

Effective Organization Structure Factors on Producing Occupational Stress among Isfahan Province Payame-e-Noor Faculties and Scientific Assistants

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Abstract— The purpose of this case study is to examine the various factor impacts related to university organizational structure on the faculty occupational stress in Iran-Isfahan Payame-e-Noor university. In order to that, the effects of organization structure factors on scientific assistants are determined. In the present survey, 100 samples out of 300 faculty and scientific staffs working in Isfahan Payam-e-Noor University were selected. Researcher made questionnaires based on 89% cornbush α and the hypothesis related to the organization structure were completed by the subject. The results were analyzed through statistical analysis methods including, frequency of distribution, T-correlation and variance. The results revealed that there is a significant relationship between organization structure factors and occupational stress on these groups. It was confirmed that important organization structure factors causing occupational stress on these faculties and scientific staff include: low Job perceive value, lack of facilities of promotion, lack of time to study and unbalance relationship between occupation and related salary.

Keywords—Occupation Stress, Scientific Staff and Iran

I. INTRODUCTION

Increasing development of societies industries and factories expansion and a change in family structure from traditional and extended from to modern have caused to impose more stress and neural pressure effects on people or individuals. In struggling with the world problems, man reflects or acts to his environmental stimulations. The way to response to this stimulations or motives relates to individual's personal, cultural, social, family, training, educational and etc. All men have encountered with neural pressures caused by life, environment, and society conditions in some ways, and as a result they reflect to these effects. Due to these issues psychologists believe that neural pressures are necessary to human nature [1].

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As a whole when neural pressures caused by various factors reach to its extreme and/or, there are no pressures from above mentioned factors on human, in both conditions, there are psychological, mental and physical losses for individuals. For in the first situation, it causes psychological and physical diseases so a person fails to achieve his goals. In the second situation, there is no motivation for innovation in human so he cannot increase his knowledge and sciences.

When there is a balance between neural pressure intensity and man mental and physical abilities, it can be said that the neural pressure have been effective and they are the origin of innovations, creativities and multiplied efforts. It is necessary to consider the causing factors of these pressures first, for recognizing the neural pressures and their resulting effects. In fact, it is not possible to know their growing effects with out recognizing their factors [2].

By recognizing job pressure producing factors, the results can be taken under control and be directed. Mental and occupational pressure producing factors recognition can lead us to direct and motivate the staffs who are the most important organization resources.

As a whole the detrimental effects of neural pressure relates not only to the individual but also to the organization in which he works. Therefore, this kind of recognition and understanding empower the managers to reach to organization goals, and unawareness or unconsciousness toward that matter can damage organizational affairs and hinder the organization to acquire its aims.

This study is an attempt to investigate some organizational factors causing job stress in Payam-e-Noor university faculties and scientific assistants in Isfahan province. Some strategies are stated in order to how to confront these pressures. It is hoped that this study to be considered as a small share in increasing Payam-e-Noor university instructors human force performance.

II. RESEARCH HYPOTHESIS

A. Research Hypothesis

Factors related to university (organization) cause job stress on instructors or faculties.

B. Job Stress (Occupational Pressure)

The conditions produced occupations and individual's interaction and their determining features, by creating changes in individuals, force these people to deviate from their normal duties.

C. Occupational Pressure Producing Factors

These factors are related to instructors job itself and the factors related to organization or university in which they work or related [3].

D. Job Environment

Job environment in this study job environment is Payam-e-Noor University in Isfahan province.

E. A Review of Literature on Occupational Stress (Pressure) Vocabulary

There are a lot of definitions related to job occupational pressure. Here, the most important definition are included:

1- Occupational pressure is considered as a condition in which there is an interaction between jobs and individuals, and there are some changes inside their minds which force these people to deviate from their normal performance [4].

2- Psychological pressure is an adaptive produced by combination of individuals characteristics and /or mental or psychological procedures resulted from an external action, situation or event, and influences on individual body and mind.

3- Psychological pressure is defined as individual reaction to new or factors in working environment [5].

4- Mental or psychological pressure, is a dynamic situation in which an individual is encountered with an opportunity, a limitation, or a need related to something that he is inclined to it, and the arising results are vague, uncertain but very important to him [6].

5- Stress includes the accumulation of producing stress factors and the situations related to the job [1].

III. ORGANIZATIONAL FACTORS CAUSING MENTAL OR PSYCHOLOGICAL STRESS IN AN ORGANIZATION

There are a lot of factors creating mental or psychological pressure for the members. Some examples can be mentioned as; a pressure on an individual when he is avoiding errors, completing a task at an specific time, an unfavorable colleague, a tyrant boss or heavy load of tasks. These above issues can be shared between organization or job related factors [7].

The factors related to the organization on itself include: Organization policies, organization structure, organizational procedures, organization physical conditions.

There was study done by Karbasi (2006) [8] entitled "stress symptoms and resource prevalence among Islamic Azad university Hamedan - branch instructors. The Findings revealed that 17.9% of the instructor faculties and scientific staff members had high and very high stress levels. 29.1% were at the middle point and 53% had low stress levels or lack stress levels. Among stress resources; the students who did not

study their lessons; a great number of students in a class and low motivation for studying in students were the most important reasons. Due to population vocational and cognitive variables, the stress levels were only low on faculties and instructors who worked in other organizations at the same time, and stress symptoms showed a positive and significant correlation on instructors ' general stress.

There is another study performed by Jahed Bozorgan (2004) [9] named "the investigation of job stress resources and rate on oil company staffs as a post-graduate thesis". The purpose of this survey was to investigate job stress prevalence resources and rate on Iran oil company staffs as a post – graduate. Job stress resources and rate was measured by Davis et al. questionnaire. The obtained results revealed that in most cases, there is a significant difference between individual biography variables and job stress resources and rate. Iran oil National company stress rate is lower than the mean.

In another research done by Rezai (2004) [10], called examining the effect of communicative skills training on nursing personnel occupational stress rate in rehabilitation center in cities such as, Ray, Tehran, Shemiranat. These nurses studied for master degress. The research way a kind of semi-empirical issues performed with the aim to determine communicative skills training effects on nurses' job stress working in rehabilitation centers. It was concluded that communicative skills trainings decreased the nursing personnel job stress. Therefore, it was suggested that communicative skills training programs would be carried out for nurses working in these rehabilitation centers. Therefore, they could use these skills to face with job stress and enhance caring quality for their patients and disable people.

A research under the topic of "job stress questionnaire construct and customized for Isfahan – Mobarekeh steel – complex crew" was performed by Danaee in2003 [11].

The goal for doing this research was constructing and customizing job stress. Questionnaire contained 61 questions and 3 indicators whose indicators or factors were named as follow: organization structure factor, duty and job kind factor, environmental and physical conditions factors producing pressure.

There is a research done by Poor Pir Ali (2003) [12], under the little of "investigating the relation ship between faculty member's collaboration rate in management decision – makings and their mental and psychological levels in Isfahan universities and Medical school in Isfahan as a post-graduate thesis. The purpose of this study was investigating the relation ship between faculty members collaboration rate in management decision-making with their mental and psychological levels in Isfahan universities and Isfahan medical school. The results demonstrated that there is a relation ship between faculty members collaboration rate in management decision- makings with their mental and psychological levels. Faculty members collaboration rate in educational and training decision-makings caused an increase in their organizational commitment and also revealed that the highest rate of faculty members collaboration in management decision – makings related to research - decision – makings

and the lowest rate belonged to the collaboration in training and educational decision – making.

The other research belonged to Kaveh (2001) [13] Performed on recognition of neural pressure (stress) reducing factors in working environments in Tehran district oil products distribution National company as a Post-graduate thesis.

The main goal of this survey was recognition of mental and neural pressure (stress) reducing factors in organizational environment, in addition to, recognition of safety coefficient increase and controlling dangers caused by the job in organization along with offering suggestions and alternatives for subjugating psychological and neural pressure on the staff. Based on the research findings, there are five effective factors on reducing the crew neural pressure in proper order of important: reducing the staff's collaboration in management decision – makings, considering the staff's working and skill situation, developing meritocracy situation in the organization, and finally implementing time management in the organization.

There is another research performed by Zarei (2002) [14] on investigating the relationship between control resource on job stress and job satisfaction on Shabestar region teachers in 2001-2002, as Post-graduate thesis. The main purpose of this survey was determining internal control resource relationship on job stress and job satisfaction on teachers. The side goals of this research include:

- 1- Determining the relation ship of internal control resource on job stress, considering teachers' degree and sex
- 2-Determining teachers' job stress rate on elementary and high school levels and comparing them with each other
- 3-Camparing job stress rate on male and female high school teachers
- 4-Determining effective factors on hers job satisfaction, offering alternatives for reducing job stress and increasing job satisfaction on teachers.

A research was done by Mighati (2001) [15]. Its topic was examining job psychological and mental pressure (stress) on head mistresses and their performance in girl high schools in education and training organization second district in Tehran as a Post-graduate thesis. a questionnaires on "measuring head mistresses job stress symptoms" and "head mistresses performance" were used. The obtained result showed that

- 1- There is a relationship between head mistress's job stress and their performance
- 2- There is a relation ship between head mistress's job psychological pressure and their educational degree
- 3- There is no relationship between head mistress job stress and their educational major.
- 4-there is no relationship between head mistress job stress and their service record.

IV. RESEARCH METHOD

Data analysis was performed by using 14 version of spss software. The mode of 32 questions included in the questionnaire were carried out by using statistical methods such as, descriptive, sorting, distribution and data frequency percentage and drawing diagrams and graphs. According to

Likert tables, mean value related to each question was determined. Research hypotheses were examined based on inferential statistic formulas including; t-test and one variable t-test to compare the instructors occupational stress score mean and organization with hypothetical mean of 3. The research hypotheses were confirmed. The research statistical population assistant members who have been teaching in Payam-e-Noor University in Isfahan province as full time and part time in 2010-2011. The mentioned questionnaires were distributed among 130 faculty and full time educational assistants considered as statistical population samples through e-mail, colleagues and research intermediaries. However, from 130 questionnaires, 113 were returned to the researchers. Therefore, it can be concluded that the sample numbers in this study were 113 faculty and scientific and educational assistants in Payam-e-Noor Isfahan University in 2010-2011.

TABLE 1
FREQUENCY DISTRIBUTION AND THE PERCENTAGE OF THE RESPONSES TO THE
QUESTIONS RELATED TO ORGANIZATIONAL FACTORS

1	In appropriate facilities and suitable recreational backgrounds for passing leisure time.	4.3 8
2	Not being available educational and extra educational facilities in universities.	4.4 1
3	Difficulty in typing and coping subject matters and educational materials.	4.3 1
4	No facility for instructors' commuting.	4.4 6
5	Living very far from job location for instructors.	4.2 3
6	Disagreement between instructors job and the level of salary and related advantages.	4.4 9
7	Not paying attention to instructors motivate factors and its effects on enhancing students' educational quality.	4.4 1
8	Irregular and impractical evaluation in instructors occupation.	4.2 9
9	Insufficient advantages for extra curricular activities for instructors.	4.3 8
10	Not having occupational security in university environment.	4.3 8
11	Low job popularity for instructors.	4.5 5
12	Unconscious and without expertise intervention in instructors job.	4.4 5
13	Disharmony between university purposes and instructors needs.	4.4 2
14	A gapand diversity between scientific and official sections.	4.3 0
15	Non-cooperative and collaborative official and educational decision making in university.	4.4 5
16	Emphasis on rules and regulations execution and official hierarchy without paying attention to real positions.	4.3 5
17	Positional power exertion of some of the individuals in university.	3.1 9
18	Not participating instructors in one – side	3.8

	official and educational planning which has a direct effect for them.	0
19	Executing discriminative ways and behaviors toward instructors.	3.23
20	Not having complete freedom for selecting subject matter resources and teaching materials.	4.07
21	Systematic and repetitive changes and alterations on scientific and educational policies.	4.45
22	Not using experts and specialists in key positions in the university.	3.37
23	No sensitivity on behalf on university management about research and educational falling problem in the university.	4.15
24	Not being clear or ambiguity of instructors duty description.	4.50
25	Not taking advantage of instructors scientific and intellectual capabilities in solving the university educational problems and issue.	4.46
26	Instructors' involvement in unnecessary official affairs and being away from the university real purpose.	4.46
27	Not appreciating and recognizing of instructors on behalf of responsible individuals.	4.55
28	Lack of facilities for promotion and raise in instructing occupation.	4.53
29	In sufficient and inadequate time for out of the university affairs.	4.46
30	- Lack of time for studying and reading.	4.52
31	Housing problem.	4.33
32	In adequate time for being ready for teaching.	4.45

Based on finding in Table 1 the highest mean of responses to the questions was related to " Low job popularity for instructors " and " Not appreciating and recognizing of instructors on behalf of responsible individuals " with the average 4.55 and the lowest mean was related to " Executing discriminative ways and behaviors toward instructors " with the average 3.23.

According to the t findings of observed critical value table 2, it is 5% greater than error level. Therefore organizational factors (university factors) causing occupational stress on instructors is more than middle point level.

Based on the results of table 3, the observed t in $p \leq 0.05$ is not significant. Thus, there is no significant difference between effective organizational factors in job stress on male and female faculty members.

Based on the results of table 4, the observed F in $p \leq 0.05$ is not significant. Thus, there is no significant difference between effective organizational factors in job stress on years of teachings.

TABLE 2
COMPARING MEAN OF EFFECTIVE ORGANIZATIONAL FACTORS WITH MEAN VALUE OF 3

Mean	Std. Dv.	Sig.	t
4.27	0.438	0.041	31

TABLE 3
COMPARING EFFECTIVE ORGANIZATIONAL AND OCCUPATIONAL FACTORS MEANS ON FEMALE AND MALE INSTRUCTORS JOB STRESS

P	t	Male		Female	
		Mean	Std. Dev.	Mean	Std. Dv.
4.2	0.493	4.34	0.378	1.64	0.103

TABLE 4
COMPARING EFFECTIVE ORGANIZATIONAL FACTORS MEANS IN JOB STRESS ON INSTRUCTORS IN TERMS OF TEACHING YEARS

Teaching years	Mean	Std. Dv.	P	F
1-5	4.25	0.457		
5-10	4.46	0.304		
10-15	4.38	0.306	0.168	1.64
15-20	4.09	0.435		
Over 20	4.34	0.664		

VIII. CONCLUSION

The present research investigated the factors which had significant effect on instructors psychological and occupational pressure in Payam-e-Noor Isfahan province. In general psychological pressure and in particular occupational pressure are prevalent and extensive phenomena in recent era. This phenomenon as a hazardous difficulty penetrated into occupational and social men's lives caused a series of psychological and physical damages and traces. For this reason, up to now there have been a lot of studies and extensive researches about it and it became an important topic in psychological books-especially organizational psychology and management.

In literature section of the present study, some of these studies and research were introduced. Although the performed study and results in this research was not a comprehensive and general one, it attempted to identify instructor's job stress factors and recognize their impact rate in the frame work of the present possibilities. The present study was carried out to determine and investigate instructors' job stress factors in Payam-e-Noor in Isfahan province. To obtain this goal, data was collected through questionnaires containing 32 questions using Likert 5 part scale for collecting data. The source of acquired information was 250 sample selected randomly through classifying sampling.

A hypotheses, organization related factors cause job stress on instructors, was examined. As it was stated, the two of the

most important factors causing job stress on instructors were "low job popularity for instructors " and "not appreciating and recognizing of instructors on behalf of responsible individuals" with 4.55 mean score. The findings of present study can be summarized as flows:

- It must be considered that university deans and responsible individuals should take some actions to provide a background for encouraging motivating and practical and correct appreciating and hardworking and scholar instructors.

- Another factors producing job stress is not having any opportunity for progress and success for instructors. For instructors' quality promotion, it is necessary, some opportunities for study on specialized and scientific fields, should be provided.

- It is essential to provide some appropriate possibilities for continuing Post graduation for some groups of instructors who haven't finished their studies to promote their scientific knowledge.

- It is important to provide appropriate backgrounds and situations for instructors to do research and thorough study.

- Identification and attention to factors causing motivation on instructors and making them more enthusiastic.

- Attracting instructors' cooperation and collaboration on university educational issues.

- Long working hours and attending in universities for long hours is another factor causing occupational pressure. The main reason it that some of the Payam-e-Noor in instructors have to spend 4 hours on their way from-home-to-university and vice versa. They should be at the university for 8 hours, 5 days a week, and as a whole 40 hours during a week. Due to these problems, they have to stay for 10 hours at the university. Therefore, they don't have enough time for studying chances or opportunities out of the university and using rich scientific resources in other university libraries. All these issues cause occupational stress on instructors.

It is suggested that researchers put more emphasis on the following issues:

1- There should be more researches and studies due it recognition and neural pressures prevention and those methods effectiveness on instructors.

2- The relationship between excitement intelligence and occupational stress should be measured.

3- Every known issues and problems about stress causing occupational pressure on Payam-e-Noor University instructors, can be a special problem for more detailed and accurate investigation in the future.

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