SCERT, KERALA & FAROOK TRAINING COLLEGE, KOZHIKODE
Young Scholars' Enrichment Programme

Organisational Climate and Workplace Anxiety among High School Teachers of Malappuram District

Smitha George

Study Report submitted Under the Young Scholars Enrichment Programme Jointly conducted by SCERT, Kerala & Farook Training College, Kozhikode

FAROOK TRAINING COLLEGE, KOZHIKODE
2022-2024

Dr. Jayaprakash R. K.
Director,
SCERT, Kerala

CERTIFICATE

I, **Dr. Jayaprakash R.K.**, do hereby certify that this study report entitled **ORGANISATIONAL CLIMATE AND WORKPLACE ANXIETY AMONG HIGH SCHOOL TEACHERS OF MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Smitha George** of M.Ed. Programme (2022–2024) under the supervision and guidance of **Dr. Fathima Jaseena M.P.M.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode.*

Place: Trivandrum   **Dr. Jayaprakash R.K.**

Date: (SCERT, Director)

Prof (Dr.) T. Mohammed Saleem
Principal,
Farook Training College, Kozhikkode

CERTIFICATE

I, **Prof (Dr.) T. Mohammed Saleem**, do hereby certify that this study report entitled **ORGANISATIONAL CLIMATE AND WORKPLACE ANXIETY AMONG HIGH SCHOOL TEACHERS OF MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Smitha George** of M.Ed. Programme (2022 – 2024) under the supervision and guidance of **Dr. Fathima Jaseena M.P.M.**, Assistant Professor, Farook Training College, Kozhikode, as the part of *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Trivandrum   **Prof (Dr.) T. Mohammed Saleem**

.07.2024   (Principal)

Dr. Fathima Jaseena M.P.M.
Assistant Professor of Education
Farook Training College,
Kozhikode

CERTIFICATE

I, **Dr. Fathima Jaseena M.P.M.,** do hereby certify that this study report entitled **ORGANISATIONAL CLIMATE AND WORKPLACE ANXIETY AMONG HIGH SCHOOL TEACHERS OF MALAPPURAM DISTRICT** is a record of bonafide study and research carried out by **Smitha George** of M.Ed. Programme (2022-2024) under my guidance and supervision as the part of the *Young Scholars Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode*

Dr. Fathima Jaseena M.P.M.
Supervising Teacher

Farook Training College
Date: .07.2024

Panel of Experts

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1. **Prof. (Dr.) M. A. Sudhir**
   UGC Emeritus Professor,
   Gandhigram Rural Institute

2. **Prof. (Dr.) Abdul Gafoor K**
   Department of Education,
   University of Calicut

3. **Prof. (Dr.) Noushad P.P**
   School of Gandhian Thoughts and Developmental Studies,
   Mahatma Gandhi University

4. **Prof. (Dr.) Rajeswari K**
   NVKSD College of Education,
   Attur

5. **Dr. Anju I**
   Associate Professor,
   Government College of Teacher Education,
   Trivandrum

6. **Dr. Biju K**
   Assistant Professor,
   Central University of Tamil Nadu

7. **Dr. Shobha Jacob**
   Academic Coordinator,
   SCERT

DECLARATION

I, **Smitha George,** solemnly declare that this study report entitled as **'ORGANISATIONAL CLIMATE AND WORKPLACE ANXIETY AMONG HIGH SCHOOL TEACHERS OF MALAPPURAM DISTRICT',** is an original work done by me under the supervision and guidance of **Dr. Fathima Jaseena M.P.M.,** Assistant Professor, Farook Training College Kozhikode, under *Young Scholars' Enrichment Programme* jointly conducted by *SCERT, Kerala & Farook Training College, Kozhikode.*

Farook College   **Smitha George**

.07.2024

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Farook College   SMITHA GEORGE

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INTRODUCTION

Education refers to the process of acquiring knowledge, skills, values and attitudes through various formal and informal means. It is a lifelong journey of learning and personal development. Education equips the individuals with the tools and abilities to understand the world, engage in critical thinking, problem solving, communicate effectively and contribute to society. Education helps the child to develop the inborn capacities to the people providing scope to develop. It also helps to modification of the past behaviour. Education aims at all around development of the child, physical, mental, social, emotional and spiritual. Society is progressive and dynamic in nature. Thus education guide to walk with the development of the individual for the betterment of the society.

In the view of Swami Vivekananda, "Education is the manifestation of perfection already existing in man" (1970:438) Education is the complete development of the individuality of a child, so that he can make his original contribution to human life according to his best capacity. Education provides people with skills to develop and manage the status and related service, and therefore investment in education is an investment in human capital. Education not only promotes the status in life but also promotes economic position by encouraging upward mobility in the society. Education is the main tool for developing the human resources and to shape the nation. In a world becoming more dependent upon science and technology it is the education that determines the level of its property. Here the role of teachers are inevitable.

"The destiny of India is now being shaped in her classrooms" (Kothari Commission) and the educational institution should become a conducive place for

both teachers and the children. Teachers are the inevitable part of education. Teacher's commitment and their job satisfaction play vital role in moulding our future citizens of country, so the teacher has to do an important role in teaching. The teacher who possess professional and interpersonal skills must be effective in their classroom, in terms of student's behaviour and their achievement. Teacher is the only person responsible to set the standards, build up desirable attitudes, and approves or disapproves pupil behaviour. The prime aim of teacher concerns is moulding the raw material (the pupils) into the refined product (the future citizens).The international Commission of the Development Education says that "The physical, intellectual, emotional and ethical integration of the individual into a complete man is a broad definition of the fundamental aim for education". The effectiveness of the educational system largely depends upon the active resourceful and competent teachers.

An effective teacher not only imparts the entire curriculum allotted to him in the best and most effective manner, but also ensures the best possible academic accomplishment and excellent development of the personalities of the students. In the present scenario when there is a fierce competition in every stage of life, influence of teacher becomes very crucial in the life of student. Effective teaching is a par excellence attribute of quality education. Now a day's teaching is considered to be the most stressful occupation as teachers are facing a lot of challenges in their work place, they can work comfortably in a relaxed working environment with a pleased culture.

Organisational climate refers to the overall atmosphere and working environment within a company. It encompasses the shared perceptions, attitudes, and

behaviours of employees, reflecting the organisations values, leadership style, and work place culture. A positive organisational climate fosters employee satisfaction, engagement, and productivity, while a negative one may lead to dissatisfaction and decreased performance the organisational climate in an educational system is crucial as it significantly influences the overall learning environment. A positive climate fosters collaboration, communication, and innovation among educators and students, enhancing the educational experience. It can impact motivation, teacher-student relationships, and overall satisfaction, contributing to a more effective and supportive learning environment.

The organisational climate must be very conducive to work peacefully and satisfactorily in any institution. For example, in a school, if teachers and principle are full of enthusiasm and show confidence in what they are doing, they find joy in working with one another; this joy is channelled to students and their academic achievements. The organisational climate significantly influences teacher morale, job satisfaction, and commitment. Supportive environments foster a sense of value and recognition, promoting a more enthusiastic and motivated teaching staff. Clear communication, collaboration, and a positive atmosphere can contribute to professional development opportunities and a healthier work-life balance for teachers. In contrast, a negative climate may lead to stress, burnout, and a decline in overall job satisfaction among educators. So it is a necessity to have a good organisational climate in an educational institution, and relaxable environment, where there is no work tension.

Work place anxiety refers to feelings of stress, worry, or fear related to ones job or work environment. It can be triggered by various factors such as workload, deadlines, and relationships with colleagues, performance expectations, or a fear of

making mistakes. If you are dealing with work place anxiety, it's important to identify the specific sources and consider strategies to manage and alleviate those feelings.

Work place anxiety can hinder both teaching and learning in several ways that are impaired Performance of Teachers when experiencing anxiety may struggle effectively to convey information or manage classroom dynamics, leading to a decrease in the quality of instruction. Similarly, students affected by anxiety may have difficulty in concentrating, retaining information, or participating in class activity. Anxiety can hinder clear communication between teachers and students. Teachers may have difficulty in expressing themselves or providing feedback, while anxious students may be reluctant to ask questions or seek clarification.

Negative Classroom Atmosphere may influence when anxious teachers unintentionally create a tension or uncomfortable classroom environment, which can impact students 'motivation and engagement. Likewise, students experiencing anxiety may disrupt the learning environment or avoid participation, affecting the overall atmosphere, Persistent workplace anxiety can lead to teacher burnout, resulting in reduced motivation, creativity and effectiveness in delivering lessons.

Removing workplace anxiety of teachers is crucial for several reasons. Teachers play a pivotal role in shaping students lives, and a stress-free work environment allows them to perform at their best. Reduced anxiety fosters Effective Teaching. Teachers can focus on delivering quality education without the burden of excessive stress, leading to better student outcomes. A less stressful workplace contributes to the overall well-being of teachers, promoting mental and physical health. Job Satisfaction; when teachers feel supported and less anxious, job

satisfaction increases, which can positively impact retention rates and the quality of education. A stress-free environment contributes to a positive school culture, fostering collaboration and teamwork among educators. Teachers who are less anxious are better able to engage with their students creating a positive and productive learning environment. The organisational climate and work place anxiety are closely interconnected, as the overall atmosphere and culture within the organisation can significantly impact employee's levels of anxiety. Positive organisational climate fosters psychological safety, where employees feel comfort to express themselves, sharing concerns, and seeking help when needed. In contrast, hostile or toxic climate can create fear of judgement, criticism, or reprisal, leading to heightened anxiety. Clear expectations, well-defined roles and effective communication within the organisational climate can alleviate uncertainty and reduce anxiety, ambiguity, conflicting expectations or lack of clarity can contribute to heightened stress and anxiety among employees. Leadership style and behaviour significantly influence organisational climate of an individual.

Supportive, empathetic leaders who provide guidance, recognition and resources can help mitigate workplace anxiety. Conversely, authoritarian or unsupportive leadership may exacerbate anxiety levels. The organisational climate influences the distribution of workload and resources. A climate that values work-life balance, provides adequate resources, and promotes realistic expectations can reduce anxiety related to workload and job demands. Conversely a climate that emphasizes overwork, resource scarcity, or unrealistic deadlines can contribute to anxiety.

Constructive feedback, recognition of achievements, and a culture of appreciation within the organisational climate can boost morale and reduce anxiety. Conversely a lack of feedback, recognition, or appreciation may lead to feelings of

inadequacy or uncertainty, contributing to anxiety. Overall, the organisational climate sets the tone for the work environment, shaping employees' experiences and perceptions. A supportive and positive climate can mitigate work place anxiety, while a negative or stressful climate can exacerbate it therefore, organisations must prioritize creating a culture that promotes well-being, open communication, and support for their employees to minimize work place anxiety.

Organisational climate plays a significant role in influencing workplace anxiety among high school teachers. So it is good to have study on organisational climate and work place anxiety among the high school teachers. The teenagers are in their growing age and they need assistance, accompaniment from the teachers who mould them. If the teachers are mentally and physically healthy they will able to give what the students wish. So it is very relevant and vital of the time.

Need and Significance of the Study

The main aim of formal education is to produce human beings who are able to explore the benefits of education and contribute to the development of the society. Educational reforms have generally neglected the psychological life of students or organisational climate and workplace anxiety which holds key to the success of life. The National Policy on Education 1986 envisages that "the country has reached a stage in its economic and technical development when a major effort must be made to drive the maximum benefit from the assets already created and to ensure that the fruits of change should reach all sections."

In educational system teacher holds very important role. The national commission of education (1964-66) noted in its report that "of all the different factors

which influence the quality of education and its contribution to national development, its contribution to nation". If the teacher has to work progressively she should experience a conducive atmosphere or organisational climate. A delicate blending of interpretation or perceptions by persons in the organisation of their jobs or roles in relationship to others and their interpretation of the roles of others in the organisation. He interpreted organisation in the sense of a formal structure. Organisational components are culture and psychological needs of the members of the organisation.

Educational institutions play a crucial role as organisations in society for several reason as knowledge dissemination, they are primary hubs for disseminating knowledge and information to students, enabling them to acquire skills and competencies needed for knowledge and information to students, enabling them to acquire skills and competencies needed for personal and professional success. As Socialisation- educational institutions provide opportunities for social interaction and integration, fostering the development of interpersonal skills, cultural awareness and community engagement. Educational institution often engage with local communities through outreach programs, partnership and initiatives that address societal challenges and promote civic participation and development. Overall, educational institution play a vital role in shaping individuals, communities, and societies by providing learning opportunities, fostering critical thinking, and driving progress and development.

The organisational climate, includes factors like leadership style, communication, work environments and support mechanisms, directly influences teacher's job satisfaction and performance. High levels of workplace anxiety can

negatively affect teacher morale and effectiveness. A positive organisational climate fosters teacher retention, which is crucial for maintaining stability and continuity in schools. Workplace anxiety can contribute to high turnover rates among teachers, leading to disruptions in student learning and school culture.

Teacher's emotional well-being and job satisfaction are closely linked to student outcomes. Supportive organisational climate and low workplace anxiety can enhance teacher's ability to create a positive learning environment and effectively engage students. High levels of workplace anxiety increase the risk of teacher burnout, which can have long lasting consequences for both teachers and students. Burnout is associated with decreased job satisfaction, effectiveness in the classroom, and increased absenteeism. The organisational climate significantly contributes to the overall culture and reputation of a school. Positive climate characterized by trust, collaboration and support attracts talented educators and enhances the school's reputation in the community.

Addressing workplace anxiety and cultivating a positive organisational climate require proactive measures such as providing professional development opportunities, fostering open communication channels, implementing supportive leadership practices, and promoting a healthy work-life balance for teachers. By prioritizing these aspects, schools can create environments where teachers feel valued, supported and empowered to fulfil their roles effectively, ultimately benefiting both teachers and students.

There is a felt need of studying organisational climate and workplace anxiety among high school teachers is crucial in present education landscape. Understanding these factors can help to   identify areas for improvement in school environments, enhance teacher well-being, and ultimately improve student outcomes. High levels of

workplace anxiety can negatively impact teacher performance and job satisfaction, while a positive organisational climate fosters collaboration, innovation, and job engagement. Therefore, addressing these issues can contribute to a healthier and more effective educational system and it can lead to improvements in educational outcomes and overall quality of the teaching profession.

A positive organisational climate can enhance alleviate workplace anxiety by fostering open communication, supportive relationships, and a culture of trust. When employees feel valued and respected, they're more likely to feel secure and less anxious about their work environment. Additionally a supportive climate encourages collaboration and problem-solvability, which can further reduce stress and anxiety levels among employees. So, there is definitely an advantage of having a positive organisational climate in reducing workplace anxiety. Result of this study will show the importance of bringing happy workplace atmosphere.

Statement of the Problem

The present study is intended to identify the work related major challenges of secondary school teachers of Malappuram district. Therefore the study is entitled as **"Organisational Climate and Workplace Anxiety among HS Teachers in Malappuram district"**.

Definition of Key Terms

Organisational Climate

According to Ivancivich and Wallace (1973) organisational climate is a set of properties of work environment which are specific to a particular organisation, that

may be assessed by the way the organization deals with its employees and it's societal and task environments.

Workplace Anxiety

Workplace anxiety is defined as feelings of nervousness, uneasiness, and tension about job related performance. (McCarthy et al., 2016).

Operational Definition

In this research, the operational definition of Organisational Climate refers the whole system of school. Workplace Anxiety is the emotional distress and unease experience by the employees in response to the demands pressures, and expectations associated with their work environment.

Variables of the Study

Present study has two variables as independent variable is organisational climate and dependent variable is Workplace Anxiety

Objectives of the Study

The objectives set for the study were:

1. To find out the level of organisational climate in the educational institution of Malappuram district

2. To find out the extent of work place anxiety among High School teachers in Malappuram district

3. To find out the relationship between organisational climate and work place anxiety among the subsample based on. Gender, local and type of management Govt, Aided, and Private

Methodology

The study followed a quantitative research methodology.

Method

Survey method was followed for this study. The technique applied was questionnaire

Sample for the Study

The present study was conducted on a representative sample of 400 high school teachers selected by the stratified sampling technique giving representation to characteristics like locale of the schools, gender of the teachers.

Tools

The tools used for measuring the variables are the following

1. Organisational Climate Description Questionnaire (OCDQ) (Ishaq & Sadhikali, 2000)

2. Workplace Anxiety Scale (Smitha and Jaseena 2023)

Data Collection Procedure

The investigator collected the data from High School teachers working in various schools in Malappuram district. The test was conducted with the help of Tools.

Statistical Techniques Used

1. Preliminary Analysis

2. Percentage Analysis

3. Pearson's Product Moment Coefficient of Correlation 'r'

Scope of the Study

The present study aims to explore the organisational climate within high schools in Malappuram district and its impact on workplace anxiety among teachers. The study is conducted on a sample of 400 teachers from secondary schools. The findings of this study can provide teachers with valuable insights about the organisational climate and how they are able to cope up with the workplace anxiety, in their own environment. Furthermore, the present study's findings will help future researchers in this field by enhancing the reliability of their studies, thereby contributing to this overall advancement of educational research. These findings hold significance for teachers, managers and all those who are involved in education, providing them valuable information to inform their practices and decision making processes.

Limitations of the Study

- This study was limited to Malappuram district HS teachers.
- The study was facing the limitation of self reporting bias. Time limit was another limitation.

Organisation of the Report

The report of the studies presented five chapters viz. Introduction review of related literature, methodology analysis and summary finding and suggestions for the study.

Chapter 1, this chapter present a brief introduction to the problem, the need, and significance of the study, a statement of the problem, the definition of the key terms and objectives and scope and limitation of the study.

Chapter 2,   this chapter present the review of related literature which is includes the findings of the related studies.

Chapter 3,   this chapter deals with the methodology of the study, describing the detail, the variables selected, the tool used, selection of the sample, data collection, scoring procedure, Statistical Techniques used for the analysis given.

Chapter 4,   this chapter includes detail of statistical analysis of the data and Interpretation of the data collected for the study, the data collection for the study result of the data.

Chapter 5,   this chapter present the summary of the study major finding, tenability of hypothesis, educational implications and suggestions for the study.

Review of Related Literature

- *Theoretical Overview of Organisational Climate*

- *Theoretical Overview of Workplace Anxiety*

- *Studies related to Organisational Climate and Workplace Anxiety*

REVIEW OF
RELATED LITERATURE

The review of related literature plays a crucial role in the early stages of a research project, as it provides a comprehensive understanding of the existing knowledge and research on the topic of interest. By conducting a thorough review, researchers gain valuable insights into the subject matter, identify gaps in the existing literature, and develop a solid foundation for their own study. The key to the store of published literature may open doors to source of significant problems and provide helpful orientation for definition of the problems and explanatory hypothesis. It provides helpful orientation for definition of the problem, background for selection of procedure and comparative for interpretation of results. In order to be creative and original, one must read extensively and critical as a stimulus to thinking (Carter, V. Good, 1963).

Theoretical Outline of Organisational Climate

Organisational climate is the study of perception that individuals have of various aspects of the environment in the organisation. It is related to the process through which participants are socialised into the organisation, how they develop perceptions, values and beliefs concerning the organisation and what influence these inner states on behaviour. The culture of the organisation exerts powerful influence on the development of the climate. There should be an emotional and value commitment between the person and organisation, people should feel that they belong to a meaningful entity and can realise cherished values by their contributions.

Theories of Organisational Climate

The concept of organisation and administration is one of the most ancient of all human undertake. At least 2000 years before Christ Egyptians organised and administered vast multiplex organisation, skilled leadership and detailed co-ordination. The administrative structure of the Catholic Church consisting of cardinals, bishops and priest is still studied for its amazing centralised administrative system. The ideas underlay the establishment of civil services of Europe and Great Britain today, are instances of systematic organisation. The effect of industrial revolution was also seen as on organisation changes.

Henry Fayal, a French industrialist was the first modern industrial theorist. He emphasised that the approach of the head of the organisation should be flexible and suitable to the situation.

The different perspectives of organisation such as bureaucratic and non-bureaucratic were developed into formal theories of organisation which have evolved through three major areas. They are (1) the beaurocratic or classical theory. (2) The human relation theory (3) the organisational behaviour theory, which is described below.

The Beaurocratic Classic Theory

Max Weber (1864-1920) a German scholar in his book "The Theory of social and Economic Organisation" put forward a concept and is called the classical theory of organisation.

According to Weber, the characteristics of bureaucracy are as follows:

➢ The regular activities required for the purpose of the organisation are administered in fixed ways as official duties. Since task of an organisation are

too complex to be performed by a single individual or by a group of individuals own a single set of skills, efficiency will be promoted by dividing those tasks into activities which can be assigned to specific officer or positions.

➢ The positions in an organisation are based on the principle of office hierarchy and levels of organise authority. This means that there is a firmly ordered system of super ordination and subordination in which the lower offices are managed by the higher ones.

➢ The management of undertaking is controlled by general rules which are more or less stable, more or less extensive and which can be learned. Those rules are general and abstract and they compose standard which satisfy reasonable uniformity in the performance of task.

➢ Bureaucracy develops more perfectly, the more completely it succeeds in remove from official business, love, hatred and all purely personal, irrational and emotional component which escape calculation. The essence of bureaucracy is in making decisions

➢ Employment in a bureaucracy is based upon technical competence and constitutes a career. Promotions are to be determined by seniority or achievement or both, there are a lot of assumptions underlying this traditional monocratic concept. They are

a) Leadership is confined to those holding positions in the power echelon. Good human relations are necessary in order that followers accept decisions of subordinates

b) Authority and power can be delegated but responsibility cannot be shared

c) Final responsibility for all matters placed in the administrator is at the top of the power echelon

d) The individual finds security in a climate in which super ordinates protect the interests of subordinates in the organisation.

- Unity of purpose is obtained through loyalty to the administrator

- The image of the executive is that of a superman

- Maximum production is attained in a climate of competition and pressure

The period from 1910-1935 generally came to be through as an era of 'Scientific Management'. In scientific management stress was laid on efficiency, application of uniform work policy and detailed accounting procedures. Luther Gullick and LyndallUrwick are the prominent scholars who attempted to synthesise the principles of scientific management. The ideas of these scholars were termed as classical.

Classical theory focused on organising elements within an organisation based on function, geography, or other relevant criteria. It stressed of creating formal organisational charts to illustrate the structure and relationship between different offices and divisions. Central to classical theory was the concept of hierarchy, which advocated for a clear and direct flow of authority and responsibility from top management down through the organisation. This principle is widely accepted by organisational theorist today.

Another definitive principle of organisation is the unity of command which means that no one in an organisation should receive orders from more than one super ordinate. As regulations and work become more complex overtime, this

principle has been greatly weakened. The third principle is to the exception principle which holds that when the need for a decision arises, it should be established as a routine that can be delegated to subordinates. They are those in higher position from routine detail to deal with the exceptions to the rules. This is the most generally applicable principle of the classical theory since it underlines that the decisions should be made at the lowest level in the organisation and stresses the need for delegation of authority. The fourth principle is the 'span of control' which prescribes the number of people reporting to a supervisor or administrator. This theory became widely accepted in early 1980's and is illustrated by the reform movement that burst upon the scene which included the theme of effectiveness of schools. The theory suggests that it is the management which is having the right to decide what to be done, directs the employees or teachers to do the work and then supervise them closely to be sure that the directives were followed in full.

The Human Relations Theory

This theory highlighted the significance of human and interpersonal aspects in managing organizational affairs. Jacob Moreno pioneered this approach by devising methods to gather information from members of an organization to assess their level of cooperation. Robert Bales furthered this theory by developing interaction analysis techniques to record key factors in discussions between individuals, enabling generalizations about group dynamics. Within a group, individuals typically play dual roles: achieving tasks and nurturing human relations, crucial for comprehending group dynamics. This theory garnered attention from social and behavioural scientists studying human interaction phenomena.

The Organisational Behavioural Theory

Lorsch's theory of organizational behaviour suggests that organizations establish internal environments that shape the actions of individuals within them. This internal setting is shaped by broader social, political, and economic systems that surround and support the organization. It's important to note that the internal organization encompasses not only physical structures but also the social and psychological aspects of the people within it. Lorsch views organizations as socio-technical systems where behaviour is influenced by various interconnected factors. These factors include the individual tendencies of members, the social framework, the formal structure of the organization, and the external surroundings.

Halpin describes an organization as a unique form of group, characterized by members who hold different responsibilities. Stogdill defines an organization as an input-output system, where inputs are influenced by feedback from outputs and mediators. Getzels and Guba view an organization as a social system comprising sociological and psychological phenomena.

By the mid-1950s, a novel concept of organization emerged, emphasizing the interconnectedness between structural elements and personal attributes of individuals. The behaviour of employees in the workplace was seen through the lens of dynamic interactions between organizational structure and its members. Towards the late 1950s, there was a growing emphasis on comprehending how the organizational structure, individual personalities within the organization, and their behaviours are interrelated. Griffiths suggested that a superintendent's demonstration of concern for subordinates holds greater value than attempts to establish structure within the group.

According to the behaviour theorists it is the culture of the organisation which makes clear the values, goals and beliefs of it. Personal identification with the values of organisations culture can provide powerful motivation for dependable performances even under conditions of great uncertainty and stress.

In contemporary organisational theory, the reasons of an individual joining an organisation is explained by Theory X and Theory Y given by Mc Gregor's theory of management, the theory X rests on four assumptions viz.,

(i) The average human being inherently dislikes work and avoids it whenever possible.

(ii) People must be coerced, controlled, directed, and threatened with punishment to make them work for the achievement of objectives of the organisation.

(iii) Average worker will avoid responsibility, seek formal direction from superiors.

(iv) Most workers value job security more than other factors connected with job

The Theory Y Rests on the following assumptions

(i) If it is satisfying to them, employees will view work as natural and acceptable as play.

(ii) If people are committed to the objectives of the organisation, they will exercise initiative, self-direction and self-control on the job.

(iii) The average human being learns not only to accept responsibility but to seek for it.

(iv) The capacity to exercise a high degree of imagination, ingenuity and creativity in the solution of organisational problems is widely distributed in the population.

(v) Commitment to objectives is a function of the rewards associated with their achievement.

(vi) Intellectual potentialities of the average human beings are only partially utilised.

The social system theory conceptualise organisational behaviour as a function of the interaction between the demands of organisational requirements and the need disposition of the individuals in the organisation. It considers the school as an open system reacting with the external environment. The contemporary concept of organizational climate is known as Human Resource Management Theory. This theory underscores the importance of individuals actively engaging in their work, leveraging their skills and efforts to accomplish the organization's objectives. Participants align with the organization's values and mission, feeling motivated to pursue its goals as they closely resonate with their own needs and aspirations.

In conclusion, the Organizational Climate Theory highlights the necessary role of individuals in actively contributing to the attainments of an organization. By consciously applying their skills and energies towards shared goals, participants foster a sense of Adjustment with the organization's values and mission. This theory underscores the importance of a harmonious relationship between individual aspirations and organizational objectives, ultimately driving motivation and productivity within the workplace.

Based on the theories of organisation, need of developing the methods of controlling the functioning of the schools. The reduction of workplace anxiety will make the institution more effective. Where there is less anxiety the institution can work well. This will facilitate meaningful co-operation of its members leading to proper fulfilment of the aims of the institution. The intensity of the anxiety varies according to the organisational climate. A healthy relationship and team spirit between the teachers and the authority is essential for the welfare and the development of the students.

Theoretical Outline of Workplace Anxiety

Workplace anxiety involves symptoms like unease and worry about work, which can occur both during and outside working hours. Some causes are concerns about job performance, relationships with colleagues, working overtime, deadlines, job security, or a toxic workplace culture. This anxiety can hinder job performance, reduce concentration and motivation, and over time, may lead to decreased performance, strained working relationships, and increased sick leave (Joseph 2023).

Theories of Anxiety and Performance

Research on how trait-based and situational workplace anxiety affects job performance is crucial for employees and organizations. Dispositional anxiety, where employees consistently feel anxious, can lead to long-term negative effects on health, job performance, and productivity. Understanding this helps to develop training programs to manage anxiety. Situational anxiety, which varies in intensity during specific work episodes like deadlines or unexpected meetings, impacts task performance. Therefore, examining both types of anxiety provides a comprehensive understanding.

Various theories have shaped our understanding of anxiety. Test anxiety theories (e.g., Hodapp & Henneberger, 1983; Mandler & Sarason, 1952) and sports anxiety theories (e.g., Hanin, 1978; Martens et al., 1990) have explored the complex relationship between anxiety and performance. These theories highlight the role of automatic behaviour and cognitive attention. More recent theories, such as processing efficiency theory (Eysenck & Calvo, 1992) and attentional control theory (Eysenck et al., 2007), focus on how anxiety affects cognitive performance through the working memory system.

However, past theories didn't fully address anxiety's impact on job performance, particularly the interaction of dispositional and situational anxiety. A theory fills this gap by providing a comprehensive model that explains how and when workplace anxiety can both hinder and enhance job performance. It aligns dispositional anxiety with typical performance, affecting daily tasks, and situational anxiety with episodic performance, affecting specific situations. This dual approach allows for a thorough examination of anxiety's effects on performance outcomes in the workplace.

Research on Anxiety and Performance

Although the relationship between anxiety and performance has not been extensively studied in work contexts, broader psychology research shows a generally negative correlation. Meta-analyses have found that anxiety negatively impacts academic performance (Seipp, 1991), creative performance (Byron & Khazanchi, 2011), and sports performance (Kleine, 1990). However, some research in educational and sports psychology suggests that situation-specific anxiety can sometimes enhance performance. For instance, students and athletes who perceive

their anxiety as helpful often perform better (Alpert & Haber, 1960; Hanin, 1978; Jones, 1995). Research on relationship between anxiety and performance suggests about both positive and negative effects. The Yerkes-Dodson law (1908) popularized the idea that moderate levels of arousal improve performance, while very low or high levels hinder it, forming an inverted-U relationship. This theory indicates that performance peaks at moderate anxiety levels. However, the validity of this curvilinear relationship has been criticized (Teigen, 1994).

Another Empirical finding on the curvilinear relationship between anxiety and performance showed some findings. Some studies support this relationship (e.g., Byron, Khazanchi, & Nazarian, 2010; Chamberlain & Hale, 2007), while others do not (e.g., Smillie et al., 2006), and some findings opposite the results, like a U-shaped relationship (Leung et al., 2011). A review of 22 studies on anxiety and job performance shows inconsistent findings. Sixteen studies focused on dispositional anxiety, while others examined situational anxiety or experimentally manipulated anxiety. Some studies found a negative relationship (e.g., Kouchaki & Desai, 2015), others found a positive relationship (e.g., Mughal et al., 1996), and some found no relationship (e.g., Donaldson & Blanchard, 1995). Additionally, none of these studies explicitly tested for curvilinear effects, making it unlikely to uncover such a relationship. Sports psychology has found that perceiving pre-competition anxiety as helpful can enhance performance (Jones, 1995; Jones et al., 1993).

Research on curvilinear relationship between anxiety and performance shows both positive and negative effects. The Yerkes-Dodson law (1908) suggests that moderate anxiety levels boost performance, while very low or high levels hinder it,

forming an inverted-U shape. However, the validity of this relationship has been criticized (Teigen, 1994).

Research on the relationship between anxiety levels and job performance has yielded mixed results regarding a curvilinear pattern. Some studies support a curvilinear relationship, where moderate levels of anxiety are associated with optimal performance (e.g., Byron et al., 2010; Chamberlain & Hale, 2007). In contrast, other studies find no evidence of such a relationship (e.g., Smillie et al., 2006) or even suggest a U-shaped pattern (Leung et al., 2011).

A review of 22 studies exploring anxiety and job performance in various work contexts reveals inconsistent findings. Sixteen studies focused on dispositional anxiety, while others examined specific types of situational anxiety, such as sales call anxiety or experimentally induced anxiety. Some studies report a negative relationship between anxiety and job performance, others find a positive relationship, and some show no significant relationship at all (e.g., Kouchaki & Desai, 2015; Mughal et al., 1996; Donaldson & Blanchard, 1995).

Some studies reveal a significant and negative relationship (e.g., Kouchaki & Desai, 2015), whereas others reveal a significant positive relationship (e.g., Mughal et al., 1996) or no relationship (e.g., Donaldson & Blanchard, 1995) between anxiety and job performance. This is not surprising, as three main issues constrain support for uncovering a curvilinear relationship between anxiety and performance. First, none of the studies explicitly reported testing for curvilinear effects. It is impossible to find such effects if they are not considered. Second, many studies that have found a negative linear relationship between anxiety and performance precluded a test of the full range of anxiety. That is, many have focused on high anxiety performance

situations or occupations, such as police officers (e.g., Nieuwenhuys & Oudejans, 2010) or high-pressure sales personnel.

Second, many studies that have found a negative linear relationship between anxiety and performance precluded a test of the full range of anxiety. That is, many have focused on high anxiety performance situations or occupations, such as police officers (e.g., Nieuwenhuys & Oudejans, 2010,e.g., Verbeke & Bagozzi, 2000). Such studies may have inadvertently failed to capture low levels of anxiety. This precludes an examination of the linear and nonlinear effects underlying the anxiety-performance relationship. Third, as described in the following text, past research has not pinpointed the mechanisms underlying the association between anxiety and performance. This is critical, as we argue that the curvilinear relationship lies in the relationship between workplace anxiety and the mechanisms, rather than between anxiety and performance directly. As such, neither a linear or curvilinear relationship is sufficient for understanding the complex relationship between anxiety and performance. Evidence of curvilinear relations between stress and performance is also weak (e.g., Jamal, 1985). Notably, stress-related research makes a distinction between negative stress (distress) and positive stress (Selye, 1987). The extent to which stress reflects distress or estruses is dependent on an individual's interpretation and reaction to external stressors (Selye, 1987). Although the negative effects of distress have dominated the stress literature (e.g., Ganster & Rosen, 2013), research on estruses suggests the potential for stress-related constructs to increase performance (e.g., Hargrove, Nelson, & Cooper, 2013).

Theory of Workplace Anxiety

Workplace anxiety is common and affects employees in all industries and levels. It involves feelings of worry or unease related to one's job. This anxiety can be caused by job performance expectations, relationships with co-workers, job security concerns, and work-life balance issues. Workplace anxiety needs attention from both employees and employers. Understanding its causes, recognizing symptoms, and using effective strategies can create a healthier, more productive work environment. Proactively addressing workplace anxiety improves employee well-being and organizational success.

The Theory of Workplace Anxiety is divided into two levels of analysis:

1   Relations between workplace anxieties

2   Job-related performances at the dispositional

Theoretical Model of Workplace Anxiety and Job Performance. This model explores how workplace anxiety impacts job performance by distinguishing between dispositional and situational anxiety and their effects on typical and episodic performance.

Dispositional Workplace Anxiety and Typical Job Performance. Dispositional workplace anxiety is an enduring characteristic that affects routine task performance, known as typical performance. This involves repetitive tasks that require sustained cognitive and personal resources such as attention, effort, and persistence. Over time, employees develop strategies to manage their anxiety and maintain performance.

Situational Workplace Anxiety and Episodic Job Performance. Situational workplace anxiety arises from specific events or tasks and affects episodic performance. This type of performance involves short-term, intense periods of task execution, requiring concentrated effort and attention. Activities like solving technical problems, engaging in business negotiations, or facilitating meetings are examples where situational anxiety plays a significant role.

Integration of Dispositional and Situational Components. This model acknowledges that multiple episodic performance episodes contribute to typical job performance. While dispositional anxiety sets the baseline for typical performance, situational anxiety causes fluctuations during specific performance episodes, cumulatively affecting overall job performance.

Extending Stress Theories

Model extends existing stress theories by focusing on both dispositional and situational anxiety and their distinct impacts on different types of performance. It highlights the importance of context in the stress-performance relationship and underscores the need for targeted interventions based on the source and nature of anxiety.

In summary, this comprehensive framework enhances our understanding of workplace anxiety and its effects on job performance, offering valuable insights for researchers and practitioners aiming to improve employee well-being and organizational productivity.

The below theories detailed about workplace anxiety in varied ways

Integrating Person and Situation Levels of Workplace Anxiety. Model integrates dispositional (person-level) and situational (situation-level)

workplace anxiety to understand how anxiety affects job performance. This dual focus considers variability within individuals in specific situations and across different individuals. It guides research on situational anxiety's impact on tasks like negotiations and advice-seeking and dispositional anxiety's effect on job satisfaction and counterproductive behaviours. Methodologies like daily experience sampling can study these processes simultaneously.

Comprehensive Framework beyond Direct Effects. It goes beyond direct effects by detailing cognitive, motivational, and resource processes linking anxiety to job performance. Emotional exhaustion impairs performance for dispositional anxiety, while cognitive interference is the key mechanism for situational anxiety. Self-regulatory behaviours can channel both types of anxiety to facilitate performance, highlighting the positive effects of workplace anxiety.

Specifying Conditions for Facilitative and Debilitative Effects. The model specifies conditions where anxiety can help or hinder performance, identifying motivation, ability, and emotional intelligence (EI) as crucial factors. Research on accomplishment striving, cognitive intelligence, technical skills, and emotional management helps to determine when anxiety has positive or negative effects.

Aligning Anxiety Types with Performance Types. Dispositional anxiety aligns with typical performance, involving routine tasks over time, and a higher-order reflective self-regulation system. Situational anxiety aligns with episodic performance, involving short, intense tasks, and a lower-order reflexive system.

Identifying Antecedents of Workplace Anxiety. Key antecedents of dispositional anxiety include employee characteristics like gender, age, job tenure, core self-evaluation, and physical health. For situational anxiety, factors include

emotional labour demands, task demands, organizational demands, job type, job demands, and job autonomy.

Advancing Stress Models. Model builds on stress theories by focusing on mechanisms and conditions linking workplace anxiety to job performance, rather than just health outcomes. It extends anxiety research beyond traditional contexts, providing a deeper understanding of workplace anxiety and its impact on job performance.

In conclusion, workplace theories offer valuable frameworks for understanding and improving various aspects of organizational life. By integrating these theories into practice, organizations can create environments that promote employee well-being, enhance performance, and drive sustainable success. The ongoing researches and application of workplace theories will continue to evolve, providing new insights and strategies to address the dynamic challenges of the modern workplace anxiety

Studies Related To Organisational Climate

Nicolas (2023) examined how organizational climate affects employees' work performance, as perceived by the employees themselves. This study investigated the relationship between the organizational climate and individual work performance. To provide a thorough understanding of these concepts, a review of existing literature was conducted. The results revealed that all aspects of the organizational climate were rated as high, not very high, and the same applied to individual work performance. Using Analysis of Variance (ANOVA), the study found a significant correlation between organizational climate and individual work performance.

Ades. (2023) studied the concept of educational organizational climate, which includes the various environments that shape school outcomes. The study used theory of planned behaviour and Marzano's Model of Teaching Effectiveness to evaluate preschool teachers' intentional integrative-qualitative behaviours. An online survey of 200 Romanian preschool educators assessed their effectiveness using the IQIB scale. The study examines how collegiality and professionalism influence teachers' intentions to adopt these behaviours, mediated by Planning and Preparing, Reflecting on Teaching, and Classroom Strategies and Behaviours. Results shows collegiality and professionalism significantly impact teachers' intentions through these mediators. The discussion highlights implications for sustainable educational management.

Iqbal and Syaifuddin (2023), made a study on Organisational Climate impact on quality education with teacher performance as intervening variables. The purpose of study was to know the direct and indirect influence of organisational climate variables affecting the quality of education through teacher performance as intervening variables. The methodology used in this research is quantitative. Findings of the study shows that the higher the organisational climate in high school the higher the quality of education and teacher performance.

Khuay et al. (2023) conducted on role of human resource management in boosting organizational performance as employees are the most valuable assets driving growth and competitiveness globally. This study aimed to explore key HR components and how they link to organizational success through a comprehensive review of literature. Effective HR management allows organizations to maximize employees' knowledge, skills, expertise, talents, and competencies, crucial for achieving success and fostering growth. Without strong HR practices, organizations

struggle to achieve their goals. Therefore, organizations prioritize hiring knowledgeable, skilled, and competent employees, offering fair compensation to build commitment and enhance performance. Moreover, investing in training programs for less skilled employees is vital to improve their abilities and align them with organizational needs.

Mathumitha, (2023) Conducted a study on organizational climate as employees' collective perception of their workplace environment, reflecting their views on employer policies and practices. This perception serves to evaluate the effectiveness of these policies in alignment with organizational goals and strategies. Organizational climate either fosters or impedes employees' creativity and productivity. A positive climate enhances productivity and reduces turnover rates. Job satisfaction, influenced directly by organizational climate, shapes employees' commitment to their work. It encompasses their enduring perceptions of workplace culture. A positive climate strengthens organizational commitment.

Puniya and Bala (2023) conducted study to explore how the organizational climate of schools influences teacher enthusiasm. They sampled 600 teachers using a multi-stage random sampling method and assessed variables using the organizational climate scale and teacher enthusiasm scale. Analysis was conducted using a two-stage structural equation modelling and artificial neural network approach. The study underscored the critical role of school organizational climate in shaping teachers' enthusiasm, with all dimensions of organizational climate proving to be significant predictors in the model. The findings highlight the importance of regularly evaluating school climate and teacher enthusiasm to guide decisions and initiatives aimed at addressing any shortcomings in educational settings.

Santana and Perez-Rico (2023) emphasized the critical roles of organizational climate and job satisfaction on organizational behaviour and psychology. These factors are increasingly important due to global trends such as labour shortages, high turnover rates, productivity demands, and evolving work models. Their impact is particularly significant in healthcare, affecting care quality, patient safety, and healthcare providers' well-being. Despite their importance, gaps persist in understanding how climate and job satisfaction relate within healthcare settings. The study protocol outlines their research plan, following PRISMA-P guidelines, to comprehensively explore these dynamics. Their framework assess research quality, synthesize findings on climate and job satisfaction in healthcare, evaluate measurement tools' reliability, and identify areas needing further research.

Arijanto and Widayati (2022) studied the effects of organizational climate and servant leadership on job satisfaction and employee performance among 124 employees of the Banten Provincial Liaison Agency in Jakarta. Using SEM and Smart PLS 3.3 for analysis, they found: (1) organizational climate positively but insignificantly affects job satisfaction; (2) servant leadership positively and significantly affects employee performance; (3) organizational climate has a positive but unfavourable effect on job satisfaction; (4) servant leadership negatively and significantly affects employee performance; (5) job satisfaction positively and significantly affects employee performance.

Hussainy (2022) reported that effects of organizational climate on employees' performance, motivation, and job satisfaction. The purpose of the research was to synthesize existing literature on organizational climate to enhance and clarify the focus of future studies in this field. The study examined four dimensions of organizational

climate: people-oriented, rule-oriented, result-oriented, and innovation-oriented climates, as well as additional dimensions identified in previous research. It pointed out that earlier studies have not sufficiently addressed the problems associated with various types of organizational climate and their dimensions. The findings reveal challenges for organizational management and highlight the drawbacks of not cultivating a positive and healthy organizational climate.

Martina (2022) conducted a study on investigating the role of diversity climate in the mediation between organisational climate and all the dissatisfaction outcomes, and analysing the moderating effect that seven hundred and twenty one participants were enrolled to participate in this study. Findings were high cynicism facilitated employees perception of execution and fairness towards their organisation, while low levels promoted loyalty

Sofia and Magda (2022) Found strong links between professionals' occupational health and their perceived organizational climate. In Portugal, where teachers face high occupational stress. Their study evaluated the Portuguese version of the Organizational Climate Description Questionnaire Revised for Elementary Schools (OCDQ-RE). It showed good test-retest reliability and discriminate validity, making it a reliable resource for research and intervention.

A Research by Boro (2021) at Bodoland University aimed to investigate how organizational climate relates to job satisfaction among faculty members. It used an established assessment tool for organizational climate developed by Allen and Meyer in 1991. This tool covers dimensions such as organizational design, communication, leadership, teamwork, decision-making, culture, job satisfaction, and motivation. The survey consisted of 35 items scale. The study findings suggest a moderate correlation between organizational climate and job

Yip (2020) examines how organizational culture shapes employee thoughts and behaviours, suggesting that cultural norms serve as a social control system for attitudes and behaviour. Using the norms model of organizational culture, the study investigates whether these cultural norms affect employees' emotional experiences, particularly anxiety. Weak norm intensity leads to deviant behaviours and uncertainty, fostering anxiety. Back of consensus about norms causes conflicts within the organization, heightening anxiety a mismatch between employees' values and organizational norms results in anxiety. Overall, various aspects of organizational cultural norms can independently or collectively influence anxiety levels, affecting performance either constructively or destructively.

Kundu and Basu (2020) made a study focusing on teacher performance and satisfaction in teacher education institutions in Kolkata. They found that organizational climate significantly influences teacher satisfaction and contributes to students' overall development. The research compared the physical and organizational climates of government-aided and self-financed teacher education institutions, assessing spatial differences in organizational climate and job satisfaction among teacher educators. A sample of 317 teacher educators from 32 institutions was randomly selected for the study. The Institutional Climate Scale, comprising 29 items across dimensions like physical resources, co-curricular activities, interpersonal relationships, sense of safety, and job satisfaction. Key findings include the need for improvement in physical climate across institutions, better organizational climate in government-aided compared to private institutions, and no direct correlation between job satisfaction and institutional location or organizational climate quality.

Yawman (2020) reviewed the relationship between organizational climate and job satisfaction as reported by various authors over the last ten years. The study explores seven distinct relationships, beginning with organizational climate and employee commitment. It covers organizational design and employee commitment, leadership commitment, motivation and job satisfaction, employee performance, and concludes with organizational commitment and job satisfaction. The author finds that researchers over the past decade have consistently agreed that a positive organizational climate generally leads to increased employee commitment, and the reverse is also true.

Sokol and Gozdek (2015) conducted a study on the importance of teacher leadership in shaping the creative attitudes of students. The study aimed to investigate how the organizational climate of higher education institutions influences creative attitudes among students, which are highly valued in today's economy. The primary objective was to examine and understand the current state of organizational climate in universities and its impact on student creativity using scientific methods and appropriate methodologies. The research hypothesis posited that higher levels of organizational climate focused on creativity correlate with higher levels of student creativity, seen as crucial for the development of both micro and macro regions.

Areekuzhiyil (2014) conducted a study to investigate the various factors influencing organizational stress among teachers in the higher education sector in Kerala. Data for the study was gathered from 200 teachers in this sector. Exploratory factor analysis identified nine significant factors affecting organizational stress, interpersonal relationships within the organization, professional and competence development, recognition within the organization, work environment, autonomy in

work, work-family interaction, role conflict, job security and remuneration, and non-academic factors. The study suggests that these nine factors should be carefully considered when drafting policies and programs for teachers in the higher education sector in Kerala.

Budhwar and Bamel (2013**)** through a paper revisit the extensively organizational construct of organizational climate. Relevant studies have been reviewed to draw generalizations from the existing literature. The paper addresses three main issues: (a) a detailed discussion on the conceptual genesis and theoretical development of organizational climate, (b) interpretation of research findings within a specific frame of reference, and (c) applications of climate research in the contemporary business environment along with future recommendations. To achieve these objectives and enhance the plausibility of the construct, the literature was examined from a time frame perspective, historical literature is referenced for theoretical discussions, current research is discussed for applications, and evidence from research in the recent decade is used for interpretation purposes.

Judith et al. (2011) conducted a study looked at how organizational climate and employee mental health vary across four large hospitals and whether organizational efficiency influences this relationship. 5316 participants filled out surveys on organizational climate, organizational efficiency, occupational stress, and mental health. Path analysis showed that organizational efficiency partly mediated the relationships between organizational climate, occupational stress, and mental health. Improving both the work environment and organizational efficiency could reduce employee stress, improve mental health, and enhance organizational performance.

Studies Related to Workplace Anxiety

Santana and Perez-Rico (2023) emphasized the critical roles of organizational climate and job satisfaction in organizational behaviour and psychology. These factors are increasingly important due to global trends such as labour shortages, high turnover rates, productivity demands, and evolving work models. Their impact is particularly significant in healthcare, affecting care quality, patient safety, and healthcare providers' well-being. Despite their importance, gaps persist in understanding how climate and job satisfaction relate within healthcare settings. The study protocol outlines their research plan, following PRISMA-P guidelines, to comprehensively explore these dynamics. They aim to conduct systematic reviews using studies gathered from databases by May 2023, completing the study by December 2024. Their framework will assess research quality, synthesize findings on climate and job satisfaction in healthcare, evaluate measurement tools' reliability, and identify areas needing further research.

Singh (2023) emphasizes women's crucial role in global economic and social progress. The literature review highlights that women often struggle to balance their time and experience significant stress from managing both family and professional responsibilities. Juggling roles as a wife, mother, and provider places considerable demands on working women, leading to overlapping responsibilities between their traditional and professional lives. This dual burden contributes to the stressors that working women face. The review explores various factors in the workplace environment that contribute to these stressful conditions. Stress is classified based on the type of stressor, its impact on individuals and the duration of exposure.

Patil (2023) explores work-related stress as a common response to increased workloads, noting its significant and growing prevalence in today's world. Occupational stress presents considerable challenges for both organizations and individuals, potentially leading to high turnover rates, burnout, absenteeism, diminished health, decreased morale, and reduced efficiency. Many employees may not realize they are stressed and may exhibit unintentional behaviours that affect their well-being and performance. Additionally, management often underestimates the impact of stressful environments, which can detrimentally affect both employees and organizational productivity. Stress can stem from various factors, including organizational and personal issues. Therefore, it is crucial for employers and employees alike to acknowledge the importance of stress management.

Irene (2022) studied the effects of interview anxiety and social-evaluative workplace anxiety on job performance, along with the common factor of fear of negative evaluation. Involving 128 job applicants, the study found that fear of negative evaluation correlated with both types of anxiety. However, neither type of anxiety significantly impacted job performance, regardless of the job's social-evaluative nature. This suggests that anxious individuals perform as well as their less anxious peers

Monterio and Joseph (2021) Seek to explore how workplace culture influences employee mental health and well-being in their review paper. They aim to comprehensively examine existing research on this topic, focusing on both positive and negative aspects of workplace cultures. The review will systematically gather and analyze relevant studies that investigate the relationship between workplace culture and employee mental health and well-being. Positive workplace cultures,

characterized by supportive leadership, social support, reasonable job expectations, work-life balance, and effective policies, are found to enhance employee well-being. Conversely, negative workplace cultures, featuring unsupportive leadership, lack of social support, high job demands, poor work-life balance, and inadequate policies, can adversely affect employee mental health. The review also highlights future research opportunities, such as exploring how different workplace cultures affect specific mental health conditions and considering how individual traits may moderate these effects.

Naveed and Anwar (2021) aimed to create and validate an Information Anxiety Scale specifically designed for workplace settings. Their study progressed through two main phases. Initially, they developed statements related to information anxiety by reviewing existing literature on anxieties related to information, behaviours in libraries, information avoidance, and information literacy. Insights from two focus group interviews further informed the crafting of these statements. A panel of experts then evaluated these statements to ensure their content and face validity. Following this, the scale underwent pilot testing to gather initial data. In the second phase, the researchers employed various statistical methods, such as exploratory factor analysis, Cronbach's alpha coefficient, and test-retest reliability, to evaluate the scale's construct validity and reliability. The results of their analysis revealed a 33-item scale organized into six dimensions, with 'Task Anxiety' being one of these dimension, encompassing 5 items

Vignoli and Mschalla (2017) investigated workplace phobic anxiety using the Job Demands-Resources (JD-R) model in a nonclinical setting. They aimed to understand how anxiety affects work, focusing on issues like sick leave and work

participation. The study included 739 workers from a retail company. Using AMOS software for structural equation modelling, they found that factors related to health problems and motivation significantly influenced workplace phobic anxiety. This anxiety, in turn, correlated with absenteeism. Exhaustion played a role in linking perceived job demands to workplace phobic anxiety, while work engagement linked perceived job resources to this anxiety. The research highlighted the importance of addressing workplace phobic anxiety for both employee well-being and the costs associated with absenteeism. It emphasized the need for supervisors and occupational health professionals to be aware of and manage workplace phobic anxiety, especially when employees experience frequent or prolonged sick leave.

Pattnaik and Pradhan (2016) studied the relationship between emotional intelligence and anxiety among security personnel in educational institutions. Security personnel, who often face high-risk situations, experience more anxiety and stress than other workers, which can negatively affect their performance. They collected data from 104 randomly selected security personnel at a well-known academic institute in Eastern India using tests for emotional intelligence and anxiety. The results revealed a significant inverse relationship between emotional intelligence and anxiety. The study also suggested coping strategies for managing anxiety and discussed theoretical and practical implications and future research directions.

Muschalla and Fay (2015) studied work anxiety, a severe mental health issue that can lead to prolonged sickness absence. They found that individuals with work anxiety often do not openly discuss their concerns and may attribute their internal issues to external factors. As a result, they tend to view their workplace more negatively compared to those without such anxiety. The study used standardized

interviews with employed patients undergoing psychosomatic rehabilitation for common mental disorders. Work anxiety was assessed through interviews, and perceptions of workplace conditions were measured using the Short Questionnaire for Job Analysis (KFZA). The study compared 148 inpatient participants with 8015 individuals from the general population. Results showed that participants with work anxiety rated their workplace significantly more negatively than both patients without work anxiety and employees in the general population. Conversely, there were no significant differences in how psychosomatic patients without work anxiety and the general population perceived their workplaces. The study also found that specific complaints about work conditions correlated with the type of work anxiety experienced by the participant

Battams and Roche (2014) investigated how working conditions affect mental health, especially in male-dominated industries where more than 70% of workers are male. They conducted a systematic review of risk factors for anxiety and depression in sectors like agriculture, construction, mining, manufacturing, transport, and utilities. Using major electronic databases, they assessed 19 studies based on the National Health and Medical Research Council's criteria, focusing on individual factors, team environment, work conditions, and work-home balance as risk categories. Key factors contributing to anxiety and depression included poor health habits, unsupportive workplace relationships, job overload, and high job demands, with higher risks observed among blue-collar workers. The review underscored gaps in evidence and highlighted the need for studies with stronger methodologies. It emphasized the importance of comprehensive strategies and organizational mental health policies to address these issues in male-dominated industries.

Jones and Latreille (2011) analyzed data from the British Workplace Employment Relations Survey (WERS) to study factors affecting employee job anxiety and work-related psychological issues. They discovered that job anxiety is closely tied to job demands, such as occupation, education level, and work hours. Higher levels of job anxiety were associated with more reports of work-related psychological illness by managers. The study also examined how psychological illness impacts workplace performance, finding a negative relationship with indicators like absenteeism, turnover, and labour productivity.

Rooprai (2009) Studied the role of emotional intelligence in managing workplace stress and anxiety. The study, involving 120 management students, uses the Emotional Intelligence Scale, Stress Inventory, and General Anxiety Test. Data analysis through descriptive statistics, correlation, and regression shows a significant link between emotional intelligence and both stress and anxiety management.

Haslam and Atkinson (2005) studied how anxiety and depression impact work performance and workplace safety, and the effects of treatment for these conditions. They conducted nine focus groups with employees who had experienced anxiety and depression, along with three groups involving human resources and occupational health staff. The participants 74 individuals aged 18-60 from diverse occupational backgrounds, shared their experiences. Expert panels reviewed the study's findings to evaluate clinical implications. Workers noted that symptoms and medication sometimes impaired their job performance, and they attributed accidents to their condition or medication. Many participants were surprised by the initial worsening effects of their medication. Due to the stigma associated with mental

illnesses, employees were hesitant to disclose their mental health conditions to colleagues.

Conclusion

The review of literature provided information and ideas about the nature of research in the field of investigation. With its help the investigator could properly design the study. It helped a lot to choose appropriate research methodology, prepare the devices for data collection and also to analyse the data meaningfully. Review of related literature is an important aspect of any investigation. It is necessary for the investigator to make a thorough review of related studies before planning and carrying of the study. A proper study of related literature will enable the researcher to locate and go deep into the problem. (Best & Kahn, 2006)

The review of related studies on organisational climate and workplace anxiety has been instrumental in shaping the direction of this research, as it has revealed a relationship in the organisational climate and workplace anxiety among various studies. When investigator went through the studies, positive Organizational Climate emphasize how a supportive, inclusive, and transparent organizational climate can reduce workplace anxiety is specific elements like strong leadership, open communication, and employee recognition. In other studies, negative Organizational Climate Highlight how factors such as poor management, lack of support, and high job demands contribute to increased workplace anxiety. It also impacts the employee's effects of workplace anxiety on employee well-being, productivity, job satisfaction, and turnover intentions. Organizational climate and workplace anxiety impact overall organizational performance, including aspects like efficiency,

innovation, and workplace harmony. This review has not only informed the selection of appropriate methodologies, tools and sample for data collection, but it has also guided the interpretation of the final results in the study has been enriched by the knowledge and perspective gained through this comprehensive review. This research review has been a source of profound value for the investigator, providing a deeper comprehension of the complexities of the organisational climate and workplace anxiety in different situation.

Methodology

- *Variables of the study*
- *Objectives of the study*
- *Hypotheses of the study*
- *Method used*
- *Sample Selected for the study*
- *Tools used for Data Collection*
- *Data Collection Procedure*
- *Statistical Techniques Used*

METHODOLOGY

Methodology is a systematic framework used to solve the research problem by using the best and most feasible methods to conduct the research while aligning with the aim and objectives of research.

The success of any research work depends largely upon the suitability of the methods and the tools and techniques the researcher follows to gather adequate data. Hence methodology is of vital importance in any research work.

The present study attempts to find out the relationship between organisational climate and workplace anxiety of high school teachers. This chapter contains the description of the methodology adopted and it describes the design of the study under the following heads.

- Variables of the study
- Objectives of the study
- Hypotheses of the study
- Method Used
- Sample Selected for the study
- Tools Used for Data Collection
- Data Collection Procedure
- Statistical Techniques Used

The details of each of the above are given below,

Variables of the Study

The study intends to find out relationship between organisational climate and workplace Anxiety of High school teachers. Hence, the present study has two types of variables, independent variables and dependent variable.

Independent Variable

Independent variable selected for the study is Organisational Climate factors

Dependent Variable

The dependent variable selected for the study is Workplace Anxiety.

Objective of the Study

1 To find out the level of organisational climate in educational institution in Malappuram district

2 To find out the extent of work place anxiety among High School teacher in Malappuram district

3 To find out the relationship between organisational climate and work place anxiety among the subsample based on.

- Gender

- Locality of school.

- Type of managements

Hypotheses of the Study

1 Their exist significant relationship between the organisational climate and work place anxiety among the sub samples based on

a) Gender

b) Locale

c) Type of management

Method Used

Survey method was used to collect necessary data.

Sample Selected for the Study

A sample is finite subset of population from it with the objective of the investigating its property. The population of the present study is the high school teachers who are teaching in Government, Aided, and Unaided Schools in Malappuram district. So that, it is impossible and impractical to study the whole population characteristics, due to its infinite huge size. Therefore, it was decided to conduct a representative sample of population, which assess the degree of generalizability of the study's findings. Study used stratified random sampling technique. The sample of the study comprises of 400 high school teachers drawn from various schools in Malappuram district. Some factors or strata of the population were taken into consideration while selecting the sample like,

Gender

Gender has great influence on findings of the research. Review of literature shows that gender difference is reflecting in the result of many studies. So, the investigator gave due representation for male and female high school teachers in the present study.

Type of Management

Type of management is the schools include Government. Aided and unaided stream. Due representation was given to Type of Management while selecting the sample.

Locale

The numbers of high schools are more than the number of high schools in urban area. So, it is decided to give due weight age to locale of school.

Break-up of the Sample

The details of break-up of sample is given in Table 1.

Table 1

Break-up of the Final Sample

Sample	Category	Number of Teachers	Total
Gender	Male	214	400
	Female	186	
Locale	Rural	226	400
	Urban	174	
Type of Management	Government	164	400
	Aided	143	
	Private	93	

Tools Used for Data Collection

Data collection is the procedure of collecting, measuring and analysing accurate insights for research using standard validated techniques. For the present study, investigator used Organisation Climate scale (Sadhikali & Ishaq, 2000) and Workplace Anxiety (Smitha & Jaseena, 2023) as tool. Workplace Anxiety scale developed by the investigator with the help of the supervising teacher and Organisational Climate was adopted.

Workplace Anxiety Scale

For the purpose of measuring workplace anxiety, investigator constructed and standardized workplace anxiety with the help of supervising teacher, which consisted of 56 statements.

Detailed description of the tool is given below.

Planning of the Scale

The first step in the construction and standardization of the scale is planning. The present study is an attempt to find out relationship between organisational climate and workplace anxiety of high school teachers. For the preparation of workplace anxiety scale the investigator reviewed the concept of workplace anxiety theory.

After analysing the academic background and review of related literature. The investigator found dimensions.

Detailed description of each of the dimensions is given below;

Employee Physical Health. Employee physical health focuses on the bodily wellness of an employee. It includes energy levels, physical activity, sleep patterns, diet and exercise routine. An employee's physical health is majorly affected by their workload and work environment.

Eg;-   I have felt tired on many occasions due to the workload (Item no: 2)

Motivation. Motivation plays a vital role in the development of organisations, as it increases employee productivity and effectiveness.

Eg:-   I feel happy when the headmaster appreciates me for my excellence in school (Item no: 49)

Emotional Exhaustion. Emotional exhaustion is a state of feeling emotionally worn-out drained as a result of accumulated stress from personal or work lives.

Eg;-   When headmaster gives certain tasks, feels afraid to do them(Item no: 23)

Job-performance. Job-performance is an aggregate of employee behaviours that have some expected value to organisations.

Eg;-   There is no mental stress when you have to face many problems related to school (item no:8)

Dispositional Work Place Anxiety. Dispositional work place anxiety reflects individual differences ,the extent to which employee experience general levels of anxiety at work.

Eg;- When IT work has to be done, it is avoided for any reason. (Item no: 26)

Task Demands. Task demand is an opportunity for work to be realized

Eg;- Don't know how to use the technology needed to teach. (Item no: 30)

Organisational Demands. Job demands are defined as "physical, psychological, social, or organizational aspects of the job that require sustained physical and/or psychological (cognitive and emotional) effort or skills and are therefore associated with certain physiological and/or psychological costs" (Bakker & Demerouti, 2007)

Eg;-   When problems arise in the school, efforts are made to solve them (Item no: 44)

Preparation of the Scale

Based upon the above –mentioned components developed Workplace anxiety scale. The draft scale consists of 56 items. Out of which 52 items are positive and 4 items are negative a copy of the draft tool (Workplace anxiety scale, Malayalam version and English version) are given as appendices and II respectively.

Details regarding items under each component of workplace anxiety scale are given in the table 2

Table 2

Items Under Each Components of Scale on Workplace Anxiety

Dimensions	Item No.
Employee physical health	1, 2, 3, 4, 5
Emotional exhaustion	6, 7, 8, 9, 10, 45, 47, 50, 52, 53, 55
Job performance	11, 12, 13, 14, 31, 32, 33, 34.35, 38, 56
Dispositional workplace anxiety	15, 16, 22, 23, 24, 25, 26, 27
Task demands	17, 18, 19, 20, 21, 29, 30, 39
Organisational demands	37, 40, 41, 42, 43, 44,
Motivation	28, 36, 46, 48, 49, 51, 54

Scoring Procedure

The scale workplace anxiety consisted of items that can answer with responses in the five–point scale. Strongly agree, agree, neutral, disagree, and strongly disagree. For positive statements the respective scores for the responses are 5, 4, for option agree, 3 for neutral and 2, 1 for disagrees. For negative statements, the scoring was done in the reverse order viz., 1, 2, 4, 5. The score on all the items are added to get total score on workplace anxiety scale.

Try out the Preliminary Scale. The scale was administered on a sample of 400 high school teachers selected using stratified sampling method to giving due representation to gender, locale, type of management of schools. After scoring the response sheets as per the scoring procedure they are arranged in ascending order a total score. Then the highest 27 percentage and the lowest 27 percentage were separated. The mean and standard deviation of the scores obtained for each item of the upper and lower group were calculated separately. The critical ratio for each item was calculated using the formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\dfrac{\sigma_1^2}{N_1} + \dfrac{\sigma_2^2}{N_2}}}$$

Where,

$\overline{X}_1$ = Mean of the Group I

$\overline{X}_2$ = Mean of the Group II

σ_1 = Standard Deviation of Group I

σ_2 = Standard Deviation of Group II

N_1 = Sample size of Group I

N_2 = Sample size of Group II

N2 = Sample size of the lower group

Items with a critical ratio greater than or equal to 1.96 at 0.05 level of significance were selected for the final scale.

The critical ratio obtained for each item together with mean and standard deviation of the scores of the two groups is given in Table 3.

Table 3

Critical Ratio ('t' Value) with Mean and Standard Deviation of Each Item in Scale on Workplace Anxiety

Item No.	Upper Group			Lower Group			t-value	Remarks
	Mean	SD	N_1	Mean	SD	N_2		
1	4.07	.380	100	3.45	1.104	100	5.304	Accepted
2	4.61	.530	100	3.78	1.050	100	7.057	Accepted
3	4.19	.462	100	3.12	1.076	100	9.131	Accepted
4	4.62	.488	100	3.96	.887	100	6.521	Accepted
5	4.21	.400	100	3.60	1.064	100	5.352	Accepted
6	4.57	.497	100	3.23	1.162	100	10.600	Accepted
7	4.23	.440	100	3.69	.907	100	5.344	Accepted
8	4.48	.500	100	3.43	1.121	100	8.545	Accepted
9	4.36	.480	100	3.67	1.083	100	5.820	Accepted
10	4.49	.540	100	3.18	1.095	100	10.723	Accepted
11	4.27	.610	100	3.42	1.112	100	6.685	Accepted
12	4.49	.550	100	4.06	.814	100	4.352	Accepted
13	4.38	.480	100	3.28	1.256	100	8.164	Accepted
14	4.52	.500	100	3.99	.990	100	*4.775	Rejected
15	4.32	.510	100	4.01	.703	100	3.568	Accepted
16	4.57	.490	100	3.52	.937	100	9.895	Accepted
17	4.35	.510	100	3.74	1.107	100	4.989	Accepted
18	4.47	.620	100	3.76	1.046	100	5.824	Accepted
19	4.32	.660	100	3.89	1.014	100	3.546	Accepted
20	4.45	.650	100	3.66	1.027	100	6.479	Accepted
21	4.79	4.098	100	3.33	1.155	100	3.429	Accepted
22	4.57	.490	100	3.68	.931	100	8.433	Accepted
23	4.39	.490	100	3.61	1.081	100	6.569	Accepted
24	4.52	.550	100	3.64	.905	100	8.274	Accepted
25	4.35	.557	100	3.56	.988	100	6.964	Accepted
26	4.54	.500	100	3.42	1.165	100	8.832	Accepted
27	4.36	.480	100	3.50	1.078	100	7.283	Accepted

Item No.	Upper Group			Lower Group			t-value	Remarks
	Mean	SD	N_1	Mean	SD	N_2		
28	4.51	.550	100	3.53	1.132	100	7.760	Accepted
29	4.36	.502	100	3.32	1.205	100	7.965	Accepted
30	4.42	.571	100	3.91	1.006	100	4.408	Accepted
31	4.41	.552	100	3.78	1.060	100	5.272	Accepted
32	4.42	.530	100	3.88	.967	100	4.886	Accepted
33	4.42	.530	100	3.79	1.066	100	5.280	Accepted
34	4.39	.540	100	3.96	.942	100	3.945	Accepted
35	4.48	.550	100	3.82	1.048	100	5.556	Accepted
36	4.47	.502	100	3.83	1.146	100	5.115	Accepted
37	4.46	.501	100	3.71	1.008	100	6.663	Accepted
38	4.43	.555	100	3.42	1.208	100	7.599	Accepted
39	4.44	.538	100	3.46	1.068	100	8.198	Accepted
40	4.49	.502	100	3.82	1.114	100	5.484	Accepted
41	4.41	.605	100	3.89	.952	100	4.610	Accepted
42	4.46	.576	100	4.04	1.014	100	3.601	Accepted
43	4.42	.572	100	3.93	1.027	100	4.167	Accepted
44	4.50	.522	100	3.77	1.081	100	6.080	Accepted
45	4.42	.554	100	3.94	.886	100	4.596	Accepted
46	4.47	.502	100	4.06	.851	100	4.152	Accepted
47	4.48	.502	100	3.99	.759	100	5.386	Accepted
48	4.43	.555	100	4.22	.705	100	2.341	Accepted
49	4.49	.522	100	3.87	.747	100	6.800	Accepted
50	4.49	.502	100	3.95	1.009	100	4.792	Accepted
51	4.44	.556	100	3.89	.737	100	5.956	Accepted
52	4.46	.501	100	4.43	.640	100	*.369	Rejected
53	4.50	.522	100	3.80	.995	100	6.230	Accepted
54	4.89	4.993	100	4.32	.827	100	*1.126	Rejected
55	4.50	.503	100	3.66	.831	100	8.646	Accepted
56	4.48	.502	100	4.40	.651	100	*.973	Rejected

*Indicates items that are rejected in the finalization of the scale.

Finalization of the Scale

Item with critical ratio greater 1.96 were selected for the final scale. Out of 56 items 52 items are greater than 1.96 the table value of 't' for 0.05 level and that of 10 items are less than 1.98 table value required for significant at 0.05 level of significance. Hence 52 items were selected for the final scale and rejected 4 items. A copy of the final version of the tool (Malayalam and English) is given in the Appendix III and IV respectively.

Reliability

Reliability of a test refers to the consistency, whatever it is measuring, it does so consistently. To ensure reliability of Workplace anxiety scale, the statistical technique Cronbach's Alpha was used to determine the internal consistency. The value of Cronbach's alpha for items is. 729. It suggests that there is a degree of consistency in the response which means statement prepared is reliable.

Validity

An index of validity shows the degree to which a test measure what it intends to measure when compared with accepted criteria.

In the present study the validity of scale was ensured through face validity. To ensure face validity the investigator consulted with experts during the development of the tool and the test was given to the experts for the approval of items and the experts approved the scale as an appropriate tool for measuring Workplace Anxiety.

Organisational Climate Scale

For the purpose of measuring organisational climate of high school teachers, the investigator adopted organisational climate scale developed by (Ishaq & Sadhikali, 2000).

Planning of the Scale

The major areas selected to prepare organisational climate scale were,

Description of Tools

Description Scale

This tool is used to measure the independent variable of the study viz., organisational climate. According to the authorities in this area, organisational climate is experienced by people in the organisation and so perception of these people are valid source of data in measuring it. The purpose of assessment of organisational climate is to obtain an objective description of this perception. The critical factors that the teachers agreed upon are central in describing the organisational climate of the institution in which they work.

This tool is modified form of the tool developed originally by Halpin and Craft in 1963 in America. Earlier in 1990, the OCDQ was modified and adapted to training college conditions by Rajagopalan to study the organisational climate of Training Collages of Kerala. But considering the differences in America and training college conditions and since the modified the tool, to make it suitable to for the secondary school conditions. This is done by carefully studying the items in the original test and modified the tool developed by Rajagopalan and then on the basis of

expert opinion, some items were reworded, some were deleted and items were added in the place of deleted ones.

This questionnaire has 56 statements by which the teachers describe the climate of their institutions. Halpin and Croft had identified two clusters of factors consists of factors viz. Aloofness, Production Emphasis, Thrust, Consideration, Disengagement, Hindrance, spirit and Intimacy. The statement of OCDQ measures these factors which reflect the leadership shown by the headmaster in coordinating the activities of the school and the cooperation and the professional attitude of the teachers. A description of the factors in each cluster is given below.

Aloofness. It refers to the extent to which the Headmaster is described as maintaining social distance. His behaviour will be impersonal and formal.

Eg:- The work will be done only as per the Headmaster's instructions(Item no ; 2)

Production Emphasis. Production Emphasis refers to which the head master tries to get teachers to work hard such as supervising closely, being directive demanding results.

Eg:- At the end of the week, the headmaster gives suggestions to the teachers to improve their teaching (Item No. 39)

Thrust. It refers to the behaviour with which the Head master sets a hardworking example. He functions as a model and attempts to motivate teachers humanly and tender heartedly. His actions are humane and he is viewed favourably by other teachers.

Eg:- The Headmaster is diligent and punctual in his duties(Item no : 25)

Consideration. It refers to the extent to which the head master is seen as treating teachers with dignity and human concern. The behaviour of the head of the institution is bureaucratic and he tries to improve the effectiveness and efficiency by helping the group work towards the common goal providing them with adequate operational guidance and secretarial service.

Eg:- The Headmaster is diligent and punctual in his duties (Item no : 21)

Disengagement. It refers to the degree to which teachers are involved and committed to achieving the goals of the institution. The teachers have different opinions about the task at hand. The teacher pulls in different directions and never reaches a common solution.

Eg:- The headmaster tells the teachers to help the children who are behind in learning without any pain. (Item no: 26)

Hindrance. Hindrance refers to the extent to which teachers see rules, paper work and administration as impeding their work. The group members will have a feeling that the head master burdens them with routine duties, management demands and other administrative requirements which they consider as unnecessary. The teachers perceive the head master as highly dictatorial in behaviour. He will hear the suggestions of the teachers and he acts according to his whims and fancies.

Eg:- Teachers have very open discussions about academic and non-academic matters in the staff room.(Item no : 44)

Espirit. It refers to the apparent morale of the group. The teachers will have a feeling that their social needs are satisfied. They are having a feeling of accomplishment in their job

Eg:- Teachers respect each other Scoring. (Item no: 41)

The questionnaire consists of positive and negative statements which have to be rated on a five point scale, the strongly agree, agree, neutral, disagree, strongly disagree. The positive statements scores 1, 2, 3, 4, 5 the order is reverse in the case of negative statements.

Reliability and Validity

Reliability. The reliability of the tool was estimated by coefficient was found to be 0.89. Hence the tool can be considered to be highly reliable.

Validity. The validity of the test is estimated by validating it against scores in Baroda Teaching Competency Scale as an external criterion. The validity co-efficient obtained was found to be 0.60(N=30).

Data Collection Procedure

After finalizing the sample size, the investigator sought permission from selected High School principals for collecting data and made necessary arrangements for the administration of the tool. The investigator explained the nature and confidentiality of the study. Through necessary instructions, the investigator administered the Workplace Anxiety Scale and Organisational Climate Scale together with personal data sheet and collected the data.

Scoring and Consolidation of Data

The entire response sheet was scored as per the scoring scheme of the scale prepared. The incomplete data sheets were removed. Response sheet completed in all aspects were selected for the final sample. Total scores were calculated.

Statistical Technique Used

Statistics is a branch that deals with the study of the collection, analysis, interpretation, organisation, and presentation of data. For the present study statistical techniques used for analysing the data are as follows.

- Preliminary analysis (mean, median, mode, standard deviation, skewness)

- Percentile

- Test of Significance of difference between means (t-test)

- Pearson's product moment co-efficient of correlation(1979)

Preliminary analysis

The important statistical properties of the scores of the variable under study were calculated and analysed as preliminary step. That is mean, median, mode. Skewness and kurtosis were calculated for the total sample and the relevant subsamples based on gender, locale and type of management. From this we can predict or arrive at a conclusion about the nature of the distribution.

Percentile Analysis

Percentiles are points of a given distribution below which given percentage of case lies. To find out norms for the total, percentiles are used. The formula to find out the percentile is,

Where, Pi=L+h

L= Lower limit of class contain Pi

f =frequency of the class containing Pi

h=magnitude of the containing Pi

C= cumulative frequency of the class preceding the class containing Pi

N= total number of the sample

Pearson's Product Moment Co-efficient of Correlation

The most often used and most precise co-efficient of correlation is the Pearson's Product Moment Co-efficient of Correlation. Which is a measure of the strength of a linear association between two variables and is donated by (r). For the present study, Pearson's product Moment Co-efficient of Correlation (r) used to find the relationship between Workplace Anxiety and Organisational Climate of High School teachers.

The formula used to find out product moment coefficient of correlation is.

$$r = \frac{N\Sigma xy - \Sigma x \Sigma Y}{\sqrt{[N\Sigma x^2 - (\Sigma X)^2 (N\Sigma y^2 - (\Sigma Y)^2)]}}$$

Where

$\sum x$ = Sum of X scores

$\sum y$ = Sum of Y scores

$\sum xy$ = Sum of the product of paired X and Y scores

N = Number of paired scores

$\sum x^2$ = Sum of squared X scores

$\sum y^2$ = Sum of squared Y scores

The value of 'r' obtained in the class is described in the term of

- Size of 'r'

- Statistical significance of the coefficient

- Direction of 'r'

Interpretation of Computed Correlation Coefficient

The computed correlation coefficient between two variables is then interpreted to find whether there exists any correlation between the two variables and if any such relation exists, how far the relation is significant. The interpretation of correlation coefficient is presented in Table 4:

Table 4

Interpretation of Correlation Coefficient

Range of Computed Correlation	Interpretation
0	Zero relation, absolutely no relationship
0.0 to±0.2	Slight; almost negligible relationship
±0.21 to ± 0.4	No correlation; definite, but small relationship
±0.41 to ±0.6	Moderate relation; substantial but small relationship
±0.61 to ±0.8	High correlation; marked relationship
±0.81 to ±0.99	Very high correlation
±1	Perfect correlation; almost identical or opposite relationship

Analysis & Interpretation

- *Objectives of the Study*

- *Hypotheses of the Study*

- *Analysis of Data*

ANALYSIS AND INTERPRETATION

The chapter deals with the analysis and interpretation of obtained data. The data gathered through Organisational Climate Scale and Workplace Anxiety Scale had been tabulated and organised in terms of the objectives of the study to facilitate analysis and interpretation. The analysis was under taken on the basis of the data obtained from high school teachers of Malappuram district.

Objectives of the Study

The present study designed to attain following objectives

1. To find out the level of organisational climate in educational institution in Malappuram district

2. To find out the extent of work place anxiety among High School teachers in Malappuram district

3. To find out the relationship between organisational climate and work place anxiety among the subsample based on.
   - Gender
   - Locality of school.
   - Type of managements

Hypotheses of the Study

The present study designed to test the following hypotheses,

1) There exists significant relationship between organisational climate and workplace anxiety among high school teachers for the total sample.
   a. Gender
   b. Locale
   c. Type of Management

Discussion of the results obtained through statistical analysis of the collected data is presented under the following major headings.

1) Preliminary analysis

2) Extent of organisational climate among high school teachers in the total sample

3) Extent of workplace anxiety high school teachers in the total sample

4) Comparison of the mean scores of the organisational climate of the high school teachers based on gender, locale and type of management

5) Comparison of the mean scores of the workplace anxiety of the high school teachers based on gender, locale and type of management.

6) Relationship between organisational climate and workplace anxiety of high school teachers.

Preliminary Analysis

As the first step of analysis is the distribution of the scores of the variables organisational climate and workplace anxiety. The important statistical properties of scores on the variables under the study were analysed as the preliminary step. The mean, median, mode standard deviation, skewness, kurtosis was determined for the whole sample.

The detail of the preliminary analysis for variable organisational climate is given below in the table 5.

Table 5

Preliminary Analysis of the Variable Organisational Climate of High School Teachers for the Total Sample

Sample		N	Mean	Median	Mode	SD	Skewness	Kurtosis
Total		400	199.92	201	200	13.156	---.739	1.191
Gender	Male	214	200.66	201	196	12.103	--.778	1.651
	Female	186	199.06	200	200	14.257	--.661	.756
Locale	Rural	226	198.10	198.50	200	13.865	--.489	.591
	Urban	174	202.28	203	206	11.801	--1.115	2.933
Type of management	Government	164	195.20	197.50	200	13.618	--.474	.222
	Aided	143	202.13	201	196	13.244	--.948	2.547
	Private	93	204.83	205	206	8.926	--.132	--.001

Table 5 shows that the obtained value of mean, median, and mode of the variable, organisational climate is 199.92, 201 and 200 respectively for the total sample. This indicate that the distribution of the scores approximate closely expected for a normal curve. The skewness (-.739) shows that the distribution of the scores of organisational climate is negatively skewed for the total sample. The value of kurtosis (1.191) indicates that the distribution of the scores of the organisational climate is leptokurtic in nature for the total sample.

The scores of mean, median, mode for the male teachers are 220.66, 201 and 196 SD value indicate that 12.103, skewness value shows that -.788 which is negatively skewed. Kurtosis value shows that 1.651. The score of mean, median, mode for female teachers are 199.06, 200 and200 SD value is, 14.257 skewness value shows that -.661 which is negatively skewed. Kurtosis value shows that. 756. The scores of mean, median, mode for urban school teachers are 202.28, 203, 206 and SD value shows as 11.801 skewness -1.115 which is negatively skewed. Kurtosis

value shows that 2.933, scores of mean, median, mode for rural school teachers are 198.10, 198.50, 200 and SD value shows as 13.865 skwness -.489 which is negatively skewed kurtosis.591.The table shows that subsample, among type of management, scores of mean, median, mode for the government teachers are 195.20, 197.50, 200 and SD value shows as 13.618, skewness -474. kurtosis. 222. For the subsample for type scores of management, scores of aided teachers mean, median, and mode are 202.13, 201, 196 and SD value shows as 13.244, skewness -.948, kurtosis 2.547. For the subsample, the scores mean, median, and mode of the type of management of private teachers are 204.83, 205, and 206 SD value shows as8.926 skewness -.132, kurtosis -.001

Graphical representation of scores of the variable organisational climate is represented in Figure 1.

Figure 1

Frequency Curve of the Scores of Organisational Climate for the Total Sample
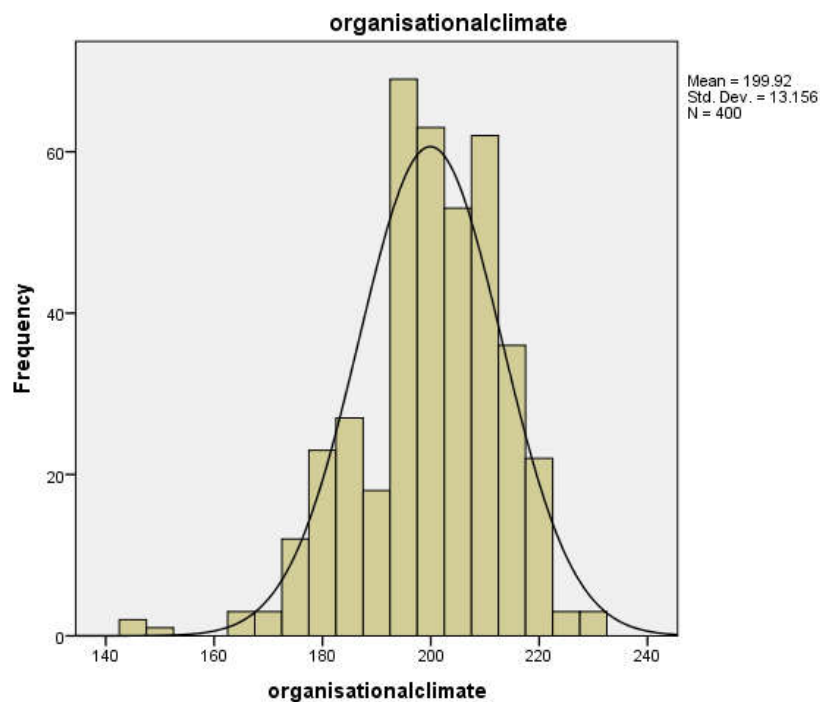
Figure 2

Frequency Curve of the Scores of Organisational Climate for the Subsamples

The statistical constants and graphical representations of the variable organisational climate follow approximately a normal distribution

The detail of the preliminary analysis for variable workplace anxiety is given below in the table 6.

Table 6

Preliminary Analysis of the Variable Workplace Anxiety of High School Teachers for the Total Sample

Variable		N	Mean	Median	Mode	SD	Skewness	Kurtosis
Workplace Anxiety		400	219.91	224	232	16.451	---1. 140	1.001
Gender	Male	214	222.14	224	226	11.888	--.642	1.651
	Female	186	217.34	224	232	20.213	--.931	--.381
Locale	Rural	226	215.78	222.50	223	18.910	--.773	-.207
	Urban	174	225.28	227	229	10.381	--.853	1.584
Type of management	Government	164	201.84	214	189	20.019	--.355	--.855
	Aided	143	226.50	227	224	9.811	--.289	1.363
	Private	93	225.78	227	232	8.110	--.250	1.498

Table 6 Shows that the obtained value of mean, median and mode of the variable, Workplace Anxiety is219.91, 224 and 232 respectively for the total sample. This indicate that the distribution of the scores approximate closely what is expected for the normal curve. The skewness (-1.140) shows that the distribution of the scores of workplace anxiety is negatively skewed for the total sample. The value kurtosis (1.001) indicates that the distribution of the scores of the workplace anxiety is leptokurtic in nature for the total sample.

The scores of mean, median, mode are 222.14, 224, 226 and 11.888 SD value of male teachers shows that. 642, skewness value shows that which is negatively skewed. For female teachers mean, median, mode is 217.34, 224and234 SD value

shows that, 20.213 skewness value shows that which is negatively skewed. Kurtosis value is that. 931.With regard to the urban school teachers mean, median, mode are 225.28, 227, 229 and SD value shows as 10.381 skewness -853which is negatively skewed. kurtosis value shows that 1.584With regard to the rural school teachers mean, median, mode are 198.10, 198.50, 200 and SD value shows as 13.865 skwness -.489 which is negatively skewed kurtosis.591.The table shows the subsample of type of management of govt teachers mean, median, mode are 201.84, 214, 189, and SD value shows as 20.019, skewness-.355,. kurtosis -855.For the subsample of the type of management of aided teachers mean, median, and mode are 226.50, 227, 224 and SD value shows as 9.811 skewness -.289, krtosis 1.363. For the subsample of the type of management of private teachers mean, median, and mode are 225.78, 227, 232 SD value shows 8.110 as skewness -.132, kurtosis 1.498.

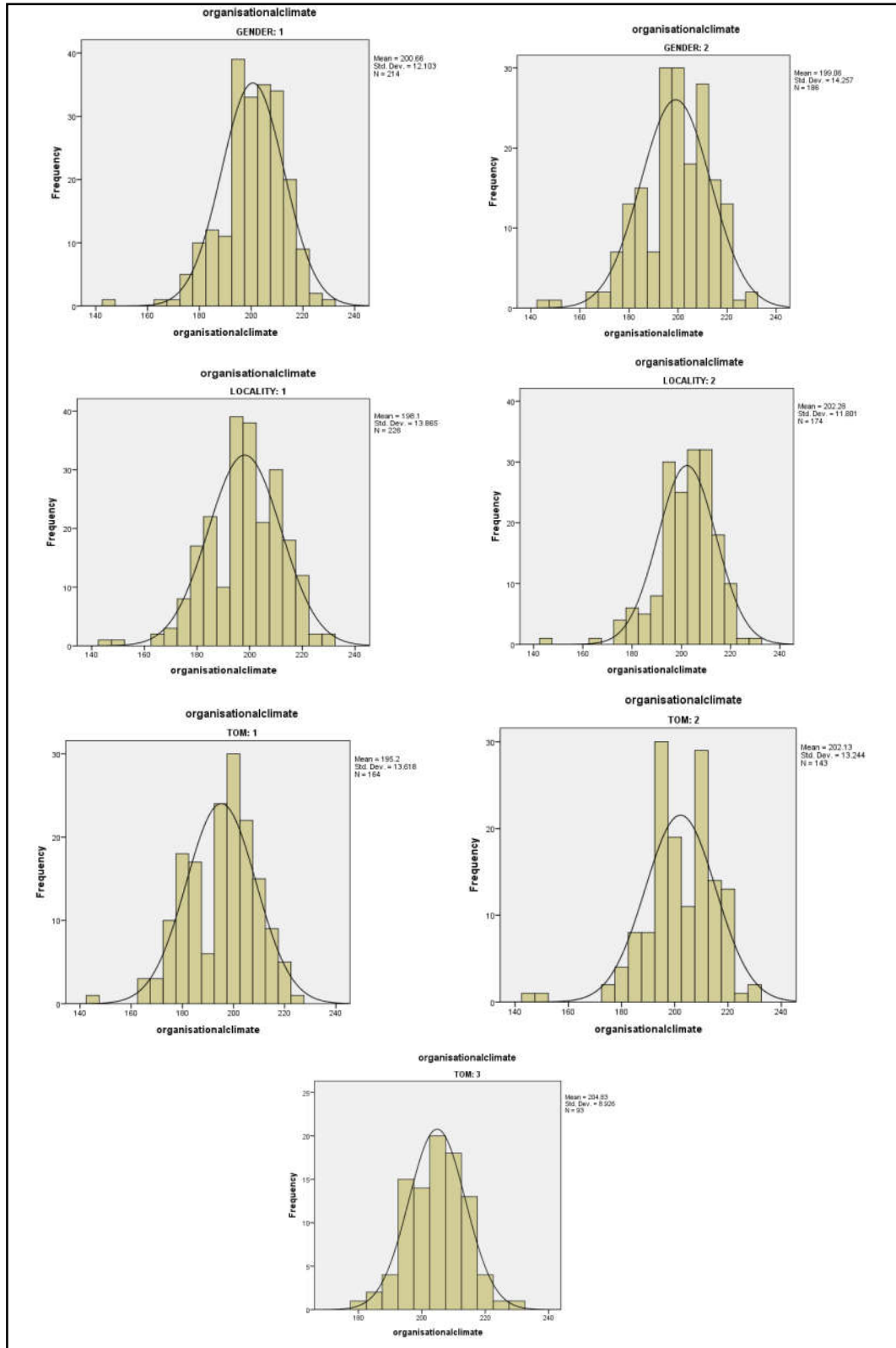Graphical representation of scores of the variable workplace is represented in Figure 3.

Figure 3

Frequency curve of the scores of Workplace Anxiety for the Total Sample
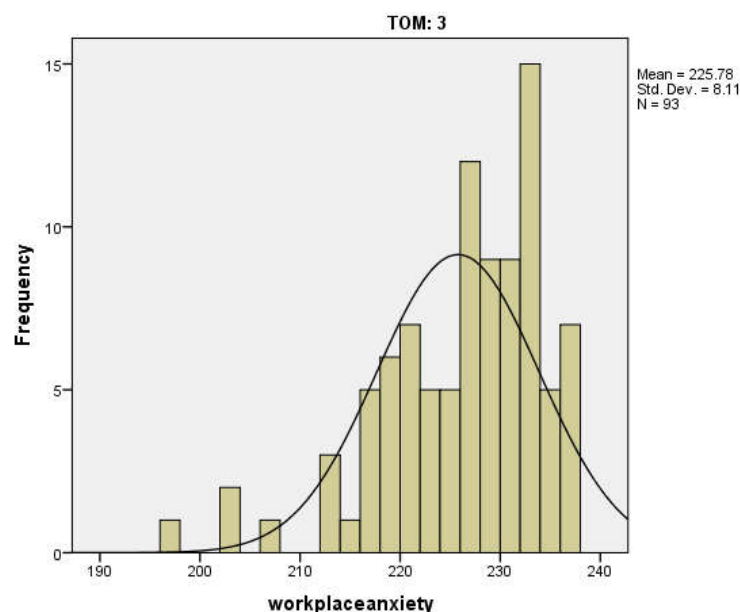
Figure 4

Frequency Curve of the Scores of Workplace Anxiety for the Subsamples
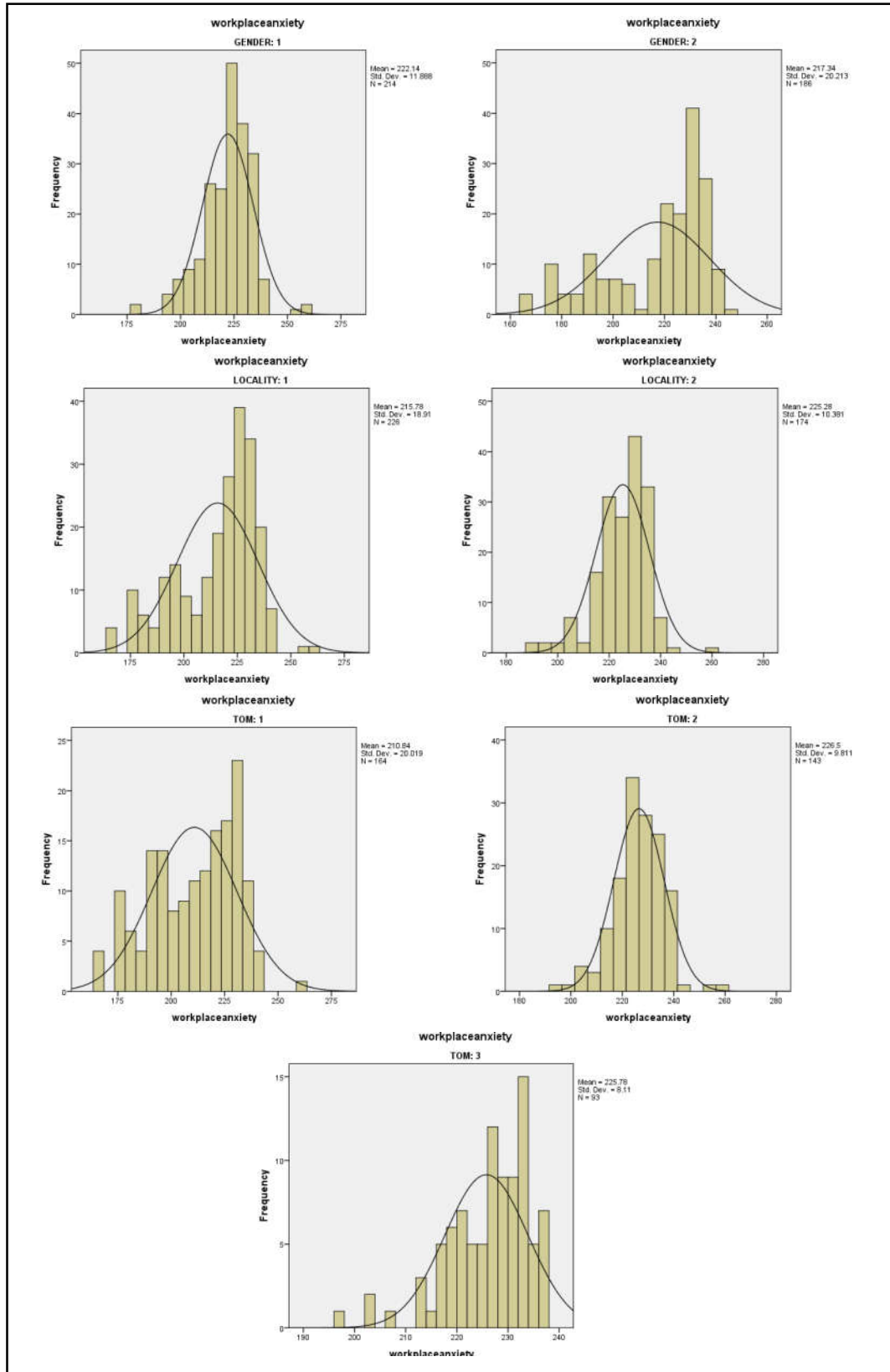
The statistical constants and graphical representations of the variable workplace anxiety of high school teachers of Malappuram district follow approximately a normal distribution.

Extent of Organisational Climate among High School Teachers

for the Total Sample

The extent of organisational climate of high school teachers in the total sample was established by calculating mean scores and percentile. The mean scores of Organisational Climate of high school teachers for the total sample is 199.92

The percentiles P10, P20, P30, P40, P50, P60, P70, P80 and P90 were calculated for the total ample is presented in table 7.

Table 7

Percentile Norms of Organisational Climate of High School Teachers for the Total Sample

Percentile	Organisational Climate	Mean
P_{90}	215	
P_{80}	211	
P_{70}	208	
P_{60}	204	
P_{50}	201	199.5
P_{40}	198	
P_{30}	195	
P_{20}	190	
P_{10}	182	

Table 7 shows that the 10th percentile of organisational climate of high school teachers is 182. That means the organisational climate scores of 10 percent high

school teachers lies below the score 182. The 50th percentile P50=201 that means below and above the score of organisational climate 201 an equal number of scores of school teachers lies. In similar way we can interpret all other percentile.

The mean score obtained for organisational climate of high school teachers was 199.5, which lies in between 40th and 50th percentile. The 40th percentile score of organisational climate of high school teachers is 198 and 50th percentile score of organisational climate of high school teachers is 201. Hence it can be concluded that organisational climate of high school teachers are satisfactory.

Extent of Workplace Anxiety of High School Teachers in the Total Sample

The extent of Workplace Anxiety of High School Teachers for the total sample was established by calculating mean scores and percentile. The mean score of workplace anxiety of high school teachers for the total sample is 222.5.

The percentile P10, P20, P30, P40, P50, P60, P70, P80 and P90 were calculated for the total sample. They are presented in the table 8.

Table 8

Percentile Norms of Workplace Anxiety of High School Teachers for the Total Sample

Percentile	Workplace Anxiety	Mean
P_{90}	236	
P_{80}	232	
P_{70}	230	
P_{60}	227	
P_{50}	224	222.5
P_{40}	221	
P_{30}	216	
P_{20}	208	
P_{10}	194	

Table 8 shows that the 10thpercentiles of the workplace anxiety of high school teachers are194. That means the score for workplace anxiety of 10 percent high school teachers lies below the score 194. The 50th percentile P50-221 that means below and above the score 221 an equal number of high school teachers scores lies. In similar way we can interpret all other percentile.

The mean score obtained for workplace anxiety of high school teachers was 222.5, which lies in between 40th and 50th percentile. The 40th percentile score of workplace anxiety of high school teachers is 221 and 50th percentile score of workplace anxiety of high school teachers is 224. Hence it can be concluded that workplace anxiety of high school teacher's are satisfactory.

The Relationship between Organisational Climate and Work Place Anxiety among the High School Teachers

To find out relationship between Organisational Climate and Workplace Anxiety of total sample and sub samples of high school students, the technique of correlation of coefficient (r) used. The details are presented in the table 9.

Table 9

Relationship between Organisation Climate and Work Place Anxiety among the Subsample based on Gender, Locality of School, and type of Management

Sl. No.	Sample	Correlation
1	Total Sample	0.076
2	Male	0.076
3	Female	0.046
4	Urban	0.307
5	Rural	-0.114
9	Government	0.182
10	Aided	0.032
11	Private	0.044

Table 8 shows that Coefficient of correlation between Organisational Climate and Workplace Anxiety found out for High School Teachers in the total sample and sub sample based on gender, locale and type of management. The coefficient of correlation obtained for the total sample is 0.076.The value obtained suggests that the relation between the variables is not significant at0.01 level as (r) is greater than the tabled value required for significant at 0.01 levels. The magnitude and direction of' r' indicate ,there is no relationship between the variables Organisational Climate and Workplace Anxiety for total sample.

The Coefficient of correlation obtained for the male high school teachers is 0.076.The value obtained suggests that the relation between the variables is significant at 0.01 levels as 'r' is less than the tabled value required for the significance at 0.01 level and direction of 'r' indicate no relationship between variables. Hence it can be concluded that there exist no significant relationship between the variables Organisational Climate and Workplace Anxiety among Male High School Teachers.

The Coefficient of correlation obtained for the female High School Teachers is 0.046. The value obtained suggests that the relation between the variables is significant at 0.01 levels as 'r' is less than the tabled value required for the significance at0.01 level. The magnitude and direction of 'r' indicate no relationship between variables. Hence it can be concluded that there exist no significant relationship between the variables Organisational Climate and Workplace Anxiety of Female High School Teachers.

The Coefficient of correlation obtained for the urban High School Teachers is 0.307. The value obtained suggests that the relation between the variables is

significant at 0.01 levels as 'r' is greater than the tabled value required for the significance at 0.01 level. The magnitude and direction of 'r' indicate the small and positive relationship between variables. Hence it can be concluded that there exist a significant small and positive relationship between the variables Organisational Climate and Workplace Anxiety of High School Teachers in Urban area

The Coefficient of correlation obtained for the rural High School Teachers is -0.114. The value obtained suggests that the relation between the variables is significant at 0.01 levels as 'r' is less than the tabled value required for the significance at 0.01 level. The magnitude and direction of 'r' indicate the no relationship between variables. Hence it can be concluded that there exist no significant relationship between the variables Organisational Climate and Workplace Anxiety of High School Teachers in rural area.

The Coefficient of correlation obtained for the Government High School Teachers of is 0.182. The value obtained suggests that the relation between the variables is significant at 0.01 levels as 'r' is greater than the tabled value required for the significance at 0.01 level. The magnitude and direction of 'r' indicate the slight; almost negligible relationship between variables. Hence it can be concluded that there exist no significant relationship between the variables Organisational Climate and Workplace Anxiety of Government High School Teachers.

The Coefficient of correlation obtained for the Aided High School Teachers of is 0.032 the value obtained suggests that the relation between the variables is significant at 0.01 levels as 'r' is greater than the tabled value required for the significance at 0.01 level. The magnitude and direction of 'r' indicate no relationship between variables. Hence it can be concluded that there exist no significant relationship between the variables Organisational Climate and Workplace Anxiety of Aided High School Teachers

The Coefficient of correlation obtained for the Unaided High School Teachers of is 0.044. The value obtained suggests that the relation between the variables is significant at 0.01 levels as 'r' is greater than the tabled value required for the significance at0.01 level. The magnitude and direction of 'r' indicate no relationship between variables. Hence it can be concluded that there exist no significant relationship between the variables Organisational Climate and Workplace Anxiety of Unaided High School Teachers.

Discussion

The Coefficient of correlation between Organisational Climate and Workplace Anxiety of High School Teachers of Malappuram District were analysed. Result shows that there exists no significance between the variables Organisational Climate and Workplace Anxiety for total sample. It is evidence from result that there is no significant difference for subsample, male, female, rural, urban, govt, aided, unaided.

Based on the findings, it can conclude that:

o There is a weak positive correlation between the Organisational Climate and Workplace Anxiety in the total sample.

o The correlation is similar for male and female teachers.

o Urban areas show a stronger positive correlation, while rural areas show a weak negative correlation.

o Government institutions show stronger positive correlation, while aided and private institutions have weaker positive correlations. So it can be concluded that both moves in one direction. It means Workplace Anxiety decreases, when Organisational Climate is comfortable.

Summary, Findings & Conclusion

- *Study in Retrospect*
- *Major Findings of the Study*
- *Tenability of Hypothesis*
- *Educational Implication*
- *Suggestion for Further Research*

SUMMARY, FINDINGS
AND CONCLUSION

This chapter provides an overview of the significant aspect of the various stages of the study. Which include, study in retrospect, major findings of the study, tenability of hypothesis, educational implication and suggestion for further research in this area

Study in Retrospect

The various aspects related to the present study like variables, objectives, hypothesis, methodology are presented in brief.

Restatement of the Problem

The study was entitled as "ORGANISATIONAL CLIMATE AND WORKPLACE ANXIETY AMONG HIGH SCHOOL TEACHERS OF MALAPPURAM DISTRICT".

Variables of the Study

The study intends to find out relationship between organisational climate and workplace anxiety of high school teacher's. Hence, the present study has two types of variables, independent variable and dependent variable.

Independent Variable

In the present study independent variable is organisational climate.

Dependent Variable

In the present study dependent variable is workplace anxiety.

Objectives of the Study

The study has designed to attain following objectives,

❖ To find out the level of organisational climate in the educational institution in Malappuram district

❖ To find out the extent of work place anxiety among High School teacher in Malappuram district

❖ To find out the relationship between organisational climate and work place anxiety among the subsample based on.

- Gender

- Locality of school.

- Type of managements

Hypotheses of the Study

❖ Their exist significant relationship between the organisational climate and work place anxiety among High School teachers of Malappuram district among sub samples based on

- Gender

- Locale

- Type of management

Methodology

It deals with the precise description of the method, sample used in the study, tool employed and statistical techniques used.

Method

The study was intended to investigate organisational climate and workplace anxiety of high school teachers of Malappuram district. The investigator used survey method for the study.

Sample

The study was conducted on a sample of 400 high school teachers, drawn from different schools in Malappuram district by stratified sampling technique, giving due representation to the various strata, gender, locale and type of management.

Tool Used for Data Collection

For the present study, investigator used Organisational Climate scale, Workplace Anxiety scale. For that investigator developed Workplace Anxiety scale (Smitha & Jeseena, 2023) with the help of guide and Organisational Climate scale (Sadhikali & Ishaq, 2000) was adopted.

Statistical Techniques Used

The main statistical techniques for the present study are,

➢ Preliminary analysis

➢ Percentile

➢ Pearson's product moment co-efficient of Correlation

Major Findings of the Study

The findings of the study are following;

1   There is no significant relationship found among organisational climate and workplace anxiety (r = 0.076)

2   There is no significant relationship between Organisational Climate and Workplace Anxiety among Male High School Teachers. (r = 0.076)

3   There is no significant relationship between Organisational Climate and Workplace Anxiety for female High School Teachers. (r = 0.046)

4   There is a significant small and positive relationship between Organisational Climate and Workplace Anxiety for Female High School Teachers in Urban area(r =0.307)

5   There is no significant relationship between the Organisational Climate and Workplace Anxiety of Female High School Teachers in rural area.(r = -0.114)

6   There is no significant relationship between the Organisational Climate and Workplace Anxiety for Government High School Teachers (r = 0.182)

7   There is no significant relationship between the Organisational Climate and Workplace Anxiety of Aided High School Teachers (r = 0.032)

8   There is no significant relationship between the Organisational Climate and Workplace Anxiety for Unaided High School Teachers(r = 0.044)

Conclusion

Based on the analysis, the investigator arrived at the following conclusion

Result indicates that the extent of organisational climate and workplace anxiety are satisfactory among high school teachers. Also found that organisational climate of high school teachers does not differ significantly with respect to gender, locale and type of management. Likewise, workplace anxiety of high school teachers does not differ significantly with respect to gender, locale and type of management. But there exist a positive significant and low relationship between organisational climate and workplace anxiety among high school teachers.

Tenability of Hypotheses

- Hypothesis states 'there is no significant relationship between organisational climate and workplace anxiety among high school teachers for the total sample'. The finding of the study reveals that there exists no significant and low relationship between organisational climate and workplace anxiety of high school teachers (0.076). **So this hypothesis is rejected**.

- Hypothesis states 'there exists there no relationship between organisational climate and workplace anxiety among male and female high school teachers.' The findings reveals that there exist no significant relationship among organisational climate and workplace anxiety among male high school teachers ($r = 0.076$) and there exist no significant relationship between organisational climate and workplace anxiety of high school teachers (0.046). **So for the subsample male, female hypothesis is rejected.**

- Hypothesis states that 'there is a small positive relationship between organisational climate and workplace anxiety among urban and rural teachers

of high school teachers'. The findings reveals that there exist a small positive relationship between the organisational climate and workplace anxiety among urban teachers (r = 0.307) and there exist a no relationship between organisational climate and workplace anxiety among rural high school teachers (r = -0.114). **So for the subsample urban and rural hypothesis is rejected.**

- Hypothesis states that 'there is no relationship between organisational climate and workplace anxiety among type of management'. The finding reveals there exist no significant relationship between organisational climate and workplace anxiety among government high school teachers (r = 0.182) and there exist no significant relationship between organisational climate and workplace anxiety among aided high school teachers (0.032), there exist no significant relationship between organisational climate and workplace anxiety among private high school teachers.(r = 0.044). **So this hypothesis is rejected.**

Educational Implications

A teacher is the central agency of learning process, holding a significant responsibility of moulding the young generation of the nation. They face numerous stress and strain in their working environment. Experiencing the various kinds of demands from the organisation and the society, teaching profession has full of challenge in this present scenario. Present study was intended to find out the relationship between organisational climate and workplace anxiety among high school teachers. The result showed that there exist no significant relationship between organisational climate and workplace anxiety among high school teachers, but low relationship in urban area.

The major findings of the study put forward the following suggestions to improve educational practices;

1   A positive organizational climate fosters higher morale and job satisfaction among teachers. When teachers feel supported, valued, and respected by their colleagues and administration, they are more likely to be engaged and enthusiastic about their work.

2   Schools with a positive organizational climate are more likely to retain experienced and skilled teachers. High tension can disrupt the continuity of instruction and negatively affect student learning.

3   A supportive organizational climate encourages collaboration and professional development. Teachers who have opportunities to collaborate with peers and participate in professional development are better equipped to adopt innovative teaching practices and improve their instructional strategies.

4   There is a strong link between positive organizational climate and student achievement. When teachers are motivated and supported, they are more effective in the classroom, leading to better student outcome

5   Teachers experiencing high levels of anxiety are more likely to take sick leave and suffer from burnout. This can lead to increased absenteeism, which disrupts the learning environment and places additional strain on remaining staff.

6   Anxiety can affect teachers' relationships with students. Teachers who are anxious may struggle to build positive relationships with students, which are crucial for creating a supportive and effective learning environment.

7   Students can sense their teachers' anxiety, which can create a stressful classroom environment. This can affect students' own stress levels and hinder their academic performance and emotional well-being.

8   Offer ongoing professional development opportunities that are relevant to teachers' needs and interests.

9   Encourage collaboration and teamwork among staff through structured planning times and professional learning communities.

10 Provide access to mental health training programme and support, such as counselling services and stress management workshops.

11 Address factors contributing to high workloads and provide adequate planning and preparation time.

12 Foster an environment of open communication where teachers feel comfortable for discussing their concerns and stressors with administrator.

13 By understanding and addressing the organizational climate and workplace anxiety, educational leaders can create a more supportive environment for teachers, which will ultimately benefit student learning and development.

Suggestion for Further Research

a. Investigate the specific aspects of organizational climate (e.g., leadership, communication, recognition) that contribute free working environment.

b. Explore the reasons behind the negative correlation in rural areas, including potential factors such as resource constraints, isolation, or cultural differences.

c. Examine the impact of workplace anxiety on employee well-being, job satisfaction, and productivity in different organizational climates.

d. Develop and test interventions aimed at improving organizational climate and reducing workplace anxiety in various settings.

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Appendices

Appendix I

FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION

FAROOK COLLEGE P.O. 673632

Affiliated to University of Calicut

<u>SCALE ON WORKPLACE ANXIETY -2023</u>
(Draft)

Dr. Fathima Jaseena   **Smitha George**

Assistant Professor   M.Ed. Student

നിർദേശങ്ങൾ

തൊഴിലിടത്തിലെ ഉത്കണ്ഠയുമായി ബന്ധപ്പെട്ട ഈ ചോദ്യാവലിയിൽ 56 പ്രസ്താവനകൾ ഉണ്ട്. ഓരോ പ്രസ്താവനയ്ക്കും പൂർണ്ണമായി യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു, പൂർണ്ണമായി വിയോജിക്കുന്നു എന്നിങ്ങനെ അഞ്ചു വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും വായിച്ച് പ്രസ്താവന യോട് പൂർണ്ണമായി യോജിക്കുന്നുവെങ്കിൽ അതാത് കോളത്തിൽ നിങ്ങളുടെ പ്രതിക രണം ✓ ചിഹ്നം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികര ണം രേഖപ്പെടുത്തുക. ഈ വിവരങ്ങൾ ഗവേഷണാവശ്യത്തിനുമാത്രം ഉപയോഗിക്ക കയുള്ള എന്നറിയിക്കുന്നു.

Name of the School   : Govt. ☐ Aided ☐ Private ☐

Optional Subject   : ………………………………………………

Educational Qualification : ……………………………………………

Local of School   : Urban ☐   Rural ☐

Year of Experience   : ………………………………………………

Gender   : Male ☐ Female ☐ Transgender ☐

Marital Status   : Married ☐ Unmarried ☐ Separated ☐
                                   Widow ☐ Divorced ☐

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
1.	ക്ലാസ്സിനായി ഒരുപാട് സമയം ചിലവഴിക്കുമ്പോൾ എനിക്ക് തലവേദന വരുന്നു					
2.	ജോലിഭാരം കാരണം പല അവസരങ്ങളിലും എനിക്ക് ക്ഷീണം തോന്നിയിട്ടുണ്ട്					
3.	അമിതമായ കമ്പ്യൂട്ടർ ഉപയോഗം കണ്ണിന് ആയാസം ഉണ്ടാക്കും					
4.	പഠനയാത്രയ്ക്കായി കുട്ടികളുമായി യാത്ര ചെയ്യുന്നത് ബുദ്ധിമുട്ടാണ്					
5.	ബ്ലാക്ക്ബോർഡ് ഉപയോഗിക്കുമ്പോൾ അലർജി ഉണ്ടാകില്ല					
6.	പല ജോലികളും പൂർത്തിയാക്കി വീട്ടിലെത്തുമ്പോൾ ഞാൻ ക്ഷീണിതനാണ്					
7.	പാഠ്യേതര വിഷയങ്ങളിൽ സമയം ചിലവഴിക്കേണ്ടി വരുമ്പോൾ ശാരീരിക ബുദ്ധിമുട്ടുകൾ ഉണ്ടാകില്ല					
8.	സ്കൂളുമായി ബന്ധപ്പെട്ട പല പ്രശ്നങ്ങളും അഭിമുഖീകരിക്കേണ്ടി വരുമ്പോൾ മാനസിക പിരിമുറുക്കമില്ല					
9.	എനിക്ക് ഒഴിവു സമയം കിട്ടുന്നില്ലെങ്കിൽ എനിക്ക് വിഷമമില്ല					
10.	പാഠ്യേതര പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കാനുള്ള ചുമതല ലഭിക്കാൻ പ്രയാസമാണ്					
11.	ജോലി പ്രശ്നങ്ങൾ എന്റെ വ്യക്തിജീവിതത്തെ ബാധിക്കുന്നില്ല					
12.	വിദ്യാർത്ഥികളുടെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ ഇടപെടാൻ കഴിയില്ല					
13.	ഇതൊരു മെറിറ്റ് അടിസ്ഥാനമാക്കിയുള്ള ജോലിയാണെന്ന് എനിക്ക് തോന്നുന്നു					
14.	കുട്ടികളെ ക്ലാസിൽ നിയന്ത്രിക്കാൻ കഴിയില്ല					
15.	പാഠ്യേതര വിഷയങ്ങൾ കൈകാര്യം ചെയ്യാൻ കഴിയും					
16.	പരിശീലനം ലഭിക്കാത്ത ഒരു വിഷയം കൈകാര്യം ചെയ്യാൻ കഴിയില്ല					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
17.	സഹപ്രവർത്തകരുമായി യോജിച്ച് പ്രവർത്തിക്കുന്നത് ബുദ്ധിമുട്ടുള്ളതായി കാണുന്നില്ല					
18.	ക്ലാസ് എടുക്കാൻ ഒരു തയ്യാറെടുപ്പും നടത്തിയിട്ടില്ല					
19.	ക്ലാസ് ചാർജ് ഉത്തരവാദിത്തം നന്നായി ചെയ്യാൻ കഴിയും					
20.	സിലബസ് കൃത്യസമയത്ത് പൂർത്തിയാക്കാൻ കഴിയില്ല					
21.	ചിലപ്പോഴൊക്കെ നന്നായി പഠിപ്പിക്കുന്നത് ബുദ്ധിമുട്ടാണ്					
22.	എന്റെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ മറ്റുള്ളവരെ ഇടപെടാൻ ഞാൻ അനുവദിക്കുന്നില്ല					
23.	ഹെഡ്മാസ്റ്റർ ചില ജോലികൾ നൽകുമ്പോൾ, അത് ചെയ്യാൻ അയാൾക്ക് ഭയം തോന്നുന്നു					
24.	സ്കൂൾ കുട്ടികളുടെ മാർക്ക് അപ്‌ലോഡ് ചെയ്യുന്നതിനുള്ള സമയപരിധി പറയുമ്പോൾ, വളരെയധികം സമ്മർദ്ദമുണ്ട്					
25.	ക്ലാസ് PTA നടക്കുമ്പോൾ PTA അംഗങ്ങൾ എന്റെ അധ്യാപനത്തെ കുറിച്ച് മോശമായി സംസാരിച്ചാൽ എനിക്ക് വിഷമമുണ്ട്.					
26.	ഐടി ജോലികൾ ചെയ്യേണ്ടിവരുമ്പോൾ, ഒരു കാരണവശാലും അത് ഒഴിവാക്കപ്പെടുന്നു					
27.	ജോലിസ്ഥലത്ത് വഴക്കുണ്ടാകുമ്പോൾ എനിക്ക് വിഷമം തോന്നുന്നു					
28.	കൃത്യസമയത്ത് അത് പൂർത്തിയാക്കാൻ ഞാൻ കുറച്ച് ജോലി വീട്ടിലേക്ക് കൊണ്ടുപോകുന്നു					
29.	ചില കാര്യങ്ങളിൽ സഹായത്തിനായി മുതിർന്ന അധ്യാപകരെ സമീപിക്കുന്നത് ബുദ്ധിമുട്ടാണ്					
30.	പഠിപ്പിക്കാൻ സാങ്കേതികവിദ്യ എങ്ങനെ ഉപയോഗിക്കണമെന്ന് അറിയില്ല					
31.	പഠിപ്പിക്കുന്നതിന് ആവശ്യമായ റഫറൻസ് പുസ്തകം നോക്കുന്നില്ല					
32.	കൃത്യസമയത്ത് ക്ലാസ് പൂർത്തിയാക്കാൻ ശ്രമിക്കുന്നു.					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
33.	മാറുന്ന പാഠ്യപദ്ധതിക്കനുസരിച്ചുള്ള പഠന തന്ത്രം എനിക്കറിയാം					
34.	അദ്ധ്യാപനവുമായി ബന്ധപ്പെട്ട ക്ലാസിൽ എന്താണ് അവതരിപ്പിക്കേണ്ടതെന്ന് വ്യക്തമായ മാർഗ്ഗനിർദ്ദേശങ്ങൾ തയ്യാറാക്കി					
35.	അധ്യാപനവുമായി ബന്ധപ്പെട്ട കഴിവുകൾ വർധിപ്പിക്കാനുള്ള ശ്രമങ്ങൾ നടക്കുന്നു					
36.	എന്നെ ഏൽപ്പിച്ച ഉത്തരവാദിത്ത‌ങ്ങൾ സമയത്തിന് മുമ്പേ പൂർത്തിയാക്കാൻ ഞാൻ ശ്രമിക്കുന്നു					
37.	പാഠ്യേതര പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കുന്നത് സ്‌കൾ പ്രോത്സാഹിപ്പിക്കുന്നില്ല					
38.	പരീക്ഷാ മൂല്യനിർണയത്തിന് ആവശ്യമായ സൗകര്യങ്ങൾ സ്കൂളിലില്ല					
39.	സ്‌കൂളിൽ പുതിയ നയങ്ങൾ അവതരിപ്പിക്കുമ്പോൾ, അവയുമായി പൊരുത്തപ്പെടാൻ പ്രയാസമാണ്					
40.	സ്‌കൂളിൽ അടിസ്ഥാന സൗകര്യങ്ങളുടെ അഭാവമുണ്ട്					
41.	സർക്കാർ ആനുകൂല്യങ്ങൾ സമയബന്ധിതമായി സ്‌കൂളിൽ നടപ്പാക്കണം					
42.	പ്രധാനാധ്യാപകന്റെ രീതികൾ കഠിനമായതിനാൽ ജോലിയിൽ സംതൃപ്തിയില്ല					
43.	സ്‌കൂൾ അധികൃതർ മാതാപിതാക്കളുമായി നല്ല ബന്ധം നിലനിർത്താൻ ശ്രമിക്കുന്നു					
44.	സ്‌കൂളിൽ പ്രശ്നങ്ങൾ ഉണ്ടാകുമ്പോൾ, അവ പരിഹരിക്കാൻ കൂട്ടായ പരിശ്രമം നടത്തുന്നു					
45.	സഹപ്രവർത്തകരും പ്രധാനാധ്യാപകരും തമ്മിൽ തർക്കമുണ്ട്					
46.	സ്‌കൂൾ പരിസരം വളരെ നല്ലതാണ്					
47.	കുട്ടികൾക്കായി ആത്മാർത്ഥമായി പ്രവർത്തിക്കുന്നത് പ്രശംസ നേടുന്നില്ല					
48.	അധ്യാപന ജോലിയിൽ സംതൃപ്തനാണ്					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
49.	സ്കൂളിലെ എന്റെ മികവിന് ഹെഡ്മാസ്റ്റർ എന്നെ അഭിനന്ദിക്കുമ്പോൾ എനിക്ക് സന്തോഷം തോന്നുന്നു					
50.	എന്റെ സഹപ്രവർത്തകരുടെ പെരുമാറ്റം എന്നെ സന്തോഷിപ്പിക്കുന്നില്ല					
51.	സ്കൂളിന്റെ എല്ലാ കാര്യങ്ങളിലും ഇടപെടാൻ, ഞങ്ങ ൾക്ക് PTA യുമായി നല്ല ബന്ധമുണ്ട്					
52.	എന്റെ ക്ലാസ്സിലെ കുട്ടികൾ മികവ് പുലർത്തുമ്പോൾ, അവർക്ക് വേണ്ടി കൂടുതൽ ചെയ്യാൻ എനിക്ക് പ്രേരണയില്ല					
53.	സ്കൂൾ ജോലികൾ നന്നായി ചെയ്യാൻ കുടുംബത്തിന് സഹായം ലഭിക്കുന്നില്ല					
54.	അദ്ധ്യാപന രീതികൾ നടപ്പിലാക്കുന്നതിനായി ഫണ്ട് സ്വരൂപിക്കുന്നത് പലപ്പോഴും					
55.	എന്റെ ക്ലാസ്സിലെ വിദ്യാർത്ഥികളുമായി എനിക്ക് നല്ല ബന്ധമുണ്ട്					
56.	സ്കൂളിന്റെ എല്ലാ പ്രവർത്തനങ്ങൾക്കും പിന്തുണ നൽകുന്നതിൽ ഹെഡ്മാസ്റ്റർ സന്തോഷിക്കുന്നു					

Appendix II

FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION

FAROOK COLLEGE P.O. 673632

Affiliated to University of Calicut

SCALE ON WORKPLACE ANXIETY -2023

(Draft)

Dr. Fathima Jaseena	**Smitha George**
Assistant Professor	M.Ed. Student

Instructions

There are 56 statements related to workplace anxiety. Five responses were given for each statement namely strongly agree, agree, no opinion, disagree and strongly disagree. Read each statement and mark your response by ticking (✓) in the respective column if you completely agree with the statement. Record response to all statements. Please note that this information will be used for research purposes only.

Name of the School   : Govt. ☐   Aided ☐   Private ☐

Optional Subject   : ……………………………………………………

Educational Qualification : ……………………………………………………

Local of School   : Urban ☐   Rural ☐

Year of Experience   : ……………………………………………………

Gender   : Male ☐   Female ☐   Transgender ☐

Marital Status   : Married ☐   Unmarried ☐   Separated ☐
        Widow ☐   Divorced ☐

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Not Agree	Strongly Disagree
1	I get headaches when I spend a lot of time preparing for class					
2	I have felt tired on many occasions due to the workload					
3	Excessive computer use can cause eye strain					
4	It is difficult to travel with children for a study trip					
5	There is no allergy when using blackboard					
6	I am tired when reaching home after completing tasks					
7	No physical strain when spending time on extracurricular activities					
8	I don't have mental stress when i face problems in the school					
9	I don't feel bad if I don't get free time					
10	I find difficult to organize extra-curricular activities					
11	Work problems do not affect my personal life					
12	It is not possible to interfere in the personal affairs of students					
13	I feel that i got this job because of my merit					
14	Children cannot be controlled in class					
15	I Can be confident of teaching outside syllabus					
16	An untrained subject cannot be handled					
17	Does not find it difficult to work harmoniously with colleagues					
18	No preparation is done to take the class					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Not Agree	Strongly Disagree
19	Class charge responsibility can be done well					
20	It is not possible to complete the syllabus on time					
21	Sometimes it is difficult to engage in teaching well					
22	I do not allow others to interfere in my personal affairs					
23	When head master gives certain tasks, i feel afraid to do them					
24	When time limit is kept for uploading the marks of the students I am tensed					
25	When the class PTA is going on, if the PTA members talk negatively about my teaching, I am worried					
26	When IT work has to be done, it is avoided for any reason					
27	I feel bad when there is an argument at work					
28	I take some work home to finish it on time					
29	It is difficult to approach senior teachers for help in some matters					
30	Does not know how to use technology to teach					
31	Does not look at the reference book necessary for teaching					
32	I try to complete the lessons on time					
33	I know the study strategy according to the changing curriculum					
34	Prepared clear guidelines on what to present in class related to teaching					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Not Agree	Strongly Disagree
35	Efforts are being made to increase teaching-related capacities					
36	I try to complete the responsibilities assigned to me ahead of time					
37	School does not encourage organizing extra-curricular activities					
38	The School does not have the necessary facilities for examination evaluation					
39	When new policies are introduced in the school, it is difficult to adapt to them					
40	There is a lack of basic facilities in the school					
41	Government benefits are to be implemented in school in a timely manner					
42	There is no job satisfaction because the headmaster's methods are harsh					
43	School authorities try to maintain a good relationship with parents					
44	When problems arise in the school, a collective effort is made to solve them					
45	There are conflicts between the colleagues and the headmaster					
46	The school environment is very good					
47	Working sincerely for children does not earn praise					
48	Satisfied with teaching job					
49	I feel happy when the headmaster appreciates me for my excellence in school					
50	The behaviour of my colleagues does not cheer me up					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Not Agree	Strongly Disagree
51	To be involved in all matters of the school, we have a good relationship with the PTA					
52	When the kids in my class excel, I don't feel Motivated to do more for them					
53	Family don't support me in my work					
54	Organizations often find it difficult to raise funds to implement teaching methods					
55	I have a good relationship with the students in my class					
56	The Headmaster is happy to support all the activities of the school					

Appendix III

FAROOK TRAINING COLLEGE

RESEARCH CENTER IN EDUCATION

FAROOK COLLEGE P.O. 673632

Affiliated to University of Calicut

<u>SCALE ON WORKPLACE ANXIETY -2023</u>

(Final)

Dr. Fathima Jaseena	**Smitha George**
Assistant Professor	M.Ed. Student

നിർദേശങ്ങൾ

തൊഴിലിടത്തിലെ ഉത്കണ്ഠയുമായി ബന്ധപ്പെട്ട ഈ ചോദ്യാവലിയിൽ 52 പ്രസ്താവനകൾ ഉണ്ട്. ഓരോ പ്രസ്താവനയ്ക്കും പൂർണ്ണമായി യോജിക്കുന്നു, യോജിക്കുന്നു, അഭിപ്രായമില്ല, വിയോജിക്കുന്നു, പൂർണ്ണമായി വിയോജിക്കുന്നു എന്നിങ്ങനെ അഞ്ച് വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും വായിച്ച് പ്രസ്താവന യോട് പൂർണ്ണമായി യോജിക്കുന്നുവെങ്കിൽ അതാത് കോളത്തിൽ നിങ്ങളുടെ പ്രതിക രണം ✓ ചിഹ്നം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികര ണം രേഖപ്പെടുത്തുക. ഈ വിവരങ്ങൾ ഗവേഷണാവശ്യത്തിനുമാത്രം ഉപയോഗിക്ക കയുള്ള എന്നറിയിക്കുന്നു.

Name of the School	:	Govt. ☐ Aided ☐ Private ☐
Optional Subject	:	…………………………………………………
Educational Qualification	:	…………………………………………………
Local of School	:	Urban ☐ Rural ☐
Year of Experience	:	…………………………………………………
Gender	:	Male ☐ Female ☐ Transgender ☐
Marital Status	:	Married ☐ Unmarried ☐ Separated ☐
		Widow ☐ Divorced ☐

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	യോജിക്കുന്നില്ല	പൂർണ്ണമായും യോജിക്കുന്നില്ല
1	ക്ലാസ്സിനായി ഒരുപാട് സമയം ചിലവഴിക്കുമ്പോൾ എനിക്ക് തലവേദന വരുന്നു					
2	ജോലിഭാരം കാരണം പല അവസരങ്ങളിലും എനിക്ക് ക്ഷീണം തോന്നിയിട്ടുണ്ട്					
3	അമിതമായ കമ്പ്യൂട്ടർ ഉപയോഗം കണ്ണിന് ആയാസം ഉണ്ടാക്കും					
4	പഠനയാത്രയ്ക്കായി കുട്ടികളുമായി യാത്ര ചെയ്യുന്നത് ബുദ്ധിമുട്ടാണ്					
5	ബ്ലാക്ക്ബോർഡ് ഉപയോഗിക്കുമ്പോൾ അലർജി ഉണ്ടാകില്ല					
6	പല ജോലികളും പൂർത്തിയാക്കി വീട്ടിലെത്തുമ്പോൾ ഞാൻ ക്ഷീണിതനാണ്					
7	പാഠ്യേതര വിഷയങ്ങളിൽ സമയം ചിലവഴിക്കേണ്ടി വരുമ്പോൾ ശാരീരിക ബുദ്ധിമുട്ടുകൾ ഉണ്ടാകില്ല					
8	സ്കൂളുമായി ബന്ധപ്പെട്ട പല പ്രശ്നങ്ങളും അഭിമുഖീകരിക്കേണ്ടി വരുമ്പോൾ മാനസിക പിരിമുറുക്കമില്ല					
9	എനിക്ക് ഒഴിവു സമയം കിട്ടുന്നില്ലെങ്കിൽ എനിക്ക് വിഷമമില്ല					
10	പാഠ്യേതര പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കാനുള്ള ചുമതല ലഭിക്കാൻ പ്രയാസമാണ്					
11	ജോലി പ്രശ്നങ്ങൾ എന്റെ വ്യക്തിജീവിതത്തെ ബാധിക്കുന്നില്ല					
12	വിദ്യാർത്ഥികളുടെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ ഇടപെടാൻ കഴിയില്ല					
13	ഇതൊരു മെറിറ്റ് അടിസ്ഥാനമാക്കിയുള്ള ജോലിയാണെന്ന് എനിക്ക് തോന്നുന്നു					
14	പാഠ്യേതര വിഷയങ്ങൾ കൈകാര്യം ചെയ്യാൻ കഴിയും					
15	പരിശീലനം ലഭിക്കാത്ത ഒരു വിഷയം കൈകാര്യം ചെയ്യാൻ കഴിയില്ല					
16	സഹപ്രവർത്തകരുമായി യോജിച്ച് പ്രവർത്തിക്കുന്നത് ബുദ്ധിമുട്ടുള്ളതായി കാണുന്നില്ല					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	നിഷ്പക്ഷം	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
17	ക്ലാസ് എടുക്കാൻ ഒരു തയ്യാറെടുപ്പും നടത്തിയിട്ടില്ല					
18	ക്ലാസ് ചാർജ് ഉത്തരവാദിത്തം നന്നായി ചെയ്യാൻ കഴിയും					
19	സിലബസ് കൃത്യസമയത്ത് പൂർത്തിയാക്കാൻ കഴിയില്ല					
20	ചിലപ്പോഴൊക്കെ നന്നായി പഠിപ്പിക്കുന്നത് ബുദ്ധിമുട്ടാണ്					
21	എന്റെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ മറ്റുള്ളവരെ ഇടപെടാൻ ഞാൻ അനുവദിക്കുന്നില്ല					
22	ഹെഡ്മാസ്റ്റർ ചില ജോലികൾ നൽകുമ്പോൾ, അത് ചെയ്യാൻ അയാൾക്ക് ഭയം തോന്നുന്നു					
23	സ്കൂൾ കുട്ടികളുടെ മാർക്ക് അപ്ലോഡ് ചെയ്യുന്നതിനുള്ള സമയപരിധി പറയുമ്പോൾ, വളരെയധികം സമ്മർദ്ദമുണ്ട്					
24	ക്ലാസ്സ് PTA നടക്കുമ്പോൾ PTA അംഗങ്ങൾ എന്റെ അധ്യാപനത്തെ കുറിച്ച് മോശമായി സംസാരിച്ചാൽ എനിക്ക് വിഷമമുണ്ട്.					
25	ഐടി ജോലികൾ ചെയ്യേണ്ടിവരുമ്പോൾ, ഒരു കാരണവശാലും അത് ഒഴിവാക്കപ്പെടുന്നു					
26	ജോലിസ്ഥലത്ത് വഴക്കുണ്ടാകുമ്പോൾ എനിക്ക് വിഷമം തോന്നുന്നു					
27	കൃത്യസമയത്ത് അത് പൂർത്തിയാക്കാൻ ഞാൻ കുറച്ച് ജോലി വീട്ടിലേക്ക് കൊണ്ടുപോകുന്നു					
28	ചില കാര്യങ്ങളിൽ സഹായത്തിനായി മുതിർന്ന അധ്യാപകരെ സമീപിക്കുന്നത് ബുദ്ധിമുട്ടാണ്					
29	പഠിപ്പിക്കാൻ സാങ്കേതികവിദ്യ എങ്ങനെ ഉപയോഗിക്കണമെന്ന് അറിയില്ല					
30	പഠിപ്പിക്കുന്നതിന് ആവശ്യമായ റഫറൻസ് പുസ്തകം നോക്കുന്നില്ല					
31	കൃത്യസമയത്ത് ക്ലാസ് പൂർത്തിയാക്കാൻ ശ്രമിക്കുന്നു.					
32	മാറുന്ന പാഠ്യപദ്ധതിക്കനുസരിച്ചുള്ള പഠന തന്ത്രം എനിക്കറിയാം					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
33	അദ്ധ്യാപനവുമായി ബന്ധപ്പെട്ട ക്ലാസിൽ എന്താണ് അവതരിപ്പിക്കേണ്ടതെന്ന് വ്യക്തമായ മാർഗ്ഗനിർദ്ദേശങ്ങൾ തയ്യാറാക്കി					
34	അധ്യാപനവുമായി ബന്ധപ്പെട്ട കഴിവുകൾ വർധിപ്പിക്കാനുള്ള ശ്രമങ്ങൾ നടക്കുന്നു					
35	എന്നെ ഏൽപ്പിച്ച ഉത്തരവാദിത്തങ്ങൾ സമയത്തിന് മുമ്പേ പൂർത്തിയാക്കാൻ ഞാൻ ശ്രമിക്കുന്നു					
36	പാഠ്യേതര പ്രവർത്തനങ്ങൾ സംഘടിപ്പിക്കുന്നത് സ്ക്കൂൾ പ്രോത്സാഹിപ്പിക്കുന്നില്ല					
37	പരീക്ഷാ മൂല്യനിർണയത്തിന് ആവശ്യമായ സൗകര്യങ്ങൾ സ്ക്കൂളിലില്ല					
38	സ്ക്കൂളിൽ പുതിയ നയങ്ങൾ അവതരിപ്പിക്കുമ്പോൾ, അവയുമായി പൊരുത്തപ്പെടാൻ പ്രയാസമാണ്					
39	സ്ക്കൂളിൽ അടിസ്ഥാന സൗകര്യങ്ങളുടെ അഭാവമുണ്ട്					
40	സർക്കാർ ആനുകൂല്യങ്ങൾ സമയബന്ധിതമായി സ്ക്കൂളിൽ നടപ്പാക്കണം					
41	പ്രധാനാധ്യാപകന്റെ രീതികൾ കഠിനമായതിനാൽ ജോലിയിൽ സംതൃപ്തിയില്ല					
42	സ്ക്കൂൾ അധികൃതർ മാതാപിതാക്കളുമായി നല്ല ബന്ധം നിലനിർത്താൻ ശ്രമിക്കുന്നു					
43	സ്ക്കൂളിൽ പ്രശ്നങ്ങൾ ഉണ്ടാകുമ്പോൾ, അവ പരിഹരിക്കാൻ കൂട്ടായ പരിശ്രമം നടത്തുന്നു					
44	സഹപ്രവർത്തകരും പ്രധാനാധ്യാപകരും തമ്മിൽ തർക്കമുണ്ട്					
45	സ്ക്കൂൾ പരിസരം വളരെ നല്ലതാണ്					
46	കുട്ടികൾക്കായി ആത്മാർത്ഥമായി പ്രവർത്തിക്കുന്നത് പ്രശംസ നേടുന്നില്ല					
47	അധ്യാപന ജോലിയിൽ സംതൃപ്തനാണ്					
48	സ്ക്കൂളിലെ എന്റെ മികവിന് ഹെഡ്മാസ്റ്റർ എന്നെ അഭിനന്ദിക്കുമ്പോൾ എനിക്ക് സന്തോഷം തോന്നുന്നു					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
49	എന്റെ സഹപ്രവർത്തകരുടെ പെരുമാറ്റം എന്നെ സന്തോഷിപ്പിക്കുന്നില്ല					
50	സ്കൂളിന്റെ എല്ലാ കാര്യങ്ങളിലും ഇടപെടാൻ, ഞങ്ങ ൾക്ക് PTA യുമായി നല്ല ബന്ധമുണ്ട്					
51	സ്കൂൾ ജോലികൾ നന്നായി ചെയ്യാൻ കുടുംബത്തിന് സഹായം ലഭിക്കുന്നില്ല					
52	എന്റെ ക്ലാസ്സിലെ വിദ്യാർത്ഥികളുമായി എനിക്ക് നല്ല ബന്ധമുണ്ട്					

Appendix IV

FAROOK TRAINING COLLEGE
RESEARCH CENTER IN EDUCATION
FAROOK COLLEGE P.O. 673632
Affiliated to University of Calicut

SCALE ON WORKPLACE ANXIETY -2023
(Final)

Dr. Fathima Jaseena	**Smitha George**
Assistant Professor	M.Ed. Student

Instructions

There are 52 statements related to workplace anxiety. Five responses were given for each statement namely strongly agree, agree, no opinion, disagree and strongly disagree. Read each statement and mark your response by ticking (✓) in the respective column if you completely agree with the statement. Record response to all statements. Please note that this information will be used for research purposes only.

Name of the School : Govt. ☐ Aided ☐ Private ☐

Optional Subject : ……………………………………………………

Educational Qualification : ……………………………………………………

Local of School : Urban ☐   Rural ☐

Year of Experience : ……………………………………………………

Gender : Male ☐ Female ☐ Transgender ☐

Marital Status : Married ☐   Unmarried ☐   Separated ☐
Widow ☐   Divorced ☐

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Not Agree	Strongly Disagree
1	I get headaches when I spend a lot of time preparing for class					
2	I have felt tired on many occasions due to the workload					
3	Excessive computer use can cause eye strain					
4	It is difficult to travel with children for a study trip					
5	There is no allergy when using blackboard					
6	I am tired when reaching home after completing tasks					
7	No physical strain when spending time on extracurricular activities					
8	I don't have mental stress when i face problems in the school					
9	I don't feel bad if I don't get free time					
10	I find difficult to organize extra-curricular activities					
11	Work problems do not affect my personal life					
12	It is not possible to interfere in the personal affairs of students					
13	I feel that i got this job because of my merit					
14	I Can be confident of teaching outside syllabus					
15	An untrained subject cannot be handled					
16	Does not find it difficult to work harmoniously with colleagues					
17	No preparation is done to take the class					
18	Class charge responsibility can be done well					
19	It is not possible to complete the syllabus on time					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Not Agree	Strongly Disagree
20	Sometimes it is difficult to engage in teaching well					
21	I do not allow others to interfere in my personal affairs					
22	When head master gives certain tasks, i feel afraid to do them					
23	When time limit is kept for uploading the marks of the students i am tensed					
24	When the class PTA is going on, if the PTA members talk negatively about my teaching, I am worried					
25	When IT work has to be done, it is avoided for any reason					
26	I feel bad when there is an argument at work					
27	I take some work home to finish it on time					
28	It is difficult to approach senior teachers for help in some matters					
29	Does not know how to use technology to teach					
30	Does not look at the reference book necessary for teaching					
31	I try to complete the lessons on time					
32	I know the study strategy according to the changing curriculum					
33	Prepared clear guidelines on what to present in class related to teaching					
34	Efforts are being made to increase teaching-related capacities					
35	I try to complete the responsibilities assigned to me ahead of time					

Sl. No.	Statements	Strongly Agree	Agree	Undecided	Not Agree	Strongly Disagree
36	School does not encourage organizing extra-curricular activities					
37	The School does not have the necessary facilities for examination evaluation					
38	When new policies are introduced in the school, it is difficult to adapt to them					
39	There is a lack of basic facilities in the school					
40	Government benefits are to be implemented in school in a timely manner					
41	There is no job satisfaction because the headmaster's methods are harsh					
42	School authorities try to maintain a good relationship with parents					
43	When problems arise in the school, a collective effort is made to solve them					
44	There are conflicts between the colleagues and the headmaster					
45	The school environment is very good					
46	Working sincerely for children does not earn praise					
47	Satisfied with teaching job					
48	I feel happy when the headmaster appreciates me for my excellence in school					
49	The behaviour of my colleagues does not cheer me up					
50	To be involved in all matters of the school, we have a good relationship with the PTA					
51	Family don't support me in my work					
52	I have a good relationship with the students in my class					

<center>**Appendix V**</center>

<center># FAROOK TRAINING COLLEGE</center>

<center>RESEARCH CENTER IN EDUCATION</center>

<center>FAROOK COLLEGE P.O. 673632</center>

<center>*Affiliated to University of Calicut*</center>

<center>## SCALE ON ORGANISATIONAL CLIMATE-2000</center>

Mohamed Ishaq	**Sadhikali**
Assistant Professor	M.Ed. Student

നിർദേശങ്ങൾ

സ്ഥാപനന്തരീക്ഷവുമായി ബന്ധപ്പെട്ട ഈ ചോദ്യാവലിയിൽ 50 പ്രസ്താവന കൾ ഉണ്ട്. ഓരോ പ്രസ്താവനയ്ക്കും പൂർണ്ണമായി യോജിക്കുന്ന, യോജിക്കുന്ന, അഭിപ്രായമില്ല, വിയോജിക്കുന്ന, പൂർണ്ണമായി വിയോജിക്കുന്ന എന്നിങ്ങനെ അഞ്ച് വീതം പ്രതികരണങ്ങൾ കൊടുത്തിട്ടുണ്ട്. ഓരോ പ്രസ്താവനയും വായിച്ച് പ്രസ്താവന യോട് പൂർണ്ണമായി യോജിക്കുന്നവെങ്കിൽ അതാത് കോളത്തിൽ നിങ്ങളുടെ പ്രതിക രണം ✓ ചിഹ്നം ഉപയോഗിച്ച് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികര ണം രേഖപ്പെടുത്തുക. ഈ വിവരങ്ങൾ ഗവേഷണാവശ്യത്തിനുമാത്രം ഉപയോഗിക്ക കയുള്ള എന്നറിയിക്കുന്നു.

Name of the School : Govt. ☐ Aided ☐ Private ☐

Optional Subject : ……………………………………………………

Educational Qualification : ……………………………………………………

Local of School : Urban ☐   Rural ☐

Year of Experience : ……………………………………………………

Gender : Male ☐ Female ☐ Transgender ☐

Marital Status : Married ☐ Unmarried ☐ Separated ☐

Widow ☐ Divorced ☐

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	നിശ്ചയമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
1	സ്ഥാപനത്തിന്റെ എല്ലാ കാര്യങ്ങളും ഹെഡ്മാസ്റ്ററുടെ നേതൃത്വത്തിലാണ് നടക്കുന്നത്					
2	പ്രധാനാധ്യാപകന്റെ നിർദ്ദേശപ്രകാരം മാത്രമേ ജോലികൾ ചെയ്യാൻ കഴിയൂ					
3	സ്റ്റാഫ് കൗൺസിൽ കൂടിയാലോചിച്ച ശേഷം മാത്രമേ പുതിയ തീരുമാനങ്ങൾ ജീവനക്കാരെ അറിയിക്കുകയുള്ളൂ					
4	പ്രധാനാധ്യാപകൻ പാസാക്കിയ നിയമങ്ങൾ ചോദ്യം ചെയ്യാൻ അനുവാദമില്ല					
5	സ്ഥാപന മേധാവി എല്ലാ അധ്യാപകരോടും നിഷ്പക്ഷമായി പെരുമാറുന്നു					
6	ആക്ടിവിറ്റി പ്ലാനുകൾക്കനുസൃതമായി വളരെ ചിട്ട യായ രീതിയിലാണ് ക്ലാസുകൾ ക്രമീകരിച്ചിരിക്ക ന്നത്					
7	അധ്യാപകരുടെ വ്യക്തിപരമായ കാര്യങ്ങളിൽ പ്രധാനാധ്യാപകൻ ഇടപെടുന്നു					
8	പ്രധാനാധ്യാപകന്റെ പദ്ധതി നടപ്പാക്കുന്നതിനാണ് സ്റ്റാഫ് മീറ്റിംഗ് നടക്കുന്നത്					
9	പാഠ്യേതര പ്രവർത്തനങ്ങൾക്കുള്ള പ്രോഗ്രാമുകൾ ചെയ്യാൻ പ്രധാനാധ്യാപകൻ അധ്യാപകരെ നിർബ ന്ധിക്കുന്നു					
10	ക്ലാസിൽ അധ്യാപകരില്ലാത്തപ്പോൾ പ്രധാനാധ്യാപ കൻ ക്ലാസെടുക്കും					
11	ലൈബ്രറിയിൽ പുസ്തകങ്ങൾ വാങ്ങുന്നതിന് മുമ്പ് അധ്യാപകനോട് അഭിപ്രായം ചോദിക്കും					
12	ലൈബ്രറിയിൽ എല്ലാത്തരം പുസ്തകങ്ങളും ഉണ്ടെന്ന് ഉറപ്പാണ്					
13	അധ്യാപകരും കുട്ടികളും ലൈബ്രറി നന്നായി ഉപ യോഗിക്കുന്നുണ്ടെന്ന് പ്രധാനാധ്യാപകൻ ഉറപ്പാ ക്കുന്നു					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
14	നന്നായി ആസൂത്രണം ചെയ്യുകയും പഠിപ്പിക്കുകയും ചെയ്യുന്ന അധ്യാപകരെ പ്രോത്സാഹിപ്പിക്കുന്നതിന് സ്ഥാപനത്തിന്റെ മേധാവിയുണ്ട്					
15	ക്ലാസ്സുകൾക്കായി ഓരോ അദ്ധ്യാപകനും പ്രധാനാ ധ്യാപകൻ ക്രിയാത്മകമായ വിമർശനം നൽകുന്നു					
16	അധ്യാപകർക്കായി പ്രൊഫഷണൽ ഡെവലപ്മെന്റ് ക്ലാസുകളും സെമിനാറുകളും മറ്റും ക്രമീകരിക്കുക					
17	സ്കൂൾ പ്രവർത്തനങ്ങളുടെ ഭാഗമാകാൻ 17പിടിഎ കമ്മിറ്റിയുണ്ട്					
18	അധ്യാപകർ പ്രശ്നങ്ങൾ പരിഗണിക്കാറുണ്ട്					
19	ക്ലാസ് ചാർജ് നൽകുന്നതിന് മുമ്പ് ഹെഡ്മാസ്റ്റർ ടീച്ചറുമായി ചർച്ച ചെയ്യുന്നു					
20	അധ്യാപകർക്കിടയിലുള്ള അഭിപ്രായ വ്യത്യാസ ങ്ങൾ പരിഹരിക്കാൻ സ്ഥാപന അധികാരികൾ ഇടപെടുന്നു					
21	തന്റെ അധ്യാപകരുടെ വ്യക്തിഗത ക്ഷേമം നോക്കുന്ന വ്യക്തിയാണ് ഹെഡ്മാസ്റ്റർ					
22	അധ്യാപകരുടെ പരാതികൾ പരിഹരിക്കാൻ പ്രധാ നാധ്യാപകൻ മുൻകൈയെടുക്കും					
23	വിദ്യാർത്ഥികളുമായി നല്ല ബന്ധം നിലനിർത്താൻ അധ്യാപകർ ശ്രദ്ധിക്കുന്നു					
24	ക്ലാസ് കഴിഞ്ഞ് അധ്യാപകർ വിദ്യാർത്ഥികളുടെ പ്രശ്നങ്ങൾ പരിഹരിക്കാൻ സമയം കണ്ടെത്തുന്നു					
25	പ്രധാനാധ്യാപകൻ തന്റെ കർത്തവ്യങ്ങളിൽ ഉത്സാ ഹവും കൃത്യനിഷ്ഠയും ഉള്ളവനാണ്					
26	പഠനത്തിൽ പിന്നാക്കം നിൽക്കുന്ന കുട്ടികളെ കൂലി വാങ്ങാതെ സഹായിക്കാൻ പ്രധാനാധ്യാപകൻ ടീച്ച റോട് പറയുന്നു					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	നിശ്ചയമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
27	സ്കൂളിന്റെ എല്ലാ പ്രവർത്തനങ്ങളും ഒരുമിച്ച് പൂർത്തി യാക്കാൻ അധ്യാപകരുണ്ട്					
28	അധ്യാപകർ തങ്ങളുടെ വ്യക്തിപരമായ പ്രശ്നങ്ങൾ പരസ്പരം പങ്കുവെക്കുന്നു					
29	അധ്യാപകർ തങ്ങളുടെ അധ്യാപനത്തിലെ പോരാ യ്മകളെക്കുറിച്ച് സംസാരിക്കുന്നു					
30	അടിയന്തര പ്രവർത്തനങ്ങൾ നിയോഗിക്കുന്നതിന് മുമ്പ് അധ്യാപകർ പരസ്പരം ചർച്ച ചെയ്യുന്നു					
31	അധ്യാപകർ പതിവായി പഠന പ്രവർത്തനങ്ങൾ നിയോഗിക്കുകയും വിലയിരുത്തുകയും ചെയ്യുന്നു					
32	ഹെഡ്മാസ്റ്റർ വിദ്യാഭ്യാസത്തിലെ പുതിയ പ്രവണ തകൾ മാറുന്നതിനനുസരിച്ച് കാര്യങ്ങൾ ബോധ്യ പ്പെടുത്തേണ്ടതുണ്ട്					
33	ഹെഡ്മാസ്റ്റർക്ക് അക്കാദമിക് കാര്യങ്ങളിൽ താൽപ്പ ര്യമുണ്ട്					
34	ഓരോ അധ്യയന വർഷത്തിന്റെയും വിജയം വിലയി രുത്തി അടുത്ത വർഷത്തേക്കുള്ള പദ്ധതി തയ്യാറാ ക്കുന്നു					
35	അധ്യാപകർ വിദ്യാഭ്യാസേതര കാര്യങ്ങൾ ഹെഡ്മാ സ്റ്ററുമായി ചർച്ച ചെയ്യേണ്ടതുണ്ട്					
36	മുൻകൂട്ടി നിശ്ചയിച്ച പ്രോഗ്രാം അനുസരിച്ച് ഹെഡ്മാ സ്റ്റർ എല്ലാ ക്ലാസുകളും നിരീക്ഷിക്കുന്നു					
37	അധ്യാപകർ ക്ലാസെടുത്ത ശേഷം, ക്ലാസുകൾ മെച്ച പ്പെടുത്താനുള്ള നിർദ്ദേശങ്ങൾ ഹെഡ്മാസ്റ്റർ നൽ കുന്നു					
38	സ്കൂളിൽ, ഓരോ അധ്യാപകന്റെയും പഠന പ്രവർത്ത നങ്ങൾ വിശകലനം ചെയ്യുന്നു					
39	ആഴ്ചയുടെ അവസാനം, പ്രധാന അധ്യാപകൻ അധ്യാപകർക്ക് അവരുടെ അധ്യാപനരീതി മെച്ചപ്പെടുത്തുന്നതിനുള്ള നിർദ്ദേശങ്ങൾ നൽകുന്നു					

ക്രമ നമ്പർ	പ്രസ്താവനകൾ	പൂർണ്ണമായും യോജിക്കുന്നു	യോജിക്കുന്നു	അഭിപ്രായമില്ല	വിയോജിക്കുന്നു	പൂർണ്ണമായും വിയോജിക്കുന്നു
40	കൃത്യമായ ആസൂത്രണത്തോടെ ക്ലാസെടുക്കാനുള്ള സൗകര്യം സ്കൂളിലുണ്ട്					
41	അധ്യാപകർ പരസ്പരം ബഹുമാനിക്കണം					
42	ബുദ്ധിമുട്ടുള്ള പാഠങ്ങൾ വളരെ ആസൂത്രണത്തോടെയാണ് അധ്യാപകർ കൈകാര്യം ചെയ്യുന്നത്					
43	അധ്യാപകരും അനധ്യാപകരും തമ്മിൽ നല്ല ബന്ധ മുണ്ട്					
44	അധ്യാപകർ സ്റ്റാഫ് റൂമിൽ അക്കാദമികവും അല്ലാത്തതുമായ കാര്യങ്ങളെക്കുറിച്ച് വളരെ തുറന്ന ചർച്ചകൾ നടത്തുന്നു.					
45	സ്കൂളിന് അടിസ്ഥാന സൗകര്യങ്ങൾ കുറവാണ്					
46	അധ്യാപകരും കുട്ടികളും സംഘടിത പാഠ്യേതര പ്രവർത്തനങ്ങളിൽ ഏർപ്പെട്ടിരിക്കുന്നു					
47	ഐടി പ്രവർത്തനങ്ങൾക്ക് അനുയോജ്യമായ തരത്തിലാണ് ക്ലാസ് റൂം സജ്ജീകരിച്ചിരിക്കുന്നത്					
48	സ്കൂളിൽ കുടിവെള്ള സൗകര്യമുണ്ട്					
49	കാലാകാലങ്ങളിൽ സ്കൂളിൽ അറ്റകുറ്റപ്പണികൾ നടത്തുന്നു					
50	സ്കൂളിന് നല്ല ലാബും ടോയ്ലറ്റും ഉണ്ട്					

Appendix VI

FAROOK TRAINING COLLEGE
RESEARCH CENTER IN EDUCATION
FAROOK COLLEGE P.O. 673632
Affiliated to University of Calicut

SCALE ON ORGANISATIONAL CLIMATE-2000

Mohamed Ishaq	**Sadhikali**
Assistant Professor	M.Ed. Student

Instructions

This questionnaire has 50 statements related to organisational climate. Five responses were given for each statement namely strongly agree, agree, no opinion, disagree and strongly disagree. Read each statement and mark your response by ticking (✓) in the respective column if you completely agree with the statement. Record response to all statements. Please note that this information will be used for research purposes only.

Name of the School   : Govt. ☐   Aided ☐ Private ☐

Optional Subject   : ……………………………………………………

Educational Qualification : ……………………………………………………

Local of School   : Urban ☐   Rural ☐

Year of Experience   : ……………………………………………………

Gender   : Male ☐   Female ☐ Transgender ☐

Marital Status   : Married ☐   Unmarried ☐   Separated ☐
                            Widow ☐   Divorced ☐

Sl. No.	Statements	Strongly agree	Agree	Undecided	Not agree	Strongly Disagree
1.	All the affairs of the institution are conducted under the leadership of Head master					
2.	Work can be done only as per headmaster's instructions					
3.	New decisions are communicated to the staff only after deliberation by the staff council					
4.	Rules passed by the headmaster are not allowed to be questioned					
5.	The head of the institution treats all the teachers impartially					
6.	The classes are organized very systematically according to the activity plans					
7.	The headmaster interferes with the personal affairs of the teachers					
8.	The staff meeting is held to implement the headmaster's plan					
9.	The headmaster force the teachers to do the programs for extracurricular activities					
10.	When there are no teachers in the class, the headmaster takes the class					
11.	Before buying books in the library, the opinion of the teacher is asked					
12.	The library is sure to have all kinds of books					
13.	The headmaster ensures that the library is well used by teachers and children					
14.	The head of the institution is there to encourage teachers who plan and teach well					
15.	The headmaster gives constructive criticism to each teacher for the classes					
16.	To arrange professional development classes, seminars etc. for the teachers					

Sl. No.	Statements	Strongly agree	Agree	Undecided	Not agree	Strongly Disagree
17.	PTA committee is there to be part of school activities					
18.	Teachers tend to consider problems					
19.	The headmaster discusses with the teacher before giving the class charge					
20.	Institutional authorities intervene to settle differences of opinion among teachers					
21.	The Headmaster is the person who looks after the individual welfare of his teachers					
22.	The headmaster will take initiative to resolve the grievances of the teachers					
23.	Teachers take care to maintain a good relationship with students					
24.	After the class, the teachers find time to solve the problems of the students					
25.	Headmaster is diligent and punctual in his duties					
26.	The headmaster tells the teacher to help the children who are behind in learning without receiving any wages					
27.	The teachers are there to complete all the activities of the school together					
28.	Teachers share their personal problems with each other					
29.	Teachers talk about the shortcomings of their teaching					
30.	Teachers discuss with each other before assigning emergency activities					
31.	Teachers regularly assign and assess learning activities					
32.	As the new trends in headmaster education change, things have to be convinced					

Sl. No.	Statements	Strongly agree	Agree	Undecided	Not agree	Strongly Disagree
33.	Headmaster is very interested in academics					
34.	The success of each academic year is evaluated and a plan is prepared for the next year					
35.	Teachers are required to discuss non-academic matters with the Headmaster					
36.	The Headmaster monitors all the classes as per the pre-decided programme					
37.	After the teachers take the class, the headmaster gives suggestions to improve the classes					
38.	In the school, the learning activities of each teacher are analyzed					
39.	At the end of the week, the headmaster gives suggestions to the teachers to improve their teaching					
40.	The school has the facility to take classes with proper planning					
41.	Teachers have to respect each other					
42.	Difficult lessons are handled by teachers with a lot of planning					
43.	There is a good relationship between teachers and non-teachers					
44.	Teachers have very open discussions in the staff room about academic and non-academic matters					
45.	The School lacks basic facilities					
46.	Both teachers and children are involved in organized extra-curricular activities					
47.	The classroom is set up to suit IT the activities					
48.	The School has drinking water facilities					
49.	From time to time maintenance is done in the school					
50.	The School has good lab, toilet facilities					

Appendix VII

FAROOK TRAINING COLLEGE
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LIST OF SCHOOLS FROM WHERE DATA COLLECTED

Sl. No	Name of the School	Type of Management
1	Govt. HSS, Malappuram	Government
2	Govt.Boys HSS Malappuram	Government
3	Govt.HSS, Pookkottoor	Government
4	Devdhar Govt HSS, Thanur	Government
5	Govt. Manavedan HSS, Nilambur	Government
6	St. Gemmas Girl's HSS Malappuram	Aided
7	MSP HSS, Malappuram	Aided
8	St.Mary's HSS, Pariyapuram	Aided
9	Little Flower HSS, Nilabur	Aided
10	MMET HSS Melmuri	Aided
11	Little Flower HSS, Nilabur	Unaided
12	Fathimagiri English School, Nilabur	Unaided
13	Santhom English Medium School, Malappuram	Unaided
14	Secrat Heart School, Perinthalmanna	Unaided