

Organizational Climate, Stress and Coping Strategies among Professors

Annie Elsa Mathew^{1*}, Arjun Sekhar PM²

ABSTRACT

Stress is a universal element and persons from nearly every walk of life have to face stress. Climate describes perceptions of organizational practices reported by people who work there. Stressful organizational climates are characterized by limited participation in decisions, use of punishment and negative feedback conflict. Taken together, these factors can contribute to a stressful work environment that can have negative effects on employee well-being, motivation, and performance. The current research aims to investigate the impact of variables such as Organizational climate, stress and coping strategies among professors. This study includes professors from colleges seeking both Master's and PhD degrees. A purposive sampling method was used to draw a sample of 116 from all over India. Pearson correlation and multiple linear regression were used to analyse the data. Results revealed that there was a positive significant correlation between organizational climate, Stress and coping strategies among professors. There was a significant impact of organizational climate on stress. The study also found that there was significant impact on coping strategies. The research paper explores the different organizational climate stressors that professors experience and the strategies that they employ to deal with them.

Keywords: *Organizational climate, stress, coping strategies, Professors.*

Critical elements that influence employees' general well-being, including professors, include organisational climate, stress, and coping strategies. The opinions, attitudes, and ideas held by the majority within an organisation that influence its climate. On the other hand, stress is something that many people encounter frequently at work and can have a big negative influence on both their mental and physical health. Coping strategies and methods are the means through which people control and address workplace stress. These concepts are particularly relevant in academic settings, where professors often experience high levels of stress due to the demands of teaching, research, and service responsibilities. In this essay, we will explore the concept of organizational climate, its impact on professorial stress, and effective coping strategies that can be used to manage stress and promote well-being among professors.

¹Student, Dept. of Psychology, Kristu Jayanti College, Bengaluru

²Assistant Professor, Dept. of Psychology, Kristu Jayanti College, Bengaluru

*Corresponding Author

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Professors' wellbeing can be significantly impacted by organisational climate in academic environments. According to research, a positive organizational climate can boost faculty members' job satisfaction, motivation, and level of stress. On the other hand, a negative organizational climate can result in low motivation, excessive levels of stress, and burnout. Academic institutions must also take action to assist the wellbeing of their faculty members and to foster a positive organisational climate. This can involve offering tools and assistance for mental health and wellbeing, encouraging work-life balance, and developing a work environment that values candid communication, teamwork, and respect among co-workers.

In one study, Anderson and Shannon (1988) looked at the relationship between professor stress and organisational climate. Researchers found that less stress among professors was associated with a favourable organisational climate. They pointed out that people may better control their stress and deal with the demands of their job in a supportive and empowered work environment. Another study by Fimian and Fastenau (1990) looked into the stress management techniques employed by university professors. Researchers discovered that professors employed a range of strategies for coping, such as emotion- and problem-focused coping. While emotion-focused coping methods concentrated on controlling emotional reactions to stressors, problem-focused coping strategies actively sought solutions to pressures.

Furthermore, a study by Chakraborty and colleagues (2018) looked at the function of coping strategies in handling stress among professors at universities. The study discovered that professors' stress levels might be effectively decreased by using effective strategies for coping including getting social support and exercising. Additionally, they observed that poor coping strategies including substance abuse and avoidance were linked to higher levels of stress. In conclusion, it is crucial to take organisational climate, stress, and coping strategies into account when assessing the wellbeing of professors at work. Stress levels among professors can be decreased by fostering a good and encouraging organisational climate. Additionally, supplying tools and encouragement for effective strategies for coping can help with dealing with stress and advance general wellbeing.

Need and significance

People from almost every background experience stress, which is a universal aspect. Climate refers to opinions about organisational procedures expressed by individuals. Limited participation in decision-making, the use of punishment, and conflict resulting from negative feedback define stressful organisational climates. When considered collectively, these elements may create a stressful work environment that may have a detrimental impact on employees' motivation, well-being, and productivity. In conclusion, studying the relationship between organizational climate, stress by professors and coping styles being used by them to cope with it.

METHODOLOGY

Problem

The present study aims to assess the organizational climate, stress and coping strategies among professors.

Objective of the study-

The objective of the study is to study the stress experienced by the professors due to organizational climate and coping strategies followed by the professors.

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- To study the relationship between the organizational climate, stress and coping strategies among professors.
- To study the impact of organizational climate on coping strategies among professors.
- To study the impact of organizational climate on stress among professors.

Hypotheses

- H1; There is no significant correlation between organizational climate, stress and coping strategies among professors.
- H2; There is no significant impact of organizational climate on stress among professors.
- H3; There is no significance impact of organizational climate on coping strategies among professors.

Research Design

Pearson's correlation was used to study the correlation between the variables and multiple linear regression was used to determine the prediction of variables on each other. Correlational research design was used to investigate the relationships between the variables (organizational climate, stress and coping strategies) The correlation will help us reflect the degree and/or direction of the association between the variables (organizational climate, stress and coping strategies). Regression is a research design used to explore the relationship between two continuous variables. The purpose of this research design is to identify if there is a linear relationship between the two variables, and if so, to quantify the strength and direction of that relationship.

Operational Definitions

- **Organizational climate-** The collective attitudes, behaviours, and values of people within an organisation are referred to as the organisational climate. It is the organization's overall tone, feel, or "feel" as experienced by its staff.
- **Stress** - Stress is the body's reaction to pressure or demands, and it can alter a person's physical and emotional state.
- **Coping strategies** - Coping strategies are the numerous approaches that people take to deal with stress, difficulties, and challenging circumstances in their lives. Strategies can range widely and include relaxation, problem-solving, positive thinking, social support, exercise, and time management.

Variables-

the study has three variables

1. Organizational climate,
2. stress
3. coping strategies

Demographic Variables

The socio-demographic variables in this research were used to describe the characteristics of a population, such as age, gender, and the qualification they are currently pursuing. The study included participants from all over India.

Sample and Technique

The participants for this study were taken from all over India. Prior to participation, informed consent be obtained from each participant who participated in the study. Basic

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demographic details were also collected for this study. The sample was collected through purposive sampling technique using an online survey form and was collected from Professors. Sample consisted of 51.3% female and 46.1% male.

Sample Distribution

Inclusion criteria

1. Professors who have been teaching for at least two years should be included in the study.
2. A college or university setting should be used for the study.

Exclusion criteria

1. Professors who have been teaching for less than two years or who are not currently teaching in a university or college setting.
2. Professors who work in non-university/college settings shouldn't be included in the study.

Tools for the study

1. The Organisational climate scale OCS IS 22 dichotomous attributes. Rate the situation from 1 to 7 on the following dichotomous attributes. It may be noted that there are no right or wrong answers. The scale is being administered only to explore the general opinion of working people. (1) Strongly Disagree; (2) Disagree; (3) Somewhat Disagree; (4) Neither Agree nor Disagree; (5) Somewhat Agree; (6) Agree; (7) Strongly Agree. The OCS was developed by sanjyot pethe, Sushma Chaudhari, upinder Dhar.
2. The Perceived Stress Scale (PSS) is a well-known tool for measuring stress. Although it was created in 1983, the tool continues to be a popular option for assisting us in comprehending how various circumstances affect our feelings and our perception of stress. This scale asks you about your emotions and ideas from the last month. You will be prompted to say how frequently you experienced each emotion or thought. For each question choose from the following alternatives: 0 - never 1 - almost never 2 - sometimes 3 - fairly often 4 - very often. With Cronbach's alpha coefficients ranging from .70 to .91, the PSS has strong internal consistency, showing that the scale's items measure the same construct.
3. A 28-item self-report questionnaire called the Brief-COPE was created to assess the effectiveness of coping strategies for stressful life events. A general definition of "coping" is an effort made to lessen the distress brought on by unpleasant life experiences. 1- I haven't been doing this at all, 2- a little bit, 3-a medium amount, 4- I've been doing this a lot. It was developed by C. S. Carver (1997).

RESULTS AND DISCUSSION

The current study sought to investigate organizational climate, stress and coping strategies among professors. To compare the Pearson's Correlation and Linear Regression were used. The data was gathered online using Google Forms. As a result, a total of 116 samples were examined. All the participants were from different places. For each research variable, descriptive statistics and values were computed. Using the Statistical Package for Social Sciences (SPSS) version 26, Pearson Correlation and Linear Regression were used to test the claim.

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Table 1 Pearson correlation between organizational climate, stress and coping strategies

Variables	n	M	SD	1	2	3
Organizational climate	116	93.99	23.544	---	0.44**	0.5**
Stress	116	30.22	5.042		---	0.42**
Copingstrategies	116	72.33	14.036			--

** significant at 0.01

The table indicates descriptive statistics and correlation for all three variables-organizational climate, stress and coping strategies among professors (N=116) i.e., Organizational climate (M=93.99 SD= 23.544), stress (M=30.22 SD= 5.042), Coping strategies (M=72.33 SD=14.036).

The table shows that there is a significant positive correlation between all the three variables with all significant at 0.01 level. The correlation between organizational climate and stress is 0.44, indicating strong positive correlation between these two variables. Similarly, the correlation between organizational climate and coping strategies 0.5, indicating there is a positive relationship. The correlation between stress and coping strategies is 0.42, indicating a moderate positive relationship between these two variables as well. Overall, these results suggest that higher levels of organizational climate, stress and coping strategies are all associated with each other. Therefore, the hypothesis which states that there is no significant relationship organizational climate, stress and coping strategies among professors is rejected.

Table 2 Regression analysis of organizational climate and stress

Variables	R ²	Adjusted R ²	B	β	t	P
Organizational climate	.194	.187	.094	.440	5.234	.000
Stress			21.355		12.241	.000

The above table provides the results of regression analysis. The R² value of .194 suggests that the model explains 19.4 % of the variance in the variable, organizational climate. The adjusted R² value is 0.187, which is slightly lower than the R² value. It suggests that the inclusion of organizational climate as a predictor explains approximately 18.7% of the variance in stress after accounting for the number of predictors in the model. The B values represent the unstandardized regression coefficients. In this case, there seems to be a coefficient of 21.355 associated with the organizational climate variable, indicating that for every one unit increase in organizational climate, stress is predicted to increase by 21.355 units. The β value of 0.094 suggests that organizational climate has a small positive effect on stress. A higher t-value indicates a more significant relationship. The t-value of 5.234 associated with the organizational climate variable suggests that the relationship between organizational climate and stress is statistically significant. A lower p-value indicates a more significant relationship. In this case, the p-value is 0.000, suggesting a highly significant relationship between organizational climate and stress. The regression model explains approximately 19.4% of the variance in stress when considering

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organizational climate as a predictor. Therefore, the hypothesis which states that there is no significant impact of organizational climate on stress among professors is rejected.

Table 3 Regression analysis of organizational climate and coping strategies

Variables	R ²	Adjusted R ²	B	β	T	P
Organizational climate	.248	.241	44.448	.498	6.124	.000
Coping strategies			.297		9.474	.000

The above table provides the results of regression analysis. the R-squared value is 0.248, indicating that approximately 24.8% of the variation in coping strategies can be explained by organizational climate. The Adjusted R-squared takes into account the number of predictors and the sample size to provide a more accurate measure of the model's explanatory power. The adjusted R-squared value here is 0.241. The coefficient B represents the unstandardized regression coefficient value of 44.448 suggests that, on average, for each unit increase in organizational climate, coping strategies increase by 44.448. The standardized regression coefficient (β) the value of 0.297 indicates that, on average, a one-standard deviation increase in organizational climate corresponds to a 0.297 standard deviation increase in coping strategies. The T-value is 6.124, indicating that the coefficient is significantly different from zero and the P-value is 0.000, indicating a highly significant relationship between organizational climate and coping strategies. Therefore, the hypothesis which states that there is no significant impact of organizational climate on coping strategies among professors is rejected.

SUMMARY AND CONCLUSION

The present study aims to assess the organizational climate, stress and coping strategies among professors. This study includes professors from colleges seeking both Master's and PhD degrees. The sample of the study consisted of a total of 116 participants from all over India. The responses for the study were collected through an electronic medium of data collection.

The research collected data on the variables using socio-demographic information and various tools. There were three variables in this study. Organisational climate was measured using the organizational climate scale OCS by sanjyot pethe, Sushma Chaudhari, upinder Dhar, Stress was measured using perceived stress Scale (PSS) which was created in 1983 and coping strategies was measured by Brief-COPE by C. S. Carver (1997). For analysis of the data, correlation, regression will be performed between organisational climate, stress and coping strategies.

The sample was gathered using the purposive sampling method, and data was collected using Google Forms. Before filling out the socio-demographic information and the remainder of the questionnaire, participants were required to provide informed consent. IBM SPSS version 26 was used to examine the collected data. To comprehend the correlation and relationship between the variables, Pearson's Correlation and multiple Linear Regression were used.

According to the current study, it was found that there is a significant relationship between organizational climate, stress and coping strategies among both professors. In both the

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groups, there was a relationship between the variable's organizational climate and stress. Similarly, a strong positive relationship was also found between the variable's organizational climate and coping strategies.

CONCLUSION

1. There is a significant correlation between organizational climate, stress and coping strategies.
2. There is impact of organizational climate on stress among professors.
3. There is impact of organizational climate on coping strategies among professors.

Implications

The study highlights the importance of organizational climate in the context of academic institutions. Professors and administrators should be aware of the impact of the organizational climate on the well-being and coping strategies of professors. By understanding and addressing the organizational climate, institutions can create a more supportive and conducive work environment. The study identifies a significant relationship between organizational climate and stress among professors. Institutions should recognize the role of organizational factors in contributing to stress and take measures to manage and reduce stress levels. This may involve implementing stress management programs, providing resources for work-life balance, and fostering a culture of support and collaboration. The positive relationship between organizational climate and coping strategies suggests that a positive and supportive work environment can facilitate effective coping strategies among professors. Institutions can promote coping strategies through training and workshops that focus on stress management, resilience building, and self-care techniques. By providing professors with the necessary tools and support, institutions can help them navigate and cope with the challenges they face. A positive organizational climate can contribute to increased job satisfaction and reduced turnover among professors. When professors perceive their work environment as supportive and conducive to their well-being, they are more likely to be satisfied with their job and remain committed to their institution. This can have long-term benefits for both professors and educational institutions. The findings of this study can inform policy and decision-making processes within educational institutions. Institutions can use the knowledge gained from this study to develop policies and strategies that prioritize the well-being of professors, promote a positive organizational climate, and provide necessary resources for stress management and coping. It is important to note that this study focused specifically on professors in Indian colleges pursuing Master's and PhD degrees. Therefore, the implications may vary in different contexts and educational settings. Further research is needed to validate and expand upon these findings in diverse academic environments.

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Conflict of Interest

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