

## A study of neuroticism and authoritarian behaviour of senior secondary school teachers

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### Abstract

The Study is real and important as it has heuristic strength of making discovery and from the point of view of exploring new ideas. The investigation is an attempt to apply Factorial Analysis of Variance to study the Neuroticism and Authoritarian behaviour of Secondary School teachers. The behaviours of neuroticism and authoritarianism are generally observed in school teachers and other group of persons in their day to day life full of activities. The investigator was therefore, interested in studying the trait of neuroticism and authoritarian behaviour of Secondary School teachers as they constitute an important section of society. The rationale of selecting this problem dealing with authoritarian behaviours of teachers was that the investigator was critical about the use of such behaviours but when she also faced the reality during her own teaching practice the investigator could also find that the teachers had no other option for controlling the students. The aspect of neuroticism which is also a trait that may be responsible for the teachers to have such behaviours in them is also important.

**Keywords:** Neuroticism, Authoritarian Behaviour, Secondary School Teachers.

### Introduction

Even though time has changed and changes have taken place in education. The system of Indian education is teacher-dominated. Teacher is still using conventional methods of teaching as well as using repressive methods of dealing with indiscipline. They behave aggressively, are tough in dealing with students, follow strict discipline, impose compulsions and are sometimes rigidly attached to traditional values. All these traits all are part of Personality.

### What is 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. Personality can be measured by taking measurements on different traits of which the personality is constituted.

### What is Neuroticism?

Neuroticism or emotional instability is characterized by high levels of negative affect such as depression and anxiety. Neuroticism, according to Eysenck's theory, is based on activation thresholds in the sympathetic nervous system or visceral brain. This is the part of the brain that is responsible for the fight-or-flight response in the face of danger. Emotionally stable people, who have high activation thresholds and good emotional control, experience negative affect only in the face of very major stressors as they are calm and composed even under pressure.

### What is Authoritarianism?

It is characterized by anti-democratic social attitudes, rigid attachment to traditional values, uncritical acceptance of authority, lack of liberalism, belief in stereotype, rigid thought processes, tough mindedness and destructiveness. It is likely that an individual who has been exposed to punishment, lack of love, an atmosphere of tension and aggression since

childhood may tend to be an authoritarian as these experiences produce deep-rooted hostilities expressed by ethnic prejudice and political authoritarianism. These characteristics produce a desire for immediate action, impatience with talk and a lack of interest in organizations.

### Review of Related Literature

G. Claridge and C. Davis(2001) in a paper have examined two aspects of neuroticism (N): its status as a personality descriptor and its role in the personality dynamics of abnormal states and have suggested that high N is such a universal accompaniment of abnormal functioning (both psychological and biological) by itself it has little descriptive or explanatory value. Then, acknowledging that N has more utility when used alongside other personality variables, and argue that here the most informative are disorder-specific characteristics that have unique variance, while also correlating with N.

Bernard E. Whitley Jr., Sarah E. Lee (2006) <sup>[9]</sup> in two studies examined the relationships of right-wing authoritarianism (RWA), dogmatism, social dominance orientation (SDO), and political-economic conservatism (PEC) to attitudes toward homosexuality. Study I, a meta-analysis, found that all 4 variables were related to attitudes toward homosexuality, with RWA having the largest relationship.

Study 2 examined the relationships of the 4 variables to attitudes toward lesbians and gay men in a college-student sample. Although all 4 variables had zero-order correlations with these attitudes, RWA and SDO were the primary predictors, with RWA having the larger relationship. In addition, the zero-order correlations of PEC and dogmatism could be explained by their overlap with SDO, and RWA and SDO partially mediated the gender difference found in attitudes toward gay men.

Akihiro Takano, Ryosuke Arakawaa *et al.* (2007) <sup>[3]</sup> examined that subjects with higher thalamic 5-HTT binding are more likely to express higher levels of neuroticism and depressive

feeling. Serotonin transporter binding in the thalamus might be a marker of vulnerability to depression. Federico C. F. Calboli *et al.* (2010) find that neuroticism is a moderately heritable personality trait considered to be a risk factor for developing major depression, anxiety disorders and dementia. In a study in 2,235 participants drawn from a population-based study of neuroticism, making this the largest association study for neuroticism to date. Neuroticism was measured by the Eysenck Personality Questionnaire. After Quality Control, we analysed 430,000 autosomal SNPs together with an additional 1.2 million SNPs imputed with high quality from the Hap Map CEU samples found a very small effect of population stratification, corrected using one principal component, and some cryptic kinship that required no correction. NKAIN2 showed suggestive evidence of association with neuroticism as a main effect ( $p < 10^{-6}$ ) and GPC6 showed suggestive evidence for interaction with age ( $p < .000001$ ). The investigators have found support for one previously-reported association (PDE4D), but failed to replicate other recent reports. These results suggest common SNP variation does not strongly influence neuroticism. Our study was powered to detect almost all SNPs explaining at least 2% of heritability, and so our results effectively exclude the existence of loci having a major effect on neuroticism. Eddie M. W. Tong and Kenneth L.H Tay (2011) [7], the current study tested the hypothesis that appraisals affect emotions in ogival (s-shaped) functions. Focusing on the appraisal of coping potential and emotions related to competence, the study found evidence in support of this hypothesis. In addition, the study also found evidence suggesting that the ogival effect of coping potential on competence emotions is stronger among high neuroticism individuals.

**Objectives**

- 1) To study the relationship between the independent variables (type of school, religion and gender) and authoritarian behaviour.
- 2) To study the relationship between the interactions of the independent variables and neuroticism.
- 3) To study the relationship between the interactions of the independent variables and authoritarian behaviour.

**Hypotheses**

- 1) The interaction Type of school X Religion X Gender does not contribute to any significant differences on the neuroticism measure of personality.
- 2) The interaction Type of school X Religion X Gender does not contribute to any significant differences on the authoritarian behaviour measure of personality.

**Delimitation of the Study**

1. The study has been delimited with respect to the variables of study, sample, tools and techniques.
2. The independent variables of study are delimited to include type of school, religion and area.
3. The dependent measures are neuroticism and authoritarian behaviour.

**Methodology:-**Survey method was used to undertake the present study.

**Sample:** A random sample of 121 teachers from government and public Senior Secondary School has been selected for the administration of the measures and collection of the data.

**Tools Used**

The following tools of research were selected for administration and the collection of data:-

- 1) Eysenck’s Maudsley Personality Inventory by Jalota and Kapoor.
- 2) Authoritarian Behaviour inventory by Wadhwa and Gill.
- 3) Background questionnaire.

**Statistical Techniques Used**

1) A 2X2X2 analysis of variance will be used to study the relationships among independent variables and dependent variables.

**Analysis and Interpretation of the Data**

**Hypothesis-1** The interaction Type of School X Religion X Gender does not contribute to any significant difference on the Neuroticism Measure of Personality.

**Table 1:** Summary of 2X2X2 (Unequal Cells) Factorial Analysis Variance

Source of Variation	df	Sum of Squares	Mean Square Variance	F-Ratio
Type	1	52.036	52.036	3.668
Religion	1	45.53	45.53	3.209
Gender	1	13.773	13.773	0.971
Type X Religion	1	44.666	44.666	3.149
Type X Gender	1	0.355	0.355	0.0251
Religion X Gender	1	4.504	4.504	0.3176
Type X Religion X Gender	1	12.961	12.961	0.9136
Within conditions	113		14.1858	

From Table of F-ratios for  $df_1 = 1$   $df_2 = 113$ ,  $F = 3.92$  ( $p = .05$ ),  $F = 6.84$  ( $p = .01$ )

It is clear from the Table of summary of ANOVA that none of the F-ratios has been found to be significant. Therefore, following are the results of the testing of the hypotheses formulated on the Neuroticism Measure of Personality:

1. The hypothesis of no significant difference between the means of scores of Govt. and Private Senior Secondary School Teachers on the Neuroticism Measure of Personality cannot be rejected as the F-ratio has not been found to be significant.
2. The hypothesis of no significant difference between the means of scores of Hindu and Sikhs Teachers of Senior Secondary Schools on the Neuroticism Measure of Personality cannot be rejected as the F-ratio has not been found to be significant.
3. The hypothesis of no significant difference between the means of scores of Male and Female Teachers of Senior Secondary Schools on the Neuroticism Measure of Personality cannot be rejected as the F-ratio has not been found to be significant.
4. The null hypotheses concerning the interaction Type of School X Religion cannot be rejected as the F-ratio on this interaction on the Neuroticism Measure of Personality has not been found to be significant.

5. The null hypotheses concerning the interaction Type of School X Gender cannot be rejected as the F-ratio on this interaction on the Neuroticism Measure of Personality has not been found to be significant.
6. The null hypotheses concerning the interaction Religion X Gender cannot be rejected as the F-ratio on this interaction on the Neuroticism Measure of Personality has not been found to be significant.
7. The null hypotheses concerning the interaction Type of School X Religion X Gender cannot be rejected as the F-ratio on this interaction on the Neuroticism Measure of Personality has not been found to be significant.

**Hypothesis-2:** There interaction Type of School X Religion X Gender does not contribute to any significant differences on the Authoritarian behaviour Measure of Personality.

**Summary of 2X2X2 (Unequal Cells) Factorial Analysis Variance**

Source of Variation	df	Sum of Squares	Mean Square Variance	F-Ratio
Type	1	3.735	3.735	0.881
Religion	1	5.187	5.187	1.223
Gender	1	0.435	0.435	0.102
Type X Religion	1	0.115	0.115	0.0271
Type X Gender	1	10.907	10.907	2.573
Religion X Gender	1	0.699	0.699	0.164
Type X Religion X Gender	1	7.333	7.333	1.730
Within conditions	113		4.238	

From Table of F-ratios for  $df_1 = 1$   $df_2 = 113$ ,  $F = 3.92$  ( $p = .05$ ),  $F = 6.84$  ( $p = .01$ )

It is clear from the Table of summary of ANOVA that none of the F-ratios has been found to be significant. Therefore, following are the results of the testing of the hypotheses formulated on the Authoritarian Behaviour Measure of Personality:

1. The hypothesis of no significant difference between the means of scores of Govt. and Private Senior Secondary School Teachers on the Authoritarian Behaviour Measure of Personality cannot be rejected as the F-ratio has not been found to be significant.
2. The hypothesis of no significant difference between the means of scores of Hindu and Sikhs Teachers of Senior Secondary Schools on the Authoritarian Behaviour Measure of Personality cannot be rejected as the F-ratio has not been found to be significant.
3. The hypothesis of no significant difference between the means of scores of Male and Female Teachers of Senior Secondary Schools on the Authoritarian Behaviour Measure of Personality cannot be rejected as the F-ratio has not been found to be significant.
4. The null hypotheses concerning the interaction Type of School X Religion cannot be rejected as the F-ratio on this interaction on the Authoritarian Behaviour Measure of Personality has not been found to be significant.
5. The null hypotheses concerning the interaction Type of School X Gender cannot be rejected as the F-ratio on this interaction on the Authoritarian Behaviour Measure of Personality has not been found to be significant.

6. The null hypotheses concerning the interaction Religion X Gender cannot be rejected as the F-ratio on this interaction on the Authoritarian Behaviour Measure of Personality has not been found to be significant.
7. The null hypotheses concerning the interaction Type of School X Religion X Gender cannot be rejected as the F-ratio on this interaction on the Authoritarian Behaviour Measure of Personality has not been found to be significant.

**Educational Implications:** The measurements concerned with personality traits of Neuroticism and Authoritarianism are of much significance in the present set up of the society when the society is passing through a difficult phase. The complexities of life have increased. The stresses and strains have their effect on the life of man. The Senior Secondary School Teachers constitute an important section of the society and the study conducted on them. Team teaching is another aspect which can be introduced to remove the burden of teaching load which may be the reason for the teachers to have increased neurotic tendencies.

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