Research Paper

Influence of Emotional Competence, Occupational Stress, and Professional Burnout on Teaching Competency of Training College Teachers

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ABSTRACT: *This descriptive study aims to find out the influence of of occupational stress, professional burnout and emotional competence on teaching competency of training college teachers of Kerala. A sample of 352 faculty members (Male = 96; Female = 256) of secondary teacher education colleges were drawn on a stratified random basis. Four null hypotheses were tested by analysing data collected by administering four standardized instruments viz., the Teaching Competence Scale for Teacher Educators, the Emotional Competence Scale for Teacher Educators, the Teacher Educators' Occupational Stress Scale and the Burnout Inventory for Teachers. Linear regression analysis showed that the Occupational Stress (OS), Professional Burnout (PB) and Emotional Competence (EC) have significant influence on Teaching Competency (TC) of training college teachers of Kerala. Whereas the occupational stress explains 16.2% variation in the teaching competency of teacher educators, professional burnout and emotional competence explains respectively 15.3% variation and 26.9% variation in the dependent variable. The liner regression equation developed for the study is: TC = 237.352 − (0.194 X OS) − (0.194 X PB) + (0.405 X EC), which significantly predicts the teaching competency of training college teachers of Kerala.*
KEYWORDS: *Teaching competency, Occupational stress, Professional burnout, Emotional competence, Training college teachers*

I.   INTRODUCTION

Teacher educators are the central and essential component of the education system. They are responsible for training prospective teachers to contribute meaningfully and responsibly to their nation and to equip young minds to take up challenges of tomorrow. However, teaching is considered to be one of the most stressful occupations globally. Teachers working at different levels of educational hierarchy exhibit a significant incidence of mental illnesses, including burnout, depression and anxiety (Ouellette et al., 2018; Dalia & Heba, 2017; Stansfeld, Rasul, Head & Singleton, 2011). As a result, teachers have significantly elevated levels of stress-related symptoms and significantly reduced levels of mental health in comparison to individuals in other professions (Steiner & Woo, 2021; Jendle & Wallnas, 2017). According to Lambert (2018), the occupational stress levels were negatively impacting teachers' capacity to fulfil their responsibilities to a significant level. In the study, 56% of educators said that reducing their anxiety would enhance their job performance, whereas 76% of instructors reported that their stress levels were detrimentally impacting their well-being. Approximately 51% of participants acknowledged having severe levels of work-related stress.

Occupational stress and professional burnout of teacher educators have a direct impact on the teaching quality, physical and mental health of instructors, as well as the academic success and social behaviour of their trainees. Burnout is recognized as a stress-induced issue that affects persons employed in sectors that need a high level of interpersonal interaction, such as teacher education (Maslach & Leiter, 2016; Nil et al., 2010). Shukla and Trivedi (2008) found that professionals, including teachers, might experience burnout due to heightened job pressure, excessive demands on their energy, power, and resources. Maslach and Leiter (2016) noticed that teacher attrition is greatly influenced by their professional burnout. Teacher education is one of the professions with highest rate of occupational stress and professional burnout (Tittu, 2023). The occupational stress experienced by training college teachers is linked to a decline in emotional health and an increase in

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burnout, ultimately impacting their professional effectiveness (Jomuad, 2021). Elevated levels of occupational stress, professional burnout and deteriorating emotional health among teacher educators have a detrimental impact on both the prospective teachers whom they educate and later on the school students. Int this context the present study aims to find out the influence of emotional competence, occupational stress, and professional burnout on teaching competency of training college teachers of the Indian state of Kerala.

II.   OBJECTIVE
The objective of the study is to find out the influence of occupational stress, professional burnout and emotional competence on teaching competency of training college teachers of Kerala.

III.   HYPOTHESES
The following null hypotheses were formulated and tested for the study:
1.   Occupational stress has no significant influence on the teaching competency of training college teachers of Kerala.
2.   Professional burnout has no significant influence on the teaching competency of training college teachers of Kerala.
3.   Emotional competence has no significant influence on the teaching competency of training college teachers of Kerala.
4.   Occupational stress, professional burnout and emotional competence do not significantly predict the teaching competency of training college teachers of Kerala.

IV.   METHODOLOGY
The present study utilized the normative survey approach. The teachers working in Colleges of Teacher Education affiliated to various universities in the state of Kerala (India) constituted the population of the study. The research employed a stratified random sample consisting of 352 teacher educators. The criterion for stratification consisted of the affiliating the university and type of management of the college. Teacher educators from teacher education colleges affiliated to all the four universities (University of Kerala, Mahatma Gandhi University, University of Calicut, and Kannur University) that offer undergraduate teacher education programmes in the State were selected. Representation was also given to the type of management of the college, namely, Government, Aided and Unaided colleges. The instrumentation part of the study consisted of the Teaching Competence Scale for Teacher Educators (Geetha & Amuthasree, 2023), the Emotional Competence Scale for Teacher Educators (Geetha & Amuthasree, 2023), the Teacher Educators' Occupational Stress Scale (Kaur, 2014), and the Burnout Inventory for Teachers (Balasubramanian & Babu, 2008). The tools were administered on the sample under standardized conditions, scored, consolidated the data thus obtained were subjected to appropriate statistical treatment with SPSS and interpreted accordingly.

V.   ANALYSIS AND INTERPRETATION
The data pertaining to different variables were subjected to linear regression analyses to test the hypotheses. The analyses done were presented below appropriate headings:

a)   Influence of occupational stress on teaching competency
In order to find out the influence of occupational stress on teaching competency of training college teachers, linear regression analysis was executed by assuming Occupational Stress (OS) as the predictor variable and Teaching Competency (TC) as criterion variable. The Model Summary of the linear regression analysis done is given in Table 1.

Table 1: Model summary of linear regression analysis (OS X TC)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.402[a]	.162	.159	26.186

a. Predictors: (Constant), OS

The value of R^2 assessed for the model demonstrates that 16.2% of the total variation in the dependent variable (teaching competency) can be explained by the predictor variable (occupational stress). One way analysis of variance was then conducted to examine the significance of the influence exercised by occupational stress on teaching competency, and data and result of the same is given in Table 2.

Table 2: Summary of ANOVA for testing the significance of the influence of occupational stress on teaching competency.

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	46314.245	1	46314.245	67.540	.000[a]
1	Residual	240005.380	350	685.730		
	Total	286319.625	351			

a. Predictors: (Constant), OS

b. Dependent Variable: TC

The F-ratio estimated is significant at 99.9% confidence interval revealing that the regression model predicts the teaching competency of training college teachers significantly well (F = 67.540; p<.001). To put differently, the predictor variable (occupational stress) has significant influence on the criterion variable (teaching competency).

b)   Influence of professional burnout on teaching competency
Liner Regression Analysis was done to find out the influence of professional burnout on teaching competency of training college teachers by entering Professional Burnout (PB) as the predictor variable and Teaching Competency (TC) as criterion variable into the model. The Model Summary of the linear regression analysis performed in this context is presented in Table 3.

Table 3: Model summary of linear regression analysis (PB X TC)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.392[a]	.153	.151	26.316

a. Predictors: (Constant), PB

The R-square calculated for the model displays that 15.3% of the total variation in the teaching competency of training college teachers can be explained by their professional burnout. One way ANOVA was subsequently executed to examine the significance of the influence exercised by professional burnout on teaching competency. The result of the analysis done in this regard is given in Table 4.

Table 4: Summary of ANOVA for testing the significance of the influence of professional burnout on teaching competency.

	Model	Sum of Squares	df	Mean Square	F	Sig.
	Regression	43933.082	1	43933.082	63.438	.000[a]
1	Residual	242386.543	350	692.533		
	Total	286319.625	351			

a. Predictors: (Constant), PB

b. Dependent Variable: TC

The F-value calculated is significant at 99.9% confidence interval, revealing the significance of the regression model in predicting the teaching competency (F = 63.438; p<.001). In another words, professional burnout has significant influence on teaching competency.

c)   Influence of emotional competence on teaching competency
By taking Emotional Competence (EC) as the predictor variable and Teaching Competency (TC) as criterion variable in the model, regression analysis was performed to discover the influence of emotional competence on teaching competence of teacher educators of Kerala. The Model Summary of the linear regression analysis performed in this context is presented in Table 5.

Table 5: Model summary of linear regression analysis (EC X TC)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.518[a]	.269	.267	24.458

a. Predictors: (Constant), EC

The value of R-square estimated for the model displays that 26.9% of the total variation in the teaching competency of teacher educators can be explained by their emotional competence. One way ANOVA was then performed to find out the significance of the influence exerted by emotional competence on teaching competency. The result of the analysis done in this regard is given in Table 6.

Table 6: Summary of ANOVA for testing the significance of the influence of emotional competence on teaching competency.

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	76955.581	1	76955.581	128.649	.000[a]
1	Residual	209364.044	350	598.183		
	Total	286319.625	351			

a. Predictors: (Constant), EC

b. Dependent Variable: TC

The F-ratio estimated is significant at 99.9% confidence interval (F = 128.649; p<.001), divulging the significance of the regression model in forecasting the teaching competency. Putting differently, emotional competence has significant influence on teaching competency.

d) ***Prediction of teaching competency from occupational stress, professional burnout and emotional competence***

This part of the analysis focuses on multiple regression to develop a suitable mathematical equation for determining the values of Teaching Competency of training college teachers based on their Occupational Stress, Professional Burnout and Emotional Competence. The Multiple Regression Analysis was carried out by taking independent factors, viz., Occupational Stress (OS), Professional Burnout (PB) and Emotional Competence (EC) as predictor variables and Teaching Competency (TC) as the criterion variable. Table 7 presents the summary of multiple regression analysis for variables predicting Teaching Competency of training college teachers. It shows the measure of the correlation between the observed value and the predicted value of the criterion variable (R), the proportion of the variance in the criterion variable which is accounted for by the model (R^2), adjusted R^2 for variables entered model summary and the standard error of the estimate.

Table 7: Multiple Linear Regression Analysis (Adjusted R^2 for Variables Entered Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.603[a]	.364	.358	22.881

a. Predictors: (Constant), OS, PB, EC

Table 7 displays that, all together, these predictors accounted for 36.4% (35.8 % adjusted) of the variability in the Teaching Competence of training college teachers of Kerala. To put it differently, 35.8% of the varience can be predicted from the independent variables, Occupational stress, Professional burnout and Emotional competence combined. The Analysis of Variance which assesses the overall significance of the model for multiple regression analysis is given in Table 8.

Table 8: ANOVA[b] for Multiple Regression Analysis

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	104128.719	3	34709.573		
	Residual	182190.906	348	523.537	66.298	.000[a]
	Total	286319.625	351			

a. Predictors: (Constant), OS, PB, EC
b. Dependent Variable: TC

The ANOVA reports that a F-value of 66.298 with 3 and 348 degrees of freedom is statistically significant at 99.9% confidence interval (F = 66.298; p< 0.001). This designates that the combination of the independent variables significantly predict teaching competence of training college teachers. The relative influence of each independent variable in the multiple regression model was determined by examining the standardized regression coefficients or beta weights. The coefficients and constant entered for regression equation is given in Table 9.

Table 9: Coefficients and Constant Entered for Regression Equation[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	237.352	15.501		15.312	.000
OS	-.174	.044	-.194	-3.985	.000
1 PB	-.391	.097	-.194	-4.029	.000
EC	.371	.042	.405	8.871	.000

a. Dependent Variable: TC

The result of analysis presented in Table 9 shows that the Standardized Beta Coefficients (β) estimated for all the predictor variables are significant (OS: t = 3.985; p<.001, PB: t = 4.029; p<.001, EC: t = 8.871; p<.001). The negative sign of t-values estimated for the predictor variables occupational stress and professional burnout indicate that these variables inversely affect the teaching competency of teacher educators.

The β-coefficients obtained for two of the predictor variables, *viz.,* Occupational Stress (OS) and Professional Burnout (PB), are negative revealing that for every one-unit increase in the predictor variables, the outcome variable (Teaching Competence) will decrease by the beta coefficient values. The β-coefficient computed for the third predictor variable, Emotional Competence (EC), is positive exposing that every one unit increase in emotional competence of the training college teachers is accompanied by a corresponding increase in the criterion variable by the beta coefficient value. The statistically significant prediction equation containing the standard regression coefficients (β) for the multiple linear regression model for the study is: TC = 237.352 – (0.194 X OS) – (0.194 X PB) + (0.405 X EC). A standard multiple regression analysis was conducted to evaluate the predictability of teaching competence scores of training college teachers from the scores of their occupational stress, professional burn out and emotional competence. The regression model obtained an R^2 of 0.364 (adjusted R^2= 0.358), indicating that 35.8% of the variance in teaching competence of training college teachers could be accounted for by the linear combination of the independent measures. This model was found to be significant (F = 66.298; p<.001). The β-coefficient estimated for all the predictor variables were found significant at .001 level.

VI.   CONCLUSIONS

The results of the regression analyses brought out that 16.2% of the total variation in the teaching competency of training college teachers can be explained by their occupational stress. This influence exerted by occupational stress on teaching competency is significant (F = 67.540; p<.001). the null hypothesis formulated in this context *(Occupational stress has no significant influence on the teaching competency of training college teachers of Kerala)* is, therefore, rejected. Further, 15.3% of the total variation in the teaching competency of training college teachers can be explained by their professional burnout. The influence of professional burnout

on teaching competency of teacher educators was also found to be significant (F = 63.438; p<.001). The second hypothesis *(Professional burnout has no significant influence on the teaching competency of training college teachers of Kerala)* formulated in this context is, therefore, rejected. The analysis disclosed that emotional competence exerts significant influence on the teaching competency of teacher educators of Kerala (F = 128.649; p<.001). An estimated 26.9% of the total variation in the teaching competency of teacher educators can be explained by their emotional competence. The hypothesis formulated in this regard *(Emotional competence has no significant influence on the teaching competency of training college teachers of Kerala)* is, subsequently, rejected. An estimated proportion of 36.4% of total variance of teaching competency can be significantly predicted by a combination of occupational stress, professional burnout and emotional competence (F = 66.298; p< 0.001). The linear regression equation for teaching competency of training college teachers of Kerala worked out from the predictor variables is significant (F = 66.298; p<.001), rejecting the null hypotheses *(Occupational stress, professional burnout and emotional competence do not significantly predict the teaching competency of training college teachers of Kerala)* formulated in this regard.

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