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### **Abstract**

*We are in a world which is stress prone in all aspects of life and the more we are advancing in several dimensions the more stress we are experiencing in all walks of life. Teachers and the members of the society too experience stress like other individuals and this in turn will affect their professional and personal life. It is high time to identify the problems of the teacher in particular his teaching competency and his mental agony to make the teaching learning process useful to the present day situation. The purpose of the present study is to investigate perceptions of secondary school teachers towards teaching competency.*

**Key words:** *Teacher, Stress, Teaching Competency*



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### **Introduction**

Teaching is a sensitive weapon to achieve the expected educational goals through effective teaching and learning process. Teaching is a multi-dimensional process to modify the behavioral patterns of the learners. The teacher expects the student-centered learning. Thus, the achievement of educational goals, learning outcomes, behavior change is possible only with effective training.

Effective training is possible only with teachers, those who are of sound mind. We must make the teacher away from anxiety, stress and so on. Use all of your teaching competencies to make the learning process effective.

The modern research studies said that teacher performance and teacher behaviour are strongly affected by stress. According to Aryakdu and Sutcliffe, the stress in the pedagogical profession can affect the school as an organization, the teacher's performance, the physical and emotional well-being of the teacher.

According to Kisur and Solomon (1982, 1960), such facts of pedagogical activity as creativity, class management and the introduction of educational methods can suffer when the teacher experiences a high level of stress. "

### **Teacher**

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Manu: "A teacher is the image of Brahma".

Swami Vivekananda : "The true teacher is he who can immediately come down to the level of the student, transfer his soul to the student's soul and see through and understand his mind, such a teacher can really teach and none else"

The teacher is a dynamic force of the school. A school without a teacher is just like a body without the soul, a skeleton without flesh and blood, a shadow without substance. "There is no greater need for the cause of education today than the need for strong mainly men and motherly women as teachers for the young" As social engineers, the teachers can socialize and humanize the young by their man-like qualities.

### **Teaching Profession**

"Teaching is imparting knowledge or skill" ....conventional Definition. Smith, B.P. had given the descriptive definition of teaching. The word Teach has a long history and its uses, have varied from one period to another. From early times it has been associated with "learn"

No system of Education can ever rise higher than the quality' of its teachers. It is generally realized that the teacher plays an important role in any system of education. However, good the other things are the courses of study , curricula, textbooks etc., and the fact remains that the whole systems would fail if the teaching personnel involved therein are no good . Of all the different factors, which influence the quality of education and its contribution to national development the quality, competence, and character of teachers are undoubtedly the most significant.

### **Teaching Competency**

Although pedagogical competence was recognized as an important component of the learning process, relatively little effort was made to define this term. Looking at the effectiveness of the teacher's work in the literature, like a lot of terms, such as the success of teaching; a successful teacher, the effectiveness of teaching, the effectiveness of teachers, the qualifications of teachers, etc.

Donald M. Medley (1982) stated that the teacher's competence as "knowledge, ability, and persuasion in teaching processes leads to learning situations." Teachers' competence differs from the teacher's performance and effectiveness, and this is a firm characteristic of the teacher that does not change noticeably when the teacher moves from one situation to

another. "It is obvious that worthy subjects, pedagogical skills, beliefs and feelings of teachers can be considered as components of pedagogical competence that should be processed as a competent teacher.

### **Stress**

Stress is a conditioned stream on one's emotions, thought processes and physical conditions. When it is excessive it can pretend once the ability to cope with the environment. Hans Selye (1976) noted that "stress is a general term that applies to pressure, uses various stress symptoms, the name of the adjective of demand placed on the body."

The term stress is used in two senses: (1) it is used to refer to the negative feeling and emotions that are generated in us. (2) The term is also used to refer to the presence of various stressors, that is, various situations that give rise to stress. The type of the stress experienced depend not only on the situation and events which give rise to it but also on the individual's perspective, constitutional make-up and the strategies that he has developed to cope with the stress.

In the last decade of the 21st century, many people are unable to cope with the stress caused by circumstances that force them to accept modern lifestyles. This proposal is very important when people are at work. The rational and logical conclusion that can be drawn, at this stage based on the above assumptions, is that working styles are also subject to change in accordance with rapidly changing lifestyles, may be a prerequisite for work stress or work stress, as well as the stress of teachers. Thus, the stress of the work has become an increasing concern for researchers in the field of organizational behavior and social psychology who are taking evidence of the impact of stress on the organization, labor productivity, and the physical and emotional well-being of the worker.

Further Pettergrew and Wolf (1982) opined that "Teacher stress has a nation-wide concern and relatively new area of empirical research." Concerns regarding stress among school teacher have been raised for over 40 years (Tunk, Meeks and Turk 1982) stress is considered to be very significant in any educative process much attention is not drawn towards this. Teacher behavior and his performance, classroom interactions, school and classroom climate may be considered as the important components of any educative process.

### **Need for the Study**

Accomplishment of educational goals and the objectives of teaching is possible only with the teachers those who are competent in teaching and free from any type of stress. Teacher stress directly or indirectly influence the competency of teachers in teaching. So the teacher who is subjected to stress may not be possible to teach properly which in term Indus is competency in teaching. Theoretically this teacher stress may be heard to perform teaching in a competent way. But in practice how far teacher stress is influencing on teaching competency and to what extent teacher stress and teaching competency are related - are the questions waiting for answer. Hence this study has taken up to find out how teacher stress and teaching competency are inter related to each other in the context of primary school education.

### **Objectives**

- To find out the opinions of teachers towards level of teaching competency in High Schools of East Godavari District.
- To study the perceptions of School Teachers of High Schools of East Godavari District towards Teaching Competency based on their gender, age, Qualification and Teaching Experience.

### **Hypothesis**

- There will be no significant difference between the perceptions of male and female category teachers towards Teaching Competency in High Schools of East Godavari District.
- There will be no significant difference between the perceptions of teachers based on their age group towards Teaching Competency in High Schools of East Godavari District.
- There will be no significant difference between the perceptions of teachers based on their professional qualification towards Teaching Competency in High Schools of East Godavari District.
- There will be no significant difference between the perceptions of teachers based on their teaching experience towards Teaching Competency in High Schools of East Godavari District.

### **Tool**

General Teaching Competency Scale (GTCS) by B. K. Passi and Mrs. M. S. Lalitha (A class room observation schedule): This general teaching scale measures all the teaching skills constituting the entire teaching task and making observations regarding the effectiveness of performance of each of those teaching skills. This tool provides a measure of teaching competency of secondary school teachers. There are 21 items related to 21 teaching skills which encompass the entire teaching learning process in the class room.

**Sample**

From the sampling design procedures finally 600 respondents are selected for the research study.

**Analysis and Interpretation**

**Table 1: Significant difference between the perceptions of male and female category Teachers towards Teaching Competency in High Schools of East Godavari district**

Area	Gender	N	Mean	Std. Dev.	t-value	p-value
Teaching Competency	Male	366	89.07	11.30	2.33*	0.02
	Female	234	86.67	13.75		

\*Significant at 0.05 level

Table 4.24 observed that, the mean perceptual score of Teachers towards Teaching Competency in High Schools of East Godavari district. The mean perceptual score for male category Teachers was 89.07 with SD 11.30 (N=366), whereas it was for the female category teachers was 86.67 with SD 13.75 (N=234). The t – value was 2.33 and the p-value was 0.02 which was statistically significant at 0.05 levels. Hence, the null hypothesis was rejected. It shows that both the male and female category Teachers differed significantly and male category teachers expressed high perceptions towards Teaching Competency in High Schools of East Godavari District than that of female category teachers.

**Table 2: Significant difference between the perceptions of Teachers based on their age group towards teaching Competency in High Schools of East Godavari district**

Area	Age	N	Mean	SD	F-value	p-value
Teaching Competency	Below 35 Years	156	88.60	14.28	2.97*	0.05
	35 to 45 Years	318	90.54	10.58		
	Above 45 Years	126	87.70	13.06		

\*Significant at 0.05 level

Table 2 observed that, the mean perceptual score of Teachers based on their age group towards Teaching Competency. The mean perceptual score for below 35 years was 88.60 with SD 14.28 (N=156), whereas it was for 35 to 45 years age group teacher category was 90.54 with SD 10.58 (N=318) and the above 45 years age group teacher category was 87.70 with SD 13.06 (N=126). The F – value was 2.97 and the p-value was 0.05 which was statistically significant 0.05 level. Hence, the null hypothesis is rejected. It shows that all the teachers’ perceptions with different age groups differed significantly and 35 to 45 years age group teachers expressed high perceptions towards Teaching Competency in High Schools of East Godavari district than that of below 35 and above 45 years age group teachers.

**Table 3: Significant difference between the perceptions of Teachers based on their professional qualification towards teaching Competency in High Schools of East Godavari district**

Area	Professional Qualification	N	Mean	SD	F-value	p-value
Teaching Competency	D.Ed.,/TTC	168	88.18	14.64	3.07*	0.05
	B.Ed.,	378	90.30	10.86		
	M.Ed., & above	54	87.31	12.47		

\*Significant at 0.05 level

Table 4.29 shows the mean perceptual score of Teachers based on their professional qualification towards Teaching Competency. The mean perceptual score for D.Ed.,/TTC qualified category teachers was 88.18 with SD 14.64 (N=168), where as it was for B.Ed., qualified category teachers was 90.30 with SD 10.86 (N=378) and M.Ed., & above qualified category teachers was 87.31 with SD 12.47 (N=54). The F – value was 3.07 and the p-value was 0.05 which was statistically significant 0.05 level. Hence, the null hypothesis is rejected. It shows that all the teachers’ perceptions with different professional qualifications differed significantly and B.Ed., qualified category teachers expressed high perceptions towards Teaching Competency in High Schools of East Godavari district than that of D.Ed.,/TTC and M.Ed. & above qualified category teachers.

**Table 4 : Significant difference between the perceptions of Teachers based on their teaching experience towards Teaching Competency in High Schools of East Godavari district**

Area	Teaching Experience	N	Mean	SD	F-value	p-value
Teaching Competency	Below 10 Years	186	87.90	14.37		
	10 to 20 Years	312	90.96	10.23	5.16**	0.00
	Above 20 Years	102	87.59	12.98		

\*\*Significant at 0.01 level

Table 4.34 observed that, the mean perceptual score of Teachers based on their teaching experience towards Teaching Competency. The mean perceptual score for below 10 years teaching experienced category teachers was 87.90 with SD 14.37 (N=186), where as it was for 10 to 20 years teaching experienced category teachers 90.96 with SD 10.23 (N=312) and above 20 years teaching experienced category teachers was 87.59 with SD 12.98 (N=102). The F – value was 5.16 and the p-value was 0.00 which was statistically significant 0.01 level. Hence, the null hypothesis is rejected. It shows that all the teachers’ perceptions with different teaching experiences differed significantly and 10 to 20 years teaching experienced category teachers expressed high perceptions towards Teaching Competency in High Schools of East Godavari district than that of below 10 and above 20 years teaching experienced category teachers.

**Findings**

- Both the male and female category Teachers differed significantly and male category teachers expressed high perceptions towards Teaching Competency in High Schools of East Godavari District than that of female category teachers.
- All the teachers’ perceptions with different age groups differed significantly and 35 to 45 years age group teachers expressed high perceptions towards Teaching Competency in High Schools of East Godavari district than that of below 35 and above 45 years age group teachers. Whereas in the post hoc test we observed that, there is a significant difference between the perceptions of 35 to 45 years and above 45 years age group category teachers towards teaching competency in High schools of East Godavari district.

- All the teachers' perceptions with different professional qualifications differed significantly and B.Ed., qualified category teachers expressed high perceptions towards Teaching Competency in High Schools of East Godavari district than that of D.Ed./TTC and M.Ed. & above qualified category teachers. Whereas in the post hoc test we observed that, there is a significant difference between the perceptions of D.Ed./TTC and B.Ed., and B.Ed., and M.Ed., & above qualified category teachers towards teaching competency in High schools of East Godavari district.
- All the teachers' perceptions with different teaching experiences differed significantly and 10 to 20 years teaching experienced category teachers expressed high perceptions towards Teaching Competency in High Schools of East Godavari district than that of below 10 and above 20 years teaching experienced category teachers. whereas in the post hoc test we observed that, there is a significant difference between the perceptions of SC and ST, SC and BC, ST and BC, ST and OC, BC and SC and BC and OC category teachers towards teaching competency in High schools of East Godavari district.

### **Conclusion**

The level of teaching competency of the teachers in all parameters of the teaching performance; Classroom Management, Communication Skills, Facilitating Students' Learning, Evaluation and Teacher-Student Relationship were Very Satisfactory.

### **Suggestions for Further Study**

- The study may be extended to higher secondary education and higher education.
- To measure the teaching competency presage, process and product variables may be compared.
- Relationship between teaching competency and teacher motivation may be studied.
- Relationship between teacher stress and teacher adjustment may be studied.
- An extensive study is needed for teacher stress and teaching competency.
- For this study while comparing teachers competencies with teachers stress level only teachers with high and low stress were compared. So, teachers with average stress also take in to the consideration



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