The Relationship between Anxiety and Teacher Performance in Private Secondary Schools

Tugumisirize Novious, Masagazi Joel Yawe

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Uganda Christian University Plot 67-173, Bishop Tucker Road, Mukono, P.O. Box 4 Mukono
Email: tugumisirizenovious@gmail.com

Masagazi Joel Yawe (PhD) Corresponding Co-Author

Lecturer & Head of Education Department, Faculty of Education, Uganda Christian University, Plot 67-173, Bishop Tucker Road, Mukono, P.O. Box 4 Mukono
Email: jmasagazi@ucu.ac.ug

Abstract

The main objective was to examine the relationship between anxiety and teachers' performance in private secondary schools in Mukono Municipality. Head teachers, teachers, Chairman Board of Governors, District education officer and Inspector of Schools composed participants to the study giving a total of 60 participants whose data was analyzed both qualitatively and quantitatively. The study adopted a descriptive study design. A correlation Analysis was done to establish the existing relationship between anxiety and teacher's performance while a regression analysis was used to examine the effects of anxiety on the teachers' performance. The results indicate that a negative and significant relationship at 1% Exist between teachers' performance and Anxiety (R=-0.964, P<0.01). The negative relationship indicates that an increase in anxiety leads to a decrease in teacher's performance and a decrease in anxiety leads to an increase in teacher's performance. Results further indicate that the R^2 of the model is 0.93, which implies that anxiety explain 93% change in the performance of teachers. It further revealed that lack of commitment to work, transfer aggression to students, getting distraction at work, ineffective teachers failing to get involved in proper preparation of lessons and evaluating students' work, failing to finish content syllabus coverage, lost morale and negative attitude towards work are the major effects of anxiety on the teachers' performance.
Keywords: Anxiety, Teacher Performance, Secondary Schools, Private, Relationship

Introduction

Education is a fundamental human right that all people, regardless of gender, color, or economic background, should have since education is the path to long-term social, economic, and political progress (Alemu & Feyssa, 2020, p.540) The country's social and economic progress is inextricably connected to students' intellectual achievement. Academic accomplishment of students is critical in producing high-quality graduates who will serve as

outstanding leaders and manpower for the country, thereby contributing to the government's socioeconomic development (Alemu & Feyssa, 2020, p.540; Dinga et al., 2018; Muhdin, 2016)

Teaching was always thought to be a low-stress career, but that perception has shifted dramatically over the last three decades. According to numerous researches, teaching is the most demanding occupation when compared to other careers. Poor working conditions in schools necessitate a high level of physical, intellectual, and emotional health for the teachers involved; however, there are a variety of emotional and knowledgeable indicators of task anxiety that could bother teachers individually, negatively impacting their ability to teach the youngsters (Asaloei et al., 2020, p.352)

Teaching staff have recently experienced professional anxiety as a result of transitioning through an era of rapid worldwide change, particularly large changes in curriculum design and dynamic multitasking responsibilities, culminating in the formation of high-performance expectations in schools (Kaur et al., 2018). Besides, being a successful teacher requires a clear grasp of how to mix the elements of teaching, research and original creative work, and service in a way that maximizes time. As a result, academic professionals are subjected to a great deal of job characteristics and tension, which has a negative impact on their work performance and causes them to become anxious in the workplace. (Han, & Tulgar, 2019, p.51). Furthermore, as the proportion of students grows, so does the amount of work that teaching staff has to do in terms of classroom management and student monitoring. In order to meet the school's aims, teaching staff must work harder to produce adequate output, such as manuscripts for publication in high-impact journals, research funding applications, student supervision, and teaching activities, as well as theoretical and practical research (Yousefi & Abdullah, 2019, p.562).

Synonymous with the above argument, teachers are more likely than white-collar workers to feel work-related anxiety. Teacher-student conflict, teacher-family conflict, student discipline issues, insufficient assistance, lack of promotion, angry coworkers, and insufficient engagement in school decision-making have all contributed to difficulties. Teachers suffer from tension, worry, job discontent, a desire to leave, as well as cognitive and emotional pain as a result of these issues (Demir, 2018, p.138).

Anxiety is an emotional phenomenon that was first identified in the research by Austrian neurologist, Sigmund Freud in the nineteenth century. Despite the fact that research before to Freud looked at anxiety and fear as a whole, experts claim that the differences between the notions of anxiety and fear emerged over time, and fear was defined as an individual's reaction to external threats and hazards. On the other side, anxiety is a person's reaction to psychological threats (Molin et al., 2021, p.234). Additionally, anxiety emphasizes our fears about the future, although it frequently reveals itself in a brief moment. Anxiety is frequently associated with upcoming events in this scenario. Anxiety has a variety of causes, most of which are unknown. In contrast to dread, the anxious person's life does not appear to be in any danger. When comparing fear with anxiety, one may say that anxiety is a more abstract, difficult-to-define emotion that manifests over time. There are, however, a variety of anxiety disorders (Umuzdas et al., 2019, p.221). It suggests a persistent psychological state that causes a vague fear or a feeling that something unpleasant may happen. In a similar vein, Shortness of breath, jumping into a rage, stress, scorching, stomach discomfort, and heart throbbing are all symptoms of a high anxiety level as a result, a high level of anxiety leads to

unfavorable health and psychological outcomes. The intensity of pressure has a strong correlation with the degree and severity of anxiety. Anxiety leads to sleeplessness and a lack of focus hence, it's one of the most unwelcome stress reactions (Demir, 2018, p.138).

Anxiety is one of the most emotional responses that a person can experience. It is a condition in which a person is concerned about the likelihood of a negative occurrence occurring. This sensation might range in intensity from mild to severe terror (Molin, et al 2021,p.234). Physiological signs associated with anxiety include elevated blood pressure, muscle tension, excessive thirst, and perspiration of the hands and feet. This sort of anxiety, which is typically triggered by risky situations, produces an emotion that is unique to each person and is only temporary linked to a specific situation. 'State anxiety' is the term used to describe this sort of anxiety. It's also possible that a person is continually in distress and is frequently unhappy. Trait anxiety is a sort of anxiety that arises from within rather than being triggered by external stimuli. The individual feels threatened or views the situations around him/her as unpleasant in this case (Mufford et al., 2021; Han & Tulgar, 2019)

Fear and uneasiness produced by harmful events are commonly thought to be natural and transient experiences for people to go through. Trait anxiety, which may be tied to the individual's situation in some way, can influence personality traits. A teacher's anxiety tendencies can have an impact on their personality traits. Similarly, an anxious teacher may perceive the settings in which he or she finds themselves to be unpleasant. The sensation of discomfort that emerges when an individual perceives routine situations as threatening his or her self is known as trait anxiety. People who have high levels of trait anxiety are prone to being agitated and thinking negative thoughts. State anxiety affects these people more intensely and frequently than it does others (Umuzdas et al., 2019, p.222; Han & Tulgar 2019, p.51).

Teacher anxiety as argued by Kyriacou & Sutcliffe (2008) points to a response to negative effect such as anger or depression by a teacher, usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from the aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constituted a threat to his or her self-esteem or wellbeing and by coping mechanisms activated to reduce the perceived threat. Further in the analysis, Han & Tulgar, 2019, p.52 argue that teacher anxiety, a powerful emotive element that has been linked to failure since the early 1970s, has been identified as the variable most negatively connected with success. It suggests that negative emotions, such as concern and anxiousness about one's performance in a specific scenario, which can lead to a poor outcome, as well as a general lack of enthusiasm to engage in teaching and learning activities (Ahmetovic et al., 2020, p.272; Han & Aybirdi, 2017, p.117)

Fitting together with the above understanding, Adeoti et al (2015) indicate that teachers' performance entails the effectiveness of the teacher measured in terms of their content syllabus coverage, students' performance results, regularity and punctuality. The degree of anxiety which teachers experience is positively related to the degree which they perceive as a lack of control over a potentially threatening situation (Machida, 2016). In a similar vein, Kyriacou & Chien (2014) found that 26 percent of the teachers in private secondary schools in Bangladesh reported that being a teacher was very or extremely stressful. They further argue that higher levels of dissatisfaction with work and occupational anxiety have been associated with teacher performance, absenteeism and leaving the job. As a negative mood

state anxiety which in terms of intensity and continuity and associated with a sense of emotional elevation and being exposed to a wrong behavior. Experts argue that teachers' anxiety has been as a result of inadequate salary, work overload, lack of promotion opportunities, lack of regular performance feedback, changing job roles, lack of respect and recognition, inadequate resources and funding as well as improper remuneration. (Machida, 2016; Merc2015).

Supplement to the above, Ross et al (2019, p.12); Kyriacou (2011) emphasizes that teachers who have experienced anxiety, usually dodges classes, have anxiety related diseases, develop fatigue and depression, making them to dodge classes, have less time to handle both curriculum and co-curriculum activities.

Further support of the above, is an arguments advanced by Ololube (2005) who listed the main sources of anxiety faced by teachers in Nigeria as teaching students who lacked motivation, maintenance of discipline, time pressures and workload, coping with changes, being evaluated by others, dealing with colleagues, self-esteem and status, administration and management, role conflict and ambiguity and poor working conditions and these could also affect teachers' productivity as earlier research work had shown. This corresponds with Aghdas et al (2014) who maintain that teachers who were in the old age were found to be having anxiety resulting from physical problems ranging from heart disease, ulcers, migraine headaches and hormonal imbalances while other have experienced psychological problems like low self-esteem, negative attitude, poor decisions, resentment of supervision, poor communication and job dissatisfaction, and/or behavioral problems have been observed commonly absenteeism, frequent mistakes, accidents and turnover leading to teachers' poor performance.

Work overload, high stakes testing, demanding administrators, dissatisfied coworkers, and upset parents are all constant sources of stress for teachers. They must perform tasks and avoid making mistakes. In addition to guiding in one or more subject areas, teachers are expected to solve problems, resolve conflicts, set goals, manage time, make ethical decisions, and deal with workplace incivility. Overburdening teachers increases their work-related stress levels. Anxiety, exhaustion, despair, isolation, fear, boredom, and tension are all unpleasant sensations linked to anxiety (Demir, 2018, p.138).

Disciplinary issues, student indifference, work pressure, insufficient remuneration, demanding or unappreciative parents, and a lack of additional assistance are just a few of the pressures that teachers face. Exhaustion develops among teachers as a result of these unpleasant aspects of teaching; that is, it produces bodily problems like headaches and peptic ulcers, psychological problems like sadness and anger, and conduct disorders like poor work performance and absenteeism. When teachers are burned out in the classroom, they are more likely to exhibit unfavorable attitudes and actions toward themselves and their workplaces (Demir, 2018, p.140).

Mugenyi (2016) asserts that for teachers in Uganda to discharge their duties effectively and efficiently there is need for Government of Uganda to improve teachers' condition of service. Government of Uganda implement the teachers' special salary scale this would serve as motivation for them to perform their duty with sense of commitment and dedication as this would reduce the financial anxiety among teachers. Government provide adequate school

facilities in schools to make teachers to discharge their duties without stress, a conducive environment and well-equipped classroom will aid effective teaching and learning, however; such measures have not been witnessed in private secondary schools in most part of Uganda. This is in line with Senoga (2015) who found out that 26 percent of the teachers in Central Uganda Mukono municipality inclusive, reported that being a teacher was very or extremely stressful. Such higher levels of dissatisfaction with work and occupational anxiety have been associated with teacher performance, absenteeism and high labour turnover.

Subsequent to the above, Senoga (2015) noted that teacher's anxiety is mainly caused by inadequate teachers renumeration, lack of and poor teachers' accommodation, work overload, peer group influence, low self-esteem and status, issues related to administration and management, conflicts at work places, poor working conditions, and high student-teacher ratio.

The Problem
Private secondary schools have witnessed teachers' failure to cover their syllabus in time, teachers' irregularity, late coming, use of abusive language during teaching-learning process, of which anxiety could have sparked the cause of all these. Academicians such as Kaketo (2016); Muiga & Ombui (2016); Adeoti et al (2015) have carried studies in different countries on anxiety others concentrated on issues related to teachers' performance separated, and no systematic study has been done assessing the relationship between the two variables so far been seen. This paved way for the current study as the researchers felt a need to find out the relationship between anxiety and teachers' performance in private secondary schools in Mukono Municipality.

Motivation and Contribution of the Study
The outcomes of this study provide knowledge concerning the relationship between anxiety and teacher performance, which is important in a variety of ways. It also emphasizes the impact of anxiety on teacher performance and serves as a foundation and point of reference for future teacher anxiety research.

Literature Review
According to Morgan & Kitching (2007) argues that anxiety among teachers have demoralized their working ability. Teachers' loose morale in their school responsibilities when they have anxiety. Emotion evaluation and expression in one's self is specified with two verbal and non-verbal components as well as evaluation in others with side components of nonverbal understanding as sympathy. Today, stress, anxiety and lack of effective communication skills are the three factors that appear to be the most common problems of students. An expression of anxiety may take many forms, including violence, self-harm, and more commonly, physical and verbal aggression. Anxiety has always been recognized as a natural emotion of human being, however, inappropriate expression of anger has negative consequences such as destructive effects on the living quality of the family, interpersonal behavior and mental states of the individuals. Experiencing anxiety is strongly influenced by learning and will very fast shift from one teacher to another. In fact, students whose teachers most of the time remain angry would get irritated easily.

Increased organizational pressures have significant implications for teacher research and teaching effectiveness, as well as their students and the school as a whole. It is also significant

because, in addition to good teaching and learning, institutions will be judged on the quantity and quality of their output. The obligation to publish articles on a regular basis adds to teacher's burden. (Yousefi, & Abdullah, 2019, p.565).

Similar to the above argument, Hock & Roger (2006) asserts that intense and uncontrolled feelings of anxiety are often associated with externalizing behavior problems, particularly aggression. Anxiety is a common and natural emotion; problems associated with inappropriate expression of anxiety remain among the most serious concerns of parents, educators, and the mental health community. Violence is a form of physical aggression and it is usually an expression of anxiety. When teachers' anxiety failed to be controlled, it would lead to aggression to students and fellow staff (Ross et al 2019, p.13). Aggression is generally considered as a behavioral act that results in harming or hurting others. However, there are numerous types of aggression, depending on the intentions of the aggressor and the situation that stimulated the aggression response. Such aggressive character is commonly viewed as being proactive or reactive; overt or cover or physical, verbal, or relational. Verbal and physical aggressions are associated with anger (Aydin, 2016).

Besides, Lea (2014) stated that teacher's anxiety that result due to overcrowding of classes tend to demoralize their working ability. Overcrowding of students in classroom tend to make them becoming more tiresome and hectic for teachers to handle such big class of students at once. The overcrowded classes due to the government free secondary education and subsidized secondary education policies undermine teachers' ability towards the preparing lessons and evaluating students' work and coping with the emerging globalization effects on education such as computerized teaching are anxiety factors that had effects on teachers' performance in secondary schools (Aydin, 2016). This is inline with Ololube (2005) who stated that with anxiety, teachers lost committed towards work. They tend to lose moral and ability to work harder and sometimes develop negative attitude towards their work, which eventually undermine their working ability. Most of the changes and restrictions in education policies frustrate teachers' efforts to perform and tend to ignore their views and challenges at the grassroots. They sometimes tend to leave school early to attend to their other sources of income to make ends meet, which was commonly witnessed among Mukono Municipality secondary schools.

Additionally, Kaketo (2016) contend that teachers with anxiety fail to attend to student's needs. They tend to fail to attend to individual students' academic differences because they don't feel themselves to be read for work. The control of family-related anxiety factors has significant effects on teachers' performance. Having difficulty in balancing work and personal life due to conflicting roles at work and at home, leads to the need to care for and counsel young students, sick family members and students from sensitive and problematic family backgrounds. (Ross, et al., 2019, p.13). Overworked teachers may not have time to interact with significant people in their lives like spouses and children or to relax due to work carried home leading to fatigue, frustration, confusion and poor performance both at work and at home, thus small class size should be adopted among secondary schools.

In a similar vein, Copper (2014) asserts that anxiety has been proven to hinder effectiveness at work and lead to low performance and productivity especially in teachers, job dissatisfaction, poor motivation, absenteeism and turnover. Teachers are often exposed to

high level of anxiety as reported by (Reglin & Reitzammer, 2008). Unfortunately, previous studies in Kenya by Reglin & Reitzammer in 2007 indicate that teachers who work under too much pressure, tend to develop anxiety. Additionally, the increasing levels of unmanageable work-related anxiety amongst teachers in private schools in Kenya is compounded by the rapid expansion amid declining funds which has seen the schools experience challenges of poor physical facilities, overcrowding and staff disillusioned by several factors including inadequate and non-competitive salaries, poor working conditions, heavy workload, work-family conflict and institutional governance among others (Askari, 2012). Work- related anxiety usually brings stress, frustration or depression experienced by a teacher due to new, threatening or over demanding work aspects.

Subsequent to the above, Betonio (2015) asserts that anxiety have led to teachers to stay out of work, frequently taken excuse form duty and sometimes ineffective teaching. For instance, when teachers are poorly paid or have inadequate salary, they tend to develop economic related anxiety with the highest effect on teachers' job performance. Teachers' salaries tend to be lower than those of comparable jobs and hardly match the high cost of leaving leading to anxiety, job dissatisfaction and turnover in the profession (Ross et al., 2019, p.12) Usually, teachers who are not motivated can have serious negative influence on the learning process of their students (Taye, 2017, p.171). This implies that the future of the child is put at stake. Most key educators leave teaching due to poor remuneration to join sectors with more competitive rewards (Ross et al., 2019, p.12). For a long time in Uganda, teachers' salaries have remained very low compared to those of their counterparts in the civil service with the same qualifications. This scenario has compelled Ugandan teachers to go on strike on several occasions asking for pay increments. Anxiety is a common reaction to ill-trick and frustration. When someone is threatened (whether physical or verbal threat) most likely, he would be anxiety and would attempt to counterattack because he could not achieve his demands or motives.

Methodology
Using simple random sampling and purposive sampling techniques, data was gathered from 60 participants who composed the study population including Head teachers, teachers, Chairman Board of Governors, DEO and Inspectors of School, which was measured on a five anchor likert scale questionnaire ranging from Strongly agree to strongly disagree. A qualitative and quantitative approach to data collection and analysis was followed for the study. Data was analyzed scientifically with the help of a statistical package for social sciences (SPSS) and a thematic analysis was done specifically with the qualitative data.

Ethical Considerations
The researchers endeavored to protect participants as a written approval to conduct the study was obtained from the Uganda Christian University Research ethics committee (UCUREC)
It was completely voluntary to take part in this study. Study subjects were given a consent form that included detailed information about the investigation, including the purpose, as well as the risks and benefits of participating. Before interviewing and question administration, participants were requested to sign a consent form. To entice people to take part in the research.

Results and Discussion

A Pearson Correlation Analysis was done to establish the existing relationship between anxiety and teacher's performance. The results from this analysis are given below

Table 1: Result for correlation between Anxiety and Teacher's performance.

		Teachers Performance	Anxiety
Teachers Performance	Pearson Correlation	1	.964**
	Sig. (2-tailed)		.000
	N	60	60
Anxiety	Pearson Correlation	-.964**	1
	Sig. (2-tailed)	.000	
	N	60	60

**. Correlation is significant at the 0.01 level (2-tailed).

According to the results in the table 1 above a negative and significant relationship at 1% exist between Teacher's performance and anxiety (r=-0.964, P<0.01). The negative relationship indicates that an increase in anxiety leads to a decrease in teacher's performance and a decrease in anxiety leads to an increase in teacher's performance.

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.398	1.684		.830	.410
	Anxiety	-1.079	.039	.964	27.811	.000

a. Dependent Variable: Teachers Performance

According to the results in the table above, keeping other factors constant a negative and significant relationship exist between anxiety and teacher's performance at 1% (B = -1.079, P<0.01). This means that a unit change in anxiety leads to 1.079 negative change in Teacher's performance. The regression equation from this model is; Teacher's performance = 1.398 - 1.079 Anxiety.

Findings on the effects of anxiety on the teachers' performance in private secondary schools

The effects of anxiety on the teacher's performance in private secondary schools	SA		A		NS		D		SD	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I normally lack of commitment to work when I have anxiety	55	38.7	5	29.3	0	00	0	00	0	00
I normally transfer aggression to students when I have anxiety	50	83.3	6	10	4	6.7	0	00	0	00
I normally stay out of work when I have anxiety	45	75	10	16.7	5	8.3	0	00	0	00
I normally get late at school or doge when I have anxiety	40	66.7	15	25	2	3.3	3	5	0	00
I normally ineffective teach like not attending to students' needs when I have anxiety	35	58.3	22	36.7	0	00	0	00	3	5
I sometimes fail to evaluate students' work and assisting students with varied abilities	30	50	20	33.3	0	00	6	10	4	6.7
With anxiety, I fail to get involved in proper preparation of lessons	28	46.7	22	36.7	5	8.3	5	8.3	0	00
I fail to finish content syllabus coverage when I have anxiety	25	41.7	31	51.6	0	00	4	6.7	0	00
I lost morale and negative attitude towards work	20	33.3	30	50	0	00	6	10	4	6.7
I sometimes loose self-esteem and status within school	15	25	30	50	5	8.3	10	16.7	0	00
With anxiety, my job performance and productivity are low	10	16.7	40	66.7	0	00	5	8.3	5	8.3

Source: Primary Data

The effects of anxiety on the teachers' performance in selected private secondary schools in Mukono Municipality were mentioned. These included the following.

The research revealed that only 55(38.7%) of respondents strongly agreed that teachers normally lack of commitment to work when they have anxiety, and 5(29.3%) agreed respectively. This means that when teachers have anxiety, they tend to lose morale to work. When asked whether teachers normally transfer aggression to students when they have anxiety respondents with a total of 5(83.3%) and 6(10%) strongly agreed and agreed respectively that teachers normally transfer aggression to students when they have anxiety, and 4(6.7%) were neutral. This implies that due to anxiety, teachers sometimes transfer aggression and rudeness to students creating tension among them, and complicating teaching-learning environment.

Regarding whether teachers normally get distraction at work and stay out of work when they have anxiety, a total of 45(%) strongly agreed, followed by 10(16.7%) who agreed that teachers normally get distraction at work and stay out of work when they have anxiety, only 5(8.3%) were neutral. According to the findings above, anxiety sometimes forces teachers to stay away from workplace leading to low content syllabus coverage.

Figures further show that most of the respondents with a total of 40(66.7%) strongly agreed that teachers normally get late at school or doge when they have anxiety, 15(25%) agreed, 2 (3.3%) were neutral and 3(5%) disagreed. This means that with anxiety, there high rate of late coming among teachers in private secondary schools. The study revealed that 35 (58.3%) of respondents strongly agreed that teachers normally ineffective teach like not attending to students' needs when they have anxiety, 22(36.7%) of respondents agreed, and 3(5%) strongly disagreed. This means that when teachers have anxiety, they tend to ineffectively teach and less concentrate on student's needs.

In addition, respondents totaling to 30(50%) of the respondents strongly agreed that teachers sometimes fail to evaluate students' work and assisting students with varied abilities, followed by 20(33.3%) agreed, 6(10%) of the respondents disagreed and only 4 (6.7%) strongly disagreed. This means that teachers with anxiety tend to fail evaluation of students work. They tend to fail marking students' home works and texts in time, and guide them in doing corrections.

Further, a total of 28(46.7%) strongly agreed when asked whether with anxiety, teachers fail to get involved in proper preparation of lessons, followed by 22 (36.7%) agreed, and 5(8.3%) were neutral and disagreed respectively. This means that teachers with anxiety fail to well prepare the lesson plans and have ample time to evaluate students' academic work. Furthermore, respondents totaling to 25(41.7%) and 31(51.6%) of the respondents strongly agreed and agreed respectively that teachers fail to finish content syllabus coverage when they have anxiety, and 4(6.7%) who disagreed. This means that teachers with anxiety tend to fail to finish content syllabus coverage due to less morale to work.

The above findings shows that teachers lost morale and negative attitude towards work, of which 20(33.3%) of the respondents strongly agreed, followed by 30(50%) who agreed with the above stated idea, 6(10%) disagreed and 4(6.7%) strongly disagreed. This means that teachers tend to lose morale and sometimes develop negative attitude to work when he/she has anxiety. Respondents totaling to 15(25%) strongly agreed that teachers sometimes loose self-esteem and status within school, followed by 30 (50%) agreed, 5(8.3%) were neutral, and 10(16.7%) disagreed. This means that teachers tend to lose self-esteem within the society due to anxiety, since they tend to behavior in awkward way.

Last but least, respondents totaling to 10(16.7%) strongly agreed and 40(66.7%) agreed that with anxiety, teacher job performance and productivity is low, 5(8.3%) disagree and strongly disagreed respectively. This means that teachers' job performance and productively tend to decline seriously when they lost morale to work as a result of anxiety. The qualitative data was obtained from Chairman Board of Governors, DEO and Inspectors of Schools with the aid of an interview guide and these were in line with the study themes which aimed at finding out the effects of anxiety on the teachers' performance in selected secondary schools in Mukono Municipality.

Participants revealed that with anxiety, teachers normally do mistakes at work place, have accidents when they have anxiety; they normally get late at school or dodge when they are anxiety, and sometimes fail to coordinate curriculum and co-curricular activities due to anger. As one of the BOGs members stated that;

> anxious teachers sometimes fail to evaluate students' work and assisting students with
> varied abilities when they are not inn their usual moods. Teachers sometimes loose self-

esteem and status within school when they have anger making them to concentrate less for their job-related activities.

The findings above implies that teachers sometimes fail to turn up to attend to students a result of anger. others usually report late for school activities they when faces with anxiety previously; teachers further fail to coordinate curricular and co-curricular activities.

In addition, results further reveal that due to anxiety, there is a tendency of failure to get involved in proper and adequate lesson preparation as well as evaluation of students work. Teachers tend to lose morale to work and sometimes develop negative attitude towards teaching when they are faced with anxiety. This particular finding came out clearly in the words of a participant who stated that;

Teachers fail to accomplish content syllabus coverage when they are nervous. With anxiety, they will give excuses and explanations for the failure though the bottom line remains a failure. This further fails the teachers at giving feedback to the students, which subsequently contributes to the low performance in that area. Other aspects such as ignoring their duties and concentrate less for the teaching-learning processes have also manifested with staff diagnosed to be anxious.

The above study findings mean that some teachers have developed anxiety costly related diseases and physical problems especially heart disease, ulcers, migraine headaches and hormonal imbalances due to anxiety which have eventually undermined their work performance. Teachers' sometimes loose self-esteem and status within schools die to anxiety.

Regression Analysis

A regression analysis was used to examine the effects of anxiety on the teachers' performance in private secondary schools in Mukono Municipality. The results are given below;

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.964[a]	.930	.929	2.21216

a. Predictors: (Constant), Anxiety

Results in table above indicate that the R^2 of the model is 0.93, this implies that anxiety explain 93% change in the performance of teachers.

The results above are explained by the fact that teachers normally lack commitment to work when they have anxiety. This concurs with Morgan & Kitching (2007) who stated that when teachers are worried, they tend to lose morale to work. Teachers' anxiety in Mukono District is mainly cause by inadequate teachers' renumeration, lack of and poor teachers' accommodation, work overload, peer group influence, low self-esteem and status, issues related to administration and management, conflicts at work places, poor working conditions, and high student-teacher ratio.

Teachers normally transfer aggression to students when they have anxiety (Ahmetovic, Becirovic & Dubravac, 2020, p. 272; Kyriacou & Sutcliffe, 2008). Added that teacher anxiety as a response to negative effect such as anger or depression by a teacher, usually accompanied by potentially pathogenic, physiological and biochemical changes resulting from the aspects of the teacher's job and mediated by the perception that the demands made upon the teacher constituted a threat to his or her self-esteem or well-being and by coping mechanisms activated to reduce the perceived threat (Mufford et al., 2021). Due to anxiety,

teachers sometimes transfer aggression and rudeness to students creating tension among them, and complicating teaching-learning environment this ia consistent with Aydin (2016).

Teachers normally stay out of work when they have anxiety. This is in line with Hock & Roger (2006) who added that the degree of anxiety which teachers experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation (Ross et al., 2019, p.13). Anxiety is a negative mood state which varies in terms of intensity and continuity and associated with a sense of emotional elevation and being exposed to a wrong behaviuour. The researcher added that anxiety sometimes forces teachers to stay away from workplace leading to low content syllabus coverage.

Teachers normally get late at school or dodge when they have anxiety. This is in line with Kyriacou (2011) who asserts that teachers who have experienced anxiety, usually dodges classes, have anxiety related diseases, develop fatigue and depression, making them to dodge classes, have less time to handle both curriculum and co-curriculum activities. The researcher added that with anxiety, there high rate of late coming among teachers in private secondary schools.

Teachers normally ineffective teach like not attending to students' needs when they are aggressive. Aydin in a similar manner observes that aggression is generally considered as a behavioral act that results in harming or hurting others. He further explains that such aggressive character is commonly viewed as being proactive or reactive; overt or cover or physical, verbal, or relational (Ahmetovic et al., 2020, p.272). Verbal and physical aggressions are associated with anger (Aydin, 2016). Further supplement to the same understanding, recounts from Kyriacou (2011), who argues that when teachers suffer aggression, they tend to ineffectively teach and less concentrate on student's needs. Other have experienced psychological problems like low self-esteem, negative attitude, poor decisions, resentment of supervision, poor communication and job dissatisfaction, and/or behavioral problems have been observed commonly absenteeism, frequent mistakes, accidents and turnover leading to teachers' poor performance.

In addition, teachers sometime fail to evaluate students' work and assisting students with varied abilities. This is synonymous with Aghdas et al (2014) who asserted that secondary schools in Ghana with housing facilities, their teachers experienced anxiety. Those teachers who were in the old age were found to be having anxiety related physical problems ranging from heart disease, ulcers, migraine headaches and hormonal imbalances. Other have experienced psychological problems like low self-esteem, negative attitude, poor decisions, resentment of supervision, poor communication and job dissatisfaction, and/or behavioral problems have been observed commonly absenteeism, frequent mistakes, accidents and turnover leading to teachers' poor performance. In addition to failure to evaluate of students work. They tend to fail marking students' home works and texts in time, and guide them in doing corrections.

Further, with anxiety, teachers fail to get involved in proper preparation of lessons and evaluating students' work. In a similar vein, Copper (2014) asserts that teachers with anxiety fail to well prepare the lesson plans and have ample time to evaluate students' academic work (Ross, et al., 2019, p.12). Teachers fail to finish content syllabus coverage when they have

anxiety. Teachers with anxiety tend to fail to finish content syllabus coverage due to less morale to work.

Conclusion

There is a significant relationship between teachers' performance and Anxiety. The negative relationship indicates that an increase in anxiety leads to a decrease in teacher's performance and a decrease in anxiety leads to an increase in teacher's performance.

There is need for private secondary schools to have in place staff welfare programs that are conducive and relevant to emerging employees' needs. Staff welfare should incorporate technology in developing teachers fully. Online confidential support to access confidential teacher counseling, sharing and coaching on effective teacher anxiety management and counselling on teacher personal issues to ease the work anxiety should be put in place.

We also concluded that lack of commitment to work, transfer aggression to students, late coming at school and abscondment from the teaching duty at times, ineffective teaching practices like not attending to students' needs; failing to effectively evaluate students' work;, failing to finish content syllabus coverage, negative attitude towards work, and low productivity compose major effects of anxiety on the teachers' performance in private secondary schools.

Recommendations

We further recommend that there is need for having shared leadership and cohesiveness between teachers and the directors of private secondary schools. School policies, cultures, rules and regulations must be disseminated and due discussions conducted among all the stakeholders before final implementation to enhance their commitment and performance to harmonize the situation within school and avoid anxiety.

In summary, private schools must safeguard the well-being of its employees, and steps made by schools to reduce anxiety may help to promote and preserve employees' mental health and productivity. Additionally, extra guidance on how employees might modify their human resource strategies in ways that alleviate the aforementioned issues and improve teachers' ability to thrive in dynamic and uncertain times is required.

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