

A Comparative Study of Vocational Anxiety of Teachers of Government and Non-Government Secondary School

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ABSTRACT

Anxiety has become an integral part of human life today. Concerns and various interconnected demands arising as a result of increasing complexities in work have become the main features of modern institutions. Due to which adverse effects on the mental and physical health of employees are increasing. However, due to limited concern, employees were found to have an inclination towards work. Teachers have to come into the teaching profession and educate every generation of the nation from the national level with the invaluable services of their lives, so their vocational concerns directly or indirectly affect the teaching profession. This research paper sheds light to comprehend the vocational anxiety of teachers of government and non-government secondary school in Kotdwara Distt. Pauri. (Garhwal) of Uttarakhand.

1. Introduction

Anxiety has become an integral part of human life today. Concerns and various interconnected demands arising as a result of increasing complexities in work have become the main features of modern institutions. Due to which adverse effects on the mental and physical health of employees are increasing. However, due to limited concern, employees were found to have an inclination towards work. But the result of most and constant anxiety is work-dissatisfaction, stress, anxiety, depression and in other cases, promotes serious physical and mental abilities and diseases related to them. Lee Master (1981) and Davis (1992) found in research that reasons like more workload, more children in the rooms, non-cooperation of manager or principal are responsible for anxiety in teachers. Boloney and Barbara (1985) researched the relationship between occupational anxiety and alcohol intake and found that anxiety has a positive effect on alcohol intake. 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". Teacher stress appears to be prevalent in the teaching profession. The Ontario College of Teachers also surveyed education graduates of the year 2001 and found that the second highest reason for teachers leaving the profession was because working conditions were too stressful (McIntyre, 2006). In their pivotal study, Kyriacou and Sutcliffe (1978) found that approximately 20% of comprehensive school teachers in England found teaching to be very stressful or extremely stressful. Borg and Riding (1991) found even higher results in the stress levels of teachers, with almost 34% of teachers rating their jobs as either very stressful or extremely stressful. The 2006 Ontario College of Teachers annual survey, entitled The State of the Teaching Profession, found Ontario teachers are experiencing high levels of stress, with 13% of teachers indicating that they feel stressed all the time, compared to only 7% of workers in the general public (Jamieson, 2006). A study of New Zealand intermediate teachers by Manthei and Gilmore (1996) found that just over 26% of teachers felt that teaching was either very

or extremely stressful. Predicting Teacher Anxiety, Depression, and Job Satisfaction Canadian teachers are also experiencing high levels of stress. According to the Canadian Teacher's Federation (2001), six in ten teachers surveyed find that their job is more stressful now than it was two years ago. According to a study by Pettigrew and Wolf, conducted in 1982, there are two types of stress which might ultimately have an impact on teachers: stress based on work related tasks and stress based on the workplace role. Stress based on work related tasks, such as *dealing with misbehaving students*, addresses the problems associated with different specific tasks that teachers must perform as part of their occupation and job description. Stress based on the workplace role such as *lack of necessary resources for proper teaching*, refers to how the expectations of teachers about their role in the workplace fit with their real responsibilities that are necessary for teachers to fulfill their roles. Brown, Ralph and Brember on their study from 2002 have reported that teachers indicate lack of adequate funding for job implementation as source of their work - related stress. Similarly, a study by Betrabet from 2012 reported that not having adequate resources for necessary and purposive action as a teacher represents a major stress factor. In this research paper, the vocational anxiety of teachers of government and non-government secondary schools are measured and then compared.

2. Statement of the problem

A Comparative Study Of The Vocational Anxiety Of Teachers Of Government And Non-Government Secondary School.

3. Objectives of the study

- The following OBJECTIVES will be pursued in this study
- 1- A comparative study of the vocational anxiety of teachers of government and non-government secondary schools.
 - 2- A Comparative study of vocational anxiety of male and female teachers of government secondary school.

- 3- A Comparative study of vocational anxiety of male and female teachers of non-government secondary school.

4. Hypothesis

The following HYPOTHESIS will be pursued in this study

- 1- There is no significant difference in vocational anxiety of teachers of government and non-government secondary schools.
- 2- There is no significant difference in vocational anxiety of male and female teachers of government secondary school.
- 3- There is no significant difference in vocational anxiety of male and female teachers of non-government secondary school.

5. Sample

In this study, the researcher selected 8 schools located in Kotdwara (Garhwal) region by random method. Subsequently, the researcher has selected 100 teachers (women and men) randomly from these schools as following-:

TABLE (01)

Sex	Government Teachers	No-Government Teachers	Total
Male	25	25	50
Female	25	25	50

6. Tools for the study

In this study vocational anxiety test has been used. This vocational anxiety test is produced by **Dr. A.K. Srivastav and Dr. A.P. Singh**. It consists of 46 questions and five options are given for each question (completely agree, agree, uncertain, disagree, totally disagree) . The reliability of this test has been set 0.93.

7. Statistical techniques

The tabularized data were subjected to statistical treatment by using Mean S.D. and 't'-Test, statistical techniques in reference of testing the framed hypothesis. The significance of 't' ratio was found with the help of table of 't' values which indicated the critical values of 't' ratio necessary to reject the null hypothesis at selected level of significance (0.05 levels) with a 'df' of Sample.

8. Analysis and interpretation of data

T-tests were carried out to find the significance of the difference in vocational anxiety of teachers of government and non-government secondary schools. In the present study, data analysis and discussion of results are as follows:

Testing of hypothesis no 1- There is no significant difference in vocational anxiety of teachers of government and non-government secondary schools.

TABLE (02)

Significance of difference in the vocational anxiety of teachers of government and non-government secondary schools

Type of School	No. of Teachers	Mean	S.D.	't' Value	Significant / Non-Significant at 0.05 level
Govt.	50	90.45	15.11	2.62	Significant
Non-Govt.	50	98.82	16.79		

It is clear from Table (02) that the value of 't' is 2.62. Table (02) must be a value of 1.98 to be significant at the 0.05 level with degree of freedom 98 . But the value obtained in this study is greater than the table value. This means that there is meaningful difference in the vocational anxiety of teachers of government and non-government secondary schools. Hence the null hypothesis that there is no significant difference in the vocational anxiety of teachers of government and non-government secondary schools is rejected at the 0.05 level.

Testing of hypothesis no 2- There is no significant difference in vocational anxiety of male and female teachers of government Secondary school.

TABLE (3)

Significance of difference in the vocational anxiety of Male and Female teachers of Government secondary schools

Sex of Govt. Teachers	No. of Teachers	Mean	Standard Deviation	't' Value	Significant / Non-Significant at 0.05 level
Male	25	91.27	13.66	1.35	Non-Significant
Female	25	96.95	15.94		

It is clear from Table (03) that the value of 't' is 1.35. Table (03) must be a value of 2.01 to be significant at the 0.05 level with degree of freedom 48. But the value obtained in this study is less than the table value. This means that there is no meaningful difference in the vocational anxiety of male and female teachers of government secondary schools. Hence the null hypothesis that there is no significant difference in the vocational anxiety of male and female teachers of government secondary schools is approved at the 0.05 level.

Testing of hypothesis no 3- There is no significant difference in vocational anxiety of male and Female teachers of non-government Secondary schools.

TABLE (04)

Significance of difference in the vocational anxiety of Male and Female teachers of Non-Government Secondary schools

Sex of Non-Govt. Teachers	No. of Teachers	Mean	Standard Deviation	't' Value	Significant / Non-Significant at 0.05 level
Male	25	91.46	15.03	1.33	Non-Significant
Female	25	97.38	16.29		

It is clear from Table (04) that the value of 't' is 1.33. Table (04) must be a value of 2.00 to be significant at the 0.05 level with degree of freedom 48. But the value obtained in this study is less than the table value. This means that there is no meaningful difference in the vocational anxiety of male and

female teachers of non-government secondary schools. Hence the null hypothesis that there is no significant difference in the vocational anxiety of male and female teachers of non-government secondary schools is approved at the 0.05 level.

9. Conclusions

The following conclusions may be drawn logically from the analysis and interpretation of data in this way

- 1- We find that teachers of government Schools as well as teachers of non-government schools; both groups were almost alike in reference to their vocational anxiety. It leads to state that types of school have remarkable influence on vocational anxiety of secondary school teachers.

Since Results from table (03) and (04) are as following:-

- (i) In case of comparison of vocational anxiety of Male & Female teachers of Govt. schools is not remarkable.
 - (ii) In case of comparison of vocational anxiety of Male & Female teachers of Non-Govt. schools is not remarkable.
- 2- From Above (2) & (3) results we can draw this conclusion that there is no effect of sex on vocational anxiety of Teachers of Government and Non-government Secondary Schools.

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