



## Impact of Academic Qualification and Organizational Climate on Anxiety among College Teachers

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### Abstract

The present study explores the impact of academic qualification and organizational climate on anxiety levels among college teachers. In the evolving educational landscape, teachers face increasing professional demands that can adversely affect their mental health. The mental wellbeing of college teachers has become an increasingly important issue in the academic sector, as these educators are often subject to a range of professional and psychological pressures. Anxiety, one of the most common manifestations of work-related stress, can severely impact a teacher's effectiveness, satisfaction and overall quality of life. In this study, the researcher investigates whether the level of Academic Qualification and the perceived organizational climate significantly influence anxiety among college teachers.

A descriptive and correlational research design was employed involving a sample of 150 college teachers from Govt. colleges, Govt aided colleges and self-financed college selection of college teachers for the study were selected by using stratified random sampling to ensure the representation.

Standardized instruments were used to measure anxiety and perceived organizational climate and demographic information was collected to contextualise the results.

Data were analysed by using ANOVA, t-test and multiple regression analysis. The results indicated that academic qualification significantly influences anxiety levels, with teachers having higher academic qualifications reporting lower anxiety. This may be attributed to increased self-confidence, job security, and better coping mechanisms among highly qualified individuals. Furthermore, a positive organizational climate - characterized by supportive leadership, transparent communication, and recognition - was found to be a strong predictor of reduced anxiety.



Notably, the interaction effect between qualification and organizational climate was also significant, suggesting that while higher education alone contributes to reduced anxiety, the presence of a supportive organizational environment enhances this effect for all qualification levels.

The findings emphasize the need for educational institutions to foster a positive and inclusive work environment and support continuous professional development for teachers. Addressing these two factors holistically can help to reduce anxiety, enhance teacher performance and promote overall institutional effectiveness. This study contributes to the growing body of literature on teacher mental health and provides practical recommendations for administrators and policy makers in the higher education sector.

**Key Words :-** Organizational climate, Academic qualification, Anxiety, College teachers, Mental Health, Stress, Job-satisfaction etc.

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### **Introduction :-**

Education plays a very important role in the development of Human being. Education is a tripartite process, these three poles are teachers, students and curriculum. Teacher is a very important pole of the educational process. Teachers' mental status also plays a very important role in this process. In the process of teaching and learning, teachers face many psychological challenges. One of them is Anxiety, faced by teachers.

Anxiety is a significant psychological challenge faced by the teachers in the colleges. College teachers face many stressors such as heavy workloads, student engagement, administrative responsibilities and institutional expectations. These pressures can contribute to increase the anxiety level. Anxiety affects the well-being and job-performance of the teachers. Main factors, which affect the anxiety, are academic qualifications and the organizational climate of the colleges.

Academic qualifications shape a teacher's trajectory, job security and professional expectations. Highly qualified teachers may experience pressure to excel in research and publishing, while those with lower qualifications might struggle with job security and limited career advancement. At the same time, the organizational climate, which has many dimensions like- Hindrance, disharmony, support and satisfaction, authoritarianism, thrust, lack of facilities, Academic emphasis, work place relationships etc, and overall culture- plays a crucial role in either alleviating or exacerbating anxiety. A supportive collaborative environment can enhance job satisfaction and reduce stress, whereas a rigid or unsupportive workplace can increase anxiety and hinder performance.

Despite growing awareness of mental health challenges in academia, limited research has examined the combined impact of academic qualifications and organizational climate on teacher's anxiety.

This study seeks to bridge this gap by exploring how these factors interact and influence anxiety level among college teachers. The findings will provide valuable insights for



colleges, helping them to foster a more supportive and mentally healthy work environment for faculty members.

### **1.1) Need and Significance of the study :-**

This study holds considerable significance in the current academic landscape, where increasing expectations and changing professional demands in the colleges have increased psychological pressures on teachers. College teachers play a vital role in shaping the academic and personal development of students. However their own mental health issues like anxiety is underestimated. By examining how academic qualifications and the organizational climate affect anxiety, this study contributes a deeper understanding of the mental pressures that college teachers face.

Understanding the impact of qualifications helps to highlight how educational qualifications influence a teacher's confidence, job-satisfaction, and capacity to handle professional challenges.

### **(2) Review of Related Literature :-**

Kumar and Mathur (2013), conducted a study on stress and anxiety among Indian university teachers and found that work load pressure, student expectations and research obligations are main factors that cause anxiety. And also found that teachers of private colleges have higher anxiety due to job-insecurity. Mishra and Jena (2014) conducted a study on mental health issues among teachers of Indian higher education institutions and concluded that financial constraints, lack of research funding and rigid institutional policies are main factors which cause anxiety. Sahu and Singh (2019) studied anxiety levels among assistant professors in India and concluded that teachers without Ph.D. degree have more stress due to uncertain career advancement opportunities. Joshi and Gupta (2016), studied job satisfactions among Indian faculty members and found that teachers with low qualifications feel anxiety about contract renewals. Bhatnagar and Srivastava (2018) carried a study on influence of workplace climate of Indian colleges and found that supportive leadership and transparent communications lower anxiety level of teachers.

Chaudhary and Verma (2020), studied about faculty well-being in college and concluded that rigid hierarchies and excessive bureaucratic processes led to greater anxiety among teachers. Kaur and Sharma (2017) conducted a study on stress management strategies in colleges and concluded that colleges with mentorship programmes and faculty development programmes reported lower anxiety level among teachers. Ghosh and Banerjee (2022) conducted a comparative study on public and private university faculty members and concluded that teachers with lower qualifications experienced higher anxiety in private universities due to job instability, and teachers with higher qualifications of public universities showed research related stress. Patel and Desai (2015) conducted a study how workplace policies affect anxiety in Indian faculty members and concluded that teachers in unsupportive climates report higher anxiety regardless of their qualifications.

**3) Objectives of the study :-**

- (i) To study the relationship between the academic qualifications of teachers and anxiety among college teachers.
- (ii) To study the relationship between the different dimensions of organizational climate and teachers' anxiety .

**3.1) Hypotheses: -**

- (i) There is no significant difference between the anxiety levels of more qualified teachers and less qualified teachers.
- (ii) There is no significant relationship between the different dimensions of organizational climate and teachers anxiety.

**4) Research Methodology :-****4.1) Research Design :-**

In this study researcher employed a quantitative correlation design.

- 4.2) A sample of 200 male and female college teachers was selected by random sampling method. Teachers were selected from Govt college / Govt. Aided Colleges and Self-finance colleges of Budaun District.

**4.3 Tools used :-**

- (i) Anxiety scale (developed by Researcher)
- (ii) Organisational climate questionnaire by Meenakshi Bhatnagar.
- (iii) Demographic sheet ( to gather data on qualification , age , experience etc. )

**4.4) Procedure – Data were collected by survey method.**

- 4.5) **Data analysis :-** Data was analysed by using statistics like mean, t-test, correlations etc.

**Table 1.1**  
**Correlation between different dimensions of organizational climate and Anxiety**

S.No.	Dimensions of Organizational climate	Anxiety	
		More Qualified Teachers N= 100	Less Qualified Teachers N= 50
1.	Disharmony	+ .083	+ .088
2.	Hindrance	+ .32**	+ .48**
3.	Support \$ Satisfaction	- .26**	- .27**
4.	Authoritarianism	+ .092	+ .31**
5.	Thrust	- .076	- .088
6.	Democracy \$ Freedom	- .24**	- .23**
7.	Academic Emphasis	- .25**	- .087
8.	Discipline \$ Control	- .076	- .057
9.	Lack of Facilities	+ .33**	+ .52**

\* Denote significance at .05 level

\*\* denote significance at .01 level

**Results :-**

By observing and analyzing the table 1.1 we find that the anxiety level of colleges teachers do not have significant difference with respect to different dimensions of organizational respect climate, but only two dimension of organizational climate shows



significant differences like Authoritarianism and Academic emphases i.e. less qualified teachers have more anxiety in comparison to more qualified teachers in Authoritarian climate of the college and in dimension Academic emphasis more qualified teachers shows negative and significant correlation that means they shows less anxiety in comparison to less qualified teachers. So we can say that less qualified teachers have more anxiety than more qualified teachers, that means less qualified teachers are more worried to their carrier.

Most of the dimensions of organizational climate shows significant relationship with the Anxiety of more qualified and less qualified teachers. Only dimensions Disharmony, thrust , Discipline and control do not shows significant relationship. That mean higher qualifications reduce anxiety and a positive organizational climate benefits all teachers, particularly those with lower qualifications.

### **Conclusion :-**

Anxiety is a important factor that affect the teaching learning process. Anxiety level of teachers is affected by both qualifications of teachers and organisatonal climate of the college. Qualifications of teachers contribute to self efficacy and coping ability , the environment plays a crucial role in shaping daily experiences and mental health outcomes.

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