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SUMMARY AND CONCLUSION

5.0 INTRODUCTION

According to the international literature, it has been established that teachers serve one of the most stressful professions due to which they suffer from mental ill health. A highly anxious or a neurotic teacher lacks involvement, charisma and warm emotions when dealing with students. Moreover, the anxiety, which a college teacher faces as a working woman in India have specific colouring depending on the socio-economic cultural milieu in which she has been born, nurtured and moulded. They are much harder than that of their counterparts in developed countries and they are more prone to experience internal conflicts due to the incompatibility between the old conception of women’s role and the occupational role. Besides the difficulties at the operational level, their problems are enhanced by the multiple normative confusion, which is found in the Indian society, relating to multiple role expectations. Studies on mental health of women college teachers appear to be non-existent though gender difference is to be considered as a significant factor in the Indian context. Mental health of
teachers with reference to anxiety and neuroticism has seldom been studied in India in the context of college teachers as being women. These gaps have particularly serious implications for the field of higher educational teaching, in the event of the rapid growth of women’s universities and women’s colleges in India.

5.1 STATEMENT OF THE PROBLEM

Anxiety and neuroticism in college teachers are caused due to various personal and occupational factors. Aspects of anxiety and neuroticism tend to show higher for college teachers if they are women. They suffer the stressful occupational life as teachers as well as the difficulties experienced by women due to their constitutional processes and as being women in the Indian society with multiple role responsibilities and socio-cultural pressures. Anxiety in one situation becomes displaced to other situations and it is also evident that problems in a person can make a person suffer from anxiety and anxiety can itself lead to further problems in a person. Demographic factors are also associated with the levels of anxiety, neuroticism and personality traits among women college teachers. It is also evident that anxiety, neuroticism and personality traits are related among each other. Therefore, an attempt was made to study on anxiety, neuroticism
and some personality characteristics of women teachers in higher education. It is also envisaged to identify the relationship between the variables in addition to the association of demographic factors. Hence, the title of the study is stated as "CORRELATES OF ANXIETY AND NEUROTICISM AMONG WOMEN TEACHERS".

5.2 TITLE OF THE STUDY

The problem under investigation was “CORRELATES OF ANXIETY AND NEUROTICISM AMONG WOMEN TEACHERS”.

5.3 DELIMITATION OF THE STUDY

1. The study was delimited to the teachers of women’s colleges of Arts and Sciences in the Madras (Chennai) city alone and women teachers working in professional colleges, university departments and other institutions of higher education in the city were excluded from the study. Women teachers working in coeducational colleges were exempted and principals of colleges were also not included though they too carry the teaching role.
2. Among the various psychological problems faced by women college teachers, anxiety and neuroticism were only taken into consideration for studying the correlates. The effects of anxiety and neuroticism on women college teachers and the coping strategies adopted by them for reduction of stress were also not studied.

3. Eight variables were only selected for the study to investigate the correlates of anxiety and neuroticism among women teachers though there may be some other variables, which could also be considered as correlates.

4. Personality traits other than extraversion, introversion and ambiversion were not considered for the investigation.

5.4 OBJECTIVES OF THE STUDY

The main objectives of the study were:

1. To find out the level of anxiety among the women college teachers.

2. To find out the level of neuroticism among the women college teachers.

3. To identify the personality traits among women college teachers.
4. To find out the association of anxiety, neuroticism and personality traits of women college teachers with the demographic variables like age, qualification, experience, subject specialisation, marital status, family type, type of management and status of the college.

5. To find out the relationship among the anxiety, neuroticism and personality traits of the women college teachers.

5.5 RESEARCH HYPOTHESES

1. There is significant association between the anxiety of women college teachers and their age.

2. There is significant association between the anxiety of women college teachers and their educational qualification.

3. There is significant association between the anxiety of women college teachers and their subject specialisation.

4. There is significant association between the anxiety of women college teachers and teaching experience.

5. There is significant association between the anxiety of women college teachers and their marital status.
6. There is significant association between the anxiety of women college teachers and the type of family they belong to.

7. There is significant association between the anxiety of women college teachers and the management of the college.

8. There is significant association between the anxiety of women college teachers and the status of the college.

9. There is significant association between the neuroticism of women college teachers and their age.

10. There is significant association between the neuroticism of women college teachers and their educational qualification.

11. There is significant association between the neuroticism of women college teachers and their subject specialisation.

12. There is significant association between the neuroticism of women college teachers and teaching experience.

13. There is significant association between the neuroticism of women college teachers and their marital status.
14. There is significant association between the neuroticism of women college teachers and the type of family they belong to.

15. There is significant association between the neuroticism of women college teachers and the management of the college.

16. There is significant association between the neuroticism of women college teachers and the status of the college.

17. There is significant association between the personality traits of women college teachers and their age.

18. There is significant association between the personality traits of women college teachers and their educational qualification.

19. There is significant association between the personality traits of women college teachers and their subject specialisation.

20. There is significant association between the personality traits of women college teachers and teaching experience.

21. There is significant association between the personality traits of women college teachers and their marital status.
22. There is significant association between the personality traits of women college teachers and the type of family they belong to.

23. There is significant association between the personality traits of women college teachers and the management of the college.

24. There is significant association between the personality traits of women college teachers and the status of the college.

25. There is significant relationship between the anxiety and neuroticism among the women college teachers.

26. There is significant relationship between the anxiety and personality traits among the women college teachers.

27. There is significant relationship between the neuroticism and personality traits among the women college teachers.
5.6 RESEARCH STRATEGY

Observation, interview, case study, projective technique, experiment method and normative survey are some of the methods that could be used for assessing anxiety and neuroticism. To carry out the work, the investigator had chosen normative survey method since this method helps to investigate phenomena in their natural setting. It is also feasible to collect cross-sectional data from a relatively large number of cases at a particular time using this method. Further, this method fits appropriately into the total research scheme in exploring a vast and intricate field of investigation. It is more realistic than the experiment method to collect the data properly and accurately. Although it involves certain inaccuracies owing to sampling errors, the result obtained is generally more reliable than that obtained from a complete count. It also gives more detailed information in less time and it is concerned with the generalised statistics that result when data are abstracted from a number of individuals. Due to these reasons, normative survey method was considered to be more appropriate for this study than other research methods.

Anxiety and neuroticism are psychological dispositions, which are revealed by the way, people look at occurrences in their lives and react to
them, and hence direct measurement is not possible. They have to be inferred indirectly from the expressions of the individual on selected aspects and so, it is imperative to have standardised instruments to enhance quality and objectivity in the data. Standardised psychological instruments are proved to be more reliable and valid than other constructed tools as large samples are involved in standardisation processes and they have established their worth and efficiency through the constant use of psychologists and psychiatrists. Hence, the investigator had chosen two standardised tools constructed and validated by eminent psychologists for measuring anxiety and neuroticism respectively.

After continuous research on anxiety theories, Taylor had constructed Taylor’s Manifest Anxiety Scale. To measure the anxiety level of teachers, this Scale was used, as it is one of the widely popular and reliable tools to measure the anxiety level of adult literate. The items are easy to respond and less time consuming and hence teachers might not be disturbed much in their busy time schedule for responding to this scale.

Eysenck was a psychologist who devoted considerable time on personality research. He contributed significantly to the concept of neuroticism and his tools are widely popular among personality researchers.
Eysenck’s Personality Inventory, which is popularly known as, EPI is a widely used tool in assessing the neuroticism of normal individuals along with their personality traits as extraversion, introversion and ambiversion. Hence this tool was used in this study for measuring the neurotic levels of teachers and for identifying their personality traits.

Both the tools were distributed together to the sample and the purpose of the study was explained to them, and they were encouraged to give their responses without hesitation or inhibition. The data were gathered, grouped and exposed to statistical analysis, with respect to the objectives and hypotheses of the study.

5.7 RESEARCH TOOLS

The investigator used the following tools to the sample.

1. Taylor’s Manifest Anxiety Scale
2. Eysenck’s Personality Inventory
5.8 PILOT STUDY

As an initial tryout, the tools were administered on 50 women college teachers in Madras to find out the suitability of the tools to the sample.

VALIDITY

Both the tools used were standardised tools. The respective authors had already established validity of both the tools, and they are culture-free tools too. So it has been concluded that the tools are valid and they measure what they are supposed to measure.

RELIABILITY

To establish the degree of consistency that the tools demonstrate, the reliability coefficients of both the tools were calculated using split-half method. On application of Spearman-Brown formula, the coefficient of reliability for Taylor’s Manifest Anxiety Scale was found to be 0.82 and for Eysenck’s Personality Inventory, it was 0.89. The scores indicate that both the tools have a high degree of reliability.
5.9 SELECTION OF SAMPLE

The present investigation was carried out in the women’s colleges located in Madras only. All the teachers working in the women’s colleges in the city of Madras during the period of research formed the population for the study. Using stratified random sampling method the sample was selected based on the eight selected variables.

The variables selected for the study were:

1. Age (<40 years / 40 years and above)
2. Qualification (P.G. Degree / M.Phil. Degree / Ph.D. Degree)
3. Subject Specialisation (Science / Arts & Humanities)
4. Teaching Experience (<5 years / 5-10 years / >10 years)
5. Marital Status (Married / Unmarried / Widowed or Separated)
6. Type of Family (Joint / Unitary)
7. Type of Management of the College (Private / Government)
8. Status of the College (Autonomous / Non-autonomous)
5.10 DATA COLLECTION

The tools were administered to the sample and proper instructions were given. Their demographic particulars were also collected in accordance with the variables selected for the study. The investigator checked the tools after they had been filled out to verify if any statement had been unanswered and to confirm that the tools were complete in all aspects.

5.11 SCHEME OF ANALYSIS

The data were subjected to

1. Descriptive Analysis

2. Differential Analysis

3. Relational Analysis

The descriptive analysis of data regarding correlates of anxiety and neuroticism, was done by calculating the mean, standard deviation and percentage of scores on anxiety and neuroticism.
The differential analysis of the data regarding the selected variables with anxiety, neuroticism and personality traits was done by calculating the chi-square value to find out the significant association.

The relational analysis of the data regarding anxiety and neuroticism was done by calculating the coefficient of correlation to find out the relationship between them.

5.12 FINDINGS

1. Most of the college teachers in the sample experience anxiety to a considerable extent.

2. Most of the college teachers in the sample experience neuroticism to a considerable extent.

3. Most of the teachers in the sample were ambiverts, that is, falling in between extraversion and introversion.

4. There is significant association between the anxiety of women college teachers and their age.

5. There is significant association between the anxiety of women college teachers and their educational qualification.
6. There is significant association between the anxiety of women college teachers and their subject specialisation.

7. There is significant association between the anxiety of women college teachers and teaching experience.

8. There is significant association between the anxiety of women college teachers and their marital status.

9. There is significant association between the anxiety of women college teachers and the type of family they belong to.

10. There is significant association between the anxiety of women college teachers and the management of the college.

11. There is significant association between the anxiety of women college teachers and the status of the college.

12. There is no significant association between the neuroticism of women college teachers and their age.

13. There is significant association between the neuroticism of women college teachers and their educational qualification.
14. There is significant association between the neuroticism of women college teachers and their subject specialisation.

15. There is significant association between the neuroticism of women college teachers and teaching experience.

16. There is significant association between the neuroticism of women college teachers and their marital status.

17. There is significant association between the neuroticism of women college teachers and the type of family they belong to.

18. There is significant association between the neuroticism of women college teachers and the management of the college.

19. There is significant association between the neuroticism of women college teachers and the status of the college.

20. There is significant association between the personality traits of women college teachers and their age.

21. There is significant association between the personality traits of women college teachers and their educational qualification.
22. There is significant association between the personality traits of women college teachers and their subject specialisation.

23. There is significant association between the personality traits of women college teachers and teaching experience.

24. There is significant association between the personality traits of women college teachers and their marital status.

25. There is significant association between the personality traits of women college teachers and the type of family they belong to.

26. There is significant association between the personality traits of women college teachers and the management of the college.

27. There is no significant association between the personality traits of women college teachers and the status of the college.

28. There is significant relationship between the anxiety and neuroticism among the women college teachers.

29. There is significant relationship between the anxiety and personality traits among the women college teachers.
30. There is significant relationship between the neuroticism and personality traits among the women college teachers.

5.12 EDUCATIONAL IMPLICATIONS

The findings of this study indicate that, women college teachers are affected by anxiety and neuroticism to a considerable extent. Anxiety and neuroticism in women college teachers are related with each other and they are also related to their personality traits. Most of the teachers are ambiverts, that is, neither extraverts nor introverts but falling in between.

The findings of this study further reveal that all the eight selected variables such as age, educational qualification, subject specialisation, teaching experience, marital status, type of family, management of the college and status of the college are significantly associated with the anxiety level of women college teachers. Except age, all the other variables are significantly associated with the neuroticism of women college teachers. All the selected variables except status of the college have significant association with their personality traits such as extraversion, ambiversion and introversion.
It is therefore implied that women college teachers are in need of more mental health care. Suitable measures should be taken to see to it that the correlates of anxiety and neuroticism among women college teachers are controlled. When making policies and reforms in the higher educational sector, problems connected with the physiological functioning of women and their multiple role functioning in the society need to be taken care of to minimise stressful situations for them so as to control anxiety and neuroticism in them. Such educational reforms also would enable teachers to perform their occupational role in a productive manner. They also need facilities for recreation and relaxation at colleges in accordance with their personality characteristics so that their tension is relieved. Stress reduction techniques and coping strategies should be taught to them through organisation of workshops. They also need to be supported by special services, especially when they undergo life crises. It is also important that political reforms and cultural revolutions are necessary to implement rules and policies to enhance the status of women.
5.13 SUGGESTIONS FOR FURTHER RESEARCH

1. The same study can be extended to women college teachers working in coeducational colleges, professional colleges and other institutions of higher education.

2. A comparative study can be done on correlates of anxiety and neuroticism between men and women college teachers.

3. Anxiety and neuroticism among women college teachers can be analysed with a multidimensional approach to understand the various causative factors.

4. Coping mechanisms adopted by individual teachers can be studied with a view to understand stress management techniques.

5. Comparative studies on neurotic introverts versus neurotic extraverts and normal anxiety versus neurotic anxiety can be done.

6. The effects of anxiety and neuroticism of teachers on the teaching-learning process can be studied.

5.14 CONCLUSION

The findings of this study reveal that women college teachers are affected by anxiety and neuroticism to a considerable extent and anxiety and
neuroticism are mutually related. Demographic factors are associated with their anxiety and neurotic level and they are associated with their personality traits as well. Unless some constructive measures are taken to control stress-producing situations, teachers tend to suffer from high levels of anxiety and neuroticism leading to adjustment problems and poor performance in teaching. Hence, it should be the concern of educational experts and heads of institutions to minimise stressful situations for the teachers. Teachers can be exposed to stress tolerance techniques and time management principles through arrangement of workshops or through the establishment of Guidance and Counselling Centres at colleges. Personality characteristics of women teachers should be considered when organising such workshops. Grievance redressal of teachers can be done periodically in individual colleges by providing an opportunity for the teachers to express their feelings and opinions frankly, without the fear of being criticised. An opportunity of such a kind will enable them to come out of their suppressed frustrations decreasing their intensity and thus providing them with a mental set up, which is positive and productive.