

TEACHING COMPETENCY OF COLLEGE TEACHERS IN RELATION TO THEIR ANXIETY

Research
Paper

ABSTRACT

The present study aims at investigating the teaching competency of college teachers in relation to anxiety. The sample of 310 teachers of arts and science colleges in Kanyakumari district had been drawn through the random technique. Personal information form, teaching competency scale and Anxiety inventory were used to collect data. The data was subjected to 't' test and correlation 'r' for analysing and interpreting the data. The results revealed that there was significant difference between male and female teachers in Subject Mastery. The teachers of affiliated colleges significantly differ from the teachers of autonomous colleges in teaching competency. There was no significant correlation between teaching competency and anxiety of college teachers of Kanyakumari District.

INTRODUCTION

A successful teacher is defined as one who possesses an integrated personality, sound training, competency and professional preparation. Teaching competency is the skill, ability and capabilities possessed by the teacher so as to make the teaching and learning environment effective and productive thereby realising the full potential of the teacher as well as the students and in turn achieving the goals of education. The opinion "good teachers are born, not made" is contrary to both the wide range of personalities observed among effective teachers and the acknowledgement that professional knowledge, skills, and attitudes are acquired for effective teaching (Bank and Mayes, 2001). Anxiety can be a mood, a feeling, an emotional response, a symptom or an illness. Anxiety acts as an indicator of mental health. When a teacher wants to be effective he or she must be free from anxiety.

SIGNIFICANCE OF THE STUDY

Today, all teachers are faced with the ongoing challenge of working to make their teaching effective (Cruickshank and Jenkin, 2003). But the effectiveness of a teacher depends as much on his understanding of himself as it does on his understanding of his students.

Hence it is essential that teachers should try to understand the psychological factors in their own life. Personality theories consider anxiety to be an important factor in producing discrepancy between performance and potential. Anxiety is generated within the individual who is apprehensive but cannot attach his feelings to any specific cause. Anxiety is for all practical purposes a universal problem. Anxiety seems to thrive in a climate of uncertainty and particularly in situations dominated by hostility. Anxiety reaction is the most common form of neurosis occurring among individuals possessing above average intelligence (Mayor, 2005). College teachers due to heavy workload, unhealthy competition among the colleagues, the undue expectations of the management and social pressure feel greater amount of anxiety in their professional career. So the investigator finds this problem as relevant to the times.

STATEMENT OF THE PROBLEM

"Teaching Competency of College Teachers in Relation to their Anxiety".

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OBJECTIVES

1. To find out significant difference if any between college teachers in teaching competency in respect of Gender, Age, Type of institution and Domicile of the Institution.
2. To find out significant difference if any between college teachers in anxiety in respect of Gender, Age, Type of Institution and Domicile of Institution.
3. To find out significant correlation if any between teaching competency and anxiety of college teachers.

METHOD, POPULATION AND SAMPLE

In order to solve the present problem the investigator employed the descriptive method using the survey technique. The population was the teachers teaching in the Arts and Science Colleges in Kanyakumari district on regular basis. The investigator used the simple random sampling technique to draw a sample of 310 teachers from ten colleges.

TOOLS USED

- Personal Data Sheet
- Teaching Competency Scale developed and validated by the investigator and Francisca (2009)
- Anxiety Inventory (Adopted version of Manju Rani Aggarwal, 1983)

DATA ANALYSIS

To analyse the data the investigator used 't' test and Karl Pearson's Product Moment Correlation.

Table 1

DIFFERENCE BETWEEN TEACHERS IN TEACHING COMPETENCY WITH REFERENCE TO GENDER

Dimensions	Category	N	Mean	SD	t value	Result
Subject Mastery	Male	120	48.5	11.6	1.99	Significant
	Female	190	50.95	8.77		
Motivation & Introduction	Male	120	48.65	11.4	1.79	Not significant
	Female	190	50.85	8.96		
Use of Methods and Skills	Male	120	49.45	10.7	0.75	Not significant
	Female	190	50.35	9.55		

Communication	Male	120	49.51	10.32	0.68	Not significant
	Female	190	50.31	9.81		
Classroom Management	Male	120	48.87	10.67	1.54	Not significant
	Female	190	50.71	9.51		
Emotional Support	Male	120	48.74	10.5	1.74	Not significant
	Female	190	50.8	9.62		
Teaching Competency	Male	120	48.86	10.42	1.58	Not significant

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

The calculated 't' value for subject mastery is greater than the table value at 5% level of significance. The above table makes it clear that male and female teachers differ in Subject Mastery. But they do not differ for other dimensions such as motivation and introduction, use of methods and skills, communication, classroom management, providing emotional support and teaching competency.

Table 2

DIFFERENCE BETWEEN TEACHERS IN TEACHING COMPETENCY WITH REFERENCE TO AGE

Dimensions	Category	N	Mean	SD	t value	Result
Subject Mastery	40 & below	141	49.7	9.23	0.48	Not significant
	41 & above	169	50.25	10.6		
Motivation and Introduction	40 & below	141	49.87	9.14	0.21	Not significant
	41 & above	169	50.11	10.7		
Use of Methods & Skills	40 & below	141	49.58	9.46	0.67	Not significant
	41 & above	169	50.35	10.4		
Communication	40 & below	141	50.46	8.63	0.76	Not significant
	41 & above	169	49.61	11		
Classroom Management	40 & below	141	49.86	9.59	0.22	Not significant
	41 & above	169	50.11	10.4		
Emotional Support	40 & below	141	50.09	8.79	0.15	Not significant
	41 & above	169	49.92	10.9		
Teaching Competency	40 & below	141	49.82	9.21	0.3	Not significant
	41 & above	169	50.15	10.6		

(At 5% level of significance the table value of 't' is 1.96)
 Since the calculated 't' values are less than the table value, the null hypothesis is accepted. Therefore the college teachers do not significantly differ in teaching competency and its dimensions with respect to age.

Table 4

**DIFFERENCE BETWEEN
TEACHERS IN TEACHING
COMPETENCY WITH REFERENCE
TO DOMICILE**

Dimension	Category	N	Mean	SD	t value	Result
Subject Mastery	Rural	179	50.56	9.59	1.14	Not significant
	Urban	131	49.23	10.52		
Motivation and Introduction	Rural	179	51.11	9.4	2.25	Significant
	Urban	131	48.49	10.62		
Use of Methods & Skills	Rural	179	50.91	9.95	1.89	Not significant
	Urban	131	48.75	9.97		
Communication	Rural	179	51.13	9.95	2.35	Significant
	Urban	131	48.45	9.9		
Classroom Management	Rural	179	50.78	9.83	1.61	Not significant
	Urban	131	48.93	10.16		
Emotional Support	Rural	179	51.2	9.78	2.48	Significant
	Urban	131	48.36	10.1		
Teaching Competency	Rural	179	51.19	9.34	2.42	Significant
	Urban	131	48.37	10.66		

(At 5% level of significance the table value of 't' is 1.96)

The calculated 't' values for motivation and introduction, communication, emotional support and teaching competency in total are greater than the table value. Therefore the teachers of rural colleges significantly differ in Motivation and Introduction (51.11), Communication (51.13), Providing Emotional Support (51.20) and Teaching Competency in Total (51.19) when compared to the mean scores of teachers of urban colleges. But they do not significantly differ in Subject Mastery, Use of Methods and Skills and Classroom Management.

Comparing the mean scores, the teachers of rural colleges are more competent than the teachers of urban colleges.

Table 3

**DIFFERENCE BETWEEN TEACHERS IN
TEACHING COMPETENCY WITH
REFERENCE TO TYPE OF INSTITUTION**

Dimensions	Category	N	Mean	SD	t value	Result
Subject Mastery	Affiliated	218	51	9.52	2.04	Significant
	Autonomous	92	48	10.89		
Motivation and Introduction	Affiliated	218	51	9.46	3.06	Significant
	Autonomous	92	47	10.73		
Use of Methods & Skills	Affiliated	218	51	10.19	2.25	Significant
	Autonomous	92	48	9.32		
Communication	Affiliated	218	51	9.69	2.77	Significant
	Autonomous	92	48	10.34		
Classroom Management	Affiliated	218	50	9.86	1.69	Not significant
	Autonomous	92	49	10.23		
Emotional Support	Affiliated	218	51	9.74	2.5	Significant
	Autonomous	92	48	10.32		
Teaching Competency	Affiliated	218	51	9.5	2.92	Significant
	Autonomous	92	47	10.68		

(At 5% level of significance the table value of 't' is 1.96)

The table clearly shows that the calculated 't' values for subject mastery, motivation and introduction, use of methods and skills, communication, emotional support and teaching competency in total are greater than the table value at 5% level of significance. The teachers of affiliated colleges do significantly differ in Subject Mastery (50.70), Introduction and Motivation (51.17), Use of Methods and Skills (50.79), Communication (51.04), Providing Emotional Support (50.93) and Teaching Competency in total (51.11) compared to the teachers of autonomous colleges. But they do not differ in Classroom Management.

Table 5

DIFFERENCE BETWEEN TEACHERS IN ANXIETY WITH RESPECT TO SELECTED BACKGROUND VARIABLES

Category	N	Mean	SD	t value	Result
Male	120	50.27	10.99	0.16	Not significant
Female	190	49.83	0.34		
40& below	141	48.24	9.76	2.86	Significant
41& above	169	51.47	9.96		
Affiliated	218	49.23	9.9	2.1	Significant
Autonomous	92	51.83	10.04		
Rural	179	48.74	10.02	2.63	Significant
Urban	131	51.72	9.74		

(At 5% level of significance the table value of 't' is 1.96)

The calculated 't' values for the background variables age, type of institution and domicile of the institution are greater than the table value. Significant differences were found between college teachers in their anxiety with respect to their Age, Type of Institution and Domicile of Institution. Considering the mean scores, teachers 41 and above in age, teachers of autonomous colleges and teachers of urban colleges have more anxiety than their counterparts. But no difference was found between male and female teachers in their anxiety.

The teachers 41 and above in age (51.49), teachers of Autonomous colleges (51.83) and teachers of Urban colleges (51.72) have more anxiety than their counterparts.

Table 6

CORRELATION BETWEEN TEACHING COMPETENCY AND ANXIETY WITH RESPECT TO TOTAL SAMPLE

Total sample	Count	'r' value	Table Value	Result
College teachers	310	-0.068	0.088	NS

There is no significant correlation between teaching competency and anxiety of college teachers.

DISCUSSION

Male and female teachers do significantly differ in Subject Mastery. Male teachers seem to be better than female teachers in Subject Mastery. Female teachers

are bookish and they may have acquired distinction in their study courses. But male teachers are more intelligent than female teachers and they possess an in depth knowledge of the subjects they have learnt. They are able to correlate their learning experiences with life experiences. This may be the reason for their subject mastery.

The college teachers do significantly differ in Subject Mastery, Motivation and Introduction, Use of Methods and Skills, Communication, Emotional Support and Teaching Competency in total in respect of type of institution.

Significant difference was observed between college teachers in teaching competency in respect of type of institution. The teachers of affiliated colleges are more competent than the teachers of autonomous colleges. This may be due to the fact that the teachers in affiliated colleges are not burdened by the other academic activities as faced by teachers of autonomous colleges. The teachers of affiliated colleges have time for their preparation and plan different strategies for their teaching. They are relaxed and not anxious towards anything and find ample time to develop their competency in teaching.

The teachers of rural colleges are strong in Motivating students and Instruction of the lesson, have better Communication Skill and provide Emotional Support to learners and to sum up they have better Teaching Competency than the teachers of urban colleges. The teachers of rural colleges have to deal with learners who come from rural areas. Their expectation from the teachers is more as they get less support from their families. The students totally depend upon the teachers not only for their learning problems but also for their personal problems.

They have full confidence in their teachers. So these teachers go beyond their student teacher relationship and extend warm support to their students. Their motivational skills and instruction of the lesson are effective.

So naturally their communication skill will also be better. These teachers are highly confident in their communication and they show empathy and optimism in their communication.

The teachers significantly differ in anxiety in respect of Age, Type of Institution and Domicile of Institution. The teachers who are 41 & above, the teachers of Autonomous Colleges and the teachers of urban colleges feel more anxiety than the others. The teachers who are 41 and above may be facing the pressure of other responsibilities at home and society. The teachers of Autonomous colleges might be suffering from heavy workload. The teachers of Urban colleges might be facing a lot of disciplinary challenges from the student's part.

There is no significant correlation between teaching competency and anxiety of college teachers, and this is a welcome result. Though the teachers feel anxiety, fortunately it is not affecting their teaching.

CONCLUSION

The investigator had attempted to study the teaching competency of college teachers of Kanyakumari district in relation to their anxiety. The female teachers may be given special attention and may be motivated to take up short term courses in their subjects. The teachers of autonomous colleges may be encouraged to develop desirable competency in teaching. Their burden may have to be reduced. The teachers of urban colleges may be given adequate training and guidance to enhance their competency. Further, the teachers who are 41 and above in age, the teachers of autonomous colleges and the teachers of urban colleges need to be taken into consideration for the reduction of anxiety through relaxation techniques.

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EFFECTIVENESS OF PEER TUTORING..

- 3) To bring out qualitative changes in education, we should implement faithfully this method in our classroom teaching with certain modifications.
- 4) The effectiveness of peer-tutoring can help the students in developing relationship among them.
- 5) It can be used to develop communication skill, team spirit, confidence, social interaction, and build positive interdependence and good leadership quality.
- 6) This method can be shaped to teach the skills of effective reception, critical thinking and cognitive.

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