

A Comparative Study of Stress and Anxiety among Ashram School Teachers and Urban School Teachers

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Abstract - The objective of this study was to a comparative study of stress and anxiety among ashram school teachers and urban school teachers. It was a 2 x 2 factorial design was used. In this study 30 teachers selected as sample from ashram school teachers (N=15) and urban school teachers (N=15) male teachers mean age (32.17 ± 4.15) were selected as sample by using purposive sampling technique (n=30) from Nashik district. For the study stress and anxiety psychological variables selected and Anxiety and Stress: anxiety depression stress scale ADSS questionnaire implemented for collected obtained data. A result shown that data collected was analyzed by using two way analysis of variance applied and compared the stress and anxiety level of ashram and urban school teachers and drawn the results.

Keywords - Stress and Anxiety Variable, Ashram & Urban School Teachers.

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INTRODUCTION

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. Now education has become a fast assuming momentous dimension in the present era of great change exploding knowledge and technical transformation, since it is closely linked with the productivity of nation. Education is, in fact, a means for human resource development. Therefore, efforts are being made to provide quality education via improving the performance of schools which may depend on one of the factors viz internal climates or functioning of schools. It is, thus, the aim of the educationists or those incharge of these institutes to maintain such a climate in the educational institutions based on empirical findings which would lead to quality education.

Stress

The stress phenomenon is an integral part of normal day to day life, when we are in a state of relaxed wakefulness the stress response is very low, but as soon as we start to concentrate and do something, the brain prepare us for action both psychologically and physiologically, and the stress response may thus be viewed as a natural consequence of any human information processing activity Stress in psychology is used in at least two different ways. Stress can be managed but not simply done away with. Today, widely accepted ideas about stress are challenged by new research, and conclusions once firmly established

may be turned completely around. Some stress is necessary to the well being and a lack can be harmful. Stress definitely causes some serious ailments. Severe stress makes people accident-prone.

Anxiety

Anxiety plays a very dominant role in human life. There is always a desire of a student to be on the top in the class, which puts a lot of pressure on the student to cause tension and Anxiety. Anxiety is a way, which can be said the most intimate experience to a man. The word Anxiety has been taken from the Latin word 'Anxious', which means experience of varying blends of uncertainty, agitation and threat.

The Psychological Importance of Anxiety

Anxiety and conflict have been considered by most personality theorists in this century as the core issues around which human personality develops. Anxiety is the term used to describe our emotions in situations in which we experience a high level of fear that is not appropriate to the situation or when the fear is without a clear object. Anxiety also reflects an intense inner conflict in which some of the elements of the conflict may not be consciously accessible.

MATERIAL AND METHOD

Method of the study

The present study was a comparative research which was conducted with a purpose to comparative study of stress & anxiety among ashram school teachers and urban school teachers.

Research Design

In the present study a balanced 2 x 2 factorial design was used. The two independent variables are type of teacher and Gender. Dependent variables are Stress and Anxiety.

Method of Sampling

In this study 30 teachers selected as sample from ashram school teachers (N=15) and urban school teachers (N=15) male teachers mean age (32.17 ± 4.15) were selected as sample by using purposive sampling technique (n=30) from Nashik district.

Selection of Variable

The study was taken to pinpoint the variables

INDEPENDENT VARIABLE

1) Teachers

- i) Ashram school teachers
- ii) Urban school teachers

2) Gender

- i) Male
- ii) Female

DEPENDENT VARIABLE

- 1) Anxiety
- 2) Stress

Tools for the data collection

The study stress and anxiety psychological variables selected and Anxiety and Stress: anxiety depression stress scale ADSS questionnaire implemented for collected obtained data

Procedure of the study

The data collection was involving the administration of above mentioned measures. The subjects were called in groups. There were two testing sessions. In the first session, biographic information will be collected first and then anxiety depression stress scale was administrated in the session. During the collection of sample first of all was met the ashram school teacher at morning session and taken solving test from then. Until and unless we complete are data. Every day

were taken samples from urban school. The some procedure was used for urban school teachers in case of time. Data was collected inlay in their leisure time.

Statistical Tools

After data collection, data of i.e, ashram school and urban school teachers group, by using two way analysis of variance and interpretation were drawn.

The level of significance was kept at 0.05 to test the hypothesis.

RESULTS OF THE STUDY

The obtained results are present in the following table which represents the results of two way analysis of variance to compare the mean of ashram and urban school teachers.

Table no. 1: Descriptive statistics of Anxiety Variable

Teachers	N	Mean	SD
Ashram School	15	8.72	1.60
Urban School	15	7.44	1.83
Male Teachers	15	7.81	1.91
Female Teachers	15	8.35	1.71
Total Teachers	30	8.08	1.83

Table no. 2: Two way ANOVA table for the data on Anxiety Variable

Source	Sum of Squares	Df	Mean Square	F	Sig.
Teachers (A)	162.56	1	162.56	56.67	.001
Gender (B)	28.62	1	28.62	9.97	.001
Teachers x Genders (AXB)	17.22	1	17.22	6.01	.002
Between the Group	208.40	3	69.46	24.21	.001
Within the Group (Error)	1135.87	27	2.86		
Total	27475.00	27			

Table no. 3: Descriptive statistics of Stress Variable

Teachers	N	Mean	SD
Ashram School	15	8.09	1.82
Urban School	15	7.15	1.94
Male Teachers	15	7.36	1.90
Female Teachers	15	7.88	1.94
Total Teachers	30	7.62	1.94

Table no. 4: Two way ANOVA table for the data on Stress Variable

Source	Sum of Squares	Df	Mean Square	F	Sig.
Teachers (A)	87.42	1	87.42	24.89	.001
Gender (B)	27.56	1	27.56	7.58	.001
Teachers x Genders (AXB)	0.56	1	0.56	0.16	NS
Between the Group	115.54	3	38.51	10.96	.001
Within the Group (Error)	1390.45	27	3.51		
Total	1505.99	27			

DISCUSSION OF FINDINGS

Hypothesis

1) There is no significant difference between Ashram and Urban teachers on dimension of Anxiety. The difference between the two mean is highly significant ($F= 56.67, df =399, p < 0.01$). Ashram teachers had significantly high anxiety than the urban teachers.

Hypothesis

2) There is no significant difference between Male and Female teachers dimension on Anxiety. The difference between the two mean is highly significant ($F= 9.97, df =399, p < 0.01$). Interaction Teachers (A) and Gender (B) is significant $F(1, 396) = 6.00, p < 0.05$. The factor of teachers and Teachers were interdependent on each other. Female teachers had significantly high anxiety than the male teachers.

Hypothesis

3) There is no significant difference between Ashram and Urban teachers on dimension of Stress. The results related to the hypothesis have been recorded. Ashram teachers mean is 8.09, SD is 1.82 and urban teachers mean is 7.15, SD is 1.94. The difference between the two mean is highly significant ($F= 24.89, df =399, p < 0.01$). Ashram teachers had significantly high stress than the urban teachers.

Anxiety is also one of the coping strategies that regulate stress. Anderson and Jimerson (2007) conducted a study on the perception of stressful life experiences between the judgments of professional

teachers and teachers-in-training and the children's perceptions. In the study, the teachers were divided into two groups: experienced teachers with self-contained teaching experience and inexperienced teachers without self-contained classroom teaching experience beyond student teaching.

CONCLUSION

On the basis of findings and within the limitation of present investigation the following conclusions were drawn.

- Ashram teachers had significantly high anxiety than the urban teachers.
- Female teachers had significantly high anxiety than the male teachers.
- Ashram teachers had significantly high stress than the urban teachers.
- Female teachers had significantly high stress than the male teachers.

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