

**RELATIONSHIP BETWEEN OCCUPATIONAL STRESS AND TEACHING  
COMPETENCY OF HIGHER SECONDARY TEACHERS**

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**Abstract**

The purpose of the present study has to find out whether there is any significant relationship between occupational stress and teaching competency of higher secondary teachers. In this study purposive sampling technique were used for collecting data from the population of government and private school teachers (Men and Women). The major findings displayed that there was negative correlation between occupational stress and teaching competency. It indicated that occupational stress have played negative role in employee's teaching competency. So, the government and educational policy makers plan to ease occupational stress of the teachers with the help of recreation program frequently in district level.

Key Words: Occupational Stress; Teaching Competency; Higher Secondary Education Teachers.

**INTRODUCTION**

The growth of any organization purely depends on the productivity, which in turn depends upon on the skill of workforce. The skill of the workforce purely depends in the lead the quality of education possesses. The education structure is the tool to expand the human capital as financial assets for prosperity generation and as common assets for improving the lifestyle. The educator is a key player in the education system. The civilized world has considered their teachers in very high esteem. Most philosophers of the past were still remembered because they had their disciples and students. In the modern days, society and cultures have changed, but the task of a teacher is the same, i.e., transfer of knowledge to the next generation. With the changes in the culture and society, there has been a radical reshape in the expectations of a teacher. The teachers are expected to prepare lesson plans, adopt the latest technology in their teaching, updating their knowledge by attending orientation and training

programmes, conducting co-curricular and extracurricular activities, reporting the assessment of individual student, conducting special classes before and after the school hours, meeting various deadlines and other responsibilities. They are also required to serve as mentors and motivate students who are even unwilling to learn. As an individual, he/she is expected to do the household work also. Balancing both the official and personal work is a challenging job for any individual.

### **NEED AND SIGNIFICANCE OF THE STUDY**

Any organization aims to achieve its objectives for its survival. The major aim of the schools will always be to attain academic excellence by the students, particularly in high and higher secondary level. Even though there may be other aims, but the major aim is emphasized on the achievement of the good education. The extent to which this aim can be realized depends on the satisfaction of the teachers.

Stress is a common feature in everyone's life. It has become an area of concern in all types of occupation. Occupational stress or Job stress refers to the job-related nervousness and anxiety, which affect people's emotional and physical health (Netemeyer, Maxham, and Pullig, 2005). Occupational Stress arises from unexpected responsibilities and pressures that do not align with a person's knowledge, skills or expectations, inhibiting one's ability to cope. It can increase when workers don't feel supported by supervisors or colleagues or feel as if they have little control over work processes. A situation is not stressful in itself. It becomes stress only when the focal person appraises it as to be a warning and to beat his or her capability to deal with it. The person makes the best response possible and actively defines and shapes stressful transactions using his cognitive appraisals and coping responses. This is the reason that different persons differently respond the same situation. So stress is bound to person and is a subjective experience. Teaching competency is defined as the affective orientation that an employee has towards his or her work (Andre Bishay, 1996). It describes the feelings, attitudes or preferences of individuals regarding work (Chen, 2008).

Understanding the teacher's emotions and their stress is important to the management of every school. It may reflect on their job. If it is positive, their performance will lead to achieving the objective of the organization. Hence, an effort is made in conducting a study on occupational stress and teaching competency with the higher secondary school teachers. The study will be useful for the teachers and the management to analyze their own satisfactions and stress and improve them.

### **STATEMENT OF THE PROBLEM**

Teaching by its nature demands that teachers exhibit emotion they may not feel. The teachers who handle tenth and twelfth standard were overloaded with the special class to obtain good results, which ends in stress. Teacher's under stress state their aggravation through some general ways like unnecessary criticism of the management and colleagues. Symptoms of stress acquire a long time to explode. Once it explodes, it not only affects the health of the human being concerned but also the colleagues through interpersonal relations and eventually affects the pupil's education. Hence, the researcher has taken up this study on occupational stress and teaching competency among the higher secondary teachers.

### **OPERATIONAL DEFINITION OF THE KEY TERMS**

relationship between occupational stress and teaching competency of higher secondary teachers

The different key terms used in the title of the study and used in the body of the report are operationally defined as follows:

### **Teaching competency**

In the present study teaching competency refers to the perceived feeling of an employee towards his job. It is a psychological feeling and has both rational and emotional elements.

### **Occupational Stress**

In the present study occupational stress refers to the stress relating to job which becomes predominant feature of modern life exerting far reaching effects on focal employee's behavior and adjustment on as well as off the job.

### **Higher Secondary School Teachers**

In the present study higher secondary school teachers refers to both male and female teachers working in government and private schools and handling the classes 11 & 12<sup>th</sup> from Dindigul District.

## **RESEARCH METHODOLOGY**

### **Method**

For the present study, the investigator decided to adopt descriptive survey method. In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about teaching competency and occupational stress of higher secondary school teachers.

### **Population of the Study**

In the present study, higher secondary teachers working in government and private schools to handling in the classes 11 and 12<sup>th</sup> standard from Cuddalore district constituted the population of the study.

### **Sample of the Study**

In the present study, the investigator decided to collect data from Dindigul district. As such 200 teachers of male and female (50 male teachers from government and 50 male teachers from private, 50 female teachers from government and 50 female teachers from private) constituted as the sample of the present study. As the sample has been selected purposively hence, it comes under purposive sampling.

### **Tools Used for the Study**

1. Occupational Stress Index" constructed and standardized by Dr. A.K Srivastava and A.P Singh (1984).
2. Teacher's Teaching Competency Scale" constructed and standardized by Yudhvirendra Mudgil, Prof. I.S. Mubar and Prabha Bhatia (1991).

### **Statistical Techniques Used for the Study**

For the present study, the Investigator used the following statistical techniques.

1. Level
2. 't' Test
3. ANOVA
4. Pearson Product Moment Correlation

### OBJECTIVES OF THE STUDY

The objectives of the study are as follows:

1. To study occupational stress and teaching competency among higher secondary teachers
2. To find out there is any significant difference between male and female, married and unmarried, teachers having teaching experience, age of teachers, nature of school and locality of schools higher secondary teachers in their occupational stress and teaching competency.
3. To find out there is any significant relationship between occupational stress and teaching competency of higher secondary teachers.

### ANALYSIS OF THE STUDY

#### Percentage Analysis

**Table-1**

**Level of Occupational Stress of Higher Secondary Teachers**

Variable	Low		Moderate		High	
	N	%	N	%	N	%
<b>Occupational Stress</b>	38	27.8	138	51.7	24	20.5

It is inferred from the table 4.2.1 that 27.8% of higher secondary teachers have low, 51.7% of them have moderate and 20.5% of them have high level of occupational stress.

**Table-2**

**Level of Teaching Competency of Higher Secondary Teachers**

Variable	Low		Moderate		High	
	N	%	N	%	N	%
<b>Teaching Competency</b>	31	24.8	147	53.7	28	21.5

It is inferred from the table 4.2.1 that 24.8% of higher secondary teachers have low, 53.7% of them have moderate and 21.5% of them have high level of teaching competency.

#### Differential Analysis

relationship between occupational stress and teaching competency of higher secondary teachers

### Null Hypothesis – 1.1

There is no significant difference between men and women higher secondary teachers in their occupational stress.

**Table – 3**

**Mean Score Difference between Men and Women Higher Secondary Teachers in their Occupational Stress**

Variable	Gender	Mean	SD	't' value	Remarks at 5% Level
Occupational Stress	Men	111.42	11.47	2.949	Significance
	Women	109.25	9.11		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is significant difference between male and female higher secondary teachers in their occupational stress as the calculated 't' value 2.949 is greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, men teachers are higher in their occupational stress than the women teachers. Hence the null hypothesis is rejected.

### Null Hypothesis – 2.1

There is no significant difference between married and unmarried higher secondary teachers in their occupational stress.

**Table – 4**

**Mean Score Difference between Married and Unmarried Higher Secondary Teachers in their Occupational Stress**

Variable	Marital Status	Mean	SD	't' value	Remarks at 5% Level
Occupational Stress	Married	106.42	10.62	3.142	Significance
	Unmarried	100.90	8.41		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is no significant difference between married and unmarried higher secondary teachers in their occupational stress as the calculated 't' value 3.142 is greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, married higher secondary teachers are higher in their occupational stress than the unmarried teachers. Hence the null hypothesis is rejected.

### Null Hypothesis – 3.1

There is no significant difference among higher secondary teachers having teaching experience of below 10 years, 11-20 years and 21 years and above in their occupational stress.

**Table - 5**

**Difference among Higher Secondary Teachers Having Teaching Experience of Below 10 Years, 11-20 Years and 21 Years and Above in their Occupational Stress**

Variable	Source of Variation	Sum of Square	Mean Square	Calculated 'F' Value	Remarks at 5% level
Occupational Stress	Between	412.941	206.471	17.698	Significance
	Within	12681.004	11.666		

**(At 5% level of Significance, for the df (2, 297) the table value of 'F' is 3.00)**

It is understood (Table 4.3.3) that there was significant difference among higher secondary teachers having teaching experience of below 10 years, 11-20 years and 21 years and above in their occupational stress as the calculated 'F' value of 17.698 was greater than the table value of 3.00 at 5% level of significance. Hence the null hypothesis was rejected.

**Null Hypothesis – 4.1**

There is no significant difference among higher secondary teachers having the age of below 30 years, 31-40 years and 41 years and above in their occupational stress.

**Table - 6**

**Difference among Higher Secondary Teachers Having the Age of Below 30 Years, 31-40 Years and 41 Years and Above in their Occupational Stress**

Variable	Source of Variation	Sum of Square	Mean Square	Calculated 'F' Value	Remarks at 5% level
Occupational Stress	Between	1043.960	521.980	10.469	Significance
	Within	54198.936	49.861		

**(At 5% level of Significance, for the df (3, 296) the table value of 'F' is 3.00)**

It is understood (Table 4.3.4) that there was significant difference among higher secondary teachers having the age of below 30 years, 31-40 years and 41 years and above in their occupational stress as the calculated 'F' value of 10.469 was greater than the table value of 3.00 at 5% level of significance. Hence the null hypothesis was rejected.

**Null Hypothesis – 5.1**

relationship between occupational stress and teaching competency of higher secondary teachers

There is no significant difference between government and private school higher secondary teachers in their occupational stress.

**Table – 7**

**Mean Score Difference between Government and Private School Higher Secondary Teachers in their Occupational Stress**

Variable	Nature of School	Mean	SD	t value	Remarks at 5% Level
Occupational Stress	Government	107.58	11.15	2.61	Significance
	Private	113.36	10.98		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is significant difference between government and private school higher secondary teachers in their occupational stress as the calculated ‘t’ value 2.61 is greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, teachers of private higher secondary schools are higher in their occupational stress than the government school teachers. Hence the null hypothesis is rejected.

**Null Hypothesis – 6.1**

There is no significant difference between rural and urban school higher secondary teachers in their occupational stress.

**.Table – 8**

**Mean Score Difference between Rural and Urban School Higher Secondary Teachers in their Occupational Stress**

Variable	Locality of the School	Mean	SD	‘t’ value	Remarks at 5% Level
Occupational Stress	Rural	105.63	12.63	3.08	Significance
	Urban	111.59	10.27		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is no significant difference between rural and urban school higher secondary teachers in their occupational stress as the calculated ‘t’ value 3.08 is greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, urban school teachers are higher in their occupational stress than the rural school teachers. Hence the null hypothesis is rejected.

**Null Hypothesis – 1.2**

There is no significant difference between men and women higher secondary school teachers in their teaching competency.

**Table – 9**

**Difference between Men and Women Higher Secondary Teachers in their Teaching Competency**

Variables	Gender	Mean	SD	t-value	Level of Significance
Teaching Competency	Men	84.30	9.81	2.36	Significance
	Women	98.49	10.12		

(At 5% level of significance, the table value is 1.96)

The above table shows that there is significant difference between men and women higher secondary teachers in their teaching competency, as the calculated 't' value of 2.36 is greater than the table value of 1.96 at 5% level of significance. While comparing the mean scores women teachers are higher in their level of teaching competency to men counterparts. Hence the stated hypothesis is rejected.

### Null Hypothesis – 2.2

There is no significant difference between married and unmarried higher secondary teachers in their teaching competency.

**Table – 10**

### Difference between Married and Unmarried Higher Secondary Teachers in their Teaching Competency

Variables	Marital Status	Mean	SD	t-value	Level of Significance
Teaching Competency	Married	88.69	8.28	1.62	Not Significance
	Unmarried	94.37	8.94		

(At 5% level of significance, the table value is 1.96)

The above table shows that there is no significant difference between married and unmarried higher secondary teachers in their teaching competency, as the calculated 't' value of 1.62 is less than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis is accepted.

### Null Hypothesis – 3.2

There is no significant difference among higher secondary teachers having teaching experience of below 10 years, 11-20 years and 21 years and above in their teaching competency.

**Table – 11**

### Difference among Higher Secondary Teachers having Teaching Experience of Below 10 Years, 11-20 Years and 21 Years and Above in their Teaching Competency

Variable	Source of Variation	Sum of Square	Mean Square	Calculated 'F' Value	Remarks at 5% level
Teaching Competency	Between	228.671	114.335	7.353	Significance
	Within	16903.301	15.550		



relationship between occupational stress and teaching competency of higher secondary teachers

**(At 5% level of Significance, for the df (2, 297) the table value of 'F' is 3.00)**

It is understood (Table 4.3.10) that there was significant difference among higher secondary teachers having teaching experience of below 10 years, 11-20 years and 21 years and above in their teaching competency, as the calculated 'F' value of 7.353 was greater than the table value of 3.00 at 5% level of significance. Hence the null hypothesis was rejected.

#### **Null Hypothesis – 4.2**

There is no significant difference among higher secondary teachers having the age of below 30 years, 31-40 years and 41 years and above in their teaching competency.

**Table – 12**

**Difference among Higher Secondary Teachers Having the Age of Below 30 Years, 31-40 Years and 41 Years and Above in their Teaching Competency**

<b>Variable</b>	<b>Source of Variation</b>	<b>Sum of Square</b>	<b>Mean Square</b>	<b>Calculated 'F' Value</b>	<b>Remarks at 5% level</b>
Teaching Competency	Between	384.885	192.442	9.680	Significance
	Within	21609.047	19.880		

**(At 5% level of Significance, for the df (3, 296) the table value of 'F' is 3.00)**

It is understood (Table 4.3.11) that there was significant difference among higher secondary teachers having the age of below 30 years, 31-40 years and 41 years and above in their teaching competency, as the calculated 'F' value of 9.680 was greater than the table value of 3.00 at 5% level of significance. Hence the null hypothesis was rejected.

#### **Null Hypothesis – 5.2**

There is no significant difference between government and private school higher secondary teachers in their teaching competency.

**Table – 13**

**Difference between Government and Private School Higher Secondary Teachers in their Teaching Competency**

<b>Variables</b>	<b>Nature of School</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>Level of Significance</b>
Teaching Competency	Government	98.78	9.93	3.08	Significance
	Private	108.46	11.84		

**(At 5% level of significance, the table value is 1.96)**

The above table shows that there is significant difference between government and private school higher secondary teachers in their teaching competency, as the calculated 't' value of 3.08 is greater

than the table value of 1.96 at 5% level of significance. While comparing the mean scores private school teachers are higher in their level of teaching competency to government school counterparts. Hence the stated hypothesis is rejected.

**Null Hypothesis – 6.2**

There is no significant difference between rural and urban school higher secondary teachers in their teaching competency.

**Table – 14**

**Difference between Rural and Urban School Higher Secondary Teachers in their Teaching Competency**

Variables	Locality of the School	Mean	SD	t-value	Level of significance
Teaching Competency	Rural	74.46	6.58	1.81	Not Significance
	Urban	75.20	5.85		

*(At 5% level of significance, the table value is 1.96)*

The above table shows that there is no significant difference between rural and urban school higher secondary teachers in their teaching competency, as the calculated ‘t’ value of 1.81 is less than the table value of 1.96 at 5% level of significance. Hence the stated hypothesis is accepted.

**Correlation Analysis**

**Null Hypothesis - 7**

There is no significant relationship between occupational stress and teaching competency of higher secondary teachers.

**Table – 15**

**Relationship between Occupational Stress and Teaching competency of Higher Secondary Teachers**

Variables	Occupational Stress	Level of Significance
Teaching Competency	-0.578	Significance

*(At 5% level of significance for 935df, the table value of  $\gamma$  is 0.062)*

From the table inferred that there is significant negative relationship between occupational stress and teaching competency of higher secondary teachers, as the calculated ‘ $\gamma$ ’ value -0.578 are greater than the table value 0.062 at 5% level of significance. Hence the hypothesis is rejected.

**FINDINGS OF THE STUDY**

1. There is significant difference between men and women higher secondary teachers in their

relationship between occupational stress and teaching competency of higher secondary teachers

occupational stress.

2. There is significant difference between married and unmarried higher secondary teachers in their occupational stress.
3. There is significant difference among higher secondary teachers having teaching experience of below 10 years, 11-20 years and 21 years and above in their occupational stress.
4. There is significant difference among higher secondary teachers having the age of below 30 years, 31-40 years and 41 years and above in their occupational stress.
5. There is significant difference between government and private higher secondary school teachers in their occupational stress.
6. There is significant difference between rural and urban school higher secondary teachers in their occupational stress.
7. There is significant difference between men and women higher secondary teachers in their teaching competency.
8. There is no significant difference between married and unmarried higher secondary teachers in their teaching competency.
9. There is significant difference among higher secondary teachers having teaching experience of below 10 years, 11-20 years and 21 years and above in their teaching competency.
10. There is significant difference among higher secondary teachers having the age of below 30 years, 31-40 years and 41 years and above in their teaching competency.
11. There is significant difference between government and private higher secondary school teachers in their teaching competency.
12. There is no significant difference between rural and urban school higher secondary teachers in their teaching competency.
13. There is significant negative relationship between occupational stress and teaching competency of higher secondary teachers.

## **CONCLUSION**

On the basis of above findings following conclusions have been drawn by the investigator:

Teaching competency of teachers is too important because their attitude towards job affect the learning process of the students. Only satisfied teacher can perform well in the classrooms and their quality of teaching improves. They become more industrious and show greater commitment to the teaching learning process. Their relation rate also becomes higher. Teachers teaching competency has been hit by a number of setback and needs to enhanced, through organization of good induction programs, professional encouragement for the failing teachers, should be emphasized. Teachers also felt that there is need of introducing guidance and counseling for teachers in most secondary school. There is need for give most teachers further raining. This will bring about professional expertise.

The study shows a significant negative correlation between occupational stress and teaching competency which indicates that lower the occupational stress and higher will be the teaching competency. Further it can be concluded that teachers who received rewards, nurturance and permissiveness at home are found to have better occupational stress.

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