

## Assessment of Anxiety Among Post Graduate Teachers in Kolkata

Sarmistha Chakraborty<sup>1\*</sup>, Bharat Kumar<sup>2</sup>

### ABSTRACT

The objectives of the study were to assess and compare the level of anxiety among post-graduate teachers (PGTs) of government schools and private schools in Kolkata. To study, 120 PGTs between the ages of 30 and 45 from public and private schools were chosen. Equal numbers of male (60) and female (60) PGTs were chosen using the random sampling method from an equal number of government and private schools. The Beck Anxiety Inventory (BAI) was used to measure the level of anxiety. The t-Test was used for statistical data analysis and to determine whether there was a significant difference between male and female PGTs. Overall, 25.83% of PGTs are facing higher levels of anxiety. Statistical analysis of the score says that more male PGTs are facing severe levels of anxiety (30%) as compared to female PGTs (21.67%). Government school PGTs are facing higher anxiety levels than private school PGTs. Among male PGTs, those working in government schools face higher anxiety (33.33%) than those in private schools (26.67%). Similarly, 26.67% of female PGTs in government schools are facing higher anxiety than those in private schools (16.67%). No significant difference is observed in the degree of anxiety among male PGTs working in government and private schools, while a significant difference is found among female PGTs. No significant gender difference is observed among PGTs working in private schools in Kolkata. Proper teacher training is recommended to handle the anxiety and improve the wellbeing of PGTs in Kolkata.

**Keywords:** Post Graduate Teachers (PGTs), Anxiety, Gender, Schools.

A teacher is a pillar of our society who leads the students to the light of knowledge. He or she is the most important part of the education system, but many things can affect how well a teacher does their job by making their mental health worse. Most people end up with anxiety, which is becoming more common in the population and affects teachers. As teaching is a stressful job and the level of anxiety depends on the situation, teachers face problems with their efficiency, thinking, emotional reactions, and behavioural issues. When anxiety is left uncontrolled, it interferes with everyday activities. It is observed that people with anxiety problems become less communicative, unsocialized, and introverted.

<sup>1</sup>Research Scholar, Psychology, Indira Gandhi National Open University, New Delhi

<sup>2</sup>Research Scholar, Psychology, Maharaja Agarsen Himalayan Garhwal University, Pauri, Uttarakhand

\*Corresponding Author

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## REVIEW OF LITERATURE

Anxiety is a feeling of intense worry about one's job when there is no known or appropriate object to worry about. It makes people lack confidence, be submissive, depend on the group, and have a weak ego, which all lead to inferiority complexes (Klassen et al., 2010). Kyriacou (2001) says that teacher stress is when a teacher feels unpleasant, negative emotions like anger, worry, tension, frustration, or sadness because of some part of their job as a teacher. A life devoid of stress is neither feasible nor desirable. Stress is a motivator and may boost work performance in moderate doses (Selye, 1976). In excessive amounts, though, stress can become distressing (Cedoline, 1982). Psychological anguish is described as a circumstance over which a person has no control (Mirowsky & Ross, 2003). Teaching job anxiety refers to the psychological condition that teachers experience when they perceive a sense of looming danger in their profession. It is the result of excessive stimulation that is resistant to action. Following this, the teacher experiences a sense of emotional tension, unease, and restlessness. It is a form of discontent with teachers' needs. Due to increasing complexities, eliminating obstacles has become a difficult undertaking, resulting in job unhappiness, a complicated phenomenon for the educator (Bharat, 2020). Teaching is a demanding occupation, and the level of stress differs among the teacher population (Kaur 2011). Anxiety regarding the teaching profession results in maladjustment, which impacts teachers' effectiveness, reasoning, emotional responses, and overall conduct (Reddy 2012). In his research, Bharat Kumar (2020) concluded that there is a significant difference in job anxiety relating to gender and type of school.

### *Significance of the Study*

Mental health is the opposite of mental illness, and using the terms in the same way causes the same medical, logical, and empirical problems. Even though there are problems with the term, it is likely to stick around because it is usually used to describe someone with a high level of behavioural and emotional adjustment and adaptability, not just someone who is not mentally ill. The World Health Organization says that "mental health is a state of well-being in which the individual realises his or her own abilities, can deal with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community. "Mental health is the positive state of mind and body, feeling safe and able to cope, with a sense of connection with other people, communities, and the wider environment.

Teachers' mental health is extremely important because they impart knowledge to students. With the changing scenario, it has become very important to study the level of anxiety among teachers, which greatly affects their performance, efficiency, and effectiveness. Since anxiety scores vary among government and private school teachers, a comparative study is required to explore this fact.

### *Objectives of Study*

Since all teachers have the same duties, responsibilities, and obligations, it is important to find out if there is a difference in how anxious PGTs are based on the type of school they work at and their gender.

1. To assess the level of anxiety among postgraduate teachers (PGTs) in Kolkata.
2. To compare how anxious postgraduate teachers (PGTs) are based on their gender and where they work.

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### *Hypothesis*

1. There will be no significant difference in the degree of anxiety between male and female PGTs.
2. There will be no significant difference in the degree of anxiety between male PGTs working in government and private schools.
3. There will be no significant difference in the degree of anxiety between female PGTs working in government and private schools.
4. There will be no significant difference in the degree of anxiety experienced by male and female PGTs in private schools.
5. There will be no significant difference in the degree of anxiety between male and female PGTs in government schools.

## **RESEARCH METHODOLOGY**

### *Sample*

The study's population remains postgraduate teachers (PGTs) from government and private schools. For the study, the PGTs in Kolkata working in government and private schools were chosen. A total of 60 PGTs were randomly selected from six government schools and 60 PGTs from six private schools. From each type of school, 5 male and 5 female PGTs have taken part in the study.

*Table 1: Sample Distribution*

Type of Schools	Government Schools		Private Schools	
PGTs	MALE	FEMALE	MALE	FEMALE
N	30	30	30	30

### *Procedure of Data Collection*

Data collection was done over a period of 7 days. First, the researcher fixed an appointment with the school head and clarified the purpose of the study. The instructions were clearly explained, and all doubts were cleared. Also, teachers were assured that the collected data would be kept confidential.

### *Tools*

To analyse the anxiety level, the Beck Anxiety Inventory (BAI) 1993 was used. All data was categorised at various levels.

### *Statistical Techniques*

For anxiety scores, data was divided into 3 categories, i.e., low, moderate, and severe levels. Percentage, mean, and standard deviation were calculated to explain various categories of anxiety scores. A t-test was applied to find a significant difference in anxiety scores with respect to type of gender and school.

## **RESULTS AND DISCUSSION**

### *Analysis of Anxiety Scores of PGTs*

Among 120 PGTs, 48 (40%) are facing a low anxiety level (21 male PGTs and 27 female PGTs), 41 PGTs (34.17%) are facing a moderate anxiety level (21 males and 20 females), and 31 PGTs (25.83%) are facing a severe anxiety level (18 males and 13 females) (Table 2). It is clear that a large population is under the threat of anxiety (60%). Out of 60 male PGTs, 35% have a low anxiety level, 35% have a moderate anxiety level, and 30% have a severe level of anxiety. And among 60 female PGTs, 45% have a low level, 33.33% have a

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moderate level, and 21.67% have a severe level of anxiety. It shows that more male PGTs are facing higher anxiety than female PGTs. (Figure 1).

**Table 2: Anxiety Scores of PGTs**

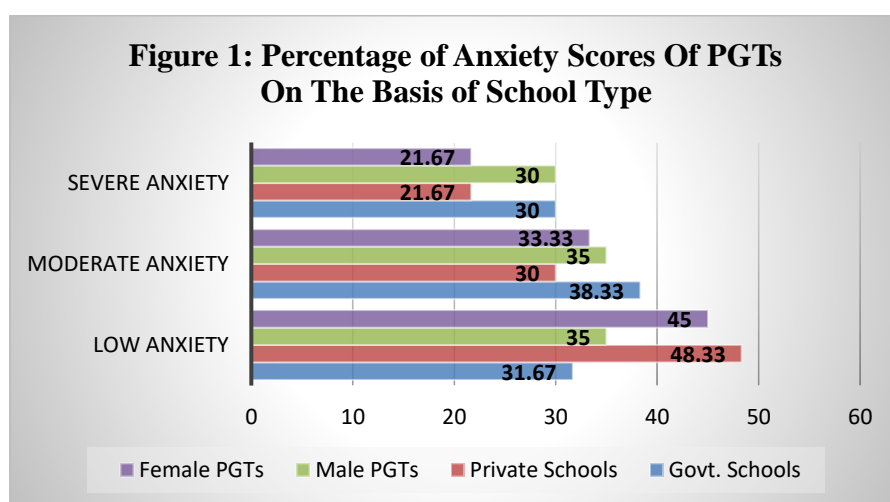
Anxiety levels	PGTs		Male PGTs				Female PGTs			
	Total	%	N	%	Mean	SD	N	%	Mean	SD
Low	48	40.00	21	35	14.38	4.13	27	45	16.37	4.78
Moderate	41	34.17	21	35	28.71	3.57	20	33.33	32.20	2.75
Severe	31	25.83	18	30	37.11	1.02	13	21.67	37.54	1.27
Total	120	100	60	100	26.22	8.72	60	100	26.23	8.8

### *Analysis of Anxiety Scores of PGTs Based on School Type*

Based on schools, 19 PGTs of the government school (31.67%) are facing a low anxiety level compared to 29 PGTs of the private school (48.33%); 23 PGTs of the government school (38.33%) are facing a moderate anxiety level as compared to 18 PGTs of the private school (30%); and 18 PGTs of the government school (30%) are in a severe level of anxiety compared to 13 PGTs of the private school (21.67%). From Table 3, it is clear that more PGTs in government schools are facing a high level of anxiety as compared with PGTs in private schools (Figure 1).

**Table 3: Anxiety Scores of PGTs on Basis of School Type**

Anxiety level	PGTs							
	Govt. School				Private School			
	N	%	Mean	SD	N	%	Mean	SD
Low level	19	31.67	16.21	3.69	29	48.33	15.03	5.07
Moderate level	23	38.33	30.87	3.53	18	30	29.83	3.73
Severe level	18	30	37.17	1.10	13	21.67	37.46	1.20
Total	60	100	28.12	8.32	60	100	24.33	10



### *Analysis of anxiety scores of male PGTs*

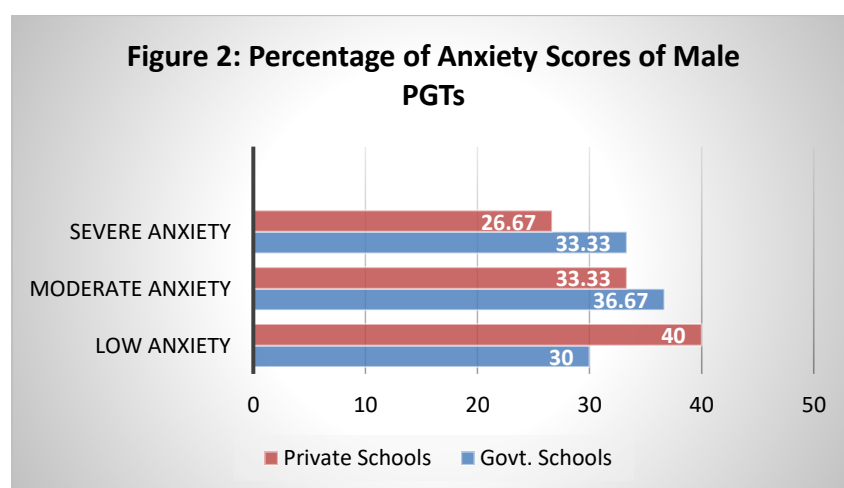
Data analysis shows that 30% of male PGTs from government schools are facing a low anxiety level, and 36.67% are facing a moderate anxiety level. A total of 33.33% of male PGTs from government schools have a severe anxiety level, as compared to 26.67% of PGTs from private schools. Table 4 says that at severe and moderate levels of anxiety, a total of 70% of males working at government schools are facing a higher level of anxiety as

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compared to those who are working in private schools. A total of 40% of male PGTs from private schools have a low anxiety level, 33.33% have a moderate anxiety level, and 26.67% have a severe anxiety level. This way, overall, 60% of male PGTs from private schools are facing higher anxiety threats (Table 4, Figure 2).

**Table 4: Anxiety Scores of Male PGTs on The Basis of School Type**

Anxiety level	Male PGTs							
	Govt. School				Private School			
	N	%	Mean	SD	N	%	Mean	SD
Low level	09	30	14.78	3.49	12	40.0	14.08	4.68
Moderate level	11	36.67	28.55	3.42	10	33.33	28.9	3.90
Severe level	10	33.33	36.9	0.74	08	26.67	37.5	1.07
<b>Total</b>	<b>30</b>	<b>100</b>	<b>27.17</b>	<b>7.65</b>	<b>30</b>	<b>100</b>	<b>25.27</b>	<b>9.85</b>



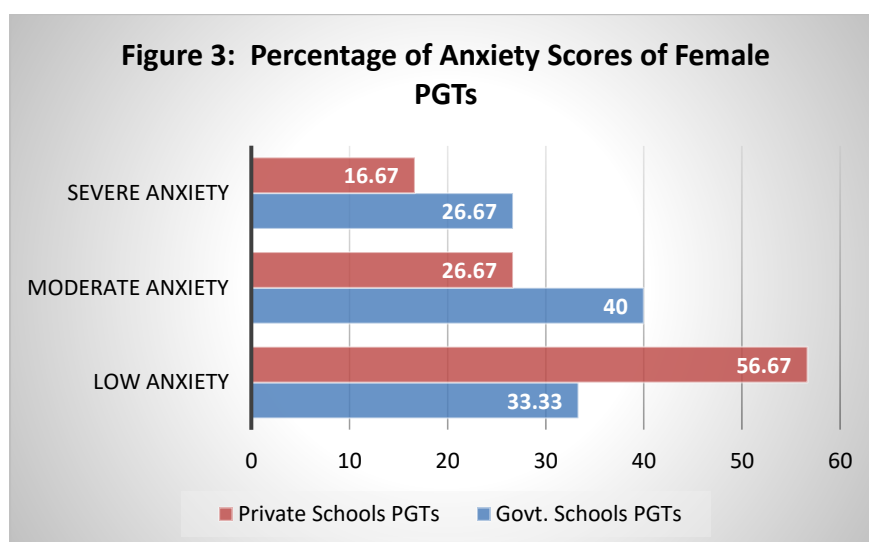
### **Analysis of Anxiety Scores of Female PGTs**

Table 5 says that in government schools, 33.33% of female PGTs are facing a low level of anxiety, as compared to 56.67% in private schools, which is a large difference. 40% of female PGTs in government schools are facing a moderate level of anxiety, as compared to 26.67% of female PGTs in private schools. Again, a large population difference is observed. Furthermore, 26.67% of female PGTs in government schools experience severe anxiety, compared to 16.67% of PGTs in private schools. It means that, in total, 66.67% of female PGTs working in government schools are facing higher anxiety as compared to 43.34% of PGTs working in private schools. From tables 5 and 6, it is found that PGTs working in government schools are more likely to face a higher level of anxiety as compared to those working in private schools (Figure 3).

**Table 5: Anxiety Scores of Female PGTs on the Basis of School Type**

Anxiety Level	Female PGTs							
	Govt. School PGTs				Private School PGTs			
	N	%	Mean	SD	N	%	Mean	SD
Low level	10	33.33	17.5	3.54	17	56.67	15.71	5.37
Moderate level	12	40	33	2	08	26.67	31	3.38
Severe level	08	26.67	37.63	1.19	05	16.67	37.4	1.52
<b>Total</b>	<b>30</b>	<b>100</b>	<b>29.07</b>	<b>6.73</b>	<b>30</b>	<b>100</b>	<b>23.40</b>	<b>10.17</b>

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### *Statistical Analysis of Anxiety Scores of PGTs*

The calculated t value is 0.0063. By conventional metrics, this difference is not significant. The first hypothesis can be accepted, and it can be concluded that there is no statistically significant difference in the level of anxiety of male and female PGTs at Kolkata (Table 6).

**Table 6: t- Value for Anxiety Scores of Male and Female PGTs**

PGTs	Numbers (N)	Mean	SD	Degree Of Freedom	t- Value
MALE	60	26.22	8.72	118	0.0063
FEMALE	60	26.23	8.8	SED: 1.599	

### *Statistical Analysis of Anxiety Scores of Male PGTs*

The calculated t-value is 0.8344, which is not significant. The second hypothesis is accepted, and it is concluded that there is no statistically significant difference in the anxiety level of male PGTs working in government and private schools in Kolkata (Table 7).

**Table 7: t- Value of Anxiety Scores of Male PGTs**

School Type	Male PGTs (N)	Mean	SD	Degree of Freedom	T- Value
Govt.	30	27.17	7.65	58	0.8344
Private	30	25.27	9.85	SED: 2.277	

### *Statistical Analysis of Anxiety Scores of Female PGTs*

The calculated t-value is 2.5466, which is found to be significant. The third hypothesis is rejected, and it is concluded that there is a statistically significant difference in the level of anxiety of female PGTs working in government and private schools (Table 8).

**Table 8: t- Value of Anxiety Scores of Female PGTs**

School Type	Female PGTs (N)	Mean	SD	Degree of Freedom	t- Value
Govt.	30	29.07	6.73	58	2.5466
Private	30	23.40	10.17	SED: 2.216	

**Statistical Analysis of Anxiety Scores of PGTs of Private Schools**

The calculated t-value is 0.7234, which is not found to be significant. The fourth hypothesis is accepted, and it is concluded that there is no statistically significant difference in the level of anxiety of male and female PGTs working in private schools (Table 9).

**Table 9: t- Value of Anxiety Scores of PGTs In Private Schools**

School Type	(N)	Mean	SD	Degree of Freedom	t- Value
Male	30	25.27	9.85	58	0.7234
Female	30	23.40	10.17	SED: 2.585	

**Statistical Analysis of Anxiety Scores of PGTs in Government Schools**

The calculated t-value is 1.0214, which is not found to be significant. The fifth hypothesis is accepted, and it is concluded that there is no statistically significant difference in the level of anxiety of male and female PGTs working in government schools (Table 10).

**Table 10: t- Value of Anxiety Scores of PGTs in Government Schools**

School Type	(N)	Mean	SD	Degree of Freedom	t- Value
Male	30	27.17	7.65	58	1.0214
Female	30	29.07	6.73	SED: 2.277	

**Major Findings of the Study**

From these results, we can say that there is no big difference between men and women in how anxious they are. There is a big difference between the anxiety levels of female PGTs who work in private schools and those who work in government schools.

**DISCUSSION**

The following conclusions were drawn based on the analysis and interpretation of the data:

1. Both male and female PGTs feel anxious, but male PGTs feel more anxious than female PGTs.
2. Private school PGTs are facing less anxiety than government school PGTs.
3. Private school male PGTs are facing less anxiety than government school male PGTs.
4. Female PGTs from private schools are facing less anxiety than female PGTs from government schools.

**Educational Implications**

The present study has implications for educational advisory, teacher educators, and school personnel. Education and the preparation for life become meaningful only when we have teachers who do not have anxiety. Since a teacher is an indispensable element in the process of teaching and learning, it is necessary to have such an educational development to boost the mental health of teachers. Thus, there should be proper training of teachers in private and government schools related to the programmes to handle anxiety. So, this study can be used as a diagnostic study to reduce anxiety and improve the efficiency and effectiveness of teacher performances. Hence, remedial measures should be taken to fulfil their deficiencies. By reducing the anxiety of the teachers, the present study not only helps the teachers, but it also indirectly helps the students.

## CONCLUSION

According to the findings of this study, there is no significant difference in anxiety based on gender or school type. But population differences are observed in anxiety scores based on school type and gender. To improve these differences, management should take proper steps to ensure the goodwill of teaching staff. Teachers should be well satisfied in their profession to give the best possible education to students. The study revealed that the PGTs of government schools in Kolkata are facing more anxiety than PGTs from private schools.

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### ***Conflict of Interest***

The authors declared the nonexistence of competitive interests.

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