

TEACHING COMPETENCIES OF HIGH SCHOOL TEACHERS IN RELATION TO THEIR PROFESSIONAL BURNOUT

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Abstract

This study intends to discover the relationship between Teaching Competencies and Professional Burnout of high school teachers in Puducherry region. The survey was conducted on 250 High school teachers. Normative survey method was adopted to collect the data using a simple random sampling technique. Results revealed that there is a positive relationship between Teaching Competencies and Professional Burnout of high school teachers. Further, significant differences were observed in sub-variables Gender, Locality, Medium of Instruction with regard to Professional Burnout. Mean values revealed that Co-ed Schools performed better than pure Boys and Girls Schools.

Keywords: *Teaching competencies, High school teachers, Professional burnout*

INTRODUCTION

Teacher training is a key constituent in the endeavor in the direction of equal opportunity enhancement in high school education. Fundamentally this is a faith that a high school teacher who is competent is an indispensable feature in excellence development matched up to the pre-independence stage in India. On the other hand, in the deficiency of a suitable understanding of the competencies necessary for a high school teacher and the consequence of connected features such as sociological, psychological and individual aspects on Teaching Competency of high schools teacher. In the present study, professional burnout and other individual aspect are taken into deliberation to study how these features are affecting the teaching competencies of high school teachers.

High school education is a significant phase where the wanted skills, approaches, and cognitive essentials are to be endorsed among students. In order to commence enviable learning outcomes, a high school teacher requires to be competent in his/her classroom teaching. The excellence of high school education depends on a large amount on Teaching Competencies of teachers. In accumulation to Teaching Competencies, numerous other aspects such as philosophical, psychological, sociological, and individual factors are contributing to the development of Teaching Competencies.

Understanding this information, and looking into the review of related studies, the researcher has selected Professional Burnout and individual variable factors that manipulate Teaching Competencies for study.

There is also a necessity to know how these features add to the eminence development of high school teachers in terms of their Teaching Competencies. Quality of high school primary education system can be enhanced merely when sufficient actions are taken to reduce the teacher Professional Burnout features, which are effectual needles of Teaching Competencies.

NEED FOR THE STUDY

In recent years burnout increasing in human service professions. Burnout among teachers has in the last few years become a popular topic in the professional literature and at conferences of educational organizations. It has attracted the attention of several researchers in different disciplines. Much research has been carried out to ascertain its sources but a few investigations have been undertaken to explore its consequences for teaching personality factors. It is generally assumed that burnout is one of the important variables, which adversely affects the working quality and behavior of human beings. Teacher burnout is thought to be one reason for the increasing number of a competent teacher who is leaving the classroom for alternative careers. In fact, the teaching profession is identified as a part curly stressful occupation. As a result, burnout occurs among teachers and which manifests in physically psychological (depression and anxiety) and behavioral symptoms (e.g. deterioration of work performance and absenteeism).

OPERATIONAL DEFINITIONS

Competency: Competencies, those ideas, knowledge, abilities, approaches, and significance which are extremely expert and transmit directly to teachers' achievement in his/her occupation.

Burnout: A disease of emotional tiredness, Depersonalization and condensed individual achievement that can take place among persons who take on of some assignment.

High School Teachers: A professionally trained individual selected by the Govt. or Private Schools at the high school from VIII to X.

VARIABLES OF THE STUDY

Teaching Competencies and Professional Burnout are the variables of the present study.

Sub-Variables

Gender (Male & Female), Locality of the School (Rural & Urban), Medium of Instruction (Tamil and English), Years of Experience Teachers (0-5 years, 5 years and above) and Type of School (Boys, Girls & Co-ed) are the sub-variables of the study.

OBJECTIVES OF THE STUDY

1. To learn the connection between Teaching Competencies with Professional Burnout of high school teachers.
2. To examine whether there exists a significant difference in the Teaching Competencies and Professional Burnout of High school teachers with regard to Gender, Locality, Medium of Instruction and Years of experience.

METHODOLOGY

Sample and Sampling Technique

The sample consists of 250 high school teachers from Puducherry region which consists of 149 male and 101 female. Out of which 95 were from rural and 155 were from urban areas. The investigator adopted a simple random sampling technique to collect the data.

Tools Used for the Collection of Data

- i. Teaching Competencies Scale (TCS) developed by Bhat, V.D. (1988). The scale totally consists of 42 statements based on the dimensions of teaching competency namely, interest in the profession, classroom behavior, attitude towards students and instructional strategy. Each statement has been scored as 5 for always, 4 for often, 3 for sometimes, 2 for occasionally and 1 for never for all the favorable statements.
- ii. Maslach Professional Burnout Inventory (MPBI) developed by Christina, Maslach and Susan E-Jackson. It consists of 3 subscales with 22 statements about job-related feelings in all. The items were answered in terms of frequency which the respondent experiences these feelings on a 7 point scale ranging from 0, “never” to 6, “every day”

DATAANALYSIS

Table 1

Correlation Coefficient between Teaching Competencies and Professional Burnout of High school Teachers

Variables	Number	df	Correlation	Level of
Teaching Competencies and Professional Burnout	250	248	.226	S (.01 level)

Table 1 reveals that the Coefficient of Correlation exists between Teaching Competencies and Professional Burnout of High school teachers which are positive and significant.

Table-2

Mean difference of Teaching Competencies and Professional Burnout with respect to Gender, Locality, Medium of Instruction and Years of experience

Variable	Sub-Variable	N	Mean	SD	t value	LS
Teaching Competencies	Male	149	67.29	11.050	1.312	NS
	Female	101	65.60	8.081		
	Rural	95	65.66	10.670	1.173	NS
	Urban	155	67.19	9.512		
	English	143	38.76	10.776	1.304	NS
	Tamil	107	40.49	9.825		
	0-5 Years	146	66.49	10.594	.228	NS
	5 Years and above	104	66.78	9.080		
Professional Burnout	Male	149	40.70	10.513	2.239	S
	Female	101	37.72	10.007		
	Rural	95	33.45	8.654	8.070	S
	Urban	155	43.20	9.626		
	English	143	65.57	8.881	1.919	S
	Tamil	107	68.00	11.163		
	0-5 Years	146	38.86	10.430	1.141	NS
	5 Years and above	104	40.38	10.330		

On comparing Mean Teaching Competencies scores significant differences are not observed in all the sub-variables as the calculated 't' values are not significant. With regard to Professional Burnout significant difference was observed in sub-variables Gender, Locality, Medium of Instruction and not in the case of Years of experience. Therefore, there exists a significant difference in Professional Burnout with respect to Gender, Locality, and Medium of Instruction of high school teachers.

Table-3

Mean difference in Teaching Competencies and Professional Burnout with respect to Type of School

Variable	Source of Variance	Sum of Squares	df	Mean Squares	F Value	LS
Teaching Competencies	Between Groups	204.364	2	102.182	1.027	.359
	Within Groups	24567.220	247	99.462		
	Total	24771.584	249			
Professional Burnout	Between Groups	2736.899	2	1368.449	13.986	.000
	Within Groups	24167.597	247	97.845		
	Total	26904.496	249			

The calculated F value (13.986) which is higher than the table value, hence the hypothesis is accepted and concluded that there is a significant difference in Professional Burnout with regard to Type of School and not significant in the case of Teaching Competencies.

For the dimensions of Professional Burnout that differ significantly, follow up (post hoc) test were performed to see which groups differ within the subsamples.

Table 3(a)

Post hoc analysis of Professional Burnout with respect to the demographic variable type of School

Variable	(I) Type of Management	(J) Type of Management	Mean difference (I-J)	Std. Error	p
Professional Burnout	Boys	Girls	-7.401*	1.816	.000
		Co-ed	2.657	1.383	.135
	Girls	Co-ed	10.057*	1.906	.000

In careful observation of the table shows a test for the type of school and the variable whole Professional Burnout, there was a significant difference between Boys and Girls School, Girls and Co-ed Schools. Mean values revealed that Co-ed Schools performed better than other Schools.

DISCUSSION

In the present study, the results revealed that teaching competency of teachers does not differ with regard to their gender. This was supported by Hasan Arslan (2015) in his study that gender does not have an important result in teaching competency. It was found that significant differences were not observed with regard to gender. This was supported by the findings of Capri (2012) indicate that burnout scores of students differ according to their gender. Furthermore, the findings of the present study indicated that the burnout of teachers differs according to their locality. In addition, the findings of Capri (2012) revealed that the burnout of Teachers differed according to their level of experience. This was supported by Bas (2012) found that students' burnout perceptions statistically differ according to their level of experience. The results further revealed that the burnout of teachers differed in the medium of instruction.

EDUCATIONAL IMPLICATIONS OF THE STUDY

In the procedure of discussion, several analyses are made using statistical techniques. With regard to the analysis and interpretation, numerous implications are given under which pertain to the current educational organism.

The present study discloses that the Teaching Competencies of high school teachers is controlled by Professional Burnout. Therefore, the present study lays importance on the necessity for enhancing Teaching Competencies of high school teachers. Hence, rigorous training programs need to be conducted to enhance the Teaching Competencies in turn to reduce their Professional Burnout.

The significant difference is observed with regard to the high school teachers of rural-urban, male-female and English – Tamil medium high school teachers in respect of their professional burnout. The present study recommends the importance of implementing various revision in the salary packages, to progress the Teaching Competencies and to render various counseling programs to reduce the burnout of high school teachers.

It is essential to train the high school teachers on teacher competencies. A skill-based monitoring arrangement is required to be developed for value development at higher education level because competency is an indispensable characteristic for qualitative

enhancement in education. Concentrated well-planned training programs need to be conducted to enhance Teaching Competencies of high school teachers.

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