



Teaching Competency and Job Stress of Teachers of Senior Secondary School in Kulgam

Mohamad Rafiq Bhat and Sarla Nirankari

University Institute of Education,

Sant Baba Bhag Singh University, Khiala, Distt. Jalandhar, Punjab, India.

(Corresponding author: Mohamad Rafiq Bhat)

(Received 24 May, 2019, Accepted 27 July 2019)

(Published by Research Trend, Website: www.researchtrend.net)

ABSTRACT: The objective of the study is to find the difference between teaching Competency and job stress of teachers in Kulgam district. A questionnaire was circulated among 400 teachers and the results were tabulated. The study indicated that there is a great impact of job stress on the teaching competency among teachers. This has affected different levels of teaching. There is a need to reduce the job stress among teachers and in this regard, intervention is required from the management and the administration.

Keywords: teaching Competency, job stress, impact, teachers, students

I. INTRODUCTION

Employment stress will be pressure related to one's job. Work pressure consistently begins from incredible commitments and loads that don't agree with a person's data, aptitudes, or wants, controlling one's ability to adjust. Employment stress can augment when workers don't feel reinforced by chiefs or partners, or feel as if they have little authority over work structures. The possibility of Satisfaction stress is consistently confused with challenge, anyway these thoughts are not the proportional. Challenge enables us intellectually and truly, and it moves us to learn new capacities and our Satisfaction. Exactly when a test is met, we feel free and satisfied [1]. Along these lines, challenge is a noteworthy component for strong and gainful work. The centrality of challenge in our work lives is apparently what people are suggesting when they express "a touch of pressure is helpful for you. Teachers profession is extremely honorable calling in the general public, teachers were thinking about as good examples and Teachers s will shape the future residents in his/her homeroom with his endeavors and capacities. Before knowing 'showing competency' it is basic to know the significance of competency. Competency is a term utilized widely by various individuals in various settings [2]. So it is characterized in various manners. Competency is normally characterized as sufficiency for an errand or ownership of required information, aptitudes and capacities. It underscores on the capacity to do, rather on the capacity to show information [3]. The objective of the study is to find the difference between teaching Competency and job stress of teachers in Kulgam district.

II. METHODOLOGY

The present study was conducted in Kulgam district, selected purposively. Descriptive survey method was employed in the present investigation. Survey was conducted on a sample of 400 senior secondary school teachers (200 Male & 200 female) which includes both gender (male and female) and Locality (Rural and Urban) of equal representation. Stratified randomization technique was used for the selection of the sample.

III. RESULTS AND DISCUSSIONS

Table 1: Job stress and its impact on students.

Level	No. of Items	(% Yes)	(% No)	t
Low	137	34.25	65.75	0.023
Medium	189	47.25	52.75	
High	74	18.5	81.5	
Total	400	100	200	

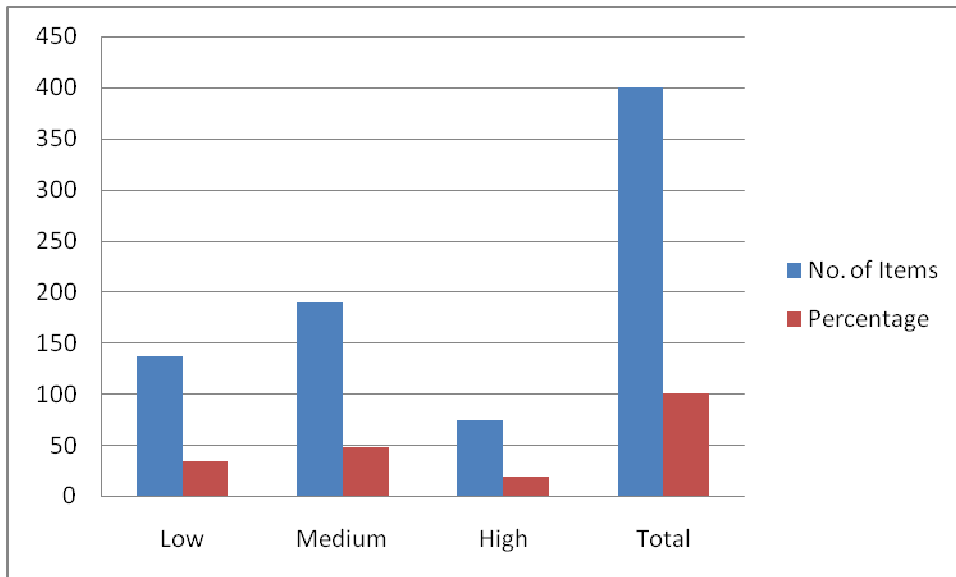


Fig. 1. Job stress and its impact on students.

34.25% of the teachers believe that stress of job causes low impact on their students and 47.25% of the teachers are in opinion that there is a medium level impact on the students and only 18.5% of teachers are highly impacted due to job stress. In our study we found that due to job stress there is a significant difference ($p= 0.023$) between the variables selected, hence it indicates that job stress has impact on students and teachers.

Table 2: Impact on character and behavior of teachers due to job stress.

level	No. of Items	(% Yes)	(% No)	t
Low	103	25.75	74.25	0.069
Medium	233	58.25	41.75	
High	64	16	84	
Total	400	100		

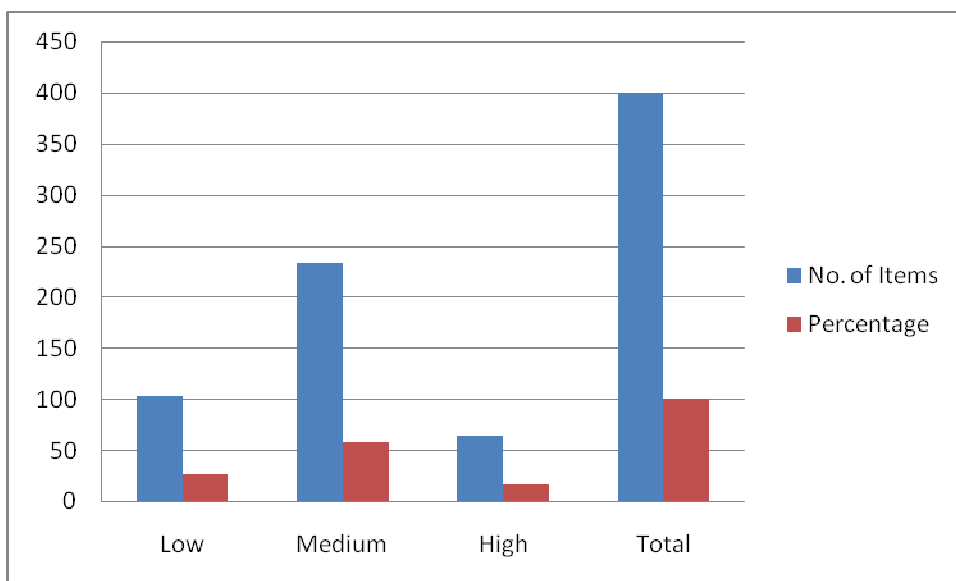


Fig. 2. Impact on character and behavior of teachers due to job stress.

25.75% of the teachers believe that impact on character due to job stress causes low impact on their students and 58.25% of the teachers are in opinion that there is a medium level impact on the students and only 16% of teachers are highly impacted due to job stress. In our study we found that due to job stress there is a significant difference ($p=0.069$) between the variables selected, hence it indicates that job stress has impact on teachers behavior.

Table 3: Impact on relation with colleagues due to job stress.

Level	No. of Items	(% Yes)	(% No)	t
Low	131	32.75	67.25	0.0066
Medium	173	43.25	56.75	
High	96	24	76	
Total	400	100	200	

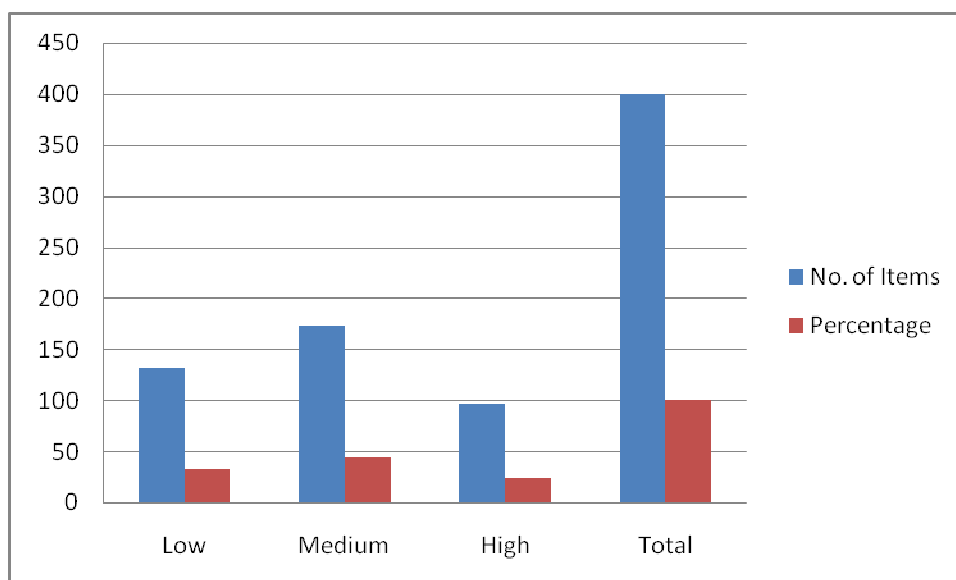


Fig. 3. Impact on relation with colleagues due to job stress.

32.75% of the teachers believe that job stress has affected their behavior with friends and that has caused low impact on their students as well and 43.25% of the teachers are in opinion that there is a medium level impact on the students due to this factor and only 24% of teachers are highly impacted due to job stress. In our study we found that due to job stress there is a significant difference ($p = 0.006$) between the variables selected, hence it indicates that job stress has impact on relation with colleagues.

IV. DISCUSSION

Occupation stress results from different connections of the specialist and the earth of the work they play out their obligations. Area, sexual orientation, condition, and numerous different variables add to the development of stress [4]. A strong positive correlation was observed as teachers who are stressed are not comfortable with teaching at low level. Similarly a strong relationship was observed at medium level. In our study we found that due to job stress there is a significant difference ($p = 0.007$) between the variables selected, hence it indicates that job stress influences the comfort of teachers and students.

Teachers work pressure was primarily because of formality; a standard outcome given that organization regularly included bureaucratic obligations and went about as a contact among different levels in the association. Few showed that the best indicators of occupation stress were formality and self-questions, though for ladies troublesome understudies developed as the best indicator of employment stress one year later. Since three quarters of the female sample were teachers, it is not surprising that their job stress was predicted by disruptive students, the primary predictor of teacher job stress. Most of the respondents were unwilling to expose the actual cause of job stress. 13.5% believe that work pressure is the main cause of job stress. 2.5% believe that colleague pressure is the cause of

job stress. 36% and 5.75% reported work environment and headmaster behavior is the cause of job stress. In our study we found that due to job stress there is significant difference ($p = 0.0080$) between the variables selected, hence it indicates that job stress has have impact on work pressure, colleague pressure, work environment, headmaster behavior and other similar factors.

Considering the wellbeing results of employment stress, the most grounded relationship of occupation stress was with burden some disposition. Despite the fact that downturn and employment stress are various wonders, they additionally cover to a limited degree. While work pressure and misery share numerous perspectives in like manner in that they are both a multidimensional wonder, simultaneously work pressure is not normal for sorrow in that it is limited to the activity setting [5].

REFERENCES

- [1]. Bernardi, R.A. (1997). "The relationships among LOC, perceptions of stress, and performance. *Journal of Applied Business Research*, **13**(4), 1-8.
- [2]. Narayanaswamy. M Shalini Rao (2014). Job Involvement of Secondary School Teachers and Its Effect on Teaching Competency. *International Journal of Education and Psychological Research (IJEPR)*, **3**(2), 50-54.
- [3]. Judge, T.A. and Watanabe, S. (1994). "Individual differences in the nature of the relationship between job and life satisfaction. *Journal of Occupational and Organizational Psychology*, **67**(2), 101-107.
- [4]. Pithers, R.T. (1995). Teacher stress research: problems and progress. *British Journal of Educational Psychology*, **65**, 387-392.
- [5]. Schaufeli, W.B., & Enzmann, D. (1998). *The burnout companion to study and practice: A critical analysis*. Washington, DC: Taylor & Francis.