



JOB ANXIETY AND PERSONALITY AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

Anxiety is an emotional state marked by feelings of tension, worrisome thoughts, and physical responses such as elevated blood pressure and an increased heart rate. It is often a natural reaction to stress. For instance, anxiety may arise when dealing with a tough problem at work, preparing for an exam, or making significant decisions. In such cases, anxiety can be beneficial, providing a burst of energy or enhancing focus. However, for individuals with anxiety disorders, these feelings are not temporary and can become overpowering. Anxiety disorders are characterized by persistent anxiety that can intensify over time. The goal of this study is to examine how personality and emotional intelligence influence job satisfaction.

Keywords: Anxiety, Personality, Job Anxiety, Secondary School Teachers

1. INTRODUCTION

Teachers play a vital role as intellectual and spiritual mentors, guiding students from ignorance to enlightenment and maintaining the torch of civilization. The quality of teachers is directly tied to a nation's progress. Teachers are the backbone of any educational system, and their performance is crucial to its success. No matter what educational policies are developed, their effective implementation hinges on teachers and their ability to facilitate learning. Without dedicated and competent educators, the education system cannot realize its potential as a tool for national growth.

Academic anxiety is not always harmful. While excessive anxiety can hinder concentration and memory—key components for academic success—a certain level of anxiety can motivate students to study, complete assignments, and prepare for exams. In our society, academic achievement is often used to measure an individual's overall potential and capability. Consequently, it holds a critical place in both education and the learning process.

Adolescence, a time of inner turmoil and psychological imbalance, is marked by inconsistent behavior and challenges related to identity formation. Adolescents may struggle with academic motivation as their focus is often divided among numerous interests. Anxiety is a well-researched topic in psychology, commonly understood as a normal human reaction to stress. Unlike fear, anxiety involves a subjective sense of uneasiness or worry in response to perceived negative situations. Academic anxiety stems from the pressures within academic institutions, including interactions with teachers or challenging subjects like Mathematics, Science, and English. While high levels of anxiety can impair memory and concentration, moderate anxiety helps students stay focused and motivated. Given that academic success is a key criterion in evaluating an individual's capabilities, anxiety plays a significant role in education and the learning process. Anxiety is a



common and often healthy emotion. However, when it becomes excessive and persistent, it can develop into an anxiety disorder. Anxiety disorders are mental health conditions that cause chronic nervousness, fear, apprehension, and worry. These disorders can affect emotional processing, behavior, and lead to physical symptoms. While mild anxiety might be uncomfortable, severe anxiety can interfere with everyday functioning.

In the teaching profession, anxiety is often linked to feelings of distress related to one's job, even when there is no clear or justified cause. Such anxiety can result in diminished self-confidence, reliance on others, and a weakened sense of self, which may also contribute to feelings of inferiority (Klassen et al., 2010). Kyriacou (2001) defines teacher stress as the experience of negative emotions, such as frustration, tension, anger, or depression, which arise from aspects of the teaching profession. While some level of stress is unavoidable and even beneficial as it can enhance performance, excessive stress can become a burden (Selye, 1976; Cedoline, 1982).

Psychological distress occurs when a person experiences an event beyond their control (Mirowsky & Ross, 2003). In teaching, job-related anxiety refers to the emotional strain teachers experience when they perceive their work as threatening or overwhelming. This anxiety manifests as emotional tension, uneasiness, and restlessness, often leading to job dissatisfaction. The increasing challenges within the teaching profession have made overcoming these barriers difficult, resulting in widespread job dissatisfaction among teachers. Teaching is a demanding job, and stress levels vary across populations (Kaur, 2011). Anxiety within the teaching profession can lead to maladjustment, negatively impacting teachers' efficiency, emotional responses, and overall behavior (Reddy, 2012).

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2. THE OBJECTIVE OF THE STUDY

Considering the nature of the variables, the following objectives were formulated:

- To examine the job satisfaction of secondary school teachers concerning personality traits.
- To assess job satisfaction of secondary school teachers with respect to emotional intelligence.
- To analyze the interaction between personality and emotional intelligence on job satisfaction among secondary school teachers.
- To study the levels of job anxiety among high school teachers (HSTs) in both private and government schools.
- To identify differences in job anxiety levels between high school teachers in government and private schools.
- To explore gender-based differences in job anxiety among high school teachers.
- To assess the differences in job anxiety between male and female high school teachers working in private schools.
- To investigate differences in job anxiety between male and female high school teachers working in government schools.
- To compare the job anxiety levels of male high school teachers in government and private schools.



- To compare the job anxiety levels of female high school teachers in government and private schools.

3. METHODOLOGY

To achieve the objectives, the study employs various research methods and techniques. Given the nature of the research, the most appropriate design was selected, as students' opinions will serve as the primary data source. Data will be collected primarily through questionnaires, consisting of both open-ended and close-ended questions. In addition to the primary data, secondary data will be gathered from newspapers, university journals, online platforms, and other internet sources. While distributing the questionnaires, interviews were also conducted to gather additional insights.

Significance of the Study

Several factors influence teachers' job anxiety, including working conditions, related challenges, personal attitudes, compensation, promotions, social relationships, and management behavior. This study of high school teachers' anxiety levels will provide educational leaders and policymakers with insights into how job anxiety varies by gender and school type, and will inform future educational policy improvements. Previous studies indicate that government school teachers tend to experience less job anxiety than their private school counterparts (Bharat, 2020). A comparative analysis of the job anxiety faced by high school teachers in government and private schools will reveal the current trends.

4. FINDINGS

The current research offers valuable insights for educational advisors, teacher educators, and school administrators. Education only becomes truly valuable when teachers are free from job-related anxiety. A teacher's character is paramount, and thus, both private and government school teachers should undergo proper training on managing job anxiety. School management should address teacher concerns seriously and provide a healthy working environment, job security, healthcare benefits, proper recognition, public appreciation, and competitive salaries. This study can serve as a diagnostic tool to reduce job anxiety and improve job satisfaction among teachers.

The key findings are as follows:

- Male high school teachers tend to experience higher job anxiety compared to their female counterparts.
- High school teachers in private schools in Dehradun reported higher levels of job anxiety than those in government schools.
- No significant difference was observed in the job anxiety levels of male and female high school teachers working in private schools.

5. DISCUSSION

The covid-19 virus is a micro virus that can destroy the whole system of the world. It has slowed down every economic sector. The Covid-19 gave us the chance to rethink the new strategies for developing the economic system. At the first stage of the coronavirus, the economic growth was falling gradually and when the virus was its pick point the economic growth was very less, after maintaining all the protocols and the guideline the workers started to work hard again, and gradually financial value started increasing (Kumar, 2022). As a result of coronavirus, there was a debit in continuing the lockdown and the Indian workers returning to the work. It is very difficult for the government to choose between the health of the economy and the health of the people. the issue was if the poor do not die because of the coronavirus, they will die out of hunger. According to Kumar



(2021), the Indian economy has a very different economic structure in that fifty percent of the households still depend on agriculture.

6. CONCLUSION

This study concludes that significant differences exist in job anxiety based on gender and the type of school. Similar differences were observed regarding job satisfaction, indicating disparities in satisfaction between genders and school types. It is, therefore, crucial to provide the necessary facilities to create a positive and conducive teaching-learning environment in every educational institution. This study offers robust evidence regarding the influence of personality and emotional intelligence on job satisfaction. The findings suggest that the current moderate levels of job satisfaction among teachers could have detrimental effects, not only degrading the professional image of teachers but also harming the school environment. The government needs to implement measures that enhance external factors influencing job satisfaction, such as offering better salary packages, career advancement opportunities, earned leave schemes, health benefits, and other incentives. Moreover, a personality test should be mandatory during the selection of secondary school teachers. In addition, secondary teachers should be trained to manage and regulate their emotions effectively.

7. RECOMMENDATIONS

This study is all about the impact of the coronavirus on economic growth. Then economic growth can be enlarged by maintaining the guidelines by the workers the companies bringing the new ideas to deal with the low demand of the customers. The financial market will be charged up again with the new strategies.

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