

# PREVALENCE AND PREDICTORS OF ANGER AND HOSTILITY IN SECONDARY SCHOOL TEACHERS OF PUBLIC AND PRIVATE SECTOR

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## ABSTRACT

### OBJECTIVE

To examine the prevalence and predictors of anger and hostility in secondary school teachers of public and private sector.

### STUDY DESIGN

Correlational Study

### PLACE AND DURATION OF THE STUDY

The study was carried out in Karachi from April 2017 to February 2019.

### SUBJECTS AND METHODS

Total two hundred secondary schools teachers including one hundred (n=100) from public sector and one hundred (n=100) from private sector participated in the present study. Data was obtained through personal information sheet, subscales of Anger and Hostility, Job Satisfaction Survey and Satisfaction With Life Scale. Data was statistically analyzed by descriptive statistics and multiple regression analysis with SPSS, Version, 22.0.

### RESULTS

Among secondary school teachers, about 66% from public sector and 73% from private sector reported significant anger. Approximately, 47% teachers of public sector and 54% from private schools reported significant hostility. Life satisfaction significantly predicted anger among teachers of both public and private sector. Job satisfaction significantly predicted hostility in teachers of public sector but not in teachers of private sector. However, life satisfaction did not emerge as significant predictor of hostility among both groups of participants.

### CONCLUSION

Secondary school teachers of both public and private sector experienced anger and hostility. Job Satisfaction and life satisfaction constitute significant portion of anger among all. Teachers of public sector harbor hostility owing to job satisfaction only. However, life satisfaction did not seem to play a significant role in determining hostility.

### KEY WORDS

Anger, Hostility, Job Satisfaction, Life Satisfaction, School Teachers

## INTRODUCTION

Previous scientific evidences emphasized on the psychological health to enhance productivity among workers<sup>1</sup>. People with good psychological well-being proved them as committed and productive employees than those with poor psychological well-being<sup>2</sup>. On the same line, it also ascertained the psychological health status of teachers also constituted to their performance in learning environment. Researches showed that teachers with good psychological status could help their students with the provision of productive and effective guidance that is essential to establish a healthy nation<sup>3</sup>.

A positive attitude is likely to be shown on the part of a good teacher toward profession<sup>4</sup>. Teachers are expected to shape premium personalities and to attract keenest minds and that is only possible when attention is given on professional attitude of teachers while connecting it with psychological well-being<sup>5</sup>. For this reason, teacher's psychological health has chief importance in academic setting. While paying attention on the previous literature related to the mental health of teachers, it comes to the knowledge that many teachers remain tense owing to their professional work. Teachers perceive their profession extremely stressful<sup>6</sup>. As a result, they are prone to burn out<sup>7</sup>, psychosomatic disease, exhaustion, fatigue, headache, tension and burnout problems<sup>8</sup>.

Anger and hostility are other two significant psychological problems which need to be discussed in the context of teaching profession. Anger is considered as an important indicator of psychological well-being<sup>9</sup>. Anger is basically an emotional and affective state resulting in physiological arousal that may differ from physical and verbal aggression<sup>10</sup>. On the other hand, hostility refers to an internal state characterized by anger, impatience and bitterness<sup>11</sup>. Hostility was also described in terms of submissive manner which is exhibited in negative thoughts, resentment, cynical distrust and suspiciousness<sup>12</sup>. These two psychological problems may harm the personal and as well as professional life of teachers. Resultantly, teachers may not be productive and fruitful for students who are the significant pillars of civilized and healthy society.

Hence, the present study attempts to explore the prevalence of both anger and hostility among secondary school teachers of both public and private sector. The present study will also rule out the predictive role of job satisfaction and life satisfaction in anger and hostility. So, the objectives of the present study are as follow:

1. To find out the prevalence of anger and hostility among secondary school teachers of public and private sector
2. To find out the predictive role of job satisfaction and life satisfaction in both anger and hostility among secondary school teachers of public and private sector

In the light of second objective, following hypotheses have been framed:

1. Job satisfaction and life satisfaction will significantly negatively predict anger among secondary school teachers of public and private sector
2. Job satisfaction and life satisfaction will significantly negatively predict hostility among secondary school teachers of public and private sector

## SUBJECTS AND METHODS

### Participants

For the present study, total two hundred secondary school teachers were conveniently selected from ten towns situated in Karachi including Baldia town, Saddar town, Itehad town, Korangi town, Gadap town, Jamshed town, Orangi town, Liaquatabad town, Nazimabad town, and Milat town. Among them, one hundred (n=100) were working in public sector schools, while one hundred (n=100) were working in private sector schools. They were falling in the age ranges of 21 to 50 years, while 21 was minimum age and 50 was maximum age. Minimum educational level was grade 14. All research participants must be free from any kind of chronic physical and mental health disease.

### Instruments

Research instruments included Personal Information Sheet, Subscales of Anger and Hostility,<sup>10</sup> Job Satisfaction Survey<sup>13,14</sup>, and Satisfaction with Life Scale<sup>15</sup>. Personal information sheet covered required demographics encompassing age, educational level, marital status, socio-economic status, type of school, position in school, duration of job, duty timing or shift, salary and so on.

Anger and Hostility are two domains of Aggression Questionnaire<sup>10</sup>. Anger comprised of 7 items, while Hostility comprised of 8 items. There is a 5 point likert scale to score the items of both subscales ranging from [Extremely uncharacteristic of me = 1, Somewhat uncharacteristic of me = 2, Neither uncharacteristic nor characteristics of me = 3, Somewhat characteristic of me = 4, Extremely characteristic of me = 5]. Both English ( $\alpha = 0.83$ )<sup>10</sup> and Urdu Version ( $\alpha = 0.88$ )<sup>16</sup> of Anger subscale have shown good internal consistency ( $\alpha = 0.88$ ). Its Urdu version was also found to be highly correlated with English Version ( $r = 0.82$ )<sup>17</sup>. English Version of Hostility is a reliable instrument ( $\alpha = 0.77$ )<sup>10</sup> and good for studies ( $\alpha = 0.75$ )<sup>16</sup>. Both versions are significantly correlated with each other ( $r = 0.74$ )<sup>17</sup>.

Job Satisfaction was measured through Job Satisfaction Survey<sup>13,14</sup>. It has 36 items including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedure, coworker, nature of work and communication. Each of them has items which are scored on 6-point likert scale ranging from (Disagree very much = 1, Disagree moderately = 2, Disagree slightly = 3, Agree slightly = 4, Agree moderately = 5, Agree very much = 6). Author has reported the good internal consistency among items of this scale ( $\alpha = 0.91$ ). Translated version of full scale was also emerged as reliable research instrument ( $\alpha = 0.76$ )<sup>18</sup>. Test retest reliability of full scale is 0.85. Additionally, test retest reliability of the subscale of Job Satisfaction Survey ranged from 0.55 to 0.88<sup>18</sup>.

5 items Satisfaction with Life Scale<sup>15</sup> was used to measure the variable of life satisfaction. There is 7 point scale available to score

the items which ranged from [Strongly disagree = 1, Disagree = 2, Somewhat disagree = 3, Neither disagree nor agree = 4, Somewhat agree = 5, Agree = 6, Strongly Agree = 7]. The ranges of reported coefficient alpha are 0.79 to 0.89, whereas its test-retest reliability has been reported in the range of 0.80 to 0.84<sup>15</sup>. Cronbach alpha for the Urdu version was reported as good ( $\alpha = 0.72$ )<sup>19</sup>. Urdu version is also significantly correlated with its English version ( $\alpha = 0.87$ )<sup>17</sup>.

### Procedure

Approval from institution was sought out. Ethics of debriefing, risk/benefit ratio, if and privacy were followed. Related to this, purpose and procedure of the research study were properly briefed to the every participant and administration of the schools. Permission from school administration and then consent from participants of the study was taken. All above mentioned instruments were administered on every participant in individual setting. Afterwards, data was scored and statistically analyzed through SPSS, Version-22.0.

## RESULTS

Summary of demographic information (Table 1) showed majority of teachers (46.5%) engaged with public sector schools were in the age ranges of 31 to 40 years. Mostly (48.5%) got education up to masters and most of them (85.5%) were married. 11 to 15 years were the duration of job of majority of the teachers (43.5%), whereas majority (65.5%) was serving the schools in shifts.

Regarding another group of participants, most of the schools teachers of private sector (64.5%) were in the age ranges of 21 to 30 years, while 51% were having graduation degree. Most of them (58%) were single. Majority of the participants (51.5%) had 1 to 5 years duration of job. About 84% teachers were engaged in morning shift in their respective school.

Results showed the prevalence of anger and hostility among the sample of teachers. About 66% schools teachers of public sector had anger as compared to 73% schools teachers of private sector. Approximately 47% teachers of public sector and 54% teachers of private sector reported hostility (see table 2).

Summary of multiple regression analysis with job satisfaction and life satisfaction as predictors of anger and hostility among secondary school teachers is presented in table 3 and 4. Job satisfaction was found as significant predictor of anger in both secondary school teachers of public,  $\beta = -.365$ ,  $t(98) = -3.92$ ,  $p = .000$  and private sector,  $\beta = -.234$ ,  $t(98) = -2.36$ ,  $p = .02$ . Life satisfaction was also found as significant predictor of anger in teachers working in public sector,  $\beta = -.218$ ,  $t(98) = -2.34$ ,  $p = .02$  and private sector,  $\beta = -.203$ ,  $t(98) = -2.05$ ,  $p = .04$  schools of secondary level (see table 3).

Job satisfaction was found as a significant predictor of hostility in secondary school teacher of public sector,  $\beta = -.454$ ,  $t(98) = -5.03$ ,  $p = .000$  but not among teachers of private sector,  $\beta = -.112$ ,  $t(98) = -1.06$ ,  $p = .28$ . While life satisfaction neither significantly predicted the hostility in school teachers of public sector,  $\beta = -.162$ ,  $t(98) = -1.80$ ,  $p = .075$  nor the private sector,  $\beta = -.019$ ,  $t(98) = -.184$ ,  $p = .854$ .

**Table 1**

Summary of Demographic Information of the Participants

Characteristics	Teachers of public sector		Teachers of private sector	
	F	%	f	%
<b>Age ranges</b>				
21-30	42	21	129	64.5*
31-40	93	46.5*	54	27
41-50	65	32.5	17	8.5
<b>Educational level</b>				
Graduation	68	34	102	51*
Masters	97	48.5*	91	45.5
Others	35	17.5	07	3.5
<b>Marital Status</b>				
Single	29	14.5	116	58*
Married	171	85.5*	84	42
<b>Duration of job</b>				
1-5	45	22.5	103	51.5*
6-10	52	26	71	35.5
11-15	87	43.5*	26	13
16-20	16	8	0	0
<b>Duty shift</b>				
Morning	131	65.5*	168	84*
Evening	69	34.5	32	16

**Table 2**

Prevalence of Anger and Hostility among Secondary School Teachers

Variables	Teachers of Public Sector School (n=100)		Teachers of Private Sector schools (n=100)	
	F	%	F	%
Anger	66	66%	73	73%
Hostility	47	47%	54	54%

**Table 3**

Summary of Multiple Regression Analysis of job satisfaction and life satisfaction as predictors of anger

Predictor variables	Teachers of Public Sector Schools (n =100)				Teachers of Private Sector (n=100)			
	? R <sup>2</sup>	B	t	p	? R <sup>2</sup>	β	t	p
Job Satisfaction	.210	-.365	-3.92	.000	.104	-.234	-2.36	.02
Life Satisfaction		-.218	-2.34	.02		-.203	-2.05	.04

**Table 4**

Summary of Multiple Regression Analysis of job satisfaction and life satisfaction as predictor of hostility

Predictor variables	Teachers of Public Sector Schools (n =100)				Teachers of Private Sector (n=100)			
	? R <sup>2</sup>	β	t	p	? R <sup>2</sup>	β	t	P
Job Satisfaction	.258	-.454	-5.03	.000	-.009	-.112	-1.06	.28
Life Satisfaction		-.162	-1.80	.07		-.019	.184	.85

## DISCUSSIONS

The present study found significant anger among majority of the teachers. Previous literature documented that people exhibit anger when they encounter unfair treatment, unreasonable situation and violation of rules and norms<sup>20</sup>. Teachers might have faced

unreasonable situation or unfair treatment at work or home that developed angry feelings and acts in them. In private work setting, mostly employees keep complaining of problematic situation and unfair treatment received by their employers/organizations that might became the cause of blowing more anger in them.

Hostility was also found among secondary school teachers. It was more prevalent among teachers of private sector. Hostility is a negative attitude a person has towards objects<sup>21</sup>. People usually express their hostility via emotional and verbal responses full of resentment and suspiciousness<sup>10</sup>.

Job satisfaction was a significant predictor of anger among teachers of both groups. Satisfaction with job is employee's affective reaction towards job<sup>22</sup>. It seemed that teachers of public and private sector might be satisfied or dissatisfied in different domains of their job which constituted anger in them. Furthermore, job satisfaction is a chief element of one's life<sup>23</sup>, for this reason, dissatisfaction with job is likely to develop frustration among people. Previous studies also reported a relationship of frustration and intolerance with anger<sup>24</sup>. In the present study, job satisfaction also significantly predicted hostility but only in secondary school teachers of public sector. Teachers of public sector school might be dissatisfied with some of the domains of job (i.e, communication, relations with co-worker & supervision) leading resentment, suspiciousness and distrust collectively known as hostility. Previous studies also confirm that working conditions, team work and autonomy may influence the satisfaction with job<sup>25</sup>. Satisfaction with job involves interpersonal relationship, working conditions and personal fulfillment<sup>26</sup>. Teachers of public sector schools, as compare with teachers of private sector, might have interpreted the situation and people at work in negative way that increased hostility among them.

Life satisfaction also significantly predicted anger among secondary school teachers of public and private sector but did not predict hostility in both groups. Life satisfaction is the global judgment of own life that is based on some standards and criteria set by own self<sup>15</sup>. They set life goals considering their own well-defined standards and criteria. When they perceive barrier in achieving their goals, they develop frustration that is evident to be the leading cause of anger. In the light of this concept, it is argued that teachers of both public and private sector schools might have evaluated their life under different standards and criteria they had set to lead a good life. When they found their life not meeting the standards as they had set, they felt and behave with angrily toward environment. On the other hand, teachers of both groups might not consider their life as miserable that could develop feelings of resentment, cynicism and mistrust toward people and situation, for this reason, life satisfaction did not seem to predict hostility in them.

## CONCLUSION

Secondary school teachers of both public and private sector experienced anger and hostility. Job Satisfaction and life satisfaction were significantly predicted in portion by anger in both groups. Teachers of public sector harbor hostility owing to job satisfaction only. Life satisfaction did not seem to play a significant role in determining hostility. However, there is a need to address the psychological health of teachers of both public and private sector. Ministry of education and school administration must implement effective strategies to work upon those factors which propagate anger and hostility among teachers.

## Limitations and Recommendations

Physical environment, operating procedures, pay scale of private schools providing education to children of upper classes and public schools providing education to children of lower and middle class

are different which may influence job satisfaction and life satisfaction among teachers. Age group of majority teachers of the comparative groups in current study also differed which may also contribute to the variables of study differently. So the futures researchers must focus on the differences exist between public and private schools and differences among private schools located in suburb and posh areas. In the present study, role of demographics was not investigated in the context of anger and hostility. Future researchers must also explore the role of demographics of school teachers in determining their psychological health. In the connection to the findings school administration should access the mental health services for its staff members in order to promote healthy and productive environment.

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