

Research Paper

## Workplace Anxiety and Technology Implementation Among Late Middle Aged College Professors in the Covid Era

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### ABSTRACT

The study focuses on the association between workplace anxiety of late middle aged college professors and technology implementation with regard to the institutional preparedness of colleges in regard to technology as the Covid Pandemic has started. The study was conducted on 30 males and 30 females who are above age 50. It explored the difference in workplace anxiety in technology underdeveloped and technology enabled colleges in Karnataka and Kerala. Job Anxiety Scale (JAS) is given for checking the anxiety level in the workplace and Questionnaire for Survey of Technology-Enabled Learning in Educational Institutions is used to understand whether the college system is technology underdeveloped or technology enabled. The results found a significant negative correlation between workplace anxiety and technology implementation. According to the current study, workplace anxiety is more or less the same for male and female college professors. When compared to professors in technology-enabled college settings, it has been discovered that college professors in underdeveloped college settings experience more workplace anxiety due to the low income status.

**Keywords:** *Workplace anxiety, Technology enabled setting, Technology underdeveloped setting, Stimulus related anxiety, Phobic avoidance behavior, Covid Era.*

### **Late middle adulthood**

The lifespan is usually divided into eight stages, according to developmentalists. They are prenatal development, infancy and toddlerhood, early childhood, middle childhood adolescence, early adulthood, middle adulthood and late adulthood. The phase of life between young adulthood and old age is known as late middle adulthood (or midlife). The most prevalent age range is 50 to 60 years old. Transition, change, and rejuvenation are all hallmarks of late middle adulthood. As a result, views toward work and job satisfaction tend to shift or reorient during this time. Job satisfaction is positively associated with age; the older we get, the more we enjoy our jobs (Ng & Feldman, 2010). That, however, is far from the whole picture, and it highlights the paradoxical character of the research findings from this time period once more. Greenhaus and Beutell (1985) identified three sources of work-family conflicts: time devoted to work makes it difficult to fulfill family requirements or

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vice versa, strain from work makes it difficult to fulfill family requirements or vice versa, and specific behaviors required by work make it difficult to fulfill family requirements or vice versa.

Women are often responsible for more family obligations, such as house care, childcare, and caring for aged parents, but men in the United States are progressively shouldering more domestic tasks. Women, on the other hand, have been shown to experience higher levels of stress as a result of work-family conflict in studies (Gyllenstein & Palmer, 2005).

Lachman (2004) presents a comprehensive overview of the issues that late midlife adults face. These are some of them:

- Losing a parent and dealing with the sadness that comes with it.
- Children are being launched into their own lives.
- Getting used to life without children at home (often referred to as the empty nest).
- Managing adult children who return to live with their parents.
- Getting ready to become grandparents.
- Getting ready for late adulthood.
- Assisting aging parents or spouses as caretakers

### ***Working adults- College professors***

Working adults spend a significant portion of their time interacting with coworkers and supervisors. Because these interactions are compelled by their jobs, researchers concentrate on their quality rather than their presence or absence. Workplace relationships of high quality can make occupations more fun and less stressful. According to research, supervisors that are more supportive of their employees have employees who are more likely to prosper at work (Paterson, Luthans, & Jeung, 2014; Monnot & Beehr, 2014; Winkler, Busch, Clasen, & Vowinkel, 2015). A professor is a post-secondary educator who teaches undergraduates and graduate students at any higher education institution. A lecturer is the first step in an academic career, followed by a senior lecturer, then a reader, and finally a professor.

A professor's life is a constant balancing act in which we try to juggle personal and professional responsibilities while also managing expectations in an often-hyper competitive culture. There is always the possibility that we will drop the ball, and that if that happens, we will be the only ones to blame. The system assumes we are old enough, experienced enough, and tough enough to handle all the stress that comes with the job. Working as a professor at a university can be one of the most rewarding jobs, but it can also be one of the most stressful.

### ***Workplace anxiety***

People who suffer from anxiety in their forties and fifties are often burdened with stress that previous generations have not had to deal with. When you add to the financial demands of paying for college, empty nest syndrome, and the fear of not having saved enough for a retirement that is approaching more and nearer, stress levels increase.

Anxiety is a state of mind marked by tense feelings, concerned thoughts, and physical changes such as elevated blood pressure. Anxiety disorders are characterized by recurrent intrusive thoughts or concerns.

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Anxiety at work can be caused by a variety of factors in the workplace. It is common that some major events make you nervous or cause brief bouts of anxiety. Starting a new job or leaving an old one, for example, is bound to make anyone nervous. When spending so much time at work, which can be overwhelming if things are not going your way. This may not always escalate to the point of ongoing anxiety, but it can be beneficial to speak with someone about any of the other issues that are causing you to be anxious at work.

Dealing with bullying or conflicts in the workplace, sticking to deadlines relationships with coworkers must be maintained, managing a team, long hours of work, having a boss who expects a lot from you, having an excessively heavy workload, having difficulty completing tasks because you are unsure of what you should do, having a sense of powerlessness in your workplace, having a low reward like no benefits or less payment.

Even though there is no such thing as a work anxiety disorder, there are some symptoms that are common in anxiety disorders which are seen in workplaces. Workplace anxiety refers to a feeling of being stressed, nervous, uneasy, or tense about one's job, coworkers, or even public speaking. Worrying that is excessive or irrational, having difficulty falling or staying asleep, startling reaction that is exaggerated, fatigue or exhaustion trembling or shaking, sweating and dry mouth, a racing/pounding heart. There are some signs to look out for that may indicate that someone is suffering from work anxiety, in addition to these general anxiety symptoms. Taking an unusually long vacation from work, overreacting to workplace situations, overemphasizing the negative aspects of their work, having trouble concentrating or finishing tasks on time. An individual suffering from work anxiety may also be suffering from Generalized anxiety disorder, Panic disorder, Specific phobias, social anxiety disorder etc.

Some of the most common effects of work anxiety, which can occur both in and out of the workplace like experiencing a drop in job performance and quality of work, observing the effects on relationships with coworkers and superiors, observing the consequences in one's own life. As a result of your feelings, your interpersonal relationship is suffering. Also issues with concentration, fatigue, irritability, and productivity are also seen if you are experiencing work anxiety. You are unable to take advantage of opportunities because of your fears (e.g., fear of flying, fear of public speaking, fear of speaking in meetings), less job satisfaction, observing a drop in your self-assurance in your abilities, feeling as if nothing you do makes a difference, setting and achieving goals is becoming more difficult, taking fewer risks and are more likely to reach a career plateau, feeling lonely, less effective planning, reduced social skills and ability to work as part of a team, avoiding innovative ideas.

Work-related stimulus-related anxiety and avoidance behavior includes anticipatory anxiety with general tension at work. Thinking about the workplace, or anticipating events at work, are examples of behavior. It also includes phobic avoidance, which can affect workplace situations as well as interactions with coworkers or superiors, whether at work or elsewhere. It is also possible to avoid the workplace. It may lead to a hasty exit after work or the use of sick leave in advance of workplace problems. Conditioned anxiety, like PTSD, is thought to develop because of global feelings of anxiety towards the workplace.

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Work-related social anxiety leads to preparation and avoidance of social situations with coworkers or supervisors. This leads to difficulties forming relationships with coworkers, a lack of self-confidence, and a fear of speaking up in meetings.

Anxiety of being exploited or threatened by coworkers or supervisors are examples of impaired cognition and it has general feelings of insufficiency and fear of change.

Work-related health anxieties include hypochondriacal anxiety related to the workplace, as well as beliefs that work is harmful to one's health and that working conditions make one sick. Concerns about one's own qualifications being insufficient, excessive demands, a lack of knowledge, and mistakes as a result are all examples of work-related insufficiencies. Anxiety about taking on new tasks, structural, personnel, or technical changes in the company, or uncertainty about being able to deal with future developments are also among them.

Work-related worries are a generalized tendency toward excessive worrying and constant concern about minor workplace annoyances. It includes dealing with work problems during free time as well as the disruption of other daily activities due to work-related concerns. It also contains exaggerated existential fears of losing one's job, social status, and financial well-being. Technology implementation among colleges in the Covid era.

Technology is much more important to today's college students than it was two decades ago. Today's college students carry multiple devices with them wherever they go, and information is available to them as well. This includes course materials, discussion forums, and lengthy search results for research topics when it comes to online learning.

Students now use their own devices to conduct academic research, complete assignments, and interact with fellow students and instructors rather than spending hours at the library logged into a database. As a result, education can extend beyond the classroom in a variety of ways.

Due to a condition known as leathery fingers, many seniors have trouble using touch screens. Many seniors have limited mobility and a lower income, making it difficult to meet up with friends in person. Because seniors have no prior experience with technology, learning new technology can be difficult. Seniors typically have a narrower frame of reference, making it more difficult for them to absorb current information. According to SSB data, 83 percent of seniors aged 64 to 74 use the internet on a weekly or more frequent basis.

The online technology was already prevalent in certain sectors, but the covid pandemic lead to unavailability of direct learning leads to increase in technology usage. Students' shift to online learning is not solely due to technological advancements. For many people, environmental or unavoidable circumstances make online learning far more viable than on-campus learning.

The COVID-19 pandemic, for example, caused a seismic shift in-person interaction, prompting many colleges and universities to switch to an online learning model almost immediately. COVID-19 was pivotal in exposing the communication challenges of online learning, such as the importance of incorporating a human element such as active discussion

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boards or live video classes. Regardless of course format, the winning equation is a mix of technology and human connections. This includes being creative in the classroom and not being afraid to try new things. This increased accessibility has altered the educational landscape, and college leaders must address it to maintain student engagement. College students have come to expect classes to be available entirely or partially online, as well as digital course materials, and colleges and universities should meet these expectations to foster positive learning environments. Global labor markets were disrupted by the COVID-19 pandemic in 2020.

Millions of people lost their jobs as offices closed, and others quickly adjusted to working from home. Since the beginning of the pandemic, teachers have developed psychological symptoms. They had to introduce online teaching during the lockdown, and as schools reopen, they have expressed great concern about the new, unprecedented teaching situation. Theory related to technology and anxiety.

According to biological theories, overstimulation, cognitive incongruity, and response unavailability are the three basic conditions that cause anxiety. When a person is overstimulated, he or she is bombarded with information, it is most likely to experience anxiety. The fear or dislike of advanced technology or complex devices, particularly computers, is known as technophobia. Technophobia is a frighteningly common phobia. In fact, some experts believe that when confronted with modern technology, we all experience some level of anxiety. It's easy to feel out of touch in today's rapidly changing world.

According to the theory of diffusion and innovation, when information about a modern technology is shared among potential users through communication channels, innovation occurs within a market and users gain personal knowledge of modern technology in this way (Di Benedetto, 2010). Knowledge, persuasion, decision (to adopt or reject modern technology), implementation, and confirmation are said to be the five stages of the adoption process. Non adoption is then defined as the result of a failed adoption process. Certain factors, such as users' personal limitations and external barriers, such as ineffective communication channels, are thought to inhibit the adoption process' success and creates anxiety in person eventually (MacVaugh & Schiavone, 2010)

The present study aims to understand the workplace anxiety and technology implementation among late middle aged college professors in the covid era.

### **REVIEW OF LITERATURE**

The study anxiety disorders, and workplace-related anxieties (Linden,2007) explain anxiety experienced in the context of the workplace. Sick leave is frequently linked to workplace anxieties. It was found that depression was found in 44% of the working place and generalized anxiety disorders in 50% of the people and it is mostly diagnosed among female participants, while social phobia (31%) and dysthymia (27%) were most diagnosed among male participants. There were 17.4 percent of participants who did not have any other mental illnesses but were suffering from migraines or pain disorders. Since the study describes the workplace anxiety in the covid era, different countries have reported on the impact of Coronavirus disease (COVID-19), and governmental restrictions on mental health. This study looked at the effects of age, gender, income, work, and physical activity on mental health during the COVID-19 lockdown in Austria (Pieh,2020). In Austria, there was a higher prevalence of mental health problems during COVID-19. When compared to pre-

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corona times, anxiety symptoms are up to three times more common and depressive symptoms are up to five times more common in the workplace. Even quality of life and well-being are even lower in this case.

The study focused on late-middle-aged women's health-promoting behavior (Lee,2017) and it shows the various influencing factors such as religion, exercise, economic satisfaction, life satisfaction, and leisure time activities and those differed in the health promotion behavior of later middle-aged women. A positive relationship existed between health perception and perception of successful ageing, and a negative relationship existed between ageing anxiety and health promotion behavior. Health perception, successful ageing perception, exercise, and leisure time activities (exercise and social activity) were all identified as significant factors influencing health promotion behavior. Another study which is the improvement and decline in health status from late middle age, related changes in deficit accumulation investigated how people's health improves or declines as they get older (Mitnitski,2007). In comparison to those in late middle age (56 percent; 54–58 percent), older survivors (aged 70–85) had a slightly lower chance of stability or improvement (52%; 95 percent confidence interval 50–54 percent). Also, the study says that transitions in health states occur with a predictable regularity starting in late middle age and health improvements can happen at any age.

The article examines the relationship between employee psychological health and workplace performance (Jones,2017) using matched employee–employer data from the British Workplace Employment Relations Survey. They found a positive relationship between psychological ill-health and absenteeism. Employees reported job anxiety and managers reported workforce stress, depression, and anxiety. But the link between psychological ill-health and labor productivity is less clear. In a study on Personality Effects on Teaching Anxiety and Teaching Strategies in University Professors, Houlihan (1969), it was found that professors suffer from a lot of teaching anxiety.

However, little research has been done in this population to look at the relationship between personality and teaching anxiety. The current study investigates the relationship between teaching anxiety and personality and diverse types of in-class behavior. The finding of the study postulates that teaching anxiety is associated with higher neuroticism and lower extraversion. Professors with an elevated level of neuroticism use in-class strategies like student-to-student discussion and group work to help reduce anxiety by diverting attention away from the instructor. When looking at the link between teaching anxiety and specific strategies used in the classroom, personality is a crucial factor to consider.

Understanding the importance of personality features would help the professor to adapt coping mechanisms that could be useful in avoiding or minimizing anxiety-provoking circumstances. In another study on Teaching Anxiety among Accounting Educators, (Ameen, E. C 2002), most respondents (78 percent) said they had experienced some form of teaching anxiety, and a significant fraction (69 percent) said it was a persistent issue. Furthermore, while experiencing instructional anxiety, 38.5 percent of respondents experienced specific physical symptoms such as heart rate acceleration, gastrointestinal trouble, or flushing, while 80 percent reported general psychological emotions such as nervousness. Academic rank, age, years of teaching experience, the nature of the university (whether doctoral awarding or not), and whether the accounting department had separate

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American Assembly of Collegiate Schools of Business (AACSB) accreditation were all linked to the occurrence of teaching anxiety.

The study on Anxiety Symptoms in University Professors during the COVID-19 Pandemic explains that the COVID-19 (coronavirus disease) pandemic scenario has reached alarming proportions, prompting many government officials to declare a state of emergency to effectively combat the disease through strategies such as social distance through stay-at-home decrees, travel restrictions, and the closure of non-essential services. Furthermore, to avoid the spread of this pathology, competent organizations, including institutions of basic to higher education, have chosen to suspend its operation. These procedures took place in 150 nations from March 25, 2020, affecting more than 80% of the world's student population. In terms of health, it is well known that prolonged home isolation during a disease outbreak can cause harm to people's physical and mental health. In this way, anxiety may develop in healthy people or people who have had a previous psychiatric disorder during a COVID-19 pandemic.

During the COVID-19 pandemic period, some studies have shown changes in the mental or physical state of health professionals, as well as students in several higher education courses, but the true impact of this chaotic situation on components related to university professors' mental health is unknown. A third of adults in research conducted during the COVID-19 outbreak had moderate to severe anxiety symptoms, and the females were associated with a higher level of anxiety. Some aspects, such as the rate at which the virus spreads, the unknowns surrounding it, the pandemic's duration, and its repercussions, can be risk factors for the population's mental health. These findings highlight the importance of institutions taking steps to protect their employees' mental health, which can lead to improvements in service delivery and professional well-being, especially during a pandemic.

In a study on Working from Home After the COVID-19 Pandemic, (Javad, 2021) investigates changes in work style among firm employees following COVID-19, as well as their effects on workers' domain-specific sedentary and active habits. Our research found preliminary evidence of an increase in working from home days in Japan in response to COVID-19, as well as how this increase has impacted workers' sedentary behaviors and physical activity. These findings give information on COVID-19's impact on work styles, sedentary behaviors, and physical activity among workers.

In another study on Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress, (Klassen, 2010) used factor analysis, item response modeling, systems of equations, and a structural equation model to examine the relationships between teachers' years of experience, teacher characteristics (gender and teaching level), three domains of self-efficacy (instructional strategies, classroom management, and student engagement), two types of job stress (workload and classroom stress), and job satisfaction with a sample of 1,430 practicing teachers. Teachers' years of experience had a nonlinear connection with all three self-efficacy measures, increasing from early to mid-career and then decreasing.

Female instructors reported higher workload stress, more classroom stress from student conduct, and weaker self-efficacy in classroom management. The teachers with more workload stress had higher self-efficacy and job satisfaction in classroom management, whereas teachers with more classroom stress had lower self-efficacy and job satisfaction.

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Teachers of young children (kindergarten and elementary school) exhibited greater levels of self-efficacy for classroom management and student engagement. Finally, teachers who had higher self-efficacy in classroom management or instructional strategies had higher job satisfaction. Even though digital literacy and computer skills are now required for anyone to participate, the integration of technology into K-12 and higher education instruction has been an uneven process of acceptance and use since the 1970s. The Technology Acceptance/Use Continuum describes how this erratic flow of adoption progresses along a timeline (Loague, 2003). The goal of this study is to find out more about faculty acceptance and use of technology in the classroom at a historically black college or university (HBCU). According to the findings, students are enthusiastic about using technology in the classroom, but universities and colleges do not provide enough technology.

The study on “The Psychological State of Teachers During the COVID-19 Crisis: The Challenge of Returning to Face-to-Face Teaching”, (Ozamiz, 2021) explains that a large majority of teachers had anxiety, sadness, and stress symptoms. Gender, age, employment stability, the degree of education at which they teach, and parental status all have an impact elevating this problem as well.

Interviewing university professors about their perceptions of the impact of integrating Google Apps as a means of classroom instructional delivery on students' communication and collaboration skills was used to conduct a qualitative research study. Eight university professors from a major university participated in the study, all of whom used or have used at least two Google Apps Education Edition collaborative tools in their teaching strategies. The findings of this study may be useful to universities considering whether using collaborative technology skills as an instructional tool will engage students and improve their communication abilities.

According to the findings, professors would consider incorporating Google Applications into their instructional strategies if given the proper professional development and training. Part-time faculty who are pioneering the use of technology for instructional purposes are becoming more common at community colleges. Part-time faculty are less likely to use technology for instructional purposes and to teach non-face-to-face classes than their full-time counterparts. To be successful in expanding technology-based education, community colleges must encourage all faculty to use technology. This national quantitative study identifies factors that predict faculty use of technology for educational purposes.

There are few studies focused on the workplace anxiety of professors who are in late middle age. The previous literature does not focus much on what kind of anxiety the late middle-aged people are experiencing. Most of the studies focus on the internal aspects of ageing and fewer studies mention the social support they require for healthy ageing. The covid 19 has made a lot of social changes and it has a lot of effects on professors, but very few studies elaborate it. The studies that help teachers in accommodating to an unfamiliar environment, adjusting to new situations, and formulating policies that help both teachers and students are less.

### ***Research objectives***

- To find the association between workplace anxiety and technology implementation among late middle aged college professors



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- To understand the gender difference in workplace anxiety among late middle aged college professors
- To compare the workplace anxiety among late middle aged college professors in technology enabled college setting and technology underdeveloped college setting.

### *Research Hypothesis*

- There is a significant relationship between workplace anxiety and technology implementation among late middle aged college professors
- There is a significant gender difference in workplace anxiety among late middle aged college professors
- There is a significant difference in workplace anxiety among late middle aged college professors in technology enabled college settings and technology underdeveloped college settings.

## **METHODOLOGY**

### *Sample size*

<b>Total</b>	<b>60</b>
Male professors from Graduate colleges of Bangalore central and North Bangalore & Kerala	<b>30</b>
Female professors from Graduate colleges of Bangalore central and North Bangalore & Kerala	<b>30</b>

### *Inclusion criteria*

- College professors aged between 50 and 60 are considered
- The professors who are active in college are considered
- Professors who don't have any chronic physical or psychological problems are considered.

### *Exclusion criteria*

- College professors aged below 50 and above 60 are considered.
- The professors who are inactive in college are not considered.
- Professors who have chronic physical or psychological problems are not considered

### *Sampling technique*

Purposive sampling will be taken for data collection.

### *Psychological assessment tools*

- Job Anxiety Scale (JAS) A self-rating questionnaire for work- related anxieties by Muschalla, Beate, Linden, Michael (2017)- 70 item questionnaire. Test-retest reliability of JAS is .815 and the internal consistency is.98.
- Questionnaire for Survey of Technology-Enabled Learning in Educational Institutions by Anup Kumar Das and Sanjaya Mishra (2016). Test-Retest reliability is .81 (5 dimensions with 8 sub questions- Total -40 items)

### *Procedure*

The questionnaires will be given to the middle aged college professors, who are divided into two groups that are professors from technology underdeveloped colleges and technology enabled colleges. The instructions will be given to the college professors after a proper

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rapport is established. The order of the tools will be changed. The responses will be taken from the samples and analyzed using statistical procedures and it will be tabulated. Based on the results, a later conclusion will be drawn.

**Analysis of Data** - The data to be collected will be scored based on the norms of the questionnaire and analyzed using suitable statistical techniques with the help of SPSS. The obtained data will be coded and tabulated in excel. Later Mean, SD, t-test, ANOVA and Regression will be computed through the latest version of SPSS.

### RESULTS

**Table 1: Pearson correlation between workplace anxiety and technology implementation.**

		anxiety	college
work place anxiety	Pearson Correlation	1	-.829**
	Sig. (2-tailed)		.000
	N	60	60
technology implementation	Pearson Correlation	-.829**	1
	Sig. (2-tailed)	.000	
	N	60	60

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

**Table 2: independent t test results comparing the workplace anxiety of male and female late middle aged college professors**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
work place anxiety	Equal variances assumed- male	18.995	.000	.640	58	.525	12.13793	18.97826	-25.85118	50.12704
	Equal variances not assumed- female			.649	50.956	.519	12.13793	18.70137	-25.40742	49.68328

**Table 3: t test results comparing the workplace anxiety of late middle aged college professors in technology underdeveloped and technology enabled college setting.**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
workplace anxiety	equal variances assumed	11.546	.001	11.297	58	.000	120.20000	10.63989	98.90194	141.49806
	equal variances not assumed			11.297	38.708	.000	120.20000	10.63989	98.67359	141.72641

**Table 4: Mean and Standard deviation of workplace anxiety among late middle aged college professors between technology underdeveloped and technology enabled college setting.**

		N	Mean	Std. Deviation
work place anxiety	college			
	technology underdeveloped	30	232.9667	22.34446
	technology enabled	30	112.7667	53.82326

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Table 1 shows the relationship between workplace anxiety and technology implementation. The college professors in this new covid era are facing a lot of issues when compared to the previous time. Adaptation of new technologies might be a difficult task for many to deal with the new educational system. The p value is  $-.829$ , ( $p \text{ value} < -1$ ) when workplace anxiety and technology implementation is correlated in 60 samples. The study found that there is a significant relationship found between workplace anxiety and technology implementation in professors. The study has found a negative correlation between workplace anxiety and technology implementation in college setting. There can be other underlying factors that can contribute to workplace anxiety such as overwhelming work, bullying faced in the workplace or related to the existing anxiety disorder.

Table 2 shows the t test results comparing the workplace anxiety of male and female late middle aged college professors. The sig 2 tailed t value is  $.525$  ( $t \text{ value} > .05$ ) which is found to have no significance in 0.05 significant level. The study found that there is no significant gender difference in workplace anxiety among late middle aged college professors. As they grow older the anxiety becomes more prevalent. Females are focused on different areas of life and workplace anxiety is one part of that. Also, male college professors find their workplace more competitive and the changes in pattern due to the covid era has been a new challenge for them.

Table 3 shows the independent t test results comparing the workplace anxiety of late middle aged college professors in technology underdeveloped and technology enabled college setting. The sig 2 tailed t value is  $.000$  ( $t \text{ value} < .05$ ) which is found significant in 0.05 significant level. The study found that irrespective of male and female there is more workplace anxiety in college professors who are in technology underdeveloped settings. The result from the study proves that there is a significant difference in workplace anxiety among late middle aged college professors in technology enabled college settings and technology underdeveloped college settings.

Table 4 shows the Mean and Standard deviation of workplace anxiety among late middle aged college professors between technology underdeveloped and technology enabled college setting. The mean of workplace anxiety in technology underdeveloped college setting is 232.9 with a standard deviation of 22.3 and mean of workplace anxiety in technology enabled college setting is 112.7 with a standard deviation of 53.8. It is found that the college professors in technology underdeveloped college settings experience more workplace anxiety compared to the professors in technology enabled college settings. During the covid era technology access is important since online is the major medium. The faculties from the technology underdeveloped college setting face more issues, since their students also have lower access to many new technical devices. The anxiety aroused from lack of opportunities is bothering many of the college faculties. Along with other stressors, this has been found to be a major causal factor of workplace anxiety.

## **DISCUSSION**

The present study shows some of the most common effects of work anxiety include a drop in job performance or quality of work. The present study conducted on late middle aged professors shows a significant relationship between workplace anxiety and technology implementation in college settings. The institutional preparedness for technology is average or below average level in some colleges and they face a lot of difficulties in the new teaching method using technology. At the same time certain colleges have well technology

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enabled systems and their college functioning is smooth when compared to the technology underdeveloped colleges.

The present study found that the correlation between workplace anxiety and technology implementation is found to be a negative correlation, where the lack of technology implementation increases the workplace anxiety. The study found that many professors experience work anxiety with problems in concentration, fatigue, irritability, and productivity as well. Other studies confirm that this also led them to have less job satisfaction and low self-confidence. Some even feel their superiors and colleagues exploit them and they worry much about these issues (Maslach,2016). The major conflict the late middle aged professor feels is they don't find themselves competitive and blame themselves as slow workers (Cai, 2002). Since technology is developed the medium of communication is very fast, and aged professors find difficulty in this scenario. In the Indian scenario, not all of the teachers, students or colleges had laptops and smartphones and some of them struggled to keep up with the latest technology (Ganimian,2020). During the lockdown the graduates from low-income families and teachers in technology underdeveloped colleges ran out of data on their phone and couldn't afford to buy more minutes. Even after controlling for demographic factors, students with unreliable laptops and other technological facilities had lower grade-point averages. This created an anxious situation around the professors and students who relied on technology underdeveloped colleges. (Adarkwah, 2021)

The study also found that irrespective of male and female there is more workplace anxiety in college professors who are in technology underdeveloped settings. The result from the study proves that there is a significant difference in workplace anxiety among late middle aged college professors in technology enabled college settings and technology underdeveloped college settings. The study found that behaviors such as thinking about work or anticipating negative events at work are also seen in technology underdeveloped colleges. Sometimes it leads to phobic avoidance of work, which later can have an impact on work situations and problems in the interactions with coworkers or superiors. Similarly other studies also show that in some of the late middle aged college professors, anxiety related to social circumstances at work is found (Bhui,2016). It makes them feel embarrassed in social situations with coworkers or supervisors followed by avoidance of such situations. This causes problems forming relationships with coworkers, as well as a lack of self-confidence and a fear of speaking up in meetings which can have a negative impact on their work performance (Kish,2009)

The study also checked the difference in workplace anxiety experienced by male professors and female professors. But the study found no significant gender difference in workplace anxiety among late middle aged college professors. But according to some contradictory studies, women have a higher prevalence of anxiety than men. The majority of gender-related epidemiological research has focused on specific anxiety disorders. Several studies, for example, have found significant gender differences in socio-demographic correlates, trauma types, onset, and comorbidity of PTSD in different countries (McLean,2011). But even though there are some contradictory studies it is also seen that most of the people in their workplace are found to be stressed and anxious in the changing world. Nowadays the responsibilities given to both the genders are found to be equal. (McKinsey,2020). Women in higher positions like Head of the Department and other committee head positions, consistently experience higher levels of stress, anxiety, and psychological distress. In Indian culture, at the same time they have additional domestic responsibilities as well. However,

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the stereotype that women are less competitive is still prevalent in the workplace, which bothers them greatly. However, the use of technology is the same, and it causes problems for both male and female professors in the same way according to the study (Salk,2017).

According to the demographic profile of the respondents, many of the male members were holding positions of authority. They are discovered to be in charge of the financial administrations. They keep a close eye on the majority of their employees, which can be a source of anxiety for them. They are sometimes reliant on younger generations in terms of technology usage, which makes them feel inferior at times. These professors are found to be anxious at work-place because of their constant doubts about acceptance and social fitness. The colleges nowadays prefer online interactions, and the years of experience these professors have is found not to have much usage. They are soon reaching the old age, and as time passes, they may find themselves introspecting a great deal. Workplace anxiety is also exacerbated by feelings of worthlessness as a result of not fitting into this technological era. (Cathy,2020).

The findings of the present study revealed a strong negative link between workplace anxiety and technology adoption. According to the current study, male and female college professors have similar levels of workplace anxiety. Professors in underdeveloped college settings experience more workplace anxiety than professors in technology-enabled college settings, according to research.

### **CONCLUSION**

From the above results it may be concluded that there is a significant relationship found between workplace anxiety and technology implementation in professors. The study has found a negative correlation between workplace anxiety and technology implementation in college settings hence an alternate hypothesis is accepted. Also, the study found that there is no significant gender difference in workplace anxiety among late middle aged college professors, hence the alternate hypothesis is rejected. The workplace anxiety experienced by male or female college professors are more less the same according to the present study. Anxiety becomes more prevalent as they grow older. Females are preoccupied with various aspects of life, and workplace anxiety is one of them. Male college professors also find their workplace to be more competitive, and the shifts in patterns brought on by the covid era have presented them with a new challenge. The result from the study proves that there is a significant difference in workplace anxiety among late middle aged college professors in technology enabled college settings and technology underdeveloped college settings, hence the alternate hypothesis is accepted. It is found that the college professors in technology underdeveloped college settings experience more workplace anxiety compared to the professors in technology enabled college settings.

### ***Suggestions***

- Since the study has found out that workplace anxiety is more in technology underdeveloped colleges, it is needed to provide much technological facilities in colleges.
- It's also suggested that late-middle-aged professors be trained in new technological teaching methods through orientation classes.
- Mental health of late middle aged college professors should be thoroughly examined, and proper consideration should be given to them.

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### Limitations

- More variables like stress, coping strategies are not explored.
- The alternate methods instead of new technologies which are used by professors have not been mentioned.

### Implications

- The findings of the present study will assist professors in overcoming the challenges they face due to a lack of technological resources.
- It also aids in the discovery of interventions for dealing with workplace anxiety.

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