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An analysis of the effects of the pandemic regarding teaching staff

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Abstract. 2019 was a challenging and unpredictable year. The people's health was threatened by an invisible enemy, which caused chaos among the citizens which were tried by doubtful and contradictory feelings. China was the first country to combat this unseen virus, imposing rigorous measures to control this pathogen's spread. The outbreak of this pandemic occurred in Wuhan (the most populated city in the center of China) on December 12th, 2019. The first sign of the pandemic was a type of pneumonia, appearing due to unknown causes, to which existing treatments have not proven effective. On March 11, 2020, the World Health Organization declared that the coronavirus outbreak had become a pandemic.

Keywords. analysis, effects, pandemic, teaching staff

1. General notions regarding the COVID-19 pandemic

According to the World Health Organization, pandemics are triggered by new pathogens or new forms of viruses.

Miquel Porta (2008) describes the pandemic as an epidemic which appears at a larger scale and which crosses the international borders, usually affecting a large number of people.

According to the Dictionary of Epidemiology (2008), *"A pandemic is a widespread epidemic, which crosses international borders and usually affects a large number of people."*

Pandemics can emerge through significant agricultural organisms such as animals, crops, fish, tree species or other contagious organisms. One example is cancer, which is responsible for many deaths, but it is not considered a pandemic, because this disease is not contagious.

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The World Health Organization (WHO) has previously applied a six-stage classification that describes the process by which a new flu virus moves from the first few human infections to a pandemic. This classification begins with the virus that mostly infects animals, with a few cases where the animals infect humans, then it goes through the stage where the virus begins to spread directly between humans, and it ends with a pandemic where infections from the new virus have spread all over the world. In february 2020, the WHO clarified that "there is no official category (for a pandemic) … For reasons of clarification, the WHO is not using the old 6-phase system – which ranged from phase 1 (there are no reports of animal flu causing human infections) to phase 6 (a pandemic) – with which some people might be familiar with H1N1 in 2009".

2. *The impact of the COVID-19 pandemic on a global scale*

In the spring of 2020, the global COVID-19 pandemic took the world by the storm. The COVID-19 malady, a highly contagious respiratory disease caused by a coronavirus, has led to a worldwide halt to schools, restaurants and non-essential businesses when countries around the world have suffered infections and countless human losses. While many public spaces, such as primary and secondary schools, restaurants and non-essential businesses located in severely affected areas, have been closed for at least one month due to the increasing rate of infection, the dates for reopening and resuming normal activity have been continuously postponed.

The COVID-19 pandemic has become a real challenge for governments around the world, they have rethought their methods of reacting in emergency situations.

Roșca Alexandru, PhD in political science, presents in his work *"The political response of the COVID-19 pandemic: Efficiency versus constitutionalism"* (2020) the anticipated conclusions on the measures and capacity to manage the epidemiological situation by various governments, including:

" 1. Some of the governments considered to have the highest response capacity to a pandemic outbreak have failed to respond effectively to COVID-19. Therefore, in the light of COVID-19, there is a question of changing the understanding of the concepts of reaction capacity and availability. In addition, political capacity must be incorporated into the conceptualization of preparedness and response to pandemic crisis situations.

2. Some democratic public health mechanisms have worked poorly since the outbreak of COVID-19, leading some experts to say that authoritarian tools could be more effective for government performance in tackling the pandemic and overcoming crisis situations linked to it.

3. After decades of coercive public health measures being considered counterproductive, COVID-19 has brought widespread implementation of isolation and quarantine, sometimes overseen by law enforcement. Among the most praised government measures are rigid quarantine, which in another context and other circumstances would not have been labeled as ethical. This involves a detailed analysis of the results achieved by coercive reactions, especially since they continue to be applied today." (Roșca, 2021, p.p. 7-8)

Various people aware of pandemic history were not surprised by the COVID-19 pandemic. Bill Gates, in 2010, after the end of the H1N1 pandemic, believed that the real number of victims of this pandemic would be much higher and stated:

"We hope that this outbreak will serve as a wake-up call to get us to invest in better capabilities, as more epidemics will appear in the coming decades and there is no guarantee that

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we will be lucky next time. The 1918 flu killed more than 50 million people. Nothing but bioterrorism could kill this many people again, and most of the things we need to do to reduce the impact of an epidemic will also reduce the impact of bioterrorism.

The ability to make a vaccine quickly and produce it in huge quantities is a critical part of the response to an epidemic. You need to start production in less than a month instead of more than five months, which was needed in this case. You should also be able to get the vaccine at a rate ten times faster than it was developed.

Most flu vaccines today are made by injecting parts of the virus into chicken eggs, which is a laborious process. Given the approved approaches, the vaccine industry has done an excellent job of getting the vaccine out as quickly (Ironically, now that the disease turns out to be relatively mild, a lot of vaccines they rushed to make will not be bought.) This is a place where innovation can make a big difference.

There are new manufacturing approaches that reduce execution times and increase production rates, but government rules do not allow vaccine companies to use them for safety reasons. While governments are right to be conservative in terms of vaccine safety, they need to find a way to help the vaccine industry incorporate these new approaches and expand its capacity over the next few years before the next epidemic occurs." (Bill Gates, 2010).

A new alarm signal was presented in 2018 by the CEO of the WHO, Tedros Adhanom Ghebreyesus, who said: "we have no way of knowing when a new global pandemic will break out, but we know that it will impose a huge price in terms of both human lives and the global economy."

Some governments have taken coercive measures to manage the epidemic, while others have managed the situation in a democratic manner. Studies have shown that governments that have imposed limits on citizens and coercive measures have managed the epidemiological situation much better than countries with a democratic regime.

The significant effort exerted by the WHO regarding the management of the epidemic of COVID-19 represented a real helping hand for the management of the situation by governments.

3. The effects of the pandemic

The COVID-19 pandemic has spread rapidly around the world, affecting all aspects of human society, among these we can recall the closure of shipping and air lines, the cessation of non-essential services, the closure of public services, travel restrictions, changes in the economy and the transformation of the education system.

In March 2020, the World Health Organization (WHO) declared: "the COVID-19 infection a pandemic, classifying it as an international public health emergency. This is a crisis of the health and socio-economic system that requires responses at multiple levels across all sectors of our society. The effects of this pandemic will last. It is estimated that it will take at least 12 months to produce a vaccine against the new COVID-19 coronavirus. Most likely, over the next 12-18 months we can expect the peak of the crisis. Now is the time for collective and immediate action..

The economic aspects of the crisis, generated by COVID-19, are unprecedented. These will require a very different set of responses than those used to counter previous crises. In particular, the impact of the COVID-19 pandemic on the economy will be negative, as economic activity is reduced through direct government action and decisions to suspend business activity to limit the spread of the virus among many states, including our country (the OP is to insert relevant

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information in the context of the corresponding country). The danger is growing more and more so that in the coming weeks and months, we may see massive layoffs of employees. Many workers who lose their income will be part of lower-wage sectors and self-employment. Major coordinated efforts are needed to keep workers at work, protect them from income loss, mitigate financial losses and accelerate economic recovery."

The direct effects of the COVID-19 pandemic are closely related to the lack of studies on the path this disease is taking and what the long-term consequences are. The researchers said that the coronavirus can cling to human cells, thus affecting major organs such as the brain, blood vessels, heart, kidneys.

Another effect of this pandemic is on the economy; in the United States, about 33 million citizens submitted their unemployment papers from March to May 2020, with unemployment reaching 15%. In addition to the recession, the crisis also entails an immobility of the trade in goods (unused quantities) and within the labor market (mass unemployment), but also the collapse of the price of oil and industrial metals.

The social effects arising from the distancing measures that governments have applied to control the spread of the coronavirus cannot be neglected either; they will have lasting effects on the collective mind.

Governments around the world have taken measures to prevent, treat and quarantine citizens to protect them from this unpredictable enemy. Gradually, the areas seriously affected by the restrictive measures were analyzed and supported in order to return to normality.

One of the areas most affected by this global crisis was the educational system. This pandemic has changed the quality of the educational act and, at the same time, the interaction between teachers and students.

4. The educational system

The impact of the pandemic has been seriously felt by education systems. The rapid need for digitalization, the challenges related to the development of a new curriculum adapted to online teaching, the negative psychosocial impact felt by young people, generated by isolation, anxiety, insecurity, but especially the increase in the rate of school dropout caused by lack of access to online learning means, these are just some of the realities which the global education system is facing.

Cinelli and colab. (2020) discovered that during the pandemic period there was a constant use of social networks (SM) observed globally during the COVID-19 pandemic. "The effectiveness of SM in natural disasters such as earthquakes, tsunamis, floods or any other man-made disasters such as wars or riots is well known". According to Dufty (2012), in such situations, "people used smartphones, tablets and other devices to reach SM for real-time information and social exchange. Similarly, SM remained fully in access to information and social interaction during the COVID-19 pandemic. However, the most critical is knowledge of its use in online learning to meet students' learning needs during school closures amid the COVID-19 pandemic."

Studies have shown that the use of social networks is effective to encourage active student involvement, the professional development of teachers and communication development. Porto and Colab. (2011) consider that social networks "promote teachers' information and communication technology integration skills and inspire them and encourage students to continue

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learning using technologies." Their use in online learning can bring a large proportion of 70% of the student population, which according to UNESCO (2020), are "affected due to school closures due to the pandemic. Countries with national closures have left 91.3% of their students out of teaching, according to UNESCO. The lack of online learning can worsen global situations, especially in countries such as Pakistan, which according to Abbas (2020) already suffers from 22.8 million schoolchildren in the age group between 5 and 16".

According to the World Economic Forum (2020), schools in developed societies have moved their teaching activity online to avoid depriving students of education.

According to Adeogun (2003), educational institutions in developing countries such as Pakistan have struggled to switch to online learning because of their incapacity and unacceptable infrastructures such as information and communication technology resources, internet connectivity and lack of knowledge from teachers.

A large number of studies have researched the conditions for the successful transition to online teaching, consisting primarily of institutional arrangements, electronic learning infrastructures and digital leadership. King and Boyatt (2014) reveal that, in addition to teacher effort and performance, factors such as institutional and digital infrastructure, support and guidance structures, or student expectations and participation play a role in how digital teaching is accomplished. Pettersson (2018) explains the need for an integrated understanding of the individual decisions of teachers, their organizational context and the learning technologies they use. Such an approach involves both the recognition of value and input brought by different parts and areas of practice, and the complicated and challenging process of making drastic innovations, such as implementing e-learning in a successful effort. At the same time, it involves understanding how teachers see and position themselves in relation to institutional support structures.

5. Personality of teachers

Before the outbreak of the COVID-19 pandemic, there was talk of digitalisation of education both in our country and in other developed countries, but this project was not fully implemented, and this was one of the reasons that made the educational act stagnate.

The term "personality" has received as much attention in literature as terms like "human psychological system", "individual", and so on.

The term personality is derived from classical latin and refers to a person who is explained by mask or appearance. It came to represent the synergy between external psychophysical qualities and internal psychomoral qualities.

The personality of the teacher encompasses a wide range of characteristics, which are defined by the individual and the complexity of the task he or she performs.

A. Attitudinal qualities:

I. Humanism in general and the love of children in particular;

II. Attitude qualities of characteristic-moral nature: fairness, modesty, firmness, patience, optimism, self-control;

III. Conscious awareness of its responsibilities and mission: in its hands is, in a way, not only the future of the child, but also the nations to which it belongs;

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B. Pedagogical skills:

I. Teaching skills - related to training activity

II. Educational skills - on the work of modeling human personality. Each of these categories then includes skills related to the achievement of :

- A specific task:
- methodical skills;
- evaluation skills;
- educational skills in the field of moral, aesthetic, environmental education, for health

Pedagogical skills are divided into two categories:

- Skills that ensure quality of thought: the ability to analyze and synthesize, flexibility and originality;
- Skills that ensure the quality of language - the ability to correctly use this communication tool is present in all pedagogical skills: intelligibility, clarity, plasticity, expressiveness and fluency;
- Skills that ensure the quality of communication - the ability to analyze and synthesize, flexibility and originality;
- Memory speed, storage longevity, timeliness of identification and reproduction are factors that influence memory quality.
- The ability to know and understand one's own psyche requires the capacity for educational-intuitive action, as well as the rapid penetration and notification of individual psychic particularities.
- This ability is developed and perfected through constant contact with students, which is compensated by continuous training.
- The ability to empathize allows the teacher to see all influences through the eyes of the people to whom he or she is addressing and to foresee not only future obstacles but also possible outcomes.
- Organizational skills - expressed in the full activity of the teacher: planning his/her own work, preparing and teaching lessons, directing the activity of a group of students; the ability to observe the best nuances and expressions of educational action is known as the spirit of observation. The teacher can use it to capture and intuit students' emotions and intentions based on facial expressions and physical movements.
- Psychopedagogical mastery refers to the personal and specific complicated capacity of the teacher to conceive, organize, create and lead the educational process, as well as the process of education and training of students, with competence and prestige, creative spirit and greater efficiency. Psychopedagogical mastery is the result of both training and extensive teaching experience and is based on the interaction of all aspects of the teacher's personality, as well as, for the most part, psychopedagogical training.
- Pedagogical tact is the ability to find the most appropriate form of attitude and treatment of students at the right time; it can be understood that tact is the teacher's ability to maintain and strengthen his or her positive mental states by dominating and inhibiting his or her negative mental states, thus providing promising answers and solutions to all the demands of the instructive-educational process.

Scientific competence is one of the components of educational skills:

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- it requires extensive specialized training
- psychopedagogical expertise: a set of skills needed to build different aspects of the students' personality
- psychosocial competence - a set of skills needed to improve human relationships

C. The quality of memory:

Its goal is to find out how much a teacher's personality plays a role in the success or failure of student learning.

In this regard, it is estimated that, beyond some inherent biological characteristics, such as age and gender, the teacher could satisfactorily influence the learning and outcomes of the invited, attitudes and interests, aspirations and career orientations, through his or her behaviors and attitudes, empathy and relationships.

One of the personality traits that can be directly related to student learning performance is *affectivity*. This explains why "teachers with warm moods tend to be more favorably appreciated by inspectors, school principals and other observers," according to the same researchers.

The teacher's sense of order, systematic, methodical and responsible, helps the learning process to a large extent.

The teacher's motivational structures (frustrations and didactic satisfactions) and the consequences they produce in students.

D. Qualities of teachers

- are influenced by the training skills and the cultural level of the teacher.

a. Conversational (teacher-student relationship in terms of transmitting and decoding the informational message).

b. Educational (domain of knowledge, actuality and updating).

c. teleological (the ability to conceive educational outcomes in terms of plural nuanced, rationally thought and operationalized objectives).

d. (Creating the behavioral performance of students appropriate to the objectives pursued through a set of pedagogical methods and means).

e. decision-making (choosing between at least two action variants, of the variant that is more optimal, more valuable or more useful).

f. They are grateful (fair assessment and self-assessment).

The teaching profession requires four categories of skills from those involved in instructional-formative activities:

1. scientific skills
   - cognitive skills necessary for data processing;
   - scientific data that has been carefully chosen, updated and verified;
   - knowledge of the vehicle's capabilities;
   - an adaptable teaching experience;
   - an ability to return to multiple strategies;
   - the skills needed for research and experimentation;
   - an ability to transmit and apply knowledge;
   - inventive tactics;

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- fluid and dynamic mental operations;

2. psychosocial competence

- the capacity to form acceptable interpersonal connections with students without difficulty; the ability to adapt to different roles;
- an ability to communicate effectively with both the group and the individual students;
- an ability to adapt force/authority to specific educational contexts (change of freedom-authority ratio, indulgence-exigency based on defense scenarios);
- an ability to adapt to a variety of learning techniques;
- eagerness, compassion and friendship;

3. managerial capacity

- an ability to influence the class and individual students; • ability to plan and design;
- an ability to make decisions;
- an ability to plan, supervise and coordinate classroom/student activities;
- correct application of punishments and rewards;
- balancing authority-power-responsibility;
- an ability to cope with difficult conditions;

4. psychopedagogical skills

- an ability to assess the difficulty of some content;
- an ability to make the information sent accessible;
- an empathy and the ability to understand the internal availability of children;
- inventiveness in instructional and formative activities;
- a dynamic, energizing and inventive mindset;
- a pedagogical tact (the intentional, controlled structuring of one's own pedagogical approach, as well as the ability to reorganize "on the go" in response to a new variable encountered during the instructive-formative process);
- an action with meticulous and clairvoyant spirit;

2. Characteristics of attitudes

The main characteristics of attitudes after Al. Dumitru are:

- the attitude represents the experience a person feels about doing an activity, being a self-contained, unobserved personality variable that can broadly predict how a person can act in a given situation;

- the attitude acts rationally which shows a person's connection to the objects of the environment selectively and preferentially. Thus, objects in the environment acquire a value that along with the attitude form a system that "*once fixed in the individual, it acts automatically for the most part, on the subconscious level*" (Linton, 1968)

- another important feature is bipolararity, which is different in both intensity and direction, being continuously between the two poles (negative and positive), but can also be at the "zero" level, which represents a neutral level;

- attitude is a process acquired individually by the person through the socialization of the individual in different environments, procuring is achieved through experiential and social learning;

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- attitude is a psychological structure in which cognitive, affective and aonotative-behavioral elements are included;

- the level of personality includes the attitude structure in which the attitudinal groups relate to some values;

Dysfunctional attitudes

A type of attitude analyzed by S. Freud are the attitudes of the medic (generally negative) described by the term countertransference.

The countertransference generally occurs in nurses, and in the case of doctors it manifests itself through a negative behavior manifested directly or indirectly to the patient. The countertransference is the result of the influence the patient exerts on the unconscious feelings of the doctor through irrational projections and identifications.

The patient identifies the transferential attitude that can be defined as the patient's attitude toward the doctor. It is possible that this attitude is just a repetition that the patient had in a similar situation.

Dysfunctional attitudes arise from contact between the social environment and the individual. Environmental demands, stressors, personality, temperament, and character of the individual are the ones that produce dysfunctional attitudes in individuals.

6. Research methodology

6.1. Objectives

In this paper I propose the following research objectives:

1. The analysis of dysfunctional attitudes in relation to personality factors;
2. Identifying the relationship between stress and personality traits;
3. Identifying the relationship between personality factors and attitudes toward change;
4. Studying dysfunctional attitudes in relation to own stress analysis;
5. Identifying differences in personality factors according to the age of respondents;
6. The identification of the differences between the participants' age and their own stress analysis;

6.2. Hypotheses

The hypotheses of the research were constructed on the basis of the objectives set out in the previous subsection:

1. It is presumed that there is a negative correlation between emotional stability and vulnerability to frustration;

2. It is presumed that there is a positive correlation between vulnerability to overload and dysfunctional attitudes;

3. It is presumed that there are significant differences between personality traits and the age of respondents;

4. It is presumed that there is a negative correlation between dysfunctional attitudes and the emotional stability of teachers;

5. It is presumed that there is a negative correlation between dysfunctional attitudes and autonomy of teachers;

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6. It is presumed that there is a positive correlation between the "personal factor" scale and the "courtesy" personality factor of respondents;
7. It is presumed that there are significant differences between the vulnerability to overload and the age of the participants;

6.3. Participants in the study

The sample consists of 94 participants from the territory of Romania aged between: 18 years and >46 years.

In terms of the environment of origin, 28 of the respondents are from rural areas and 66 are from urban areas.

From the point of view of the institution in which they operate, 85 respondents work in state institutions, and 9 in private institutions, 35 work at preschool level, and 59 work at primary level.

6.4. Instruments of research

- Dysfunctional Attitudes Scale, Form A DAS-A

The dysfunctional attitudes scale (DAS) was created by Weissman and Beck in 1978 and sets a person's predisposition for the appearance of depression.

- ***The FFPI Questionnaire (The five-factor personality Inventory)***

The FFPI Questionnaire evaluates the five superfactors of the Big Five model: Extraversion (E), Courtesy (A), Conscientiousness (C), Emotional stability (S) and Autonomy (D).

- ***The „Attitude towards change" Questionnaire (AS II)***

The evaluation of the employees' attitude toward change was done with the standardized questionnaire AS II, of professor Ticu Constantin.

- ***Tests for one's own stress analysis***

The test for the analysis of one's own stress consists of 4 parts; the first 3 parts are built to measure vulnerability to certain types of stress. The fourth part is designed to test how well people handle stressful situations. Part 1 assesses vulnerability to frustration, part 2 assesses vulnerability to overloading, part 3 assesses overly aggressive, time-dependent behavior characteristics, and part 4 examines the individual's ability to take appropriate strategies in order to deal with stress.

The questionnaire is extracted from The Columbia University, College of Physicians and Surgeons „Complete Home Medical Guide", Crown Publishers, New York, 1985.

7. Results of the research

Hypothesis 1. ***It is presumed that there is a negative correlation between emotional stability and vulnerability to frustration;***

To verify this hypothesis, we applied the test for our own analysis of the test and extracted the results for the vulnerability to frustration scale.

Table 1. *Calculating the correlation between vulnerability to frustration and emotional stability variables*

Correlations

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			Emotional.stability.scale	Vulnerability.to.frustration
Spearman's rho	Emotional.stability.scale	Correlation Coefficient	1.000	-.244*
		Sig. (2-tailed)	.	.018
		N	94	94
	Vulnerability.to.frustration	Correlation Coefficient	-.244*	1.000
		Sig. (2-tailed)	.018	.
		N	94	94

*. Correlation is significant at the 0.05 level (2-tailed).

According to the table above, we see a negative correlation at a significance threshold of .018. So, we can argue that people with high scores on the FFPI's emotional stability scale have low scores on vulnerability to frustration.

The statistical results on the sample we studied proved that emotional stability correlates negatively with variables in the sphere of aggression and stress (vulnerability to frustration, vulnerability to overloading and overly aggressive behavior). Teachers are subject to a load at different times of the year such as: the beginning of the school year, the end of the semester, the evaluation period, the end of the school year, etc. All these events can be managed through different methods of organization, but also through personal control so as not to transmit this tension to the students.

In 2017, Nicolae Bucur and Raisa Cerlat conducted a research paper entitled "Influences of emotional stability in the reduction of professional stress and in the prevention of burnout syndrome of teachers in primary education level", in order to highlight the importance of emotional stability in combating burnout.

The research was carried out on a number of 200 teachers, aged between 21 and 63 years and with a teaching experience between 1 and 44 years, and the environment in which they carry out their teaching activity was 46% rural and 54% urban.

To determine the level of emotional stability, the authors applied the Eysenck personality questionnaire, and the results showed that 11% of respondents have a high level of emotional stability and 23% have an average level, this level describes, according to the authors of the test, organized, controlled behavior in everyday situations, as well as those with a high degree of stress. Emotional stability characterizes emotionally mature people, lacking anxiety and rigidity, adaptable to any situation, these people can master the qualities of leaders.

The Eysenck personality test also showed the emotional instability of the teachers in the sample, therefore the results have shown that 25% of respondents have a high level of emotional instability and 41% have an average level of emotional instability. People with high levels of emotional instability have increased emotional hypersensitivity and difficulty adjusting emotionally in stressful situations.

The study presented above confirms our hypothesis about the emotional management of emotionally stable people. As this research was conducted during the COVID-19 pandemic, we asked the respondents open questions to see their perspective on the changes that have occurred.

When asked "How did your activity change during the pandemic", the respondents indicated: the need to adapt the activities to the online environment, the problems encountered by

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both students and teachers in terms of technology, some respondents considered this period to be stressful, some considered it novel, others static, but there were also respondents who said that they adapted, that they organized their activity better, that although it was harder for them, they still got the chance to adapt. From these answers we can see the emotional stability of teachers: those who described the changes as stressful, but that they managed to adapt are the emotionally mature teachers, who managed to recover in a short period of time in order to manage to complete their teaching mission. The teachers who described this period as stressful, seeing only the shortcomings of the online environment are the hypersensitive ones, who see only the inconveniences of the period, these people are emotionally unstable and express their frustration and dissatisfaction in any situation.

The teachers were asked, "How did you adapt to online teaching?" to see how they perceive their own method of adapting. A large number of respondents believe that they have adapted easily, well and very well, but there are also teachers who admit that they have adapted hard or that although they have adapted, their experience was exhausting..

Online platforms and the shift to online activities, especially at pre-school and school levels, have been a challenge and an overload for teachers, but the results from respondents' responses show that this overload has been managed with difficulty, perhaps even conditioned by other factors such as: the educational institution, the management of the institution, the parents in the classroom, etc., by the teachers with a low emotional stability. These people were taken out of their comfort zone and had to adapt to the new requirements by changing their teaching methods and their interaction.

I consider that overloading was perceived by teachers with a low level of emotional stability, because they did not have the openness to new methods or tools for transmitting information. Technology has a large number of drawbacks, but at the same time it also offers a wide range of platforms or sources of advantageous information, which can enrich our knowledge and make our teaching activity more attractive.

Two types of methods used in the teaching-learning process, traditional methods, observation, conversation, etc., are presented in education. and modern methods, stellar explosion, thinking hats, etc. Teachers had to adapt their teaching style to new technologies, and the feeling of overloading by emotionally unstable people was due to the use of traditional methods, which could not be used effectively in the virtual environment.

Hypothesis 2. ***It is presumed that there is a positive correlation between vulnerability to overloading and dysfunctional attitudes****;*

To verify this hypothesis we applied the test for our own analysis of the test and extracted the results for the overload vulnerability scale.

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Table 2. *Calculation of the correlation between the overload vulnerability variables and the DAS*

			Vulnerability.to.overload	DAS.A
Spearman's rho	Vulnerability.to.overload	Correlation Coefficient	1.000	.257*
		Sig. (2-tailed)	.	.012
		N	94	94
	DAS.A	Correlation Coefficient	.257*	1.000
		Sig. (2-tailed)	.012	.
		N	94	94

*. Correlation is significant at the 0.05 level (2-tailed).

According to the table above, we can observe a positive correlation at a significance threshold of .012. So we can argue that people with high scores on the DAS scale have high scores on vulnerability to overload.

As I mentioned in the previous hypothesis, the changes resulting from online teaching represent an overload for teachers, who in order to cope with the new requirements develop new attitudes and new adaptive behaviors.

This study shows that teachers use versatile strategies, especially emotionally focused coping strategies, to cope with the stress and tension that comes from work. However, when it comes to teacher well-being, it is important to recognize the importance of finding the best coping strategies for oneself in different situations and also adding problem-focused coping strategies to the coping repertoire to reduce teacher stress. This has practical implications for both conservation and continuous teacher training as places for learning these strategies.

The above study confirms that teachers' overloading can be managed through different coping mechanisms so as not to reach dysfunctional behaviors.

In the study, respondents were asked how they would describe the personal changes experienced during the pandemic. Among the answers the respondents named: adaptation, desire, study, patience, interest, curiosity, creativity, discovery, but also disadaptive emotions such as frustration, anxiety, nervousness, all these products of stress, chaos, fatigue, etcetera.

Respondents' responses confirm the hypothesis of a positive correlation between vulnerability to overloading and dysfunctional attitudes, as participants were overloaded with additional responsibilities in the online activity, and this resulted in the development of dysfunctional attitudes felt by dissatisfaction with their own forces, on personal issues, uncertainty or dissatisfaction with the results of one's own work. This result may be due to the lack of validation from the interaction, the teachers, although they made the effort to teach online, did not receive such appreciations as those from physical interaction.

Overloading produced a high level of stress factors, and this factor produced dysfunctional attitudes, which were more easily managed by subjects who formed coping mechanisms.

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Hypothesis 3. ***It is presumed that there are significant differences between personality traits and the age of respondents***

Tabelul 3. *The F OMNIBUS analysis for personality traits in relation to the age of participants*

		Sum of Squares	df	Mean Square	F	Sig.
Extraversion.scale	Between Groups	774,545	3	258,182	3,139	,029
	Within Groups	7403,199	90	82,258		
	Total	8177,745	93			
Courtesy.scale	Between Groups	1046,165	3	348,722	4,130	,009
	Within Groups	7598,813	90	84,431		
	Total	8644,979	93			
Conscientiousness.scale	Between Groups	995,765	3	331,922	4,550	,005
	Within Groups	6565,554	90	72,951		
	Total	7561,319	93			
Emotional.stability.scale	Between Groups	1657,814	3	552,605	5,879	,001
	Within Groups	8459,675	90	93,996		
	Total	10117,489	93			
Autonomy.scale	Between Groups	1367,759	3	455,920	7,290	,000
	Within Groups	5628,848	90	62,543		
	Total	6996,606	93			

From the OMNIBUS F analysis we can see significant differences in the scale of autonomy, conscientiousness and emotional stability, and in order to identify between which groups there are differences we must apply the multiple comparisons method.

Table 4. *An analysis of the differences between age groups and personality traits*

Multiple Comparisons

Tukey HSD

Dependent Variable	(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Extraversion.scale	18-25 years	26-35 years	-8,609	3,566	,082	-17,94	,73
		36-45 years	-4,176	2,408	,312	-10,48	2,13
		>46 years	,271	2,620	1,000	-6,59	7,13
	26-35 years	18-25 years	8,609	3,566	,082	-,73	17,94
		36-45 years	4,432	3,371	,556	-4,39	13,26
		>46 years	8,880	3,526	,064	-,35	18,11

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		18-25 years	4,176	2,408	,312	-2,13	10,48
	36-45 years	26-35 years	-4,432	3,371	,556	-13,26	4,39
		>46 years	4,448	2,348	,238	-1,70	10,59
		18-25 years	-,271	2,620	1,000	-7,13	6,59
	>46 years	26-35 years	-8,880	3,526	,064	-18,11	,35
		36-45 years	-4,448	2,348	,238	-10,59	1,70
		26-35 years	-9,454	3,613	,050	-18,91	,00
	18-25 years	36-45 years	-,917	2,440	,982	-7,30	5,47
		>46 years	-6,485	2,655	,076	-13,43	,46
		18-25 years	9,454	3,613	,050	,00	18,91
	26-35 years	36-45 years	8,538	3,415	,067	-,40	17,48
		>46 years	2,969	3,572	,840	-6,38	12,32
Courtesy.scale		18-25 years	,917	2,440	,982	-5,47	7,30
	36-45 years	26-35 years	-8,538	3,415	,067	-17,48	,40
		>46 years	-5,569	2,379	,096	-11,80	,66
		18-25 years	6,485	2,655	,076	-,46	13,43
	>46 years	26-35 years	-2,969	3,572	,840	-12,32	6,38
		36-45 years	5,569	2,379	,096	-,66	11,80
		26-35 years	-9,449*	3,358	,030	-18,24	-,66
	18-25 years	36-45 years	-4,215	2,268	,253	-10,15	1,72
		>46 years	-8,023*	2,468	,009	-14,48	-1,56
		18-25 years	9,449*	3,358	,030	,66	18,24
Conscientiousness.scale	26-35 years	36-45 years	5,234	3,174	,357	-3,08	13,54
		>46 years	1,427	3,320	,973	-7,26	10,12
		18-25 years	4,215	2,268	,253	-1,72	10,15
	36-45 years	26-35 years	-5,234	3,174	,357	-13,54	3,08
		>46 years	-3,808	2,211	,318	-9,60	1,98

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		18-25 years	8,023*	2,468	,009	1,56	14,48
	>46 years	26-35 years	-1,427	3,320	,973	-10,12	7,26
		36-45 years	3,808	2,211	,318	-1,98	9,60
		26-35 years	-13,792*	3,812	,003	-23,77	-3,81
	18-25 years	36-45 years	-8,537*	2,574	,007	-15,28	-1,80
		>46 years	-8,108*	2,801	,024	-15,44	-,78
		18-25 years	13,792*	3,812	,003	3,81	23,77
	26-35 years	36-45 years	5,255	3,603	,467	-4,18	14,69
		>46 years	5,684	3,769	,437	-4,18	15,55
Emotional.stability.scale		18-25 years	8,537*	2,574	,007	1,80	15,28
	36-45 years	26-35 years	-5,255	3,603	,467	-14,69	4,18
		>46 years	,429	2,510	,998	-6,14	7,00
		18-25 years	8,108*	2,801	,024	,78	15,44
	>46 years	26-35 years	-5,684	3,769	,437	-15,55	4,18
		36-45 years	-,429	2,510	,998	-7,00	6,14
		26-35 years	-8,382*	3,109	,041	-16,52	-,24
	18-25 years	36-45 years	-9,259*	2,100	,000	-14,76	-3,76
		>46 years	-8,346*	2,285	,002	-14,33	-2,36
		18-25 years	8,382*	3,109	,041	,24	16,52
	26-35 years	36-45 years	-,877	2,939	,991	-8,57	6,82
		>46 years	,036	3,074	1,000	-8,01	8,08
Autonomy.scale		18-25 years	9,259*	2,100	,000	3,76	14,76
	36-45 years	26-35 years	,877	2,939	,991	-6,82	8,57
		>46 years	,912	2,047	,970	-4,45	6,27
		18-25 years	8,346*	2,285	,002	2,36	14,33
	>46 years	26-35 years	-,036	3,074	1,000	-8,08	8,01

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	36-45 years	-,912	2,047	,970	-6,27	4,45

*. The mean difference is significant at the 0.05 level.

By analyzing the tables above, we can see that teachers aged between 26-35 years are more conscientious than those in the 18-25 years. One explanation for this difference may be the teaching experience or even the age factor. Respondents who are 18, 19, 20 years old are teachers in training, who have just passed the adolescence period, which is not a period described by increased conscientiousness.

Teachers over the age of 26 are considered emotionally mature and cannot perform acts of immaturity due to lack of conscientiousness, especially in the activities they perform.

Financial needs may be another explanation of low conscientiousness for respondents aged 18-25 years, there is financial support from parents in this age group, and this feeling of safety does not cause any pressure on the need for a job, so respondents can handle tasks more superficially.

For the personality trait of *emotional stability*, respondents in the 26-35 and 36-45 years categories are more emotionally stable than those in the 18-25 years. Emotional stability is also formed after certain life experiences, but also after emotional maturity, the teenage period (18-20) is loaded with emotional attempts, affirmation, choosing the path to the future career, all of which cause emotional imbalances, which, if left unresolved, will mark the individual in the process of personal development.

The *autonomy* trait is best developed in respondents aged 36-45 years, they are the most independent because they are at the peak of their career, professional training is completed at this age, and it is important to mention that most individuals find themselves working a stable job. Teachers in this age range already have a generational experience, they have exams for the graduate teaching degrees, all of which strengthen the independence in the activity.

We see differences between age categories and personality factors, these differences can be explained by age psychology, but we could also pay attention to organizational psychology. Within the organization, employees need to make personal changes in order to integrate into the group or to succeed in fulfilling their tasks.

Hypothesis 4: ***It is presumed that there is a negative correlation between dysfunctional attitudes and emotional stability of teachers***

To verify this hypothesis we applied the dysfunctional attitudes questionnaire (DAS) and the FFPI personality questionnaire.

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Tabelul 5. *Calculating the correlation between DAS variables, emotional stability and DAS classes*

Correlations					
			DAS.A	DAS.classes	Emotional.stability.scale
Spearman's rho	DAS.A	Correlation Coefficient	1.000	.941**	-.244*
		Sig. (2-tailed)	.	.000	.018
		N	94	94	94
	DAS.classes	Correlation Coefficient	.941**	1.000	-.212*
		Sig. (2-tailed)	.000	.	.040
		N	94	94	94
	Emotional.stability.scale	Correlation Coefficient	-.244*	-.212*	1.000
		Sig. (2-tailed)	.018	.040	.
		N	94	94	94
**. Correlation is significant at the 0.01 level (2-tailed).					
*. Correlation is significant at the 0.05 level (2-tailed).					

According to the table above, we can see a negative correlation at a significance threshold of 0,018 between the two aspects investigated at a significance threshold lower than 0.05. Therefore, we can argue that people with high scores on the FFPI's emotional stability scale have low SCORES on THE DAS-A scale.

Emotional stability is a functional, dynamic and integrative characteristic of the personality, which contributes to maintaining the productivity of work under stressful conditions, without influencing the well-being, health and professional performance of the teacher. Emotional stability has a level structure, made up of emotional, volitional, intellectual and motivational components that interact with each other. The functioning and dynamics of emotional stability are conditioned by the particularities of the development of its components. The dominant component, which also determines the association of the others in a system, is the emotional one. In the teaching activity, emotional stability has the role of regulation and stabilization, contributing to maintaining the inner emotional balance. Similarly, a high level of emotional stability allows flexible and timely adaptation to changes, facilitating the achievement of maximum efficiency in anxiety situations.

The two dimensions analyzed correlate negatively to a significance threshold of 0.05, which means that an emotionally stable person is less affected by disfunctional attitudes. The teaching profession is a profession that is carried out with dedication and a vocation is needed for its realization. I consider that emotional stability is a component that teachers master and constantly develop in their daily interactions with both preschool/student classes and their peers.

A study conducted in 2019 at the Institute of Education Sciences in Chisinau by Cerlat Raisa aimed to determine the particularities at psychosocial level and the emotional stability side of teachers in the primary school. The study looked at 319 teachers, aged between 21 and 63, aged between 1 and 44 years, coming from rural and urban areas.

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The study found 11% of participants with a high level of emotional stability and 23% with a middle-level of emotional stability. The questionnaire applied in this research, the Eysenck personality questionnaire, highlighted both the level of stability and the level of instability, which was found at 41% in an average level and at 25% in a high level in the analyzed sample. This study also made a correlation between emotional stability and instability using chronological age as a variable. The results of this parallel have been explained as significant not as age itself, but by the type of activity and relationship.

Therefore, the above-mentioned study supports our hypothesis by explaining the non-binding correlation between emotional stability and dysfunctional attitudes.

Hypothesis 5. ***It is presumed that there is a negative correlation between dysfunctional attitudes and the autonomy of teachers;***

To verify this hypothesis we applied the dysfunctional attitudes questionnaire (DAS) and the FFPI personality questionnaire.

Table 6. *Calculating the correlation between the DAS variables and autonomy*

			DAS.A	Autonomy.scale
Spearman's rho	DAS.A	Correlation Coefficient	1.000	-.283**
		Sig. (2-tailed)	.	.006
		N	94	94
	Autonomy.scale	Correlation Coefficient	-.283**	1.000
		Sig. (2-tailed)	.006	.
		N	94	94

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

According to the table above, we see that there is a negative correlation at a significance threshold of 0.006 between dysfunctional attitudes and personal autonomy at a significance threshold of 0.05. Therefore, we state that subjects in the sample who score high on the autonomy scale have low SCORES on THE DAS-A scale.

Autonomy refers to the freedom of the person to plan their life and live it as they want, according to their own system of values. Being autonomous means being independent, being sure of oneself, having a strong attitude, not being controlled by others. Personal autonomy is the ability of a person to choose their own actions and goals, to fulfill their own personal needs and desires as they wish, without being influenced by other people.

A teacher with a high score on the autonomy scale can create an environment conducive to the development of the autonomy of his students, thus building independent and self-confident young people. The autonomy of teachers in making decisions about curricula, teaching methods and assessments is considered necessary to teach students and help them develop harmoniously.

In today's society we need to highlight the need for autonomy for students, and this component of personality refers to people's inherent desire to be causal agents and to experience

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will in their actions. This need can be supported by autonomous teaching, which involves several components: providing relevant choices to students, promoting relevance, manifesting respect, and using informational rather than control language. The link between the autonomous development of students and the autonomy of teachers is explained through empirical psychology, but especially through specialized studies, which demonstrate that the personality of teachers marks the development of the students' personality.

Beck, Rush, Shaw, and Emery (1979) called dysfunctional attitudes excessively rigid and inadequate rules for guiding life. They are also intermediate ideas between an event and a reaction (sometimes unconscious), which reflect the perception of events and thus determine the emotional and behavioral reaction. These misconceptions stem from incorrect learning in the process of cognitive development of personality and are reflected in the form of "automatic thoughts" that appear reflexively and appear to be credible to the person. Dysfunctional attitudes are a basic concept within cognitive psychology and are often described from the cognitive model of depression developed by A. Beck. The central element of the cognitive model is the construction of cognitive schemes, consisting of three levels: Basic beliefs, intermediate beliefs (dysfunctional rules and attitudes) and automatic thoughts. Beck assumes that given schemes are usually organized as sets of dysfunctional attitudes, rigid contingencies that assess happiness, self-worth, etc.

The consequences of dysfunctional beliefs and attitudes are emotional, cognitive, and behavioral; thus, in the face of adversity, when a person holds a rigid and self-deprecating belief, the cognitive consequences of these irrational beliefs are likely to be highly distorted and prone to negative. Given the obligatory nature of these highly distorted thoughts, it is very easy for a person to excessively identify with them in an exaggerated manner and thus form ruminations. Instead, faced with the same adversity, when a person holds a flexible belief and an unconditional self-acceptance belief that is derived from it, the cognitive consequences of these rational beliefs are probably a mixture of realistic (though negative) thoughts.

In conclusion, I believe that the autonomy of the teachers is an important component of the personality, because it will be instilled directly or indirectly into the future generation. The lack of autonomy will favor the emergence of dysfunctional attitudes, which will have demoralizing effects for students, marking their development.

Hypothesis 6. ***It is presumed that there is a positive correlation between the "personal factor" scale and the "kindness" personality factor of respondents;***

To verify this hypothesis we applied the attitude to change questionnaire and the FFPI personality questionnaire.

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Table 7. *Calculating the correlation between the variables personal factor and kindness*

Correlations

			Courtesy.scale	Attitude.toward.change.scale.PERSONAL.factor
Spearman's rho	Courtesy.scale	Correlation Coefficient	1.000	.293**
		Sig. (2-tailed)	.	.004
		N	94	94
	Attitude.toward.change.scale.PERSONAL.factor	Correlation Coefficient	.293**	1.000
		Sig. (2-tailed)	.004	.
		N	94	94

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

From the analysis of the above data, we obtain a positive correlation at a 0.004 significance threshold, which confirms our hypothesis.

The result presented in the table explains the courtesy of the teachers, from this sample, they pay special attention to human values and their importance. The subjects in this sample accept the initiatives of others to improve the working conditions or social system in which they operate.

Studies have shown that the personality of teachers directly influences social interaction and the level of mental exhaustion.

Starting from a positive psychological perspective, a resource-based vision of well-being and an ecological perspective, Jun Jin, Sarah Mercer, Sonja Babic and Astrid Mairitsch (2021) provide a detailed overview of the well-being of Chinese language teachers in the UK. Semi-structured interviews were conducted with 7 teachers teaching Mandarin Chinese as a Foreign language (CFL) at the UK secondary school level. The study "*You just appreciated every little kindness: Chinese language teachers' wellbeing in the UK*", identified four interconnected ecological systems that are associated with the well-being of these CFL teachers: School ecology, work and life ecology, education system ecology, as well as societal ecology of teaching in general and Modern Foreign Languages (MFL) specifically. The study also found that these CFL teachers relied on a range of contextual resources to manage their well-being and stay positive in the face of challenges.

In this study, all participants perceived various challenges and joys in their ecological systems. In particular, six migrant teachers reported additional challenges and difficulties compared to local teachers in the UK and one local teacher, who had teaching experience abroad, reported an additional comparative reference framework in terms of teaching in general and in particular the MFL. However, these CFL teachers in the UK have used various resources to manage their perceived stressors and actively support their well-being. Psychological resources (positive thinking and beliefs, gratitude, optimism and self-awareness of one's own experience and age), as well as social and contextual resources (support from colleagues, school leadership, outside of school and governments) were identified. Participants in this study consciously used strategies to enable them to flourish and alleviate stress, such as making social time an explicit priority and

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using leisure time for things like meditation. Their well-being results from the interaction of psychological, social and contextual resources used to meet specific challenges in their ecosystem.

This study confirms that the well-being of teachers, who directly influence social interaction, is closely related to their wellness. According to the results of our sample, we can say that the teaching staff with a statistically significant score on the courtesy scale act on their own initiative, are willing to make changes and develop the environment in which they operate.

Hypothesis 7. ***It is presumed that there are significant differences between the behavioral characteristics of excessive aggression, vulnerability to overloading and the age of participants;***

To verify this hypothesis, we applied the test for one's own analysis of the test and extracted the results for the scale vulnerability to overloading and excessively aggressive behavior.

Table 8. *An analysis of the differences between age groups and personality traits*

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Vulnerability.to.overloading	Between Groups	252,041	3	84,014	3,380	,022
	Within Groups	2237,204	90	24,858		
	Total	2489,245	93			
Excessively.aggressive.behavioral.characteristics	Between Groups	200,646	3	66,882	3,045	,033
	Within Groups	1976,673	90	21,963		
	Total	2177,319	93			

***9.** The OMNIBUS F analysis for the researched variables*

Multiple Comparisons. Tukey HSD

Dependent Variable	(I) age	(J) age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Excessively.aggressive.behavioral.characteristics	18-25 years	26-35 years	3,053	1,843	,352	-1,77	7,88
		36-45 years	3,636*	1,244	,022	,38	6,89
		>46 years	3,009	1,354	,125	-,54	6,55
	26-35 years	18-25 years	-3,053	1,843	,352	-7,88	1,77
		36-45 years	,583	1,742	,987	-3,98	5,14
		>46 years	-,044	1,822	1,000	-4,81	4,72
	36-45 years	18-25 years	-3,636*	1,244	,022	-6,89	-,38
		26-35 years	-,583	1,742	,987	-5,14	3,98
		>46 years	-,627	1,213	,955	-3,80	2,55
	>46 years	18-25 years	-3,009	1,354	,125	-6,55	,54
		26-35 years	,044	1,822	1,000	-4,72	4,81
		36-45 years	,627	1,213	,955	-2,55	3,80
Vulnerability.to.overloading	18-25 years	26-35 years	2,792	1,960	,488	-2,34	7,92
		36-45 years	4,213*	1,324	,011	,75	7,68
		>46 years	2,668	1,441	,256	-1,10	6,44
	26-35 years	18-25 years	-2,792	1,960	,488	-7,92	2,34
		36-45 years	1,420	1,853	,869	-3,43	6,27
		>46 years	-,124	1,938	1,000	-5,20	4,95
	36-45 years	18-25 years	-4,213*	1,324	,011	-7,68	-,75

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		26-35 years	-1,420	1,853	,869	-6,27	3,43
		>46 years	-1,545	1,291	,630	-4,92	1,83
		18-25 years	-2,668	1,441	,256	-6,44	1,10
	>46 years	26-35 years	,124	1,938	1,000	-4,95	5,20
		36-45 years	1,545	1,291	,630	-1,83	4,92

*. The mean difference is significant at the 0.05 level.

According to the above table, teachers have characteristics of excessively aggressive behavior in the age range of 18-25 years compared to 26-35 years. This aggressive behavior can manifest both physically and verbally in interactions at work or outside of it. Because those in the age range of 18-25 are more emotionally unstable, are still looking for affirmation and are more sensitive to stressors, they can be more easily disturbed by others, thus appearing these aggressive behaviors. The passage of the years seizes people's emotions and diminishes the aggressive impulse of behavior, moving from the feeling of struggle to the feeling of mediating conflicts.

The vulnerability to overload perceived more intensely by the 18-25-year interval may be due to lack of experience and lack of contact with unpredictable situations. The pandemic situation has caused a deregulation of activity for both experienced teachers and teachers at the beginning of their career. If teachers with teaching experience have faced the reorganization of the teaching activity and the learning of new methods of teaching in the online environment, teachers at the beginning of their career have faced the impediment of an unpredictable for which they were not prepared, although they master new technologies, they can encounter problems from a methodological point of view, the most sensitive may feel overwhelmed by the lack of interaction and the appearance of suspicion about the receiver of the message transmitted.

Conclusions

From this study we can claim for our sample that there are significant differences in different personality traits depending on the age of the teachers. This difference can be supported by the literature on the development specific to each age, but also by the studies that analyze the activity of teachers.

Another hypothesis of our study analyzes the increased autonomy of teachers, which prevents them from developing dysfunctional behaviors. Autonomy is an important aspect of teachers, because their personality is representative for students.

In this study, we found significant differences between age categories for variables such as personality traits and stress analysis. The research has shown that subjects aged 18-25 years experience intense stress during this period and have lower levels of conscientiousness than other age groups.

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This study can be considered a pilot test for future research on the topic. This research was limited to a number of participants, but although it was reduced, significant differences between scales and age categories were distinguished.

In the future this research can be extended to a larger group of participants and various variables such as gender, marital status, impact of the institution, children in the family, etc. can be analyzed.

This research confirms that the well-being of teachers directly influences social interaction and is closely related to the wellness of teachers.

In today's society we need to highlight the need for autonomy for students, and this component of personality refers to people's inherent desire to be causal agents and to experience will in their actions. This need can be supported by autonomous teaching, which involves several components: providing relevant choices to students, promoting relevance, manifesting respect, and using informational rather than control language. The link between the autonomous development of students and the autonomy of teachers is explained through empirical psychology, but especially through specialized studies, which demonstrate that the personality of teachers marks the development of the students' personality.

After this research, I believe that the autonomy of teachers is an important component of the personality that we need to pay more attention to, because it will be instilled directly or indirectly into the next generation. The lack of autonomy will favor the emergence of dysfunctional attitudes, which will have demoralizing effects for students marking their development.

An important result is the low level of dysfunctional attitudes, it is gratifying because the development of dysfunctional behaviors could have repercussions in the act of teaching.

Emotional stability is a functional, dynamic and integrative characteristic of the personality, which contributes to maintaining the productivity of work under stressful conditions, without influencing the well-being, health and professional performance of the teacher. Emotional stability has a level structure, made up of emotional, volitional, intellectual and motivational components that interact with each other. The functioning and dynamics of emotional stability are conditioned by the particularities of the development of its components. The dominant component, which also determines the association of the others in a system, is the emotional one. In the teaching activity, emotional stability has the role of regulation and stabilization, contributing to maintaining the inner emotional balance. Similarly, a high level of emotional stability allows flexible and timely adaptation to changes, facilitating the achievement of maximum efficiency in anxiety situations.

Among the limits of the research, it is important to mention the small number of participants and their distribution.

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