

To Study the Relationship between Teaching Competency and Anxiety of Secondary School Teachers

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Abstract

The present era is an age of anxiety. It is not only a favorite theme for many poets and novelists, but has become a nodal concept in psychology. Teaching constitutes one of the major tasks of a teacher competency. Teaching is the essence of a successful education system. In this study 300 secondary school teachers were taken from five districts of Haryana. The study reveals that there is no significant relationship between Teaching competency and anxiety of secondary school teacher's. It further shows that anxiety of secondary school teacher's Enhance. Teaching competency of secondary school Teacher's.

KEYWORDS: Teaching competency, Anxiety, Secondary school teacher's.

INTRODUCTION

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and moulded by the human personality called the teacher, who plays a pivotal role in any system of education. Every teacher is expected to perform a miracle which helps in shaping millions of learners to become worthy citizens of the world. Teachers who are knowledgeable and are well disposed towards their pupils and show warmth, enthusiasm and concern in their interaction with them will be appreciated by everyone or we can say that they will be considered as effective teachers. For effective teaching, good and competent teachers are needed. The present era is an age of anxiety. It is not only a favorite theme for many poets and novelists, but has become a nodal concept in psychology (Freud, 1936). It has been utilized for explaining many of psychopathological problems and has become a useful construct in the field of social inter-relationships and behavior. Due to this the investigator studied the effect of anxiety on teaching competency. Akinsola (2015) examined teaching anxiety experienced by pre-service teachers during the period of teaching practices among student teachers in Nigeria. Chi-square test was use to found relationship between student teachers' teaching anxiety. Result shows that there were significant relationships between 12 of the items. Anxiety was found to be particularly associated with classroom control problems, with being evaluated by supervisors, with forming relationships with students and the subject teachers, and with achieving lesson goals. There was no significant difference between male and female pre-service teachers teaching anxiety. The students were more confident at the second teaching practice and the level of anxiety was lower than at their first teaching practice.

STATEMENT OF THE PROBLEM

To study the relationship between teaching competency and anxiety of secondary school teachers.

OBJECTIVE OF THE STUDY

- To study the relationship between teaching competency and anxiety of secondary school teacher.

HYPOTHESES OF THE STUDY

- There exists no significant relationship between teaching competency and anxiety of secondary school teachers.

SAMPLE

The stratified random sampling technique was used in the present study. The sample of the study consists of 300 teachers from Govt. Schools of Haryana State i.e. Rewari, Gurgaon, Jhajjar, Rohtak, Mewat.

METHODS

The study employed descriptive survey method of research. It is commonly used in educational research to study existing conditions and phenomenon.

TOOL USED

The investigator used Anxiety Scale for Teachers by D. Sinha (1991) and Teaching Competency Scale by B.K. Passi and M.S.Lalitha (2011).

STATISTICAL TECHNIQUES

The statistical techniques like mean, standard deviation and Pearson Co-efficient of Correlation were used to analyze and interpret the data.

ANALYSIS AND INTERPRETATION OF DATE

To study the relationship between teaching competency and anxiety of secondary school teachers.

Table- 1

Coefficients of correlation between teaching competency and anxiety of Secondary school Teachers.

Variables	N	(r) value
Teaching Competency	300	-0.0139(NS)
Anxiety	300	
Df=298 * Value of significant 0.05 level=0.113 ** Value of significance at 0.01 level=0.148 NS=Not significant		

Table – 1 Indicate that the coefficient of correlation between teaching competency and anxiety of secondary school teachers is -0.0139 which is negative and not significant at both 0.05 and 0.01 level of significance. Thus the null hypothesis stating that “there is no significant relationship between teaching competency and anxiety of secondary school Teacher” is accepted. In other words, teaching competency of secondary school teacher’s is not associated with increase or decrease in anxiety and vice-versa. This can be due to the reason that more anxiety level is not responsible for enhance teaching competency.

FINDING

No significant relationship was found between teaching competency and anxiety of secondary school teachers in overall and anxiety of secondary school Teachers in overall and in case of male, female and rural, urban teachers. It can be due to the reason that may be some other factors play important role in developing or enhancing teaching competency.

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