

Teaching job related anxiety: a comparative study of job anxiety in teaching profession

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ABSTRACT

Introduction: Teaching job anxiety is a feeling of deep distress towards teaching job in the absence of any known or appropriate object. It is a type of dissatisfaction towards teacher's need. **Objective:** The investigator is interested to find out the level of job anxiety and difference in job anxiety levels among male and female higher secondary teachers (HSTs) working in private and government schools. **Methodology:** Total 360 HSTs from private and government schools were assessed. While selecting samples, equal numbers of male and female HSTs were selected from equal number of private and government schools. A.K. Srivastav's Job anxiety scale was used to measure job anxiety and stress level. The researcher used descriptive method involving measurement, evaluation, comparison, and interpretation. Frequency, percentage and χ^2 test were applied for statistical analysis of data and to find out significant difference. **Results:** 63.33% HSTs were facing high level of job anxiety and 18.33% were at average level. Total 65% male were facing higher anxiety as compared with 61.66% female HSTs. Total 77.78% HSTs of private schools were facing higher anxiety as compared with 48.89% of government schools. 75.56% female HSTs of private schools were facing higher level of job anxiety as compared with 47.78% HSTs of government schools and 80% male HSTs of private schools were facing higher level as compared with 50% male HSTs of government schools. **Conclusion:** it is concluded that there is a significant difference in the job anxiety relating to gender and types of schools. Similar difference is observed in job satisfaction relating to gender and types of schools. Study may be conducted on large population to increase its comprehensiveness. Work stress of TGTs could have been assessed to make it a comparative one. It could have been better if some remedial measures had been found out.

Keywords: Job anxiety, Higher Secondary Teachers (HSTs), Private schools, Government schools, Comparative study

Teacher is the spiritual and intellectual mother/father who leads the students from darkness of ignorance to the light of knowledge, Understanding and help to keep the lamp of civilization burning. The progress and advancement of a country depends upon the quality of its teachers. Teacher is the foundation stone in any system of education. Teacher's

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performance is the most crucial input in the field of education. Whatever policies we have laid down in the ultimate analysis these have to be implemented by teachers as much through teaching learning process. Unless capable and committed teachers are in service, the educational system cannot utilize them for becoming a suitable and potential instrument for national development.

Anxiety is a feeling of deep distress towards her/his job in the absence of any known or appropriate object. It leads to lack of confidence, submissiveness; group dependency and low ego strength which also leads to inferiority complex (Klassen et al 2010). Kyriacou (2001) defines teacher stress as “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher”. A life without stress is not plausible or desirable. In reasonable doses, stress is a motivator and may enhance work performance (Selye, 1976). On the other hand, in unreasonable amounts, stress can become distress (Cedoline, 1982). Psychological distress is defined as a negative event over which a person has no control (Mirowsky & Ross, 2003).

Teaching job anxiety refers to psychological state that occurs when teachers experience a sense of threatening danger towards his job. It arises as a result of over stimulation which cannot be discharge by action. After that teacher feels a sort of emotional tension, uneasiness and restlessness. It is a type of dissatisfaction towards teacher’s need. Due to increasing complexities to get rid of barriers, it has become a difficult task and thus job dissatisfaction has become a complex phenomenon for teacher. Teaching is a stressful job and level of stress varies across different.

Population (Kaur 2011). The feeling of anxiety towards educational profession leads to maladjustment which affects teacher’s efficiency, thinking, emotional reactions and the totality of behavior (Reddy 2012).

Objective of the study

The investigator is interested to find out the difference in job anxiety among private and government school HSTs (Higher Secondary Teachers) and between male and female HSTs because both groups of teachers have the same responsibilities, accountabilities and obligations to be performed.

1. To undertake a study of level of job anxiety of HSTs working in private and government schools.
2. To find out difference in the job anxiety level of HSTs working in government and private schools.
3. To find out difference in the job anxiety level of male and female HSTs.
4. To find out difference in the job anxiety level of male and female HSTs working in private schools.
5. To find out difference in the job anxiety level of male and female HSTs working in government schools.
6. To compare job anxiety levels of male HSTs working in private and government schools.
7. To compare job anxiety levels of female HSTs working in private and government schools.

Hypotheses of the study

1. There is no significant difference in the degree of job anxiety of HSTs working in private and government schools.
2. There is no significant difference in the degree of job anxiety of male and female HSTs.
3. There is no significant difference in the job anxiety of female HSTs working in private and government schools.
4. There is no significant difference in the degree of job anxiety of male HSTs working in private and government schools.
5. There is no significant difference in the degree of job anxiety of male and female HSTs working in private schools.
6. There is no significance difference in the job anxiety of male and female HSTs working in government schools.

Significance of the study

The major factors which affect job anxiety of teachers are working conditions, related challenges, personal attitude, pay, promotion, social relationship and management behavior etc. The study of these reasons of higher secondary teachers will give an idea to the educationalists and policy makers about the level of job anxiety of HSTs in relation to gender and type of schools and it will be helpful in further improvement in education policies.

It is found from some studies that the teachers working in government schools face less anxiety than the teachers of private schools and vice-versa (Bharat 2020). A comparative study of job anxiety of HSTs working in private and government schools, will explore the fact in present time.

RESEARCH METHODOLOGY

Sample

For the present study, the population was higher secondary teachers (HSTs) working in private and government schools located in Dehradun. Researcher had randomly selected 360 HSTs from Dehradun, Uttarakhand. Out of 360 HSTs, 180 were selected from 10 government schools and 180 from 10 private schools. From each school 09 males and 09 females HSTs were selected.

Procedure of Data Collection

The collection of data was spread over a period of 90 days (July to September 2019). On the schedule date the researcher met the teachers and cleared the purpose of research. The instructions were explained and doubts were clarified. They were assured that their response will be used for research purpose only and will be kept confidential.

Tool

To analyze the level of job anxiety, scale developed by A.K. Srivastava (1989), was used and data was categorized in four different categories. (Table 1)

Analysis of data

The researcher analyzed the data by using frequency and percentage to describe job anxiety and χ^2 test to compare job anxiety of HSTs with regard to gender and types of schools. In the present study χ^2 value was calculated by using Graph Pad Prism 6.0 version.

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Table 1: Interpretation of Raw Scores of Job Anxiety Scale

Range of Scores	Interpretation
77-92	Extremely high job anxiety
59-76	High job anxiety
45-58	Average level of job anxiety
31-44	Low level of job anxiety

Job Anxiety Profile of HSTs Based on Gender and Type of Schools

Out of 180 male teachers, 62 have extremely high job anxiety, 55 HSTs have high job anxiety, 32 HSTs have average level of job anxiety and 31 have low level of job anxiety. Among female HSTs 58 have extremely high job anxiety, 53 female HSTs have high job anxiety, 34 female teachers have average level of job anxiety and 35 have low level of job anxiety (Table: 2) (Figure: 1)

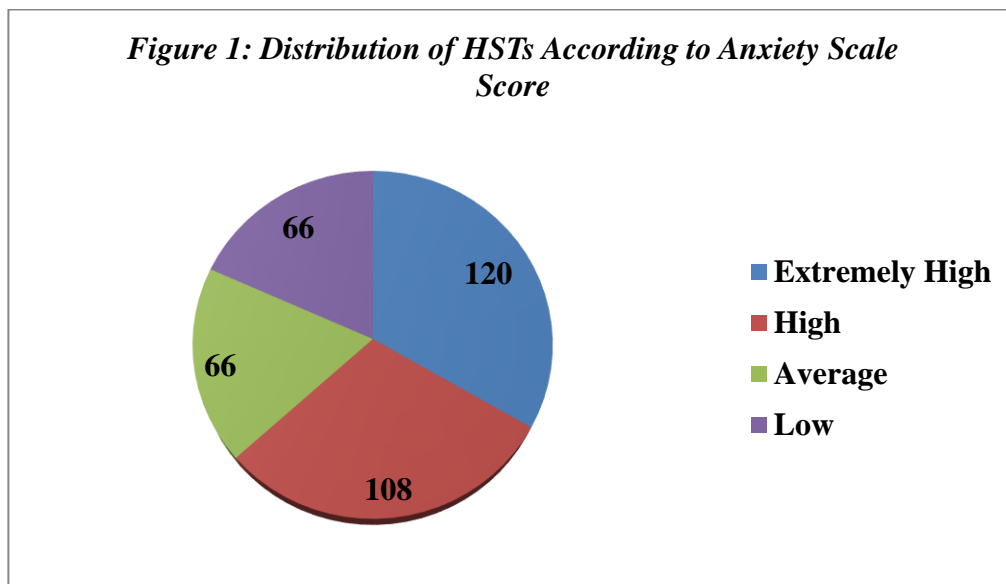


Table 2: Job Anxiety Scores of HSTs

Category of Job Anxiety	HSTs		HSTs (Gender Based)				HSTs (School Type Based)			
	Total	%	Male	%	Female	%	Pvt.	%	Govt.	%
Extremely High	120	33.33	62	34.44	58	32.22	75	41.67	45	25
High	108	30.00	55	30.56	53	29.44	65	36.11	43	23.89
Average Level	66	18.33	32	17.78	34	18.89	24	13.33	42	23.33
Low Level	66	18.33	31	17.22	35	19.44	16	8.89	50	27.78
Total	360	100	180	100	180	100	180	100	180	100

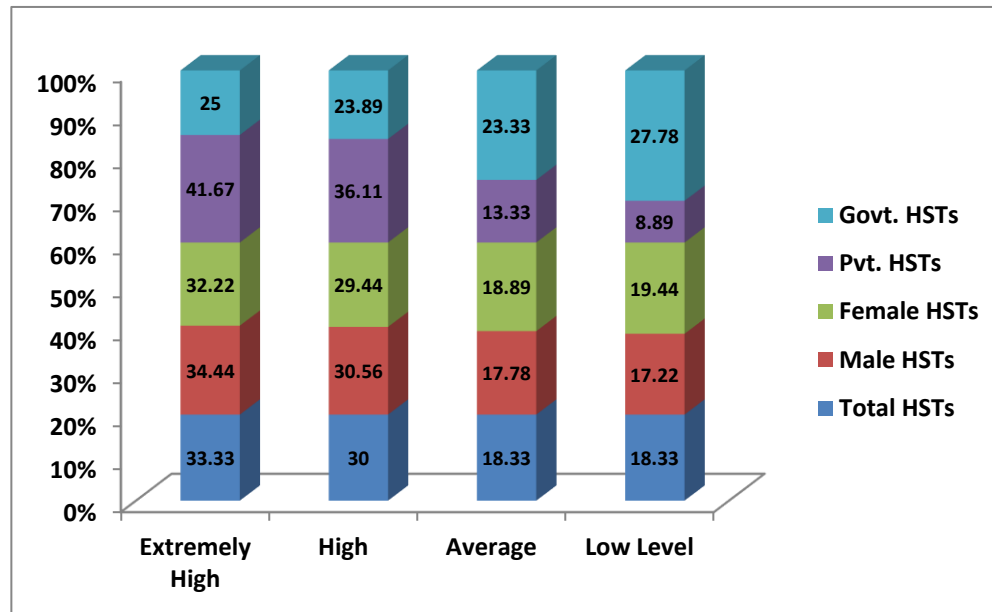
Govt.: Government; Pvt.: Private.

Hence, 34.44 % male HSTs have extremely high job anxiety as compared with 32.22% females HSTs. 30.56 % males HSTs have high job anxiety as compared with 29.44% females HSTs. 18.89 % female teachers have average level of job anxiety as compared with 17.78% males HSTs and 19.44 % of females have low level of job anxiety as compared with 17.22% males. Overall 63% HSTs have anxiety level above average. 65% male HSTs have level above average as compared with 61.66% of female HSTs. 77.78% HSTs of private

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schools have anxiety level above average as compared with 48.89% of government schools. (Figure 2)

Figure 2: Distribution of HSTs According to Different Levels of Job Anxiety



HSTs: Higher Secondary Teachers

Comparison of Scores for Job Anxiety of Female and Male HSTs Based on School Type

The researcher tried to describe job anxiety of male and female HSTs working in private and government HSTs. Table: 3 reveals that out of 90 government schools female HSTs, 23 of them come under extremely high job anxiety, 20 HSTs have high job anxiety, 20 HSTs have average level of job anxiety and 27 HSTs have low level of job anxiety. While out of 90 female HSTs working in private schools, 35 have extremely high job anxiety, 33 fall under high category and 14 are at average level and 8 HSTs come under low level.

It can be observed that 38.89% female HSTs of private schools have extremely high job anxiety as compared with 25.56% of government schools, 36.67% females of private schools have high job anxiety as compared with 22.22% of government schools. While 22.22% female HSTs of government schools have average level of job anxiety as compared with 15.56% of private schools and 30% female HSTs of government schools have low level as compared with 8.88% of private school female HSTs. Total 75.56% female HSTs of private schools have anxiety level above average as compared with 47.78% of government schools. Total 80% male HSTs of private schools have anxiety level above average as compared with 50% of government school male HSTs.

Table 3: Distribution of Job Anxiety Scores for Male and Female HSTs

Category Of Job Anxiety	Female HSTs					Male HSTs				
	Total HSTs	Pvt. School		Govt. School		Total HSTs	Pvt. School		Govt. School	
		Total	%	Total	%		Total	%	Total	%
Extremely High	58	35	38.89	23	25.56	62	40	44.44	22	24.44
High	53	33	36.67	20	22.22	55	32	35.56	23	25.56
Average	34	14	15.56	20	22.22	32	10	11.11	22	24.44
Low	35	08	8.88	27	30.00	31	8	8.89	23	25.56
Total	180	90	100	90	100	180	90	100	90	100

Figure 3: Job Anxiety Levels of Male and Female HSTs Based on School Type

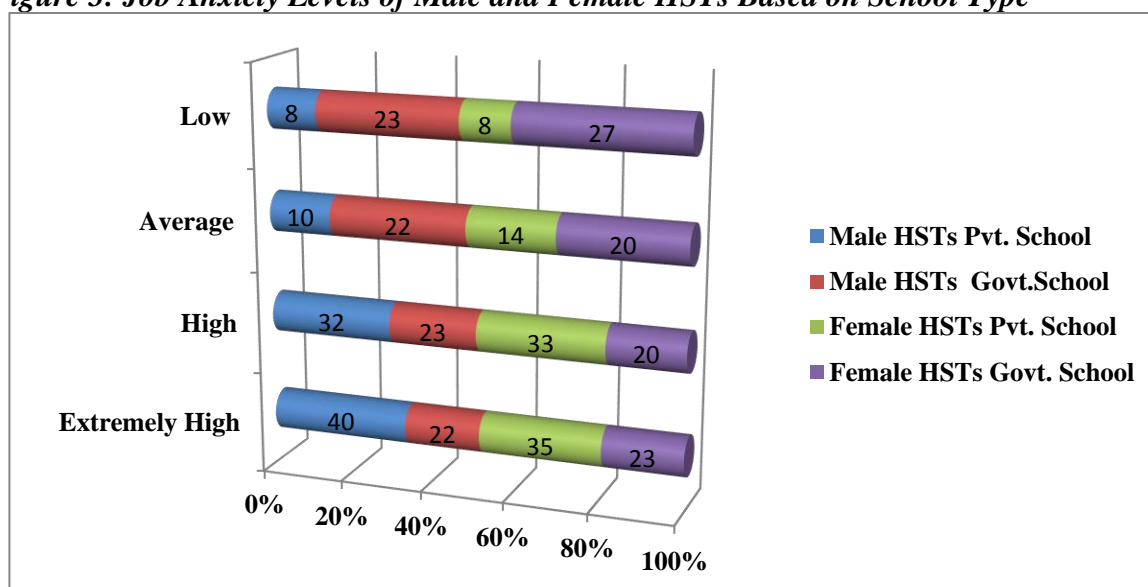


Figure 3 shows that male HSTs of private schools face more anxiety (80%) as compared with male HSTs working in government schools (50%). Total 24.44 % male HSTs of government schools have average level as compared with 11.11 % private school HSTs. 25.56 % male HSTs of government school come under low level of anxiety as compared with 8.89 % HSTs from private schools. It can be observed that there is a greater difference in the level of job anxiety among male HSTs working in private and government schools. More male HSTs of private schools are facing high job anxiety as compared with HSTs working in government schools.

Analysis of Job Anxiety Scores of HSTs Based on School Type

The researcher calculated χ^2 value to find out significant difference between private and government school HSTs with regard to their job anxiety. Calculated value of χ^2 is 34.4057, which is greater than the table value at 1% level of significance. So we can reject first null hypothesis and it can be concluded that HSTs working in private schools suffer with more job anxiety as compared with HSTs working in government schools in Dehradun (Table 4).

Table 4: Statistical Analysis of Job Anxiety of Private and Government School HSTs

Type of School	Level of Job Anxiety of HSTs				χ^2 value	Result
	Extremely High	High	Average	Low Level		
Private	75	65	24	16	34.4057	Significant at 1%
Government	45	43	42	50		

Analysis of Job Anxiety Scores of Male and Female HSTs

Calculated value of χ^2 is 0.4734, which is lesser than the table value at 1% level of significance. So we can accept second null hypothesis and it can be concluded that there is no difference in the job anxiety of male HSTs and female HSTs working in Dehradun (Table 5).

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Table 5: Statistical Analysis of Job Anxiety of Male And Female HSTs

HSTs	Level of Job Anxiety of HSTs				χ^2 Value	Result
	Extremely High	High	Average	Low Level		
Male	62	55	32	31	0.4734	Not Significant at 1%
Female	58	53	34	35		

Analysis of Job Anxiety Scores of Female HSTs

Table 6 reveal that the χ^2 value is 17.0445 which is greater than the table value at 1% level of significance. So, χ^2 value is significant. Hence third null hypothesis is rejected. So it can be concluded that there is a significant difference in the degree of job anxiety between female HSTs working in private and government schools in Dehradun.

Table 6: Statistical Analysis of Job Anxiety of Female HSTs

Type of school	Level of Job Anxiety of female HSTs				χ^2 value	Result
	Extremely High	High	Average	Low Level		
Private	35	33	14	08	17.0445	Significant at 1%
Government	23	20	20	27		

One objective of this study was to compare male HSTs working in private and government schools with regard to their job anxiety. The researcher calculated χ^2 value to find out significant difference between male HSTs with regard to their job anxiety.

Analysis of Job Anxiety Scores of Male HSTs

Table 7 reveals that the χ^2 value is 18.46 which is greater than table value at 1% level of significance. So χ^2 value is significant. Hence the 4th null hypothesis is rejected. So it can be concluded that there is significant difference in the degree of job anxiety between male HSTs working in private and government schools in Dehradun.

Table 7: Statistical Analysis of Job Anxiety of Male HSTs School

Type of school	Level of Job Anxiety of Male HSTs				χ^2 Value	Result
	Extremely High	High	Average	Low Level		
Private	40	32	10	8	18.4566	Significant at 1%
Government	22	23	22	23		

Analysis of Job Anxiety Scores of Male and Female HSTs Working in Private Schools

Table 8 reveals that the χ^2 value is 1.0154 which is not significant at 1% level of significance. Hence the 5th null hypothesis is accepted. So it can be concluded that there is no significant difference in the degree of job anxiety between male and female HSTs working in private in Dehradun.

Table 8: Statistical Analysis of Job Anxiety of Male and Female HSTs of Private Schools

HSTs	Level of Job Anxiety				χ^2 Value	Result
	Extremely High	High	Average	Low		
Male	40	32	10	8	1.0154	Not Significant at 1%
Female	35	33	14	8		

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Table 9 reveals that the χ^2 value is 0.6468 which is lesser than p-value (.885649) at 1% level of significance. So χ^2 value is not significant. Hence the 6th null hypothesis is accepted. So it can be concluded that there is no significant difference in the degree of job anxiety between male and female HSTs working in government schools in Dehradun.

Table 9: Statistical Analysis of Job Anxiety of Male and Female HSTs of Government Schools

HSTs	Level of Job Anxiety				χ^2 Value	Result
	Extremely High	High	Average	Low Level		
Male	22	23	22	23	0.6468 at 1%	Not Significant
Female	23	20	20	27		

DISCUSSION

The following findings were drawn on the basis of analysis and interpretation of the data:

1. Among male and female HSTs, males were facing more job anxiety as compared with females.
2. HSTs working in private schools of Dehradun faced more job anxiety as compared with HSTs working in government schools.
3. Female HSTs working in private school were facing very high job anxiety as compared with those working in government schools in Dehradun.
4. Male HSTs working in private schools of Dehradun were facing high job anxieties with a very big difference as compared with those working in government schools.
5. There was no significant difference in the job anxiety of male and female HSTs working in private schools.

Educational implications

The present study has its implication for educational admonitory, teacher educator and school personnel. Education becomes meaningful in the preparation of life only when we have teachers who do not have teaching job anxiety. Character quality of teacher is undoubtedly the most significant. Thus, there should be proper training of teachers of private and government school teachers related to the programmes of job anxiety. Management of school should take teacher's problem seriously and should provide good working environment, job security, health facilities, proper recognition, public appreciation and proper salary. So, this study can be used as a diagnostic study in reducing job anxiety and to improve job satisfaction.

CONCLUSION

From this study it has been concluded that there is a significant difference in the job anxiety relating to gender and types of schools. Similar differences have been observed in job satisfaction relating to gender and types of schools. Therefore, necessary facilities should be made available for increasing well satisfied teachers and creating an effective teaching-learning environment in every institution.

Delimitations and Suggestions

1. Study was limited to 360 HSTs working in private and government schools located in Dehradun.
2. Study may be conducted on large population to increase its comprehensiveness.
3. Work stress of TGTs could have been assessed to make it a comparative one.
4. It could have been better if some remedial measures had been found out.

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Conflict of Interest

The author declared no conflict of interest.

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