CHAPTER—V
SUMMARY AND CONCLUSIONS

5.0 INTRODUCTION

The destiny of a nation is shaped in its classroom and it is the teacher who is a very important instrument in moulding that destiny. The teacher plays the major role on the educational stage. Teacher has to work hard not only for his own great reputation but also for keeping up traditional conventions of his country. Of all the participants in the drama of education, the role of the teacher is significant and full of responsibility. A single wrongful act of a teacher affects the present and also the future of a child. Hence, the teacher should care much about the repercussions of his wrong acts and ineffective unwilling performance.

The pivotal role of a teacher in nation building is universally recognised. Teachers pave the way for an enlightened society, so competent teachers do it effectively. The school having excellent material resources and the appropriately adopted curriculum prove their worth only if the teachers are competent and effective. Teaching competence of a teacher is directly related to his physical, psychological, social and emotional well being and proportional to his adjustment in the society, institution and family. Teachers behavioural problems related to their socio-emotional facet of behaviour, their attitude towards teaching profession, stress experienced by them, and their adjustment with home, school, family and society will affect their teaching competence.

5.1 THE PRESENT STUDY

Teaching is an interactive process, which is mainly influence directed. A teacher tries to influence the students. However, this influence is not only one-way, both the teachers and students influence each other. But the influence exerted by the teacher on the students is of a greater and a far reaching significance.
What kind of a school and teachers a child gets affects his emotional, social and intellectual growth to a great extent directly or indirectly. There is a wide criticism in the public that there are some teachers having behavioural problems, less attitude towards teaching, maladjusted, feel difficulty to cope with stress and are not competent to teach and inculcate the required knowledge and skills. To find out the reasons for this criticism this study is undertaken.

The present study is intended to identify the behavioural problems existing in secondary school teachers, and to ascertain whether there is any relationship between the behavioural problems and teaching competence, attitude and teaching competence, stress and teaching competence, adjustment and teaching competence, etc. exists as such or not. The present study also intended to find out the interaction effect of independent variables (behavioural problems, attitude, stress and adjustment) on the dependent variable (Teaching competence). It attempts to study the difference between male and female teachers, teachers with varying length of experience, teachers with different range of qualifications, teachers with different age group, teachers from government and private schools, teachers from rural and urban area, on teaching competence behavioural problem, attitude towards teaching, teacher stress and adjustment. The present study is confined to the above aspects only.

5.2 TITLE OF THE STUDY

The present study is entitled as “INFLUENCE OF BEHAVIOURAL PROBLEMS, ATTITUDE, STRESS AND ADJUSTMENT OF SECONDARY SCHOOL TEACHERS ON THEIR TEACHING COMPETENCE”.

5.3 OBJECTIVES OF THE STUDY

The following objectives were proposed for study in the present investigation.

1. To develop and standardise behavioural problems inventory (socio-emotional behaviour checklist).

2. To predict the best predictor of Teaching Competence of teachers from a set of predictor variables.
3. To study the interaction effect of
   (a) Behavioural problems and attitude on teaching competence
   (b) Behavioural problems and stress on teaching competence
   (c) Behavioural problems and adjustment on teaching competence
   (d) Attitude and stress on teaching competence
   (e) Attitude and adjustment on teaching competence
   (f) Stress and adjustment on teaching competence

4. To study the difference between the following categories of teachers on
   behavioural problems, attitude towards teaching, teacher stress, teacher
   adjustment and teaching competence.
   (a) Male and female teachers
   (b) Teachers with varying length of experience
   (c) Teachers with different qualifications
   (d) Teachers of different age group
   (e) Teachers from Government and private schools
   (f) Teachers from rural and urban area

5.4 HYPOTHESES

In order to achieve the above objectives of the study, the following hypotheses
are formulated for testing. Hypotheses can be formulated in many forms. There are
many researches stating the relationship between one variable with another. The
researcher, based on the related literature reviewed, planned to state the hypotheses in
the following way.

1. The prediction of independent variables like Behavioural Problems, Attitude,
   Stress, Adjustment, Sex, Age, Qualifications, Experience, Income, Teacher’s
Subject, Type of School, Inservice programmes and locale on Teaching Competence is not significant.

2. There is no significant influence of

(a) Behavioural problems and attitude on teaching competence
(b) Behavioural problems and stress on teaching competence
(c) Behavioural problems and adjustment on teaching competence
(d) Attitude and stress on teaching competence
(e) Attitude and adjustment on teaching competence
(f) Stress and adjustment on teaching competence

3. There is no significant difference between the following categories of teachers on their behavioural problems, attitude towards teaching, teacher stress, teacher adjustment and teaching competence.

(a) Male and female teachers
(b) Teachers with varying length of experience
(c) Teachers with different range of qualifications
(d) Teachers with different age group
(e) Teachers with number of inservice training programmes attended
(f) Teachers from Government and private schools
(g) Teachers from rural and urban area

5.5 METHODOLOGY OF THE STUDY

Design is the heart of research upon which the entire process of research is carried out. In this study the Investigator followed descriptive and correlational type of research to study the influence of teachers behavioural problems, attitude towards teaching, teachers’ stress and teacher adjustment as their teaching competence. Also
an attempt is made to find out whether behavioural problems, attitude, stress and adjustment have anything to do with teaching competence or not. Thus this study attempts to explore the relationship between behavioural problems and teaching competence, attitude and teaching competence, adjustment and teaching competence, stress and teaching competence and adjustment and teaching competence. The main and interaction effect between these variables also studied. The relationship between behavioural problems, attitude and teaching competence, behavioural problems, stress and teaching competence, behavioural problems, adjustment and teaching competence, attitude, stress and teaching competence, attitude, adjustment and teaching competence and stress, adjustment and teaching competence, etc. were studied. The significance of difference between teachers in different variables of the study related to their sex, age, qualification, subject, experience, income, inservice training programmes attended, school type, locality of the school, etc. were studied.

5.6 SAMPLE AND SAMPLING PROCEDURE

The sample selected for the investigation consisted 631 teachers of various secondary schools in Kollam District of Kerala. Simple random sampling technique is followed to draw the sample for the present study. The age of the teachers ranged between 25 and 54 years, both male and female teachers are found in the sample. Teachers having six slabs of experience, upto five years of experience, six to ten years of experience, eleven to fifteen years of experience, sixteen to 20 years of experience, 21 to 25 years of experience and above 25 years of experience, are found in the sample. Teachers with post-graduation (MA/MSc) and BEd, teachers with graduation (BA/BSc) and BEd and teachers with pre-degree/language teachers training were found in the sample. Teachers belonging to various subjects like Malayalam, English, Hindi, Maths, Physical Science and Biology are found in the sample. Malayalam, English and Hindi teachers were grouped in language group, mathematics teachers as mathematics group, social studies teachers as social studies group and physical science and biology teachers were included in the science group. Teachers attended
varying number of inservice teaching programmes, teachers from urban and rural area, teachers from both government and private schools are also found in the sample.

5.7 RESEARCH TOOLS EMPLOYED

Selection of valid and reliable tools for the collection of data is an important aspect for any investigation. For testing the formulated hypotheses, the data were collected using the following tools.

1. Behavioural problems inventory (socio-emotional behaviour checklist)
2. Teacher attitude scale
3. Teacher stress scale
4. Teacher adjustment scale
5. Teacher competency scale

Among the five tools used, teacher attitude scale was developed and standardised by S.P. Ahluwalia, teacher adjustment scale and teaching competency scale were developed by PVSR Raju and teacher stress scale was developed by DVVK Raju. Behavioural problems inventory (socio-emotional behaviour checklist) was specifically designed, constructed and standardised by the Investigator for the purpose of measuring teachers behavioural problems, other tools mentioned above were retested on a try-out sample of 60 secondary school teachers.

5.8 STATISTICAL TECHNIQUES USED

The following statistical techniques were employed to analyse the data.

1. Mean, median, standard deviation, skewness and kurtosis for all distributions.
2. Pearson’s product moment correlation was calculated for even-odd items of attitude scale, stress scale, adjustment scale and teaching competency scale and its reliability indices were computed by using Spearman Brown Prophecy formula.
3. Two-way Analysis of Variance (Two-way ANOVA) is used to know the interaction effects of independent variables on the dependent variable.
4. One-way Analysis of Variance (One-way ANOVA) is used to test the hypothesis concerning to significant difference between age, experience, qualifications, subject and number of inservice programmes attended.

5. Critical ratios are calculated for item analysis and to test the hypothesis concerning to significant difference.

6. Step-wise Multiple Regression Analysis was done to predict the best predictor of teaching competence of secondary school teachers.

5.9 MAJOR FINDINGS OF THE STUDY

1. Age, experience, behavioural problems, stress and adjustment are the best predictors of Teaching Competence. Sex, qualifications, income, subject, inservice programmes, type of school, locale and teachers’ attitude cannot be considered as significant predictors of Teaching Competence.

2. There is a significant interaction effect of behavioural problems and attitude, behavioural problems and stress, attitude and adjustment, stress and adjustment on teaching competence of teachers.

3. Male and female teachers did not differ in behavioural problems, attitude, stress, adjustment and teaching competence. Sex has no influence on teachers’ behavioural problems, attitude, stress, adjustment and teaching competence.

4. Teachers annual income has no influence on their behavioural problems, attitude and stress. But it has an influence on their adjustment and teaching competence. Teachers whose annual income was upto one lakh were more adjusted and teachers whose annual income was above one lakh were less adjusted. Teachers with annual income below one lakh have shown a high teaching competence and above one lakh have a low teaching competence.

5. Type of school (Government and Private) has no influence on teachers behavioural problems, stress and teaching competence. But it influenced the teachers attitude and adjustment. Government school teachers have shown more
favourable attitude towards teaching and are highly adjusted. On the other hand private school teachers have shown a low attitude towards teaching and were less adjusted.

6. Locality (urban/rural) of the school has no influence on teachers behavioural problems, stress and their adjustment. But it has an influence on their attitude and teaching competence. Rural teachers have shown more favourable attitude than the urban teachers. In teaching competence also rural teachers scored a high score than the urban teachers. On the other hand urban teachers were shown less attitude towards teaching and they were less competent in teaching.

7. Age of secondary school teachers has no influence on their behavioural problems, attitude and stress. But it has an influence on their adjustment and teaching competence. Teachers below 30 years were more adjusted whereas teachers between 41 and 50 years were less adjusted. Teachers below 30 years have high teaching competence whereas teachers between 41 and 50 years have low teaching competence.

8. Secondary school teachers qualification has no influence on their behavioural problems, attitude, adjustment and teaching competence. But it has influenced their stress. Teachers with graduation and B.Ed. have experienced high stress whereas teachers with pre-degree and language teachers training have low stress.

9. Teachers experience has no influence on their behavioural problems attitude and teaching competence. But it has an influence on their stress and adjustment. Teachers who have put in above 25 years of experience have experienced high stress whereas teachers put in that of between eleven and fifteen years have low stress. Teachers below five years of experience were more adjusted than the other age groups whereas teachers with above 25 years of experience are less adjusted.

10. Teachers subject has no influence on their behavioural problems and attitude. But it has an influence on their stress, adjustment and teaching competence. Teachers taking languages have experienced a high stress whereas teachers taking
mathematics have a low stress. Teachers taking mathematics as their optional subject were highly adjusted and science teachers were less adjusted. Language teachers have high teaching competence whereas mathematics teachers were less competent.

11. Teachers' behavioural problems and teacher attitude were not influenced by the inservice training programmes but it influenced teachers’ stress, adjustment and teaching competence. Teachers attended eleven to fifteen inservice programmes have shown a high stress and teachers attended six to ten inservice programmes have shown a low stress. Teachers who have not attended any inservice programmes have high adjustment and teaching competence, teachers who have attended above fifteen inservice programmes have low adjustment and low teaching competence.

12. There is no significant difference between male and female teachers with regard to various dimensions of behavioural problems, attitude, stress, adjustment and teaching competence.

13. Teachers drawing salary less than one lakh and above one lakh differ significantly in mental health related problems dimension of behavioural problems. Other dimensions are not significant. Teachers drawing salary above one lakh rupees have shown more mental health related problems.

14. Teachers drawing salary less than one lakh and above one lakh do not differ significantly with regard to various dimensions of teacher attitude.

15. Teachers drawing salary less than one lakh and above one lakh do differ significantly in work load dimension of teacher stress. Income has not influenced other dimensions of teacher stress.

16. Teachers drawing salary less than one lakh and above one lakh do differ significantly in all the dimensions of teachers adjustment namely home, emotional, school and social. Teachers with annual income upto one lakh rupees
were more adjusted than teachers with annual income above one lakh in their home, emotional, school and social dimensions of teachers adjustment.

17. Teachers drawing salary less than one lakh and above one lakh do differ significantly in presentation, closing, evaluation and managerial dimensions of teaching competence whereas planning dimension was not significant. Teachers drawing salary below one lakh rupees have shown more teaching competence in all the dimensions.

18. There is a significant difference between Government and private school teachers with regard to drug addiction dimension of behavioural problems, other dimensions are not significant. Private school teachers have more drug addiction related problems than government school teachers.

19. There is no significant difference between government and private school teachers with regard to educational process dimension of teacher attitude, all the other dimensions namely teaching profession, classroom teaching, child centered practices, pupils and teachers attitude are significant. Government school teachers have more favourable attitude than private school teachers in all the dimensions of teachers attitude namely, teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers’ attitude.

20. There is no significant difference between government and private school teachers in all the dimensions of teachers stress, namely, professional growth, workload, occupational hazards, student behaviour, family and society.

21. There is no significant difference between government and private school teachers with regard to home dimensions of teachers adjustment, all the other dimensions namely, emotional, school and social are significant. Government school teachers are more adjusted than private school teachers in all the dimensions of teacher adjustment namely, home, emotional, school and social.
22. There is no significant difference between government and private school teachers in all the dimensions of teaching competence, namely planning, presentation, closure, evaluation and management.

23. Locality of the school has not influenced the various dimensions of teachers behavioural problems namely work, unnecessary anger, mental health, drug addiction, bias towards students, family, head of the institution/work place and student related problems.

24. Locality of the school has influenced all the dimensions of teacher attitude namely, teaching profession, classroom teaching, child centered practices, educational process, pupils and teacher attitude significantly. Rural teachers have more favourable attitude than urban teachers in all the dimensions of teacher attitude.

25. There is a significant difference between rural and urban teachers with regard to society dimension of teacher stress, all the other dimensions namely professional growth, workload, occupational hazard, student behavioural and family were not significant. Rural teachers society related stress was high than urban teachers.

26. There is no significant difference between rural and urban teachers in all the dimensions of teacher adjustment namely, home, emotional, school and social.

27. Locality has influenced the presentation and managerial dimensions of teaching competence, all the other dimensions namely, planning, closure and evaluation were not influenced. Rural teachers have a high teaching competence in presentation and managerial dimensions of teaching competence.

28. Secondary school teachers of different age groups do differ significantly in work, mental health and student relation dimensions of behavioural problems, all the other dimensions namely unnecessary anger, drug addiction, bias towards students, family and head of the institution/work place were not significant. Teachers above 50 years have more work related problems whereas teachers below 30 years have less work related problems. Teachers between 41 and
50 years have more mental health related problems whereas teachers below 30 years have less mental health related problems. Teachers between 41 and 50 years have more problems in student relation whereas teachers below 30 years have less problems in student relation.

29. Secondary school teachers of different age group significantly differ in classroom teaching educational process dimensions of teacher attitude, all the other dimensions namely teaching profession, child centered practices, pupils and teacher attitude dimensions were not significant. Teachers below 30 years have more favourable attitude in classroom teaching dimension of teacher attitude, whereas teachers between 41 and 50 years have less favourable attitude in classroom teaching dimension of teacher attitude. Teachers between 41 and 50 years have more favourable attitude in educational process dimensions of teacher attitude whereas teachers above 50 years have less favourable attitude in educational process dimension of teacher attitude.

30. Secondary school teachers of different age group significantly differ in professional growth, work load and society dimensions of teacher stress, occupational hazards, student behaviour and family dimensions of teacher stress were not significant. Teachers below 30 years have experienced high stress in professional growth dimensions of teacher stress whereas teachers above 50 years have less stress in professional growth dimensions of teacher stress. Teachers between 41 and 50 years have experienced high stress in work load dimension of teacher stress whereas teachers between 31 and 40 years have less stress in work load dimension of teacher stress. Teachers between 41 and 50 years have experienced high stress in society dimension of teacher stress whereas teachers between 31 and 40 years have less stress in society dimension of teacher stress.

31. Secondary school teachers of different age groups significantly differ in all the dimensions of teacher adjustment namely home, emotional, school and social. Teachers below 30 years have high adjustment in home dimension of teacher adjustment whereas teachers between 41 and 50 years were less adjusted.
Teachers below 30 years have a high adjustment in emotional dimension of teacher adjustment whereas teachers above 50 years were less adjusted. Teachers below 30 years have high adjustment in school dimension of teacher adjustment whereas teachers between 41 and 50 years were less adjusted. Teachers below 30 years have high adjustment in social dimension of teacher adjustment whereas teachers between 41 and 50 years were less adjusted.

32. There is no significant difference among the secondary school teachers of different age groups in planning dimension of teaching competence, in all the other dimensions namely presentation, closing, evaluation and managerial they differ significantly. Teachers below 30 years have high teaching competence in presentation, closing, evaluation and managerial dimensions of teaching competence, whereas teachers above 50 years have less teaching competence in presentation, closing and managerial dimensions of teaching competence and teachers between 41 and 50 years were less competent in evaluation dimension of teaching competence.

33. Secondary school teachers of different qualifications significantly differ in unnecessary anger, mental health and student relation dimensions of behavioural problems, but they did not differ significantly in work, drug addiction, bias towards children, family and head of the institution/workplace dimensions of behavioural problems. Teachers with pre-degree and language teachers training qualifications have more behavioural problems in unnecessary anger dimensions of behavioural problems whereas teachers with graduation and B.Ed. have less behavioural problems in unnecessary anger dimension of behavioural problems. Teachers with graduation and B.Ed. qualifications have more problems in mental health dimension of behavioural problems whereas teachers with pre-degree and language teachers training qualifications have less problems in mental health dimensions of behavioural problems. Teachers with post-graduation and B.Ed. qualifications have more problems in student relation dimension of behavioural problems whereas teachers with pre-degree and language teachers training
qualifications have less problems in student relation dimension of behavioural problems.

34. Secondary school teachers of different qualifications differ significantly in child centered practices dimension of teacher attitude, but in all the other dimensions namely teaching profession, classroom teaching, educational process, pupils and teacher attitude they did not differ significantly. Teachers with graduation and B.Ed. have more favourable attitude in child centered practices dimension of teacher attitude whereas teachers with pre-degree and language teachers training have less attitude in child centered practices dimension of teacher attitude.

35. Secondary school teachers with different qualifications do differ significantly in all the dimension of teacher stress namely professional growth, workload, occupational hazards, student behaviour, family and society. Teachers with graduation and B.Ed. have experienced high stress in all the dimensions of teacher stress namely professional growth, workload, occupational hazards, student behaviour, family and society whereas post-graduates with B.Ed. qualification have less stress in work load and family dimensions of teacher stress, teachers with pre-degree and language teachers training have less stress in professional growth, occupational hazards, student behaviour and society dimensions of teacher stress.

36. Secondary school teachers of different qualifications did not differ significantly in all the dimensions of teacher adjustment namely home, emotional, school and social.

37. Secondary school teachers’ qualifications have an influence on the closing dimension of teaching competence. Secondary school teachers with different qualifications do not differ significantly in all the other dimensions of teaching competence namely planning, presentation, evaluation and managerial. Teachers with post-graduation and B.Ed. have high teaching competence in closing dimension of teaching competence whereas teachers with pre-degree and language
teachers training have less teaching competence in closing dimension of teaching competence.

38. Secondary school teachers’ experience has an influence on their work, mental health, family and head of the institute/work place dimensions of behavioural problems. But it has not influenced their unnecessary anger, drug addiction, bias towards children and student relation dimensions of behavioural problems. Teachers between sixteen and 20 years of experience have more problems in the work dimension of behavioural problems whereas teachers between eleven and fifteen years of experience have less problems in the work dimension of behavioural problems. Teachers between sixteen and 20 years of experience have more problems in the mental health dimension of behavioural problems whereas teachers between six and ten years of experience have less problems in the mental health dimension of behavioural problems. Teachers between six and ten years of experience have more problems in the family dimension of behavioural problems whereas teachers between sixteen and 20 years of experience have less problems in the family dimension of behavioural problems. Teachers between sixteen and 20 years of experience have more problems with head of the institution/work place whereas teachers between 21 and 25 years of experience have less problems with head of the institution/work place.

39. Secondary school teachers with varying length of experience differ significantly in teaching profession, child centered practices, educational process and teachers attitude dimensions of teacher attitude, but they did not differ significantly in classroom teaching and pupils dimensions of teacher attitude. Teachers below five years of experience have more favourable attitude in teaching profession dimension of teacher attitude whereas teachers between eleven and fifteen years of experience have less favourable attitude in teaching profession dimension of teacher attitude. Teachers between sixteen and 20 years of experience have more favourable attitude in child centered practices dimension of teacher attitude whereas teachers between eleven and fifteen years of experience have less
favourable attitude in child centered practices dimension of teacher attitude. Teachers between sixteen and 20 years of experience have more favourable attitude in educational process dimension of teacher attitude whereas teachers between six and ten years of experience have less favourable attitude in educational process dimension of teacher attitude. Teachers between 21 and 25 years of experience have more favourable attitude in teachers attitude dimension of teacher attitude whereas teachers between eleven and sixteen years of experience have less favourable attitude in teachers attitude dimension of teacher attitude.

40. Secondary school teachers with varying length of experience differ significantly in occupational hazards and society dimensions of teacher stress, but in all the other dimensions namely professional growth, work load, student behaviour and family, they did not differ significantly. Teachers above 25 years of experience have experienced high stress in occupational hazards dimension of teacher stress whereas teachers between six and ten years of experience have low stress in occupational hazards dimension of teacher stress. Teachers below five years of experience have experienced high stress in society dimension of teacher stress whereas teachers between six and ten years of experience have low stress in society dimension of teacher stress.

41. Secondary school teachers with varying length of experience differ significantly in all the dimensions of teacher adjustment namely home, emotional, school and social. Teachers below five years of experience have a high adjustment in home, emotional and school dimensions of teacher adjustment whereas teachers above 25 years of experience have low adjustment in home and emotional dimensions of teacher adjustment, teachers between eleven and fifteen years of experience have a low adjustment in school dimension of teacher adjustment. Teachers between six and ten years of experience have a high adjustment in social dimension of teacher adjustment. Whereas teachers between eleven and fifteen years of experience have a low adjustment in social dimension of teacher adjustment.
42. Secondary school teachers with varying length of experience do differ significantly in closing dimension of teaching competence, in all the other dimensions namely planning, presentation, evaluation and managerial they did not differ significantly. Teachers below five years of experience have high teaching competence in closing dimension of teaching competence, whereas teachers above 25 years of experience have less teaching competence in closing dimension of teaching competence.

43. Secondary school teachers taking different subjects do differ significantly in work, unnecessary anger, bias towards children, family, head of the institute/ work place and student relation dimensions of behavioural problems, but they do not differ significantly in mental health and drug addiction dimensions of behavioural problems. Teachers taking science subjects have more problems in work dimension of behavioural problems whereas teachers taking languages have less problems in work dimension of behavioural problems. Science teachers have more work related behavioural problems. Teachers taking mathematics have more unnecessary anger whereas teachers taking Science subjects have less unnecessary anger. Mathematics teachers have more problems related with unnecessary anger. Teachers taking mathematics have more problems in bias towards children dimension of behavioural problems whereas teachers taking science subjects have less problems in bias towards children dimension of behavioural problems. Mathematics teachers have more problems in bias towards children. Science teachers have more problems in family dimension of behavioural problems Mathematics teachers have less problems in family dimension of behavioural problems. Teachers taking social studies have more problems in head of the institute/work place dimension of behavioural problems whereas language teachers have less problems in head of the institute/work place dimension of behavioural problems. Social studies teachers have more problems related with head of the institute/work place. Teachers taking science subjects have more problems in student relation dimension of behavioural problems whereas teachers
taking mathematics have less problems in student relation dimension of behavioural problems.

44. Secondary school teachers taking different subjects do differ significantly in teaching profession, child centered practices and teachers attitude dimensions of teacher attitude, but in the other dimensions namely classroom teaching, educational process and pupils, they do not differ significantly. Teachers taking mathematics have more favourable attitude in teaching profession, child centered practices and teachers attitude dimensions of teacher attitude, whereas teachers taking social studies subjects have less favourable attitude in the above dimensions of teacher attitude.

45. Secondary school teachers taking different subjects do differ significantly in occupational hazards and family dimensions of teacher stress, but they do not differ significantly in all the other, namely professional growth, work load and student behaviour dimensions of teacher stress. Teachers taking science subjects experience high stress in occupational hazards and family dimensions of teacher stress, whereas teachers taking mathematics experienced low stress in the above dimensions of teacher stress. Science teachers have high stress in occupational and family dimensions of teacher stress.

46. Secondary school teachers taking different subjects do differ significantly in all the dimensions of teacher adjustment namely, home, emotional, school and social. Teachers taking mathematics have high adjustment in home, school and social dimensions of teacher adjustment, whereas teachers taking science subjects have low adjustment in the above dimensions. Mathematics teachers are highly adjusted in home, school and social dimensions of teacher adjustment. Teachers taking social studies subjects have high adjustment in emotional dimension of teacher adjustment, whereas teachers taking science subjects have low adjustment in emotional dimension of teacher adjustment. Social studies teachers are highly adjusted in emotional dimension of teacher adjustment.
47. Secondary school teachers taking different subjects do differ significantly in planning and managerial dimensions of teaching competence, but they do not differ significantly in presentation, closing and evaluation dimensions of teaching competence. Teachers taking languages have high teaching competence in planning and managerial dimensions of teaching competence, whereas teachers taking mathematics have low teaching competence in the above dimensions of teaching competence. Language teachers have high teaching competence in planning and managerial dimensions of teaching competence.

48. Secondary school teachers attended various number of inservice training programmes differ significantly in mental health, drug addiction, family and student relation dimensions of behavioural problems, but they do not differ significantly in work, unnecessary anger, bias towards children and head of the institution/work place dimensions of behavioural problems. Teachers attended above fifteen inservice training programmes have more problems in mental health dimension of behavioural problems and teachers attended upto five inservice programmes have less problems in mental health dimension of behavioural problems. Teachers attended six to ten inservice training programmes have more problems in drug addiction and student relation dimensions of behavioural problems, whereas teachers who have not attended any inservice training programmes have less problems in drug addiction and student relation dimensions of behavioural problems. Teachers attended upto five inservice training programmes have more problems in family dimension of behavioural problems, whereas teachers attended more than fifteen inservice training programmes have less problems in family dimension of behavioural problems.

49. Secondary school teachers attended various number of inservice training programmes do differ significantly in teaching profession and educational process, dimensions of teacher attitude, but they did not differ significantly in all the other dimensions of teacher attitude namely classroom teaching, child centered practices, pupils and teachers attitude. Teachers who have not attended any
inservice training programmes have more favourable attitude in teaching profession dimension of teacher attitude, whereas teachers attended six to ten inservice training programmes have less favourable attitude in teaching profession dimension of teacher attitude. Teachers attended above fifteen inservice training programmes have more favourable attitude in educational process dimension of teacher attitude, whereas teachers who have not attended any inservice training programmes have less favourable attitude in educational process dimension of teacher attitude.

50. Secondary school teachers attended various number of inservice training programmes differ significantly in work load, occupational hazards, student behaviour, family and society dimensions of teacher stress, but they did not differ significantly in professional growth dimension of teacher stress. Teachers who have attended eleven to fifteen inservice training programmes experienced high stress in work load, occupational hazards, student behaviour, family and society dimensions of stress, whereas teachers attended above fifteen inservice training programmes have low stress in work load and family dimensions of teacher stress, teachers attended six to ten inservice training programmes have less stress in student behaviour and society dimensions of teacher stress, teachers attended upto five inservice training programmes have low stress in occupational hazards dimension of teacher stress.

51. Secondary school teachers attended various number of inservice training programmes differ significantly in all the dimensions of teacher adjustment namely, home, emotional, school and social. Teachers who have not attended any inservice training programmes have high adjustment in all the dimensions of teacher adjustment, whereas teachers attended eleven to fifteen inservice training programmes have low adjustment in home dimension of teacher adjustment, teachers attended more than fifteen inservice training programmes have low adjustment in emotional, school and social dimensions of teacher adjustment.
Secondary school teachers attended various number of inservice training programmes differ significantly in presentation, closing and managerial dimensions of teaching competence, but they did not differ significantly in planning and evaluation dimensions of teaching competence. Teachers who have not attended any inservice training programmes have high teaching competence in presentation, closing and managerial dimensions of teaching competence, whereas teachers attended more than fifteen inservice training programmes have low teaching competence in presentation and closing dimensions of teaching competence, teachers attended eleven to fifteen inservice training programmes have low teaching competence in managerial dimension of teaching competence.

5.10 CONCLUSIONS

‘The demand on teachers’ competence, professionalism and dedication impose on them an enormous responsibility. Expectations are high and needs are seemingly limitless. Teaching learning process mainly depends on the teaching competence of a teacher. “Administrative style and organizational climate are two factors that would influence professional competency and sense of responsibility of secondary school teachers” (Garg, 1983). Medley (1982), states that the teacher competency as “those of knowledge, abilities and beliefs a teacher possesses and brings to the teaching situation.

In this study the Investigator tried to analyse the influence of behavioural problems, attitude, stress and adjustment of secondary school teachers on their teaching competence.

Prediction of Teaching Competence of Teachers

In the present study the Investigator has tried to predict the best predictor of Teaching Competence of teachers from a set of predictor variables like behavioural problems, attitude, stress, adjustment, sex, age, qualifications, experience, income, subject, type of school, inservice programmes and locale. It was found that age, experience, behavioural problems, stress and adjustment were the best predictors of
Teaching Competence. However, other variables like sex, qualifications, income, subject, inservice programs, type of school, locale and teachers’ attitude have no influence on teaching competence.

It was also noticed that when age increases teaching competence decreases. Experience is significantly related to teaching competence, when experience advances, teaching competence also increases. Behavioural problems and stress have an influence on teaching competence inversely. Teachers with more behavioural problems and high stress have shown a low teaching competence. Teachers those who possess high adjustment capability have exhibited high teaching competence. Present findings confirms the theoretical assumption that the variables of the study are interdependent and interactive ones.

**Interaction Effect of Independent Variables on Teaching Competence**

In the present study the Investigator tried to study the interaction effect of independent variables on teaching competence of teachers. This study found that there is a significant interaction effect of behavioural problems and attitude, behavioural problems and stress, attitude and adjustment, and stress and adjustment on teaching competence of teachers.

**Sex and Behavioural Problems**

This study studied the significance of difference between male and female teachers with regard to their total behavioural problems and various dimensions of behavioural problems. It was found that there is no significant difference between male and female teachers in total behavioural problems. Sex has not influenced the behavioural problems of teachers.

**Sex and Attitude**

This study analysed the significance of difference between male and female teachers with regard to the total teacher attitude and various dimensions of teacher attitude.
Raju S.V. (1994), found that there is no significant difference between male and female teachers in respect of teacher attitude.

Selwyn and Bensam (2004), found that male and female D.T.Ed. students do not differ in their attitude towards teaching profession.

Ramakrishnanath (1989) found that there is no significant difference in attitude towards teaching profession between men and women teachers working in colleges.

This study found that male and female secondary school teachers did not differ significantly with regard to their total attitude towards teaching and various dimensions of teacher attitude. Sex have no influence on attitude towards teaching.

**Sex and Teachers Stress**

Present study analysed the influence of sex on the total stress and various dimensions of teacher stress.

Sudheesh Kumar (2002), and Shyla (2003), found that there is no significant difference between male and female teachers with regard to their stress.

Present study reveals that sex have no influence on the total stress and any of the dimensions. Male and female teachers did not differ significantly with regard to stress.

**Sex and Teacher Adjustment**

The present study studied the influence of sex on the total teacher adjustment and various dimensions of teacher adjustment.

Raju V.S. (1994), found that there is no significant difference between male and female teachers in respect of teacher adjustment.

The present finding also in conformity with the above research. Sex have no influence on teacher adjustment.
Sex and Teaching Competence

Present research analysed the influence of sex on teaching competence of teachers.

Raju K. (1994), found sex linked differences in regard to teacher effectiveness. Male teachers do differ significantly from female teachers to their teacher effectiveness.

Raju V.S. (1994), reported that there is significant difference between male and female teachers in respect of teaching competency. Male and female teachers differ significantly in respect of ‘closing’ dimension of teaching competency.

The present finding is in contradictory with the above researches. Sex has not influenced the teaching competence of teachers. Male and female teachers did not differ significantly in their teaching competence.

Age and Behavioural Problems

The present study studied the influence of age on total behavioural problems and various dimensions of it.

This study reveals that age has not influenced the total behavioural problems of teachers. But there is a significant difference among the teachers of different age group in work, mental health and student relation dimensions of behavioural problems. Teachers above 50 years do differ significantly from the other groups in work related behavioural problems. Teachers between 41 and 50 years differ significantly from the other groups in mental health and student relation dimensions of behavioural problems.

Age and Teacher Attitude

The present study analysed the influence of teachers age on overall attitude towards teaching and various dimensions of teachers attitude towards teaching.
Ramakrishnanath (1989), found that teachers whose age was 35 years or below had more favourable attitude towards teaching profession. A study of NCERT (1971), found that younger teachers showed more positive attitude towards profession than older teachers. Sukhwal (1977), found that there was more favourable attitude towards teaching profession with an increase in age.

Raju V.S. (1994), found that age of the teachers has a significant negative relationship with their attitude towards teaching. Increase in age may not make a teacher to have favourable attitude towards teaching profession.

Present study reveals that age has not influenced the overall attitude towards teaching. But present study found significant influence of age on ‘classroom teaching’ and ‘educational process’, dimensions of teacher attitude. In classroom teaching dimension teachers below 30 years have more favourable attitude than other age groups and in educational process dimension teachers between 41 and 50 years do differ significantly from the other groups.

**Age and Teacher Stress**

Present study studied the effect of age on teachers overall stress and various dimensions of teacher stress.

Kyriacou and Sutcliffe (1978), found higher stress levels among younger age group. Halpin, Halpin and Harris (1990), found that age and stress factors of professional inadequacy and job overload were correlated, older teachers reported more stress.

Misra (1986), found age difference was significant with regard to stress.

This study reveals that there is no significant influence of teachers’ age on stress. Thus it is in contradictory with the previous research. But teachers of different age group do differ significantly in ‘professional growth’, ‘work load’ and ‘society’ dimensions of teacher stress. Teachers below 30 years have high stress in professional growth dimension, teachers between 41 and 50 years have high stress in work load and society dimensions of teacher stress.
Age and Adjustment

Present study studied the influence of age on total teacher adjustment and various dimension of teacher adjustment.

Donga (1987), found that age has no influence on student teachers adjustment.

Present study found that there is a significant influence of teachers’ age on adjustment. Teachers below 30 years were highly adjusted than the other age group.

All the four dimensions of teacher adjustment namely ‘home’, ‘emotional’, ‘school’ and ‘social’ found to be significant. In all the dimensions, teachers below 30 years do differ significantly than other groups.

Age and Teaching Competence

Present study analysed the influence of teachers’ age on total teaching competence and various dimensions of teaching competence.

Babu (1999), found that there was a significant influence of primary school teachers’ age on their teaching competency on the DPEP districts.

Padmanabhaiah (1986), observed that age of teachers could significantly influenced the level of teacher effectiveness.

Present study found that there is a significant influence of teachers’ age on teaching competence. Teachers below 30 years have high teaching competence than the other age groups. In various dimensions of teaching competence age has influenced the ‘presentation’, ‘closing’, ‘evaluation’ and ‘managerial’ dimensions. Teachers below 30 years have high teaching competence in the above dimension and do differ significantly from the other age group.

Qualification and Behavioural Problems

Present investigation studied the influence of teachers’ qualifications on overall behavioural problems and various dimensions of behavioural problems.
It was found in this study that there is no significant influence of qualifications on behavioural problems. But qualification have influenced ‘unnecessary anger’, ‘mental health’ and ‘student relation’ dimensions of behavioural problems. Teachers with pre-degree and language teachers training have more unnecessary anger related behavioural problems, teachers with graduation and B.Ed. qualification have more mental health related problems and teachers with post-graduation and B.Ed. qualification have more problems in student relation.

**Qualification and Attitude**

Present study studied the influence of qualifications on overall teacher attitude and various dimensions of teacher attitude.

A study conducted by NCERT (1971), found that teachers with lower educational qualifications were having more positive attitude towards the profession than the teachers with higher educational qualifications.

Sukhwal (1977), found that there was an increase in the favourable attitude towards the profession with the increase in qualifications.

Raju K. (1994), reported that qualification of teachers has some impact on their attitude towards teaching profession. Under graduates do differ significantly from post-graduates and graduate teachers in respect of teacher attitude.

There is no significant influence of teachers’ qualifications on attitude towards teaching profession. But graduate teachers do differ significantly from post-graduates and under-graduates in ‘child centered practices’ dimension of teacher attitude.

**Qualification and Stress**

This study analysed the influence of teachers’ qualifications on stress.

Raju K. (1994), found that educational qualifications of teachers has no impact on their stress.
Present study is in contradictory with the above finding. This study found that educational qualifications has influenced teachers stress. In overall stress graduate teachers experienced high stress than post-graduates and under-graduates. Teachers’ educational qualification has influenced all the dimensions of stress namely ‘professional growth’, ‘work load’, ‘occupational hazards’, ‘student behaviour’, ‘family’ and ‘society’. Graduate teachers do differ significantly in all the above dimensions of teacher stress.

**Qualification and Adjustment**

The present investigation analysed the influence of teachers’ qualifications on overall adjustment and various dimensions of teacher adjustment.

Raju V.S. (1994), found a significant difference between B.Ed. assistants and secondary grade teachers in respect of teacher adjustment.

The present study revealed that there is no significant influence of teachers’ qualifications on overall adjustment and any of the dimensions. There is no significant influence of qualification on teacher adjustment.

**Qualification and Teaching Competence**

The present study studied the influence of teachers’ qualifications on overall teaching competence and various dimensions of teaching competence.

Raju V.S. (1994), found a significant difference between B.Ed. assistants and secondary grade teachers in respect of teaching competency.

Raju K. (1994), found that educational qualifications of teachers have no impact on their teacher effectiveness.

Teachers’ qualifications have not influenced the overall teaching competence, but it has an influence on the ‘closing’ dimension of teaching competence. Post-graduates do differ significantly with graduate and under graduate teachers in closing dimensions of teaching competence.
Experience and Behavioural Problems

Present study analysed the influence of teachers’ service experience on overall behavioural problems and various dimensions of behavioural problems.

This study revealed that teachers’ service experience have no influence on overall behavioural problems, but it influenced work, mental health, family and head of the institution/work place dimensions of behavioural problems significantly. Teachers with sixteen to 20 years of experience do differ significantly from other groups in work, mental health, and head of the institute/work place dimensions of behavioural problems. Teachers with six to ten years of experience do differ significantly from other groups in family dimension of behavioural problems.

Experience and Attitude

This study studied the influence of teachers’ service experience on attitude towards teaching profession. Influence of experience on overall attitude and various dimensions were studied.

Raju K. (1994), found that teachers with less than fifteen years of experience do differ significantly from teachers with sixteen and above years of experience in regard to their attitude towards teaching profession. Hence it may be inferred that service experience of teachers influence their attitude towards teaching.

Jayalatha (1990), reported that there is a significant difference in attitude of teachers having service less than 10 years and to 20 years.

The present study found that there is no significant influence of teachers’ service experience on the overall teacher attitude. It is in conformity with the first researcher and in contradictory with other researchers. But service experience influenced ‘teaching profession’, ‘child centered practices’, ‘educational process’ and ‘teachers attitude’, dimensions of teacher attitude significantly.

Teachers below five years of experience have more favourable attitude than other groups in ‘teaching profession’ dimension of teacher attitude. Teachers with
sixteen to 20 years of experience have more favourable attitude in ‘child centered practices’ and ‘educational process’, dimensions of teacher attitude. Teachers with 21 to 25 years experience have more favourable attitude in ‘teacher attitude’, dimension of teachers attitude towards teaching profession.

**Experience and Stress**

Present study analysed the influence of teachers’ experience on overall stress and various dimensions of teacher stress.

Raju K. (1994), found that teachers with less than fifteen years of service experience do not differ significantly from teachers with sixteen and above years of service experience in regard to their stress.

There is a significant influence of teachers’ experience on overall stress. Teachers with above 25 years of experience have high stress. Teachers’ experience have an influence on ‘occupational hazards’ and ‘society’ dimensions of teacher stress. Teachers with above 25 years of experience have a high stress in ‘occupational hazard’ dimension of teacher stress. Teachers with below 5 years of experience have a high stress in ‘society’ dimension of teacher stress.

**Experience and Adjustment**

This study studied the influence of teachers’ experience on overall adjustment and various dimensions of teacher adjustment.

Ramaraju (1994), found that there is no significant difference between teachers with below ten years experience, eleven to twenty years experience and 21 years and above experience in respect of teacher adjustment.

Present study reveals that there is a significant influence of service experience on overall teacher adjustment. Teachers with below five years of experience were highly adjusted. Also observed that teachers service experience advances their adjustment decreases.
Teachers service experience influenced all the dimensions of teacher adjustment namely, ‘home’, ‘emotional’, ‘school’ and ‘social’. Teachers with below five years of experience have high teacher adjustment in all the above dimensions of teacher adjustment.

**Experience and Teaching Competence**

Present study analysed the influence of teachers’ service experience on overall teaching competence and various dimensions of teaching competence.

Raju V.S. (1994), reported that there is no significant difference between teachers with below ten years experience, eleven to twenty years experience and 21 years and above experience in respect of their teaching competency.

Raju K. (1994), found that teachers with less than fifteen years of service experience do not differ significantly from teachers with sixteen and above years of experience in regard to their teacher effectiveness.

Padmanabhaiah (1986), observed that experience could significantly influenced the level of teacher effectiveness.

Present study found that there is no significant influence of teachers’ experience on teaching competence. It is in conformity with the first two researches and in contradictory with the last research reported above. But experience have an influence on ‘closing’ dimension of teaching competence. Teachers with below five years of experience do differ significantly than the teachers who have more than five years experience in ‘closing’ dimension of teaching competence.

**Income and Behavioural Problems**

This investigation analysed the influence of income on teachers overall behavioural problems and various dimensions of behavioural problems.

The present study revealed that income of secondary school teachers has not influenced the overall behavioural problems and influenced only ‘mental health dimension’ of behavioural problems. There is a significant influence of income on
mental health of teachers. Teachers whose annual income was more than one lakh have shown more mental health related problems than teachers whose annual income was upto one lakh rupees.

**Income and Teacher Attitude**

Present study studied the influence of teachers’ income on overall teacher attitude and various dimensions of teacher attitude.

Raju V.S. (1994), found that teachers with Rs. 20,000/- to Rs. 40,000/- (low income) and teachers with Rs. 40,000/- and above (high income) income do differ significantly in respect of teacher attitude.

Raju K. (1994), reported that the income has a significant negative relationship with teacher effectiveness. It reveals that increase of income decreases effectiveness in teaching. Teachers with high income tend to have less favourable attitude towards teaching profession.

Present finding is not in conformity with the above researches. Teachers’ income has not influenced the overall attitude towards teaching profession and any of the dimensions significantly.

**Income and Teacher Stress**

The present study studied the influence of income on teachers total stress and various dimensions of teacher stress.

Raju K. (1994), found that income of teachers and their stress are not significantly related. Income may be considered as not a source of stress to teachers.

This study found that there is no significant influence of income on total teacher stress. It is in contradictory with the first research and in conformity with the second research. But income has significantly influenced the ‘work load’ dimension of teacher stress. Teachers with income above one lakh rupees have shown high stress in ‘work load’ dimension of teacher stress than the teachers with income upto one lakh rupees.
**Income and Teacher Adjustment**

The researcher studied the influence of income on total teacher adjustment and various dimensions of teacher adjustment.

Donga (1987) reported that teachers in the middle income group was most maladjusted. Income has a significant influence no teacher adjustment.

Raju V.S. (1994), found significant difference between low income (Rs. 20,000/- to Rs. 40,000/-) and high income (Rs. 40,000/- and above) group teachers in respect of their teacher adjustment.

The present study reports that income has a significant influence on teachers total adjustment and with all the dimensions of teacher adjustment. Hence it is in agreement with the above researches. Teachers with income upto one lakh rupees have shown more favourable attitude than teachers with income above one lakh rupees in overall and various dimensions of teacher adjustment.

**Income and Teaching Competence**

Present study studied the influence of income on total teaching competence and various dimensions of teaching competence.

Raju V.S. (1994), found that a significant difference between teachers with low income and high income in respect of their teaching competency.

Raju K. (1994), reported that income has a significant negative relationship with teacher effectiveness. It reveals that increase of income decreases effectiveness in teaching.

This study found that there is a significant influence of income on total teaching competence. It is in agreement with the above researches. Teachers with income upto one lakh rupees have shown high overall teaching competence than teachers with income above one lakh rupees and it is the same with ‘presentation’, ‘closing’, ‘evaluation’ and ‘managerial’ dimensions of teaching competence.
**Teachers’ Subject and Behavioural Problems**

Present study analysed the influence of teachers’ subject on their total behavioural problems and various dimensions of behavioural problems.

This study found that there is a significant influence of teachers subject on their behavioural problems. Social studies teachers have more behavioural problems than language, mathematics and science teachers. Mathematics teachers do differ significantly from social studies, language and science teachers in ‘work’, ‘unnecessary anger’ and ‘bias towards children’ dimensions of behavioural problems. Social studies teachers have more problems in ‘family’, ‘head of the institute/work place’ and ‘student relation’ dimensions of behavioural problems.

**Teachers’ Subject and Attitude**

Present study studied the influence of teachers subject on their total attitude towards teaching profession and various dimensions of teacher attitude.

Raju K. (1994), found that teachers teaching other subjects do differ significantly from teachers teaching science and arts subjects with regard to their attitude towards teaching profession.

This study reveals that there is a significant influence of teachers subject on their attitude towards teaching profession. Mathematics teachers have more favourable attitude than teachers who teach other subjects. This finding is in agreement with the above researches.

Mathematics teachers do differ significantly from teachers who teach other subjects in ‘teaching profession’, ‘child centered practices’ and ‘teacher attitude’ dimensions of attitude towards teaching profession.

**Teachers’ Subject and Stress**

The researcher analysed the influence of subject on total teacher stress and various dimensions of teacher stress.
Present study found that teachers subject has no influence on their stress. It is in conformity with the above researches. But, science teachers experience high stress in ‘occupational hazards’ and ‘family’ dimensions of teacher stress than language, mathematics and social studies teachers.

**Teachers’ Subject and Adjustment**

Present study studied the influence of subject on total teacher adjustment and various dimensions of teacher adjustment.

There is a significant influence of subject on teacher adjustment. Mathematics teachers are highly adjusted than the teachers who teach other subjects.

There is a significant influence of subject on all the dimensions of teacher adjustment namely ‘home’, ‘emotional’, ‘school’ and ‘social’. Mathematics teachers are more adjusted than the teachers who teach other subjects in ‘home’, ‘school’ and ‘social’ dimensions of teacher adjustment, but social studies teachers are highly adjusted than others in ‘emotional’ dimension of teacher adjustment.

**Teachers’ Subject and Teaching Competence**

The present study studied the influence of subject on total teaching competence and various dimensions of teaching competence.

Present study reveals that teachers subject has no significant influence on teaching competence. But subject has significant influence on ‘planning’ and ‘managerial’ dimensions of teaching competence. Language teachers do differ significantly from other teachers in ‘planning’ and ‘managerial’ dimensions of teaching competence.

**Inservice Programmes and Behavioural Problems**

Present study studied the influence of inservice programmes on teachers total behavioural problems and various dimensions of behavioural problems.

This investigation found that there is no significant influence on inservice programmes on total behavioural problems.
Inservice programmes have influenced significantly in ‘mental health’, ‘drug addiction’, ‘family’ and ‘student relation’ dimensions of behavioural problems.

Teachers attended above fifteen inservice programmes have more problems in ‘mental health’ dimension of behavioural problems. Teachers attended six to ten inservice programmes have more problems in ‘drug addiction’ and ‘student relation’ dimensions of behavioural problems. Teachers attended upto five inservice programmes have more problems in ‘family’ dimension of behavioural problems.

**Inservice Programmes and Teacher Attitude**

Present study analysed the influence of inservice programmes on total teacher attitude and various dimensions of teacher attitude.

Present study found that there is no significant influence of inservice training programmes on teachers attitude towards teaching. But it has an influence on ‘teaching profession’ and ‘educational process’ dimensions of teacher attitude.

Teachers who did not attend any inservice programmes have more favourable attitude in ‘teaching profession’ dimension of teacher attitude. Teachers who attended above fifteen inservice training programmes have more favourable attitude in ‘educational process’ dimension of teacher attitude.

**Inservice Programmes and Teacher Stress**

This study analysed the influence of inservice programmes on total teacher stress and various dimensions of teacher stress.

Present study revealed that inservice training programmes influences teacher stress significantly. Teachers who attended eleven to fifteen inservice training programmes experienced high stress.

Inservice training programme has an influence on ‘work load’, ‘occupational hazards’, ‘student behaviour’, ‘family’ and ‘society’ dimensions of teacher stress. Teachers who attended eleven to fifteen inservice programmes have experienced high

**Inservice Programmes and Teacher Adjustment**

This study analysed the influence of inservice programmes on total teacher adjustment and various dimensions of teacher adjustment.

Present study found that inservice training programmes have a significant negative influence on total teacher adjustment. Teachers who did not attend inservice training programmes have greater adjustment than teachers who attended various number of inservice training programmes. Inservice training programmes influenced teacher adjustment negatively.

All the dimensions of teacher adjustment namely ‘home’, ‘emotional’, ‘school’ and ‘social’ were negatively influenced by inservice training programmes. Teachers who did not attend inservice training programmes have high adjustment in all the above dimensions of teacher adjustment.

**Inservice Programmes and Teaching Competence**

The present study studied the influence of inservice training programmes on total teaching competence and various dimensions of teaching competence.

This study found that there is a significant negative influence of inservice training programmes on teachers total teaching competence. Teachers who have not attended any inservice programmes have high teaching competence than teachers who have attended various number of inservice programmes.

Teachers who have not attended any inservice training programmes have greater teaching competence in ‘presentation’, ‘closing’, ‘evaluation’ and ‘managerial’ dimensions of teaching competence than teachers who attended various number of inservice programmes.
Type of School and Behavioural Problems

The present study studied the influence of type of school on total behavioural problems and various dimensions of behavioural problems.

Present study reveals that type of school has not influenced the total behavioural problems and any of the dimensions of behavioural problems of teachers. Government and private school teachers do not differ significantly in behavioural problems.

Type of School and Teacher Attitude

The present Investigator analysed the influence of type of school on total teacher attitude and various dimensions of teacher attitude.

The present study reveals that type of school have significantly influenced teachers attitude towards teaching profession. Government school teachers have more favourable attitude than private school teachers.

Type of school significantly influence ‘teaching profession’, ‘classroom teaching’, ‘child centered practices’, ‘pupils’ and ‘teacher attitude’ dimensions of teacher attitude.

Government school teachers do differ significantly from private school teachers in all the above said dimensions of teacher attitude.

Type of School and Teacher Stress

The present study studied the influence of type of school on total teacher stress and various dimensions of teacher stress.

Raju K. (1994), found that type of school in which teachers are working is nothing to do with their stress.

Shyla (2003), found that there is no significant difference between government and aided school teachers with regard to their stress and burnout.
Present study found that type of school have not influenced the total teacher stress and any of the dimensions of teacher stress. It is in conformity with the above researches. Type of school has not influenced the teacher stress.

**Type of school and Teacher Adjustment**

The present Investigator investigated the influence of type of school on total teacher adjustment and various dimensions of teacher adjustment.

Present study revealed that there is a significant influence of type of school on total teacher adjustment and ‘emotional’, ‘school’ and ‘social’ dimensions of teacher adjustment. Government school teachers do differ significantly from private school teachers in total teacher adjustment and in all the above mentioned dimensions of teacher adjustment.

**Type of School and Teaching Competency**

In this study the investigator analysed the influence of type of school on total teaching competence and various dimensions of teaching competence.

Present study found that there is no significant influence of type of school on total teaching competence of teachers and any of the dimension of teaching competence.

**Locale and Behavioural Problems**

This study studied the influence of locality on teachers total behavioural problems and various dimensions of behavioural problems.

It was found that locality of the school have not influenced the total behavioural problems and any of the dimensions of behavioural problems. Both urban and rural teachers did not differ significantly in behavioural problems.

**Locale and Teacher Attitude**

The present study analysed the influence of locality of the school on teachers total attitude towards teaching profession and various dimensions of teacher attitude.
Rajagopalan (1990), and Raju V.S. (1994), found that there is no significant difference between urban and rural teachers with regard to their attitude towards teaching profession.

This study found that there is a significant influence of locality on teachers total attitude towards teaching profession and all the dimensions of teacher attitude. It is not in agreement with the above researches. Rural teachers do differ significantly from urban teachers in total teacher attitude and all the dimensions of teacher attitude namely ‘teaching profession’, ‘classroom teaching’, ‘child centered practices’, ‘educational process’, ‘pupils’ and ‘teacher attitude’. Hence it can be concluded that rural teachers have more favourable attitude than urban teachers towards teaching profession.

**Locale and Teachers’ Stress**

The present Investigator analysed the influence of locality on total teacher stress and various dimensions of teacher stress.

Anilkumar (2002), found that urban school teachers are more stressed than rural school teachers. Sudheeshkumar (2002), reported that the highest percentage of high stress group of teachers are working in the urban institutions.

Present finding is in contradictory with the above researches.

This study reveals that locality of the school have no influence on total teacher stress and it influenced ‘society’ dimension of teacher stress. Rural teachers do differ significantly from urban teachers in society related stress.

**Locale and Teacher Adjustment**

Present study studied the influence of locality on total teacher adjustment and various dimensions of teacher adjustment.

Raju K. (1994) reported that rural and urban teachers did not differ significantly in teacher adjustment.
The present found that there is no significant influence of locality on teacher adjustment. Urban and rural teachers did not differ significantly in total teacher adjustment and in any of the dimensions of teacher adjustment. It is in conformity with the above researches. Hence it can be concluded that rural and urban teachers did not differ in teacher adjustment.

**Locale and Teaching Competence**

This study analysed the influence of locality on total teaching competence and various dimensions of teaching competence.

Raju V.S. (1994), found that there is no significant difference between rural and urban teachers with regard to their teaching competency.

Present study reveals that there is a significant influence of locality on total teaching competence. Rural teachers do differ significantly from urban teachers and have high teaching competence than urban teachers. This is in contradictory with the above researches. ‘Presentation’ and ‘managerial’ dimensions of teaching competence rural teachers differ significantly from urban teachers. Hence it can be concluded that locality have an influence on teaching competence and rural teachers have high teaching competence than urban teachers.

**5.11 EDUCATIONAL IMPLICATIONS OF THE STUDY**

An effective school is one which has succeeded in having teachers of high quality teachers who are possessing ‘sound minds’ only can perform in a better way in the classroom. A teacher can perform his roles effectively provided he updates himself with emerging methodologies and content. The present study reveals that ‘teaching competence’ depends upon age, experience, behavioural problems, stress and adjustment. Among these, the behavioural problems and the age affect the teaching competence inversely, whereas the ‘experience’ and ‘stress’ affects the teaching competence positively.
The outcome of the study suggests that enough care is to be taken to check the behavioural problems of the teachers at regular intervals. Otherwise they would fail to inculcate required values, desirable habits, culture, morals, etc. among the students.

This study reveals that the teacher adjustment is a factor which significantly affects the teaching competence. High teaching competence goes with good adjustment and vise versa. Factors related to home, emotional, school and society contribute to better adjustment in a teacher which helps him to improve his teaching competence.

- Private school teachers and urban school teachers should be provided with chances to improve their teacher attitude and teaching competence.

- All secondary school teachers should get a chance to improve their professional qualifications/higher education through distance or correspondence mode.

- Teachers between 41 and 50 years of age should be provided with certain indirect scientific treatment which would facilitate them to develop their adjustment capacities and teaching competence gradually.

- Special training based on psychoanalytic approach should be given to the teachers with more than 25 years of experience to cope with the stress as they experience high stress and opportunities should be given to develop good adjustment capacity among them.

- Language teachers, as they feel high stress, should be subjected to programmes to reduce their stress.

- Mathematics teachers, as they are less competent in teaching, should be given chances to improve their teaching competence.

- Science teachers should be provided with proper programmes to develop adjustment capacity.
It can be ascertained that the present inservice programmes are not upto the mark and have failed to produce the expected outcomes. The present study has found that inservice programmes have no influence on behavioural problems and teacher attitude, but it has an influence on teacher stress, adjustment and teaching competence. Inservice programmes affected inversely. Teachers attended eleven to fifteen inservice programmes have shown high stress, teachers attended above fifteen inservice programmes have shown a low adjustment and low teaching competence. This is eye opener for the educational administration.

From the above findings this study suggests that the inservice programmes that are in vogue should be modified, restructured and implemented to meet the needs and requirements of the educational system, which help to rectify the behavioural problems of teachers and to develop more favourable attitude, help them to cope with stress, improve their abilities to adjust and in turn increases the teaching competence.

With less attitude, with less adjustment, with high stress and with low teaching competence teachers with behavioural problems, exist in secondary school system, the outcome of the present study should be considered as important and essential ones.

“Code of Professional Ethics for Teachers” jointly developed by the NCERT and All India Federation of Primary and Secondary School Teachers’ Organisation highlights that “a teacher is not only a purveyor of knowledge for the cognitive development of pupils but is also a democratic and socializing agent responsible for helping children to gain social and emotional maturity and become useful and self-supporting citizens”.

Society should check up the educational process continuously with the support of Government and Private school authorities, through Parent Teacher Associations and other non-government agencies. The main focus of observation should be the teaching-learning process and teachers’ personality and behavioural characteristics. The school system should be assessed not only based on the results but also through
observations, visits by higher authorities, research groups from various Government/non-government organizations, etc. The teacher behaviour should be observed and checked not only inside the school but also in his social set up as it affects the learners’ personality. The professional dignity should be maintained. The political interference on teacher should be minimised. While selecting teacher trainers, their attitude, interest, behaviour, etc. should be checked thoroughly. Teachers selection also made according to the need of the educational system.

Majority of the findings of this study fall in line with some of the results received from previous studies conducted in the country and abroad. The policy makers should realise the fact that ‘Teacher’ is the most important indicator of the effectiveness of the school and it is the primary responsibility of the school administration to take certain steps for the staff development by taking up a systematic evaluation system in place to help staff grow professionally in a sound way and encourage the teachers to use a variety of teaching strategies and learning activities to help students learn in a better and better way.

5.12 SUGGESTIONS FOR FURTHER RESEARCH

1. The study could be extended to higher education.

2. Relationship between teaching competence and teacher characteristics could be done.

3. Teachers psychotic or neurotic behavioural problems could be studied with teaching competence and teacher attitude.

4. Teachers behavioural problems, attitude, stress, adjustment, teaching competence and their impact on student achievement could be done.

5. The study can be extended to a statewide sample.