

The effect of anxiety on the psychological and social compatibility of middle education professors (Field study of 5 cases)

Hmimi ATTAB*

University of Bouira, (Algeria)

h.atab@univ-bouira.dz

Received: 02/06/2021 Accepted: 06/10/2021 Published: 01/06/2021

Abstract:

Anxiety is considered psychological disorders that are very common in our current era, and this disorder has affected all segments of society, especially professors working in the intermediate education stage, considering that the teacher has a responsibility in her home. In addition to her going out to the field of work, which is education in the intermediate education stage, it corresponds and deals with students in the stage of adolescence. the professor must improve dealing with all these variables.

All this may put pressure on the professor and cause her to find some difficulties to deal with these mentalities and developments, this may generate anxiety disorder in her and the negative impact on the professor's psyche and mood and may lead to her lack of ability to adapt to home responsibilities as well as the requirements of adaptation to work Outside as a teacher and inside the home. repetition of these pressures and this heavy routine may lead to a lack of psychological and social compatibility. one of the cases of lack of psychological and social compatibility, whether at the level of her family or in the school environment with students and teachers. this is what we wanted to discuss through this topic and this field study

Keywords: Anxiety; psychological compatibility; social compatibility; intermediate education.

* Corresponding author.

1. INTRODUCTION

Anxiety is a human experience that has a value related to life and construction, as it acts as a warning system that helps the individual to mobilize his energy to face any imminent danger.

Reasonable levels of anxiety have a value in the survival of life and preventive. In the individual who feels this feeling and protects him from danger, while female intermediate education professors are the subject of our research, the high levels of anxiety lead to a constant expectation of danger and evil and this would lead to a cognitive and emotional defect, which leads to disturbances in Bad psychological and social compatibility when its owner. (Abd al-Sattar Ibrahim 1994).

Also, low levels of anxiety lead to insecurity and indifference and make the owner little interaction with others, and this may lead to some kind of psychological and social efforts, which in turn reduces his determination and will to work, perseverance and perform his duties in service and at home, as is the case for middle education professors. Her duties related to work and the best performance of her professional and professional role, as well as the responsibilities of her home in raising her children and taking care of them and running her household affairs as well, and from here the need to respond to these various responsibilities appears.

But if the professor suffers from continuous periods of psychological anxiety, the latter can contribute to reducing her activity and focusing on her roles at home and outside the home, meaning in the institution in which she works ... and through this research we would like to know and discover the extent of the influence of anxiety on her psyche and psychological compatibility. First, in order to preserve her psychological and

health safety in general, as well as her psychological and social compatibility, in order to perform her roles in the best way.

Problematic:

Professors have their own psychological factors, in addition to responsibilities and work obligations, as well as taking care of their family affairs inside and outside the home. All this may result in a kind of tension and a sense of anxiety, especially with the requirements of modern life in terms of duties, obligations, and the fulfillment of various personal and family needs as well as psychological conditions. And social issues for each family, it may happen that the professor feels a kind of anxiety that affects her during some periods, whether while she is at home or outside it during working hours, and the matter may be due to her lack of ability to respond positively to various work duties or the needs of her home or the various pressures of life, so she feels disturbed and her mood changes, and it may be You experience a type of tension or negative emotions for a while, which may be the source of anxiety, especially if it repeats and continues. The matter may lead to some disturbance in her psychological, family and social balance, which is a source of her lack of psychosocial compatibility ...

Freud knows that anxiety is a state of intense fear that a person possesses and causes him a lot of distress, distress and pain. Spielberber et al. (1992) also defines⁽¹⁾ anxiety as: unpleasant emotion, upset feeling of threat or concern, discomfort with a sense of intense tension and constant fear that is not objectively justified, and this fear is often related to the

(1)Ahmad, N. Academic Achievement and Its Relationship with Social, Anxiety and Self- Esteem in Male and Female School Students. **PhD. Dissertation**, University of Punjab. (2009).

future and the unknown with an extravagant response to situations that do not include real danger and respond to normal life situations as if They were urgent necessities or emergencies.

If the person is anxious, and the symptoms we have mentioned continue to appear, they are determined by the professor who continues to feel anxious, then the suffering of a psychosocial nature appears, such as the lack of interaction with the family in household matters, jittery, lethargy and distancing from family members ...

During work, the professor may notice a change in the way she deals with her students, as well as with her colleagues. Several studies indicated these symptoms, and the study of Professor Rahal in 1991 showed about the effect of anxiety on the positive response of individuals working in the hospitalized health sector, as a study consisting of a sample of 60 workers and nurses examined that their behavior during work is characterized by jitteriness and escape from the responsibilities and requirements of work in postures. In which they are anxious.

Considering the spread of the phenomenon of anxiety, especially in recent years due to the many requirements of life and the inability of many families, especially the response to them, as well as the change in the psychological conditions of the Algerian family, which has become characterized by a kind of tension and introversion to the core of the family ... and the emergence of a lack of social family interaction, and the professor is an integral part of these variables The emergence of anxiety in her behavior and dealings has a direct impact on her balance and psychosocial trivia, especially for those with weak or introverted personalities.

Through the study that we have referred to and the many other studies, the negative impact of psychological anxiety on the personality of a professor in the intermediate education stage, especially as she deals with students in the stage of adolescence, knowing that this stage of life is characterized by a sensitive change in the physical, psychological and cognitive development of the student and the duties of the professor To deal with them positively and moderately in teaching and education, and to deal positively with their reactions and behavior inside the hall as well as their roles and responsibilities in her family. all this may put pressure on them, especially in cases where they are concerned so we wanted to do With a field study of 5 female professors, we realize the extent of the influence of anxiety on the psychosocial compatibility of a professor in the intermediate education stage, and does the psychological anxiety that she suffers from affect her psychological and social compatibility?

Does psychological anxiety lead to a decrease in the level of psychological and social compatibility of an intermediate education professor?

2. Assumptions:

- 1- Psychological anxiety does not affect the psychosocial compatibility of middle education professors.
- 2- Psychological anxiety leads to a decrease in the level of psychological compatibility of middle education professors.

3. Objectives of the study:

This study aims to achieve the following objectives:

- Addressing the phenomenon of psychological anxiety in order to understand how it affects the psychological and social compatibility of middle education professors.

- Trying to find out the various psychological and social causes that lead to the occurrence of anxiety and then the lack of psychological and social compatibility among the professors.

Exposing the relationship between anxiety and lack of psychosocial compatibility.

4. the importance of studying:

The importance of the study is of great importance in any research, and through our research we wanted to show the reality of psychological and social compatibility with an important segment of society, namely, middle education teachers who suffer from anxiety.

Through the field study of a sample of them, we look forward to knowing the extent of the impact of their anxiety on their psychological state and social compatibility. On this particular point, we focus on the need to pay attention to this group of professors and therefore the professors face this stage with students and any effect of the professor's anxiety will affect Her psychological and social condition and thus her patience and the extent of her interaction with students. The importance of the study also appears in the need to pay attention to the psychological state of the professor.

5. Defining the concepts:

5-1 Anxiety: Anxiety is a type of disorder that we understand through a person's feeling of anxiety with a kind of fear and caution due to a danger that he sees threatening his personality, ambitions and psychological comfort, and the source of anxiety may be known ... or only expected, as it is a type of excessive response to situations that do not represent a real danger to the individual .

5-2 Psychological compatibility: It is the ability of the individual to bring about a balance in his feelings and thoughts about himself and the outside world that surrounds him, and it is the amount of the individual's ability to respond to various situations that require sobriety, moderation and good management with the various stimuli that a person is exposed to, whether internal with himself in his home or external in a place Work or the outside milieu.

5-3 Social compatibility: This is the harmony between the personality of the individual and his immediate social environment in terms of good relations, good⁽²⁾ dealings and adaptation between him and his family, as well as the work environment in which he works and his acceptable relationships with various members of society, so that this communication is characterized by moderation and acceptance during the exchange of needs and knowledge in a comfortable and confident manner.

6. Intermediate education:

This phase of education is called the intermediate phase because it mediates between the two torrents: the primary and secondary, in which the educational process and the educational process are interdependent and intense.

Study Approach:

We used in this research the descriptive approach because it is appropriate to the topic of our research and is characterized by the ability to encompass all the elements of the research by description and analysis.

Nature and reality of anxiety disorder:

(2)- صالح حسن الداھري، مبادئ الصحة النفسية، دار النهضة العربية الاسكندرية القاهرة 2005.

Symptoms of anxiety disorder:

There are several symptoms of anxiety professors, mainly physical and psychological, and can be summarized as follows:

The physical symptoms that are tiredness, headache, muscle tension, lack of energy and vitality, and pouring cold sweat, especially if the level of anxiety is high, difficulties in breathing and trembling in the hands and sometimes the anxious professor suffers from vomiting, nausea and dizziness, as she sometimes feels indigestion and sleep disturbances, so she does not sleep easily and may You suffer from some nightmares when you sleep.

As for the psychological symptoms, the professor has the ease of excitement, anger, excessive nervousness, a feeling of instability, suspicion and suspicion, and in many cases she tends to isolation or her behavior is characterized by something of aggression towards the other, whether from her family or colleagues in the middle school.

7. Causes of anxiety disorder:

Anxiety occurs due to a genetic predisposition in some cases Nobza et al. 1987 found a high recurrence rate of anxiety disorder among individuals who are related by kinship treatment. The research conducted on identical twins suggests the idea of the effect of this disorder by genetic factors - Muhammad Al-Sayed 2000 -

Genetic factors may be mixed with the environmental factor, psychological readiness, feeling of internal or external threat imposed by some environmental conditions in relation to the individual's position and goals, severe psychological tension, crises, troubles, psychological trauma, guilt, fear of punishment

and its expectation, as well as severe fears in early childhood, as well as feelings of helplessness, fear. - Hamed Zahwan 1997

8. Biological factors:

It is represented by an increase in the activity of the autonomic nervous system, especially the sympathetic cleft, an increase in the release of catécholamminés in the blood, an increase in the proportion of metabolites of light-adrenaline, a decrease in the concentration of acid (gamma-biotic), which leads to an increase in the activity of the nervous system that leads to an increase in anxiety - Sadock 1996 -

Freud indicates that anxiety is the focus of nervous conflict, and that anxiety is the main factor in neurosis and Karen Horney indicated that a feeling of psychological insecurity leads to basic anxiety, and she called it basic anxiety because it is the basis of anxiety, and because it arises in the first stage of a child's life as a result of relationship disorder Between the child and his parents, Horney believes that anxiety is due to a feeling of helplessness after psychological security (Dicaprio, 1994-371-391).

9. Anxiety in the behavioral school:

As for the supporters of the behavioral school, they see that anxiety is an emotional direction or a feeling focused on the future, alternating or mixing feelings of terror and hope, and anxiety results from frustration or psychological pressure that the individual is exposed to, as soon as he goes through an experience (pleasant or painful), it turns into a conditional response that is related (By generalization) to other less intense, frustrating, and stressful situations, and anxiety through autism is attached to parents, or mimic their own anxiety patterns (for example Pandora's Social Learning Theory). Anxiety is linked to

external, frightening natural stimuli, such as fear of accidents or exposure to them, and then transmitted through another stimulus through the conditional action...(Sadock, 1996).

Cognitive school anxiety:

Clark et al (1989-458) point out that traumatic childhood experiences make the child a negative overall form of self - négative self - appearing in the child's selective focus and imagination, and his repetition of thoughts that include an expectation of risks and threats, which causes him to distort all experiences that He passes through it in the direction of the constant expectation of danger, so the fear of danger becomes like the security of the situation, or the danger coming from the future, and this continuous expectation of danger interferes with the individual's assessment of the worrying situations objectively, as he overestimates the risk inherent in the situation, and reduces his ability to face this danger Which makes him in a state of constant anxiety.

Reasons for concern among middle education professors:

The prevalence of anxiety is higher among female middle-education professors, including psychological and social membership.

- Among some of the organic reasons for the spread of anxiety among middle education professors, we find poor physical health or the incidence of some chronic ⁽³⁾diseases such as diabetes, asthma, thinness, as well as the quality of food and the lack of movement and sports activity.

(3)Dr Frederic chapelle, bon stress, mauvais stress mode d'emploi, ed odile JACOB. 2006.

Psychological causes:

- It is a lot of weakness of personality, lack of confrontation, and the constant tendency to withdraw in the various situations that the professor faces inside and outside the home in the work institution.
- Genetic predisposition to anxiety, ease of irritation and haste in responding to some provocative situations.
- Fear of interacting with others and a negative view of things
- Lack of sleep, staying up late, neglecting psychological comfort, and lacking confidence in life.
- Lack of harmony in the family atmosphere among family members.
- Exaggerating family problems, giving them extra volume, and a lack of positive work and wise behavior in order to solve and confront them.

10. The effect of anxiety disorder on middle education female professors:

Anxiety disorder is considered to be widespread among female professors, and most of the time due to their work inside and outside the home, especially middle education professors ... The teacher deals with students in adolescence, and everyone knows the features of this stage of development, which is represented in physical and psychological changes in which the student approaches cognitive maturity and begins to change some His behavior and he wants others to pay more attention to him, whether at home or in school, so we notice him trying to bring their attention to him, whether by using some movements or raising the voice and sometimes exceeding some performance dealing and behavior, and if the professor does not understand it, the matter may lead to misunderstanding that may lead to misbehavior ... whether from the professor or the student, and

these behaviors require more psychological and cognitive effort from the professor in order to be able to control her department in addition to continuing to teach them and strive for the sake of Raise their academic level, especially the upcoming sections on the basic education exams in the fourth year ... These great efforts that the professor makes constantly, both at home in terms of caring for her family and responding to her demands, as well as in the department when she joins work.

Researcher André Marot also conducted a study of a sample of high school professors in 2007, consisting of 60 professors, who studied the extent of their positive activity and interaction with students. Work and the tendency to isolated behaviors within secondary school, and this negatively affected their psychology and psychological compatibility, which appeared through the large number of complaints and isolation to psychological and social isolation.

11. The concept of psychological and social compatibility:

Compatibility is one of the psychological concepts that have received great attention by psychologists in general, and those interested in studying it have taken multiple approaches in order to define its concept, because they combine it as a process of continuous dynamic interaction between two basic poles, one of which is the individual himself and the second is a physical and social environment through which the individual seeks to satisfy His biological and psychological needs and fulfills his various demands, pursuing in this means that are self-satisfying and appropriate for the group whose members live among them.

12. Presentation and discussion of cases:

Presentation of the results of the five cases that made up the

study sample that was reached through the semi-directed clinical interview and the targeted questionnaire on psychological anxiety and its impact on the psychological and social compatibility of the family.

The first case: Ms. Salima:

Based on the half-directed interview results and all that we noticed about the signs of psychological compatibility, in addition to what the professor Salima reported to us, as well as the results of the questionnaire directed at her, Professor Salima lives in an imbalanced family atmosphere that suffers from alienation among her family members and the lack of psychological and social harmony and this is due to the anxiety that The mother suffers from it and has a direct impact on the family atmosphere at home, and among the signs of that is the children's alienation from the home, so as soon as they arrive and return from school.

And the psychological state that she suffers from is healthy due to her psychological anxiety first and her lack of harmony with her children, this is evidence of her lack of⁽⁴⁾ psychological compatibility with her children and her family situation inside the home, so that she suffers from the alienation of her children and their escape to the outside and this clearly shows that she could not agree with them psychologically and family and thus we can reach denial The first hypothesis that says that a professor's psychological anxiety does not affect the psychological and social compatibility of the professor.

The second case: Professor Karima

(4) Jayaswal, s: foundation of educational psychology. New Delhi ,Atnold – Heineman publishers (1974).

Karima is a professor with good physical and mental health, but she suffers from a psychological problem that appeared to her recently, so that her returns at work decreased and she tended to isolate due to her psychological anxiety that lasted for months and she was not able to get rid of it so that the effects of this anxiety on her psyche appeared through the lack of scientific return and the reduction of her mobility. With her colleagues at work, this was demonstrated by continuing the tendency to psychological isolation, and this was demonstrated through the semi-directed interview, through which she showed a direct inclination to escape directly from the middle school after the end of work. These indicators clearly show the effect of psychological anxiety on her mental health, as well as on the extent of her psychological compatibility and response to her colleagues in the profession, which can be expressed by the lack of social compatibility and through this analysis it appears that the second hypothesis that psychological anxiety affects the psychosocial fit of the professor has been fulfilled.

The third case: The teacher is happy

A thin, medium-tall teacher, Saida accepted to talk to us after the urgency, so that at first she showed a kind of reservation and anxiety. During the interview, she was sighing and breathing deeply and told us that she suffers from anxiety, unstable and suffers from poor focus while explaining the lesson, especially since she is a mathematics professor and said that she makes mistakes from time to time. For another while analyzing some equations, this caused her constant psychological anxiety, but more than that, as she often suffers from an internal fear that has become possessed in recent times as a result of some of her mistakes in front of the students. This case of Saeeda showed the

extent of her suffering from psychological anxiety in the hall and explicitly expressed that she does not feel comfortable until after leaving the class and the room ... The repetition of this feeling and her lack of ability to control her anxiety led to the emergence of cases of lack of focus, tension and lack of compatibility with herself between that she She has little faith in her abilities and control in the lesson and the hall. It is a kind of imbalance in the psychological balance of the teacher Saida, so that she appeared tense and filled with doubts about the goals and results of the interview, and this is one of the evidence of her weakness and lack of compatibility with herself and her abilities and this is what leads us to reject the first hypothesis that says that psychological anxiety It does not affect the psychological and social compatibility of the professor.

Fourth case: Professor Fella

There is a skinny professor who has a lot of movement, and we are not aware that she has many words and questions, and she was asking a lot when the interview ended, the content of this study and why exactly, along with other questions related to the dimensions of the study and its relationship to her personality ... She did not accept the dialogue until after we confirmed that for a scientific research and the content of the interview remains top secret Between us and her.

She answered our questions with a lot of hesitation and a little doubt during the interview periods. So that there was a lot of complaints about the difficulty of teaching in these circumstances, which she described as extremely difficult, especially with pupils in the adolescence stage ... and she informed us of information that some of them smoke and their behavior is turbulent, sometimes characterized by roughness and

jitter, and this makes it difficult for her to control the department and she said that she is making a tremendous effort With them in She is a professor of natural sciences and suffers from constant anxiety due to the fact that she has a special case in her parents' house. Her mother suffers from a chronic disease and she is the one who takes care of her and she is a single professor who is nearly forty and has not married yet. When I asked her about the extent of her ability to time her work and take care of her mother The patient besides thinking urgently about her future, we found her whenever we mentioned her future, which is the formation of a family and independence from her family and her expenses ... she sighs and breathes without interruption and blames her exhortation that she mentioned repeatedly during the interview, and through these observations we realized the extent of her anxiety, psychological suffering, continuing fatigue and complaints, and this is a sign of a few Psychological comfort and psychological compatibility with the work environment directly, and this leads to the acceptance of the second hypothesis, which says that psychological anxiety affects the psychological compatibility of women working in the education sector.

Fifth case: Professor Amal

Hopes for a tall professor and a good physical build, characterized by psychological calm while dealing with us, the features of depression appeared on her face as soon as we sat with her and the beginning of the interview ... so that her answers took a long time forgetting to answer our questions, and she also showed signs of grumbling whenever we asked her about the circumstances of her life at home. Research says that she finds a kind of psychological comfort while she is at work.

As for just thinking to go home in the evening or after the end of work, she says:

I hated the house, the quarrel is almost always between my brothers about the trivial issues, and this is what generates her, as she says, the constant anxiety she suffers from as a result of her circumstances with her family, and this is what gave birth to her internal psychological tension and her inability to find solutions to this problem, and she thinks that the only outlet for her is her working hours.

This direct statement and the constant suffering at home between her lack of compatibility with her family and even with herself, according to her words, she remains isolated at home and does not move a finger and only thinks about when she goes out to work to rest from everyone who prevails in her home and among her family, and this confirms the fulfillment of the second hypothesis that psychological anxiety affects compatibility Psychosocial for women working in the education sector.

13. Conclusion:

After studying the five cases, which are cases of middle education professors who were suffering from psychological anxiety and some of them continuously as a result of some family circumstances sometimes and other times as a result of working conditions in the middle school in addition to the multiple responsibilities of the middle education teacher inside and outside the home and after applying the research tool represented in the semi-directed interview and questionnaire Oriented to them about psychological anxiety and its effect on their psychological and social compatibility, then presenting and analyzing the two partial hypotheses with their partial results,

where the following results were reached according to each hypothesis.

Accordingly, I rejected the first hypothesis that anxiety does not affect the psychological and social compatibility of a teacher of middle education in the following five cases: (Salima, Karima, Saeeda, Fella, Amal), while the second hypothesis was fulfilled in all cases that psychological anxiety affects the psychological and social compatibility of the working woman. In the éducation sector and professors in particular. Accordingly, it was found that the states of anxiety have a negative.

Bibliography List:

1. Belkin , Gary and stanlyNass: psychology of adjustment ,Massachusetts,alyn and Bacon , INC . (1984)
2. Atkinson, Rita L: Introduction to psychology, Harcourt. (1987)
3. Ahmad, N. Academic Achievement and Its Relationship with Social, Anxiety and Self- Esteem in Male and Female School Students. PhD. Dissertation, University of Punjab. (2009).
4. DR Domminiqueservant , soigner le stress et l'anxiété par soi meme, ed: odile
5. jacob, 2008, paris .
6. pierre coslin : psychologie de l'adolescent ed : armandcolin , 2006, paris.
7. sarahfamery, se libérer de ses peurs ,ed : Eyrolles,2008 , France.
8. pierre cauvain, les types de personnalité ed :ESF.2003 ,France.
9. Virginie Laval, la psychologie du développement ed Armand calin ,paris 2007.
10. Jacques sedat, comprendre freud, ed: Armand calin, paris, 2007.

11. Dominique Chalvin , l'affirmation de soi ed : ESF ,1998, paris.
12. Marie France Brun et Christophe Prind soins des maladies respiratoires ,ed : Maloine .2005.
13. John louis dubier, le stress,ed:isbn,Paris ,2005.
14. Dale carnegie, comment dominer le stress et les soucis ed; Hachette pratique,Paris. 1993
15. Alain delourme, pratiquer la psychothérapie, ed;dunod Paris 2009.
16. صالح حسن الداهري، مبادئ الصحة النفسية، دار النهضة العربية الاسكندرية القاهرة 2005.
17. صبري إجلال محمد، علم النفس العلاجي، 2000.
18. سامي محمد ملحم : الإرشاد والعلاج النفسي، الأسس النظرية والتطبيقية. الأردن، عمان ، دار المسيرة للنشر والتوزيع، 2002.