

A Study of Anxiety among CHB and Permanent Teachers in Shirpur Tahasil

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ABSTRACT

Living standard of human being would fulfil due to his work. If someone maintains their living standard he can enjoy happiness and protect anxiety also. Otherwise various psychological problems threat to mental and physical health. The present era is, an era of quality, innovation, productivity and progress. Therefore every field is fully covered by the competition. Today's teacher is in confusion; regard how to make balance between job and family life. As well as, occupational competition, support less working environment, hour basis and contract basis Government employment policy, university policy regarding teacher affiliation, cast, religious and gender discrimination are threats to mental health. The productivity, quality work, innovation and overall progress of teachers as well as educational institute are associated with teacher's mental health. The main purpose of present research paper is to measure the anxiety status between clock hour's basis college teacher and permanent college teacher among Shirpur Tahasil, Dist-Dhule Maharashtra. The present study was conducted on 32 CHB college teachers and 32 permanent college teachers. The sample age group was between 25 to 40 years old. In this paper the researcher found that, the Clock hour's basis college teachers were found more anxious than the permanent college teacher. While, male college teachers were found less anxious than the female college teachers.

Keywords: *Anxiety, Clock Hours Basis Teacher, Permanent Teachers*

An occupation is essential and central element of human life. Living standard of human being would fulfil due to his work. If someone maintains their living standard he can enjoy happiness and protect anxiety also. Otherwise various psychological problems threat to mental and physical health. The present era is, an era of quality, innovation, productivity and progress. In brief the present era is, era of smart work. But smart work is related to continuous learning process, making update knowledge and skills. Therefore every fields fully covered by the competition. Today's teacher is in confusion; regard how to make balance between job and family life. In the present days such balance is growing fast into

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imbalance. As well as, occupational competition, support less working environment, hour basis and contract basis Government employment policy, university policy regarding teacher affiliation, cast, religious and gender discrimination are threats to mental health. The productivity, quality work, innovation and overall progress of teachers as well as educational institute are associated with teacher's mental health. The main purpose of present research paper is to measure the anxiety status between clock hour's basis college teacher and permanent college teacher among Shirpur Tahasil, Dist-Dhule Maharashtra.

The Concept of Anxiety:

The anxiety is a key concept in teacher occupational life. It related to a person's ability to enjoy life, and manage a balance between life activities and efforts to achieve psychological spirit. The anxiety affects day to day life, occupational relation and physical health also. The term anxiety is associated with cognitive, emotional and behavioural ability of human being. In other words, anxiety is regarding how man thinks, feel and behave. The teacher population will be most productive when their psychological health is optimized. A workplace will just became successful at wellness into bigger priorities if there is an equal commitment from both employer and teachers. Teacher doesn't perform well if they are being worried, stressed, and overworked, under poor management, discriminated Government policies. The impacts of the anxiety problem take place into two ways: 1) *Presenteeism*, in which the teacher is at work, but not engaged, or productive. 2) *Absenteeism*, referring to a teacher's days away from work. Therefore, the workplace is the most important environment to discuss anxiety problems. Anxiety suffering teachers are afraid to discuss with co-teachers and college's principals. They don't want to lose their job, damage relationships or future risk. Employers have the opportunity to change this climate of fear regarding anxiety at the college level. The college principal by arrange awareness programme regards anxiety; such programme can increase productivity, work quality, innovation in teaching work and happiness of teacher's occupational life.

Anxiety is an emotional state in which people feel uneasy, apprehensive, or fearful. People usually experience anxiety about events they cannot control or predict, or about events that seem threatening or dangerous. People often use the words fear and anxiety to describe the same thing. Fear also describes a reaction to immediate danger characterized by a strong desire to escape the situation. Seligman & Rosenhan (2001) have defined anxiety such as, "*anxiety is a physiological state characterized by cognitive, somatic, emotional, and behavioral components*". These components combine to create the feelings that we typically recognize as fear, apprehension or worry. Anxiety is often supplemented by physical sensations such as heart palpitations, sickness, chest pains, shortness breath, stomach aches, or headache. Somaticly the body prepares the organism to deal with threat (known as an emergency reaction): blood pressure and heart rate are increased, sweating is increased, blood flow to the major muscle groups is increased and immune and digestive system functions are inhibited. Externally, somatic signs of anxiety may include pale skin, sweating, trembling, and papillary dilation. Emotionally, anxiety causes a sense of dread or panic and physically causes nausea, diarrhea, and chills. Behaviorally, both voluntary and involuntary behaviors

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may arise directed at escaping or avoiding the source of anxiety and often maladaptive, being most extreme in anxiety disorders. The physical symptoms of anxiety reflect restless, muscle tension, sleeping problems, and headaches.

Significance of the Study:

Basically Indian society looked toward anxiety problem as a stigma. So that nobody are ready to speak about anxiety problems openly. An employer's disclose anxiety issues to teachers through give presentation on anxiety and encourage teachers to discuss anxiety issues on school and college level as awareness programme. Similarly teachers also must speak on anxiety issues in classroom whenever get opportunity. The awareness programme chain system would be build up between employer-teachers, teachers - students, students – parents and onward. The goal is to make teacher feel a commitment to address anxiety and help people see anxiety problem as “a normal human condition”. When teacher have anxiety about their occupational problems at college level, they bring that anxiety home. It can be negative effect on their life and relationship outside of college. By creating supportive environment where teacher can openly discuss their anxiety issues, we can reduce occupational anxiety. It will improve our lives outside of occupation and make happy friends and family life. The anxiety and well-being of college teacher is a key resource for productivity and innovation as well as invaluable asset of college. There is no doubt that a wide variety of working conditions are powerful determinants of mental and physical health. Therefore, the major purpose of the present study is that to find out anxiety status of college teacher. Find out the difference between CHB teacher and permanent college teacher on the ground of anxiety status.

REVIEW OF LITERATURE

Browne (2007) was conducted phone survey, in that survey he found that, the 78 % teachers were happy with their job and remained were unhappy with their profession due to salary policy of government and lack of resources. In a survey of 500 United Kingdom employers, the researcher found that 44% thought employees suffering from stress are able to work effectively at all-time points, and 42% thought workplace policies for mental problem (Henderson & other, 2012).The data showed that, the between 0.1% and 4.9% of a country's GDP was lost due to absenteeism and presenteeism in the workplace as a result of depression Evans Lacko S. Knapp M. (2016). Such finding showing that the mental health problem makes impact on employee's mental illness in the workplace across all countries and culture. The international research has shown that peer work is valuable in supporting people with lived experience of mental health issues on their recover journey.

Objectives:

1. To find out the difference between CHB and Permanent Teachers on the basis of anxiety status.
2. To find out the difference between male and female Teachers on the basis of anxiety status.

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Hypotheses:

1. There is no significance difference between CHB and Permanent Teachers on the basis of anxiety status.
2. There is no significance difference male and female Teachers on the basis of anxiety status.

Variables:

a) **Independent Variables:**

1. CHB & Permanent teacher

b) **Dependent Variables:**

1. Job Anxiety
2. Male and Female

Operational Definitions:

1. **Anxiety:** anxiety is a physiological state characterized by cognitive, somatic, emotional, and behavioural components
2. **Permanent College Teacher:** The teachers have permanent nature of service as per UGC norm that's called permanent teachers.
3. **CHB College Teacher:** The teachers have not permanent nature of service as per UGC norm that's called clock hour's basis teachers.

Sample:

there are total six colleges in ShirpurTahasil, among that three are Art, Science and Commerce Senior colleges, two are pharmacy colleges, and one is engineering college. All colleges are affiliated to North Maharashtra University Jalgoan. Total 32 CHB college teachers and 32 permanent college teachers were randomly selected. The age group was between 25 to 40 years old. The economical background of all CHB teacher and permanent teacher was different. Similarly marital status of all teachers was different.

Research Tools:

For the present research paper Sinha Anxiety Scale (1991) was used as a research tool. This psychological test developed by D. Sinha Ex. Professor & Head of the Dept. of Psychology University of Allahabad in 1991. In this scale there are total 100 items which measure out individual anxiety. In present paper the original version of the scale was used. All items of present test were designed to elicit self-rating on items descriptive of anxiety reaction to the following areas: 1) Health, appearance, and injury 2) area of ambition (success or failure in work, money, and occupation). 3) Family anxieties 4) anxieties regarding friendship and love, 5) social relations and social approval 6) worries regarding the future 7) worries about civilization, war, virtue 8) guilty and shame 9) physical and physiological manifestations, and 10) purely psychological manifestation (Sinha, 1961). The test split reliability was .88. Applying the Spearman-Brown formula, the index was .94 indicating good reliability. The validity was found to be .69, which was of the same order as obtained on the unrevised

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version of the scale and indicated that the two tests were measuring also most the same thing. On the basis of that the Sinha Anxiety Scale is standardized test for measurement of anxiety.

Procedure:

The researcher was given permission letter to all college principal among shirpur Tahasil for data collection purpose. Researcher visited to permanent professor and CHB professor. He was collected primary from those professor were consent to give fill up anxiety scale. After that the data processes to analysis purpose were used.

RESULT AND DISCUSSION:

Researcher visited to permanent professor and CHB professor for data collection purpose. He was collected primary from those professor were consent to fill up anxiety scale. The researcher used student t test for data analysis. He calculated anxiety different of CHB teacher and permanent college teachers. The obtained values from data analysis are showing in below table.

Sr. No.	Group	Variables	Mean	SD	Std. Error Mean	't'	P
1	CHB Teacher	Anxiety	5.40	2.06	0.18	5.33*	>0.01
2	Permanent Teacher	Anxiety	4.25	2.06	0.18		
**P<0.01							

The above table No. 1 is showing the difference between CHB and permanent college teacher's Anxiety variable score. The CHB college teacher mean is 5.40 and SD is 2.06, and permanent college teacher mean is 4.25 and SD is 2.06. The obtained 't' value of Anxiety variable is 5.33 which is significant at 0.01 level. There are so many causes behind this result; it may be the payment policy of government. Kyriacou (2001) find that, "an experience by teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher". The work of Permanent teacher and CHB teacher is same, but the salary is different. Due to such causes the above result would be went in same direction. Therefore, the first hypothesis "*There is no significance difference between CHB and Permanent Teachers on the basis of anxiety status*" is rejected.

Sr. No.	Group	Variables	Mean	SD	Std. Error Mean	't'	P
1	Female	Anxiety	89.52	15.37	1.38	6.30**	>0.01
2	Male	Anxiety	81.44	11.90	1.06		
**P<0.01							

Table No. 2 is showing the difference between female and male score of anxiety variable. The female anxiety mean is 89.52 and SD is 15.52, and male anxiety mean is 81.44 and SD is 11.90. The obtained 't' value is 6.30 which is significant at 0.01 level. Its mean the female

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teacher are more anxious than the male teachers. The second hypothesis “*There is no significance difference male and female Teachers on the basis of anxiety status*” is rejected. There are various causes behind such result, such as balancing multiple demands, work overload, lack of time to prepare and self-study, inadequate resources, inadequate administrative support, student misbehavior, ongoing change, inadequate professional development. The working women are playing multiple roles in their life. It is being proven from the above analysis.

CONCLUSIONS

1. There are CHB college teacher are found more anxious than the permanent college teachers.
2. There are female college teachers are found more anxious than the male college teachers.

LIMITATIONS & SUGGESTION

1. In the present research paper the age, economical status, educational status, professional experience, cast and religious factor were not considered. If above all factor will be considered then results will be different.
2. Another limitation of present research paper is that, the present research paper was limited only to Shirpur tahasil of Dhule District. Shirpur is rural place, somebody such kind of study conduct in metropolitan city, then result will be different.
3. The present paper is only related to senior college teacher, other teachers were not considered.

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