levels among teachers lead to various undesirable consequences like poor concentration, lack of commitment, lack of motivation, poor performance, disconnect with students and the system and poor quality of classroom instruction. Researches on stress among the academic and non-academic staff of universities worldwide shows that the stress in universities is increasing at an alarming rate (Parray et al, 2016). Literature reviews reveal that the common reason causing stress among faculty members is the organizational climate they are in. The outcome of many pieces of research reveals that a supportive environment would reduce or buffer the stress among academic and non-academic professionals.

Despite India having nearly 1000 universities, there aren’t many studies on understanding the impact of organizational climate on stress experienced by teachers/faculty. The article published by Outlook in January 2020, also states that teachers aren’t getting the support they need to effectively deal with the stressors of their jobs. The ecology around a teacher fails to recognize and realize the stress faced by teachers and its impact on the taught.

Thus, this research aims to explore the dimensions of climate (organizational climate) and its impact on stress (occupational role stress) experienced by faculty in higher education.

1.5. STATEMENT OF THE PROBLEM

There are several reports by various statistical organizations and research papers to examine the stress among doctors, police personnel, bank staff and employees working in other professions, but relatively few studies have been undertaken on teaching fraternity. Statistics and articles on the influence of covert and overt aspects of the organizations on the academic profession, has emphasized the need to understand the link allying organizational climate and occupational role stress in the education sector.

The education system in the present day has become more vibrant. It has evolved from the monologue to a dialogue, encompassed more tools and techniques of pedagogy, administrative tasks part from mere teaching and research, has manifested the role of a teacher to be a mentor, a guide and a coach. Adherence to regulations and policies of various regulatory bodies and the need to strive for personal advancement has induced stress among faculty across all the level in the education system.

The ministry of Education which governs the two most important bodies in India – the UGC (University Grants Commission) and the AICTE (All India Commission for Technical Education) and the accrediting bodies like NAAC (National Assessment and Accreditation Council) and NBA (National Board of Accreditation) have been emphasizing on the advancement and up-gradation of the academic sector in India. Changes in the norms, the need to upgrade to international standards and a paradigm shift in the pedagogy, have made the teaching profession in higher education challenging. Despite these, very less attempt is made to assess the organizational climate of the institutions and its implications on motivation, job satisfaction, Work-life balance, Stress, training need, job performance, compensation and benefits, career growth and development and many more.

Despite the conditions being the same across educational institutions, stress among faculty vary, either due to age, marital status, gender, level in the organization, the level of intellectual ability of students they interact with (undergraduate or postgraduate) and the courses they engage in. There are various dimensions to measure

Organizational climate and Occupational role stress. Assessing appropriate organizational climate dimensions among faculty engaged in higher education, specifically in Management (BBA and MBA) and Commerce (B.Com and M.Com) courses and scaling them across demographic variables, would help assess stress experienced by faculty and help in developing strategies for a productive and conducive environment in the institutions.

1.6. OBJECTIVES OF THE STUDY

The study aims to comprehend the impact of organizational climate on occupational role stress experienced by faculty in higher education, especially pertaining to Management and Commerce streams – BBA/BBM, MBA, B.Com and M.Com, chosen from 3 universities of Karnataka, viz Karnataka University, Rani Chennamma University and Visvesvaraya Technological University. Demographic variables like – age, gender, marital status, years of experience, course and hierarchy in the organization were considered for the study.

Thus, the objectives of the study are stated as:

i. To assess the relationship between demographic variables, Organization climate and occupational role stress among faculty in higher education.
ii. To measure the strength of association between organizational climate and Occupational Role Stress among faculty in higher education.
iii. To evaluate the impact of specific organizational climate dimensions on specific occupational role stress dimensions chosen for the study.
iv. To develop a model to affirm the relationship between Organizational Climate and Occupational Role Stress dimensions.

1.7. RESEARCH GAP

Theories like Gestalt psychology, functionalism, P-E fit theory and Lewinian Field theory speak of an individual's behaviour as a result of the interaction between the environment and individual. Litwin and Stringer (1968) justified the hypothesis of the relationship between climates and an individual's motivational behavioural. Dennis Rose and his colleagues (2002 and 2004) through their studies, found a strong association between Organizational Climate and employee stress levels, absenteeism, commitment and participation. Prominent organization climate researchers like Litwin

and Stringer; Halpin and Croft; Schneider and Bartlett, concluded that climate studies need to be more holistic in nature and include a complex set of variables influencing it.

Researchers who worked on organizational climate and occupational stress derived many dimensions to measure them. These dimensions so listed were an outcome of the researches done concerning a particular sample, the type of organization and the circumstances around during the research and hence tend to be subjective in nature and are bound to change with time and scenario. Stress has been a topic of concern across ages and stages of lives, across places and professions. 'Teaching', which was once considered the least stressful job is now no more the same. Teachers across are required to cater to the diverse requirements of the stakeholders. According to the National Centre for Education Statistics (NCES), United States; accountability pressures, lack of administrative support, discontent with working conditions, etc., lead to dissatisfaction among the teaching profession. On September 30, 2019, the Times of India cited a report of 'Teacher Recruitment and Retention Strategy' from the Department for Education (DfE), stating that - two out of five teachers (41% of the sample) are dissatisfied with their job.

India is among the top five nations having the maximum number of universities in the world; despite these statistics and challenges faced by faculty, less concern is shown among researchers and policymakers in India to study the aspects relating to climate and stress among faculty. Hence the current research attempts to understand the influence of organizational climate on occupational role stress among faculty in higher education.

1.8. HYPOTHESIS

Referring to the objectives of the study mentioned above, the following hypotheses can be derived:

[1]. H_1: Influence of demographic variables on Organisational Climate and Occupational Role Stress.

[2]. H_2: Impact of Organisational Climate on Occupational Role Stress.

[3]. H_3: Association of specific Organisational Climate dimension on specific Occupational Role Stress dimension.

1.9. SCOPE OF THE STUDY

An increase in occupational stress in the form of physical, emotional, psychological and monetary stressors have inflated the number of cases of depression, distrust, dissatisfaction, disputes, health hazards and fractured relationships, both on the personal and professional front. The present study helps to illustrate the various dimensions of organizational climate which contribute to stress among faculty and also to understand the association of demographic variables (Moderating variables) on organizational climate and occupational role stress among faculty. The study would give scope to design appropriate employee engagement programmes, make necessary policy reforms - for better employer-employee relationships, training & counseling, and mentoring programs.

With technology becoming a part of pedagogy, technostress and technophobia may also creep into the education sector; hence this study will then act as a base for understanding the association of various climate and stress dimensions and develop strategies to cope with technostress and technophobia.

1.10. LIMITATIONS OF THE STUDY

The research is confined to faculty engaged in Commerce (B.Com and M.Com) and Management (BBA/BBM and MBA) programs pertaining to institutes affiliated to the three universities of North Karnataka, Viz Karnataka University, Dharwad; Rani Chennamma University, Belagavi and Visvesvaraya Technological University, Belagavi.

Literature review reveals that both the variables under study- Organizational Climate and Occupational Role Stress are subjective in nature; the demographic variables so chosen for the study may be limited. Despite attempts made to justify the demographic variables chosen through appropriate sampling procedures and data analysis, the opinions and results may change in due course of time.

1.11. ORGANIZATION OF THE STUDY

I. Chapter 1: Introduction

Introduces Organizational Climate (OC), Occupational Role Stress (ORS) and Higher education in India along with emphasizing the essence of the present research, purpose of the study, statement of the problem, the objective of the study, research gap, hypothesis to be weighed, scope of the study and limitations of the study.

II. Chapter 2: Literature Review

Presents relevant research articles/papers/thesis that would help understand the relationship between the independent variable, dependent variable and demographic variables considered for the study.

III. Chapter 3: Research Methodology

Showcases the procedure and methodology followed in conducting the research; provides the distinctive characteristics of the study area, sampling frameworks. The nature of the data, sources of data and the statistical tools employed in the study for analyzing the objectives.

IV. Chapter 4: Data Analysis and Interpretation

Showcases analysis and interpretation of the results so obtained from the survey. The chapter helps understand the evaluation and justification of the objectives and hypotheses under study.

V. Chapter 5: Findings and Discussion

Summarizes the main findings and discusses literature in congruence to the findings.

VI. Chapter 6: Suggestions

Derives appropriate suggestions based on the findings.

VII. Chapter 7: Conclusion and Future Scope

Concludes the research with lying a foundation for future studies.

VIII. Chapter 8: Bibliography

Lists the references cited in the research work.

IX. Chapter 9: Annexures

Collection of reference documents to support the research.

CHAPTER 2

LITERATURE REVIEW

2.1. ORGANIZATIONAL CLIMATE

Organizational climate is a collection of features that describe an organization and differentiates one organization from another organization. It exists moderately for a longer period of time and can alter the behaviour of people working in the organization (Forehand and Gilmer, 1964). Perceptions of employees constitute Organizational climate (Guion, 1973). Studies by Schneider (1973, 1975), revealed aspects like managerial supportiveness, managerial structure, concern for new employees, conflict management, work satisfaction, production emphasis and leadership considerations, as factors to the formation of organizational climate. Several other researchers added other factors and dimensions towards the learning of organizational climate. Following are the reviews of researches, that help understand the association of organization climate with other variables.

2.1.1. Organizational Climate studies on Faculty

Halpin. A. W. and Croft. D. B. (1962) are among the prominent researchers who studied school climate in depth. The researchers developed the 'School Climate Descriptive Questionnaire' (SCDQ), also known as 'Organization Climate Descriptive Questionnaire' (OCDQ) in 1963. In their research article titled: 'The organizational climate of schools', they equated the 'school climate' to the 'personality' of a school. A sample of 1151 faculty (including principals and teaching staff) across 71 elementary schools were selected from various regions of the United States.

The study contributed to the development of the OCDQ scale, which classified school climate into 6 types of climates – "Open climate, Autonomous climate, Controlled climate, Familiar climate, Paternal climate and Closed climate". They concluded that three factors - Authenticity, satisfaction and leadership initiation affect the organizational climate. More research on authenticity was suggested by the researchers then.

Stockton James J (1995) in his doctoral thesis, titled "A comparison of levels of satisfaction regarding human resource development among employees of north Arkansas Community Technical colleges", attempted to compare the institutional climate for human resource development (HRD) at two campuses of North Arkansas colleges. A sample of 134 full-time staff members were evaluated for the study. HRD climate scale designed by T V Rao and E. Abraham (1990) was used for the study.

The analysis of the study indicated that staff satisfaction varied between the climates of the two-campus chosen for the study. Both the campuses were testified to have a lower level of satisfaction but the outcomes were not statistically significant indicating no much difference was observed in their opinions.

Selahattin Turan (1998) in his article "Measuring Organizational Climate and Organizational Commitment in the Turkish Educational Context" evaluated organizational climate and organizational commitment across 808 educators scaling across 38 public high schools' principals and teachers in the United States. The organizational climate was assessed using an organizational descriptive questionnaire for secondary schools (OCDQ-RS) and Organizational commitment was assessed using the Organizational commitment questionnaire (OCQ).

The analysis of one of the hypotheses which dealt with gauging the relationship between organizational climate and commitment; showed a significant positive association between the overall school climate and the teachers' organizational commitment.

August L and Waltman J (2004) evaluated the effect of Culture and climate on Career satisfaction among female faculty at Midwest University. A census sample of 247 female faculty was considered. Researchers executed the "Hagedorn's Conceptual Framework of Faculty Job Satisfaction" (2000) for the study. The model studies job satisfaction under 2 broad aspects named– 'mediators' and 'triggers'. Job characteristics (such as salary, level of achievement and amount of responsibility); demographic factors (like gender, ethnicity, Institutional type and academic discipline) and environmental factors (like relationships with colleagues, administrators and students, and perceptions of climate) were considered as 'Mediators'. Major life events (such as separation and other family occurrences, life and career phase) were considered as 'triggers'.

The research revealed that environmental factors were found to be the most significant predictor of career satisfaction among female faculty. None of the 'trigger' variables were found to have a significant association with career satisfaction.

Thompson, M. D. (2005) in his article titled "Organizational climate perception and job element satisfaction: A multi-frame application in a higher education setting" examined job satisfaction elements across "balanced" and "unbalanced" organizational climate. The study was done adopting Bolman and Deal's "Four-frame organizational theory", which studied components like structural, human resource, political and symbolic frame. The study was built on responses from 280 full-time and part-time administrative and support college staff.

The results showed the relationship between organizational climate and job-related elements. The research proved that organizations with a stable organizational climate, have greater levels of perceived satisfaction among their employees.

Ilhan Gunbayi (2007) in his paper titled, "School Climate and Teachers' Perceptions on Climate Factors: Research into Nine Urban High Schools.", studied the variance in the levels of the teachers' perceptions towards organizational climate factors amongst the teachers of different subgroups like (i) teaching categories (ii) physical education, (iii) age, (iii) seniority, (iv) gender, (v) marital status and (vi) educational levels in general high schools. A total of 381 staff across nine schools of two cities responded to the author-designed questionnaire. Multiple factor analysis technique was applied to investigate the data.

The study stated that teachers under different subgroups – teaching categories, age, gender, marital status, seniority and education level experienced differential school climate. In terms of age and seniority, older teachers reported a higher open climate and higher job satisfaction. In terms of gender, men reported a higher open climate, intimacy and support, than female teachers. In terms of marital status, married teachers experienced more role conflict and so reported school climate negatively. In terms of the level of education, teachers with lower levels of education reported a lower degree of open climate.

Tengku Marini (2007) in the doctoral dissertation on "Relationship between organizational climate and communication styles of administrative staff in three Malaysian universities" studied a total of 235 administrative staff from three public universities of Malaysia. The organizational climate was studied executing the Organizational climate questionnaire developed by Litwin and stinger (1968) and communication style was gaged using Norton's (1983) "Communicator style" measurement instrument. The sub-objectives aimed to study whether factors like gender and type of departments can differentiate organizational climate in higher educational institutions.

The study revealed that male staff perceived organizational climate more favourable than female staff. All three universities chosen for the study had achievement-oriented climates and had open communication styles across.

Hüseyin Gül (2008) wrote an article titled: "Organizational Climate and Academic Staff's Perception on Climate Factors", which assessed the organizational climate and perception of academic staff on climate factors. The data was collected from 146 academicians from Kocaeli University, Turkey. Among the research questions taken up for the study, questions about faculty perception concerning gender and academic title (designation/hierarchy) were taken up.

The results revealed that neither gender nor the academic title showed any significant variance in their perception of organizational climate.

Arabaci. I. B. (2010) through the research article titled "Academic and administration personnel's perceptions of organizational climate" attempted to assess the perception regarding organizational climate among academic and administrative personnel. Demographic variables like age, gender, marital status, seniority and position held by the concerned staff were also assessed to understand their impact on organizational climate. A sample of 30 staff of Firat University, Turkey were assessed. The dimensions considered for the measurement of organizational climate were - organizational structure, communication, rewarding, organizational image and commitment, risk-taking, organizational conflict and team working.

The results displayed that academic personnel and female staff had greater positive climate perception than administrative personnel and male staff respectively. Age affected organizational climate positively. Variables - marital status, seniority,

education status and position held did not show any effect on organizational climate perceptions.

Anthonia Adenike Adeniji (2011) witnessed an increase in the number of universities and other educational infrastructural developments in Nigeria, which gave rise to academicians joining newer universities, hence the researcher in her Doctoral dissertation titled "Organizational climate and job satisfaction among academic staff in some selected private universities in southwest Nigeria" studied whether there is the relationship between organizational climate and job satisfaction. The study also intended to identify the climate variables that cause job satisfaction or dissatisfaction among academicians. The doctoral study also examined if the age (senior and lower-level academicians) changed the perception towards the organizational climate. A total sample of 384 academicians across 5 universities was considered for the research. Tenure (years of experience) and gender were considered as demographic variables.

The study proved that there is a positive significant relationship between organizational climate and job satisfaction. It was found that Personnel policies, work conditions and challenging jobs cause job satisfaction or dissatisfaction. There was a significant difference found in the perception of organizational climate among senior and junior staff. Senior staff scaled higher in terms of job satisfaction due to their accessibility to the facilities, compared to the junior staff who had to demand resources.

Jaafari. P. and Soleimani. N. (2012) in their research article noted "The relationship among organizational climate, organizational learning and teachers' self-efficacy" examined a sample of 117 teachers; considering age, education and employment record as demographic variables. "Organizational Climate Description Questionnaire (OCDQ)" by Halpin and Croft (1982), Sherer's "Self-efficacy questionnaire" (1984) and Pilar Jerez-Gomez designed "Organizational Learning questionnaire" (2002) were executed for the study.

Findings exposed the correlation between 'organizational learning' and 'teacher's self-efficacy', but no relationship was noted between 'organizational climate' and 'self-efficacy' among teachers. The demographic variables considered did not show any relationship with self-efficacy.

P Dubey and S K Sharma (2012) studied "HRD climate survey in private engineering colleges of Odisha", with a sample size of 200 teachers of private engineering colleges of Odisha. The sample was segregated among 100 teaching and 100 non-teaching staff. The study attempted to measure the climate with reference to demographic variables like age, gender, educational qualifications, years of experience, employment class and monthly income. HRD climate scale developed by T V Rao and E. Abraham (1990) measuring dimensions like general HRD climate, OCTAPAC (Openness, Collaboration, Trust, Authenticity, Proactive, Autonomy, Confrontation and Experimentation) and HRD mechanism was administrated for the study.

The analysis showed all the demographic variables considered, had a significant relationship with HRD climate dimensions. HRD climate was observed to be on a moderate scale among the colleges chosen for the study.

Zeenat Zahoor (2012) in her research paper titled "A study of organizational climate and adjustment among private and government school teachers.", examined the organizational climate and adjustment among 300 school teachers. The sample comprised of 150 samples from private and 150 samples from government schools of Aligarh district (Uttar Pradesh). School Organizational Climate Questionnaire developed by Sharma (1978) and Teachers' Adjustment Inventory designed by Ojha (1990) were examined for the study.

The research discovered that private school teachers perceived school climate as more encouraging than government school teachers. The results also proved that a better organizational climate led to better adjustment among teachers.

Selamat N, Samsu N. Z and Kamalu. N. S. M. (2013) through their research article "The impact of organizational climate on teachers' job performance" measured the influence of organizational climate with respect to leadership behaviour (principal's leadership behaviour), teachers' behaviour, thrust and hindrance on teachers' job performance. Gender, age, education level, years of teaching experience and current working experience were considered as moderating variables. The study was conducted on a sample of 37 teachers.

The study showed that 2 organizational climate dimensions - 'thrust' and 'hindrance' affected teachers' job performance. The study failed to display the relationship between other organizational climate dimensions such as consideration,

disengagement, emphasis, esprit, intimacy and production with teachers' job performance, proving that good support from the management and the surrounding would improve teachers' job performance.

Noorjehan N Ganihar. (2014) in the research article titled: "Human resource development of teacher educators in colleges of education.", the studied the difference in perception of climate (HRD climate) and performance appraisal concerning age, gender, working in aided/ Unaided colleges and type of course handled (Arts/ Science) by the educators. A total sample of 230 educators (200 teachers and 30 principals) responded to the study.

The study exhibited, HRD climate significantly and positively correlating with performance appraisal. The scores of teachers were slightly higher and on a positive side in comparison with principals.

Basu. Y. J. (2015) submitted his Doctoral dissertation to Osmania University, titled "A Study on Effects of Organizational Climate on Teacher Effectiveness in Teacher Education Institutions of Andhra Pradesh". The research aimed to assess the affiliation between organizational climate and teachers' effectiveness and to assess the effect of demographic variables like gender, locality, type of management, years of teaching experience and salary on them. The researcher limited his study to B.Ed. colleges (Government, Private, Private Aided and Minority Teacher Education Institutions) in Telangana state, India. A sample of 350 responded to the research. The organizational climate was measured across 4 dimensions – (1) results, rewards and interpersonal relations. (2) Organizational processes, (3) Clarity of roles and sharing of information and (4) Altruistic behaviour.

The research showed a significant variance across organizational climate and teachers' efficiency. The demographic variables too displayed a significant relationship with organizational climate and teachers' efficiency.

Kumar. R. (2015) in his research article on "Perceptual Differences about Organizational Climate and Job Satisfaction Between Teaching and non-Teaching Staff", examined the association between different organization climate variables (like participation in decision making, boredom and frustration, personnel policies, working condition, job challenges, fridge benefits, career growth, risk and warranty and structure

of the organization) and job satisfaction among teaching and non-teaching staff of different universities. A sample of 293 teaching and non-teaching staff responded to the survey. Age, gender, rank in the university (lecturer to professor grades) and years of experience were considered as demographic variables for the study.

The results indicated a significant difference between the perception of teaching and non-teaching staff about organizational climate. Though the climate of the organization and the level of job satisfaction varied statistically, a significant positive relationship between organizational climate and job satisfaction was noted among all respondents, indicating organizational climate was not a good indicator of job satisfaction and hence does affect job satisfaction.

Shalmani, Qadimi, Praveena, and Cherabin (2015) in their article "Teachers Perception of Organizational Climate: Gender Differences" examined the influence of the type of school (Government or Private) and gender on job teacher's perception of organizational climate. A total of 822 school teachers from schools in Mysore, India were assessed. The instrument so executed was the "Organizational Climate Description Questionnaire (OCDQ)" developed by Halpin and Croft (1963).

The results reported gender and type of school had a significant relationship with teachers' perception towards school organizational climate. Male teachers comparatively perceived a more open climate in schools than female teachers.

Sharma. P. (2015) through the doctoral thesis submitted to Maharshi Dayanand University on "Impact of organizational climate on faculty commitment", the researcher studied a sample of 371 faculty members from 4 state universities of Haryana from various departments of the universities, stratified according to the designations they hold (professor, Associate professor and Assistant professor). The other demographic variables considered for the study were age, gender, marital status, education qualification, name of the university and total experience. "Motivational analysis of organization climate (MAO-C)" by Udai Pareek (1989) and "Organizational commitment scale (OCQ)" developed by Alen and Meyer (1990) were used to assess organizational climate and faculty commitment respectively. MAO-C assessment classifies Organizational climate into 4 types of motives: Affiliative motive, dependency motive, control motive and expert influence motive.

The study revealed a significant association between organizational climate and faculty commitment. Expert influence motive showed a slight positive correlation with achievement motive and Extension motive. The other climate motives under study showed a negative correlation with faculty commitment.

Ghosh, M. (2017) in his Doctoral thesis titled "Organizational climate of teacher education institutions motivation to work and job satisfaction of teacher educators A relationship study.", to the University of Calcutta, studied the relationship amongst the organizational climate of the schools (secondary teacher education institutions), motivation and job satisfaction among teachers belonging to 40 government and self-financed educational institutions spread across 12 districts of West Bengal. Gender, Locale (Rural and Urban) and Management (Government and self-financed), were evaluated across climate, motivation and job satisfaction. A sample of 221 teachers responded to the survey. Instruments like Organizational Climate Inventory (OCI) developed by Chattopadhyay and Agarwal (2011), Teacher Educators' Motivation to Work Scale (TEMWS) developed by the Researcher and Supervisor (2015) and Teachers' Job Satisfaction Scale (TJSS) developed by Mudgil, Muber and Bhatia (2012), were considered for the study of organizational climate, motivation and job satisfaction respectively.

The result exhibited, no significant difference between Gender and Locale (Rural and Urban), but a significant difference was observed between Management (Government and self-financed) and organizational climate, stating the type of management has an impact on organizational climate and opinions across groups differed.

Tulika Chakraborty (2017) in her thesis titled: "Impact of organizational climate on effectiveness in teaching of Secondary educational institutions.", Studied the effectiveness of teachers and the influence of organizational climate on the effectiveness of teachers in secondary schools of West Bengal. A sample of 400 secondary school teachers was considered for the study. The gender of the teachers and the locations they were serving in (Rural and Urban) were considered as Demographic variables. School Organizational Climate Descriptive Questionnaire (SOCDQ) developed by Halpin and Croft (1963) and Teacher Effectiveness Scale (TES) developed by Berylda et al., (2011) instruments were adopted for the study. Dimensions

like Disengagement, Aloofness, Esprit, intimacy, hindrance, consideration, production and thrust were measured in SOCDQ and personality characteristics, classroom management, knowledge of the subject matter and interpersonal relationship as dimensions measuring Teachers effectiveness.

The findings exhibited an overall significant relationship between school organizational climate and teachers' effectiveness. A significant difference was noticed between gender and organizational climate.

2.1.2. Organizational Climate studies on other professions

Schneider. B. (1973) in his work "The perceived environment: Organizational climate", the author attempted to find the relationship between job satisfaction and Organizational climate. A sample of 522 life insurance agency personnel were examined. Job satisfaction was measured using JDI (Job description index developed by Smith et al., 1969) and ERG model (Alderfer, 1972) and Organizational climate using ACQ (Agency Climate Matrix, developed by Schneider and bartlett, 1968, 1970), which measured climate with Morale, New employment concerns, managerial structure, agent independence (autonomy), managerial support and inter-agent conflict.

The study concluded with JDI and ERG consistently correlated higher with each other than ACQ. Schneider expressed his concern about Organizational climate perception not being evaluated at large (micro and macro elements) by researchers and thus failing to measure organizational climate objectively.

Kamaraj. S. P. (1998) in his thesis on "A study on organizational climate job involvement job anxiety and job alienation of bank employees" assessed the relationship between organizational climate, job involvement, job anxiety and job alienation among 509 employees of 20 nationalized banks of Tamil Naidu. Organization climate, job involvement, job anxiety, job alignment were measured using organizational climate questionnaire developed by Sharma (1989), job involvement scale developed by Agarwal (1976), job anxiety scale developed by Srivastava (1971), job alienation scale adopted by Vendal (1981) respectively. Age, gender, marital status, area of working (employed at Urban or rural), the income of the family, size of the family, number of earning members in the family were the demographic variables chosen for the study.

Findings showed – Age, education level, marital status, years of experience, type of family have no significant relationship with organizational climate; Whereas gender, earnings of the respondents, size of the family (negatively) have significant relations with organizational climate. Further, it is noted that job involvement, job anxiety and job alienation are negatively correlated with organizational climate, giving scope for evaluation of other factors that influence organizational climate.

Crawford (2008) in his doctoral dissertation on "Empowerment and organizational climate: An investigation of mediating effects on the core-self-evaluation, job satisfaction and organizational commitment relationship", examined the relationship between organizational climate, core-self-evaluation, job satisfaction and organizational commitment on a sample of 152 hospitality industry professionals. "Tourism and hospitality organizational climate scale-revised" developed by Davidson and Manning, (2004) was used for the study along with "Core Self-Evaluation Scale" (developed by Judge, Erez, Bono and Thoresen, 2003), "Job Satisfaction Scale" (developed by Brayfield and Rothe, 1951) and "Organizational Commitment Questionnaire" (developed by Mowday, Steers, and Porter, 1979) respectively for study other variables of the study. Age, gender, level of education, length of employment were considered as demographic variables for the study.

The study stated that the environment (organizational climate) affects core-self-evaluation, job satisfaction and organizational commitment.

M. Srimannarayana (2009) took up a study on "Human Resource Development climate in the manufacturing sector", to discover the extent of HRD climate existing in manufacturing organizations in India. 18 manufacturing units catering to steel, automobile, medicine, electronic and electrical equipment manufacturing units were chosen for the study with 726 respondents. HRD Climate questionnaire was administered.

The study revealed that OCTAPAC culture is a prominent dimension compared to the other 2 dimensions (General HRD climate and HRD Mechanism). Dimensions like Openness, Confrontation, Trust, Autonomy, Proactivity, Authenticity and Collaboration influence the formation of climate in organizations.

Ajay Solkhe and Nirmala Chaudhary (2010) conducted an exploratory analysis to understand – "HRD climate and organizational performance with focus on job satisfaction as a correlate: Exploratory analyses." The study was based on the responses of 71 junior and middle-level executives from different departments of HMT Ltd (a public sector undertaking). HRD climate questionnaire by T V Rao and Job satisfaction questionnaire by C N Daftuar were administered on the sample.

The study revealed that climate had an impact on job satisfaction, which in turn improved organizational performance.

Arnetz, Lucas and Arnetz (2011) studied the association between Organizational climate, occupational stress and employee mental health and its mediating effects of organizational efficiency, on a sample of 5316 health professionals across 4 hospitals in Sweden. Demographic variables like age, gender and occupational composition were considered for the study. Quality -Work-Competence (QWC) instrument was executed for the study. Social climate, participatory management, goal clarity and performance feedback was considered as variable to assess organizational climate.

The result exhibited interactions between variables of organizational climate differed across hospitals. Relationships between organizational climate, occupational stress and mental health were found similar, significant and inversely related. Efficiency and Organizational climate were positive and significantly related, whereas efficiency and occupational stress differed across hospitals and negatively significant. A direct association between organizational climate and occupational stress, especially concerning social climate and participation was found.

Gupta. D. and Malhotra. N. (2012) in their research article on "Human Resource Development Climate in Information Technology organizations", attempted to examine the Human Resource Development climate in 13 selected Information technology organizations in India. HRD climate questionnaire measuring HRD climate, HRD mechanism and OCTAPAC was examined.

The study showed that employees in the 13 selected reputed IT organizations were very satisfied with the existing HRD climate.

Holloway, J. B. (2012) studied the affiliation between task-oriented leadership and relationship-oriented leadership with the organizational climate in their research paper on "Leadership behaviour and organizational climate: An empirical study in a non-profit organization". A sample of 87 employees of a non-profit organization in southeast Georgia participated in the survey. Age, gender, education level, job ranking and job tenure were the demographic variables considered for the study. Leadership was assessed using the Leader Behaviour Description Questionnaire (LBDQ) and Organizational Climate Questionnaire (LSOCQ), developed by Litwin and Stringer (1968).

The results indicated a significant association between 'task-oriented' and 'relations-oriented' leadership behaviours. A more specific study states that organizational climate dimensions like - 'reward' and 'warmth' have practical inferences.

Mahendran. C. (2012) in the thesis submitted to the University of Madras on "Organizational Climate and Quality of Work Life In Public Sector General Insurance Companies" examined staff of insurance companies across grades. Organization climate was measured across 6 dimensions – performance feedback, job satisfaction, training, organizational rules, personal growth and work distribution. A sample of 400 employees of General Insurance Public sector companies. Demographic variables like age, gender, marital status. employment details of respondents, training undergone in the last 3 years were considered as moderating variables.

The results indicated – significant difference between performance feedback, organizational rules, personal growth and quality of work-life and that there is a significant difference between organizational climate and quality of work-life (QWL). The dimensions considered for the study and the moderating variables showed influencing the association between organizational climate and quality of work life.

Santosh K. Mohanty and K M Sahoo (2012) in their study on "Human Resource Development Climate in IT industry", assessed the 3 dimensions of the instrument – OCTAPAC (Openness, Confrontation, Trust, Autonomy, Proactiveness, Authenticity and Collaboration) culture, HRD Mechanism and General HRD climate. The study was conducted on 543 employees, randomly distributed across various levels among 17 IT companies chosen for the study.

The study revealed that the 'OCTAPAC' culture had more prominence in influencing employees than the 'HRD Mechanism' and 'General HRD climate'.

Anil Kanamarlapudi and Dr. Ramadevei Vangapandu (2013) conducted a study on "HRD climate dimensions in Commercial Bank of Ethiopia". The study assessed the HRD climate questionnaire of T V Rao, across its 3 dimensions. The study was conducted across 10 branches of the Commercial Bank of Ethiopia (CBE) with a sample of 190 staff members.

The results of the study showed that the dimension of 'Collaboration' among the employees of CBE was high followed by 'Trust' and 'Openness'. 'Autonomy' was considered as affecting least. The study also displayed a significant difference in HRD dimensions like - authenticity, autonomy, collaboration, confrontation and trust dimensions between branches of CBE. The f-test analysis revealed that the openness and proactiveness dimensions of HRD climate did not differ between branches.

Permarupan, P. Y., Saufi, R. A., Kasim, R. S. R., and Balakrishnan, B. K. (2013) in their research article titled: "The impact of organizational climate on employee's work passion and organizational commitment", investigated organizational climate and employee's work passion and organizational commitment among academicians of public and private universities in Malaysia. A sample of 500 academicians from the public and private Malaysian universities were administrated questionnaire which measured clarity, standards, responsibility, flexibility, rewards and team commitment as dimensions. Work passion was measured considering – autonomy, collaboration, connectedness with the leader and connectedness with colleagues, fairness, growth, meaningful work and recognition as dimensions.

Survey results showed the impact of organizational climate on employee's work passion. The researchers suggested enhancing employee's work passion as well as commitment so that they contribute more efficiently to the growth of the organization and in turn, build a better organizational climate.

Srinibash. Dash, J. Mohapatra and Lipka. Bbuvan (2013) conducted a study on "A correlation of HRD climate with job satisfaction of employees: An empirical investigation on MCL, Burla, Sambalpur, Odisha". The researchers revealed a significant correlation between HRD climate and Job satisfaction among its employees.

The study was conducted in a public sector company named – Mahanadi Coalfields Ltd; on a sample of 60 respondents from different demographic profiles like – Workgroups, Hierarchical levels, length of service, age and functions.

Chaudhary, R., Rangnekar, S., and Barua, M. K. (2014) through their research paper on "Organizational climate, climate strength and work engagement", assessed Human Resource Development climate quality and climate strength and work engagement among 375 employees from 28 business organizations in India. The organizational climate was assessed using the HRD climate survey instrument, designed by Rao and Abraham (1986).

The result showed a positive correlation between organizational climate, climate strength and work engagement; Climate quality showed a significant connection with work engagement; however, climate strength did not show any significant linear effects on work engagement.

Niculita, Z. (2015) presented an empirical article titled "The relationship between work style and organizational climate for Romanian employees", focusing on the connection between work style and organizational climate among 58 employees of state institutions and organizations in Iasi County, Romania. The participants were aged between 22-54 years.

It was found that senior employees scored higher on the relationship dimension while assessing organizational climate compared to the younger staff, making it necessary to think about factors related to time-related, longitudinal frames in terms of organizational climate.

Kuldeep Singh Ahlawat (2016) in his doctoral work on "Study of organizational climate and commitment among managers and non-managers in the Indian banking sector", studied the impact of 15 dimensions of organizational climate and commitment and also the impact of demographic variables on each variable (Dependent and Independent) chosen for the study in 6 public and private banking sector organizations in the state of Haryana. A sample of 480 employees (192 managers and 288 non-managers) participated in the research. Demographic variables like age, gender, educational qualifications and work experience were considered to have an impact on organizational climate and commitment level among staff.

The research shows a moderate relation between organizational climate and commitment. Out of the 15 dimensions studied – 5 dimensions - co-workers' relations, the scope for career advancement, job content, teamwork and supervisor support, showed a high level of satisfaction. 7 dimensions - communication system, safety and security, training and development, recognition and appreciation, performance appraisal, monetary and welfare benefits and objectivity and rationality, displayed a moderate level of satisfaction. The remaining 3 dimensions which were recommended to be attended to were grievance handling, work-life balance and participative management.

Apipalakul C. and Kummoon D. (2017) presented a paper on "The effects of organizational climate to conflict management amongst organizational health personnel". This study investigated the relationship and effects of organizational climate on conflict management among health personnel in Thailand. A total of 155 health personnel were selected as respondents. The organizational climate was measured across 9 dimensions – responsibility, structure, conflict, the standard of performance, reward, unity, warmth, support and risk and conflict management was measured across 5 dimensions – compromising, competing, accommodating, avoiding and confronting.

Results showed the level of conflict management among respondents were average. Besides, dimensions of organizational climate viz. structure, responsibility, warmth, the standard of performance, conflict and unity, displayed a significant positive relationship with conflict management, also proving to be good predictors of conflict management. The dimensions of organizational climate like rewards, risk and support, exhibited positive, significant but low relationships to conflict management.

Dhanisha. M. (2017) in the thesis "Organizational climate and employee performance in the chemical Industry in Kerala an evaluative study", submitted to University of Calicut, studied the influence of organizational climate on employee performance. The sample of 1022 employees of 7 public sector chemical companies of Kerala responded to the survey. Planning and decision making, role clarity, communication, leadership, intrinsic motivation, extrinsic motivation, commitment and Morale and teamwork and support were the variables chosen to study organizational climate.

The result indicated that all factors except commitment and morale and role clarity had a significant relationship with employee performance.

Narayanan, T. A (2017) study involved a sample of 121 staff from Tuticorin Thermal Power station in the doctoral thesis on "Study of Organizational Climate at Tuticorin Thermal Power Station". The researcher measured the dimensions of organizational climate in terms of (1) conflict and ambiguity, (2) job challenge, importance and Variety, (3) leader facilitation and support, (4)workshop cooperation, friendliness and warmth., (5) professional and organizational Esprit and (6) Job analysis.

The study displayed no significant difference between 'working environment', 'teamwork', 'management effectiveness', 'employee involvement', 'employee reward' and 'recognition', 'employees competency' and 'employees commitment'; but when measured as a whole, a significant difference was observed within the variables.

Sunita. Dutta (2018) presented a dissertation on "Organizational climate and employees' commitment in Indian oil corporation ltd: A study on Digboi refinery". The researcher examined the impact of organizational climate on employee commitment considering a sample of 315 employees (Executives and Non-executives) of Digboi refinery. The organizational climate was measured using Situational Outlook Questionnaire (SOQ) developed by Isaksen and Lauer (2001) and employees' commitment using the "Organizational Commitment Questionnaire (OCQ)" developed by Mowday, Steers and Porter (1979). Age, length of service in the organization, income, members in the family, education were considered as demographic variables. Organizational policy, training and development, employees' interpersonal relationship, work environment, trade union, employees' participation in management, performance appraisal, employees' remuneration, employees' motivation, employees' fringe benefit, job satisfaction and team orientation were considered for the measurement of organizational climate.

The research showed all the dimensions under study except performance appraisal and employees' fringe benefits, contributed to employees' perception of a positive climate.

2.2. OCCUPATIONAL ROLE STRESS

The sheer fact that an individual's perceptions either positive or negative, (Bickford, 2005) defines climate. Occupational stress is typically associated with the negative perceptions that employees have towards their work (Jex, Beehr and Roberts, 1992). Professionals, who need to interact with people constantly are reported to experience more stress. Following are some reviews of researchers on occupational role stress among faculty and other professions.

2.2.1. Occupational Role Stress studies on Faculty

Barkhuizen, N., and Rothmann, S. (2008) assessed the "Occupational stress of academic staff in South African education institutions". A sample size of 595 academicians from higher education institutions of South Africa was assessed for occupational stress.

Result: Two stressors namely overload and work-life balance were observed to contribute significantly to the ill health of the academicians. the analysis showed faculty with higher education qualifications and higher positions (associate professor) opined of experiencing more stress in comparison with other categories. In terms of gender, female staff expressed facing higher stress.

Aggarwal, R. (2011) in the Doctoral manuscript titled "Study of occupational stress of academic faculty in relation to their emotional intelligence, self-efficacy, organizational commitment and coping strategies", submitted to Punjab University, studied emotional intelligence, self-efficacy, organizational commitment and coping strategies on 372 academicians across various departments of 3 universities. Gender, Designation and 'Faculty' were considered as demographic variables. Occupational stress by Osipow and Spokane (1992), "Emotional Intelligence Scale" by Schutte et al. (1998), "Teachers Self-Efficacy Scale" by Schwarzer et al. (1999), Organizational Commitment Scale (revised) by Meyer et al. (1993) and "Ways of Coping Questionnaire" by Folkman and Lazarus (1985) was used to assess occupational stress, emotional intelligence, self-efficacy, commitment and coping strategies respectively.

Research indicated: Almost all demographic variables so considered had an impact on the variables under study, through the proportion of significance differed. It

was noted that Emotional intelligence did not much differ from the demographic variables chosen.

Ana Sliskovic and Darja Maslic Sersic (2011) in their article titled: "Work stress among university teachers: gender and position differences" investigated a sample of 1168 university faculty of Croatia. The sample consisted of 18% of assistant professors, 17% of associate professors and 15% full-time professors. In terms of gender, 57% of respondents were women. The questionnaire administrated measured six groups of stressors – "workload, material and technical conditions at work, relationships with colleagues at work, work with students, work for the organization, social recognition and status".

Result: Female staff reported experiencing higher levels of stress than men. Assistant professors, associate professors and full-time professors reported higher stress levels of work in 'work organization' than the lower position (assistants). Professors reported having lower exposure to stress at work than associate professors, assistant professors and assistants.

Vijit Chaturvedi (2011) studied gender differences in connection with occupational stress among faculties in management colleges of private and government in NCR. The sample of 180 faculty members of management colleges was segregated based on gender.

It was noticed that women employees expressed experiencing more stress than their male counterparts. Age showed to have a significant impact on stress; whereas the income did not show variance with respect to stress.

Bell. A. S., Rajendran. D., and Theiler. S. (2012) in their research article on "Job Stress, Wellbeing, Work-Life Balance and Work-Life Conflict Among Australian Academics", concluded that high perceived job threat stress leads to an increase in work-life conflict and a decrease in work-life balance and well-being. Irritation on work, lacking control, hassled, uncomfortable working conditions and overwhelmed due to work, lead to less wellbeing, less balance between employees' work and personal lives and more conflicts in their personal and work lives.

The study was done on 139 university staff across higher education and technical education. Demographic variables included age, gender, marital status,

number of children, country of birth, designation, academic duties, years in an academic position, the discipline of faculty, number of working hours per week and type of university (urban vs non-urban; private vs non-private). “Stress in General scale (SIG)” developed by Stanton et al. (2001), The “Multidimensional Health States Scale” by Hardie, et al., 2005 and “Work-Family Balance scale” by Hill et al.’s (2001) were executed on the sample to assess stress, wellbeing and work-life balance respectively.

Check R. F and Okwo F. A. (2012) in their article titled “Influence of demographic factors on stress perceptions of teachers of public secondary schools in Cameroon”, investigated 986 teachers across Urban and Rural schools in Cameroon, Central Africa. The researcher modified the basic ‘Teacher Stress Questionnaire (TSQ)’ into a 19-item questionnaire to measure the stress among the sample chosen. Gender, qualification, experience, cultural background, school location and size of the school were taken as demographic variables.

Findings showed that gender, qualification, experience, cultural background, school location and school size did not significantly influence stress. Variables like Students’ misbehaviour, large classes, poor salaries, lack of basic facilities to teachers, high workload, short time frame for marking, submission of results and irregularity in the promotion were found to impose high stress on teachers. Other non-organizational factors like - loss of a close relative, friend or colleague, transfers, inadequate information about work, extra-curricular activities, non-involvement in decision making concerning teaching and learning, emotion among teachers, autocratic leadership of principals; competition among teachers, the appointment to a new post, challenging school events, emotion among teachers, threatening school events and misunderstanding among teachers were stated to also impose stress.

C. Muthuvelayutham and H. Mohanasundaram (2012) researched– “A Study on the Impact of Occupational Stress among Teachers on Job Satisfaction and Job Involvement”. The study was conducted on 28 engineering colleges affiliated with Anna University Trichy. A total sample population of 2065 teachers who had more than 2.5 years of experience as in 2011, were chosen for the study; of which 422 responded to the survey. OSI (Occupational Stress Index) instrument was used to measure the stress index.

Result: Among the various factors studied, ‘inadequate salary’, ‘lack of information’, ‘lack of time’, ‘excessive paperwork’ and ‘inability to cope up with organizational values’ seem to create stress and affect job satisfaction and job involvement.

Veresova. M and Mala. D. (2012) studied “Stress, proactive coping and self-efficacy of teachers”, examining 291 teachers from the Slovak republic. Occupational stress was measured considering various cognitive, emotional, physical and social dimensions. “Stress and burnout scale” by Henning and Keller (1996), “Proactive Coping Inventory (PCI)” by Greenglass et al. (1999) and “Teacher Self-Efficacy Scale” by Schwarzer et al., (1999) were used to study Stress, Coping and efficacy of the teachers respectively. Age, gender, years of teaching experience, level of teaching (primary or secondary school) were considered as personal variables.

Studies showed that teachers indulge in proactive coping when there is a smaller level of stress experienced by them. A negative correlation was noted between self-efficacy and stress, stating as stress decrease, self-efficacy increase and vice-versa. It was also observed that personal characteristics influenced occupational, coping and efficacy.

A.Q. Chaudhry (2013) took up a study of 305 university teachers from both private and public sector colleges of the University of Punjab. The article titled: “Analysis of occupational stress of university faculty to improve the quality of their work”, analyzed occupational stress concerning the quality of work life. The type of employment (category) of the sample was segregated into - Contractual, visiting and permanent faculty. The hierarchical levels considered were - Lecturer, Assistant professor, associate professor and professor. Four levels of years of experience were assessed.

The analysis revealed that there was a significant difference w.r.t hierarchy (cadre) of the faculty with Lecturer showing a significant difference in comparison with Associate professor and professor. Faculty with 4-12 years of experience reported experiencing moderate stress. No significant difference was noticed among faculty with different types of employment.

Damilola Ruth Adebiyi (2013) through their article on “Occupational Stress among academic staff of Ekiti State University, Ado-Ekiti”, studied if occupational stress differed with age, faculty (course taught by faculty) and years of experience of the

faculty. A sample of 100 academic staff was administrated a 36-item questionnaire examining the prevalence of stress among them.

The result revealed that there was no significant difference between the stress experienced by staff concerning age and years of experience, but a significant difference was noted in their experience of stress for the course handled by them.

Sneha S Kairanna and Rajani Suresh (2013) studied 100 teachers from 10 private colleges in Mangalore to assess Organizational role stress among women employed in private colleges of Mangalore administrating the ORS scale.

The study revealed that stressors showed a correlation with age, years of experience, marital status and qualification.

Zoha A. Merchant, Shailaja Shastri (2013) studied Job Satisfaction, Stress and Coping Strategies of 187 Engineering Faculty of engineering institutes in Bangalore city, in their article: "Exploring Job Satisfaction, Stress and Coping Strategies Employed by Engineering Faculty"

Results showed no significant difference between job satisfaction, gender and age of the faculty; however, a significant difference was observed w.r.t education qualification, years of experience, marital status and designation of the faculty. With respect to stress, there was no significant difference observed concerning their marital status and educational qualification; However, the significant difference was observed between how psychological, organizational, Inter-personal and additional factors of stress impact faculty with regard to their gender, age, years of experience and designation. Further examining the 'coping strategies' employed by faculty in engineering, it was noted that coping strategies differed with regards to gender, age, years of experience, educational qualification and designation of the faculty.

Mohanasundaram, H. (2014) in his Dissertation on "Study on occupational stress amongst teachers in selective Engineering colleges affiliated to Anna University Trichy", showed a significant difference observed between age, gender, educational qualifications, departments, designations, teaching experience, teaching hours and survey districts, when assesses across occupational stress index. When compared individually, teachers belonging to higher age groups were reported to experience more stress. Staff members handling PG courses with UG and Ph.D. educational

qualifications and staff with Ph.D. with UG and PG qualifications did not show any significant difference between educational qualifications and occupational stress; respondents with PG with M.Phil. were reported to show significant difference with stress. Staff handling courses like MBA, MCA and engineering showed no significant difference with occupational stress, whereas faculty handling science and humanities displayed significant differences. Higher working hours lead to more stress experienced by the staff.

A sample of 422 faculty from 28 colleges of Anna University answered the survey. Demographic variables like age, gender, marital status, educational qualification, department, designation, teaching experience, salary, lecture hours per week, the travel distance between the institution and residence and survey districts were considered for the study.

Noor Mubasheer, C. A. (2014) through the thesis titled "A study on occupational stress and family environment of women teachers with reference to undergraduate colleges in Mysore city" submitted to the University of Mysore, studied occupational stress among female teachers of twenty-one Government, Aided and Un-Aided Under-Graduate colleges in Mysore city. A sample of 264 female undergraduate teachers responded to the survey. "The Occupational Stress Index" by Srivastava and Singh (1984) and the "Family Environment Scale" by Moos and Moos (1976) was used to assess occupational stress and the family environment. Age, years of experience, economic group, family size and marital status were considered as moderating variables for the study.

Research results indicated that on an overall scale teachers experienced a moderate level of occupational stress. Age, years of experience, economic group, family size and marital status all contributed towards occupational stress, though at different proportions.

Sindhu, K. P. (2014) presented a research paper on "A study on stressors among college teachers" specifically to study the impact of designation on stress among a sample of 200 faculty; covering 80 associate professors, 92 assistant professors and 28 lecturers of various degree colleges. The study was done by executing the "Employment Organization Sources of Stressors scale" developed by Telaprolu and George (2005).

The results indicated ‘work stressors’ ranked one in contributing to stress among college teachers followed by ‘interpersonal relationship stressors’, ‘personal development stressors’, ‘Role stressors’ and ‘organizational climate stressors’.

Delello, J. A., McWhorter, R. R., Marmion, S. L., Camp, K. M., Neel, J., Everling, K. M., and Marzilli, C. (2015) presented a research article on “The life of a professor: Stress and coping”, throws light on the various stresses experienced by faculty in higher education. The researchers studied a sample of 168 faculty members from 31 states of the United States of America. Personal variables (age, gender, marital status and ethnicity) and professional variables (educational backgrounds and positions/academic ranks) were considered.

The findings indicated that long working hours exert stress among teachers. Inability to balance work and personal life, push teachers to quit higher education. Female teachers usually opt for part-time opportunities to balance work and family.

Mardhiah Yaacob and Choi Sang Long (2015) in their study on “Role of Occupational Stress on Job Satisfaction”, studied role overload, role ambiguity and work-family conflict, as to dimensions of occupational stress, having an impact on job satisfaction. A total of 386 teachers across the schools of Malacca, (Malaysia) were taken as the sample. Gender, Marital status, nationality, teaching experience (length of service in years), academic degrees held were considered as moderating variables for the study. “Occupational Roles Questionnaire (ORQ)” adapted from Wu et al. (2010) and “Occupational Stress Indicator (OSI)” adapted from Chang and Lu (2009) were considered for the study.

The study showcased role overload and role ambiguity acted as major contributors to occupational stress and the same influenced job satisfaction too.

Naina Sabherwal, Deeya Ahuja, Mohit George and Arjun Handa (2015) in their article on “A study on occupational stress among faculty members in Higher Education Institutions in Pune”, inspected 200 faculty members from various higher educational institutions in Pune. The sample had 76% of female faculty respondents.

The study revealed that all the demographic variables so considered for the study- age, gender and marital status showed to have a significant correlation with occupational stress experienced by faculty.

Sofie Masuku and Stella Muchemwa (2015) in their article on “Occupational Stress Among University Lecturers: A Case of Zimbabwe”, examined 36 full-time lecturers of the University of Zimbabwe.

Among the stressors examined, the most common form of stressors reported were increased workloads, targets/deadlines and long working hours. Further assessing the demographic factors, no significant difference in responses came for gender, age, faculty and workload.

Haydee Colacion-Quiros and Raymund B. Gemora (2016), reviewed 55 randomly chosen faculty respondents of West Visayas State University, the Philippines for the study titled "causes and effects of stress among faculty members in a state university".

The overall results revealed that the respondents' opined of moderate stress, which was an outcome of more paperwork that led to high blood pressure, irritability and anxiety. No significant difference in stress levels was observed in age, gender, marital status and workload; but a significant difference was noted across academic ranks (hierarchy) of faculty.

Kamala, H. (2016) studied the influence of demographic variables like education, designation, nature of the institution, income and length of service on Job Satisfaction, Organizational Role Stress and Stress Coping Strategies among faculty in degree colleges, in her Dissertation on “Role of Demographic Factors on Job Satisfaction Organizational Role Stress and Stress Coping Strategies among Degree College Faculty”. A sample of 300 faculty with an equal number of male and female faculty was considered for the study.

The results indicated – Role stagnation, role expectation, role overload and personal inadequacy created more stress among faculty. The ‘emotional approach’ was found to a good coping mechanism to resolve the conflict. Demographic variables chosen for the study did show an influence on organizational role stress. In general, irrespective of educational background, designation, nature of institution, income, length of service, displayed to influence stress among faculty.

K. D. V. Prasad, Rajesh Vaidya, V. Anil Kumar (2016) took up a study on 300 (200 female and 100 male) CBSE affiliated school teachers in Hyderabad to examine occupational stress and coping methods in their research study titled – "Occupational Stress and Coping with Reference to CBSE Affiliated School Teachers in and around Hyderabad: A Multinomial Regression Approach". "Occupational stress index (OSI)" developed by Srivastava and Singh (1984) was used for the study. Independent variables like "workload, role overload, role ambiguity, students behaviour, co-workers, school environment, school policies & ethics and social support" were studied as stress-causing factors. Moderating variables like gender, age, years of experience, other non-teaching activities and professional qualifications were considered as moderating variables.

The study revealed that teachers with more years of experience and possessing the required qualification experienced less occupational stress. Gender did not make any difference in the study. Teachers who received social support were considered to cope up with stress better.

Desouky D and Allam. H. (2017) in their study titled: "Occupational stress, anxiety and depression among Egyptian teachers", assessed the existence of occupational stress, depression and anxiety among 568 Egyptian teachers. "Occupational Stress Index (OSI), Taylor manifest anxiety scale and the Beck Depression Inventory (BDI) were used to assess Occupational stress, anxiety and depression" respectively. Age, gender, marital status, qualification, salary, residence, teaching experience, class load, school, educational level was chosen as moderating variables for the study.

The study showed exposed that almost all teachers experienced stress, with 67% reportedly experiencing extreme occupational stress. Occupational stress, anxiety and depression were found significantly higher among teachers with an age more than 40 years, female teachers, primary school teachers, those with inadequate salary, higher teaching experience, higher qualifications and higher workload.

Ashoksinhji J. H. (2018) in his thesis titled: "Exploring the effects of Occupational Stress on Work-Life Balance A Study of University Teachers of Gujarat", examined a sample of 512 teachers, of 24 universities in Gujarat. To understand the impact of occupational stress on work-life balance; age, gender, educational qualification, nature of employment, designation, additional responsibility, work experience, affiliation to a

type of university, marital status, salary drawn, number of children and type of family was chosen as moderating variables. Occupational Stress Index (OSI) standardized by Srivastava and Singh (1984), Teacher‘s Stress Inventory, developed by Dr. M. J. Fiman (1984) and Scale of Occupational Stress by Bristol was administrated for the study.

The analysis was noted as follows: There was no significant difference between occupational role stress and age, gender and years of experience. There was a significant difference across occupational stress and designations, additional responsibilities, salary differentials, marital status, educational qualifications, number of children and the type of family teachers have.

Gunjan. Bajaj (2018) studied occupational stress more specifically with gender, the reason being a lot of literature reviews have noted that stress experienced by women is comparatively higher than men, in her Doctoral studies on “Occupational Stress among Women Academicians in Haryana Commerce Colleges A Critical Analysis”. The study was executed on 300 commerce college female academicians of Haryana; considering designation, age, the span of service, family factors and marital status as moderating variables. “Occupational Stress Index (OSI)” developed by Srivastava and Singh (1984), which measures occupational stress across 12 dimensions was considered for the assessment of occupational stress.

Findings showed that moderate stress was reported to have been experienced by female academicians. All the moderating variables chosen for the study proved to influence occupational stress. As age and span of service showed a positive correction with stress factors, indicating that as the span of service increases, stress increase proportionally.

Noble Lawrence L. (2018) studied a sample of 427 faculty of 17 colleges of Tamil Naidu to derive on the thesis titled “Effects of workplace stress on employee retention with reference to engineering colleges in Kanyakumari district”. Variables considered to measure workplace stress were: rewards and recognition, workload, work-life balance, relationship, job involvement, job perception and job involvement. Age, gender, designation, marital status, years of experience, area of working (rural or urban) and working hours were considered as demographic variables.

Analysis indicated that the stressors that teachers expressed were lack of proper compensation, lack of recognition, irregular/no increment, extended working hours,

extra workload, inability to spend quality time with family, no proper semester vacations and the effect of all these was seen in their efficiency of work. Stress was found more in female staff, seniors, designation above associate professor, highly qualified staff (Ph.D.) and in rural faculty.

Anita G. (2019) in the thesis titled "Occupational stress among B.Ed. college teachers in relation to their role conflict" submitted to Gauhati University; studied a sample of 372 of B.Ed. educators from 57 B.Ed. colleges of Assam. Occupational Stress Index by A. K. Srivastava and A.P. Singh (1981) and teacher's Role Conflict Inventory by Promila Prasad and L. I. Bhusan (1991) was executed to measure stress and role conflict.

The analysis showed 64.29% of the sample experienced moderate stress and nearly 3% experienced a higher level of stress. The moderating variables so considered for the study were observed to influence occupational stress. Role overload, unreasonable groups, responsibility for persons and intrinsic impoverishment were found to have a negative or inverse correlation with role conflict, whereas role ambiguity, under participation, powerlessness, poor peer relations, low status, strenuous working conditions and unprofitability (feeling that salary is not enough) were shown to have a positive correlation with role conflict.

Vic Catano, Lori Francis, Ted Haines, Haresh Kirpalani, Harry Shannon, Bernadette Stringer and Laura Lozanzki (2019) through their article on "Occupational Stress in Canadian Universities: A National Survey", examined stress among 1440 faculty from 56 Canadian universities.

Results showed age, gender, academic ranks and employment status having a significant influence on occupational stress. A deeper assessment revealed that women staff expressed experiencing more stress compared to male staff. A significant difference was observed with respect to age. Younger staff and older (senior) staff were recorded to experience less stress compared to the middle-aged staff members. In terms of academic rank (hierarchy), faculty with higher academic ranks reported experiencing greater stress. In terms of employment status, contract staff opined of being more stressed.

2.2.2. Occupational Role Stress studies in other professions

Srivastava. S. and A. K. Sen (1995) studied Role stress, job anxiety, job involvement and job satisfaction among 150 employees (50 top-level managers, 50 middle-level managers and 50 shopfloor employees) of a private vehicle manufacturing unit in India, were surveyed. "Organizational Role Stress" (Pareek, 1983), "Job Anxiety scale" (Srivastava and Sinha, 1977); "Job Involvement scale" (Lodhal and Kejner, 1965); and "Job Descriptive Index" (Smith et al., 1969) instruments with a total of 23 dimensions to measure, was administrated to assess Role stress, job anxiety, job involvement and job satisfaction respectively. Since the classification was based on the level in the management; hierarchy acted as the demographic variable in the present study.

Factor analysis across 3 categories of the sample chosen, though revealed different dimensions of role stress, job anxiety, job involvement and job satisfaction affecting them; the common dimensions that affected all the 3 categories were- Role Conflict, Role Erosion, Capacity to Work, Human Relations at Work, Job Involvement, Security, Present Pay, Recognition, Reward and Punishment and Work on Present Job.

Layne, C. M., Hohenshil, T. H., and Singh, K. (2004) in their dissertation work on "The relationship of occupational stress, psychological strain and coping resources to the turnover intentions of rehabilitation counselors", surveyed a sample of 982 American Rehabilitation Counselor. OSI-R scale developed by Osipow (1998) was administrated. Age, gender, ethnicity, experience, number of clients were assessed for their association.

Analysis indicated that a greater percentage of turnover intention was found in rehabilitation counselors. It also indicated that interaction between demographic variables and individuals' coping mechanisms are important to understand for assessing turnover intentions in rehabilitation counselors.

Bhattacharya. S., and Basu. J. (2007) studied the Distress, Wellness and Organizational role stress of professionals in the area of Information Technology (IT). The effect of gender and age on the above variables, the predictability of the same variables from stressful life events and coping resources adopted were examined too. 101 professionals (of which 60 were men and 41 women) were administered "General Health Questionnaire" (developed by Goldberg and Hiller), "PGI – Well–Being Scale" (developed by Verma, Dubey and Gupta), "Organizational Role Stress Scale"

(developed by Dr. Pareek), "Presumptive Stressful Life Events Scale" (PSLES) (developed by Singh, Kaur and Kaur) and the "Coping Checklist" (developed by Rao, Subbakrishna and Prabhu).

Results exhibited that women experienced greater wellness. Elder personnel expressed to experience more distress. Distress could not be only predicted by life events and coping resources put together; though Wellness and Organizational role stress displayed their association with life events and coping resources.

Rachana, S. (2009) presented a dissertation report on "A Study of Occupational Stress work Family Interface and Heath Problems of Employees Working in Telephone Industries". The researcher studied occupational stress, work-family interference and health issues of employees working in the telephone (ITI) industries of Uttar Pradesh. A sample of 300 respondents classified under 3 demographic variables considered – age, gender and rank (managerial level, Clerk level and lower level) were considered. Occupational Role stress was assessed by the instrument designed by A K Srivastav and A P Singh; Mental-health inventory proposed by Arun Kumar Singh and Alpana Sengupta and PGI-health questionnaire proposed by Dr. S K Verma, Dr. Dwarka Prashad along with work-family interface questionnaire and stress symptoms inventory developed by the researcher were administrated for the study.

The results indicated more than 50% of the respondents opined that occupational stress does exist and that it has a negative impact on their health. Senior staff (in terms of age), female staff and middle level (clerical level) staff reportedly expressed higher stress compared to the other categorization made. Industrial climate, work overloading, role conflict, family balance, mental reaction, behavioral reaction and physical reactions were proved to have a negative relationship with occupational stress, the work-family interface and the health of the employees.

Sumangala, C. (2009) in her doctoral work submitted to the University of Mysore, on "A study of stress and its management in information technology industry", considered a sample of 600 employees from various IT companies. Age, gender, education, income, marital status and religion, managerial level and family environment of the employee were the demographic variables considered for the study. "The Occupational Stress Index" by Srivastava and Singh (1984) and Coping Check List by Rao, *et. al* (1990) instruments were considered for analysis of the topic chosen for the study.

Of the 5 hypotheses studied, one of the hypotheses aimed to study the influence of demographic variables on occupational stress and coping. Results showed that age had an influence on stress in just 2 sub-dimensions, but did not show any major influence on the other sub-dimensions under study. Women and married respondents were found to experience more stress than others. Educational level and managerial levels were shown to influence some sub-dimensions. The demographic variables considered for the study were proved to have a significant influence on the coping mechanism adopted by the respondents too.

Chiang F. F, Birtch T. A, and Kwan H. K. (2010) inspected the associations between job stress, job stressors and coping resources, in their article published on "The moderating roles of job control and work-life balance practices on employee stress in the hotel and catering industry". Information was collected from 255 hotel and catering industry employees. Gender, age and education levels were considered control variables. Perceived job demands and job control latitude were evaluated based on Karasek's (1979) job D–C (demand-control) model.

Hierarchical regression presented significant impacts of job demands, job control and three-way (job demands, job control, work-life balance practices) interventions on job stress. The results confirmed that high job demands along with low job control and work-life imbalance practices resulted in a higher level of stress.

Srivastava. S., and Srivastava. N. (2010) in their research article titled "Effect of Demographic Variable on Organizational Role Stress and Job Satisfaction Relationship: A Study on Private Sector Managers", attempted to measure organizational role stress and job satisfaction among managers with special reference to age. A sample of 300 managers working in fifteen Private Sector Organizations (BPO, Banks and IT sectors) of Delhi NCR region were administrated a questionnaire comprising of "Organizational Role stress Scale (ORS)" developed by Dr. Udai Pareek (1993) and "Job Satisfaction Survey (JSS)" by Spector (1985).

The study noted that higher levels of Organizational stress and less job satisfaction were found among junior managers of 20-35 years of age than their counterparts from 36-45 years (middle level) and 46-55 years (senior level).

Aziz M (2012) assessed a sample of 219 BPO executives across three different business units in Delhi-NCR. ORS scale measuring 10 dimensions of occupational role stress (Parekh, 1983) was administered. The gender and marital status of the sample were considered as the demographic variables for the study.

The mean scores between males and females showed role stagnation highest among men and Resource inadequacy highest among the females. Resource inadequacy was noted the highest among both the men and women respondents while assessing the marital status. It was noted that married employees irrespective of gender experienced more stress. Role overload contributed more to the stress among female employees, whereas Inter Role Distance was observed to have contributed more towards stress in married men followed by role stagnation in both married women and male employees.

Dr. Kakoli Sen (2012) explored the Occupational Role Stress among public sector bank employees in Delhi NCR. 160 senior and middle level, including managerial and non-managerial staff of public sector banks, participated in the survey. ORS instrument designed by Dr. Pareek, measuring 10 dimensions of Occupational Role Stress was administrated.

The analysis revealed Occupational Role Stress (ORS) prevailing in bank employees. Due to frequent job rotation, 'Inter-role distance' was found to the prominent dimension influencing ORS, tailed by Role stagnation and role erosion; personal inadequacy and role overload. Role ambiguity seemed to score comparatively less among all dimensions, indicating professional clarity of the role in the banks chosen for the study.

Dr. K Jawahar Rani and Mrs. R Muzhumathi (2012) undertook a study to examine the affiliation between work-family conflict and organizational role stress on life satisfaction among women professionals in Chennai city, with a sample of 491 respondents; of which 56 were doctors, 83 lecturers, 153 bank officers and 199 engineers. The study measured work-family conflict, ORS and life satisfaction among women professionals.

The study revealed- the existence of a relation between Work-family conflict and ORS. When experiencing stress, there is no significant difference in ORS among women professionals. The result showed no relation between life satisfaction and ORS.

Hari Kumar, P. (2012) in the thesis submitted to the university of Mysore received 258 responses for the study on "Stress among airport employees a case study of Bangalore International Airport.", Socio-economic factors considered for the study were gender, age, functional department, level of management and working time. A self-drafted questionnaire was used to examine the stress faced by employees of BIAL, Airports Authority of India, Cargo handlers, Aviation caterers, Ground handlers and Fuel farm operators of Bangalore International Airport.

The study revealed that 34.88% of respondents opined of the work environment having an impact on stress. About 30% feel the kind of work they do, contributes to their stress. About 45% feel Organizational culture has an impact on employee stress and 35% of respondents feel stress has adverse effects on their health.

Sandeep Kaur (2012) undertook a study on – "Effect of personality on organizational role stress: a case study on working women in Ludhiana". The sample consisted of 76 working women, of which 19 respondents were school teachers, 22 were employees of public sector banks, 16 were professors of colleges and 19 respondents were employees of private sector banks. ORS was measured against Psychoticism, personality and neuroticism dimensions.

The results in comparison with psychoticism revealed – 'Personal Inadequacy' (PI) had a positive relation with personality dimensions, i.e., PI acted as a major contributor to Occupational role stress. The results in comparison with personality revealed -Women tend to feel 'role stagnation' and 'role overload', which in turn induce stress among them. The results in comparison with neuroticism revealed – role stagnation, role ambiguity, role expectation, role conflict led to more stress among working women.

Nazneen Afroze and Bhalla P. A. (2013) took up a comparative study of Organizational Role Stress and Job Satisfaction among male and female employees of the organized retail sector. A sample of 218 male and 132 female staff of organized retail units in Punjab participated in the study. ORS scale by Dr. Pareek (1983) and Job satisfaction scale by Singh (1989) were administrated. Gender was the only moderating variable considered to assess ORS on Job satisfaction.

It was noted through the study that ORS and job satisfaction were negatively correlated, meaning as ORS increase, Job satisfaction decrease. 'Role erosion', 'personal inadequacy', 'Role stagnation', 'Role expectation conflict' and 'Self role distance' were the top 5 dimensions affecting both men and women staff. Among the ORS dimensions that influence job satisfaction, Role Expectation conflict, tailed by Resource inadequacy, role erosion, role overload and role isolation were found to be prominent.

Rakesh Kumar. S. (2015) investigated "Quality of work-life and occupational stress among the employees of public and private sector banks in India". The thesis investigated occupational stress using the instrument developed by A K Srivastava and A P Singh; Researcher developed questionnaire on quality of work-life was executed on a sample of 600 employees of private (n=300) and public banks (n=300) of New Delhi and NCR region. Demographic variables like age, gender, monthly income, designation, monthly expenditure and experience were considered.

The findings proved the impact of the demographic variables on the quality of work-life and occupational stress.

Sadashiv. P. (2015) in the thesis titled "Job satisfaction occupational stress psychological wellbeing between employees chosen career with and without choice" submitted to Bangalore University, studied job satisfaction, occupational role stress and psychological wellbeing across 4 different professions – drivers, teachers, police constable and software engineers in Bangalore. Equal sample of 160 each were recorded for the study. Job satisfaction scale (Amar Singh and Sharma Patiala); OSI (Srivastava and Singh. 1981) and Psychological well-being questionnaire (Bhogle and Prakesh, 1995) were administrated to assess job satisfaction, Occupational role stress and psychological wellbeing respectively.

Results specified that the respondents who choose their career (across the 4 professional categories considered for the study) expressed high job satisfaction, less occupational stress and greater psychological wellbeing; indicating the basic principle that it's the perception of the individuals towards a particular job that matters.

Dixit. N. (2016) took up a unique study where the locus of control was weighed across occupational stress among IT, telecom, insurance and banking professionals of Uttar Pradesh and NCR, in the Doctoral report on "Effect of locus of control on occupational stress level among employees working in Uttar Pradesh and NCR". The study was evaluated considering gender, marital status and hierarchical level in the organization. 500 respondents, in equal gender preposition, responded to the survey. The study classified the demographic variables keeping gender as the base. Locus of control was measured by administering the LOCO inventory (Locus Of Control in Organization inventory) questionnaire developed by Levenson (1972), which assessed internal and external locus of control. Occupational Role stress was measured by administering the 'occupational stress Index (OSI)' developed by Dr. A K Srivastava and Dr. A P Singh.

The study revealed 'locus of control' between men and women differed significantly; through when assessed with hierarchy and marital status, they did not show any significant difference. When the sectorial assessment was done, locus of control and occupational stress seemed to show a significant difference in IT, telecom, insurance and banking professionals. Women respondents showed a significant variation while assessing locus of control and its influence on occupational role stress.

Joseph, A. V. (2017) undertook doctoral research on the topic "A study on occupational stress among the employees in public sector banks" showcasing that demographic variable like age, gender, educational qualification, marital status, the designation of employees, monthly income, place of working does have an impact on the occupational stress, through at different proportions. Dimensions considered for the study like Role ambiguity, Role stagnation and role inadequacy were among the top 3 that have a positive correlation with the demographic variables considered. Multiple regression analysis was calculated to weigh the impact of coping strategies on employee performance and job satisfaction. The analysis indicated a significant association between all the three variables under study.

The study was conducted across 3 public sector banks situated in 4 districts of Tamil Nadu and comprised of respondents ranging from Managers, Assistant managers, training officers, Cashiers and clerical staff. A sample of 1315 responded to the survey. The questionnaire was adopted from the instrument designed by Aswathapa (1990).

Sandeep. P. (2018) in his doctoral work on "Occupational Stress and Employee Effectiveness in Selected Public and Private Banks in Punjab" assessed 500 employees of two major banks in Punjab, viz – Punjab National Bank and HDFC. Age, qualification, organization, years of experience, marital status, income, occupational level and experience were measured under demographic variables. The occupational role stress (ORS) instrument developed, by Dr. Udai Pareek (1981) was considered for the study.

The overall analysis showed that there is no significant difference in the ORS between the two banks considered for the study. Individual assessment of the dimensions of ORS with these banks showed a significant difference in role ambiguity, role conflict, personal inadequacy, competencies affecting stress, the effect of stress on the health of the staff, stress management and consequences of the stress on the employees of the two banks. Further analysis also showed the relationship between occupational role stress and organizational attachment, job involvement, organizational commitment, independence, job satisfaction and coping strategies.

2.3. ORGANIZATIONAL CLIMATE AND OCCUPATIONAL ROLE STRESS

There are many pieces of research where Organizational Climate and Occupational Role Stress are either examined as an independent variable influencing other variables under study like job satisfaction, organizational commitment, performance, work-life balance, organizational citizenship, efficacy, coping mechanism and many more; but there are very less research done where Organizational Climate is independently evaluated against Occupational Role Stress. Despite India having the maximum number of educational institutions, emphasis on analyzing the Organizational Climate or assessment of Occupational Role Stress among faculty members is less.

2.3.1. Organizational Climate and Occupational Role Stress studies on Faculty

Paul, R. (2005) analyzed a sample of 260 higher secondary school teachers of Punjab, in his doctoral report on "Study of job stress job satisfaction and adjustment of senior secondary school teachers in relation to organizational climate". "Occupational Stress Index (OSI)" developed by Srivastava and Singh (1984), "Job Satisfaction Scale" by

Singh and Sharma (1986), "Teacher Adjustment inventory" by Mangal (1996) and "Organizational Climate Inventory" (Chattopadhyay and Agarwal) were used to evaluate the variables under study.

Findings at 1% significance exhibited a strong correlation between job stress, job satisfaction and organizational climate.

Bandhu, T. (2008) in her thesis titled "A study of burnout among college teachers of Punjab in relation to organizational role stress and institutional climate" examined 164-degree classes teachers of governments and private aided colleges affiliated to three universities of Punjab. The demographic information that was collected for the study were gender, location of the college, type of management and teaching experience. "Maslach Burnout Inventory" designed by Christina Maslach, and Susan E. Jackson (1986); "Organizational Role Stress (ORS) scale" by Udai Pareek (1983); "Institutional Climate Inventory (ICI)" for colleges, constructed and standardized by the researcher were used to evaluate burnout and occupational stress.

Of the seven hypotheses studied by the researcher, three hypotheses state that college teachers who experienced a high level of occupational role stress exhibited a significant difference in Burnout dimensions of Emotional Exhaustion, Depersonalization and Personal Accomplishment. A good institutional climate proved to affect burnout dimensions significantly. When the interaction of the three variables was studied on burnout, it showed that institutional climate and organizational role stress significantly have control on the level of emotional exhaustion and personal accomplishment dimensions.

Indira Lavingia (2010) conducted doctoral research on 285 M.S. University of Baroda faculty members across technology, science, commerce and home science departments to study role stress conflict, job satisfaction and organizational climate in university. Demographic variables considered were - gender, designation, experience, faculty in (serving across departments). Brayfield-Rothe job satisfaction index, Organizational Role Stress (ORS) scale and Motivational Analysis of Organization – Climate (MAO-C) developed by Pareek (1979) were adopted for the study.

Analysis disclosed that variables so considered for the measure of role stress conflict, job satisfaction did show significant difference with organizational climate. No significant difference was noted, when the category of 'faculty in' (Science and

Technology and commerce faculty)' was calculated for 'within-group differences', thereby indicating that stress existed irrespective of departments/courses handled by the faculty.

Soylu, E. S. (2013) through his doctoral dissertation on "Relationship between the organizational climate and occupational stress experienced by English instructors in the preparatory schools of five universities in Ankara" focused on studying the association between organizational climate and occupational stress experienced by 276 English instructors in the preparatory schools of five universities in Ankara. Gender, age, total teaching experience and total years in the current university were considered as demographic variables for the study. Organizational Climate Index (OCI) established by Hoy and Tarter (1997) and Teacher Stress Inventory built by Fimian and Fastenau (1990) were chosen for the study. OCI measured 6 behaviours - Supportive administrator, Directive administrator, Restrictive administrator, Intimate teacher, Collegial teacher and Indifferent teacher. Teacher Stress Inventory measures 10 behaviours - Work-related stressors, Profession-related stressors, Professional investment-related stressors, Discipline and motivation-related stressors, Time management-related stressors, Emotional manifestations, Behavioral manifestations, Cardiovascular manifestations, Fatigue manifestations and Gastronomical manifestations.

The hypothesis examined supportive leadership, restrictive leadership of administrators, collegial and disengaged teacher behaviour on Occupational stress of instructors. Results indicated their influence on each other. A supportive environment, with a less or non-restrictive administrator, may lessen the stress of instructors. A collegial teacher's behaviour will lessen the stress and improve the climate.

Benedicta, A. S. (2014) presented a research article titled – "A Study of Occupational Stress and Organizational Climate of Higher Secondary Teachers", addressing the influence of the demographic variables chosen (gender, locality, family type, experience and type of management) on organizational climate and occupational stress. 200 higher secondary teachers from government and private schools of Tirupur district were administrated with Teacher Stress Source Scale (adopted from Santhappan) and Organizational Climate Scale by Srivastava and Singh (1987).

The analysis proved that the demographic variables chosen had a significant difference between organizational climate and occupational stress, though the proportion of their difference varied. the last hypothesis that was examined was if there is any significant difference between climate and stress and the result proved their influence on each other.

Srivastava M. G. (2014) examined 640 teachers from 2 government-aided and un-aided, science, arts, commerce and agriculture colleges from 4 districts of Uttar Pradesh in the dissertation report titled "A study of organizational commitment in relation to occupational stress employees mental health job value and organizational climate among teachers". "Teacher occupational stress scale" adopted by Dr. O.P.L. Srivastava and Dr. Bina Srivastava; "Employee's Mental Health Inventory" - by Dr. Jagdish; "Job Value Inventory" - by Dr. Ramji Srivastava; "Organizational Climate Scale" - by Chattopadhyay and Agrawal; and Organizational Commitment scale - by Dhar, Mishra and Srivastava were chosen to assess occupational stress, employee mental health, job value inventory and organizational climate, organizational commitment respectively.

The findings of the study noted that Occupational stress, job value, organizational climate and mental health are indicators for organizational commitment. When issues related to the above-mentioned variables increase, there would be chances of a decrease in organizational commitment among teacher

Nisha Kumar (2015) presented her doctoral writing on "Work performance role stress organizational climate organizational commitment and job satisfaction among teachers: a comparative study of selected management institutes in Haryana". 218 management teachers from 65 universities, 61 private/deemed universities and 92 affiliated institutions were inspected in the study. Teachers with a minimum of 3 years and above were considered for the study. Occupational stress was measured using organizational role stress by Pareek (1997); organizational commitment scale by Allen and Meyer in 1990; Job satisfaction index developed by Brayfield and Rothe (1951) and the organizational climate was measured considering 6 dimensions- work environment, teamwork, management effectiveness, involvement, reward and recognition and competency.

The study revealed Role stress and organizational climate have a negative significant relationship, indicating as organizational climate level increases (gets better)

teachers' role stress decreases. A significant difference was observed in the level of all the 10 dimensions studied under ORS among management teachers employed in state universities, private/deemed universities and affiliated institutes of Haryana. Among all the dimensions considered to measure climate, 'involvement' displayed a significant difference across the three types of educations systems considered.

Mehta Anju. (2016) in her research article on "Occupational stress among teacher educators in relation to organizational climate" attempted to inspect the relationship between occupational stress and organizational climate amongst 200 female teachers of government and non-government colleges of education in the Amritsar district. The "Occupational stress index" by Dr. A.K. Srivastav and A.P Singh (1974) and the "Organization climate index" by Dr. Moti Lal Sharma (1973) were used to examine the difference between the two variables under study.

The results observed a significant difference between the organizational climate of government and non-government colleges and the occupational stress experienced by their staff. Results also noted significant differences between the female staff of these 2 educational systems and finally Organizational climate and occupational stress showed a negative significant relationship, meaning – as stress increase, climate decrease.

Raj Abhay (2017) in the doctoral study on "An Assessment and Comparison of Organizational Climate and Occupational Stress among Personnel of Banaras Hindu University" examined 90 male teaching and non-teaching personnel and from the physical education department of Banaras Hindu University (BHU). "Organizational Climate Scale", developed by Sanjyot Pethe, Sushma Chaudhari and Upinder Dhar and "Occupational Stress Index" constructed by Prof. A. K. Srivastava and Prof. A. P. Singh to assess organizational climate and occupational stress respectively was administrated. The sample was equally divided into a size of 30 each.

Since the sample was specific to males and of BHU, there was not much significant difference notice in terms of organizational climate; but since the nature of the job differed for teaching, non-teaching and physical education personnel, there was a difference noticed in terms of occupational stress.

Anupama K. (2018) submitted a doctoral dissertation report to Himachal Pradesh university titled "Organizational Climate and Occupational Stress on predictors teacher effectiveness at secondary school level", where a sample of 1028 secondary school teachers from 4 districts of Himachal Pradesh was studied. In the research, organizational climate, occupational stress, demographic variables (gender and teaching experience) were considered as independent variables and teacher effectiveness as the dependent variable. A questionnaire to measure Organizational climate was developed by the researcher, but occupational stress and teacher effectiveness was measured with the help of the "Occupational stress index (OSI)" developed by Dr. A.K. Srivastava and Dr. A.P. Singh (1984) and the "Teacher Effectiveness Scale" developed by Pramod Kumar and D.N. Mutha (1999 Revision).

The research showed the following - When gender and experience were assessed individually for their effectiveness, they showed significant interaction; but when paired, they showed no effect on teacher effectiveness. Conjoint influence of both organizational climate and occupation stress was observed on teacher efficiency.

2.3.2. Organizational Climate and Occupational Role Stress studies in other professions

Keenan. A and Newton. T. J. (1984) examined 401 graduate engineers working in an industry and presented a research paper on "Frustration in organizations: Relationships to role stress, climate and psychological strain."

Analysis showed that organizational climate, role stress and social support - all contributed to environmental frustration levels. Frustration was reported to be due to anger reactions, latent hostility, job dissatisfaction and, work-related anxiety and thus this directly contributed to the organizational climate created in the industry.

Singh. A. P and Nath. K. (1991) published a paper on "Effects of organizational climate, role stress and locus of control on job involvement of banking personnel", stating that organizational climate (achievement, expectancy, affiliation and dependency climate) was positively correlated with job involvement. Organizational role stress was proved to weaken job involvement. External locus of control worsens employees' job involvement and Organizational role stress was proved to be the most powerful predictor of the variance in job involvement.

Nayar. K. S. B. (2005) in the thesis titled "Differential effects of organizational climate and size on job satisfaction and role stress" submitted to Gujarat University, examined 154 respondents of privately owned engineering and non-engineering units across large and medium units situated in various parts of western India. "Motivational Analysis of Organizations – Climate" (Dr. Udai Pareek, 1975), "Satisfaction-Dissatisfaction Inventory" (Pestonjee DM, 1973) and "Occupational Role Stress Scale" (P Dr. Udai Pareek, 1983) was administered to measure Organization Climate, levels of employee satisfaction and occupational Role Stress respectively. "Motivational Analysis of Organizations – Climate (MAO-C) scale" evaluated six dimensions, viz – Achievement, Extension, Expert Influence, Control, Dependency and Affiliation. Four dimensions were assessed under Satisfaction-Dissatisfaction Inventory – job, management, social relations and personal adjustment and ORS measured six dimensions - self-role distance, role expectation conflict, role stagnation, inter-role distance, role boundedness and role ambiguity.

Findings revealed: no significant difference between ORS and any specific climate variable of high and low scoring groups of large and medium units in the engineering industry.

Singh. S. K., and Dhillon. P. K. (2005) examined 100 staff, reporters and correspondents of a newspapers agency in Delhi in their research article on "Organizational Climate and Organizational Role Stress: A Correlational Study in Newspaper Industry". Moderating variables were classified as level (lower level - 58 respondents; higher-level – 42 respondents) and gender (male - 56 and female – 44). Organizational Climate Inventory (OCI) and Organizational Role Stress (ORS) questionnaire was administrated.

The findings showed lower-level reporters felt role stress due to the perception of stagnation and isolation in the present roles, conflicting expectations and personal inadequacy. higher-level reporters experienced role stress due to the perception of conflicting expectations from the organization, isolation and erosion of occupied roles, inadequate resources, roles not appreciating special skills, knowledge and expertise. Both males and female respondents expressed experiencing stress due to conflicts, isolation, stagnation and personal inadequacy.

Jain, K., Jabeen, F., Mishra, V., and Gupta, N. (2007) explored the relationship between Occupational Stress, Organizational Climate on Job Satisfaction of 158 managers and engineers working in Indian Oil Corporation Limited, Mathura, India. Occupational Stress and Organizational Climate are evaluated as independent variables and Job Satisfaction as the dependent variable.

The result indicated - both Managers and engineers differed significantly concerning Organizational Climate. Significant differences were observed between managers and engineers of IOCL about their expression towards Occupational Stress. engineers opined of being experiencing higher levels of stress as compared to managers. The findings confirmed that managers who perceived Organizational Climate as good and conducive were found to be more satisfied with their jobs than those who perceived Organizational Climate as poor. A similar outcome was observed with engineer respondents too.

Saini, N. (2010) in the dissertation titled "A study of organizational climate in relation to organizational role stress: A comparative study" undertaken with 320 employees of pharmaceutical and engineering industries located in Gujarat, studied organizational climate and stress considering age, sex, education, designation, income and experience as demographic variables. Organizational Climate is measured with the help of Motivational Analysis of Organizational Climate (Litwin and Stringer, 1968 and Udai Pareek, 1989), where 9 dimensions were examined. ORS scale designed by Dr. Udai Pareek (1981) measured 10 dimensions.

Among all the hypotheses measured, it was observed that there is a significant negative correlation between Organizational Role Stress and Organizational Climate, meaning with the betterment of organizational climate, there would be a decrease in occupational stress.

Singh. A., and Mishra. A. K. (2011) presented a research article titled "A Study on Organizational Climate and Occupational Stress of Indian IT Executives: Biographical Perspectives". The article examined 412 executives from various IT industries of Gurgaon, Haryana. Age, Gender, department, Marital status, management level, work experience were considered as biographical variables. The climate questionnaire was designed by TV Rao, which consisted of 16 dimensions and the Occupational stress

scale designed by Srivastava and Singh, which measured 11 dimensions of stress were administrated.

A significant difference was noticed between the marital status of executives and climate and stress. The result concluded that a good organizational climate, would reduce stress and increase the performance of the employees.

Sharma. P. (2013) assessed organizational climate and stress among 649 police personnel of J and K. Demographic variables considered were hierarchy (lower level and Middle level) and gender.

Findings reveal a significant relationship between organizational climate and occupational stress, but when measured independently the relationship noticed in middle and lower-level police personnel was insignificant. A significant difference was observed between gender and occupational stress where stress was noticed higher in female personnel.

Juhi. G. (2016) in the thesis on "Occupational Stress Among Employees and Its Impact Upon the Organizational Climate" examined 400 (200 male and 200 female) full-time executives of ONGC Dehradun. Occupational Stress Index (OSI) by Srivastava and Singh (1981); Organizational Climate Inventory (OCI) developed by Chattopadhyay and Agarwal (1976); and Employee Mental Health Index (EMHI) developed and standardized by Jagdish (2001) were executed to study organizational climate, occupational stress and employee mental health.

The study revealed that female executives opined of experiencing more occupational stress than male executives, but did not show any significant difference in terms of organizational climate. Occupational stress and organizational climate were reported to be correlating negatively with each other.

Priyadarshini. M., Prabakar. S. (2018) in her doctoral study on "A study on organizational climate and organizational role stress among the information technology and information technology-enabled services industry professionals Coimbatore" studied 540 from 15 IT and ITES companies. age, gender, nature of industry, educational qualification, monthly income, family type, marital status, number of dependents, place of residence, distance to workplace, company vehicle facility, length of service, responsibility, reporting person, comfortable with work timing, work

requires to stay after working hours, Flexi timing and the idea of switching job were considered as moderating variables for the study.

Results showed that gender, ‘nature of the industry’, ‘educational qualification’, ‘monthly income’, ‘place of residence’, ‘comfortable with work timing’ did not show significant association with organizational climate. In the case of Occupational role stress: age, ‘nature of industry’, ‘monthly income’, ‘family type’, marital status, place ‘of residence’, company vehicle facility, ‘comfortable with work timing’ and Flexi timing show significant association with stress. Results indicate a significant correlation with demographic variables, organizational climate and organizational role stress.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. NATURE AND SOURCE OF DATA

As per the AISHE report (2018-19), Karnataka stands at third position with 65 universities and 3670 colleges in India. As of July 2020, Karnataka State Higher Education Council (KSHEC) reports - 28 state universities, 19 State-Private universities, 11 deemed universities, 1 central university and 9 institutes of National importance (Table:1.3). Of the 12 state universities in North Karnataka (Table: 1.4), five universities offer general graduate and postgraduate programmes and 1 University (VTU) offers both technical and management programmes. For the present study, institutes of three State universities – Karnataka University, Rani Chennamma University and Visvesvaraya Technological University, offering Bachelor of Business Administration/Management (BBA/BBM), Bachelor of Commerce (B.Com), Masters of Business Administration (MBA) and Masters of Commerce (M.Com) courses have been chosen.

Karnataka University, Dharwad:

Karnataka University, Dharwad (KUD) is established in the year 1949. It is the second oldest state university preceded by the University of Mysore. KUD has science, social science, management studies and arts departments under its ambit. KUD has its affiliated graduate and post-graduate colleges (Arts, Commerce and Science), situated in districts of Dharwad, Gadag, Haveri and Uttar Kannada. As per the details available on the university website, there are a total of 249 affiliated colleges offering graduate and post-graduate courses in the domain of arts, commerce, computer science, education, science and management courses.

Rani Chennamma University, Belagavi:

Rani Chennamma University, Belagavi (RCUB) was established by the Government of Karnataka in 2010. As per a record of the list of affiliated colleges under RCUB, there are a total of 325 institutes offering graduate and post-graduate courses in the domain of arts, commerce, computer science, education, science and management, across three districts- Belgaum, Bagalkot and Vijayapura.

Visvesvaraya Technological University, Belagavi:

Visvesvaraya Technological University (VTU) is a Technical university offering programs in engineering and management. VTU is one of the biggest universities in India with 219 colleges affiliated with it. VTU came into existence in 1998. VTU now runs 35 UG courses, 94 PG courses and 592 research programs with 17 autonomous colleges under its umbrella. VTU operates with 4 regional centres located in Belagavi, Bengaluru, Kalburgi and Mysuru. As per the list of colleges available with the KEA (Karnataka Examination Authority) for the academic year 2019-2020, VTU has 116 MBA colleges affiliated with it.

3.2. SAMPLE UNIT

Graduate and Post-graduate faculty members of BBA/BBM, B.Com, MBA and M.Com programmes affiliated to three universities (KUD, RCU and VTU) of Karnataka are considered for the study.

- Of the records available on the university website, there are a total number of 249 institutes affiliated to KUD located in Dharwad, Gadag, Haveri and Karwar districts. Considering three districts of North Karnataka - Dharwad, Gadag and Haveri, there are 32 colleges offering BBA programme, 68 institutes offering B.Com programme, 10 institutes offering MBA (as per www.kea.nic.in) and 8 institutes offering M.Com programmes.
- As per the records available on RCU website, there are 325 graduate and post-graduate institutes affiliated to Rani Chennamma University; of which 70 institutes are offering BBA/BBM programme, 122 colleges offering B.Com programme, 8 institutes offering MBA and 17 institutes offering M.Com programme in the districts of Belagavi, Bagalkot and Vijaypura.
- Amongst 116 management departments affiliated with VTU, there are 18 engineering colleges of North Karnataka offering MBA programme.

3.3. SAMPLE JUSTIFICATION

Faculty teaching BBA, B.Com, MBA and M.Com courses were chosen for the study. The faculty from these domains were chosen because they are perceived to experience the same type of Occupational Climate and similar type of Occupational Role Stress, as the syllabus, pedagogy, the intellect of the students enrolling in these courses are similar, though not exact.

Referring to the syllabus of these courses, similarities in the course content are observed in BBA & B.Com and MBA & M.Com programmes. This indicates that the faculty handling these courses go through the same mindset and may have similar work environments. Hence faculty handling these courses are perceived to have common perceptions while assessing Organisational Climate and Occupational Role Stress statements.

The sampling method used for the study is "Multistage Random Sampling". Multistage random sampling is a blend of stratified random sampling, cluster sampling and simple random sampling. A strata of faculty belonging to higher education pertaining to commerce and management streams were initially chosen. Then the cluster of Karnataka state universities was listed. The State universities of North Karnataka (12 districts) were then scaled down from the list of Karnataka state universities. Of the 12 State universities in North Karnataka, 3 universities providing commerce (B.Com & M.Com) and Management (BBA and MBA) courses were shortlisted. A random sampling method was then applied to seek the information from the institutions under the 3 universities. Hence Multistage Random Sampling method is justified for the study.

3.4. CONCEPTUAL FRAMEWORK

The association between Independent variable – "Organisational Climate", Dependent variable – "Occupational Role Stress" and the demographic variables – Age, Gender, Marital Status, Years of Experience, Course (stream/discipline/program taken up by the faculty) and Hierarchy (Academic rank/ Designation) is depicted through a conceptual framework.

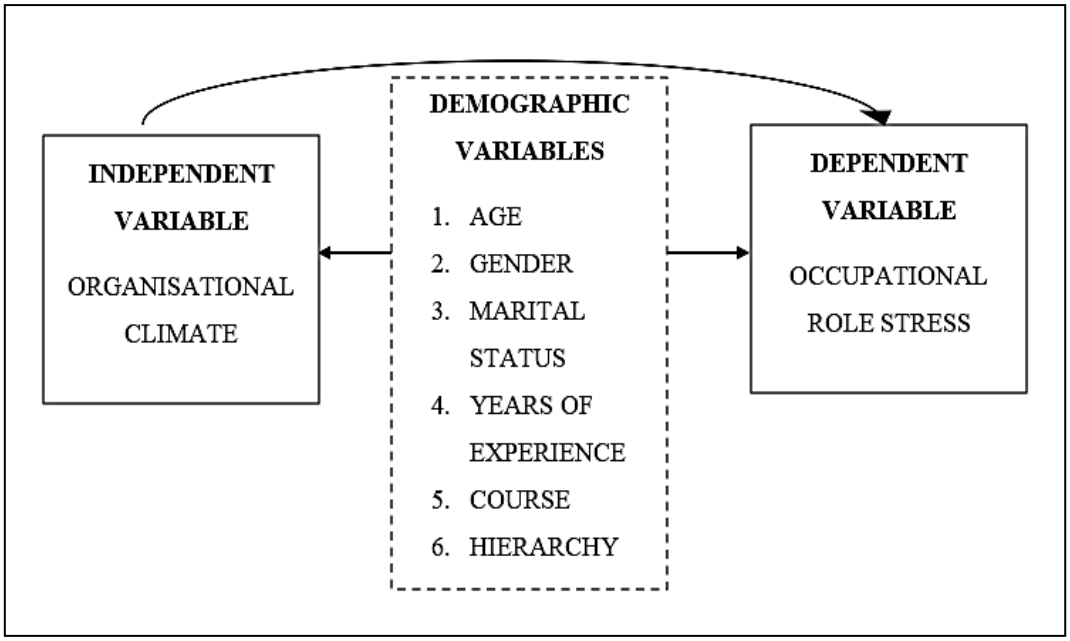

Fig 3.1: Conceptual framework of variables under study

3.5. HYPOTHESES DETERMINATION

Referring to the objectives of the research, three core hypotheses are derived:

[1]. H1: Influence of demographic variables on Organisational Climate and Occupational Role Stress.

[2]. H2: Impact of Organisational Climate on Occupational Role Stress.

[3]. H3: Association of specific Organisational Climate dimension on specific Occupational Role Stress dimension.

Hypothesis 1: Influence of demographic variables on Organisational Climate and Occupational Role Stress.	
H_{n1}	There is no significant influence of Demographic variables on Organisational Climate and Occupational Role Stress
H_{a1}	There is a significant influence of Demographic variables on Organisational Climate and Occupational Role Stress
Sub-hypothesis	
$H_{n1.1}$	There is no significant influence of age on Organizational Climate
$H_{a1.1}$	There is a significant influence of age on Organizational Climate
$H_{n1.2}$	There is no significant influence of gender on Organizational Climate
$H_{a1.2}$	There is a significant influence of gender on Organizational Climate

$H_{n1.3}$	There is no significant influence of marital status on Organizational Climate
$H_{a1.3}$	There is a significant influence of marital status on Organizational Climate
$H_{n1.4}$	There is no significant influence of years of experience on Organizational Climate
$H_{a1.4}$	There is a significant influence of years of experience on Organizational Climate
$H_{n1.5}$	There is no significant influence of course on Organizational Climate
$H_{a1.5}$	There is a significant influence of course on Organizational Climate
$H_{n1.6}$	There is no significant influence of Hierarchy on Organizational Climate
$H_{a1.6}$	There is a significant influence of Hierarchy on Organizational Climate
$H_{n1.7}$	There is no significant influence of age on Occupational Role Stress
$H_{a1.7}$	There is a significant influence of age on Occupational Role Stress
$H_{n1.8}$	There is no significant influence of gender on Occupational Role Stress
$H_{a1.8}$	There is a significant influence of gender on Occupational Role Stress
$H_{n1.9}$	There is no significant influence of marital status on Occupational Role Stress
$H_{a1.9}$	There is a significant influence of marital status on Occupational Role Stress
$H_{n1.10}$	There is no significant influence of years of experience on Occupational Role Stress
$H_{a1.10}$	There is a significant influence of years of experience on Occupational Role Stress
$H_{n1.11}$	There is no significant influence of course on Occupational Role Stress
$H_{a1.11}$	There is a significant influence of course on Occupational Role Stress
$H_{n1.12}$	There is no significant influence of Hierarchy on Occupational Role Stress
$H_{a1.12}$	There is a significant influence of Hierarchy on Occupational Role Stress

Hypothesis 2: Impact of Organisational Climate on Occupational Role Stress.	
H_{n2}	There is no significant impact of Organisational Climate on Occupational Role Stress
H_{a2}	There is a significant impact of Organisational Climate on Occupational Role Stress

Hypothesis 3: Association of specific Organisational Climate dimension on specific Occupational Role Stress dimension.	
H_{n3}	There is no significant association of specific dimension of Organisational Climate on a specific dimension of Occupational Role Stress
H_{a3}	There is a significant association of specific dimension of Organisational Climate on a specific dimension of Occupational Role Stress

3.6. INSTRUMENTS

A research instrument is a tool to facilitate the research design. It is used to gather, measure and analyze data taken up for the study. Research instruments may comprise tests, surveys, scales, questionnaires, or even checklists. For the present research two validated questionnaire designed by Dr. T V Rao and E. Abraham (1990) and Dr. Udai Pareek (1983) is used to assess Organizational Climate (OC) and Occupational Role Stress (ORS) respectively.

3.6.1. About the instruments administrated for the study

- **HRD Climate Survey:**

The "HRD Climate survey" instrument was designed by Dr. T V Rao and E. Abraham in 1990. The instrument comprises 38 items, designed on a 5-point Likert scale, that measure organizational climate in 3 dimensions- General Climate, HRD Mechanisms and OCTAPAC. The instrument was originally tested for its validity and reliability by administrating on a sample of 1614 employees across 41 organizations.

- "General climate" comprises of items/statements that examine the status given to human resource development by the top management and senior authorities in the organization.

- "HRD Mechanism" covers items/statements that aim to assess the extent to which HRD activities, processes and procedures are implemented.
- "OCTAPAC" items/statements intend to measure the climate of the organization with reference to Openness, Confrontation, Trust, Autonomy, Proactivity, Authenticity and Collaboration (These seven parameters of assessment is abbreviated as OCTAPAC).

The Five-point Likert scale measures these three dimensions on a scale of 1 to 5; 1: Not at all true to 5: Always true.

- **Occupational Role Stress (ORS):**

The "Occupational Role Stress" (ORS) scale was designed by Dr. Udai Pareek in the year 1983. The instrument measures stress on criteria of 10 dimensions namely - (1) Inter-Role Distance, (2) Role Stagnation, (3) Role Expectation Conflict, (4) Role Erosion, (5) Role Overload, (6) Role Isolation, (7) Personal Inadequacy, (8) Self-Role Distance, (9) Role Ambiguity and (10) Resource Inadequacy. There are 50 statements, with 5 statements pertaining to each dimension. Respondents rate each statement on a scale of 1 to 5; 1: 'if he/she rarely feels that way' and 5: 'if he/she very frequently/always feels that way'.

3.6.2. Structure of the instrument administrated

- **HRD Climate Scale:**

Observations during the pilot study found 2 statements not perceived right by the respondents. Items/statements on employee behaviour and career opportunities were hence dropped in the final study.

The HRD climate scale that is developed by Dr. T V Rao and E. Abraham in 1990, did not specifically classify the items into General Climate, HRD Mechanisms and OCTAPAC. The demarcation of the items into General Climate, HRD Mechanisms and OCTAPAC was done by researchers (Dash, S., Mohapatra, J., and Bhuyan, L. L. (2013); Solkhe, A., and Chaudhary, N. (2011); Dubey, P., and Sharma, S. K. (2012) and Srimannarayana, M. (2009)) during the administration of the instrument for their respective studies. Every researcher demarcated it according to the organization and the sample they were studying, hence standardized segregation is not available.

- **ORS Scale:**

ORS (Occupational Role Stress) instrument evaluates 10 dimensions of occupational role stress with 5 questions/statements pertaining to each dimension. (10 dimensions x 5 statements = 50 items). These 5 statements are designed to eliminate response bias. During the pilot study, it was noted that respondents expressed their displeasure answering repetitive statements and felt it too time-consuming. Hence 2 statements were dropped from each dimension. The dimension named 'Role expectation conflict (REC)' was also dropped from the final questionnaire as the basic job description of faculty is teaching and hence there cannot be conflict from the job chosen by the respondents themselves.

Hence the total number of statements measuring Organisational climate and Occupational Role Stress for the current study is 63 (36 organizational climate items plus 27 occupational role stress items).

3.7. STATISTICAL TECHNIQUES AND TOOLS EMPLOYED

1. Cochran Sample Determination Test

In research, the response from a larger sample size tends to reduce the errors and give more accuracy to the results obtained, but considering a larger population is not always feasible either in terms of cost, time and efforts. A smaller sample size gives scope for a higher margin of errors whereas a very large sample may give repetitive data; hence an appropriate sample size that would lessen the scope of error, reduce or eliminate redundancy and also contribute adequately to the study is to be calculated. An appropriate sample size is required to generalize the outcome of the research. Sample size determination depends on many factors like the purpose of the study, population size, risk of selecting a bad sample and the allowable sampling error. According to Miaoulis and Michener (1976) apart from these basic criteria, attention also needs to be given to:

(i) Level of precision

(ii) Level of confidence or risk

(iii) Degree of variability in the attributes being measured

Cochran formula and Yamane formula are the most widely used formulae for the estimation of sample size. The Cochran formula is used when the population is very large or infinite.

Cochran formula for infinite population:

$$n_0 = \frac{z^2 pq}{e^2}$$

Where: n_0 = Sample Size

Z = Z value obtained in the Z table for a chosen confidence level

p = estimated proportion of an attribute that is present in the population

q = 1-p

e = margin of error/ desired level of precision

Cochran formula for finite population:

$$n = \frac{n_0}{1 + \frac{(n_{0-1})}{N}}$$

Where: n = Reduced sample size

N = Population Size

When the population is large, both the formulae are to be calculated to ascertain an appropriate sample size.

2. Cronbach Alpha

Cronbach Alpha is a measure to assess internal consistency. It displays the proximity within the set of items considered for the study. Since it measures the internal consistency of the items, it is also known as "Test of Reliability" or "Coefficient Alpha". It measures if the items of the instrument (with Likert scale) are accurately measuring the variables considered for the research. The Cronbach alpha scores are between 0 and 1. A higher value means greater relatedness and hence greater reliability.

In Social Science studies, Cronbach alpha scores above 0.70 are considered good for acceptance and execution of the instrument.

3. Pearson's Correlation Coefficient

Pearson's correlation indicates the extent to which two variables are linearly related. The value of Pearson's correlation is always between -1 and +1. Correlation is denoted by the letter 'R'. It discusses the direction and strength of the association between the variables under study.

The value of '1' indicates a strong positive correlation. The value '-1' indicates a strong negative correlation and '0' indicates no relationship at all. Based on the distance from '0' towards either side, i.e., +1 or -1, the strength and direction are ascertained.

4. Post Hoc Test

ANOVA (Analysis of Variance) measures the differences between the means of the variables taken up for the study. When the significance value (p) calculated is leaser then α value of 0.05, the variance/difference is said to be significant. ANOVA shows the difference between the variables but does not specify which specific set (within-group) of means are significant, hence a post hoc test is done to assess, which specific set has a greater difference between means. Post hoc test is to be done only if the ANOVA is found significant.

There are different types of Post hoc tests. "Tukey HSD" (HSD stands for 'Honest Significant Difference') is the most widely used post hoc test. The present research too has used the Tukey HSD post hoc test to find the significant difference while assessing the relation between demographic variables, Organisational Climate and Occupational Role Stress.

5. Regression Analysis

A hypothesis is a proposed outcome of a phenomenon taken up for study. It is generally referred to as an 'intelligent guess'. A hypothesis is tested for its viability and implication by performing certain statistical tests; one such test is 'Regression Analysis'.

Regression analysis is a statistical technique that evaluates the affiliation between one dependent variable and one or more independent variables. The significance value (p) obtained after regression analysis illustrates the relationship between the variables taken up for the study. If the 'p' value obtained is lesser than α, then it is stated that there is a significant relationship between the independent and dependent variables; and if the 'p' value is greater than α, then it is said to have no significant relationship among the variables.

6. Factor Analysis

Factor analysis is a statistical technique administered to condense a large set of variables into fewer factors based on the degree of correlation among them. The correlation coefficient scores based on which the factors are extracted are called the 'Factor loading'. The percentage of variance displayed by the factor loading is called the 'Eigenvalue'. An eigenvalue ≥1 depicts more variance and hence those factor extractions that have an eigenvalue ≥1 are considered for further calculations.

7. IBM SPSS

"Statistical Product and Service Solutions" (SPSS) is a widely used statistical tool software package currently owned by IBM. SPSS is a software platform that caters to statistical analysis with the help of multiple machine learning algorithms and big data. The software package is widely used for research solution package.

For the present study, the "IBM SPSS Statistics 25" version is used for the research calculations.

8. IBM SPSS AMOS

IBM SPSS AMOS (Analysis of a Moment Structure) is a widely accepted Structural Equation Modeling (SEM) software package, that integrates statistical techniques like regression analysis, factor analysis, correlation, ANOVA and other complex relationship models into graphical and 'Programmatic User Interface'

For the present study, the 'IBM SPSS AMOS 23' version is used to design a Structural Equation Model.

3.8. PILOT STUDY

A pilot study was done on a sample of 30 Undergraduate and Postgraduate college faculty members of 3 colleges in Belagavi city. The sample was classified based on ‘domain’ (course/stream/discipline/program taken up by the faculty). Since the sample was not proportionately divided, the sampling method was then stated as ‘stratified disproportionate sampling’. HRD Climate scale with 38 items along with Occupational Role Stress (ORS) scale with 50 items, was administrated for the study. ANOVA was tested on the sample to affirm the variance between demographic variables (age, gender, marital status, domain and hierarchy), organizational climate and occupational role stress.

Results showed significant variance between Age and Organisational Climate. Gender and Hierarchy showed significant variance with Occupational Role Stress. The other demographic variables - marital status and domain did not show any significance with either organizational climate or occupational role stress.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. SAMPLE DETERMINATION

The Cochran formula is used when the population is large or infinite. Since the sample chosen for the present study includes faculty members of B.Com, BBA, MBA and M.Com programmes, affiliated to three universities of North Karnataka, the Cochran formula for sample determination is used.

Cochran formula:

$$n_0 = \frac{z^2 pq}{e^2}$$

Where: n_0 = Sample Size

Z = Z value obtained in the Z table for a chosen confidence level

p = estimated proportion of an attribute that is present in the population

q = 1-p

e = margin of error/ desired level of precision

Cochran formula when there is a finite population:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Where: n = Reduced sample size

N = Population Size

Based on the data available on respective University websites, the following number of institutes offering BBA, B.Com, MBA and M.Com programmes in North Karnataka are derived.

Table 4.1: Number of institutes affiliated to three universities

KUD				RCU				VTU
BBA	B.Com	MBA	M.Com	BBA	B.Com	MBA	M.Com	MBA
32	68	10	8	70	122	8	17	18

The above data is derived from the following districts of North Karnataka, affiliated with the three universities chosen for the study.

- KUD – Dharwad, Gadag and Haveri
- RCU – Belagavi, Bagalkot and Vijayapura
- VTU - Bagalkot, Belgaum, Bellary, Bidar, Dharwad, Gadag, Gulbarga, Haveri, Koppal, Raichur, Yadgiri and Vijayapura

Thus, the total number of colleges under each course is as follows:

Table 4.2: Total number of colleges of 3 universities - course wise

Total number of colleges			
BBA	B.Com	MBA	M.Com
102	190	36	25

As per AICTE norms, the faculty proportion to students is 1:10, so considering an average intake of 60 students per course; 6 faculty per programme per institute can be considered, making the count to:

Table 4.3: Total faculty members at 100% population of 3 universities

Total faculty members at 100% population			
BBA	B.Com	MBA	M.Com
612	1140	216	150

Hence a total of 2118 faculty members are available for the survey.

Applying the Cochran formula for finite population:

$$n_0 = \frac{z^2 pq}{e^2}$$

$$n_0 = \frac{(1.96)^2(0.5)(0.5)}{(0.05)^2}$$

$$n_0 = 385$$

$$n = \frac{n_0}{1 + \frac{(n_{0-1})}{N}}$$

$$n = \frac{385}{1 + \frac{(385-1)}{2118}}$$

$$n = 325.91$$

$$n \approx 326$$

According to the Cochran method, 326 sample size is considered adequate for the present research. The percentage of sample size considering the Cochran sample size (n=326) for a total population of 2118, accounts for 15% (15.39%) of the total population.

The present research was able to get 406 responses of which 9 responses were found to be inappropriate for consideration and hence a total sample of 397 is considered for the research. The percentage of sample size w.r.t the total population amounts to nearly 19% (18.7%) of the total population. A sample percentage of 15% and above is considered good enough for research. The sample percentage of 19%, indicates a good justifiable sample size for the total population.

4.2. DEMOGRAPHIC ANALYSIS

The demographic analysis measures the demographic variables like Gender, Age, Marital status of the faculty, years of experience as a faculty, course (stream) taught by the faculty, and the Hierarchy the faculty is currently at (during the time of the present research).

The demographic analysis is done with the help of frequency distribution and represented in the form of pie charts.

Gender Profiling:

Table 4.4: Gender profile of respondents

Variable	Category	Frequency	Percent
Gender	Male	244	61%
	Female	153	39%

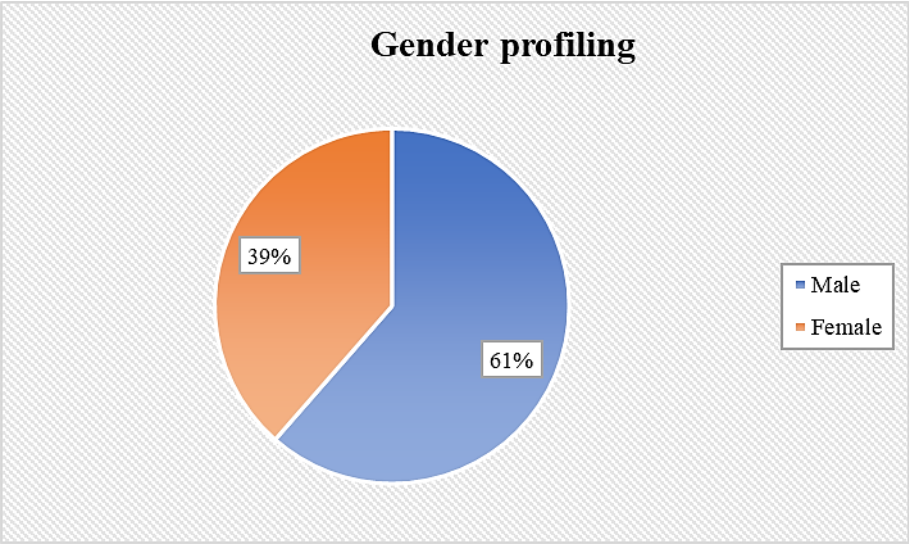

Fig 4.1: Gender profile of respondents

As per the "All India Survey on Higher Education" report of 2018-19, India records 73% female teachers per 100% male teachers in higher education. The number of male faculty is much higher than female faculty in Karnataka too.

The gender profiling of the present study state that 22% more male faculty have responded to the survey, justifying the AISHE report that there are more male faculty than female faculty in higher education institutions.

Age Profiling:

Table 4.5: Age profile of respondents

Variable	Category	Frequency	Percent
Age	21-30 yrs.	110	28%
	31-40 yrs.	204	51%
	41-50 yrs.	57	14%
	51-60 yrs.	26	7%

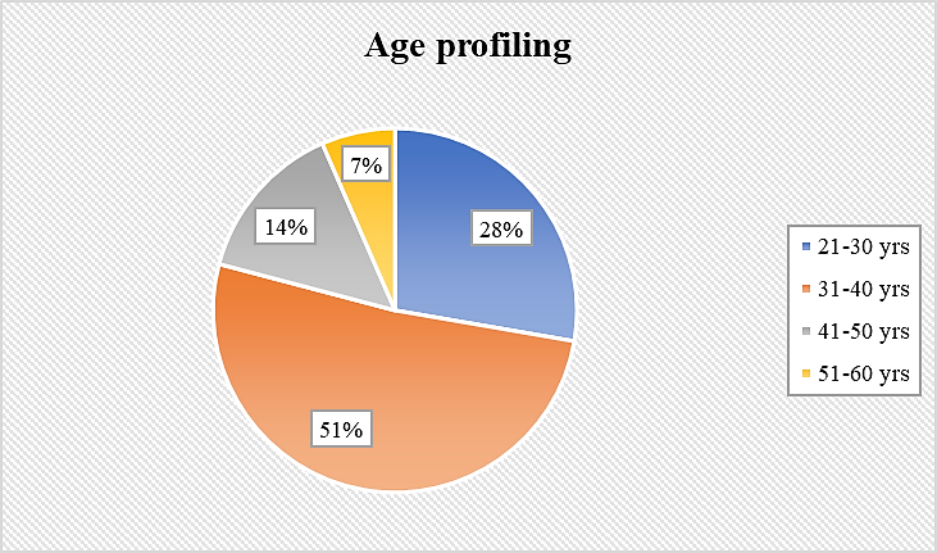

Fig 4.2: Age profile of respondents

51% of faculty who responded to the survey are of the age group ranging from 31-40 years, followed by 21-30 years (28%), 14% of the respondents belonged to the age group of 41-50 years and only 7% of the faculty respondents classified themselves under the age group of 51-60 years.

The majority of the staff belonging to the age group of 31-40 years have established themselves as teachers, they are aware of the nitty-gritty of the education system and organizational climate. Since they are also dealing with mid-career issues (work and family life balance, career advancements, financial balance, etc), they did not hesitate to answer the survey. Senior staff (usually aged between 51-60 years) hold higher responsibilities at work and hence found it difficult to spare enough time to answer the survey.

Marital Status profiling:

Table 4.6: Marital Status profile of respondents

Variable	Category	Frequency	Percent
Marital Status	Unmarried	107	27%
	Married	287	72%
	Others	3	1%

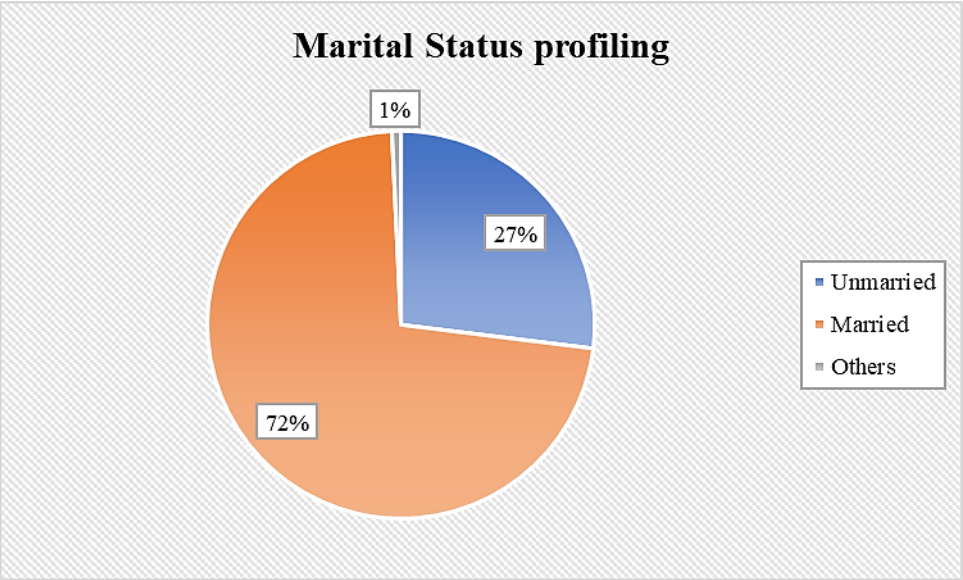

Fig 4.3: Marital status profile of respondents

72% of faculty respondents are 'Married', 27% reported to be 'Unmarried' and 1% (3 respondents) stated as 'Others' (i.e., widowed/separated).

Generally, in India, people tend to get married after the age of 25 years; with the majority of respondents in the current study are of the age range higher than 30 years; marital status as 'Married' is justified.

Years of Experience profiling:

Table 4.7: Years of Experience profile of respondents

Variable	Category	Frequency	Percent
Year of Experience	<5 yrs.	118	30%
	6-15 yrs.	208	52%
	16-25 yrs.	60	15%
	26-35 yrs.	9	2%
	>35 yrs.	2	1%

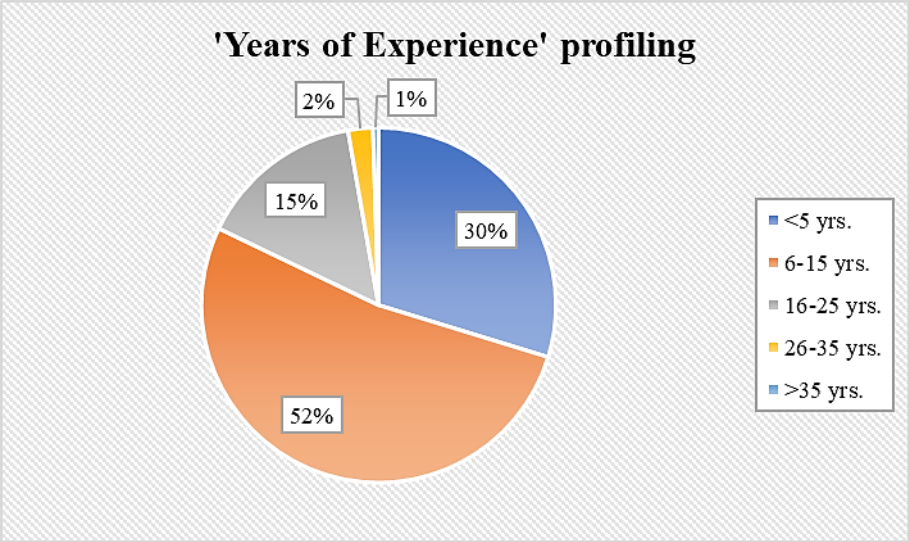

Fig 4.4: Years of experience profile of respondents

About 52% of the faculty stated to have 6-15 years of teaching experience, followed by 30% of staff with less than 5 years of teaching experience. 15% of the respondents stated to have 16-25 years of teaching experience, 2% with 26-35 years, and 1% responded with more than 35 years of teaching experience.

Since a larger percentage of respondents belong to the age group of 31-40 years and 41-50 years, it can be noted that they would have an experience of 6-15 years. The present study also states about 28% of respondents belonging to the age group of 21-30 years, hence ‘years of experience’ as faculty, can be noted to have 30% of respondents with less than 5 years of experience. The present study has a lesser percentage of respondents belonging to the age group of 51-60 years, hence a lesser percentage of faculty with above 35 years of experience can be noticed.

Course Profiling:

Table 4.8: Course profile of respondents

Variable	Category	Frequency	Percent
Course	BBA/BBM	99	25%
	B.Com	179	45%
	MBA	70	18%
	M.Com	49	12%

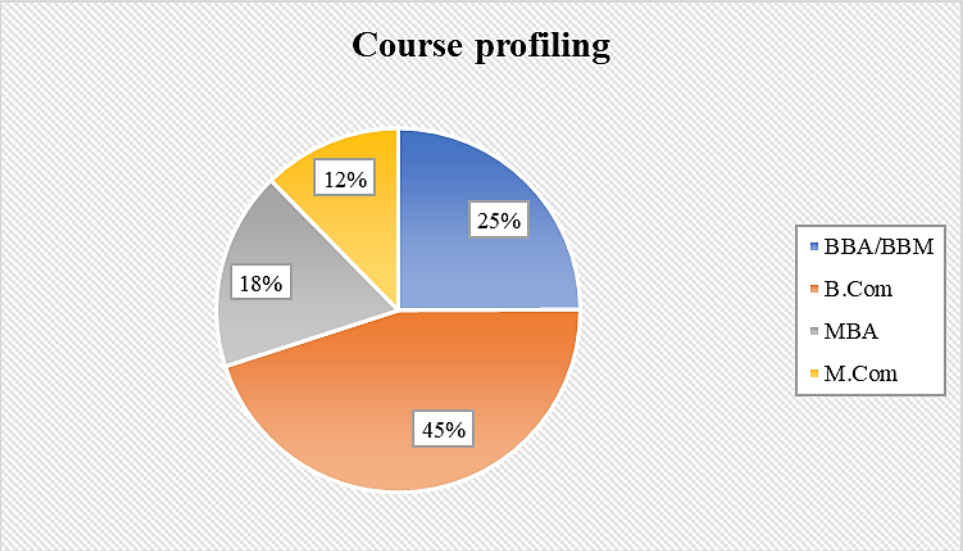

Fig 4.5: Course taken-up up by faculty profile of respondents

A higher percentage (45%) of the respondents are faculty who take up B.Com course (i.e., they are employed as faculty in Commerce colleges), 25% of faculty are from BBA/BBM institutions. 18 percentage faculty respondents are from Management (MBA) institutions and 12% of staff belonged to the M.Com stream.

As the background study, North Karnataka has 190 commerce (B.Com) colleges, 102 BBA colleges, 36 MBA institutions, and 25 M.Com institutions, hence a higher percentage of responses were received from B.Com faculty, followed by BBA, MBA, and M.Com faculty respectively.

Hierarchy profiling:

Table 4.9: Hierarchy profile of respondents

Variable	Category	Frequency	Percent
Hierarchy	Lecturer	188	47%
	Assistant Professor	146	37%
	Senior grade lecturer	8	2%
	Associate Professor	25	6%
	Professor	30	8%

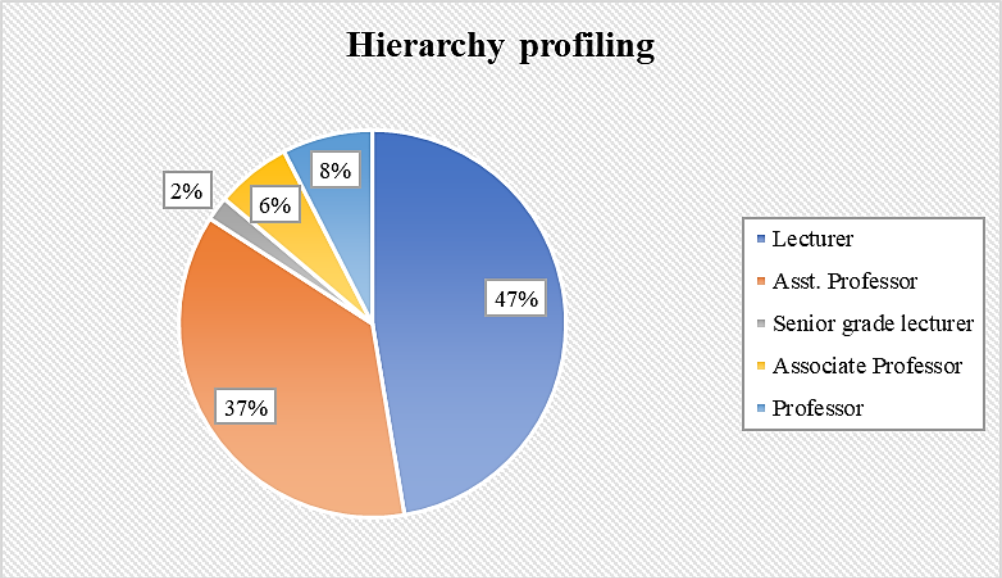

Fig 4.6: Hierarchy of the faculty profile of respondents

Of the 397 responses, 47% of faculty respondents quoted themselves at lecturer level, followed by 37% at Assistant professor level, 8% are at professor position and 6% categorized themselves as Associate professor and 2% stated themselves to be Senior grade lecturers.

As per AICTE, the academic ranks/designation has changed since 2009. Lecturer and Senior grade lecturer are categorized as Assistant professors. The grade 'Reader' is named as 'Associate Professor'. Faculty with a Doctorate (Ph.D.) and with more than 5 years of experience can be termed as 'Professor', which is the highest grade/designation in the academic stream. Though the nomenclature of the positions are defined, certain graduate institutes (B.Com, BBA institutes) still practice/use the term 'lecturer' and 'senior grade lecturer'. 47% of respondents still recognized

themselves as ‘Lecturer'. 2% quote themselves as senior grade lecture in the study. If these three academic ranks – ‘Lecturer’, ‘Assistant professor’ and ‘senior grade lecturer’ are merged as ‘Assistant professor’, the present study would record the highest percentage of 86% respondents as ‘Assistant professor’, followed by professors (8%) and Associate professors (6%).

4.3. STATISTICAL ANALYSIS

4.3.1. Frequency Analysis of the items under study

An overall frequency analysis of the responses towards the items (questionnaire statements), would help to understand the inclination of the respondents towards the variables under study. The instrument has 63 items (statements) that seek responses towards Organizational Climate and Occupational Role Stress. Of the 63 statements, 36 statements (Statement no.1 to Statement No.36) pertain to the assessment of Organizational Climate and the next 27 (Statement no. 27 to Statement No. 63) are related to the assessment of Occupational Role Stress.

I. Frequency of responses towards Organizational Climate items

The 36 statements assessing Organizational Climate are measured across a 5-point Likert scale viz- "Not at all True", "Rarely true", "Sometimes True", "Mostly True" and "Always True". The Following table assesses the frequency of responses towards statements (/items) describing Organizational Climate.

Table 4.10: Frequency of responses towards items under Organizational Climate

S.N	Statement	Not at all True		Rarely True		Sometimes True		Mostly True		Always True	
		n	%	n	%	n	%	n	%	n	%
1	The top management of this organization goes out of its way to make sure that the employees enjoy their work.	30	7.6	148	37.3	101	25.4	82	20.7	36	9.1
2	The top management believes that human resource is an extremely important resource and that they have to be	25	6.3	94	23.7	87	21.9	137	34.5	54	13.6

	treated more humanely.										
3	Development of the subordinates* is seen as an important part of their job by the supervisor** here.	37	9.3	86	21.7	119	30	93	23.4	62	15.6
4	The personnel policies in this organization facilitate employee development.	15	3.8	96	24.2	138	34.8	104	26.2	44	11.1
5	The top management is willing to invest a considerable part of their time and other resources to ensure the development of employees.	20	5	112	28.2	108	27.2	112	28.2	45	11.3
6	The senior staff in this organization take an active interest in their juniors and help them learn their jobs.	26	6.5	101	25.4	81	20.4	130	32.7	59	14.9
7	People lacking competence in doing their job are helped to acquire competence rather than being left unattended.	23	5.8	148	37.3	96	24.2	85	21.4	45	11.3
8	People in this organization are helpful to each other.	24	6	64	16.1	117	29.5	115	29	77	19.4

9	Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors	37	9.3	108	27.2	119	30	97	24.4	36	9.1
10	The psychological climate in this organization is very favorable to any employee interested in developing themselves by acquiring new knowledge and skills.	9	2.3	141	35.5	84	21.2	113	28.5	50	12.6
11	Senior staff guide their juniors and prepare them for future responsibilities/roles that they are likely to take up.	31	7.8	69	17.4	98	24.7	153	38.5	46	11.6
12	The top management of this organization makes efforts to identify and utilize the potential of the employees.	25	6.3	91	22.9	128	32.2	94	23.7	59	14.9
13	Promotion decisions are based on the suitability of promote rather than favoritism.	31	7.8	125	31.5	71	17.9	123	31	47	11.8

14	There are mechanisms in this organization to reward any good work done or any contribution made by employees.	23	5.8	122	30.7	88	22.2	129	32.5	35	8.8
15	When an employee does good work, his/her supervisor takes special care to appreciate it.	31	7.8	104	26.2	90	22.7	117	29.5	55	13.9
16	Performance appraisal reports in the organization are based on subjective assessment and adequate information and not on favoritism.	34	8.6	101	25.4	87	21.9	127	32	48	12.1
17	People in this organization do not have any fixed mental impressions about each other.	28	7.1	131	33	104	26.2	86	21.7	48	12.1
18	Employees are encouraged to experiment with new methods and try out creative ideas.	33	8.3	81	20.4	105	26.4	117	29.5	61	15.4
19	When any employee makes a mistake, his supervisor treats it with understanding and help him to learn from such mistakes	37	9.3	109	27.5	104	26.2	115	29	32	8.1

	rather than punishing him or discouraging him.										
20	Weakness of employees is communicated to them in a non-threatening way.	38	9.6	99	24.9	104	26.2	118	29.7	38	9.6
21	When behavior feedback is given to employees, they take it seriously and use it for development.	25	6.3	91	22.9	118	29.7	119	30	44	11.1
22	Employees in this organization take pains to find out their strengths and weakness from their supervising officers or colleagues.	20	5	137	34.5	97	24.4	91	22.9	52	13.1
23	When employees are sponsored for training, they take it seriously and try to learn from the program they attend.	31	7.8	73	18.4	107	27	121	30.5	65	16.4
24	Employees returning from training programs are given opportunities to try out what they have learnt.	13	3.3	102	25.7	141	35.5	81	20.4	60	15.1
25	Employees are sponsored for training programs on	16	4	103	25.9	107	27	113	28.5	58	14.6

	the basis of genuine training needs.										
26	People trust each other in this organization.	37	9.3	98	24.7	95	23.9	115	29	52	13.1
27	Employees are not afraid to express or discuss their feelings with their superiors.	29	7.3	103	25.9	104	26.2	97	24.4	64	16.1
28	Employees are not afraid to express or discuss their feelings with their subordinates/peers.	26	6.5	91	22.9	105	26.4	134	33.8	41	10.3
29	Employees are encouraged to take initiative and to do things on their own without having to wait for instruction from supervisors.	28	7.1	98	24.7	87	21.9	128	32.2	56	14.1
30	Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organization.	19	4.8	76	19.1	127	32	127	32	48	12.1
31	When senior staff delegate authorities to juniors, the juniors use it as an opportunity for development.	27	6.8	89	22.4	105	26.4	126	31.7	50	12.6

32	Team spirit is of high order in this organization.	20	5	88	22.2	111	28	115	29	63	15.9
33	When problems arise, people discuss these problems openly and try to solve them rather than keep accusing each other behind their back.	18	4.5	117	29.5	97	24.4	115	29	50	12.6
34	The organization's future plans are made known to the staff to help them develop their juniors and prepare them for future.	16	4	113	28.5	110	27.7	120	30.2	38	9.6
35	The organization ensures employee's welfare to such an extent that the employees can save a lot of their mental energy for work process.	32	8.1	108	27.2	114	28.7	116	29.2	27	6.8
36	New assignment in this organization facilitates employee's development.	33	8.3	112	28.2	103	25.9	107	27	42	10.6

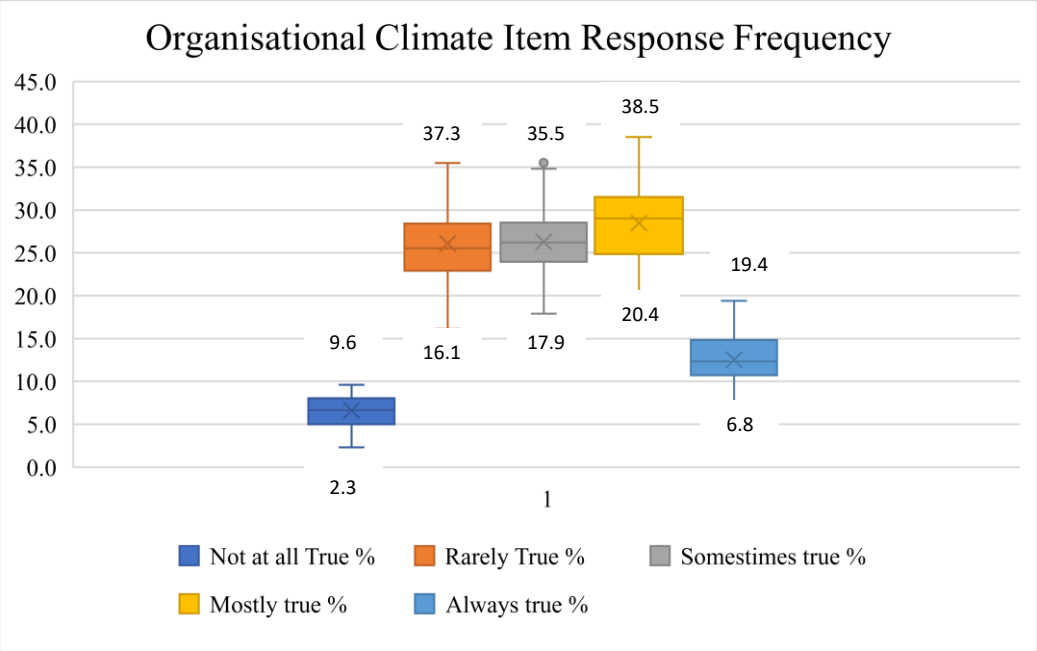

Fig 4.7: Box and Whisker plot of frequency of responses - Organizational Climate

From the table, it can be observed that the majority of the responses are on the "Mostly true" scale. The graphical representation with the help of the 'Box and Whisker plot', clearly shows respondents' responses higher towards "Mostly true" followed by "Sometimes True" and "Rarely True". The "Mostly true" scale is shown to have the percentage of responses ranging from a minimum of 20.4% to a maximum of 38.5%, with a median percentage of 28.5. The "Sometimes true" scales records the least percentage of 17.9% and the highest percentage as 35.5%, having a median percentage of 26.3. The scale "Sometimes true" is followed by the scale "Rarely true" with the percentage ranging from 16.1% to 37.3%, with a median percentage of 26.1.

Statement number 11: "Senior staff guide their juniors and prepare them for future responsibilities/roles that they are likely to take up.", is opined as "Mostly True" by 153 respondents. Only 81 respondents opine statement number 24: "Employees returning from training programs are given opportunities to try out what they have learnt." to be 'mostly true'. Two statements – Statement no. 10: "The psychological climate in this organization is very favorable to any employee interested in developing themselves by acquiring new knowledge and skills." and statement no. 25: "Employees are sponsored for training programs on the basis of genuine training needs." have 113 respondents (25.5%) responding as "Mostly True".

141 respondents have rated statement number 24: “Employees returning from training programs are given opportunities to try out what they have learnt.” as “Sometimes true”. A minimum percentage of 17.9 (17 responses) is recorded for statement number 13: “Promotion decisions are based on the suitability of promote rather than favoritism.”. Statement numbers- 17, 19, 20 and 27, which form the median are observed to be rated as “Sometimes true” by 104 respondents.

2 statements (Statement no. 1: “The top management of this organization goes out of its way to make sure that the employees enjoy their work.” and Statement no. 7: “People lacking competence in doing their job are helped to acquire competence rather than being left unattended.”, have been recorded to have the maximum percentage of 37.3% (148 responses) as “Rarely true”. Statement no.8: “People in this organization are helpful to each other.”, gets the lowest number of responses of 16.1%. Statement numbers- 25 and 27; 9 and 35 which form the median are observed to be rated as “Sometimes true” by 103 and 108 respondents respectively.

II. Frequency of responses towards Occupational Role Stress items

The 27 statements assessing Occupational Role Stress are measured across a 5-point Likert scale viz- “Never”, “Often”, “Sometimes”, “Frequently” and “Always”. The Following table assesses the frequency of responses towards statements (/items) describing Occupational Role Stress.

Table 4.11: Frequency of responses towards items under Occupational Role Stress

S.N	Statement	Never		Often		Sometimes		Frequently		Always	
		n	%	n	%	n	%	n	%	n	%
37	My roles tend to interfere with my family.	80	20.2	135	34	119	30	38	9.6	25	6.3
38	I do not have adequate knowledge to handle the responsibilities in my role.	120	30.2	136	34.3	113	28.5	16	4	12	3
39	I do not get information needed to carry out responsibilities assigned to me.	119	30	115	29	84	21.2	60	15.1	19	4.8
40	I have various other interests (social, religious, etc.) which remain neglected because I do not get time to attend to these.	60	15.1	125	31.5	116	29.2	71	17.9	25	6.3
41	I am too pre-occupied with	72	18.1	116	29.2	104	26.2	77	19.4	28	7.1

	my present role responsibility to be able to prepare for taking up higher responsibilities.										
42	The amount of work I have to do interferes with the quality I want to maintain.	64	16.1	116	29.2	123	31	64	16.1	30	7.6
43	I wish I had more skills to handle the responsibilities of my role.	65	16.4	97	24.4	121	30.5	64	16.1	50	12.6
44	I am not able to use my training and expertise in my role.	73	18.4	105	26.4	123	31	70	17.6	26	6.5
45	I do not know what the people I work with expect of me.	23	5.8	115	29	127	32	81	20.4	51	12.8
46	I do not get enough resource to be effective in my role.	80	20.2	92	23.2	126	31.7	60	15.1	39	9.8
47	My role does not allow me enough time for my family.	74	18.6	109	27.5	113	28.5	66	16.6	35	8.8
48	I would like to take on more responsibilities	42	10.6	111	28	121	30.5	80	20.2	43	10.8

	than I am handling at present.										
49	I have been given too much responsibilities.	45	11.3	97	24.4	142	35.8	64	16.1	49	12.3
50	I wish there was more consultation between my role and other's roles.	49	12.3	111	28	124	31.2	87	21.9	26	6.5
51	The work I do in my organization is not related to my interests.	80	20.2	126	31.7	133	33.5	32	8.1	26	6.5
52	Several aspects of my role are vague and unclear.	80	20.2	108	27.2	129	32.5	49	12.3	31	7.8
53	There is very little scope for personal growth in my role	65	16.4	98	24.7	150	37.8	55	13.9	29	7.3
54	I can do much more than what I have been assigned.	39	9.8	111	28	111	28	101	25.4	35	8.8
55	There is no evidence of several roles (including mine) being involved in joint problem solving or	49	12.3	95	23.9	149	37.5	66	16.6	38	9.6

	collaboration for planning action.										
56	If I had full freedom to define my role, I would be doing some things differently from the way I do them now.	23	5.8	115	29	127	32	81	20.4	51	12.8
57	I am rather worried that I lack the necessary facilities needed in my role.	63	15.9	90	22.7	152	38.3	55	13.9	37	9.3
58	I feel stagnant in my role	75	18.9	89	22.4	150	37.8	53	13.4	30	7.6
59	I wish I had been given more challenging tasks to do.	54	13.6	109	27.5	113	28.5	84	21.2	37	9.3
60	I feel over-burdened in my role.	57	14.4	108	27.2	115	29	79	19.9	38	9.6
61	Even when I take the initiative for discussions or help, there is not much response from the other roles.	63	15.9	108	27.2	131	33	61	15.4	34	8.6
62	I need more training and preparations to	42	10.6	163	41.1	124	31.2	46	11.6	22	5.5

	be effective in my work role.										
63	I am not clear what the priorities are in my role.	124	31.2	99	24.9	96	24.2	53	13.4	25	6.3

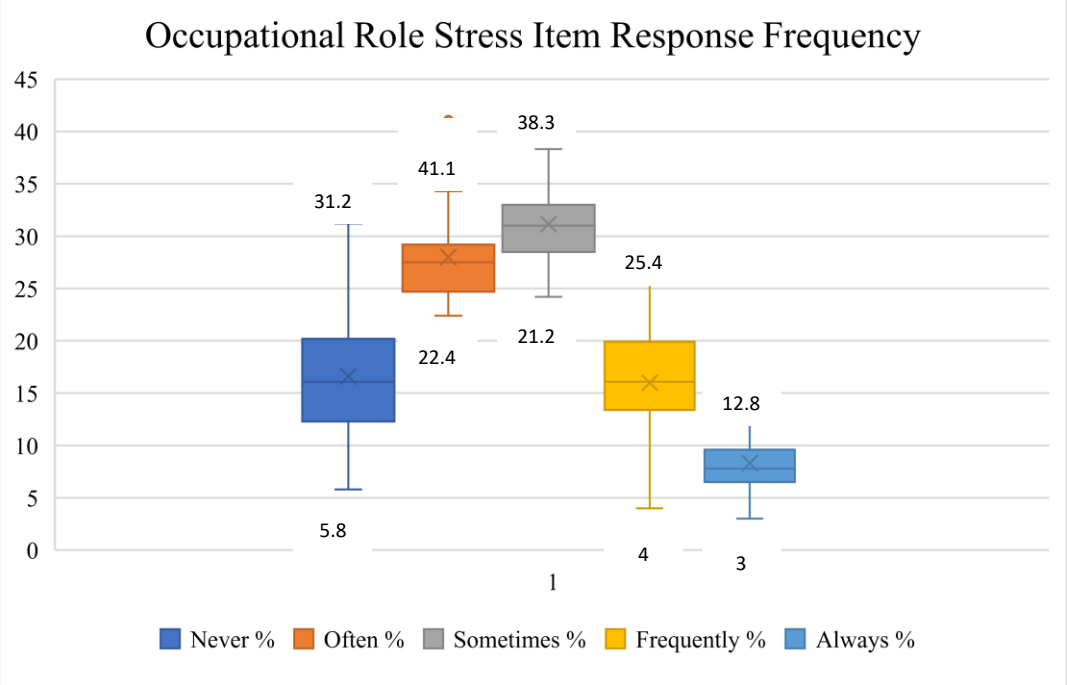

Fig 4.8: Box and Whisker plot of frequency of responses - Occupational Role Stress

From the table above, it can be observed that the majority of the responses are on the middle scale i.e., "Sometimes". The graphical representation (Fig. 4.8) with the help of the Box and Whisker plot, clearly shows respondents' responses higher towards "Sometimes" followed by "Often" scale. The "Sometimes" scale is shown to have the percentage of responses ranging from a minimum of 21.2% to a maximum of 38.3%, with a median percentage of 31.1. The "Often" scales records the least percentage of 22.4% and the highest percentage as 41.1%, having a median percentage of 28.

Item no. 57: "I am rather worried that I lack the necessary facilities needed in my role.", is opined as "Sometimes" by most respondents (152 respondents). 84 respondents (21.2%) opined "Sometimes" towards statement no 39: "I do not get the information needed to carry out responsibilities assigned to me." Since the median is calculated at 31.1%, statement numbers: 43, 48; 42, 44 and 50, 62 are recorded to have

121, 123 and 124 respondents respectively perceiving the stress statements as happening “Sometimes”.

Statement numbers- 48, 50 and 54 which form the median are observed to be perceived as “Often” by 111 respondents. Statement no. 62: “I need more training and preparations to be effective in my work role.” is recorded to have the maximum percentage of 41.1% (163 responses) as “Often” and statement no. 58: “People in this organization are helpful to each other.”, records the lowest number of responses of 22.4% (89 responses).

4.3.2. Test of Reliability

Test of reliability is the method to evaluate the technique or measurement tool's applicability for a study. Cronbach alpha evaluates how well a set of variables (or items) measure a single one-dimensional latitude for its correlated-ness. In the present research, the latitude under study are Organizational climate and Occupational Role stress.

The Cronbach alpha speaks about the reliability of the instrument chosen for the study. Since the Organizational Climate instrument of 36 items was adopted from the original HRD Climate Index comprising of 38 items (/Statements) and Occupational Role Stress instrument, adopted for Occupational Role Stress (ORS) scale comprising of 50 items, scaled down to 27 items for the research, a reliability study was necessary to be calculated.

Table 4.12: Cronbach Alpha summary

	Cronbach's Alpha	N
Item 1 to 36 (Organizational Climate)	0.976	36
Item 37 to 63 (Occupational Role Stress)	0.938	27
Item 1 to 63 (Organizational Climate and Occupational Role Stress)	0.932	63
Questionnaire	0.926	69

The Cronbach alpha for 36 items (Statement no.1 to Statement no.36) measuring Organizational Climate is calculated at 0.976. The reliability coefficient for 27 items (Statement no.27 to Statement no.63) pertaining to Occupational Role Stress was calculated at 0.938 and the combined instrument of Organizational Climate and Occupational Role Stress (Statement no.1 to Statement no.63) was assessed at 0.932. The complete instrument administrated for the study along with questions pertaining to demographic variables (/Personal information) added to a total of 69 items, which accounted for a Cronbach alpha score of 0.926.

In social-science research, a reliability coefficient of 0.70 or higher is considered good enough to prove the internal consistency of the instrument administrated in relation to the sample of the population chosen for the study (Taber, 2018). Hence in the present data, it proves that the instrument chosen for the study is reliable.

Item-wise analysis of Reliability:

Item-wise testing of the reliability of an instrument will help to determine if there is any item that questions the reliability and needs to be eliminated from the instrument.

- **Organizational Climate:**

36 Items are adopted from the instrument: "HRD Climate Index". The test for Reliability is as follows:

Table 4.13: Item wise Cronbach scores of Organisational Climate

Overall Cronbach's Alpha for 36 statements of Organizational Climate			**0.976**
St. No	**Statement**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
1	The top management of this organization goes out of its way to make sure that the employees enjoy their work.	0.68	0.976
2	The top management believes that human resource is an extremely important resource and that they have to be treated more humanely.	0.723	0.976
3	Development of the subordinates* is seen as an important part of their job by the supervisor** here.	0.806	0.975
4	The personnel policies in this organization facilitate employee development.	0.709	0.976
5	The top management is willing to invest a considerable part of their time and other resources to ensure the development of employees.	0.719	0.976

6	The senior staff in this organization take an active interest in their juniors and help them learn their jobs.	0.675	0.976
7	People lacking competence in doing their job are helped to acquire competence rather than being left unattended.	0.708	0.976
8	People in this organization are helpful to each other.	0.759	0.976
9	Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors**.	0.672	0.976
10	The psychological climate in this organization is very favourable to any employee interested in developing themselves by acquiring new knowledge and skills.	0.701	0.976
11	Senior staff guide their juniors and prepare them for future responsibilities/roles that they are likely to take up.	0.719	0.976
12	Top management of this organization makes efforts to identify and utilize the potential of the employees.	0.809	0.975
13	Promotion decisions are based on the suitability of the promote rather than favouritism.	0.693	0.976
14	There are mechanisms in this organization to reward any good work done, or any contribution made by employees.	0.64	0.976
15	When an employee does good work, his/her supervisor take special care to appreciate it.	0.746	0.976
16	Performance appraisal reports in the organization are based on subjective assessment and adequate information and not on favouritism.	0.763	0.976

17	People in this organization do not have any fixed mental impressions about each other.	0.688	0.976
18	Employees are encouraged to experiment with new methods and try out creative ideas.	0.769	0.976
19	When any employee makes a mistake, his supervisor treats it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him.	0.772	0.976
20	Weakness of employees are communicated to them in a non-threatening way.	0.769	0.976
21	When behaviour feedback is given to employees, they take it seriously, and use it for development.	0.779	0.976
22	Employees in this organization take pains to find out their strengths and weakness from their supervising officers or colleagues.	0.743	0.976
23	When employees are sponsored for training, they take it seriously and try to learn from the program they attend.	0.657	0.976
24	Employees returning from training programs are given opportunities to try out what they have learnt.	0.764	0.976
25	Employees are sponsored for training programs on the basis of genuine training needs.	0.684	0.976
26	People trust each other in this organization.	0.753	0.976
27	Employees are not afraid to express or discuss their feelings with their superiors.	0.732	0.976
28	Employees are not afraid to express or discuss their feelings with their subordinates/peers.	0.7	0.976
29	Employees are encouraged to take initiative and to do things on their own without having to wait for instruction from supervisors.	0.653	0.976

30	Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organization.	0.678	0.976
31	When senior staff delegate authorities to juniors, the juniors use it as an opportunity for development.	0.704	0.976
32	Team spirit is of high order in this organization.	0.769	0.976
33	When problems arise, people discuss these problems openly and try to solve them rather than keep accusing each other behind their back.	0.753	0.976
34	The organization's future plans are made known to the staff to help them develop their juniors and prepare them for future.	0.685	0.976
35	The organization ensures employees welfare to such an extent that the employees can save a lot of their mental energy for work process.	0.716	0.976
36	New assignment in this organization facilitates employees development.	0.731	0.976

The significance of Organizational climate for the statements was analyzed with the help of thirty-six statements and respondents were requested to provide their opinion on the listed statements. In order to assess the reliability and validity of the responses; "Item-Total Correlation" and Cronbach's Alpha values were analyzed. A total Cronbach's Alpha score of 0.976 was obtained, which is considered to be statistically excellent.

Further, the scale item elimination calculation was done to have a greater level of consistency. The results revealed that - removal of any statement does not make a significant difference in the overall reliability. Therefore, all the thirty-six statements were considered for hypotheses testing.

The validity analysis was done using "Item-Total Correlation" and all statements have indicated medium to strong correlation with a value greater than 0.50 which is considered judicious for validation.

Occupational Role Stress:

27 Items are adopted from the instrument: "Occupational Role Stress Scale". The test for Reliability is as follows:

Table 4.14: Item wise Cronbach scores of Occupational Role Stress

Overall Cronbach's Alpha for 27 statements of Occupational Role Stress			**0.938**
St. No	**Statement**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
37	My roles tend to interfere with my family.	0.496	0.937
38	I do not have adequate knowledge to handle the responsibilities in my role.	0.388	0.938
39	I do not get information needed to carry out responsibilities assigned to me.	0.587	0.936
40	I have various other interests (social, religious etc) which remain neglected because I do not get time to attend to these.	0.473	0.937
41	I am too pre-occupied with my present role responsibility to be able to prepare for taking up higher responsibilities.	0.537	0.937
42	The amount of work I have to do interferes with the quality I want to maintain.	0.616	0.936
43	I wish I had more skills to handle the responsibilities of my role.	0.550	0.937
44	I am not able to use my training and expertise in my role.	0.571	0.936
45	I do not know what the people I work with expect of me.	0.584	0.936
46	I do not get enough resource to be effective in my role.	0.650	0.935

47	My role does not allow me enough time for my family.	0.644	0.935
48	I would like to take on more responsibilities than I am handling at present.	0.248	0.940
49	I have been given too much responsibilities.	0.680	0.935
50	I wish there was more consultation between my role and other's roles.	0.693	0.935
51	The work I do in my organization is not related to my interests.	0.523	0.937
52	Several aspects of my role are vague and unclear.	0.597	0.936
53	There is very little scope for personal growth in my role.	0.572	0.936
54	I can do much more than what I have been assigned.	0.415	0.938
55	There is no evidence of several roles (including mine) being involved in joint problem solving or collaboration for planning action.	0.717	0.934
56	If I had full freedom to define my role, I would be doing some things differently from the way I do them now.	0.606	0.936
57	I am rather worried that I lack the necessary facilities needed in my role.	0.675	0.935
58	I feel stagnant in my role.	0.703	0.935
59	I wish I had been given more challenging tasks to do.	0.601	0.936
60	I feel over-burdened in my role.	0.667	0.935
61	Even when I take the initiative for discussions or help, there is not much response from the other roles.	0.706	0.935
62	I need more training and preparations to be effective in my work role.	0.557	0.936

63	I am not clear what the priorities are in my role.	0.631	0.936

The significance of Occupational Role Stress for the statements was analyzed with the help of twenty-seven statements and respondents were requested to provide their opinion on the listed statements. In order to assess the reliability and validity of the responses; “Item-Total Correlation” and Cronbach's Alpha values were analyzed. The total Cronbach's Alpha score so obtained as 0.938, is considered to be statistically excellent.

Further, the scale item elimination calculation was done to have a greater level of consistency. The results revealed that - removal of any statement does not make a significant difference in the overall reliability. Therefore, all the twenty-seven statements were considered for hypothesis testing.

The validity analysis was done using “Item-Total Correlation” and all statements have indicated medium to strong correlation with a value greater than 0.30 which is considered reasonable for validation.

4.3.3. Analysis of Hypothesis 1:

The first objective of the research is to evaluate the relationship between demographic variables, organization climate and occupational role stress among faculty in higher education. The assessment of the influence can be examined by the following hypothesis statement.

H_{n1}: There is no significant influence of Demographic variables on Organizational Climate and Occupational Role Stress

H_{a1}: There is a significant influence of Demographic variables on Organizational Climate and Occupational Role Stress

To assess the influence of each demographic variable on organizational climate and occupational role stress, the hypothesis is further scaled down into 'Sub-hypotheses'. The evaluation of the hypothesis is done with the help of Pearson's Correlation and Regression analysis.

1. Influence of Age on Organizational Climate:

Table 4.15: Pearson's Correlation of Age and Organizational Climate

		OC
Age	Pearson Correlation	-0.032
	Sig. (2-tailed)	0.525
	N	397

Table 4.16: Regression Analysis of Age and Organizational Climate

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.284	1	0.284	0.404	0.525
Residual	277.832	395	0.703		
Total	278.116	396			

Table 4.17: Squared multiple Correlations of Age and Organizational Climate

R	R Square	Adjusted R Square
0.032	0.001	-0.002

The Pearson's correlation coefficient (R) between Age and Organizational Climate indicates a weak negative correlation, which statistically states that as age increase organizational climate decreases; but looking at the R-value (0.032), it can be stated that the strength of association between age and organizational climate is weak. Further, the R^2 value affirms a minimal 0.1% influence of age on Organizational Climate. The values obtained from the ANOVA table show if the model is significant or not. The predictor variable – Age is assessed across the dependent variable - Organizational Climate. The significant value calculated is found to be greater than α=0.05, which is represented as $F(1, 395) = 0.404$, $p=0.525$. (Where values 1 and 395 are degrees of freedom). Higher significance value state that Age does not have a significant influence on Organizational Climate; hence there is no evidence to reject the null hypothesis.

Result: Null Hypothesis is accepted –There is no significant influence of age on Organizational Climate ($H_{n1.1}$).

2. Influence of Gender on Organizational Climate:

Table 4.18: Pearson's Correlation of Gender and Organizational Climate

		OC
Gender	Pearson Correlation	0.009
	Sig. (2-tailed)	0.853
	N	397

Table 4.19: Regression Analysis of Gender and Organizational Climate

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.024	1	0.024	0.034	0.853
Residual	278.092	395	0.704		
Total	278.116	396			

Table 4.20: Squared multiple Correlations of Gender and Organizational Climate

R	R Square	Adjusted R Square
0.009	0.000087	-0.002

The correlation between gender and organizational climate though shows a negligible association (0.009) between each other, the direction shows gender may be considered as an indicator of organizational climate. But R^2 value clearly states negligible or "almost no" influence of gender on organizational Climate. Moreover, a significant value of 0.853, depicted as $F(1, 395) = 0.034$, $p=0.853$ is much higher than α value of 0.05, proving no significant influence of gender on organizational Climate.

Result: Null Hypothesis is accepted –There is no significant influence of gender on Organizational Climate ($H_{n1.2}$).

3. Influence of Marital Status on Organizational Climate:

Table 4.21: Pearson's Correlation of Marital Status and Organizational Climate

		OC
Marital Status	Pearson Correlation	-0.135
	Sig. (2-tailed)	0.007
	N	397

Table 4.22: Regression Analysis of Marital Status and Organizational Climate

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.038	1	5.038	7.287	0.007
Residual	273.078	395	0.691		
Total	278.116	396			

Table 4.23: Squared multiple Correlations of Marital Status and Organizational Climate

R	R Square	Adjusted R Square
0.135	0.018	0.016

A negative, but comparatively stronger correlation is noticed between marital status and Organizational Climate, stating that marital status can be considered as a good predictor to assess organizational climate. Compared to the other variables, marital status is seen to influence Organizational Climate at nearly 2% (1.8%). Further, the significance value $F(1, 395) = 7.287$, $p=0.007$ is lesser than $\alpha=0.05$, indicating a significant influence of marital status on Organizational Climate.

Result: Alternate Hypothesis is accepted –There is a significant influence of marital status on Organizational Climate ($H_{a1.3}$).

4. Influence of Years of Experience on Organizational Climate:

Table 4.24: Pearson's Correlation of Years of Experience and Organizational Climate

		OC
Years of experience	Pearson Correlation	-0.051
	Sig. (2-tailed)	0.314
	N	397

Table 4.25: Regression Analysis of Years of Experience and Organizational Climate

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.715	1	0.715	1.018	0.314
Residual	277.401	395	0.702		
Total	278.116	396			

Table 4.26: Squared multiple Correlations of Years of Experience and Organizational Climate

R	R Square	Adjusted R Square
0.051	0.003	0.000

The correlation between 'years of experience' and Organizational Climate is calculated at -0.051, indicating as the 'years of experience' increase, organizational climate decrease. Among the demographic variables assessed, 'years of experience' contributes to just 0.3% to organizational Climate. But the significance value is assessed at 0.314, which, is greater than 0.05, indicating no significant influence of 'years of experience' on Organizational Climate for the given sample.

Result: Null Hypothesis is accepted –There is no significant influence of 'years of experience' on Organizational Climate ($H_{n1.4}$).

5. Influence of Course on Organizational Climate:

Table 4.27: Pearson's Correlation of Course and Organizational Climate

		OC
Course	Pearson Correlation	-0.039
	Sig. (2-tailed)	0.441
	N	397

Table 4.28: Regression Analysis of Course and Organizational Climate

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.419	1	0.419	0.595	0.441
Residual	277.697	395	0.703		
Total	278.116	396			

Table 4.29: Squared multiple Correlations of Course and Organizational Climate

R	R Square	Adjusted R Square
0.039	0.002	-0.001

The negative lower correlation between Course and Organizational Climate (-0.039), states that course is not an indicator to assess Organizational Climate. R^2 shows a negligible 0.2% influence on Organizational Climate. Significance value so calculated $F(1, 395) = 0.595$, $p=0.441$ is greater than α, specifying 'no' significant influence of course on organizational climate.

Result: Null Hypothesis is accepted –There is no significant influence of course on Organizational Climate ($H_{n1.5}$).

6. Influence of Hierarchy on Organizational Climate:

Table 4.30: Pearson's Correlation of Hierarchy and Organizational Climate

		OC
Hierarchy	Pearson Correlation	0.017
	Sig. (2-tailed)	0.738
	N	397

Table 4.31: Regression Analysis of Hierarchy and Organizational Climate

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.079	1	0.079	0.112	0.738
Residual	278.037	395	0.704		
Total	278.116	396			

Table 4.32: Squared multiple Correlations of Hierarchy and Organizational Climate

R	R Square	Adjusted R Square
0.017	0.00028	-0.002

A positive correlation between Hierarchy and Organizational Climate, states that as the hierarchy of the faculty raise in the institute, a positive influence on organizational climate is noticed. With R equating to 0.017, shows a minimum strength of association between hierarchy and organizational climate. R^2 value shows a 0.028% effect of hierarchy on organizational climate for the present sample. This is further explained with significance value- $F(1, 395) = 0.112$, $p=0.738$ is observed to be much higher than $\alpha=0.05$, proving no significant influence of hierarchy on Organizational Climate.

Result: Null Hypothesis is accepted –There is no significant influence of hierarchy on Organizational Climate ($H_{n1.6}$).

7. Influence of Age on Occupational Role Stress:

Table 4.33: Pearson's Correlation of Age and Occupational Role Stress

		ORS
Age	Pearson Correlation	-0.004
	Sig. (2-tailed)	0.937
	N	397

Table 4.34: Regression Analysis of Age and Occupational Role Stress

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.003	1	0.003	0.006	0.937
Residual	200.647	395	0.508		
Total	200.65	396			

Table 4.35: Squared multiple Correlations of Age and Occupational Role Stress

R	R Square	Adjusted R Square
0.004	0.000016	-0.003

The correlation coefficient (R) between Age and Occupational Role Stress indicates a weak negative correlation, which specifies that as age increases Occupational Role Stress decreases; but the strength of association between age and Occupational Role Stress is weak (-0.004). Further, the R^2 value of 0.0016% upholds the negligible influence of age on Occupational Role Stress. With significant value F(1, 395) = 0.006, p=0.937 being much greater than α value of 0.05, it can be stated that Age does not have a significant influence on Occupational Role Stress; hence there is no indication to reject the null hypothesis. The analysis indicates that there is no evidence to reject the null hypothesis.

Result: Null Hypothesis is accepted –There is no significant influence of age on Occupational Role Stress ($H_{n1.7}$).

8. Influence of Gender on Occupational Role Stress:

Table 4.36: Pearson's Correlation of Gender and Occupational Role Stress

		ORS
Gender	Pearson Correlation	0.018
	Sig. (2-tailed)	0.717
	N	397

Table 4.37: Regression Analysis of Gender and Occupational Role Stress

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.067	1	0.067	0.132	0.717
Residual	200.583	395	0.508		
Total	200.65	396			

Table 4.38: Squared multiple Correlations of Gender and Occupational Role Stress

R	R Square	Adjusted R Square
0.018	0.00033	-0.002

The correlation between gender and Occupational Role Stress though shows a positive weak association (0.018) between each other, though, in the present scenario, the calculated values do not seem to contribute much to occupational role stress. The direction states that gender may be considered as a good predictor of Occupational Role Stress. Further, a significant value of $F(1, 395) = 0.132$, $p=0.717$ is higher than α value, proving - No significant influence of gender on Occupational Role Stress.

Result: Null Hypothesis is accepted –There is no significant influence of gender on Occupational Role Stress ($H_{n1.8}$).

9. Influence of Marital Status on Occupational Role Stress:

Table 4.39: Pearson's Correlation of Marital Status and Occupational Role Stress

		ORS
Marital Status	Pearson Correlation	0.002
	Sig. (2-tailed)	0.969
	N	397

Table 4.40: Regression Analysis of Marital Status and Occupational Role Stress

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.001	1	0.001	0.002	0.969
Residual	200.65	395	0.508		
Total	200.65	396			

Table 4.41: Squared multiple Correlations of Marital Status and Occupational Role Stress

R	R Square	Adjusted R Square
0.002	0.0000039	-0.003

A positive weak correlation is noticed between marital status and Occupational Role Stress, stating that marital status can be considered as a good predictor to assess Occupational Role Stress; but the significance value with $F(1, 395) = 0.002$, $p=0.969$ is much higher than α value of 0.05, signifying no significant influence of marital status observed on Occupational Role Stress.

Result: Null Hypothesis is accepted –There is no significant influence of marital status on Occupational Role Stress ($H_{n1.9}$).

10. Influence of Years of Experience on Occupational Role Stress:

Table 4.42: Pearson's Correlation of Years of Experience and Occupational Role Stress

		ORS
Years of experience	Pearson Correlation	-0.005
	Sig. (2-tailed)	0.919
	N	397

Table 4.43: Regression Analysis of Years of Experience and Occupational Role Stress

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.005	1	0.005	0.01	0.919
Residual	200.645	395	0.508		
Total	200.65	396			

Table 4.44: Squared multiple Correlations of Years of Experience and Occupational Role Stress

R	R Square	Adjusted R Square
0.005	0.000026	-0.003

The correlation between 'years of experience' and Occupational Role Stress is calculated at -0.005, indicating as the years increase, Occupational Role Stress decrease, but the strength of association between both is noted to be negligible. The significance value with $F(1, 395)=0.01$, $p=0.919$ is observed to be much greater than the alpha value of 0.05, representing 'no' significant influence of 'years of experience' on Occupational Role Stress.

Result: Null Hypothesis is accepted –There is no significant influence of 'years of experience' on Occupational Role Stress ($H_{n1.10}$).

11. Influence of Course on Occupational Role Stress:

Table 4.45: Pearson's Correlation of Course and Occupational Role Stress

		ORS
Course	Pearson Correlation	0.039
	Sig. (2-tailed)	0.440
	N	397

Table 4.46: Regression Analysis of Course and Occupational Role Stress

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.303	1	0.303	0.598	0.440
Residual	200.347	395	0.507		
Total	200.65	396			

Table 4.47: Squared multiple Correlations of Course and Occupational Role Stress

R	R Square	Adjusted R Square
0.039	0.002	-0.001

The positive lower correlation between Course and Occupational Role Stress (0.039), states that course can be considered as a predictor to assess Occupational Role Stress. R^2 shows a negligible 0.2% influence on Occupational Role Stress among the demographic variables taken up for the study. Significance value so calculated with $F(1, 395) = 0.598$, $p=0.440$ is greater than α value of 0.05, postulating 'no' significant influence of course on Occupational Role Stress.

Result: Null Hypothesis is accepted –There is no significant influence of course on Occupational Role Stress ($H_{n1.11}$).

12. Influence of Hierarchy on Occupational Role Stress:

Table 4.48: Pearson's Correlation of Hierarchy and Occupational Role Stress

		ORS
Hierarchy	Pearson Correlation	-0.130
	Sig. (2-tailed)	0.010
	N	397

Table 4.49: Regression Analysis of Hierarchy and Occupational Role Stress

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.38	1	3.38	6.768	0.010
Residual	197.27	395	0.499		
Total	200.65	396			

Table 4.50: Squared multiple Correlations of Hierarchy and Occupational Role Stress

R	R Square	Adjusted R Square
0.130	0.017	0.014

A negative correlation between Hierarchy and Occupational Role Stress states that as the hierarchy of the faculty raise in the institute, Occupational Role Stress tends to decrease. Among the demographic variables chosen for the study, hierarchy shows nearly 2% (1.7%) influence on Occupational Role. The significance value of $F(1, 395) = 6.768$, $p=0.01$ is noted to be lower than the alpha value of 0.05, which proves the significant influence of hierarchy on Occupational Role Stress.

Result: Alternate Hypothesis is accepted –There is a significant influence of hierarchy on Occupational Role Stress ($H_{a1.12}$).

Post Hoc Test:

Post Hoc test measures the difference between the groups of Independent/ predictor variables (within groups) considered for the study. Post Hoc is generally calculated only if the ANOVA is significant, i.e., when the null hypothesis is rejected and the alternate hypothesis is accepted, indicating there is a significant difference noted between the independent and dependent variables under study.

In the present scenario, it is proved that among all the six demographic variables, only marital status is shown to influence Organizational Climate. Assessing the correlation among the demographic variables and Occupational Role Stress, only Hierarchy in the organization is noted to influence Occupational Role Stress. Thus, the Post Hoc test would help to understand if there is a significant difference of responses towards the statements assessing Organizational Climate and Occupational Role Stress, within the groups.

Table 4.51: Post Hoc test of the variable – Marital Status

Dependent Variable: Organizational Climate						
Tukey HSD (Honestly Significant Difference)						
Marital Status		Mean Diff.	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Unmarried	Married	0.23736	0.09428	0.033	0.01556	0.45917
	Others	0.67939	0.48724	0.345	-0.46690	1.82568
Married	Unmarried	-0.23736	0.09428	0.033	-0.45917	-0.01556
	Others	0.44202	0.48306	0.631	-0.69442	1.57847
Others	Unmarried	-0.67939	0.48724	0.345	-1.82568	0.46690
	Married	-0.44202	0.48306	0.631	-1.57847	0.69442
*. The mean difference is significant at the 0.05 level.						

Marital status is seen to have a significant influence on Organizational Climate. The Post-hoc test using the Tukey HSD test shows a significance value of 0.033 between unmarried and married respondents, which is lesser than 0.05, indicating a significant difference in responses towards organizational climate among married and unmarried faculty, whereas no significant difference was noticed among unmarried and others, and married and others.

Table 4.52: Post Hoc test of the variable – Hierarchy

Dependent Variable: Occupational Role Stress						
Tukey HSD (Honestly Significant Difference)						
(I) Hierarchy		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Lecturer	Asst. Prof	0.11770	0.07802	0.557	-0.09610	0.33151
	Sr. Lecturer	-0.11397	0.25531	0.992	-0.81365	0.58571
	Asso. Prof	0.35585	0.15056	0.128	-0.05676	0.76845
	Professor	0.25980	0.13904	0.336	-0.12125	0.64085
Asst. Prof	Lecturer	-0.11770	0.07802	0.557	-0.33151	0.09610
	Sr. Lecturer	-0.23167	0.25680	0.896	-0.93545	0.47210
	Asso. Prof	0.23814	0.15308	0.527	-0.18137	0.65766
	Professor	0.14209	0.14177	0.854	-0.24643	0.53061
Sr. Lecturer	Lecturer	0.11397	0.25531	0.992	-0.58571	0.81365
	Asst. Prof	0.23167	0.25680	0.896	-0.47210	0.93545
	Asso. Prof	0.46981	0.28728	0.476	-0.31748	1.25711
	Professor	0.37377	0.28142	0.674	-0.39746	1.14499
Asso. Prof	Lecturer	-0.35585	0.15056	0.128	-0.76845	0.05676
	Asst. Prof	-0.23814	0.15308	0.527	-0.65766	0.18137
	Sr. Lecturer	-0.46981	0.28728	0.476	-1.25711	0.31748
	“Professor”	-0.09605	0.19152	0.987	-0.62091	0.42881
Professor	Lecturer	-0.25980	0.13904	0.336	-0.64085	0.12125
	Asst. Prof	-0.14209	0.14177	0.854	-0.53061	0.24643
	Sr. Lecturer	-0.37377	0.28142	0.674	-1.14499	0.39746
	Asso. Prof	0.09605	0.19152	0.987	-0.42881	0.62091

Hierarchy is seen to have a significant influence on Occupational Role Stress. Assessing the post-hoc test using the Tukey HSD test indicates - No significant difference among the groups.

With all the observed significance values across groups being more than 0.05, it can be stated that there is no significant difference in responses/perception towards Occupational Role stress by lecturers, Assistant professors, Senior grade lecturers, Associate professors and Professors. This indicates that all the 5 categories under the study in Hierarchy, almost have similar views about Occupational Role Stress in higher education.

Multivariate Regression Analysis:

The hypothesis assesses the influence of demographic variables on Organizational Climate and Occupational Role Stress. It involves the evaluation of multiple independent variables – age, gender, marital status, years of experience, course handled by the faculty and the hierarchy of the faculty on two dependent variables – Organizational Climate and Occupational Role Stress; Hence Multivariate Regression analysis is calculated to affirm the influence.

A Multivariate Regression Analysis of demographic variables on Organizational Climate, excludes age, gender, years of experience, course and hierarchy, as the significant value is observed to be higher than 0.05.

Table 4.53: Excluded variables obtained through Multivariate Regression Analysis of demographic variables on Organizational Climate

Excluded variables					
	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance
Age	.041	0.719	0.473	0.036	0.777
Gender	.000	0.006	0.995	0.000	0.995
Years of experience	.020	0.341	0.733	0.017	0.763
Course	-.027	-0.542	0.588	-0.027	0.992
Hierarchy	.063	1.201	0.230	0.060	0.910
Dependent Variable: OC Predictors in the Model: (Constant), Marital Status					

Table 4.54: ANOVA – Influence of Marital Status on Organizational Climate

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.038	1	5.038	7.287	0.007
Residual	273.078	395	0.691		
Total	278.116	396			
a. Dependent Variable: OC b. Predictors: (Constant), Marital Status					

Further, the ANOVA values obtained by Multivariate Regression Analysis, justify the influence of Marital Status on Organizational Climate, with the degree of freedom ranging from 1 to 395, accounting to F value of 7.287 and Significance value, $p = 0.007$, which is lesser than $\alpha=0.05$, affirming the influence of Marital Status on Organizational Climate.

Consolidated statistical values of all the demographic variables upon Organizational Climate is shown below

Table 4.55: Statistical calculated values of each demographic variable upon Organizational Climate

Organizational Climate	Pearson's Correlation (R)	Sig value (2 tailed)	R^2 value	R^2 %
Age	-0.032	0.525	0.001	0.1
Gender	0.009	0.853	0.000087	0.0087
Marital Status	-0.135	0.007	0.018	1.8
Years of Experience	-0.051	0.314	0.003	0.3
Course	-0.039	0.441	0.002	0.2
Hierarchy	0.017	0.738	0.000284	0.0284

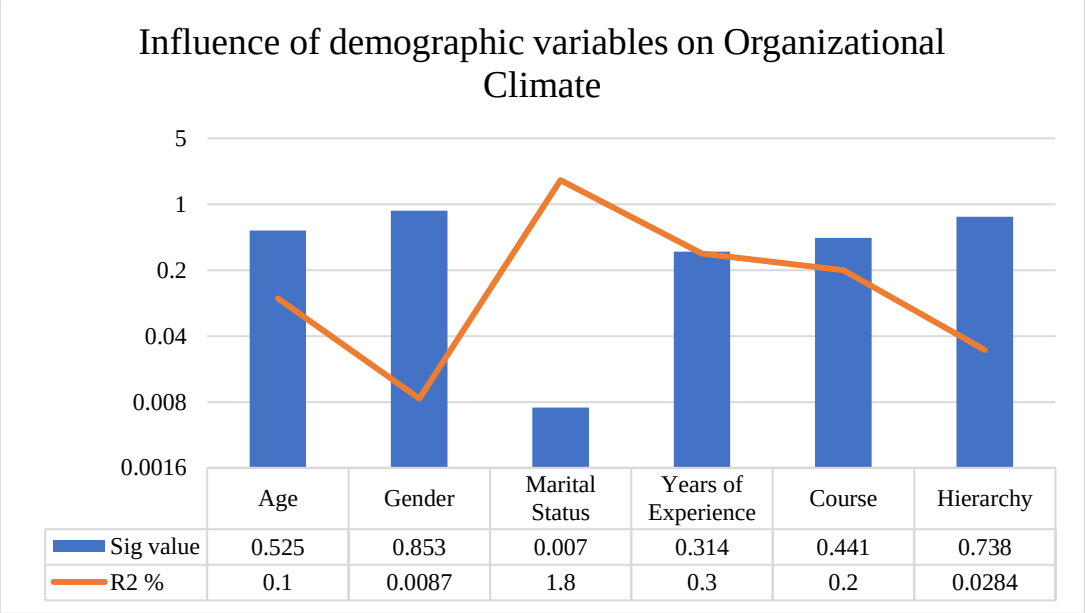

Fig 4.9: Statistical values of each demographic variable upon Organizational Climate

A Multivariate Regression Analysis of demographic variables on Occupational Role Stress excludes age, gender, marital status, years of experience and course, as the significance value is observed to be higher than 0.05.

Table 4.56: Excluded variables obtained through Multivariate Regression Analysis of demographic variables on Occupational Role Stress

Excluded variables					
	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance
Age	0.117	1.879	0.061	0.094	0.635
Gender	0.000	0.008	0.993	0.000	0.981
Marital Status	0.045	0.857	0.392	0.043	0.910
Years of experience	0.125	1.963	0.050	0.098	0.608
Course	0.088	1.686	0.093	0.085	0.901
Dependent Variable: ORS Predictors in the Model: (Constant), Hierarchy					

Table 4.57: ANOVA – Influence of Hierarchy on Occupational Role Stress

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.380	1	3.380	6.768	0.010
Residual	197.270	395	0.499		
Total	200.650	396			
a. Dependent Variable: ORS b. Predictors: (Constant), Hierarchy					

Further, the ANOVA values obtained by Multivariate Regression Analysis, justify the influence of Hierarchy on Occupational Role Stress, with the degree of freedom ranging from 1 to 395, accounting to F value of 6.768 and Significance value, p = 0.010, lesser than α=0.05, affirming the influence of Hierarchy on Occupational Role Stress.

Consolidated statistical values of demographic variable upon Occupational Role Stress is shown below-

Table 4.58: Statistical calculated values of each demographic variable upon Occupational Role Stress

Occupational Role Stress	Pearson's Correlation (R)	Sig value (2 tailed)	R^2 value	R^2 %
Age	-0.004	0.937	0.000016	0.0016
Gender	0.018	0.717	0.00033	0.033
Marital Status	0.002	0.969	0.00000396	0.00039
Years of Experience	-0.005	0.919	0.000026	0.0026
Course	0.039	0.44	0.002	0.2
Hierarchy	-0.13	0.01	0.017	1.7

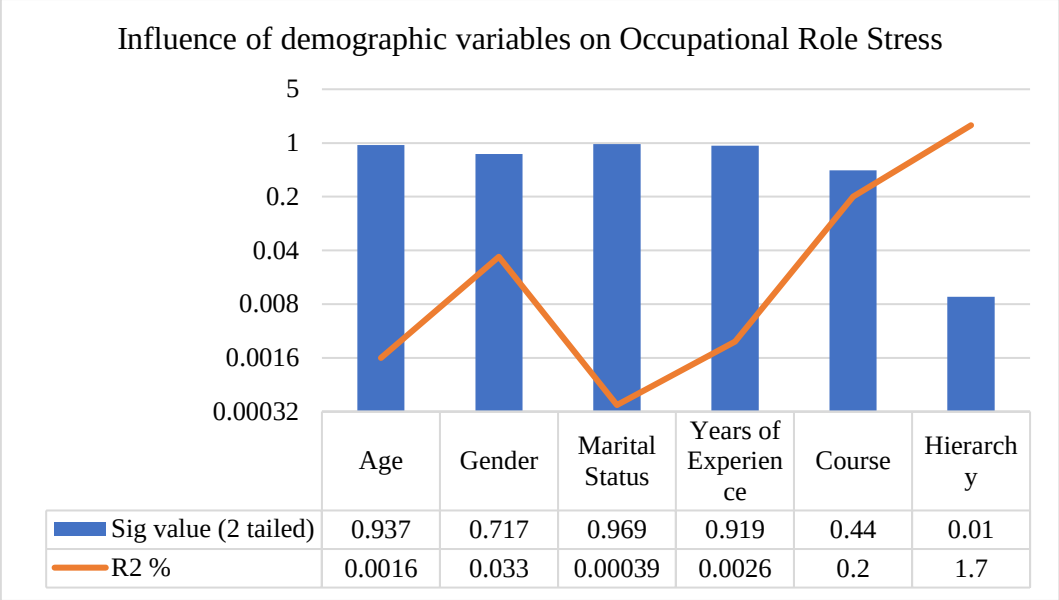

Fig 4.10: Statistical values of each demographic variable upon Occupational Role Stress

Result: Alternate Hypothesis Accepted - There is a significant influence of Demographic variables on Organizational Climate and Occupational Role Stress (H_{a1})

Summary of Hypothesis I

The sub-hypotheses are analyzed to test the significant influence of each demographic variable on Organizational Climate and Occupational Role Stress, to evaluate the hypothesis assessing the influence of demographic variables on Organizational Climate and Occupational Role Stress. The hypothesis was assessed using Pearson's correlation, Regression analysis, Post Hoc and Multivariate Regression Analysis, testing at a 5% level of significance.

Table 4.59: Summary of Hypothesis-1 - Assessing the influence of demographic variables on Organizational Climate and Occupational Role Stress

Hypothesis -1		
H_{n1}	There is no significant influence of demographic variables on Organizational Climate and Occupational Role Stress	Alternate hypothesis accepted
H_{a1}	There is a significant influence of demographic variables on Organizational Climate and Occupational Role Stress	
Sub-Hypotheses		
$H_{n1.1}$	There is no significant influence of age on Organizational Climate	Null hypothesis accepted
$H_{a1.1}$	There is a significant influence of age on Organizational Climate	
$H_{n1.2}$	There is no significant influence of gender on Organizational Climate	Null hypothesis accepted
$H_{a1.2}$	There is a significant influence of gender on Organizational Climate	
$H_{n1.3}$	There is no significant influence of marital status on Organizational Climate	Alternate hypothesis accepted
$H_{a1.3}$	There is a significant influence of marital status on Organizational Climate	
$H_{n1.4}$	There is no significant influence of years of experience on Organizational Climate	Null hypothesis accepted
$H_{a1.4}$	There is a significant influence of years of experience on Organizational Climate	

$H_{n1.5}$	There is no significant influence of course on Organizational Climate	Null hypothesis accepted
$H_{a1.5}$	There is a significant influence of course on Organizational Climate	
$H_{n1.6}$	There is no significant influence of Hierarchy on Organizational Climate	Null hypothesis accepted
$H_{a1.6}$	There is a significant influence of Hierarchy on Organizational Climate	
$H_{n1.7}$	There is no significant influence of age on Occupational Role Stress	Null hypothesis accepted
$H_{a1.7}$	There is a significant influence of age on Occupational Role Stress	
$H_{n1.8}$	There is no significant influence of gender on Occupational Role Stress	Null hypothesis accepted
$H_{a1.8}$	There is a significant influence of gender on Occupational Role Stress	
$H_{n1.9}$	There is no significant influence of marital status on Occupational Role Stress	Null hypothesis accepted
$H_{a1.9}$	There is a significant influence of marital status on Occupational Role Stress	
$H_{n1.10}$	There is no significant influence of years of experience on Occupational Role Stress	Null hypothesis accepted
$H_{a1.10}$	There is a significant influence of years of experience on Occupational Role Stress	
$H_{n1.11}$	There is no significant influence of course on Occupational Role Stress	Null hypothesis accepted
$H_{a1.11}$	There is a significant influence of course on Occupational Role Stress	
$H_{n1.12}$	There is no significant influence of Hierarchy on Occupational Role Stress	Alternate hypothesis accepted
$H_{a1.12}$	There is a significant influence of Hierarchy on Occupational Role Stress	

4.3.4. Analysis of Hypothesis 2

The second objective of the research is to measure the association between organizational climate and occupational role stress among faculty in higher education. The assessment of the impact of Organizational Climate on Occupational Role Stress can be stated by the following hypothesis statement.

H_{n2}: There is no significant impact of Organizational Climate on Occupational Role Stress.

H_{a2}: There is a significant impact of Organizational Climate on Occupational Role Stress.

Table 4.60: Descriptive statistics of Organizational Climate and Occupational Role Stress

	Mean	Std. Deviation	N
OC	3.14155	0.838041	397
ORS	2.69652	0.711823	397

The descriptive statistics assessing the relationship between Organizational Climate and Occupational Role Stress show a higher deviation noticed among the responses assessing organizational climate compared to occupational role stress, indicating the responses deviate more while evaluating statements on organizational climate than occupational role stress.

Table 4.61: Statistical analysis of Organizational Climate on Occupational Role Stress

Pearson Correlation	-0.253
Sig. (2-tailed)	0.00000032
R^2	0.064
R^2 %	6.4

The correlation coefficient between Organizational climate and Occupational Role Stress shows a stronger negative correlation between them, stating that as the

Organizational Climate gets better, the occupational role stress in the organization goes on depleting and vice versa. R^2 states a 6.4% influence of organizational climate on occupational role stress for the chosen sample population and the study. The significance value of ANOVA is found to be lesser than 0.01 ($p < 0.001$) indicating the result is highly significant, meaning Organizational Climate has a significant impact on Occupational Role Stress in the present research.

Result: Alternate Hypothesis is accepted –There is a significant impact of Organizational Climate on Occupational Role Stress (H_{a2}).

4.4. FACTOR ANALYSIS

Factor analysis is a multivariate statistical technique used to condense a large set of variables into few variables (factors) based on the correlation matrix of variables involved. The purpose is to estimate a model that explains variance/covariance between a set of observed variables (in a population) by a set of fewer unobserved variables.

4.4.1. Factor Analysis of Organizational Climate:

KMO and Bartlett's test:

36 items (statements), measured across a 5-point Likert scale was adopted for the study of Organizational Climate. Factor analysis by principal component method, help to group the items that have a high degree of correlation for better analysis of variables.

Table 4.62: KMO and Bartlett's test – Organizational Climate

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.963
Bartlett's Test of Sphericity	Approx. Chi-Square	11904.814
	df	630
	Sig.	0.000

In order to determine the strength of factor analysis, it is essential to establish the reliability and validity of the reduction. This is done with the help of KMO and Bartlett's test. KMO statistics compare the magnitude of observed correlation coefficients with the magnitudes of partial coefficients. It takes the value between 0 and 1. According to a paper by Kaiser. H. F., and Rice. J. (1974), a KMO value above 0.70 is considered adequate for factor analysis. Bartlett's test of sphericity tests if the assumption of equal variances is true before executing the tests for data reduction.

The KMO measure of sampling adequacy is calculated to be 0.963, which is greater than the condition of adequacy for executing the factor analysis for the given sample and Bartlett's test of sphericity is noted to be less than 0.05 (p=0.00) which is statistically significant for data reduction (factor analysis).

Total Variance:

The correlation coefficient of the extracted factor score with variables is called factor loading. The eigenvalue is a degree of how much variance observed variables a factor explains. A factor with an eigenvalue greater than 1 elucidates more variance observed than a single observed variable. Hence factor loading with eigenvalue >1 is considered appropriate for component analysis.

Table 4.63: Total variance explained for Organizational Climate.

Total Variance Explained (OC)						
Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	19.796	54.990	54.990	8.182	22.728	22.728
2	1.543	4.285	59.275	7.718	21.440	44.168
3	1.071	2.974	62.249	6.509	18.081	62.249
4	0.991	2.752	65.001			
5	0.878	2.439	67.439			
6	0.827	2.297	69.736			
7	0.774	2.150	71.886			
8	0.712	1.977	73.863			
9	0.627	1.743	75.605			
10	0.614	1.706	77.312			
11	0.572	1.588	78.899			
12	0.539	1.499	80.398			
13	0.524	1.455	81.853			
14	0.476	1.321	83.174			
15	0.466	1.295	84.469			
16	0.456	1.268	85.737			
17	0.429	1.192	86.929			
18	0.396	1.099	88.028			
19	0.385	1.070	89.098			
20	0.367	1.020	90.118			

21	0.327	0.909	91.027			
22	0.316	0.878	91.905			
23	0.303	0.843	92.748			
24	0.297	0.825	93.573			
25	0.282	0.784	94.357			
26	0.248	0.690	95.048			
27	0.238	0.661	95.709			
28	0.220	0.610	96.319			
29	0.210	0.582	96.901			
30	0.201	0.559	97.460			
31	0.187	0.518	97.978			
32	0.183	0.509	98.487			
33	0.165	0.457	98.945			
34	0.137	0.382	99.326			
35	0.124	0.346	99.672			
36	0.118	0.328	100.000			
Extraction Method: Principal Component Analysis.						

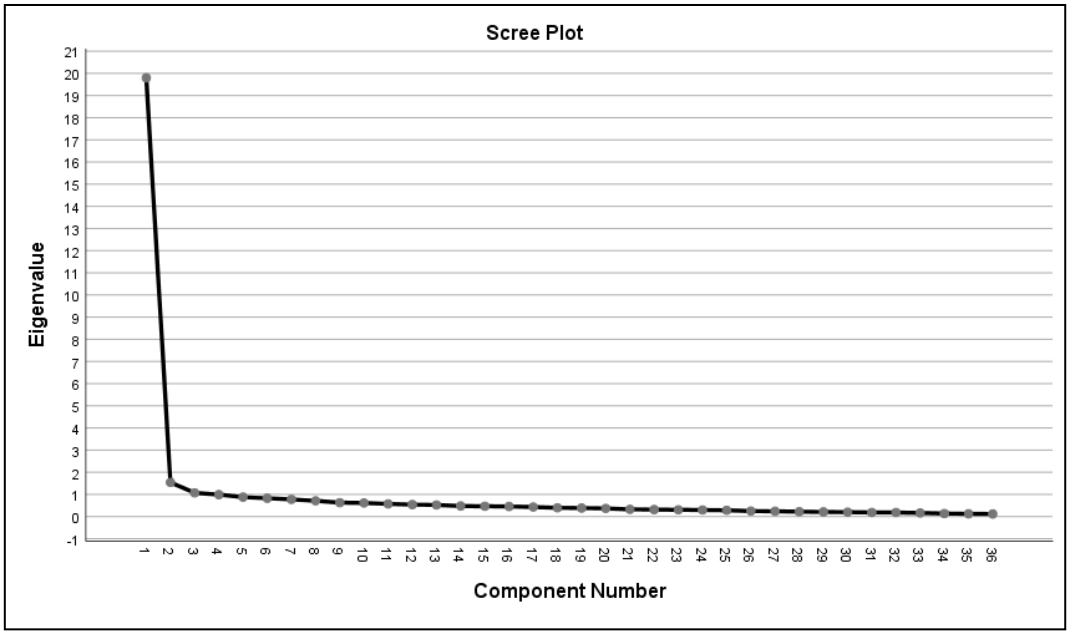

Fig 4.11: Scree plot depicting eigenvalues of items of Organizational Climate

Referring to the “Initial Eigenvalues” in the table above (Table No: 4.63), three components qualify the reduction criterion with an Eigenvalue greater than 1. The “percentage of variance” elaborates on how much of total variability exists of all the variables put together across each extracted summary component. Component 1 in the study records a highest of 54.99% variability, followed by Component 2 with 4.285% and Component 3 with 2.974% variability. The three components put together record a cumulative percentage of 62.249%, which is considered adequate for further analysis. The Scree plot clearly shows three factors that have eigenvalue greater than 1 and the remaining factors that did not qualify for retention as the eigenvalue was found to be lesser than 1.

Rotated Component Matrix:

Further, the rotated component matrix of the extracted factors (/components), shows the loadings of the items that are strongly related to each other. Rotated component matrix work on iterations to come up with these loadings. Generally, loadings above 0.5 are considered strongly related components for further study.

Table 4.64: Rotated Component Matrix of Organizational Climate items

Rotated Component Matrix				
St.No	Statements	Component		
		1	2	3
36	New assignment in this organization facilitates employees’ development.	0.719		
14	There are mechanisms in this organization to reward any good work done, or any contribution made by employees.	0.697		
10	The psychological climate in this organization is very favourable to any employee interested in developing themselves by acquiring new knowledge and skills.	0.658		

33	When problems arise, people discuss these problems openly and try to solve them rather than keep accusing each other behind their back.	0.658		
35	The organization ensures employees welfare to such an extent that the employees can save a lot of their mental energy for work process.	0.654		
5	The top management is willing to invest a considerable part of their time and other resources to ensure the development of employees.	0.651		
34	The organization's future plans are made known to the staff to help them develop their juniors and prepare them for future.	0.650		
1	The top management of this organization goes out of its way to make sure that the employees enjoy their work.	0.630		
32	Team spirit is of high order in this organization.	0.624		
2	The top management believes that human resource is an extremely important resource and that they have to be treated more humanely.	0.605		
31	When senior staff delegate authorities to juniors, the juniors use it as an opportunity for development.	0.537		
11	Senior staff guide their juniors and prepare them for future responsibilities/roles that they are likely to take up.		0.762	

6	The senior staff in this organization take an active interest in their juniors and help them learn their jobs.		0.757	
8	People in this organization are helpful to each other.		0.750	
18	Employees are encouraged to experiment with new methods and try out creative ideas.		0.656	
15	When an employee does good work, his/her supervisor take special care to appreciate it.		0.628	
21	When behaviour feedback is given to employees, they take it seriously, and use it for development.		0.602	
3	Development of the subordinates* is seen as an important part of their job by the supervisor** here.		0.598	
12	Top management of this organization makes efforts to identify and utilize the potential of the employees.		0.558	
20	Weakness of employees are communicated to them in a non-threatening way.		0.525	
28	Employees are not afraid to express or discuss their feelings with their subordinates/peers.		0.525	
25	Employees are sponsored for training programs on the basis of genuine training needs.			0.668
17	People in this organization do not have any fixed mental impressions about each other.			0.629

7	People lacking competence in doing their job are helped to acquire competence rather than being left unattended.			0.613
22	Employees in this organization take pains to find out their strengths and weakness from their supervising officers or colleagues.			0.606
19	When any employee makes a mistake, his supervisor treats it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him.			0.583
23	When employees are sponsored for training, they take it seriously and try to learn from the program they attend.			0.561
24	Employees returning from training programs are given opportunities to try out what they have learnt.			0.554
27	Employees are not afraid to express or discuss their feelings with their superiors.			0.535
9	Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors**.			0.530
13	Promotion decisions are based on the suitability of the promote rather than favouritism.			0.527
Rotation converged in 16 iterations.				

From the table above (Table no: 4.64), component 1 has 11 variables (items) having loadings above 0.5 and are strongly correlated.

- Item 36 – “New assignment in this organization facilitates employees’ development”. (0.719)
- Item 14 – “There are mechanisms in this organization to reward any good work done, or any contribution made by employees. ” (0.697)
- Item 10 - “The psychological climate in this organization is very favourable to any employee interested in developing themselves by acquiring new knowledge and skills. ” (0.658)
- Item 33 - “When problems arise, people discuss these problems openly and try to solve them rather than keep accusing each other behind their back. ” (0.658)
- Item 35 - “The organization ensures employees welfare to such an extent that the employees can save a lot of their mental energy for work process. ” (0.654)
- Item 5 - “The top management is willing to invest a considerable part of their time and other resources to ensure the development of employees. ” (0.651)
- Item 34 - “The organization’s future plans are made known to the staff to help them develop their juniors and prepare them for the future.” (0.650)
- Item 1 - “The top management of this organization goes out of its way to make sure that the employees enjoy their work.” (0.630)
- Item 32 - “Team spirit is of high order in this organization.” (0.624)
- Item 2 - “The top management believes that human resource is an extremely important resource and that they have to be treated more humanely.” (0.605)
- Item 31 - “When senior staff delegate authorities to juniors, the juniors use it as an opportunity for development.” (0.537)

The items in factor-1 speak about the support rendered by the management to the employees and the support expected by the employees to perform their job in the given organizational climate and hence the factor can be named as “**Supportive Climate**”.

The second factor comprises of 10 variables/ items:

- Item 11 - “Senior staff guide their juniors and prepare them for future responsibilities/roles that they are likely to take up.” (0.762)
- Item 6 - “The senior staff in this organization take an active interest in their juniors and help them learn their jobs.” (0.757)
- Item 8 - “People in this organization are helpful to each other.” (0.750)

- Item 18 - “Employees are encouraged to experiment with new methods and try out creative ideas.” (0.656)
- Item 15 - “When an employee does good work, his/her supervisor take special care to appreciate it.” (0.628)
- Item 21 - “When behaviour feedback is given to employees, they take it seriously, and use it for development.” (0.602)
- Item 3 - “Development of the subordinates* is seen as an important part of their job by the supervisor** here.” (0.598)
- Item 12 - “Top management of this organization makes efforts to identify and utilize the potential of the employees.” (0.558)
- Item 20 - “Weaknesses of employees are communicated to them in a non-threatening way.” (0.525)
- Item 28 - “Employees are not afraid to express or discuss their feelings with their subordinates/peers.” (0.525)

The items in factor-2 describe the organizational climate that promotes the development of personnel as well as the organization. Hence the factor can be named “**Developmental Climate**”.

The third factor consists of 10 items:

- Item 25 - “Employees are sponsored for training programs on the basis of genuine training needs. ” (0.668)
- Item 17 - “People in this organization do not have any fixed mental impressions about each other. ” (0.629)
- Item 7 - “People lacking competence in doing their job are helped to acquire competence rather than being left unattended.” (0.613)
- Item 22 - “Employees in this organization take pains to find out their strengths and weakness from their supervising officers or colleagues.” (0.606)
- Item 19 - “When any employee makes a mistake, his supervisor treats it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him.” (0.583)
- Item 23 - “When employees are sponsored for training, they take it seriously and try to learn from the program they attend.” (0.561)

- Item 24 - “Employees returning from training programs are given opportunities to try out what they have learnt.” (0.554)
- Item 27 - “Employees are not afraid to express or discuss their feelings with their superiors.” (0.535)
- Item 9 - “Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors**.” (0.530)
- Item 13 - “Promotion decisions are based on the suitability of the promote rather than favouritism.” (0.527)

The items in factor-3 elaborate more about employees’ perception towards training and other aspects like grievance handling and informal environment in the organization, that directly or indirectly affect their performance at workplace; Hence the factor can be named as “**Goal Oriented Climate**”.

4.4.2. Factor Analysis of Occupational Role Stress

Factor analysis by principal component method for 27 items of Occupational Role stress, measuring across a 5-point Likert scale is adopted. KMO and Bartlett's Test measures the suitability of the sample for data reduction.

Table 4.65: KMO and Bartlett’s test – Occupational Role Stress

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.923
Bartlett's Test of Sphericity	Approx. Chi-Square	5542.590
	df	351
	Sig.	0.000

The KMO measure of sampling adequacy is calculated to be 0.923, which is greater than the condition of adequacy for executing the factor analysis for the given sample and Bartlett’s test of sphericity is noted to be less than 0.05 (p=0.00) which is statistically significant for data reduction (factor analysis).

Total Variance:

Table 4.66: Total variance explained for Occupational Role Stress.

Total Variance Explained (ORS)						
Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.637	39.398	39.398	4.846	17.949	17.949
2	1.761	6.522	45.920	3.864	14.311	32.259
3	1.539	5.699	51.619	3.442	12.748	45.007
4	1.311	4.856	56.475	2.761	10.224	55.231
5	1.046	3.873	60.348	1.381	5.117	60.348
6	0.941	3.485	63.833			
7	0.877	3.249	67.082			
8	0.778	2.882	69.964			
9	0.750	2.777	72.741			
10	0.689	2.550	75.292			
11	0.671	2.486	77.777			
12	0.579	2.144	79.922			
13	0.558	2.067	81.989			
14	0.517	1.915	83.904			
15	0.510	1.889	85.793			
16	0.459	1.701	87.494			
17	0.444	1.645	89.139			
18	0.403	1.493	90.633			
19	0.341	1.263	91.896			
20	0.334	1.239	93.135			
21	0.327	1.211	94.346			
22	0.314	1.163	95.508			
23	0.277	1.024	96.533			
24	0.253	0.936	97.468			
25	0.248	0.919	98.387			

26	0.245	0.906	99.293			
27	0.191	0.707	100.000			
Extraction Method: Principal Component Analysis.						

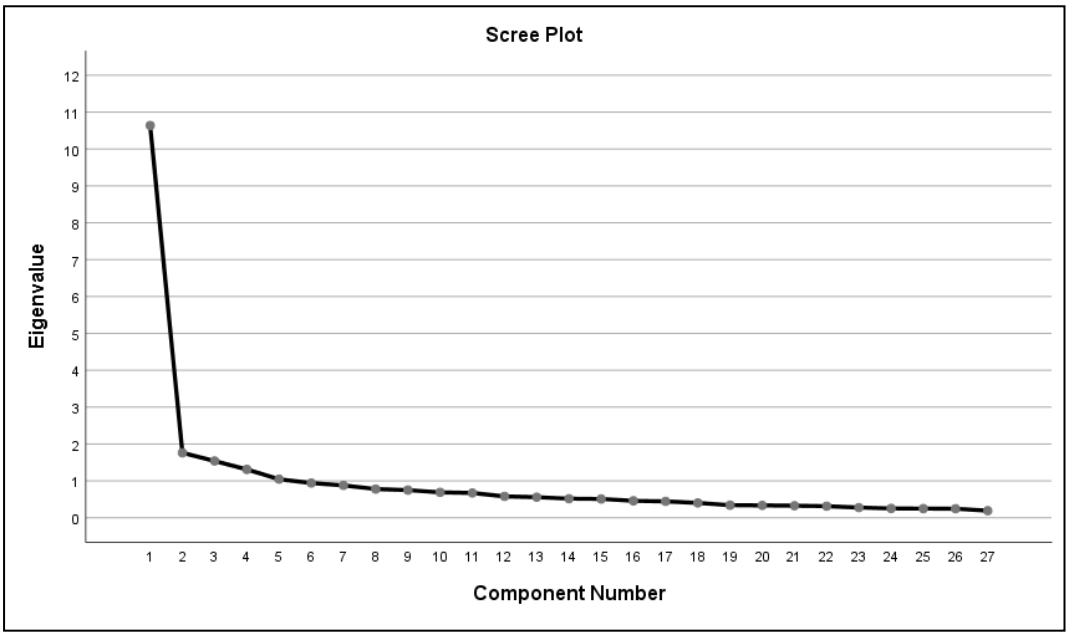

Fig 4.12: Scree plot depicting eigenvalues of items of Occupational Role Stress

Referring to the "Initial Eigenvalues" in the table above (Table No: 4.66), Five components qualify the reduction criterion with an Eigenvalue greater than 1. The "percentage of variance" elaborates on how much of total variability exists of all the variables put together across each extracted summary component. Component 1 in the study records a highest of 39.398% variability, followed by Component 2 with 6.522%, Component 3 with 5.699% variability, Component 4 with 4.856% and Component 5 with 3.873%. The five components put together record a cumulative percentage of 60.348%, which is considered adequate for further analysis.

The Scree plot clearly shows five factors that have eigenvalue greater than 1 and the remaining Twenty-two factors that did not qualify for retention as the eigenvalue was found to be lesser than 1.

Rotated Component Matrix:

Table 4.67: Rotated Component Matrix of Occupational Role Stress items

Rotated Component Matrix						
St.No	Statements	Component				
		1	2	3	4	5
58	I feel stagnant in my role.	0.694				
59	I wish I had been given more challenging tasks to do.	0.678				
62	I need more training and preparations to be effective in my work role.	0.660				
56	If I had full freedom to define my role, I would be doing some things differently from the way I do them now.	0.616				
48	I would like to take on more responsibilities than I am handling at present.	0.606				
57	I am rather worried that I lack the necessary facilities needed in my role.	0.600				
63	I am not clear what the priorities are in my role.	0.593				
46	I do not get enough resources to be effective in my role.	0.533				
53	There is very little scope for personal growth in my role.		0.785			
51	The work I do in my organization is not related to my interests.		0.701			
60	I feel over-burdened in my role.		0.604			

52	Several aspects of my role are vague and unclear.		0.569			
41	I am too pre-occupied with my present role responsibility to be able to prepare for taking up higher responsibilities.			0.734		
37	My roles tend to interfere with my family.			0.730		
39	I do not get information needed to carry out responsibilities assigned to me.			0.652		
42	The amount of work I have to do interferes with the quality I want to maintain.			0.597		
45	I do not know what the people I work with expect of me.				0.760	
44	I am not able to use my training and expertise in my role.				0.749	
38	I do not have adequate knowledge to handle the responsibilities in my role.				0.561	
54	I can do much more than what I have been assigned.					0.819
Rotation converged in 11 iterations.						

From the above table (Table no: 4.67), component 1 has 8 variables (items) having loadings above 0.5 and are strongly correlated.

- Item 58 - "I feel stagnant in my role." (0.694)
- Item 59 - "I wish I had been given more challenging tasks to do." (0.678)
- Item 62 - "I need more training and preparations to be effective in my work role". (0.660)
- Item 56 - "If I had full freedom to define my role, I would be doing some things differently from the way I do them now." (0.616)

- Item 48 - “I would like to take on more responsibilities than I am handling at present.” (0.606)
- Item 57 - “I am rather worried that I lack the necessary facilities needed in my role.” (0.600)
- Item 63 - “I am not clear what the priorities are in my role.” (0.593)
- Item 46 - “I do not get enough resources to be effective in my role.” (0.533)

The items in factor-1 express stress perceived by respondents towards the matters pertaining to personal and professional availability of resources; hence the factor is named as “**Resource Stressor**”.

The second factor comprises 4 items:

- Item 53 – “There is very little scope for personal growth in my role.” (0.785)
- Item 51 – “The work I do in my organization is not related to my interests” (0.701)
- Item 60 – “I feel over-burdened in my role.” (0.604)
- Item 52 – “Several aspects of my role are vague and unclear.” (0.569)

The items in factor-2 describe the perception of stress experienced by respondents related to personal growth and pursual of personal interests, hence the factor can be named as “**Self-fulfilment stressor**”.

The Third factor consists of 4 statements:

- Item 41 – “I am too pre-occupied with my present role responsibility to be able to prepare for taking up higher responsibilities.” (0.734)
- Item 37 – “My roles tend to interfere with my family.” (0.730)
- Item 39 – “I do not get the information needed to carry out responsibilities assigned to me.” (0.652)
- Item 42 – “The amount of work I have to do interferes with the quality I want to maintain.” (0.597)

The items in factor-3 elaborate about faculty stress experience while juggling between roles and responsibilities in personal and professional front; hence the factor is named as “**Transaction stressor**”.

The fourth factor comprises of 3 statements:

- Item 45 – “I do not know what the people I work with expect of me.” (0.760)
- Item 44 – “I am not able to use my training and expertise in my role.” (0.749)
- Item 38 – “I do not have adequate knowledge to handle the responsibilities in my role.” (0.561)

The items in factor-4 describe faculty’s fear of inability to perform, fear of taking up responsibilities and fear of future and hence the factor is named as “**Expectancy stressor**”.

The Fifth component has just 1 item qualifying under the criterion of eigenvalue greater than one.

- Item 54 – “I can do much more than what I have been assigned.” (0.819)

The item speaks of respondents perception that he/she can take up more responsibilities, which would directly affect their career development. Hence the fifth factor is named “**Career Stressor**”.

Eliminated Items:

Factor analysis eliminates those variables which have less correlation coefficient with other variables. Hence of the 36 items variables (items) taken up for the study of Organizational Climate, 5 items were dropped as they did not qualify the criterion for data reduction, making the total number of items for further study of Organizational Climate to 31.

1) Q.4: "The personnel policies in this organization facilitate employee development."
2) Q.16: "Performance appraisal reports in the organization are based on subjective assessment and adequate information and not on favouritism."
3) Q.26: "People trust each other in this organization."
4) Q.29: "Employees are encouraged to take initiative and to do things on their own without having to wait for instruction from supervisors."
5) Q.30: "Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organization."

Similarly, 7 items of the 27 items adopted for the study of Occupational Role Stress were dropped failing to qualify the data reduction under factor analysis, scaling the count down to 20 items for the study of Occupational Role Stress.

1) Q.40: "I have various other interests (social, religious, etc) which remain neglected because I do not get time to attend to these."
2) Q.43: "I wish I had more skills to handle the responsibilities of my role."
3) Q.47: "My role does not allow me enough time for my family."
4) Q.49: "I have been given too much responsibilities."
5) Q.50: "I wish there was more consultation between my role and other's roles."
6) Q.55: "There is no evidence of several roles (including mine) being involved in joint problem solving or collaboration for planning action."
7) Q.61: "Even when I take the initiative for discussions or help, there is not much response from the other roles."

Summary of Factor Nomenclature after Factor Analysis:

Organizational Climate:

Factor	Variables	Factor Naming
Factor 1	11	Supportive Climate
Factor 2	10	Developmental Climate
Factor 3	10	Goal-Oriented Climate

Occupational Role Stress:

Factor	Variables	Factor Naming
Factor 1	8	Resource Stressors
Factor 2	4	Self-fulfilment Stressors
Factor 3	4	Transaction Stressors
Factor 4	3	Expectancy Stressors
Factor 5	1	Career Stressors

4.5. MODEL DEVELOPMENT

Model development is done employing "Structural Equation Modeling" (SEM). Organizational Climate was studied by administering the 'HRD Climate' instrument developed by Dr. T V Rao and Abraham. The study was done as per the advocated scale, comprising of items/statements under three dimensions namely General HRD climate, OCTAPAC and HRD Mechanism with 38 items. Based on the pilot study two items were dropped from the final instrument adopted. The instrument so adopted was checked for reliability and was found to have a Cronbach alpha of more than 0.90, which is considered statistically excellent. Further, the instrument was put under Factor analysis (Principal Component Analysis) to eliminate items with less correlation coefficient for the sample under study, based on factor loadings. Factor analysis helped categorize organizational climate variables into 3 factors.

Similarly, Occupational Role Stress, as per the scale established by Dr. Udai Pareek was studied under ten dimensions with a total of 50 items. Based on the pilot study, the instrument was scaled down to 27 items. This was further tested for reliability and observed that the Cronbach alpha for the instrument adopted was more than 0.90, which is considered statistically excellent. The instrument was further put under Factor analysis to eliminate items with less correlation coefficient, based on factor loadings. Factor analysis helped categorize Occupational Role Stress into 5 factors for further study.

Objective 3 of the research, attempts to assess the impact of the specific dimension of organizational climate on a specific dimension of occupational role stress. This can be done with the help of the Structural Equation Model, which evaluates the relationship of each dimension (/factor) of Organizational Climate with each dimension of Occupational Role Stress.

The model so developed will be able to answer the following hypothesis:

H_{n3}: There is no significant association of specific dimension of Organizational Climate on a specific dimension of Occupational Role Stress

H_{a3}: There is a significant association of specific dimension of Organizational Climate on a specific dimension of Occupational Role Stress

Through the model, the influence of specific Organizational climate dimensions on specific Occupational Role Stress dimensions are tested with the help of fifteen different relationship statements.

1. Association of Supportive Climate on Resource Stressors
2. Association of Supportive Climate on Self-fulfilment Stressors
3. Association of Supportive Climate on Transaction Stressors
4. Association of Supportive Climate on Expectancy Stressors
5. Association of Supportive Climate on Career Stressors
6. Association of Developmental Climate on Resource Stressors
7. Association of Developmental Climate on Self-fulfilment Stressors
8. Association of Developmental Climate on Transaction Stressors
9. Association of Developmental Climate on Expectancy Stressors
10. Association of Developmental Climate on Career Stressors
11. Association of Goal-Oriented Climate on Resource Stressors
12. Association of Goal-Oriented Climate on Self-fulfilment Stressors
13. Association of Goal-Oriented Climate on Transaction Stressors
14. Association of Goal-Oriented Climate on Expectancy Stressors
15. Association of Goal-Oriented Climate on Career Stressors

Further, all the three climate dimensions grouped, are assessed for their relationship with specific stress dimensions, with the help of five relationship statements.

16. Association of grouped Climate dimensions on Resource Stressors
17. Association of grouped Climate dimensions on Self-fulfilment Stressors
18. Association of grouped Climate dimensions on Transaction Stressors
19. Association of grouped Climate dimensions on Expectancy Stressors
20. Association of grouped Climate dimensions on Career Stressors

Hence the conceptual framework for the assessment of the model can be stated as:

Conceptual Framework after factor analysis (Path Model):

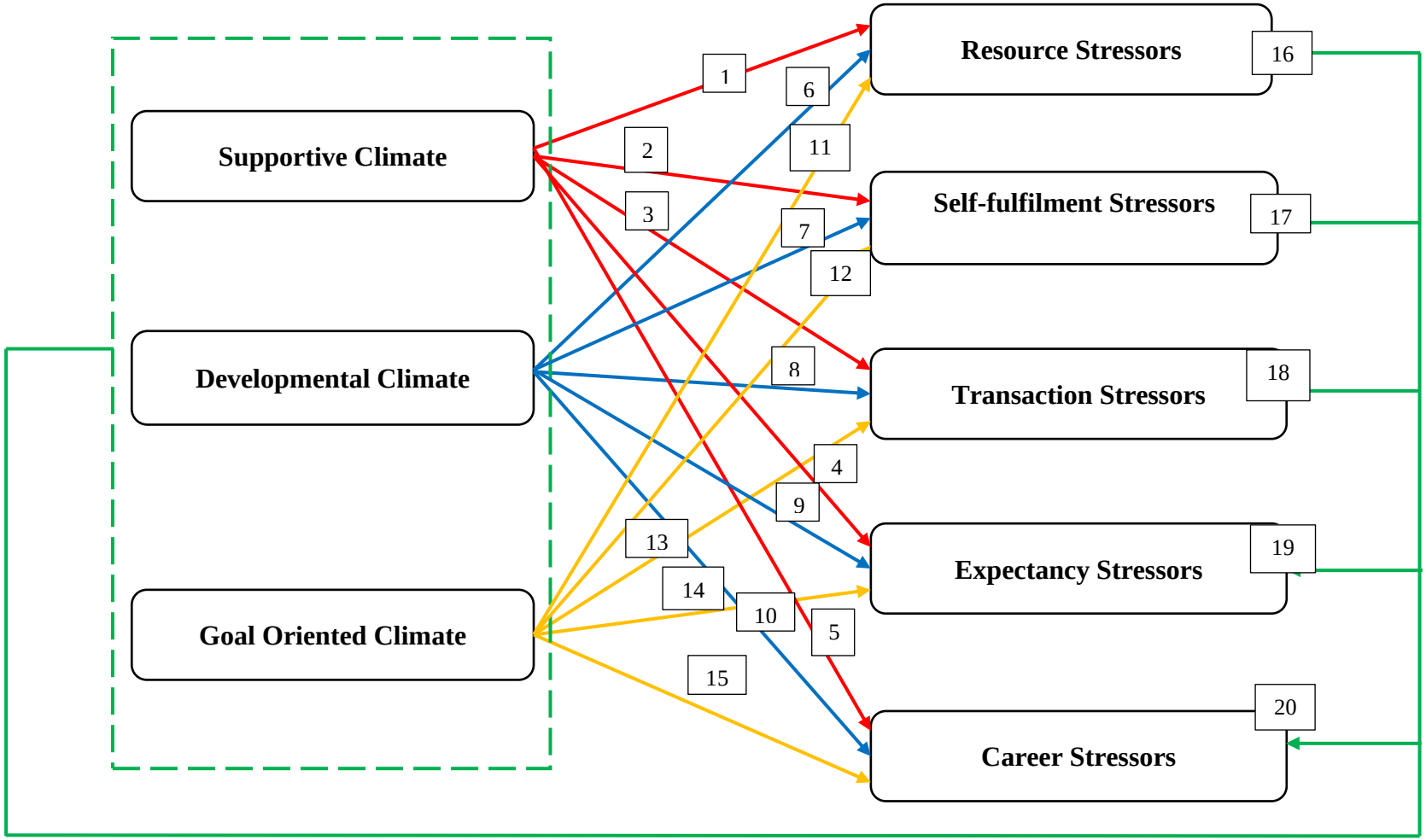

Fig 4.13: Conceptual Framework after factor analysis **(**Path Model)

1. Association of Supportive Climate on Resource Stressors

Table 4.68: Regression Analysis of Supportive Climate and Resource Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.859	1	8.859	13.757	0.001*
Residual	254.360	395	0.644		
Total	263.219	396			

Table 4.69: Squared multiple Correlations of Supportive Climate and Resource Stressors

R	R Square	Adjusted R Square
0.183	0.034	0.031

The Regression analysis with coefficient F(1, 395) = 13.757 and significance value lesser than 0.05, (p=0.001*), indicates a strong significant association of supportive climate on Resource Stressors. The coefficient of determination (R square) value shows a 3.4% influence of supportive climate on Resource stressors for the sample under study.

2. Association of Supportive Climate on Self-fulfilment Stressors

Table 4.70: Regression Analysis of Supportive Climate and Self-fulfilment Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	35.245	1	35.245	48.786	0.001*
Residual	285.366	395	0.722		
Total	320.611	396			

Table 4.71: Squared multiple Correlations of Supportive Climate and Self-fulfilment Stressors

R	R Square	Adjusted R Square
0.332	0.110	0.108

The Regression analysis with coefficient $F(1, 395) = 48.786$ and significance value lesser than 0.05, ($p=0.001^*$), indicates a strong significant association of supportive climate on Self-fulfilment Stressors. The coefficient of determination (R square) value shows a 11% effect of supportive climate on Self-fulfilment Stressors for the given sample.

3. Association of Supportive Climate on Transaction Stressors

Table 4.72: Regression Analysis of Supportive Climate and Transaction Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	11.818	1	11.818	15.121	0.001*
Residual	308.732	395	0.782		
Total	320.550	396			

Table 4.73: Squared multiple Correlations of Supportive Climate and Transaction Stressors

R	R Square	Adjusted R Square
0.192	0.037	0.034

The Regression analysis with coefficient $F(1, 395) = 15.121$ and significance value lesser than 0.05, ($p=0.001^*$), indicates a strong significant association of supportive climate on Transaction Stressors. The coefficient of determination (R square) value shows a 3.7% association of supportive climate on Transaction Stressors for the given sample.

4. Association of Supportive Climate on Expectancy Stressors

Table 4.74: Regression Analysis of Supportive Climate and Expectancy Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	15.565	1	15.565	20.946	0.001*
Residual	293.534	395	0.743		
Total	309.099	396			

Table 4.75: Squared multiple Correlations of Supportive Climate and Expectancy Stressors

R	R Square	Adjusted R Square
0.224	0.050	0.048

The Regression analysis with coefficient F(1, 395) = 20.946 and significance value lesser than 0.05, (p=0.001*), indicates a strong significant association of supportive climate on Expectancy Stressors. The coefficient of determination (R square) value shows a 5% bearing of supportive climate on Expectancy Stressors for the given sample.

5. Association of Supportive Climate on Career Stressors

Table 4.76: Regression Analysis of Supportive Climate and Career Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.002	1	0.002	0.001	0.971
Residual	507.182	395	1.284		
Total	507.184	396			

Table 4.77: Squared multiple Correlations of Supportive Climate and Career Stressors

R	R Square	Adjusted R Square
0.002	0.0000033	-0.003

The Regression analysis is noted with coefficient F(1, 395) = 0.001. The significance value is observed to be greater than 0.05, (p=0.971), indicating no significant influence of supportive climate on Career Stressors. The coefficient of determination (R square) value shows an insignificant (0.00033%) influence of supportive climate on Career Stressors for the sample under study.

The path-diagram obtained assessing the association of Supportive Climate on Occupational Stress dimensions

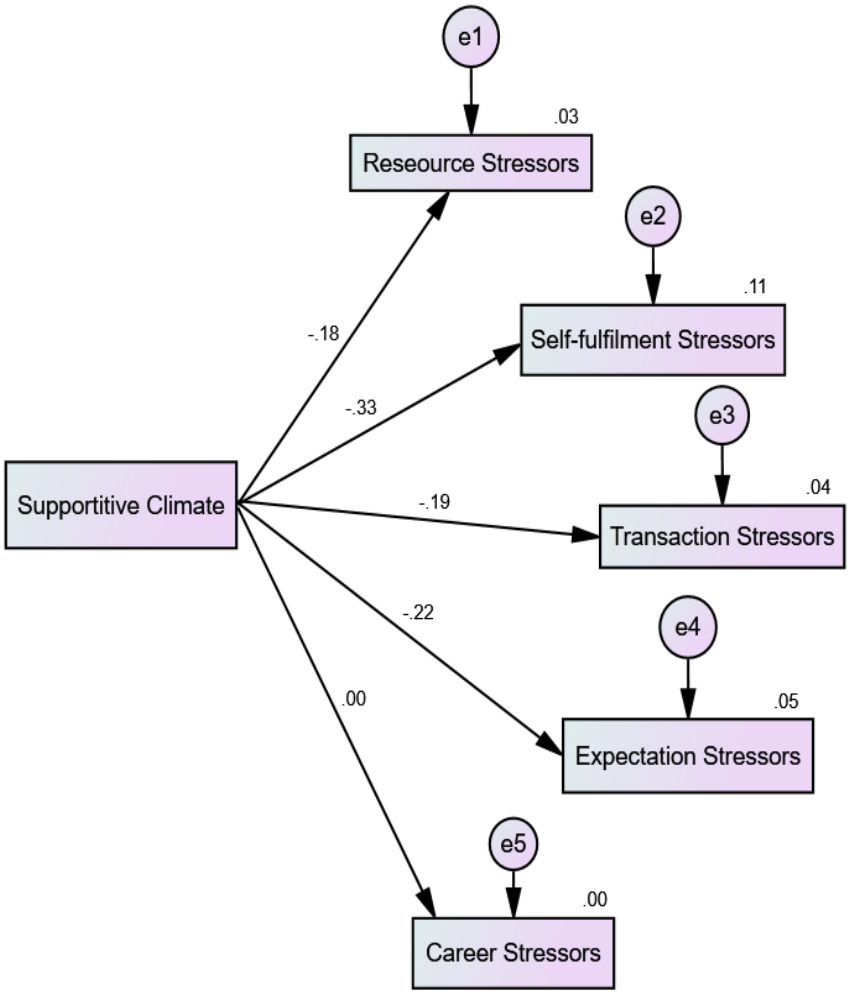

Fig 4.14: Path diagram of supportive climate on stress dimensions

Source: IBM SPSS AMOS, Version 23

6. Association of Developmental Climate on Resource Stressors

Table 4.78: Regression Analysis of Developmental Climate and Resource Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	2.766	1	2.766	4.196	0.041
Residual	260.452	395	0.659		
Total	263.219	396			

Table 4.79: Squared multiple Correlations of Developmental Climate and Resource Stressors

R	R Square	Adjusted R Square
0.103	0.011	0.008

The Regression analysis with coefficient $F(1, 395) = 4.196$ and significance value lesser than 0.05, ($p=0.041$), indicates a significant association of developmental climate on resource stressors. The coefficient of determination (R square) value shows a 1.1% association of developmental climate on resource stressors for the given sample.

7. Association of Developmental Climate on Self-fulfilment Stressors

Table 4.80: Regression Analysis of Developmental Climate and Self-fulfilment Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	32.401	1	32.401	44.407	0.001*
Residual	288.209	395	0.730		
Total	320.611	396			

Table 4.81: Squared multiple Correlations of Developmental Climate and Self-fulfilment Stressors

R	R Square	Adjusted R Square
0.318	0.101	0.099

The Regression analysis with coefficient $F(1, 395) = 44.407$ and significance value lesser than 0.05, ($p=0.001^*$) stating the $p< 0.01$, indicates that developmental climate has greater significance on self-fulfilment stressors. The coefficient of determination (R square) value shows a 10.1% association of developmental climate on self-fulfilment stressors for the given sample.

8. Association of Developmental Climate on Transaction Stressors

Table 4.82: Regression Analysis of Developmental Climate and Transaction Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.578	1	0.578	0.714	0.399
Residual	319.972	395	0.810		
Total	320.550	396			

Table 4.83: Squared multiple Correlations of Developmental Climate and Transaction Stressors

R	R Square	Adjusted R Square
0.042	0.002	-0.001

The Regression analysis with coefficient F(1, 395) = 0.714; The significance value is observed to be greater than 0.05, (p=0.399), indicating no significant influence of developmental climate on transaction stressors. The coefficient of determination (R square) value shows a minimal (0.2%) influence of developmental climate on transaction Stressors for the sample under study.

9. Association of Developmental Climate on Expectancy Stressors

Table 4.84: Regression Analysis of Developmental Climate and Expectancy Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	17.751	1	17.751	24.065	0.001*
Residual	291.349	395	0.738		
Total	309.099	396			

Table 4.85: Squared multiple Correlations of Developmental Climate and Expectancy stressors

R	R Square	Adjusted R Square
0.240	0.057	0.055

The Regression analysis with coefficient $F(1, 395) = 24.065$ and significance value lesser than 0.05, ($p=0.001$*) asserting the $p< 0.01$, indicates that the developmental climate has greater significance on expectancy stressors. The coefficient of determination (R square) value shows a 5.7% association of developmental climate on expectancy stressors for the given sample.

10. Association of Developmental Climate on Career Stressors

Table 4.86: Regression Analysis of developmental Climate and Career Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.011	1	0.011	0.009	0.926
Residual	507.173	395	1.284		
Total	507.184	396			

Table 4.87: Squared multiple Correlations of developmental Climate and Career Stressors

R	R Square	Adjusted R Square
0.005	0.000022	-0.003

The Regression analysis with coefficient F(1, 395) = 0.009. The significance value is observed to be greater than 0.05, (p=0.926), indicating no significant influence of developmental climate on career stressors. The coefficient of determination (R square) value shows a negligible (0.0022%) influence of developmental climate on career Stressors for the sample under study.

The path-diagram obtained assessing the association of Developmental Climate on Occupational Stress dimensions

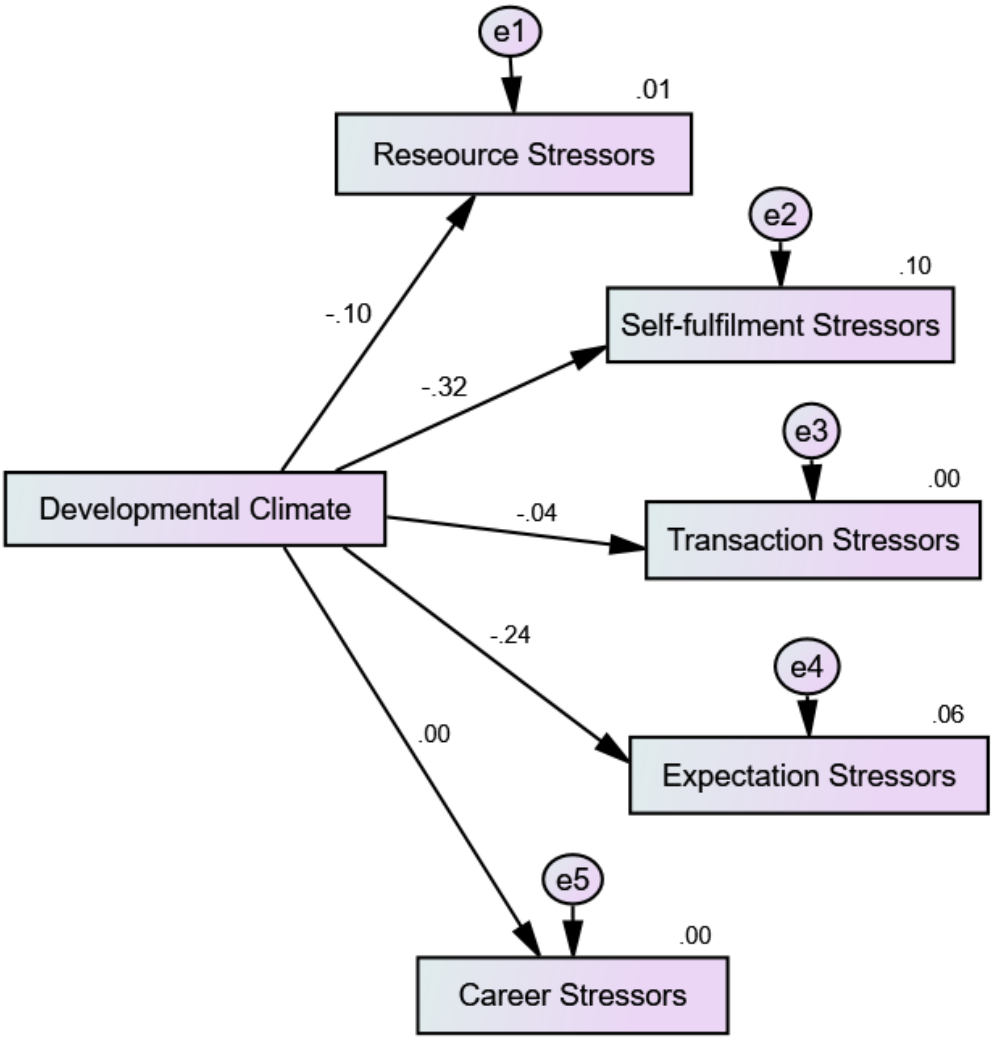

Fig 4.15: Path diagram of developmental climate on stress dimensions

Source: IBM SPSS AMOS, Version 23

11. Association of Goal-Oriented Climate on Resource Stressors

Table 4.88: Regression Analysis of Goal-Oriented Climate and Resource Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.141	1	6.141	9.435	0.002
Residual	257.078	395	0.651		
Total	263.219	396			

Table 4.89: Squared multiple Correlations of Goal-Oriented Climate and Resource Stressors

R	R Square	Adjusted R Square
0.153	0.023	0.021

The Regression analysis with coefficient $F(1, 395) = 9.435$ and significance value lesser than 0.05, ($p=0.002$) displaying $p< 0.01$, indicates that the goal-oriented climate has greater significance on resource stressors. The coefficient of determination (R square) value shows a 2.3% association of goal-oriented climate on resource stressors for the given sample.

12. Association of Goal-Oriented Climate on Self-fulfilment Stressors

Table 4.90: Regression Analysis of Goal-Oriented Climate and Self-fulfilment Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	29.751	1	29.751	40.403	0.000
Residual	290.859	395	0.736		
Total	320.611	396			

Table 4.91: Squared multiple Correlations of Goal-Oriented Climate and Self-fulfilment Stressors

R	R Square	Adjusted R Square
0.305	0.093	0.090

The Regression analysis with coefficient $F(1, 395) = 40.403$ and significance value lesser than 0.05, stating the p-value is observed to be < 0.01, indicating that goal-oriented climate has greater significance on the self-fulfilment stressors. The coefficient of determination (R square) value shows a 9.3% impression of goal-oriented climate on the self-fulfilment stressors for the given sample.

13. Association of Goal-Oriented Climate on Transaction Stressors

Table 4.92: Regression Analysis of Goal-Oriented Climate and Transaction Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	8.253	1	8.253	10.438	0.001
Residual	312.297	395	0.791		
Total	320.550	396			

Table 4.93: Squared multiple Correlations of Goal-Oriented Climate and Transaction Stressors

R	R Square	Adjusted R Square
0.160	0.026	0.023

The Regression analysis with coefficient $F(1, 395) = 10.438$ and significance value lesser than 0.05, ($p=0.001$), indicating that goal-oriented climate has greater significance on transaction stressors. The coefficient of determination (R square) value shows a 2.6% impression of goal-oriented climate on transaction stressors for the given sample.

14. Association of Goal-Oriented Climate on Expectancy Stressors

Table 4.94: Regression Analysis of Goal-Oriented Climate and Expectancy Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	22.955	1	22.955	31.688	0.00
Residual	286.144	395	0.724		
Total	309.099	396			

Table 4.95: Squared multiple Correlations of Goal-Oriented Climate and Expectancy Stressors

R	R Square	Adjusted R Square
0.273	0.074	0.072

The Regression analysis with coefficient F(1, 395) = 31.688 and significance value lesser than 0.05, almost lesser than 0.01, indicating that goal-oriented climate has strong significance on Expectancy stressors. The coefficient of determination (R square) value shows a 7.4% impression of goal-oriented climate on expectancy stressors for the given sample.

15. Association of Goal-Oriented Climate on Career Stressors

Table 4.96: Regression Analysis of Goal-Oriented Climate and Career Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.170	1	0.170	0.133	0.716
Residual	507.014	395	1.284		
Total	507.184	396			

Table 4.97: Squared multiple Correlations of Goal-Oriented Climate and Career Stressors

R	R Square	Adjusted R Square
0.018	0.00034	-0.002

The Regression analysis with coefficient F(1, 395) = 0.133. The significance value is observed to be greater than 0.05, (p=0.716), indicating no significant influence of Goal-Oriented on career stressors. The coefficient of determination (R square) value shows a trivial (0.034%) influence of Goal-Oriented climate on career stressors for the sample under study.

The path-diagram obtained assessing the association of Goal-oriented Climate on Occupational Stress dimensions

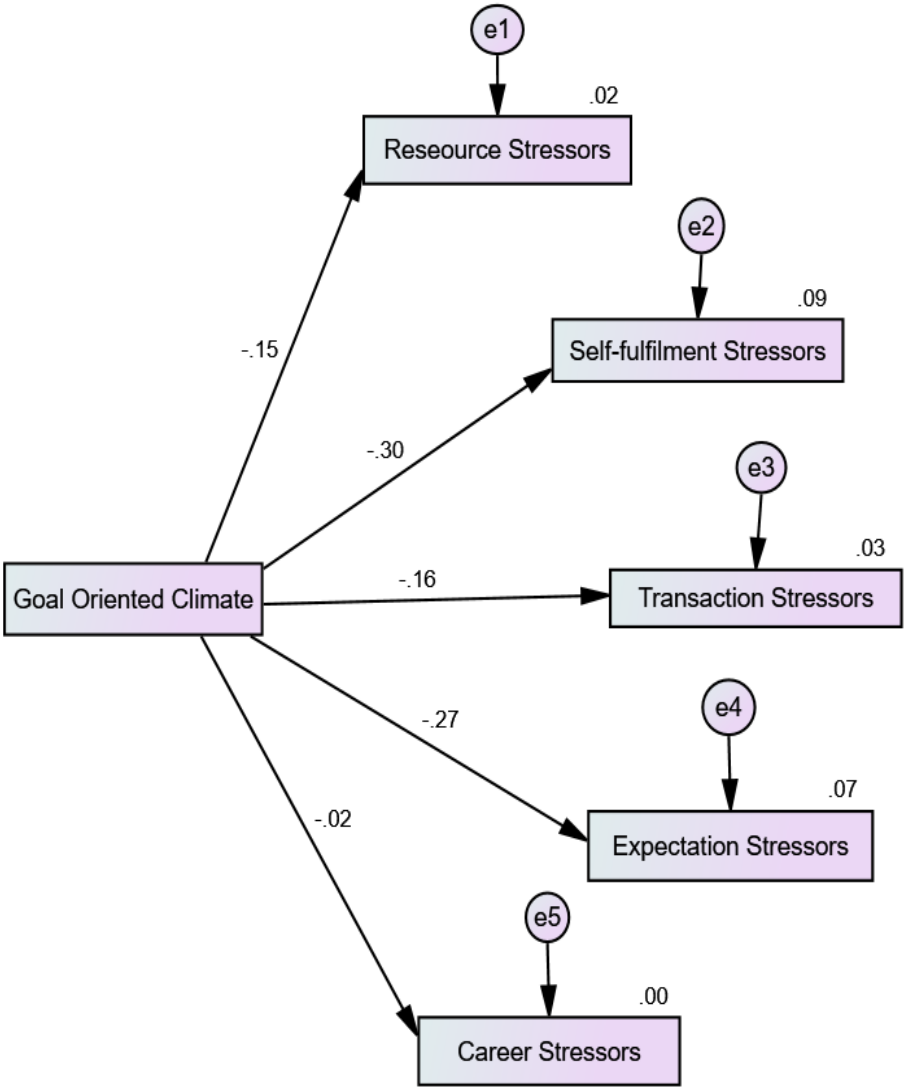

Fig 4.16: Path diagram of Goal-oriented climate on stress dimensions

Source: IBM SPSS AMOS, Version 23

16. Association of grouped Climate dimensions on Resource Stressors

Table 4.98: Regression Analysis of grouped Climate dimensions and Resource Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	6.180	1	6.180	9.497	0.002
Residual	257.039	395	0.651		
Total	263.219	396			

Table 4.99: Squared multiple Correlations of grouped Climate dimensions and Resource Stressors

R	R Square	Adjusted R Square
0.153	0.023	0.021

The Regression analysis with coefficient $F(1, 395) = 9.497$ and significance value lesser than 0.05, ($p=0.002$), indicates that when all the climate dimensions are grouped and assessed across resource stressors, it shows a strong significant relationship. The coefficient of determination (R square) value shows a 2.3% impression of grouped climate dimensions on resource stressors

17. Association of grouped Climate dimensions on Self-fulfilment Stressors

Table 4.100: Regression Analysis of grouped Climate dimensions and Self-fulfilment Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	36.117	1	36.117	50.146	0.000
Residual	284.493	395	0.720		
Total	320.611	396			

Table 4.101: Squared multiple Correlations of grouped Climate dimensions and Self-fulfilment Stressors

R	R Square	Adjusted R Square
0.336	0.113	0.110

The Regression analysis with coefficient $F(1, 395) = 50.146$ and significance value lesser than 0.01 ($p=0.001^*$), indicates that when all the three climate dimensions are grouped and assessed across self-fulfilment stressors, it shows a very strong significant relationship. The coefficient of determination (R square) value shows a 11.3% influence of grouped Climate dimensions on self-fulfilment Stressors.

18. Association of grouped Climate dimensions on Transaction Stressors

Table 4.102: Regression Analysis of grouped Climate dimensions and Transaction Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	5.991	1	5.991	7.523	0.006
Residual	314.559	395	0.796		
Total	320.550	396			

Table 4.103: Squared multiple Correlations of grouped Climate dimensions and Transaction Stressors

R	R Square	Adjusted R Square
0.137	0.019	0.016

The Regression analysis with coefficient $F(1, 395) = 7.523$ and significance value lesser than 0.01 ($p=0.006$), indicates that when all the three climate dimensions are grouped and assessed across transaction stressors, it shows a very strong significant relationship. The coefficient of determination (R square) value shows a 1.9% influence of grouped Climate dimensions on Transaction Stressors

19. Association of grouped Climate dimensions on Expectancy Stressors

Table 4.104: Regression Analysis of grouped Climate dimensions and Expectancy Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	20.760	1	20.760	28.439	0.000
Residual	288.339	395	0.730		
Total	309.099	396			

Table 4.105: Squared multiple Correlations of grouped Climate dimensions and Expectancy Stressors

R	R Square	Adjusted R Square
0.259	0.067	0.065

The Regression analysis with coefficient $F(1, 395) = 28.439$ and significance value lesser than 0.01 ($p=0.001^*$), indicates that when all the three climate dimensions are grouped and assessed across expectancy stressors, it shows a very strong significant relationship. The coefficient of determination (R square) value shows a 6.7% influence of grouped Climate dimensions on Expectancy Stressors

20. Association of grouped Climate dimensions on Career Stressors

Table 4.106: Regression Analysis of grouped Climate dimensions and Career Stressors

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Regression	0.028	1	0.028	0.022	0.882
Residual	507.156	395	1.284		
Total	507.184	396			

Table 4.107: Squared multiple Correlations of grouped Climate dimensions and Career Stressors

R	R Square	Adjusted R Square
0.007	0.00005	-0.002

The Regression analysis with coefficient $F(1, 395) = 0.022$. The significance value is observed to be greater than 0.05, ($p=0.882$), indicating no significant influence of grouped Climate dimensions on career stressors. The coefficient of determination (R square) value shows a negligible (0.005%) influence of grouped Climate dimensions on career stressors for the sample under study.

The path-diagram obtained assessing the association of Grouped Climate dimensions on Occupational Stress dimensions

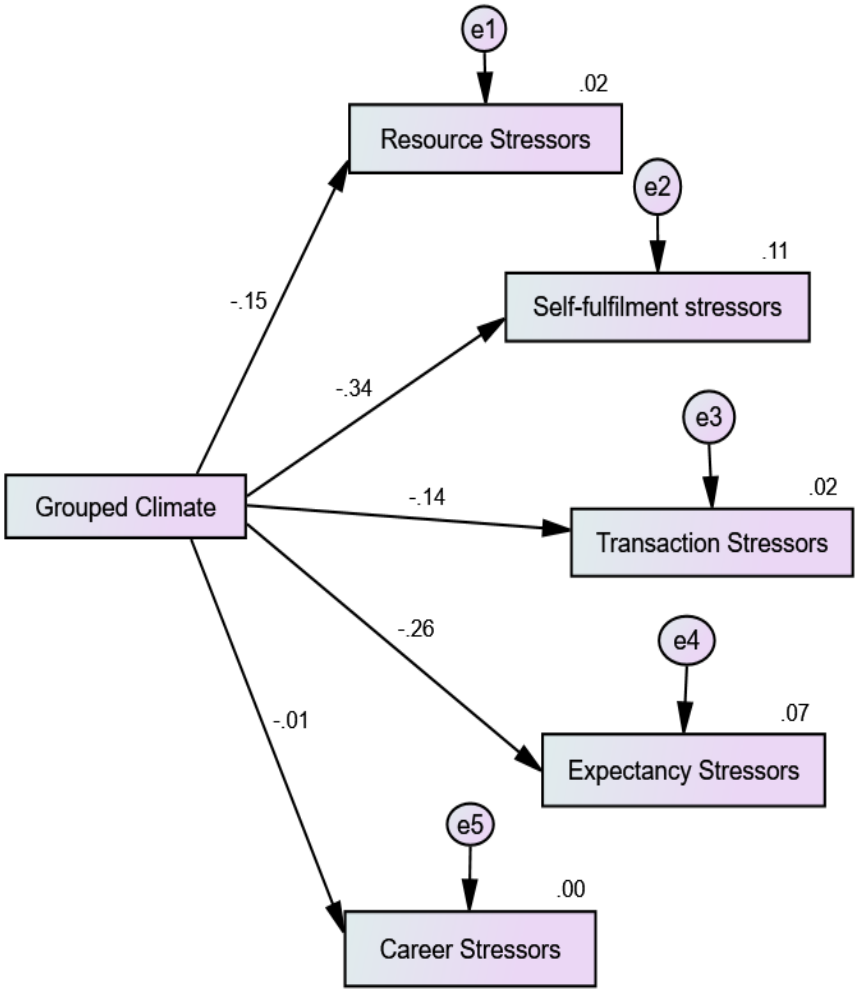

Fig 4.17: Path diagram of Grouped climate dimensions on stress dimensions

Source: IBM SPSS AMOS, Version 23

Summary of Hypothesis 3 (Model study)

Table 4.108: Summary of Hypothesis-3: Association between Organization Climate and Occupational Role Stress dimensions.

	Resource Stressor			**Self-fulfilment Stressor**			**Transaction Stressor**			**Expectancy Stressor**			**Career Stressor**		
	Sig.	**R^2**	**R^2%**	**Sig.**	**R^2**	**R^2%**	**Sig.**	**R^2**	**R^2%**	**Sig.**	**R^2**	**R^2%**	**Sig.**	**R^2**	**R^2%**
Supportive Climate	0.001*	0.034	3.4	0.001*	0.11	11	0.001*	0.037	3.7	0.001*	0.05	5	0.971	0.000003	0.0003
Developmental Climate	0.041	0.011	1.1	0.001*	0.101	10.1	0.399	0.002	0.2	0.001*	0.057	5.7	0.926	0.00002	0.002
Goal-oriented Climate	0.0002	0.023	2.3	0.001*	0.093	9.3	0.001	0.026	2.6	0.001*	0.074	7.4	0.716	0.00034	0.034
Grouped Climate Dimensions	0.002	0.023	2.3	0.001*	0.113	11.3	0.006	0.019	1.9	0.001*	0.067	6.7	0.882	0.00005	0.005

Path diagram of the Model (Values in percentage)

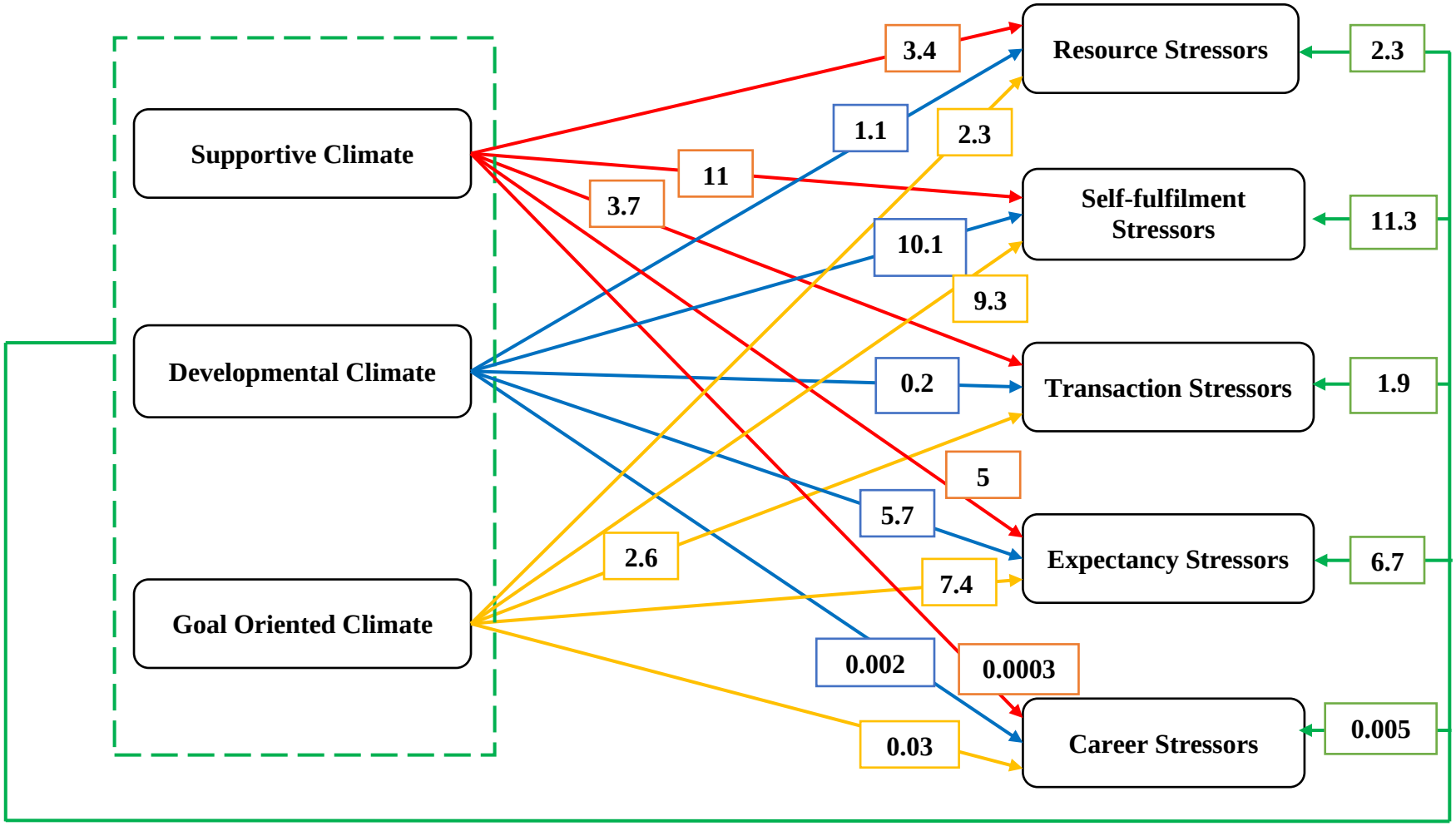

Fig 4.18: Path Model with R^2 values (In percentages)

Referring to the summary table (Table no: 4.108) and path model diagram (Fig: 4.18), It is observed that individual assessment of Supportive climate, Developmental climate and Goal-Oriented Climate on Career Stressors shows no significant relationship among them. Further, reviewing the value of R^2, the insignificant influence of Supportive climate, Developmental climate, and Goal-Oriented Climate on Career Stressors is justified.

When the exogenous variables (Supportive climate, Developmental climate, and Goal-Oriented Climate) were combined and tested on each endogenous variable (Resource Stressors, Self-fulfilment stressors, Transaction Stressors, Expectancy Stressors and Career Stressors), no significant correlation was observed; and thus, no significant association was observed between grouped climate dimensions on Career Stressors.

The individual assessment of correlation between individual climate dimension and occupational role stressor dimensions revealed that development climate did not show any significant relationship on Transaction Stressor, which was justified with a trivial percentage of influence (R^2) of Developmental Climate on Transaction Stressors.

All the other dimensions under study, either measured individually or in the group showed to have a significant association with each other. Thus, the alternate hypothesis is accepted.

Result: There is a significant association of specific dimensions of Organizational Climate on specific dimensions of Occupational Role Stress. (H_{a3})

4.5.1 Model Inference

The outcome of hypothesis 3 highlights the dimensions for the study of Organisational Climate and Occupational Role Stress among faculty in higher education. The model was able to derive three dimensions for the study of organizational climate and five dimensions for the study of occupational role stress among faculty in higher education. The three dimensions obtained for the study of organizational climate in higher educational institutions are - Supportive climate, Developmental climate and Goal-oriented climate. Statements pertaining to new assignments; HR mechanism; psychological climate, problem identification, problem communication and problem resolution; employee welfare; superior, peer and management support, contributed to the 'Supportive climate' dimension.

Items seeking opinion on career planning and development leading to personal and professional growth and satisfaction; behaviour of the staff towards faculty of lower academic ranks and others; their attitude to help and guide others in terms of personal and professional issues; empowering staff to execute new ideas and new learnings and communication with a motive to develop other staff members, formed the dimension on 'Developmental Climate'. Statements describing training programs, competency, communication and transparency in reward, recognition and promotion contribute to the 'Goal-oriented' dimension.

As per the model that emerged from the present study, Occupational Role Stress among faculty in higher education can be studied under five dimensions; they are – Resource stressors, Self-fulfilment stressors, Transaction stressors, Expectancy stressors and career stressors. The 'Resource stressor' dimension comprises of statements pertaining to concern over role stagnation; challenging tasks; preparedness and exposure to training; prioritization and availability of resources to perform a particular task. 'Self-fulfilment stressor' examines items pertaining to aspects concerned to the role played and its outcomes like personal growth, work performed matching the interests of individuals, sense of being burdened at work and clarity of the role performed.

'Transaction stressor' highlights the statements concerned with the operational aspects (Modus operandi) for the performance of a job. It inspects statements concerned to the amount of information received, the quantity and quality of the work

affecting family, job and other responsibilities. ‘Expectancy stressor’ as the word indicates throws light on the expectations of the respondent from his/her colleagues, organization and self. Statements pertaining to ambiguity over knowing the expectations from colleagues, speculations over the applicability of their expertise and learning from the training into the jobs and adequacy of the knowledge to handle a particular task are examined under expectancy stressor. The ‘Career stressor’ speaks of the stress perceived by an individual questioning his/her ability to take up more responsibility than what is currently assigned, that have an impact on their career development.

The current analysis for the sample under study did not show much impact of organizational climate dimensions on ‘Career stressor’. This analogy may not always show the same. The findings and the relationships between the organizational climate dimensions and occupational role stress dimensions may differ with respect to sample unit, sample frame, time and circumstances of the study.

CHAPTER 5

FINDINGS AND DISCUSSION

5.1. FINDINGS OF THE STUDY

Findings of Demographic profile of respondents

- Gender: Out of the total sample of 397 faculty respondents, 244 (61%) respondents were male and 153 (39%) were female faculty.— (Table: 4.4)
- Age: The Age was categorized into four groups with an interval of 10 years. 51% (204) of faculty who responded to the survey are of the age group ranging from 31-40 years, followed by 21-30 years with 28% (110), 14% of the respondents belonged to the age group of 41-50 years (57 respondents) and only 7% (26) of the faculty respondents classified themselves under the age group of 51-60 years.— (Table: 4.5)
- Marital Status: Marital status was categorized under three groups – Unmarried, Married and Others. 72% of faculty respondents reported to be married, 27% reported to be unmarried and 1% (3 respondents) stated as others (i.e., widowed/separated).— (Table: 4.6)
- Years of Experience: The tenure grouping was done under 5 categories, with three groupings having an interval of 10 years, and 2 extreme groups ("less than 5 years" and "more than 35 years") were open-ended. About 52% (208) of the faculty stated to have 6-15 years of teaching experience, followed by 30% (118) of staff with less than 5 years of teaching experience. 15% (60) respondents stated to have 16-25 years of teaching experience, 2% (9) with 26-35 years, and 1% (2) responded with more than 35 years of teaching experience.— (Table: 4.7)
- Course: Four courses or streams handled by the faculty were recognized for the study, of which two fell under Management discipline and two under commerce discipline of education; Viz- BBA/BBM, B.Com, MBA, and M.Com. 45% (179) faculty of B.Com stream responded to the survey, followed by 25% (99) of faculty are from BBA/BBM course imparting education institutions. 18% (70) faculty respondents are from Management (MBA) institutions and 12% (49) staff belonged to the M.Com stream.— (Table: 4.8)

- Hierarchy: The academic ranking or designation of the faculty was classified under five heads. Of the 397 responses, 47% of faculty respondents are at lecturer level (188 respondents), followed by 37% at Assistant professor level (146 respondents), 8% (30) quoted themselves to be at 'Professor' position and 6% categorized themselves as 'Associate professor' (25 respondents) and 2% (8 faculty) stated themselves to be 'Senior grade lecturer'.— (Table: 4.9)

Findings of Hypothesis 1

- Age with a correlation coefficient of 0.525 (Table: 4.55) and 0.937 (Table: 4.58) did not show to have a significant influence on organizational Climate and Occupational Role stress respectively.
- Gender with a correlation coefficient of 0.853 (Table: 4.55) and 0.717 (Table: 4.58) did not show significant influence on organizational Climate and Occupational Role stress respectively.
- Marital Status with a correlation coefficient of 0.007 with respect to Organizational Climate showed significant influence (Table: 4.55), but with p=0.969 did not show significant influence Occupational Role stress (Table: 4.58).
- Years of Experience with a correlation coefficient of 0.314 (Table: 4.55) and 0.919 (Table: 4.58) did not have a significant influence on organizational Climate and Occupational Role stress respectively.
- Course with a correlation coefficient of 0.595 (Table: 4.55) and 0.440 (Table: 4.58) did not show to have a significant influence on organizational Climate and Occupational Role stress respectively.
- Hierarchy with a correlation coefficient of 0.112 (Table: 4.55) did not show a significant influence on organizational Climate but showed a significant influence (p=0.010) on Occupational Role stress (Table: 4.58).
- The Post Hoc under Marital status showed a significant difference of opinion towards organizational climate among married and unmarried respondents (Table: 4.51).
- The Post hoc test under Hierarchy showed no difference of opinion across the various categories under study (Table: 4.52).

Findings of Hypothesis 2

- A negative correlation of -0.253 was noted with a strong significant value (p) of 0.001* (0.00000032), which is less than α=0.01, between organizational climate and occupational role Stress.—(Table: 4.61)
- Organizational Climate showed a significant impact on Occupational Role Stress with 6.4% influence on each other (Table: 4.61).

Findings of Hypothesis III (Model Development)

- Factor analysis helped reduce the organizational climate instrument of 36 items adopted for the study into 3 factors; eliminating 5 items based on factor loadings. 11 items were recognized under factor 1, 10 items under factor 2, and 10 factors under factor 3 -- (Table no. 4.64).
- Factor analysis helped reduce the occupational role stress instrument of 27 items adopted for the study into 3 factors; eliminating 7 items based on factor loadings. 4 items were recognized under factor 1, 4 items under factor 2, 3 items under factor 3, 3 items under factor 4 and 1 under factor 5 -- (Table no. 4.67).
- Calculating the Supportive Climate with individual factors of Occupational Role Stress, the Coefficient of determination (R^2) is calculated at 0.034 for Resource stressors, 0.110 for Self-fulfilment stressors, 0.037 for Transaction Stressors, 0.050 with Expectancy stressors, and extremely insignificant R^2 of 0.000033 with Career stressors, making the association of supportive climate with Self-fulfilment stressors the most significant, followed by Expectancy stressors, Transaction stressors and Resource stressors successively.—(Table: 4.108)
- Calculating the Developmental Climate with individual factors of Occupational Role Stress, the Coefficient of determination (R^2) is calculated at 0.011 for Resource stressors, 0.101 for Self-fulfilment stressors, 0.002 for Transaction Stressors, 0.057 with Expectancy stressors and enormously insignificant R^2 of 0.000022 with Career stressors, making the association of developmental climate with Self-fulfilment stressors the most significant, followed by Expectancy stressors and Resource stressors consecutively.—(Table: 4.108)
- Calculating the Goal-Oriented Climate with individual factors of Occupational Role Stress, the Coefficient of determination (R^2) is calculated at 0.023 for

Resource stressors, 0.093 for Self-fulfilment stressors, 0.026 for Transaction Stressors, 0.074 with Expectancy stressors, and insignificant R^2 of 0.0034 with Career stressors, making the association of Goal-oriented climate with Self-fulfilment stressors the most significant, followed by Expectancy stressors, Transaction stressors, and Resource stressors sequentially.—(Table: 4.108)

- Calculating the grouped climate dimensions with individual factors of Occupational Role Stress, the Coefficient of determination (R^2) is calculated at 0.023 for Resource stressors, 0.113 for Self-fulfilment stressors, 0.019 for Transaction Stressors, 0.067 with Expectancy stressors, and insignificant R^2 of 0.00005 with Career stressors, making the association of grouped climate dimensions with Self-fulfilment stressors the most significant, followed by Expectancy stressors, Resource stressors, and Transaction stressors respectively.—(Table: 4.108)

5.2. DISCUSSION

5.2.1. Influence of demographic variables on Organizational Climate

The Sub-hypothesis analysis of hypothesis I revealed a significant influence of marital status on Organizational Climate. This result is in congruence with the results of the research by Gunbayi, I. (2007), which stated that marital status showed a significant difference with organizational climate. The research noted that married faculty reported expressing negatively towards school climate due to the role conflict they experienced. According to the analysis of the present research (Table: 4.51), it is observed that a significant difference is noted in the opinion towards organizational climate between married and unmarried faculty respondents.

According to Table: 4.53, it is observed that age, gender, years of experience, course handled and hierarchy (academic rank) the faculty is presently at; did not show significant influence on organizational climate. These results are found to be in similarity with the research results of Ghosh, M (2016), who revealed that there was no significant relationship noticed between gender and organizational climate. Results of the research by Gül, H. (2008), also stated no significant difference observed across gender, academic rank (hierarchy) among university faculty in Turkey. Course and Hierarchy were found to have no statistical significance with organizational climate, which is in line with the studies of James Stockton (1995).

Literature review revealed that Organizational climate studies have been extensively done concerning job satisfaction, career satisfaction, organizational commitment, productivity, employee efficiency, and effectiveness, but very less research is done on faculty regarding the relationship between demographic variables and organizational climate. Many studies are available assessing the association of school teachers and school climate, but very less research is available on faculty of higher education institutions, hence referring to research done by Kamaraj. S. P. (1998) on sample belonging to other professions considering demographic variables like - age, gender, years of experience and hierarchy on organizational climate, which noted that the variables did not show significant influence on organizational climate. The same finding is justified for the present research.

Dimensions of organizational climate have evolved over a period of time and so the parameters for judgments have also changed with the chosen sample, institutions under study, administration of the research instruments, etc for the researches. Hence a generalization of the results assessing the influence of demographic variables on organizational climate is difficult.

5.2.2. Influence of demographic variables on Occupational Role Stress

According to Table:4.57, a significant influence of hierarchy (also referred to as Academic Rank by some researchers) was observed on occupational Role Stress; the result is in correspondence with the research results of V. Catano et. al., (2010), Aggarwal. R. (2011), Ana Sliskovic; Darja Maslic Sersic (2011), A. Q. Chaudhry (2013), Zoha A. Merchant and Shailaja Shastri (2013), Haydee Colacion-Quiros and Raymund B. Gemora (2016), Ashoksinhji J. H. (2018), Noble Lawrence L (2018). The research result did not show a significant difference within the sub-categories, meaning- the perception towards occupational role stress did not differ across different hierarchical levels, i.e., stress was perceived to be experienced at all levels.

Referring to literature reviews, it is noticed that demographic variables like age, gender, marital status showed to influence occupational role stress in many cases, which wasn't observed in the results of the present research (Table: 4.56). Further, some researchers justified the association between years of experience, course, and occupational role stress, which was not proved as per the results of the current study.

Referring to the definition of occupational stress, it is noted that stress is subjective in nature and differs from people to people, place to place and situation to

situation, hence the absolute similarity with the findings of other researchers is not possible.

5.2.3. Impact of Organizational Climate on Occupational Role Stress:

The impact of organizational climate on occupational role stress among faculty in higher education was justified with the regression analysis (Table: 4.61). Further, the findings are evidenced with the research outcome of many researchers like - Bandhu. T, 2008; Indira Lavingia, 2010; Soylu. E S, 2013; Srivastava M G, 2014; Nisha Kumar, 2015; Mehta Anju, 2016 and Rai Abhay, 2017 (which are referred to in the literature review). The findings being in congruence with many other pieces of research defends the hypothesis that – Organisational Climate does have an impact on Occupational Role Stress.

5.2.4. Model Justification

Referring to the factor analysis and the path diagram of specific climate dimensions- "Supportive climate" on specific stress dimensions, revealed that the association between supportive climate and Self-fulfilment stressors was observed to have a greater impact, followed by Expectancy stressors, Transaction stressors and Resource stressors successively. Though the factor loading of resource stressors was observed to be high when assessed across all the stress dimensions, it wasn't able to have a greater correlation when assessed with the supportive climate dimension.

Developmental Climate when assessed with five stress dimensions, displayed greater influence on Self-fulfilment stressors, followed by Expectancy stressors and Resource Stressor. Transaction stressors and Career stressors did not satisfy the significance criteria. Assessing Goal-oriented climate across five stress dimensions revealed a greater impact on Self-fulfilment stressors, followed by Expectancy stressors and Resource Stressor.

Further, analyzing the grouped climate dimensions of all the three climate dimensions across individual stress dimensions revealed Self-fulfilment stressors having greater association followed by Expectancy stressors, Resource stressors and Transaction stressors. 'Career stressors' as per factor loading was the lowest among the five factors and had just one item categorized under it. Hence it can be observed that the significance of climate dimensions was not able to be established with career dimension.

From the above findings; among the three climate dimensions, Supportive climate is seen to have a greater influence on stress dimensions. Examining the items related to these dimensions, common constructs that describe the respective climates can be derived. This would help the institutes understand the aspects that would contribute to creating a better climate for their faculty.

Supportive climate, Developmental climate and Goal-oriented climate items from the present research can be classified under the following common constructs:

Table: 5.1: Supportive climate Constructs

Item. No	Statement	Constructs
36	New assignment in this organization facilitates employees development.	New Assignment/ Scope for personal and professional development
14	There are mechanisms in this organization to reward any good work done, or any contribution made by employees.	HR mechanism
10	The psychological climate in this organization is very favourable to any employee interested in developing themselves by acquiring new knowledge and skills.	Psychological Climate/ Scope for personal and professional development
33	When problems arise, people discuss these problems openly and try to solve them rather than keep accusing each other behind their back.	Problem-solving
35	The organization ensures employees welfare to such an extent that the employees can save a lot of their mental energy for work process.	Employee welfare
5	The top management is willing to invest a considerable part of their time and other resources to ensure the development of employees.	Management support

34	The organization's future plans are made known to the staff to help them develop their juniors and prepare them for future.	Organizational plans/ goals/ Open Communication
1	The top management of this organization goes out of its way to make sure that the employees enjoy their work.	Management support
32	Team spirit is of high order in this organization.	Team dynamics/ support
2	The top management believes that human resource is an extremely important resource and that they have to be treated more humanely.	Management support/Outlook towards employees
31	When senior staff delegate authorities to juniors, the juniors use it as an opportunity for development.	Scope for personal and professional development

Table: 5.2: Developmental Climate Constructs

Item. No	Statement	Constructs
11	Senior staff guide their juniors and prepare them for future responsibilities/roles that they are likely to take up.	Scope for personal and professional development
6	The senior staff in this organization take an active interest in their juniors and help them learn their jobs.	Scope for personal and professional development
8	People in this organization are helpful to each other.	Team dynamics/ support
18	Employees are encouraged to experiment with new methods and try out creative ideas.	Scope for personal and professional development
15	When an employee does good work, his/her supervisor take special care to appreciate it.	Team dynamics/ support

21	When behaviour feedback is given to employees, they take it seriously, and use it for development.	Scope for personal and professional development
3	Development of the subordinates* is seen as an important part of their job by the supervisor** here.	Scope for personal and professional development / Team dynamics/ support
12	Top management of this organization makes efforts to identify and utilize the potential of the employees.	Management support
20	Weakness of employees are communicated to them in a non-threatening way.	Problem-solving
28	Employees are not afraid to express or discuss their feelings with their subordinates/peers.	Open Communication

Table: 5.3: Goal-oriented Climate Constructs

Item. No	Statement	Constructs
25	Employees are sponsored for training programs on the basis of genuine training needs.	Scope for personal and professional development
17	People in this organization do not have any fixed mental impressions about each other.	Open Communication
7	People lacking competence in doing their job are helped to acquire competence rather than being left unattended.	Scope for personal and professional development / Team dynamics/ support
22	Employees in this organization take pains to find out their strengths and weakness from their supervising officers or colleagues.	Scope for personal and professional development
19	When any employee makes a mistake, his supervisor treats it with understanding and	Team dynamics/ support

	help him to learn from such mistakes rather than punishing him or discouraging him.	
23	When employees are sponsored for training, they take it seriously and try to learn from the program they attend.	Scope for personal and professional development
24	Employees returning from training programs are given opportunities to try out what they have learnt.	Scope for personal and professional development
27	Employees are not afraid to express or discuss their feelings with their superiors.	Open Communication
9	Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors**.	Open Communication
13	Promotion decisions are based on the suitability of the promote rather than favouritism.	Transparency

Several researchers while defining organisational climate specified multiple dimensions to evaluate the same. Following is the list of dimensions that justify the construct derived from the present research.

Table 5.4: Justification of the climate contrast w.r.t literature

S.No	Construct derived	Researcher who proposed	Proposed dimension similarity
1	Scope for personal and professional development	1) Schneider and Bartlett (1968) 2) James and Jones (1979) 3) Schneider and Bowen (1985) 4) Dr. Udai Pareek (1989)	1) "Concern for new employees" 2) "professional and organizational esprit" 3) "Work facilitation and organizational career facilitation" 4) "Innovation and Change"

2	Good team dynamics and supportive superiors	1) Litwin and Stringer (1968) 2) Schneider and Bartlett (1968) 3) Muchinsky (1976) 4) James and Jones (1979) 5) Schneider and Bowen (1985) and Dr. Udai Pareek (1989) 6) Zammuto and Krakower (1991)	1) Structure and support. 2) Agent dependence 3) Interpersonal Milieu 4) leader facilitation and support and Workgroup cooperation, friendliness and warmth 5) Supervision 6) Leader credibility
3	Management support	1) Litwin and Stringer (1968), Schneider and Bartlett (1968), Goran Ekyall (1991), Patterson et. al (2005) 2) Litwin and Stringer (1968), Dr. Udai Pareek (1989), Zammuto and Krakower (1991), Goran Ekyall (1991), Patterson et. al (2005)	1) Managerial Support 2) Trust
4	Open communication	1) Dr. Udai Pareek (1989), Goran Ekyall (1991), Patterson et. al (2005)	1) Openness
5	Effective and efficient HR mechanism	1) Litwin and Stringer (1968), Schneider and Bartlett (1968) 2) Litwin and Stringer (1968), Muchinsky	1) Structure 2) Standards 3) Orientation 4) Rewards

		(1976), James and Jones (1979) 3) Dr. Udai Pareek (1989) 4) Litwin and Stringer (1968), Dr. Udai Pareek (1989), Zammuto and Krakower (1991).	
6	Employee welfare	1) Halpin and Croft (1963), Patterson et. al (2005) 2) Litwin and Stringer (1968), Muchinsky (1976), Schneider and Bowen (1985) 3) Schneider and Bartlett (1968) 4) Goran Ekyall (1991)	1) Consideration 2) Warmth and identity, Organizational Status 3) General satisfaction 4) Freedom, dynamism, playfulness and humour
7	Transparency	1) Muchinsky (1976) 2) Dr. Udai Pareek (1989) 3) Goran Ekyall (1991) 4) Patterson et. al (2005)	1) Responsibility 2) Decision making 3) Debates 4) Open-mindedness, Service quality and Centrality

Based on the summary table (Table: 4.108) and path diagram (Fig: 4.18) among all the five stress dimensions under study Self-fulfilment shows a higher association, followed by others. Hence examining the items, will help scale down common constructs that contribute to respective stressors.

Table: 5.5: Self-fulfilment stressors Constructs

Item. No	**Statement**	**Constructs**
53	There is very little scope for personal growth in my role.	Personal growth
51	The work I do in my organization is not related to my interests.	Personal growth/ Personal Expectations
60	I feel over-burdened in my role.	Work Overload
52	Several aspects of my role are vague and unclear.	Ambiguity

Table: 5.6: Expectancy stressors constructs

Item. No	**Statement**	**Constructs**
45	I do not know what the people I work with expect of me.	Ambiguity
44	I am not able to use my training and expertise in my role.	Personal growth
38	I do not have adequate knowledge to handle the responsibilities in my role.	Resource inadequacy

Table: 5.7: Transaction stressors constructs

Item. No	**Statement**	**Constructs**
41	I am too pre-occupied with my present role responsibility to be able to prepare for taking up higher responsibilities.	Work Overload
37	My roles tend to interfere with my family.	Social Wellbeing

39	I do not get the information needed to carry out responsibilities assigned to me.	Resource inadequacy
42	The amount of work I have to do interferes with the quality I want to maintain.	Personal Expectations

Table: 5.8: Resource stressors constructs

Item. No	**Statement**	**Constructs**
58	I feel stagnant in my role.	Role stagnation
59	I wish I had been given more challenging tasks to do.	Personal growth
62	I need more training and preparations to be effective in my work role.	Personal growth
56	If I had full freedom to define my role, I would be doing some things differently from the way I do them now.	Personal Expectations
48	I would like to take on more responsibilities than I am handling at present.	Personal Expectations
57	I am rather worried that I lack the necessary facilities needed in my role.	Personal Expectations
63	I am not clear what the priorities are in my role.	Ambiguity
46	I do not get enough resource to be effective in my role.	Resource inadequacy

Several researchers while defining Occupational stress specified multiple dimensions to evaluate the same. Following is the list of dimensions that justify the construct derived from the present research.

Table 5.9: Justification of the stress contrast w.r.t literature

S. No	Construct derived	Researcher	Proposed dimension similarity
1	Personal growth	1) Cooper and Marshal (1976), Parker and Decotiis (1983)	1) Career growth
2	Personal Expectations	1) Landy and Trumbo (1976) 2) Parker and Decotiis (1983)	1) Job insecurity 2) Climate and information flow
3	Ambiguity	1) Kahn, et al. (1964), Srivastava and Singh (1981), Hendrix *et.al.*(1985), Nelson and Burke (2000) 2) Parker and Decotiis (1983)	1) Role Ambiguity 2) Job characteristics
4	Resource inadequacy	1) Landy and Trumbo (1976), Srivastava and Singh (1981) 2) Sharma and Devi (2011)	1) Working conditions 2) Resource inadequacy
5	Workload	1) Kahn, et al. (1964), Srivastava and Singh (1981), Sharma and Devi (2011)	1) Role Overload 2) Working hours

		2) Landy and Trumbo (1976)	
6	Social wellbeing	1) Cooper and Marshal (1976), Parker and Decotiis (1983) 2) Srivastava and Singh (1981) 3) Sharma and Devi (2011)	1) Organizational Climate, Structure, relationship with colleagues 2) Peer relations and status 3) Lack of senior-level support, Lack of group cohesiveness, Inequity at workplace, Role stagnation, Constraints of change
7	Employee engagement	1) Srivastava and Singh (1981) 2) Nelson and Burke (2000)	1) Power, Participation and Intrinsic impoverishment 2) Power

CHAPTER 6

SUGGESTIONS

The research clearly states that organizational climate has an inverse relationship with occupational Role stress, meaning as organizational climate improves occupational role stress among its faculty lessens and the contrary is also true. It is observed that educational institutes do not invest much time to understand the impact of organizational climate on occupational role stress among its faculty. The literature review also defends the thought, that there are a lesser number of researches done to examine the impact of organizational climate on occupational role stress experienced by faculty in higher education, but a larger number of researches are found pertaining to other professions. Regarding the research findings and the discussions validating the findings, higher educational institutes need to review their Human Resource policies, which would bring a positive change in the outlook of the staff towards the organization. Referring to the discussion on the constructs that contribute to the organizational climate and occupational role stress dimensions, it is apparent that higher education institutes need to focus on the following to have a better organizational Climate-

1. **Personal and professional development –**

   Job Demands-Resources model (JD-R) states that - higher job demands with higher job resources like career opportunities, role-clarity, autonomy etc, provided to the employees will help in developing positive attitudes among them towards their jobs.

   Faculty members believe that new assignments or tasks would facilitate their additional learnings, that would further contribute to their personal and professional development. They believe that a conducive psychological climate at the workplace would help build team dynamics and add up to their efficiency. The faculty at the lower level of the hierarchy expect their superiors to guide them, correct them whenever they go wrong, help them in resolving conflicts/grievances if any, give feedback whenever necessary for their improvement. An encouraging environment would help the employees take the feedback, opinions and suggestions in the right spirit. The faculty respondents also expressed their opinions about exposure to training programs and an opportunity to try out the learnings from these training programs so attended.

They believe that the help they receive from their peers and superiors and the knowledge acquired after attending the training programs, along with getting hands-on experience on the learning from the training programs would help enhance their competencies, by identifying their strengths and weakness. Hence catering to the personal and professional development of faculty would build an organizational climate that would strive for excellence.

2. **Good team dynamics and supportive superiors –**

A reference to Lewinian Field theory clearly defines that an individual's behaviour is an interaction of the person and his environment. This interaction helps understand people's cognitive, affective and behavioural actions and reactions. The same is also expressed in the 'P–E fit theory'.

The faculty respondents through their responses emphasized team spirit, the presence of helpful & supportive peers and superiors and encouragement in the form of appreciation. The education sector involves stakeholders ranging from students and parents to universities, industry, government and society at large. This involves constant interaction and coordination between the faculty & the other stakeholders and integration of resources to impart quality education, hence a cordial, cohesive and complementing relationship among the staff is required. Employee engagement activities and participation in departmental activities would help strengthen the relationship between faculty and other stakeholders.

3. **Management support –**

Literature reviews have emphasized the importance of management support for a good organizational climate. Staff expects the management to invest time in the development of the resources required for their (i.e., staff) effective performance. Standardization, transparency in the system, well-thought-of career planning and development strategies and a good talent management system for the faculty is expected from the management that will retain and reinforce faculty trust in them (i.e., management), which would further percolate to all the intermediaries in the system.

4. **Open communication –**

Faculty feel that they are not made a part of the decision-making process, though they are the ones to execute any action plan. They opine that free and open communication will resolve disputes, reduce redundancy, duplication and ambiguity. The respondents emphasized their privilege to express their feelings with their peers, superiors and subordinates, reiterating the fact that a cordial, conducive and cohesive climate is necessary for effective performance. Hence creating an open communication system in the institutions will build an open culture, that will ease out ambiguity and bring in a collaborative workplace.

5. **Effective and efficient HR mechanism –**

People and processes play a major role in any Human Resource operation. Even the accrediting agencies like the National Board of Accreditation (NBA) and National Assessment and Accreditation Council (NAAC), emphasize standard operating procedures and adherence to policies and procedures. Timely decision making, priority assessment, maintaining professionalism, having an efficient payroll management system, reward and recognition system, adherence to government norms all contribute to effective and efficient HR mechanism in the organization.

6. **Employee welfare and Transparency –**

The morale of the faculty members needs to be high to deliver better and contribute towards the organization. This is possible when he/she gets support from peers, superiors, and management. There are regulations for the welfare of employees in other industries, but unfortunately, the welfare of the teaching fraternity is not much thought of. A general observation can be noted here, that there are very few institutions that provide cheche (babysitting) facilities for the children of the faculty. Welfare facilities indeed will lessen the emotional and psychological stress experienced by the teaching staff. The existence of transparency in the system also plays a major role in the performance of faculty. Transparency in terms of recruitment, payment, performance appraisal and promotion is necessary. A helpful climate will help faculty thrive on their personal and professional front.

Similarly, to reduce the occupational role stress among faculty members, institutes need to focus on -

7. **Scope for personal growth –**

Faculty expressed their concern of less scope for personal growth in the educational institutes. They opined of the teaching job being too monotonous, lack challenges and interest. The importance of training faculty based on the evolving trends in education needs to be understood. Hence educational institutes need to evaluate the intensity of change required in their respective institutes and chalk out an action plan for engaging faculty for personal and professional development, that will reduce stress and enhance team dynamics.

8. **Meeting personal expectations -**

Since there are a lesser number of hierarchical levels (academic ranks) in the education sector, faculty feel stagnated at a particular role. They opined in favour of taking up more responsibilities, being empowered and having more flexibility to manage home and work. Once their personal expectations are met, their burden of work-life balance will reduce and increase efficiency at the workplace.

Referring to the "Demand-Control Model of Job stress (DCM)" proposed by Robert A. Karasek (1979), which states that those employees who have control over their jobs tend to perceive the job positively. Even if the work strain is on a higher level; a high control over their job will still make the employee feel enthusiastic about the job. Hence it can be stated that- the more empowered the employees are, the less will they perceive the job to be strainful.

9. **Reducing ambiguity in their roles -**

Role ambiguity or ambiguity at work, according to the literature study was found to be one of the major reasons for stress among employees. Ambiguous role and responsibility tend to create misunderstandings, duplication, redundancy and conflicts in the institutions, which will, in turn, affect the entire environment, the physical and psychological health of the staff members. Reducing ambiguity by having standardization, clarity of the roles played by staff members, priorities set and making the staff aware of the

expectations from the superiors and the management in time, will reduce the stress among faculty and improve efficiency among them.

10. Catering to resource inadequacy –

Stress is caused when there are inadequate knowledge, information and resources available to perform a particular task. Resources may either be physical resources, financial resources, emotional resources, or intellectual (skill/ability) resources. Inadequate infrastructure, technical or technological infrastructure, lack of required training and expertise to handle the task, inability to take decisions adds up to stress. Hence making adequate physical and psychological resources available to the staff and intellectual resources in the form of training and development sessions at the right time will reduce stress among faculty.

11. Work overload –

Stress due to overtime and overload is a concern across domains. The time-bound tasks, deadlines, failure to manage time, inability to manage family and work life, spilling over of professional work into personal lives are a concern all over. These factors echo the point of reducing ambiguity (as mentioned above); A more clear, well-communicated plan will help staff to design their work judiciously. A forecasted and justifiable distribution of workload is necessary to reduce stress among faculty.

12. Emphasizing on social wellbeing and employee engagement –

Faculty have too many roles to play - as a teacher, mentor, coach, counselor, researcher, administrator, along with other personal roles. Overlapping of these roles creates ambiguity and disturbance around. Respondents opined of work being frequently interfering with family time and hence creates a lot of stress. Many pieces of research have also reported the influence of gender, age, marital status, number of dependents, etc, on stress and hence taking care of the social wellbeing of the faculty members belonging to a particular gender, age, marital status is necessary to reduce stress among faculty.

CHAPTER 7

CONCLUSION AND FUTURE SCOPE

7.1. CONCLUSION

In this dynamic environment, competition has crawled into the education sector too. Faculty apart from teaching students now plays various roles – like a mentor, coach, consultant, administrator, researcher, etc. He/she is expected to invest more time and effort in the institutions to cater to the requirements of a rapidly changing academic environment. This makes it necessary to have a conducive working environment. The terms like employee engagement, employee satisfaction, employee retention, career planning & development, grievance management, reward & recognition, training & development have become catchphrases in the corporate world, just to give a supportive environment to the employees to perform effectively and efficiently. The same needs to be thought about in the educational sector too, as faculty act as one of the prominent stakeholders in the nurturing of the 'generation next'. To have a good organizational climate, the education institutes should give good emphasis to the personal and professional development of faculty, design measures to improve team dynamics. Supportive peers, superiors, and management play a vital role in establishing a good organizational climate. Open communication, effective and efficient HR mechanism, transparency in the operations and an action plan for faculty welfare, will restore confidence and loyalty among faculty towards institutions.

Stress is subjective in nature and so cannot be generalized, but Institutions need to constantly examine the different types of stressors that affect the faculty and their performance in their respective institutions. More scope needs to be given for personal growth of the faculty, designing actions plans to cater to the expectations of faculty along with clarity in communication, reduction of ambiguity in their roles, emphasizing on social well-being of the faculty by recognizing their efforts, distribution of workload based on resource availability, the competency of the faculty and encouraging faculty participation and idea-sharing would help bridge the gap between the employees and employers which will in-turn reduce occupational stress among faculty in higher education.

7.2. FUTURE SCOPE

Higher education is witnessing technological advancements in pedagogy like the MOOCs (Massive Open Online Courses), Active Learning Classrooms, Collaborative Distance Learning Environments, Online Assessment and Grading, Collaborative Forums, Blogs, Learning Management Software and eBooks. These approaches of teaching and learning have made learning and teaching more viable, but at the same time lays pressure on teachers in higher education to upgrade themselves continuously.

The technical and technological challenges, along with financial and budgetary constraints; lack of control over the network; Information & Communication Technology (ICT) distribution; privacy issues; lack of appropriate training & orientation; sudden exploration, experimentation & adaptation of different gadgets, software & platforms; lack of support from organization and peers; time & syllabus limitations, along with personal boundaries induce stress among teachers. COVID-19 pandemic in the year 2020 brought an abrupt shift from traditional "chalk-and-talk" to "click-and-talk" and "plug and play" methods of teaching, which added to the already existing stress among teachers across various levels and disciplines of education. The terms like "Technostress" (stress induced due to constant usage of technology) and "Technophobia" (fear of usage of technology) are finding their place in the education sector too.

Avoiding or escaping from technological adaption is impossible; adopting the same is the only way. In fact, earlier adaption and acquaintance with the needed educational ICT (Information and Communication Technology) is the need of the hour and a norm for the future. The present research would help future research studies on technostress in the education sector.

The model so derived from the analysis state three dimensions for the study of organizational climate (viz: Supportive climate, Developmental climate and Goal-oriented climate) and five dimensions for the study of occupational role stress (viz: Resource stressors, Self-fulfilment stressors, Transaction stressors, Expectancy stressors and Career stressors) among faculty in higher education. The model so derived is an outcome of the survey on a sample of 397 faculty respondents from commerce and management streams, of three universities of North Karnataka. The inference so obtained is limited to the sample size, sample unit and sample frame chosen for the

study; hence the model can be examined further across other domains of education or other industry for any future researches, attempting to understand the relationship between organizational climate and occupational role stress.

CHAPTER 8

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CHAPTER 9

ANNEXURE

RESEARCH QUESTIONNAIRE

This questionnaire is designed to measure the behavioral attributes towards organizational environment. The information so scored, shall be strictly used for academic purpose only and shall not be diverged/ disclosed to anyone. There are no right or wrong answers; your free and frank answer shall be the best answer and contribute to meaningful research.

Directions: Please SELECT the value that best describes your opinion

Ms. Shreedevi Shintri
Research Scholar
VTU RC, Belagavi

PERSONAL INFORMATION

Please fill the required spaces and tick wherever necessary

Name	Mr./Ms./Dr.				
email					
Name of the Institute serving					
Age (In years)	☐ 21-30 years	☐ 31-40 years	☐ 41-50 years	☐ 51-60 years	
Gender	☐ Male	☐ Female			
Marital Status	☐ Unmarried	☐ Married	☐ Others		
Designation					
Years of experience as teacher/faculty	☐ Less than 5 years	☐ 6-15 years	☐ 16-25 years	☐ 26-35 years	☐ More than 35 years
Role as faculty for	☐ BBA/BBM programme ☐ MBA programme	☐ B.Com programme ☐ MBA programme			
Hierarchy in the organisation	☐ Lecturer ☐ Assistant Professor	☐ Senior grade Lecturer ☐ Associate Professor	☐ Professor		

Please circle the value that best describes your opinion for the following items

NOTE: **Subordinates*: Immediate junior staff in the hierarchy**
Supervisor: Immediate senior staff in the hierarchy**

S.No	Statements	Not at all True	Rarely True	Sometimes True	Mostly True	Always True
1	The top management of this organization goes out of its way to make sure that the employees enjoy their work	0	1	2	3	4
2	The top management believes that human resource is an extremely important resource and that they have to be treated more humanely	0	1	2	3	4

3	Development of the subordinates* is seen as an important part of their job by the supervisor** here	0	1	2	3	4
4	The personnel policies in this organization facilitate employee development	0	1	2	3	4
5	The top management is willing to invest a considerable part of their time and other resources to ensure the development of employees	0	1	2	3	4
6	The senior staff in this organization take an active interest in their juniors and help them learn their jobs.	0	1	2	3	4
7	People lacking competence in doing their job are helped to acquire competence rather than being left unattended	0	1	2	3	4
8	People in this organization are helpful to each other	0	1	2	3	4
9	Employees in this organization are very informal and do not hesitate to discuss their personal problems with their supervisors**	0	1	2	3	4
10	The psychological climate in this organization is very favorable to any employee interested in developing themselves by acquiring new knowledge and skills	0	1	2	3	4
11	Senior staff guide their juniors and prepare them for future responsibilities/roles that they are likely to take up	0	1	2	3	4
12	Top management of this organization makes efforts to identify and utilize the potential of the employees	0	1	2	3	4
13	Promotion decisions are based on the suitability of the promote rather than favoritism	0	1	2	3	4
14	There are mechanisms in this organization to reward any good work done, or any contribution made by employees	0	1	2	3	4
15	When an employee does good work, his/her supervisor take special care to appreciate it	0	1	2	3	4
16	Performance appraisal reports in the organization are based on subjective assessment and adequate information and not on favoritism	0	1	2	3	4
17	People in this organization do not have any fixed mental impressions about each other.	0	1	2	3	4
18	Employees are encouraged to experiment with new methods and try out creative ideas	0	1	2	3	4
19	When any employee makes a mistake, his supervisor treats it with understanding and help him to learn from such mistakes rather than punishing him or discouraging him	0	1	2	3	4
20	Weakness of employees are communicated to them in a non-threatening way.	0	1	2	3	4
21	When behaviour feedback is given to employees, they take it seriously, and use it for development.	0	1	2	3	4
22	Employees in this organization take pains to find out their strengths and weakness from their supervising officers or colleagues.	0	1	2	3	4
23	When employees are sponsored for training, they take it seriously and try to learn from the program they attend	0	1	2	3	4
24	Employees returning from training programs are given opportunities to try out what they have learnt	0	1	2	3	4
25	Employees are sponsored for training programs on the basis of genuine training needs	0	1	2	3	4
26	People trust each other in this organization	0	1	2	3	4
27	Employees are not afraid to express or discuss their feelings with their superiors	0	1	2	3	4

28	Employees are not afraid to express or discuss their feelings with their subordinates/peers	0	1	2	3	4
29	Employees are encouraged to take initiative and to do things on their own without having to wait for instruction from supervisors	0	1	2	3	4
30	Delegation of authority to encourage juniors to develop handling higher responsibilities is quite common in this organization.	0	1	2	3	4
31	When senior staff delegate authorities to juniors, the juniors use it as an opportunity for development	0	1	2	3	4
32	Team spirit is of high order in this organization	0	1	2	3	4
33	When problems arise, people discuss these problems openly and try to solve them rather than keep accusing each other behind their back	0	1	2	3	4
34	The organization's future plans are made known to the staff to help them develop their juniors and prepare them for future	0	1	2	3	4
35	The organization ensures employees welfare to such an extent that the employees can save a lot of their mental energy for work process	0	1	2	3	4
36	Job rotation/new assignment in this organization facilitates employees development	0	1	2	3	4

Please circle the value that best describes your feeling for the following items

S.No	Statements	Never	Occasionally	Sometimes	Frequently	Always
37	My roles tend to interfere with my family	0	1	2	3	4
38	I do not have adequate knowledge to handle the responsibilities in my role	0	1	2	3	4
39	I do not get information needed to carry out responsibilities assigned to me	0	1	2	3	4
40	I have various other interests (social, religious etc) which remain neglected because I do not get time to attend to these	0	1	2	3	4
41	I am too pre-occupied with my present role responsibility to be able to prepare for taking up higher responsibilities	0	1	2	3	4
42	The amount of work I have to do, interferes with the quality I want to maintain	0	1	2	3	4
43	I wish I had more skills to handle the responsibilities of my role	0	1	2	3	4
44	I am not able to use my training and expertise in my role	0	1	2	3	4
45	I do not know what the people I work with expect of me	0	1	2	3	4
46	I do not get enough resource to be effective in my role	0	1	2	3	4
47	My role does not allow me enough time for my family	0	1	2	3	4
48	I would like to take on more responsibilities than I am handling at present	0	1	2	3	4
49	I have been given too much responsibilities	0	1	2	3	4
50	I wish there was more consultation between my role and other's roles	0	1	2	3	4
51	The work I do in my organization is not related to my interests	0	1	2	3	4
52	Several aspects of my role are vague and unclear	0	1	2	3	4
53	There is very little scope for personal growth in my role	0	1	2	3	4

54	I can do much more than what I have been assigned	0	1	2	3	4
55	There is no evidence of several roles (including mine) being involved in joint problem solving or collaboration for planning action	0	1	2	3	4
56	If I had full freedom to define my role, I would be doing some things differently from the way I do them now	0	1	2	3	4
57	I am rather worried that I lack the necessary facilities needed in my role	0	1	2	3	4
58	I feel stagnant in my role	0	1	2	3	4
59	I wish I had been given more challenging tasks to do	0	1	2	3	4
60	I feel over-burdened in my role	0	1	2	3	4
61	Even when I take the initiative for discussions or help, there is not much response from the other roles	0	1	2	3	4
62	I need more training and preparation to be effective in my work role	0	1	2	3	4
63	I am not clear what the priorities are in my role	0	1	2	3	4

Signature:

Thank you for your valuable time.