Personality and Anxiety Level of School Teachers

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ABSTRACT

The Present study aim at to search the Personality factors and anxiety among Male and Female (25-35 and 36-46) school teachers. Personality factors are influence on the teaching performance. However the anxiety levels which create the hindrance in the progress of male and female school teachers .The researcher intended to evaluate the anxiety level and its impact on the teaching performance.

The present study followed the procedure of experimental research. The investigation gathered relevant information by conduct of a test of Eysenek personality test and SCAT (Sinha's Comprehensive Anxiety Test) test of anxiety. The sample of the study comprises as under: Effective sample consisted of 130 of Male and Female school teacher's from Indore district in Madhya Pradesh.

KEYWORDS: Anxiety; Attitudes toward aging; The Big Five; Individual differences; Personality traits

INTRODUCTION

Personality factors are influence on the teaching performance. However the anxiety level which create the hindrance in the progress of Male and Female school teachers.

Personality:

Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in various situations (Ryckman, 2004). The word "personality" originates from the Latin persona, which means mask. Significantly, in the theatre of the ancient Latin-speaking world, the mask was not used as a plot device to disguise the identity of a character, but rather was a convention employed to represent or typify that character.

Lewis Goldberg proposed a five-dimension personality model, nicknamed the "Big Five":

1. Extraversion - outgoing and stimulation-oriented vs. quiet and stimulation-avoiding

2. Neuroticism - emotionally reactive, prone to negative emotions vs. calm, imperturbable, optimistic.

3. Agreeableness - affable, friendly, conciliatory vs. aggressive dominant, disagreeable

4. Conscientiousness - dutiful, playful, and orderly vs. laidback, spontaneous, and unreliable

5. Openness to experience - open to new ideas and change vs. traditional and oriented toward routine for ease of remembrance, this can be written as either OCEAN or CANOE.

Definition of Personality

"Personality may be defined in a broad sense as the traits that make up the person and that condition is in the group." **Martin H. Neuoneyer.**

Anxiety:

Anxiety is a physiological and psychological state characterized by cognitive, somatic, emotional, and behavioural components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear, or worry. Anxiety is a generalized mood state that occurs without an identifiable triggering stimulus. As such, it is distinguished from fear, which occurs in the presence of an external threat. Additionally, fear is related to the specific behaviours of escape and avoidance,

whereas anxiety is the result of threats that are perceived to be uncontrollable or unavoidable. Anxiety is a normal reaction to stress. It may help a person to deal with a difficult situation, for example at work or at school, by prompting one to cope with it. When anxiety becomes excessive, it may fall under the

Classification of an anxiety disorder

Definition of Anxiety

Anxiety is an emotion characterized by feelings of tension, worried thoughts and physical changes like increased blood pressure. People with **anxiety** disorders usually have recurring intrusive thoughts or concerns.

REVIEW OF LITERATURE: -

S. C., Burns, L. R. & Schwerdtfeger, A. (2006). "Spontaneous emotion regulation during evaluated speaking tasks: Associations with negative affect, anxiety expression, memory, and physiological responding. Emotion, 6, 356-366.

In these studies, the correlates of spontaneously using expressive suppression and cognitive reappraisal during stressful speeches were examined. Spontaneous emotion regulation means that there were no instructions of how to regulate emotions during the speech. Instead,

participants indicated after the speech to what extent they used self motivated expressive suppression or reappraisal during the task. The results show that suppression is associated with less anxiety expression, greater physiological responding, and less memory for the speech while having no impact on negative affect. In contrast, reappraisal has no impact on physiology and memory while leading to less expression and affect. Taken together, spontaneous emotion regulation in active coping tasks has similar consequences as experimentally induced emotion regulation in passive tasks."

Egloff, B. & Schmukle, S. C. (2002). "Predictive validity of an Implicit Association Test for assessing anxiety. Journal of Personality and Social Psychology, 83, 1441-1455.

The Implicit Association Test (IAT) was adapted to measure anxiety by assessing associations of self (vs. other) with anxiety-related (vs. calmness-related) words. Study 1 showed that the IAT-Anxiety exhibited good internal consistency and adequate stability. Study 2 revealed that the IAT-Anxiety was unaffected by a faking instruction. Study 3 examined the predictive validity of implicit and explicit measures and showed that the IAT-Anxiety was related to changes in experimenter rated anxiety and

performance decrements after failure. Study 4 found that several behavioural indicators of anxiety during a stressful speech were predicted by the IAT. Taken together, these studies show that the IAT-Anxiety is a reliable measure that is able to predict criterion variables above questionnaire measures of anxiety and social desirability."

Egloff, B. & Hock, M. (2001). "Interactive effects of state anxiety and trait anxiety on emotional Stroop interference. Personality and Individual Differences, 31, 875-882.

This study examined main, interaction, and quadratic effects of state and trait anxiety on attentional bias toward threat related stimuli. 121 students completed a card version of an emotional Stroop task. While there were no main effects for trait anxiety or state anxiety, regression analyses revealed a significant contribution of the interaction term of both vposite?

response pattern. A quadratic effect of trait anxiety was also found but the interaction term proved to be the most important predictor. Implications of these findings are discussed with respect to divergent theoretical conceptions of attentional biases."

OBJECTIVE OF THE STUDY:-

1. To examine Personality factors of Male and Female school teachers.

2. To examine anxiety of Male and Female school teachers.

HYPOTHESIS OF THE STUDY:-

H1. Male Teachers are significantly more Anxiety than the Female Teachers.

H2. 25-35 year age group teachers are significantly more Anxiety than the 36-46 year age group teachers.

H3. Female Teachers are significantly more Introvert than the Male Teaches.

H4. Male Teachers are significantly more Extrovert than the Female Teachers.

H5. 25-35 year age group Teachers are significantly more Extrovert than the 36-46 year age group Teachers.

H6. 36-46 year age group Teachers are significantly more Introvert than the 25-35 year age group Teachers.

H7. Male and Female Teachers will not differ significantly in term of their scores on Neuroticism Dimension of Personality.

H8. 25-35 year age group Teachers are significantly more Neuroticism than the 36-46 year age group Teachers.

RESEARCH METHODOLOGY: -
The sample of the study comprises as under:

Effective sample consisted of 130 of Male and Female school Teachers from Indore district in Madhya Pradesh.

STATISTICAL TOOL:-
Following psychological tests were used for data collection.

Sinha's Comprehensive Anxiety Test (Scat):-

This test is developed and standardized by A.K.P. Sinha and L.N.K. Sinha. The test

Consisted of 90 Items. The subjects were required to respond to each item in terms of

'YES' OR 'NO'. The reliability coefficient of the test was found 0.92 with Spearman

Brown formula. The validity coefficient was found 0.62.

Eysenck Personality Scale; (Bhusan, 1969)

Dr. Bhusan Personality Scale was used to measure the Introvert, Extrovert and

Neuroticism of the Male and Female school Teachers.

VARIABLES OF THE STUDY:-
Independent Variable:- GENDER (i). Male (ii). Female

Dependent Variable: - (i). Personality Traits (ii).Anxiety

DATA ANALYSIS:

Table No. 01 Mean, S.D, and t value of factors 'Anxiety'

Teachers	N	Mean	S.D.	t-value	Significance
Male	75	31.50	2.12		
Female	55	27.21	1.86	12.40	Significant

The't' value **12.40** is significant at **.01** levels which indicate that Male School Teachers are significantly more Anxiety than the Female School Teachers. It supports the first hypothesis.

Table No. 02 Mean, S.D, and t value of factors 'Anxiety'

Age Group	N	Mean	S.D.	t-value	Significance
25-35 Year	60	22.81	1.95		
36-46 Year	70	18.76	1.69	12.65	Significant

The't' value **12.65** is significant at **.01** levels which indicate that 25-35 year age group Teachers are significantly more Anxiety than the 36-46 year age group Teachers. It support the second hypothesis.

Table No. 03 Mean, S.D, and t value of factors 'Extrovert'

Teachers	N	Mean	S.D.	t-value	Significance
Male	75	38.24	1.32		
Female	55	29.22	1.79	31.76	Significant

The't' value **31.76** is significant at **.01** levels which indicate that Male School Teachers are significantly more Extrovert than the Female School Teachers. It support the third hypothesis.

Table No. 04 Mean, S.D, and t value of factors 'Introvert'

Teachers	N	Mean	S.D.	t-value	Significance
Male	75	18.44	1.08		
Female	55	24.71	1.49	26.80	Significant

The't' value **26.80** is significant at **.01** levels which indicate that Female School Teachers are significantly more Introvert than the Male School Teachers. It support the fourth hypothesis.

Table No. 05 Mean, S.D, and t value of factors 'Extrovert'

Age Group	N	Mean	S.D.	t-value	Significance
25-35 Year	60	25.06	1.44		
36-46 Year	70	21.11	1.65	14.74	Significant

The't' value **14.74** is significant at .01 levels which indicate that 25-35 year age group Teachers are significantly more Extrovert than the 36-46 year age group Teachers irrespective of their sexes. It support the fifth hypothesis.

Table No. 06 Mean, S.D, and t value of factors 'Introvert'

Age Group	N	Mean	S.D.	t-value	Significance
25-35 Year	60	22.77	1.15		
36-46 Year	70	24.59	1.34	8.42	Significant

The't' value **8.42** is significant at **.01** levels which indicate that 36-46 year age group Teachers are significantly more Introvert than the 25-35 year age group Teachers irrespective of their sexes. It support the sixth hypothesis.

Table No. 07 Mean S.D, and t value of factors 'Neuroticism'

Teachers	N	Mean	S.D.	t-value	Significance
Male	75	16.65	1.48		
Female	55	16.85	1.13	0.87	Significant

The't' value **0.87** is significant at **.0**1 levels which indicate that Male and Female School Teachers will

not differ significantly in term of their scores on Neuroticism Dimension of Personality.

Table No. 08 Mean, S.D, and t value of factors 'Neuroticism'

Age Group	N	Mean	S.D.	t-value	Significant
25-35 Year	60	26.91	1.66	11.80	Significant
36-46 Year	70	23.77	1.37		

The 't' value **11.80** is significant at **.01** levels which indicate that 25-35 year age group Teachers are significantly more Neuroticism than the 36-46 year age group Teachers. It support the eighth hypothesis.

FINDINGS: -

1. Male School Teachers are significantly more Anxiety than the Female School Teachers.

2. 25-35 year age group School Teachers are significantly more Anxiety than the 36-46 year age group School Teachers.

3. Female School Teachers are significantly more Introvert than the Male School Teachers.

4. Male School Teachers are significantly more Extrovert than the Female School Teachers.

5. 25-35 year age group School Teachers are significantly more Extrovert than the 36-46 year age group School Teachers.

6. 36-46 year age group School Teachers are significantly more Introvert than the 25-35 year age group School Teachers.

7. Male and Female School Teachers will not differ significantly in term of their scores on Neuroticism Dimension of Personality.

8. 25-35 year age group School Teachers are significantly more Neuroticism than the 36-46 year age group School Teachers

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