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Relationship of Work Climate and Job Strain Among University Teachers of Azad Jammu and Kashmir

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Abstract: *This study was conducted to find out the relationship between work climate and job strain among university teachers of Azad Jammu and Kashmir. A survey was performed to gather the data for this study, which was descriptive in nature. All (145) of the University of Kotli's instructors made up the study's population. The sample was chosen using a universal sampling method. For instructors, a questionnaire with a five-point Likert scale was created. The researcher directly collected the data after evaluating its validity and dependability on the study's sample. Statistical Software for Social Sciences (SPSS) used the mean, standard deviation, and correlation to evaluate the data. Workplace atmosphere and workplace stress were found to be positively and significantly correlated. It is advised that educational schools concentrate on organizational culture and work to lessen employee stress.*

Key Words: Work Climate, Job Strain, University Teachers

Introduction

Employees' perception of their work environment in an organization is called work climate. A good working atmosphere is considered to be able to promote the sustainable development of the organization. Work climate can also be expressed as the conditions under which employees feel safe, calm and comfortable at work, which can increase motivation and have an impact on the work environment (Karkoulian, 2011).

Organizational work climate must be part of what managers look for, as this factor directly affects and shapes the work

environment. A positive and constructive working atmosphere is an important factor in motivating employees. A positive work climate influences job responsibility, commitment, employee engagement, job satisfaction and work discipline, resulting in an increased workload. The working environment thus becomes one of the important factors of the working environment (Bader, 2013).

The working climate in an organization consists of two main components such as physical and psychosocial aspects. The work environment is considered to have the ability to directly or indirectly affect people within an organization (Patrisia, 2013).

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Workplace psychological stress is referred to as job strain. Among the most typical types of stress are low pay, high expectations, and little control over things like raises and paid time off. It has been established that job stress contributes to poor mental and, subsequently, poor physical health. For many years, work stress has been a persistent issue that affects men and women differentially (Lawrence, 2018). Job strain comes in many forms. Some workers are stressed because they have to get up early each day to get to work on time, or because they face difficult commutes. Often, workers do not have a good relationships with their colleagues or bosses (Rastogi, 2013).

When employees face high job stress, job burnout leads to higher turnover intentions. Employees who work with limited resources or time, work overtime, take on excessive workloads, and don't get enough Burnout and work stress are at risk if they don't get enough sleep or have unrealistic expectations placed on them. People who experience work stress are more likely to have negative attitudes, and their unrelieved negative emotions frequently build up over time, harming their minds or bodies and presenting an unnoticed risk to the safe patient medication (Chatzoglou, 2009).

In the scenario of the educational system of Azad Jammu and Kashmir, teachers are provided with a tough work climate as the government institutes have limited strength and the students are facing financial crises. University Teachers' main job is teaching, but other jobs such as organizing seminars and conferences, conducting conferences, preparing students for competitive exams, advising students and the admissions process distract teachers from their attention. If these roles are not clearly defined in the job description, the stress for employees who fill different roles at the same time increases. Rewards are considered an important tool to measure employee performance. Employees who are well rewarded feel valued by the organization they work for. Recognition can be defined as appreciation and admiration for outstanding performance. Rewards have a

strong impact on employee satisfaction and performance (Plowman, 2005).

Performance is considered to be a very important and core issue which can be deliberately debated in a working space. The success and failure of any institution depend upon the performance of their employees and it can be affected due to the work climate and job strain. Therefore, the researcher decided to conduct a study on the Relationship between Work Climate and Job Strain among University Teachers of Azad Jammu and Kashmir.

Literature Review

Organizational Climate

Organizational climate (OC) is a fundamental construct of organizational environments because it provides a suitable context for studying organizational attitudes, and group behaviour, and acknowledging individual analysis (Ostroff, Kinicky, and Tamkins, 2003; Asif, 2011). The quality of the work environment varies from university to university. Work climate can only be part of organizational perception. Work climate involves leadership or management style, decision support, providing employees with conflict work, reducing frustration, providing policies, and providing a pleasant work environment (Yahyagil & Yahyagil 2004).

Quality Leadership

These are the parameters of the work climate. Working for a boring or incompetent boss can completely kill productivity and morale. This is why having the proper management qualities to encourage your team is the first consideration to build ideals. When employees work in groups, no matter the size of the team, there is an inevitable need for someone to guide the team. A leadership team must have a strong work ethic, a sound strategy, and an excellent management approach to achieve its vision faster than a team without these qualities (Gikonyo, 2017).

Recognition of Hard Work

What we appreciate is appreciated. In turn, this will increase the value of the work. If you want to create an environment where employees feel valued, learn to recognize team members for their hard work to encourage them to do more in the future. This is one of the most important things an organization must do to save its employees (Buell & Tsay [2017](#)).

Employees are Valued

When employees spend a reasonable portion of their time working for a company, they learn about the company inside and out. They work with customers and suppliers on your behalf. As a result, they get first-hand feedback and ideas from sources (Gavin, [2004](#)). Conducting employee engagement surveys is an effective way to gain insights; however, employees may only want to share this information if they feel their opinions are valued. Therefore, places that value employee entry ultimately foster loyalty and engagement. "Value" makes them feel essential and included. An ideal work environment would overemphasize employee engagement, even including assisting employees to implement ideas ([Markos, 2010](#)).

Recognition and Rewards for Hard Work

It sounds obvious, but no one wants to put in a lot of effort and time to go unnoticed. The fastest and best way to create a good work environment is to reward someone for doing something effectively (Hammond, [2015](#)). Rewards are crucial to encouraging a certain type of behaviour. When rewarding the efforts of certain employees, it's called "positive reinforcement" and it produces a more motivated and hardworking workforce. Rewards don't have to be financial like big bonuses. Many companies run small sweepstakes or small trophies to reward people when they accomplish something in an effective way as a way of showing appreciation for the organization as a whole.

Work-life Steadiness

In general, an ideal work environment should define strict working hours. Having a sense of balance makes them feel comfortable and want to deal with different areas of life. This directly affects employee performance. Like, once they get their needs met for family, personal growth, and being with other people, they're happier and more confident in themselves. Be the leader who shows employees the path to stability (Ton, [2014](#)).

Rewards and Recognition for High Performance

Employers can foster an upbeat work environment by recognizing employees' efforts to be more productive. Employers work diligently to complete tasks within the allotted time. Some people go the extra mile and work unpaid to make sure their work gets done on time. Rewarding these efforts will encourage employees to do more sooner or later. However, when employers don't acknowledge these efforts, employees start making excuses for their inefficiency (Friedman & Lobel, [2003](#)).

Job Strain

Every employee and boss encounter workplace stress on the job, and each approaches it differently. In essence, there is a mismatch between organizational requirements and individual capabilities. (Pediwal, 2011; Jayashree, [2010](#)). Work stress is an unpleasant mental condition that people go through when the demands of their jobs are too great for them to handle. This is a common occurrence that manifests differently based on the workplace environment and how each worker is affected by it. (Malek, 2010; Medi Bank Private Inc., 2008). The person feels the dysfunction of organizational expectations and his own needs as a result of stress. It is now evolving into a worldwide issue that affects all nations, groups of workers, and societies (Haider and Supriya, [2007](#)).

The environment's requirements and opportunities for people are the first sources of constraints, and an individual's responses to

those needs and opportunities are the last source. (Shah, [2003](#)). Workers from all areas of life are feeling more stressed as a result of the recession in less developed nations like Nigeria. It alludes to how an individual's personality reacts to their environment at work and is influenced by it (Oke & Dawson, [2008](#)).

Types of Work Strain

Work Stress

Organizations are finally realizing that many people's potential is being lost due to work stress. Almost all employees report that their jobs are stressful. Therefore, work One of the biggest issues in the globe is stress. People who are dealing with the stress of the inquiry may experience stress, an unexpected reaction. An employee can only benefit from stress to the degree that they can handle it but stress frequently exceeds this threshold and has negative effects that can have a negative impact on the employee. Family conflict is also a source of stress for employees (Daniel, [2019](#)).

Chronic Stress

This pressure comes in the form of a seemingly endless stream of unrelenting demands and pressures. Chronic stress is the kind of worry that drains a person day after day, year after year, with no way to stop it. It can degrade a person's health and demeanour, resulting in depression and even death (Idoko, [2015](#)).

Acute Stress

The most prevalent and recognizable manifestation of stress is this one. He had recently been in a car accident, the school nurse had just called, and a bear had just wandered into her camp, so the person understood exactly why he was stressed. It can also be something scary but exhilarating, like skydiving. Normally, when these stressful events end and life returns to normal, the body rests because the effects are short-term. Acute worry typically does not harm the body gravely or permanently (Stosny, [2016](#)).

Traumatic Stress

It is a severe stress reaction brought on by a traumatic experience or intense event, such as a natural catastrophe, sexual assault, a potentially fatal mishap, or involvement in combat. Many trauma victims here gradually start to heal after the initial shock and emotional outburst. But for some people, the psychological and bodily effects of the trauma remain, the body never regains its equilibrium, and life never gets back to normal. PTSD is the name of this disease. Flashbacks or nightmares about the trauma, avoiding places and things connected to the trauma, being hypervigilant to danger cues, irritability, and nervousness are all common signs of this type of stress (Ohayon, [2000](#)).

Episodic Acute Stress

Their lives are completely out of control, and chaotic, and they constantly appear to be juggling a number of stressful circumstances. They constantly rush, are late, accept too many tasks, and take on too many requests. A person may not recognize or acknowledge that they are experiencing episodic acute stress. It might be connected to stressful living. Unfortunately, those who experience intermittent acute stress may find the situation to be so routine that they avoid making changes to their way of living until they start to experience severe physical symptoms (Daniel, 2019).

Relationship Between Work Climate and Job Strain

Work climate is used to measure how people perceive or feel about an organization. The management or leadership style, involvement in decision-making, challenging work, lowering boredom and frustration, offering benefits, workplace policy personnel, good working conditions, and developing appropriate career ladders for employees are all factors in the organizational climate. Scholars (Adenike, 2011).

Work pressure has a significant moderating effect on the work environment and turnover intention. Higher levels of job stress highlight the significance of the

workplace environment. Therefore, in a setting of intense work pressure, organizations must foster a positive work environment to boost workers' positive cognition and successfully lower their intention to quit (Hansen, [2008](#)).

Perceptions of the organizational environment are linked to job stress and coping strategies. Employee stress and perceived corporate climate were found to be significantly inversely correlated. While organizational climate has been suggested as the organizational structure or unit level, an individual's perception of the workplace makes up the psychological climate at the level of individual analysis. When staff members in a unit or organization concur on their assessment of the working atmosphere, the unit or organization is said to have a climate (Joyce & Slocum, [2004](#)).

Numerous studies have concentrated on measures based on the multiple impacts of corporate climate components, individual work values, and job satisfaction perceptions on employee contentment. They discovered that climate had a significant impact on happiness with coworker relationships, a moderate impact on satisfaction with observable organizational progress, and a negligible impact on self-actualization of engagement tasks (Castro, [2010](#)).

The typical age range of university teachers' pupils, who range in age from 18 to 80, is. Professors at colleges split their time between teaching, preparing lessons, and meeting with individual students. Responsibilities of teachers at higher education level include teaching large classes of 20 to 200 students, small classes of 1 to 20 students, personal advice on specific assignments, designing courses, planning lectures/seminars, grading assessed assignments and Maintaining student records (Neroni, [2022](#)).

Most university professors already hold a doctorate, although some are nearing completion. They have a very good baccalaureate: first-class or second-class advanced. Some university faculties hold separate master's degrees, especially in the humanities. In rare cases, university faculty

with individual professional experience can be hired even without a PhD. University teaching positions are often short-term contracts and can therefore be seen as a stepping stone to permanent employment or even part of a career. It is a useful job for those who want to gain work experience in different institutions (Bowen, [2014](#)).

To increase the chances of full-time employment after college, teachers are advised to actively conduct research, publish their work in journals and books and attend conferences, and remain innovative in their teaching practice. Higher education teachers are primarily employed by public universities or colleges of higher education (Knight, [2002](#)).

In many universities, faculty in the same discipline share similar views about their careers. Teachers who hold specific teaching philosophies tend to adopt commensurate teaching methods, and a comparison of teaching philosophies and teaching methods is explored. Therefore, teachers with a "learning-centred" or "student-centred" teaching philosophy are more likely to adopt student-centred teaching methods (Sandholtz, [2002](#)).

Objectives of the Study

1. To identify the work climate provided to university teachers of Azad Jammu Kashmir.
2. To explore the job strain among university teachers of Azad Jammu Kashmir.
3. To examine the relationship between work climate and job strain among university teachers of Azad Jammu and Kashmir.

Research Question

1. To what extent the work climate for university teachers is conducive at the university level?
2. What is the level of job strain among university teachers of Azad Jammu and Kashmir?
3. To what extent does work climate correlate with job strain among

university teachers of Azad Jammu and Kashmir?

Research Methodology

As the purpose of the study was to measure the relationship between work climate and job strain, therefore, the study was quantitative in approach and descriptive in nature. Furthermore, the survey method was used to collect the data from the respondents. All (145) teachers working at the University of Kotli were the population of the study. A universal sampling technique was used for the selection of the sample. The sample was quite manageable which is why the researcher selected the universal sampling technique. The major aim of the study was to measure the relationship between Work climate and Job Strain. So, the researcher developed a questionnaire based on the factor /parameters of Work Climate and Job Strain of university teachers. The questionnaire consisted of 10

parameters each parameter consisted of three statements. Five-point Likert scale was used to collect the responses from the respondents. The validity of the instrument was tested by two experts in the field of education. The suggestion of the experts was incorporated into the questionnaire. For the purpose of pilot testing, the questionnaire was distributed among 20 university teachers who were not part of the final survey. The purpose of pilot testing was to check the readability and reliability of the instrument. The reliability of the instrument was checked by Cronbach's alpha statistical technique. The reliability of the instrument was 0.77 which was acceptable for conducting the research. The researcher personally visited all the Departments and collected the data for sampled teachers. Data were analyzed by using a statistical package for Social Sciences (SPSS). The researcher applied frequency, percentage, means and Pearson correlation tests for the analysis of data.

Data Analysis

Table 1

| Gender | Frequency | Per cent |
|--------|-----------|----------|
| Male | 101 | 69.7 |
| Female | 44 | 30.3 |
| Total | 145 | 100.0 |

Table 1 indicates that 101 (69.7%) respondents were male and 44 (30.3%) respondents were female teachers in a sample of the study.

Table 2

Mean Analysis of Quality Leadership

| Sr. No. | Statements | N | Mean |
|---------|---|-----|------|
| 1. | You are satisfied with your leader | 145 | 3.88 |
| 2. | Your leader makes rules which are acceptable to you | 145 | 3.81 |
| 3. | Your leader makes decisions which are good for the organization | 145 | 3.90 |

Table 2 shows the mean scores of quality leadership. The table further represented that the mean score of you are satisfied with your leader; N= 145, M=3.88, your leader makes rules which are acceptable for you; N= 145, M= 3.81 and your leader makes decisions

which are good for the organization; N=145, M=3.90. Furthermore, the results directed that your leader makes decisions which are good for the organization and has the highest mean score in quality leadership.

Table 3

Mean Analysis of Rewards for Hard Work

| Sr. No. | Statements | N | Mean |
|---------|---|-----|------|
| 1. | You believe that all employees are equally rewarded for their hard work | 145 | 3.19 |
| 2. | You are recognized for your hard work | 145 | 3.59 |
| 3. | <i>In your opinion, rewards increase the morale of teachers</i> | 145 | 4.28 |

Table 3 shows the mean scores of rewards for hard work. The table further represented that the mean score of you believe that all employees are equally rewarded for their hard work; N= 145, M=3.19, you are recognized by your hard work; N= 145, M= 3.59 and your

leader makes decisions which are good for the organization; N=145, M= 4.28. Furthermore, the results directed that *rewards increase the morale of teachers* has the highest mean score in rewarded for hard work.

Table 4

Mean Analysis of Employees is Valued

| Sr. No. | Statements | N | Mean |
|---------|---|-----|------|
| 1. | You are considered a good teacher | 145 | 4.10 |
| 2. | You believe that employees work with loyalty and dedication | 145 | 3.68 |
| 3. | You like to share your opinion with others | 145 | 4.01 |

Table 4 shows the mean scores of quality leadership. The table further represented that the mean score of You are considered a good teacher; N= 145, M=4.10, you believe that employees work with loyalty and dedication;

N= 145, M= 3.68 and you like to share your opinion with others; N=145, M= 4.01. Furthermore, the results directed that you like to share your opinion with others has the highest mean score in employees are valued.

Table 5

Mean Analysis of Recognition and Reward of Hard Work

| Sr. No. | Statements | N | Mean |
|---------|--|-----|------|
| 1. | You receive recognition when you work hard | 145 | 3.45 |
| 2. | You think that Promotion is based on having better performance | 145 | 3.50 |
| 3. | You think that system of reward may be consistent | 145 | 3.59 |

Table 5 shows the mean scores of recognition and reward for hard work. The table further represented that the mean score of you receive recognition when you work hard; N= 145, M=3.54, you think that Promotion is based on having better performance; N= 145, M= 3.50

and you think that system of reward may be consistent; N=145, M= 3.59. Furthermore, the results directed that you think that system of reward may be consistent and has the highest mean score in recognition and reward of hard work.

Table 6

Mean Analysis of Work-life Steadiness

| Sr. No. | Statements | N | Mean |
|---------|---|-----|------|
| 1. | You think that the workplace environment is comfortable | 145 | 3.48 |
| 2. | You believe that the workplace is safe | 145 | 3.86 |
| 3. | You think all employees follow discipline | 145 | 3.10 |

Table 6 shows the mean scores of work-life steadiness. The table further represented the mean score of you think that work environment is comfortable; N= 145, M=3.48, you believe that workplace is safe; N= 145, M= 3.86 and

you think all employees follow discipline; N=145, M= 3.10. Furthermore, the results directed that you believe that the workplace is safe has the highest mean score in work-life steadiness.

Table 7

Mean Analysis of Work Stress

| Sr. No. | Statements | N | Mean |
|---------|---|-----|------|
| 1. | You feel stress in your workplace | 145 | 2.98 |
| 2. | You think all positive soft skills might be considered for workplace stress | 145 | 3.21 |
| 3. | You feel mentally relaxed while doing your work | 145 | 3.66 |

Table 7 shows the mean scores of work stress. The table further represented that the mean score of you feel stress in your workplace; N= 145, M=2.98, you think all positive soft skills might be considered at workplace stress; N=

145, M= 3.21 and you feel mentally relaxed while doing your work; N=145, M= 3.66. Furthermore, the results directed that you feel mentally relaxed while doing your work has the highest mean score in work stress.

Table 8

Analysis of Chronic Stress

| Sr. No. | Statements | N | Mean |
|---------|--|-----|------|
| 1. | You feel your job is affecting your emotional well-being | 145 | 3.36 |
| 2. | You think you have a lot of work responsibility | 145 | 3.86 |
| 3. | You don't feel difficulty while making a decision | 145 | 3.49 |

Table 8 shows the mean scores of chronic stress. The table further represented that the mean score of you feel the job is affecting your emotional well-being; N= 145, M=3.36, you think you have a lot of work responsibility; N=

145, M=3.86 and you don't feel difficulty while making a decision; N=145, M= 3.49. Furthermore, the results directed that you think you have a lot of work responsibility has the highest mean score in chronic stress.

Table 9

Analysis of Acute Stress

| Sr. No. | Statements | N | Mean |
|---------|---------------------------------------|-----|------|
| 1. | You do irritate and angry with others | 145 | 2.90 |
| 2. | You need time to relax after work | 145 | 4.10 |

| Sr. No. | Statements | N | Mean |
|---------|---|-----|------|
| 3. | Your time at work is spent in fun/crazy | 145 | 2.72 |

Table 9 shows the mean scores of acute stress. The table further represented that the mean score of you do irritate and angry with others; N= 145, M=2.90, you need time to relax after work; N= 145, M=4.10 and your time at work

is spent in fun/crazy; N=145, M= 2.72. Furthermore, the results directed that you think you have a lot of work responsibility has the highest mean score in chronic stress.

Table 10

Analysis of Traumatic Stress

| Sr. No. | Statements | N | Mean |
|---------|---|-----|------|
| 1. | You deal patiently with inconhuj87=[rveniences | 145 | 3.77 |
| 2. | You feel pleasant doing activities of your choice | 145 | 4.10 |
| 3. | You do contact with other people most of the time for being relaxed | 145 | 3.23 |

Table 10 shows the mean scores of Traumatic Stress. The table further represented that the mean score of you deal patiently with inconveniences; N= 145, M=3.77, you feel pleasant doing activities of your choice; N= 145, M=4.10 and you do contact with other

people most of the time for being relaxed; N=145, M= 3.23. Furthermore, the results directed that you think you have a lot of work responsibility has the highest mean score in Traumatic Stress.

Table 11

Analysis of Episodic Acute Stress

| Sr. No. | Statements | N | Mean |
|---------|---|-----|------|
| 1. | You often come across stress full situation | 145 | 3.31 |
| 2. | You have enough time for yourself | 145 | 2.95 |
| 3. | You feel under pressure from deadlines | 145 | 2.96 |

Table 11 shows the mean scores of episodic acute stress. The table further represented that the mean score of you often come across stress full situations; N= 145, M=3.31, you have enough time for yourself; N= 145, M=2.95

and you feel under pressure from deadlines; N=145, M= 2.96. Furthermore, the results directed that you think you often come across stress full situation has the highest mean score in episodic acute stress.

Correlation Analysis

Table 12

Correlation of Work Climate and Job Strain

| Variable | Mean | SD | R | Sig |
|----------|---------|----------|-------|------|
| WC | 36.2407 | 5.74514 | .203* | .015 |
| JS | 34.0910 | 3.092006 | .203* | .015 |

Table 12 indicates that there was found a significant positive relationship between work climate $r=.20$, $p=.015$ and job strain $r=.20$, $p=.015$. Furthermore, mean scores of work

climate $M=36.24$ and job strain $M=34.09$ also showed that there was a relationship between both variables.

Table 13

Correlation Parameter of Work Climate and Job Strain

| | | QL | RH | EV | RRH | WLS | WS | CS | AC | TS | EAS |
|-----|---------------------|-------|-------|-------|-------|------|-------|--------|-----|----|-----|
| QL | Pearson Correlation | 1 | | | | | | | | | |
| | Sig. (2-tailed) | | | | | | | | | | |
| RH | N | 145 | | | | | | | | | |
| | Pearson Correlation | .487* | 1 | | | | | | | | |
| EV | Sig. (2-tailed) | .000 | | | | | | | | | |
| | N | 144 | 144 | | | | | | | | |
| RRH | Pearson Correlation | .181* | .297* | 1 | | | | | | | |
| | Sig. (2-tailed) | .030 | .000 | | | | | | | | |
| WLS | N | 145 | 144 | 145 | | | | | | | |
| | Pearson Correlation | .319* | .439* | .304* | 1 | | | | | | |
| WS | Sig. (2-tailed) | .000 | .000 | .000 | | | | | | | |
| | N | 145 | 144 | 145 | 145 | | | | | | |
| CS | Pearson Correlation | .073 | .315* | .453* | .372* | 1 | | | | | |
| | Sig. (2-tailed) | .380 | .000 | .000 | .000 | | | | | | |
| AS | N | 145 | 144 | 145 | 145 | 145 | | | | | |
| | Pearson Correlation | -.155 | .002 | .054 | -.009 | .000 | 1 | | | | |
| TS | Sig. (2-tailed) | .063 | .978 | .519 | .915 | .995 | | | | | |
| | N | 145 | 144 | 145 | 145 | 145 | 145 | | | | |
| EAS | Pearson Correlation | -.049 | .015 | .181* | .158 | .151 | .165* | 1 | | | |
| | Sig. (2-tailed) | .559 | .854 | .029 | .057 | .070 | .048 | | | | |
| AC | N | 145 | 144 | 145 | 145 | 145 | 145 | 145 | | | |
| | Pearson Correlation | .131 | .193* | .208* | .287* | .139 | .189* | .234** | 1 | | |
| TS | Sig. (2-tailed) | .117 | .021 | .012 | .000 | .095 | .023 | .005 | | | |
| | N | 145 | 144 | 145 | 145 | 145 | 145 | 145 | 145 | | |

| | | QL | RH | EV | RRH | WLS | WS | CS | AC | TS | EAS |
|-----|---------------------|------|-------|-------|-------|-------|-------|--------|--------|------|-----|
| TS | Pearson Correlation | .054 | -.013 | .198* | .253* | .164* | .167* | .279** | .138 | 1 | |
| | Sig. (2-tailed) | .521 | .880 | .017 | .002 | .049 | .044 | .001 | .097 | | |
| | N | 145 | 144 | 145 | 145 | 145 | 145 | 145 | 145 | 145 | |
| EAS | Pearson Correlation | .047 | .183* | .212* | .184* | .342* | -.090 | .103 | .308** | .046 | 1 |
| | Sig. (2-tailed) | .571 | .028 | .010 | .026 | .000 | .281 | .219 | .000 | .582 | |
| | N | 145 | 144 | 145 | 145 | 145 | 145 | 145 | 145 | 145 | 145 |

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

* . Correlation is significant at the 0.05 level --(2-tailed).

Table 13 indicates that positive correlation between rewards for hard work and acute stress ($r=.015$ and $p=.85$), a positive correlation between employees being valued and chronic stress ($r=.208$ and $p=.012$), a positive correlation between recognition and reward of hard work and traumatic stress ($.025$ and $p=.002$) positive correlation between Work-life steadiness and episodic acute stress ($r=.342$ and $p=.000$) on the other hand negative correlation found between quality leadership and work stress ($r=-.155$ and $p=.063$).

Discussion

The study titled "Relationship of Work Climate and Job Strain Among University Teachers of Azad Jammu and Kashmir" explores the relationship between work climate and job strain among university teachers in Azad Jammu and Kashmir. The study found a significant relationship between work climate and job strain, indicating that a positive work climate can reduce job strain among university teachers. While this study provides valuable insights into the relationship between work climate and job strain among university teachers in a specific region, there have been other recent studies that have further explored this topic and expanded our understanding of it.

A study published in 2021 by Kaur and Kaur titled "Work climate, job satisfaction, and organizational commitment among university teachers in India" explored the relationship

between work climate, job satisfaction, and organizational commitment among university teachers in India. The study found that a positive work climate was significantly associated with higher job satisfaction and organizational commitment, indicating that a supportive work environment can increase employee engagement and retention.

Another study published in 2022 by Li et al. titled "Work Climate and mental health among university teachers in China: the mediating role of job demands and Resources" investigated the relationship between work climate, job demands and resources, and mental health among university teachers in China. The study found that a positive work climate was associated with better mental health among university teachers and that this relationship was partially mediated by job demands and resources, indicating that a supportive work environment can help buffer the negative effects of job demands on mental health.

Conclusions

1. It is concluded that teachers are satisfied with their heads and leaders/heads make rules that are acceptable to all the teachers. Moreover, heads take such types of decisions which are useful for the institution.
2. It is concluded that teachers are equally rewarded /appreciated, and recognized by their hard work. Furthermore, reward increases the morale of teachers.

3. It is concluded that all the teachers feel safe and comfortable at the workplace and do their work well. Furthermore, all the teachers follow the rules and regulations of the institution.
4. It is concluded that workload is affecting on emotions of teachers and they have many responsibilities of work that they have to do. Moreover, the teachers do not face any type of difficulty during decision making and teachers deal patiently with any type of difficulty.
5. It is concluded that teachers do not irritate and angry with other colleagues. Moreover, a teacher spent his/her free time with fellow teachers. Moreover, they also feel pressure about the deadlines of the assigned work.
6. It is concluded that a significant positive relationship between work climate and job strain. It is concluded that a positive correlation is found between rewards for hard work, employees being valued, recognized and rewarded for hard work, work-life steadiness, acute stress chronic stress, traumatic stress and episodic acute stress. On the other hand, a

negative correlation was found between quality leadership and work stress.

Recommendations

1. It is recommended that heads of department may provide a more conducive environment for teachers so that they may feel easy and comfortable being a part of the department. Moreover, heads may involve teachers in the decision making process.
2. It is recommended that the morale of teachers may be increased through appreciation and rewards. Heads of the department should improve the motivation level of teachers with incentives.
3. It is recommended that heads of department may improve relationships with teachers and minimize the gap between them so that teachers may communicate easily with their heads.
4. It is recommended that heads of department may deal politely with every teacher so that they feel comfortable sharing their ideas and suggestions on every aspect of the problem.

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