

## **TEACHING COMPETENCY AND STRESS AMONG PG TEACHERS IN DINDIGUL DISTRICT**

**R JEYANTHI**

Assistant Professor, Department of Education, Gandhigram Rural Institute,  
Deemed University, Gandhigram, Tamil Nadu

### **ABSTRACT**

Teacher stress is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression. Teaching competencies are critical skills which determine the success of a teacher in carrying out his duties. Now a day's teaching is regarded as a very stressful duty. It is an established fact that the performance of teachers mainly depends upon his psychological state of mind. Stress affects the physical and psychological well being of the teacher; it is definitely influences his efficiency and performance. This study aims to trace the level of teaching competency and stress among PG teachers. The Investigator chosen 207 post graduate teachers in Dindigul district as sample of this study. The investigator used her teaching competency scale and Latha's stress scale for data collection. The major findings of the study were, i) all the sub groups have partial control over stress and very high level of teaching competency. ii) Stress is low positive relationship with teaching competency in each of the sub-groups classified for the study.

**KEYWORDS:** Teaching Competency, Tension, Frustration, Anger and Depression

### **INTRODUCTION**

The term stress, as it is currently used was coined by Hans Selye in 1936, who defined it as "the non-specific response of the body to any demand for change". According to Oxford Advanced Learners Dictionary, "stress means pressure, tension or worry resulting from problems in one's life. It is considered to be factor of several illnesses". Teacher stress is the experience by a teacher of unpleasant emotions such as tension, frustration, anger and depression. Teachers manifesting high levels of stress show signs of high levels of psychological distress, usually demonstrated by high anxiety and low psychological well-being, as well as decreased teaching competencies.

Good teachers are those who are expert in teaching subject content and able to manage personnel, teaching aids and classroom effectively. Teaching competencies are critical skills which determine the success of a teacher in carrying out his duties. Teachers' competencies are aligned with the ability to manage information, framing duty solving and active communication with students.

Now a day's teaching is regarded as a very stressful duty. Teachers should be able to know how students learn and understand the difficulties faced by the students. Increasing consciousness for education due to increasing competitions among students for achieving their goals added more pressure and stress on teachers.

It is an established fact that the performance of teachers mainly depends upon his psychological state of mind. Stress affects the physical and psychological well being of the teacher; it is definitely influences his efficiency and performance. In this context, stress is the most important factor that affects the teaching competencies. In the present study,

the investigators made an attempt to assess the level of stress and the relationship between stress and teaching competencies among the upper primary level school teachers.

## **STATEMENT OF THE PROBLEM**

In the teaching profession, if any problems in the factors such as academic activities, teaching-learning process, school environment, relation between teachers with head of the school, teacher with student, teacher with higher officials and parents, may lead to develop stress among teachers and their teaching competency should not be perfect and in good condition. In this context, the researcher measures the level of stress among the teachers and how for it affects their teaching competency.

### **Definitions of the Key Terms**

#### **Teaching Competency**

Teaching competency is a complex activity, involving one or more actions such as explaining, demonstrating, guiding, maintenance of order of classroom management, record keeping, testing and evaluation and affective or mental hygiene activities.

#### **Stress**

Stress is a feeling that is created when we react to particular events. It's the body's way of rising to a challenge and preparing to meet a tough situation with focus, strength, stamina and heightened alertness.

#### **PG Teachers**

PG (Post Graduate) teachers refer to the teachers those who are handling the classes XI and XII in various higher secondary schools in Dindigul district.

## **OBJECTIVES**

The objectives of the study are:

- To study the level of teaching competency and stress among PG teachers.
- To test whether there is significant difference in the mean scores of teaching competency in terms of gender, type of school management, locality, and subject handled among PG teachers.
- To test whether there is significant difference in the mean scores of stress in terms of gender, type of school management, locality and subject handled among PG teachers.
- To find out the relationship between teaching competency and stress in respect of select variables like gender, type of school management, locality and subject handled among PG teachers.

## **HYPOTHESES**

The following hypotheses are proposed for testing in this study.

- The level of teaching competency among PG teachers is moderate.
- The level of stress among PG teachers is no control over stress.

- There is significant difference in the mean scores of teaching competency in terms of gender, type of school management, locality and subject handled among PG teachers.
- There is significant difference in the mean scores of Stress in terms of gender, type of school management, locality and subject handled among PG teachers.
- The relationship between teaching competency and stress in respect of select variables like gender, type of school management, locality and subject handled is negligible/low among PG teachers.

## METHODOLOGY

The investigator adopted survey technique for the study.

### Sample Design

The investigator has chosen 207 post Graduate teachers in Dindigul district based on systematic random sampling technique.

### Instrumentation

- Teaching Competency Scale constructed by investigator.
- Latha's Stress Scale.

### Data Collection

The tools teaching competency scale and Latha's stress scale were administered to all the 207 selected samples.

### Statistical Techniques Used

In the present study the following statistical techniques were used for analyzing the data.

- Percentage Analysis – Level of Professional Competency and Stress.
- t – test – to find the significance of difference between the two groups
- r - Pearson's Coefficient Correlation – to find relationship between two sets of data or variables.

## DATA ANALYSIS AND INTERPRETATIONS

Hypothesis: The level of stress among PG teachers is no control over stress.

**Table 1**

Sl. No	Variables	Groups	N	Mean	Level of Stress
1	Gender	Men	99	52.86	Partial control over stress
		Women	108	55.69	Partial control over stress
2	Location	Rural	132	55.91	Partial control over stress
		Urban	75	53.56	Partial control over stress
3	Type of Schools	Govt	107	54.08	Partial control over stress
		Aided	100	54.08	Partial control over stress
4	Subject Handled	Science	171	53.66	Partial control over stress
		Arts	36	57.53	Partial control over stress

Note: Those who scored from 0-51, 52-105 and 106-156 will be termed as Complete control over stress, Partial

control over stress and No control over stress }

**Table 2**

Sl. No	Variables	Groups	N	Mean	Stress in % = (Mean/Max. Score) 100	Level of Teaching Competency
1	Gender	Men	99	134.89	84.30	Very High
		Women	108	144.11	90.06	Very High
2	Location	Rural	132	132.21	82.63	Very High
		Urban	75	142.86	89.28	Very High
3	Type of School	Govt	107	143.38	89.61	Very High
		Aided	100	142.69	89.18	Very High
4	Subject Handled	Science	171	141.40	88.37	Very High
		Arts	36	134.89	84.30	Very High

**Table 3: There is No Significant Difference in the Stress among PG Teachers with Respect to Gender, Location, Type of School Management and Subject Handling**

Sl. No	Variables	Groups	N	Mean	SD	t Value	Level of Significance
1	Gender	Men	99	52.86	15.28	1.24	NS
		Women	108	55.69	17.42		
2	Location	Rural	132	55.91	17.91	1.95	NS
		Urban	75	51.56	14.20		
3	Type of School	Govt	107	54.08	17.91	0.23	NS
		Aided	100	54.08	17.91		
4	Subject Handled	Science	171	53.66	17.91	1.29	NS
		Arts	36	57.53	16.42		

**Table 4: There is No Significant difference in the Teaching Competency among PG Teachers with Respect to Gender, Location, Type of School Management and Subject Handling**

Sl. No	Variables	Groups	N	Mean	SD	t Value	Level of Significance
1	Gender	Men	99	134.89	21.63	3.00	0.05
		Women	108	144.11	22.43		
2	Location	Rural	132	132.21	20.91	3.26	0.05
		Urban	75	142.86	23.43		
3	Type of School	Govt	107	143.38	24.96	1.98	0.05
		Aided	100	142.69	24.95		
4	Subject Handled	Science	171	141.40	14.89	2.07	0.05
		Arts	36	134.89	17.58		

**Table 5: Relationship of Teaching Competency and Stress**

Sl. No	Group	Variables	N	R	Relationship
1	Men	Stress Vs Teaching Competency	99	+0.19	Low Positive
2	Women	Stress Vs Teaching Competency	108	+0.12	Low Positive
3	Rural	Stress Vs Teaching Competency	132	+0.25	Low Positive
4	Urban	Stress Vs Teaching Competency	75	+0.16	Low Positive
5	Govt.	Stress Vs Teaching Competency	107	+0.14	Low Positive
6	Aided	Stress Vs Teaching Competency	100	+0.12	Low Positive
7	Science	Stress Vs Teaching Competency	171	+0.11	Low Positive
8	Arts	Stress Vs Teaching Competency	36	+0.13	Low Positive

## FINDINGS

- All sub-groups have Partial control over stress (moderate).
- All the sub groups have very high teaching competency.
- There is no significant difference with respect to gender, locality, type of school management and subject of the teacher's stress. It infers that gender, locality type of school management and subject handled of the teacher do not influence the stress level among teachers.
- There is significant difference with respect to gender, locality, type of school management and subject of the teacher's teaching competency. It infers gender, locality, type of school management and subject handled of the teacher did not influence the teaching competency among teachers.
- Stress is low positive relationship with teaching competency of the sample in each of the sub-groups classified for the study. Stress does not affect the teacher's professional competency.

## REFERENCE

1. Anbuchelvan, C., 2010, "*Occupational Stress of High School Teachers*", Edu Tracks, 9 (9), pp. 31-33.
2. Al-Amri, A.A., 2004, "*Job Stress among Teachers*", J. of King Saud University-Arts, 16 (2), pp. 36-42.
3. Balaswamy, R.C., 2011, "*Occupational Stress of Primary School Teachers Working in Kuppam Mandal*", M.Phil. Dissertation, Dravidian University, Kuppam.
4. Chona, C., and Roxas, M.A., 2009, "*Stress among Public Elementary School Teachers*" University of Cordilleras Research J., 1 (4), pp. 86-108.
5. John, B., 2007, "*Occupational Stress of Teachers Working in the Schools for Visually Impaired Children in the Malabar Region of Kerala*", M. Phil. Dissertation, Dept. of Education, Alagappa University, Karaikudi.
6. Kyriacou, C., 1987, "*Teacher Stress and Burnout: An International Review*", Educational Research, 29 (2), pp. 146-152.
7. Seldman, S., and Zager, J., 1998, "*The Teacher Burnout Scale*", Educational Research Quarterly, 11(1), pp. 26-33.
8. Sabu, S., and Jangaiah, C., 2005, "*Stress and Teaching Competence*", International Educator, 17 (1), pp. 19-21.

