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Research Paper

Anxiety among Government and Private School Teachers

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ABSTRACT

Mental disorders have become especially important in the current stressful world. Among these disorders, anxiety, and depression are highly prevalent. Stress is also a very common phenomenon. Given the teachers' prominent roles in the education department and the importance of their mental health, the present study was designed to assess anxiety among government and private school teachers. The sample consisted of randomly selected 60 government schools (30 Urban Area and 30 Rural Area) and 60 private schools (30 Urban Area and 30 Rural Area) total of 120 school teachers. State-Trait Anxiety Test (STAT) was developed and standardized by Sanjay Vohra (2011). The finding that, 1. There is no significant difference in the mean score of anxiety among the government and private school teachers, 2. The school teachers of rural area group is having batter anxiety than school teachers of urban area group and 3. There is no significant difference in the interactive effect of the mean scores of anxiety with regards to the type of school and area.

***Keywords:** Anxiety, boy and girl school teachers, urban area and rural area*

Teaching Profession is considered as one of the best occupations in this world. It is basically a competence building process which has the capacity to convert any human being into a wizard. It is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the students, society and of nation. It is true to say that development of any nation depends on its citizens and development of citizens depends on the education system of which teacher occupies an important place. In the present era of competition and globalization, teaching profession demands a highly qualified, active, competent and dedicated teacher which puts a lot of pressure on them to achieve the targets of success. Failure to achieve the targets creates pressure, frustration, anxiety, dissatisfaction and occupational stress among teachers. Such situations have become increasingly occupational complexities and increased economic pressure on individuals.

Anxiety:

Anxiety is a common problem for teachers. It can manifest in different ways, from feeling overwhelmed to experiencing panic attacks. Being a teacher is challenging enough, so it's important to find ways to deal with anxiety. Anxiety is a feeling of unease, such as worry or fear, that can be mild or severe. We all feel anxious from time to time and that is perfectly

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normal, but anxiety as a condition means that the anxiety is more severe and constant, affecting your daily life.

Types of Anxiety
There are different types of anxiety that teachers may experience.
It's important to understand the different types so that you can better deal with them.

- **Generalized anxiety disorder:** This is a type of anxiety that's characterized by feeling anxious all the time, even when there's nothing specific to worry about. This can make it difficult to focus and enjoy your job.
- **Social anxiety disorder:** This is a type of anxiety that's characterized by feeling anxious in social situations. If you have social anxiety, you may feel shy or awkward around others, or you may avoid social situations altogether. This can make it difficult to interact with colleagues or build relationships with students.
- **Panic disorder:** This is a type of anxiety that's characterized by feeling sudden, intense anxiety or fear, which may lead to a panic attack. A panic attack is a physical response, such as rapid heart rate, sweating, shaking, and shortness of breath. This can be a very frightening experience, and it can make it difficult to function in your job.
- **Phobias:** A phobia is an intense fear of a specific thing or situation. For example, some people have a phobia of public speaking, which can make it difficult to give lectures or presentations.

Hall (1966), Anxiety is one of the most important concepts in psychoanalytical theory and plays an important role in the development of personality as well as in the dynamics of personality functioning.

Bhagi & Sharma (1992), Anxiety is a state of heighted emotional arousal containing a feeling of apprehension or dread.

Webster's new Encyclopedia (1994), Anxiety is an emotional state of fearer apprehension. It is normal response to potentially dangerous situation.

Sathiyaraj and Singaravelu (2013) selected 300 teachers randomly to assess and compare the level of anxiety between private and govt school teachers. It was observed that teachers working in private school were more anxious than teachers working in govt. school.

Arun Kumar & Dr. V. N Yadav (2019) had found studied was conducted to measure the level of anxiety and job stress between private school teachers and govt. school teachers. A total number of 120 teachers including 60 private and 60 govt. school teachers were selected randomly from various private and govt. schools of Bhiwani city, Haryana. To analyse the obtained data Means, SDs, and t-ratio were computed by SPSS software. Results revealed that teachers of private school were more stressed and anxious significantly as compared to teachers of govt. school.

Objectives
The objectives:
1. To Study of the anxiety among the government and private school teachers.
2. To Study of the anxiety among the school teachers of urban area and rural area.
3. To Study of the interactive effect of anxiety with regards to type of school and area.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of anxiety among the government and private school teachers.
2. There will be no significant difference in the mean score of anxiety among the school teachers of urban area and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of anxiety with regards to the type of school and area.

Variable

Independent Variable

1. **Type of School:** Government and Private school teachers.
2. **Area:** Urban area and Rural area.

Dependent Variable: Anxiety Score.

Research Design

A total sample of 120 school teachers equally distributed between government and private school teachers of urban area and rural area from Ahmedabad District selected for the research study.

Showing the table of Sample Distribution

Area (B)	Gender (A)		Total
	Government (A_1)	Private (A_2)	
Urban area (B_1)	30	30	60
Rural area (B_2)	30	30	60
Total	60	60	120

Sample

The sample of the present study constituted total 120 school teachers out of which 60 were from government school teachers (30 urban area and 30 rural area) and private school teachers (30 urban area and 30 rural area).

Tools

State-Trait Anxiety Test (STAT) prepared by Sanjay Bohra (2011) was used. In this inventory there are 40 statements/questions having 3 alternatives to decide the response as yes, no, sometimes. The testee is supposed to decide his response on the basis of the alternatives and put a ☑ mark in the Questionnaire. Reliability of this test is computed by test – retest method. Reliability shown there is 0.82 and split-half is 0.92 and validity is 0.76.

Procedure

The permission was granted from principal of various colleges from Ahmedabad District in Gujarat state after the establishment of rapport, personal information and the 'State-Trait Anxiety Test (STAT)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean 'F' value and level of significance of gender and area

Sum of Variance	Df	Mean	F-value	Sign. Level
SS_A	1	72.08	1.37	N.S.
SS_B	1	484.01	9.19	0.05*
SS_{A*B}	1	52.01	0.99	N.S.
SS_{Error}	116	6107.03	__	__
SS_{Total}	119	6715.13	__	__

Df – 1 = *0.05= 3.89, **0.01= 6.76, N.S.= Not Significant

Table: 2 The Table showing the Mean Score of Anxiety of government and private school teachers

	A (Type of School)		'F' value	Sign.
	A₁ (Government)	A₂ (Private)		
M	48.35	49.90		
N	60	60	1.37	N.S.

The above table no.2 shows the mean score of anxiety among government and private school teachers. The mean score of government school teachers group is 48.35 and private school teachers group is 49.90. The 'F' value is 1.37 which was found to be not-significant level at 0.05. Therefore, the hypothesis no.1 that, "There is no significant difference in the mean score of anxiety among the government and private school teachers" is accepted.

Table: 3 The Table showing the Mean Score of Anxiety of school teachers of urban area and rural area

	Area (B)		'F' Value	Level of signification
	Urban area (B₁)	Rural area (B₂)		
Mean	47.12	51.13		
N	60	60	9.19	0.05*

The above table no.3 shows the mean score of anxiety among school teachers of urban area and rural area. The mean score of school teachers of urban area group is 47.12 and school teachers of rural area group is 51.13. The 'F' value is 9.19 is significant at 0.05 level. This means that the two-group interaction effect under study differ significantly in relation to anxiety and type of school. It should be remembered here that, according to scoring pattern, higher score indicates batter anxiety. Thus, from the result it could be said that, the school teachers of rural area group are having batter anxiety than school teachers of urban area group. Therefore, the hypothesis no.2 that, "There is no significant difference in the mean score of anxiety among the school teachers of urban area and rural area" is rejected.

Table: 4 The Table showing the interactive effect of the Mean Score of Anxiety of type of school and area

			A		'F' value	Sign.
			A₁	A₂		
M		B₁	47.00	47.23		
	B	B₂	49.70	52.57	0.99	N.S.
N			60	60		

The above table no.4 shows the interactive effect of anxiety among the type of school and area. The mean score of government school teachers of urban area group is 47.00, government school teachers of rural area group is 49.70, private school teachers of urban area group is 47.23, and private school teachers of rural area group is 52.57. The 'F' value is 0.99 which was found to be not-significant level at 0.05. Therefore, the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of anxiety with regards to the type of school and area" is accepted.

CONCLUSION

1. There is no significant difference in the mean score of anxiety among the government and private school teachers.
2. The school teachers of rural area group is having batter anxiety than school teachers of urban area group.
3. There is no significant difference in the interactive effect of the mean scores of anxiety with regards to the type of school and area.

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