

TEACHING COMPETENCY IN RELATION TO MENTAL HEALTH AND JOB INVOLVEMENT-A CORRELATIONAL STUDY ON HIGH SCHOOL TEACHERS OF KASHMIR VALLEY

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Abstract— The study aimed to investigate teaching competency of teacher's with reference to mental health and job involvement. The study also aimed at studying gender differences in these variables. The study was based on a sample of four hundred high school teacher's, two hundred from each group (males teacher's, n = 200, female teacher's, n = 200). Three valid and reliable instruments viz. teaching competency scale validated and standardized by Passi & Lalita (2011), Job involvement scale constructed by Akhtar & Singh (2014) and finally a self constructed tool on mental health of teacher's were employed for the collection of data from the chosen sample of teacher's. The findings revealed a significant & positive relationship between teaching competency, mental health and job involvement. Further, a significant mean difference between male and female teacher's on both teaching competency and their mental health were evidenced. However, a non-significant mean difference was seen in the job involvement of teacher's in terms of their gender. The study concluded with important recommendations that are too helpful for stakeholders connected with school education.

Index Terms— Teaching competency, mental health, job involvement, gender, high school teacher's.

I. INTRODUCTION

The reason for undertaking, strengthening and accelerating research on teacher education is experienced by the need for systematically developing an empirical base for taking sound decisions about teacher education. The response of researchers in teacher education towards studying teacher characteristics has been partial. The scanty amount of research so far conducted on teaching competency has focused on the skills and competencies itself rather than how are they developed, nourished & predicted. A teacher's competency in 21st century, according to UNESCO (2008) is indicated by the fact that a competent teacher should have firm knowledge of curriculum of his/her subject and should know how to integrate technology into curriculum. According to Verma, Paterson, & Medves (2006), "competencies in education create an environment that fosters empowerment, accountability, and performance evaluation, which is consistent and equitable". In other words teaching competence is an asset of a teacher, by adopting and navigating different teaching skills in his/her classroom for stupendous learning outcomes and to meet the

diverse demands, he has to ensure that each and every child in his/her classroom reaches the peak of potential regardless of backgrounds. Teaching competencies are unambiguous, provable and observable attributes that a professional teacher requires in order create a classroom atmosphere that is learner friendly from every possible angle. The cosmic addition of novel and innovate roles and responsibilities insist that a teacher displays as sort of sky-scraping professionalism in every task both inside and outside the classroom for easy attainment of predetermined goals. In order to be effective in the classroom teaching, some researchers have stressed more upon psychomotor component rather than on cognitive component. They are of the view that a competent teacher not just knows different teaching skills but instead is supposed to be able to use these skills in practical terms via carrying out his instructions as per the requirement for making teaching-learning process an enjoyable episode for all learners. As for effective teaching, an educator should be gifted to bring into play different teaching skills all together without any boredom for developing proper insight among students. Although these skills are diverse, it is the competence of a teacher that is adding efficiency to him on professional terms and making him capable of fusing these different skills together in harmony with one another and eventually helping him to maintain balance in his/her teaching. It is all because of competency that teacher's will be in a position to respond the goals of educational anthropology by responding the diversity of learners with their varied instructional skills and at the same time shouldering the responsibility as a responsible citizen to take care of other marginalized sections that otherwise have remained off-track from time immemorial ((Dar & Najar, 2018). A competent teacher has to use these skills from planning a lesson to closure of the lesson with no scope of discontinuity while applying different skills appropriate for realizing the instructional objectives.

While reviewing the literature, it has been seen that competency of a teacher's is connected with multitude of variables oscillating both within and outside teacher's. It is not all or none phenomena but instead is affected by numerous factors like institutional culture, attitude, psychological fitness

(mental health) of a teacher, involvement in one's job, satisfaction level, work motivation and so on. The potential importance of job involvement, mental health, work performance, job motivation and so on towards teaching profession has long been of interest to education researchers. The view "good teacher's are born, not made" is opposing to both the wide range of personalities observed among efficient teacher's and the acknowledgement that specialized knowledge, a great devotion towards the job, varied teaching skills, and right attitude are acquired for efficient teaching. There are indeed some reasons for attributing such enormous importance to these variables in terms of their unique influence they put on one's classroom behaviour.

For instance, taking mental health of a teacher into consideration it describes how well the individual is adjusted to the various job demands and other opportunities and challenges of institutional life. A teacher with a well balanced psychological profile is more effective in generating a classroom culture that ensures participation among students across varied backgrounds and will be at ease in dealing with any sort of issue that can trouble or hold back student growth. There is a well research back that "teacher's who are mentally healthy are well rated by students than teacher's who were psychologically disturbed, because it has been depicted that mentally healthy teacher's are more effective, stable, warm, and nurturant; and pupils scored maximum marks in subjects taught by these teacher's " (Sehgal, 1994; 1996). Generally, mental health studies indicate that most teacher's are well adjusted and exert a positive influence on the personality of students, yet there are some teacher's who in their daily contacts with the pupils do irreparable psychological damage by utilizing psychological devices viz. humiliation, nagging, belittling which drastically affects teaching learning process and the outcome of teaching. Thus the psychological perspective of the teacher becomes a critical factor in the classroom environment. A teacher with a good psychological makeup tries to interpret the learning situation from the children's point of view taking into consideration all pertinent variables affecting individual difference or student diversity. Srivastava and Khan (2008) are of the view that teacher's with low mental health are more prone to burnouts than the teacher's of average and high mental health. So it can be concluded here that a teacher's psychological fitness is must for his/her profession responsibilities that he is charged with.

Teaching profession is considered as one of the most difficult and stressful job as most of research work available on teacher education has painted and depicted teacher's job as taxing, burdensome and mentally exhaustible. Studies carried out by Borg (1990); Smith and Bourke (1992); Travers & Cooper (1993); Pithers and Soden (1998); Boyle et al., (1995); and Kaur (2013) have depicted some of the factors that are behind this taxing job like intolerable workload, nonstandard student-teacher ratio, poorly arranged teaching schedules, discouraging and intolerable physical conditions, rigid school culture, tight rules and regulations, an unhealthy criticism from seniors and administrative wing of the institute and so on.

However, more panic picture is that when these variables start growing in the institutional life they start affecting teaching behaviour of teacher's in the form of higher rate of teacher absenteeism (Chambers & Belcher, 1992); emotional grief (Punch & Tuettemann, 1991); burnout syndrome (Kyriacou, 1987; Srivastava and Khan, 2008) and sometimes even pushes them towards an increasing depression as well (Schonfeld, 1992) and this way create indescribable problems for teacher's in his professional life that badly affects his performance in teaching-learning process and thereby reduces his general craving to search for new innovations that are well proven to help one to attain and realize the set instructional objectives on time and eventually puts unnecessary and negative influence on the student's cognitive process as well (Brown and Knowles, 2014; and Stixrud, 2012). A research undertaken by McManus, Keeling & Paice (2004) have exposed that stress has a tendency to decrease an individual's interest in pursuing intellectual tasks, lessens creativity, and makes them lethargic in approaching to new information, views and experiences. So it can be argued here unless and until a teacher is not enough hardy and mentally fit to fight back these inevitable institutional challenges, they are likely to jeopardize his/her teaching schedules and other assigned administrative activities beyond imaginations.

Through studies it has been clearly depicted that an individual with a sound mental health are more effective in managing the stress than their counterparts, as teacher's with adequate mental health are more adjusted and flexible with their dealings, have proper control on emotions irrespective of situations, are more realistic in terms of their unique abilities and weaknesses and so on. The role of mental health in a teacher's life is so pervasive that it is considered as one of the main ingredient of teacher's personality touching his life both within and outside the classroom. A teacher who is mentally and psychologically fit will be able to live his life in a comfortable and in realistic terms without any sort of disturbance. He is ever satisfied with his self, his society, his achievements and failures and the world at large. A teacher with an adequate mental makeup always remains in search of new knowledge & updates for better growth and development and is constantly open for new experiences in bringing flexibility with his way of teaching for better and improved student learning outcomes. On the other hand, teacher's who are psychologically unfit not only harms and incapacitate himself but has been seen in creating difficulties and troubles for students as well (Singh & Jha, 2012).

Job involvement is equally important and significant job related behaviour. It is the degrees to which an individual submerge themselves in their jobs devote time and energy in them, and consider work as a central part of their overall lives. Job involvement is an employee's behaviour connected to his/her job. Initially the exposure and publicity to this construct was given by the work of Lodhal and Kejiner (1965), but afterwards it was further extended by Kanaungo and he brought some additions in the earlier concept viz. individual's

belief towards his or her present job (as cited in Sethi & Mittal, 2016). In the opinion of Lodhal and Kejiner (1965), it is the attachment an individual has towards his job psychologically or how important work is for an individual's self image including responsibility of doing his job. Some others are of the view that job involvement is actually how much meaning and weight an employee is giving to his work (Elloy, Everett, & Flynn, 1995). In the opinion of Paullay, Alliger and Stone-Romero (1994), job involvement is the extent an individual is occupied, engaged as well as concerned cognitively with one's present job. Furthermore, in the words of Brown (2007), "Job involvement is helpful in organizational effectiveness, production and employee spirit through deeply involving the employees in their work and making the work experience meaningful". Those people who are high in job involvement truly care for and are concerned about their work. If the teacher's are highly involved towards their job, they can produce good results in their professional life. Teacher's with high level of job involvement tend to be satisfied with their jobs and highly committed to their organization. A teacher who has job involvement will not show insincerity in his task. Level of involvement is very essential for the achievement of educational goals. If the teacher is highly involved in his job, then accordingly he gets himself actively absorbed in the academic activities of the school which affects the overall outcome of the teaching learning process.

There is a great body of research available that has supported the view that teacher's who are more involved in their teaching profession are in a better position to enhance the overall effectiveness of the educational system both qualitatively and quantitatively than those who are less involved or not involved at all. As it is well acknowledged that teacher's are the main pillars of any educational system, his involvement in different professional activities is much more needed than in any other profession as he has to deal with humans-the most complex and dynamic entity the planet earth has ever produced. He is the central figure shouldered and trusted with the responsibility of continuing and enriching the cultural traditions, standards, and values of our society from one generation to next (Dehal, & Kumar, 2016). But sometimes we are finding teacher's running away and skipping these roles without paying any attention to the results that will surface later on like down falling of learning outcomes of students, indiscipline problems, institutional failure in achieving the set objectives and aims (Najar, 2019). For active participation of teacher's in different academic activities meant for student excellence in particular, and for the growth of schools in general, involvement has been seen as one of the main variable that is having high impact on teacher's life. It shows the degree to which an individual is personally involved with his job.

In short from the above definitions it can be safely concluded here that job involvement represents belief, meaning, attitude, & importance an individual holds towards his immediate work and not for the organization as a whole, as seen in the organizational commitment. Accordingly a teacher high on this construct will be in a position to submerge and

devote himself completely in his job because of his higher work motivation and will consider his work as a central part of his life (Bharti, 2017), while in case of low involvement, employees don't put much efforts in bringing quality in their services (Lo, Ramayah & Min, 2009). Also studies have shown that for channelizing the focus of an individual towards his job, boosting the organizational citizenship behaviour among employees and increasing the organizational outcomes in general, involvement of employees has been seen as the one impacting these behaviours (Hackett, Lapierre & Hausdorf, 2001; & Diefendorff et al., 2002).

To function properly in and outside the school, the involvement of teacher's in the job is having commendable significance. As it is the involvement which can motivate a teacher intrinsically for taking active part in reforming himself in order to get equipped with the required and latest pedagogics. Research carried out in teacher education in reference to these constructs have demonstrated that teacher's who are highly involved in their jobs were more satisfied in their jobs, are experiencing less burnout syndromes, have very meager amount of absenteeism than is the case with less involved persons and more importantly such teacher's rarely think about shifting their jobs and have high motivation for work and are psychologically healthy (Bharti, 2017; Chauhan, 2009, Sethi & Mittal, 2016, Dehal & Kumar, 2017; Srivastava & Krishna, 1992; & Esfahani & Tamini, 2015).

There is a great body of research available that has supported the view that for growing organizational effectiveness and efficiency, hi-tech progress is not an ultimate aim, but depends largely on the behavioural spirit of employees with which they are working there. If there is enough spirit within the employees, no force is going to stop them in maximizing the organizational output and in achieving the common goals set by them (Elankumaran, 2004). Research undertaken by Beheshtifar & Emambakhsh (2013), has depicted that employees who are highly involved in their jobs is affecting their performance levels towards betterment and eventually equips them to live better and quality life even at work, but in case of low involvement, feelings of alienation towards the job, organization, and employees sprout badly (Hirschfield and Field, 2003).

To conclude we can say that job involvement is one's intrinsic motivation that is imbibing and sticking him towards the work he is engaged with. An individual that is loaded with this spirit will not find and insert excuses for his work instead will consider it as an important part of his life, more importantly their happiness rests how well they perform in their job (Ye & Lirong, 1999). Therefore, increasing the same among teacher's should be an essential institutional objective, as there is much research support claiming it as the main source of organizational effectiveness (Pfeffer, 1994).

Given the substantial importance of mental health and job involvement in determining an individual's behaviour the researcher will try to revisit the old but famous idiom of "teacher's are born" in new temporal context in order that, the paradoxical discourse on 'teacher's are born' be resolved

so that new direction to policy decision be taken. As we know the key to be satisfied, successful and effective in occupational and professional life is to have a sound psychological makeup and a high job cohesiveness and involvement that are most suited to one's profession, job or occupation. Specifically, teaching as a novel and innovative profession demands the same from the employees who are charged with this responsibility. To hold such a belief scientifically, we need research and examination of facts to clarify exactly whether these variables affect competency of a teacher or not. The present study is an attempt in same direction. In this study, mental health and job involvement in relation to teaching competency, it will be seen whether mental health and job involvement has any association with competency of teacher or not, if yes, then how this competency can be brought in the prospective teacher's by designing teacher education programmes where such like relevant variables can be given a special room to build up.

II. OBJECTIVES OF THE STUDY

The objectives that the study intends to achieve are as follows:

1. To find out Correlation between Teaching Competency & Mental health.
2. To find out Correlation between Teaching Competency & Job Involvement.
3. To compare mental health among high school teacher's in terms of gender.
4. To compare job involvement among high school teacher's in terms of gender.
5. To compare teaching competency among high school teacher's in terms of gender.

III. HYPOTHESIS OF THE STUDY

After a thorough and painstaking review process, the following hypotheses were formulated for the study:

Keeping in view the above stated objectives, following hypothesis were formulated for the study.

1. H01: There is no significant correlation between mental health & teaching competency of high school teacher's.
2. H02: There is no significant correlation between job involvement & teaching competency of high school teacher's.
3. H03: There is no significant difference among high school teacher's on mental health with respect to gender.
4. H04: There is no significant difference among high school teacher's on job involvement with respect to gender.
5. H05: There is no significant difference among high school teacher's on teaching competency with respect to gender.

IV. METHODOLOGY

1. Research setting and population of the study

The research setting for the present investigation consists of the Govt. High Schools of District Budgam and Srinagar of Kashmir division and the main focus of the study were the teacher's working in these schools.

2. Sample and Sampling Method

Taking the nature of the study into consideration, purposive sampling was seen appropriate for the study and henceforth four hundred (400) high school teacher's were purposively taken for the completion of the study. During the data collection process special care was given to all the ethical principles governing the process framed by American Psychological Association while dealing with the research participant's throughout the study.

V. TOOLS USED

1. For assessing the job involvement, Job Involvement Scale (JIS-AZSU-2014) constructed by Dr. Zakir Akhtar & Dr. Udham Singh was used in the study.
2. A Self constructed teacher's mental health scale was used for assessing the mental health among high school teacher's.
3. General Teaching Competency Scale (GTCS-2011) by Passi & Lalita was used for the assessment of teaching competence among the sample of teacher's .

VI. STATISTICAL ANALYSIS

The information/responses collected from the sample group of teacher's were subjected to various statistical treatments with the help of SPSS (20) as per the objectives framed in the investigation.

VII. RESULTS AND INTERPRETATION

Table 1.1

Showing relationship of mental with teaching competency of high school teacher's

Construct	N	Mean	SD	Correlation
Teaching competency	400	88.18	15.61	
Mental health	400	56.48	8.93	$r = .495^{**}$

****Correlation is significant at the 0.01 level (2-tailed).**

The table 1.1 revealed a significant and positive correlation between mental health and teaching competency of high school teacher's ($r = .495$). The data suggests that higher the level of mental health, higher will the scores on competency. In this way the null hypothesis H01 which reads as "there is no significant correlation between mental health & teaching competency of high school teacher's" stands rejected.

Table 1.2

Showing relationship of job involvement with teaching competency of high school teacher's

Construct	N	Mean	SD	Correlation
Teaching competency	400	88.1875	15.61	$r = .638^{**}$
Job Involvement	400	65.0050	11.89	

****Correlation is significant at the 0.01 level (2-tailed).**

From the table 1.2, it is apparent that teaching competency and job involvement has a high, positive and significant correlation ($r = .638$). It is commented therefore that for high competency of teacher, involvement in the job is important for a teacher for exhibiting higher competence in terms of different teaching skills meant to increase the learning outcomes of students. Here once again, the null hypothesis H02 which remarks that "there is no significant correlation between Job Involvement & teaching competency of high school teacher's" stands rejected.

Table 1.3

Showing comparison of sample group of teacher's on mental health with respect to gender

Construct	Gender	N	Mean	SD	t-value
Mental Health	Male	200	57.53	8.95	2.36**
	Female	200	55.43	8.81	

*** Significant at .01, ** Significant at .05.**

The table 1.3 depicts the mean difference among the sample group of teacher's on mental health with respect to gender. As it is evident from the output of table 1.3, there is a significant mean difference between male and female high school teacher's on their mental health at .05 level of significance. In the light of above results, the null hypothesis H03 which reads as "there is no significant difference among high school teacher's on mental health with respect to gender" stands rejected.

Table 1.4

Showing comparison of sample group of teacher's on Job involvement with respect to gender

Construct	Gender	N	Mean	SD	t-value
Job Involvement	Male	200	65.32	12.51	.529
	Female	200	64.69	11.25	

*** Significant at .01, ** Significant at .05.**

The perusal of table 1.4 highlights the mean difference between male and female high school teacher's on job involvement. From the table 1.4, though the mean score of male teacher's is more than that of female teacher's, but as it is evident from the output, the difference is not significant at any significance level. In this way, our null hypothesis H04 "there is no

significant difference among high school teacher's on job involvement with respect to gender" stands accepted.

Table 1.5

Showing comparison of sample group of teacher's on teaching competency with respect to gender

Construct	Gender	N	Mean	SD	t-value
Teaching Competence	Male	200	91.26	15.08	4.01*
	Female	200			

*** Significant at .01; ** Significant at .05.**

The table 1.5 depicts the results of independent sample t-test of teaching competency carried out on a sample group of teacher's with respect to their gender. The table clearly indicates that the two groups of teacher's differ significantly at 0.01 level of significance. Therefore the null hypothesis H05 which remarks as "there is no significant difference among high school teacher's on teaching competency with respect to gender" stands rejected.

VIII. DISCUSSION

The present study was designed to study the prospective teacher's teaching competence in relation to their involvement in the job and mental health. The study was also stitched to see do teacher's differ on the above mentioned variables as for as their gender is concerned. The study revealed a high and positive correlation between mental health and job involvement in relation to teaching competency of teacher's. This means, higher the level of mental health among sample group of teacher's higher will be level of their teaching competence. The above findings are in consonance with the findings conducted on various sample groups of teacher's and other employees by the researchers like Devi and Talukdar (2018); Gnanasoundari and Selvaraju (2016); Mohamad & Jais (2016); Yadav (2016); Khatoon (2015); Suresh & Taj (2015); Kaur and Talwar (2014); Ramana (2013); and Fabio & Palazzeschi (2008). The authors in their respective studies have highlighted that teacher's with adequate and sound mental health makeup were more competent in different teaching skills like in terms of planning the lesson much ahead of time; designing lectures that can suit and gratify individual needs of students and can be understood with much ease (differential instruction); have high sensitive skills of questioning and commendable classroom management; experience low job stress and are enough hardy and resilient to deal with different job demands and have a high degree of job satisfaction compared to teacher's who are of unsound health.

In terms of involvement in the job, the study revealed higher the involvement in their profession, higher will be the level of their teaching competence. As it has been documented well by different research pieces that teacher's who are highly involved in their jobs are more inclined towards institutional and teaching goals; display a high degree of work motivation for work; are highly satisfied and cohesive with the institutional rules and regulations; show exemplary loyalty and commitment towards the institute; display a special class of socially acceptable work behaviors that exceed formal and/or normative expectations relevant to work; show an active participation in the organizational decision making policies; are perceived by students as inspiring and motivating with exceptional enthusiasm for teaching, sustaining student's interest in the subject for longer duration of time (Bharti, 2017; Hosseini & Nia, 2015; Emami et al., 2013; Chi, Yeh & Choum, 2013; Gilkar and Darzi, 2012; Chauhan, 2009; Keller, 1997; Knoop, 1995; & Mathieu & Kohler, 1990).

In terms of gender, the tables that got surfaced after applying statistical analysis on each of these variables (i.e., mental health, job involvement and teaching competency) have shown that on both mental health and teaching competency construct, male teacher's scored significantly higher than female teacher's. However, a non-significant mean difference was seen in the involvement of teacher's in their teaching jobs as far as their gender is concerned. From the findings of the present investigation, it can be concluded that male teacher's are more adjusted in their teaching profession, easily adapt to new things, cope easily in response to different teaching demands without any fear or apprehension. The results of the study are in line as per findings of study undertaken by Gnanasoundari and Selvaraju (2016); Gorsy, Panwar & Kumar (2015); and Borkar (2013) who found that male teacher's are more mentally healthy than female teacher's. These studies have shown that male teacher's were more adjusted in different aspects of professional demands; were realistic in their self related evaluations; quick in making decisions related to their different professional demands and high in emotional maturity as they have been seen quick in balancing their emotional behaviour irrespective of situations than female teacher's. However, the above results are in contradiction in reference to the findings revealed by the studies of Pachaiyappan and Raj (2014); Tabassum & Ali (2012); and Kumar (2017). Their studies have depicted that female teacher's as more mentally and psychologically healthy than male teacher's and have less professional stress and high in self esteem in comparison to male teacher's. Some other studies as explored by Devi and Talukdar (2018); Kumaravelu (2017); Kaur and Talwar (2014); Kaur (2013); Goyat (2012); Rani and Singh (2012); and Fabio & Palazzeschi (2008) have depicted that there is no significant differences in the mental health of teacher's as far as their gender is concerned. As per these studies being mentally or psychologically fit is independent of one's gender. As far as the results of the study are concerned, it has been depicted in the study that both male and female teacher's are equally absorbed in their profession and are much alike in different

facets of the job. They feel equally comfortable in performing different teaching activities; reach school at proper time; take pleasure from their work; show high devotion to their assigned tasks; and are enthusiastic to stay in the schools for long hours for completion of teaching assignments without feeling uninterested tedious. While reviewing the studies available on job involvement and other related constructs, it was seen that gender of a teacher has no impact on one's professional commitment (Sethi & Mittal, 2016; Narayanaswamy and Rao, 2014; Al-Ajmi, 2008; and Naderi, 2012).

The findings of the study have depicted a significant mean difference in the teaching competency of teacher's in reference to their gender. The male teacher's have scored significantly higher than female high school teacher's on their teaching competency. Therefore, it is concluded that male teacher's are superior in performing different teaching skills than female teacher's. They are efficient in planning the lesson well in advance taking their subjects into view in terms of their varied intellectual powers, are clear and precise in terms of how to present the planned lesson in a way that can excite students for better learning outcomes, know well how to put himself into the psyche of pupil for understating their diverse interests in terms of their varied potentialities, bringing continuity in presentation without showing much deviance from the main target points, knows how to close the lesson without confusing the students where they started and finally with what stuff they end with, evaluate the students in fair terms for quick feedback about the progress of students in terms of the set objectives, and finally manages the behaviour of students with the help of appropriate and relevant skills.

There are some research inputs that are in line with the obtained findings as explored by Gnanasoundari and Selvaraju (2016); Chowdhury & Chowdhury (2015); Bhat and Shah (2011); and Rajalakshmi & Shirlin (2017). These studies have depicted that male teacher's are more competent as far as their teaching competence are concerned, so are in consensus with the obtained results of the present investigation.

However, some other available research pieces are running against to our obtained findings as investigated by Moshahid & Hussain (2017) and Himabindu (2012). These two studies that have been focused to explore differences in the competence levels of teacher's in terms of different demographics have displayed female teacher's as more dominant on different dimensions of teaching competence compared to male teacher's.

Studies carried out by Pratibha (2017); Chauhan and Gupta (2016); Kaur & Paramjot (2016); Subramonian and Sanbahavalli (2016); Kaur & Talwar (2014); Renugadevi and Nalinilatha (2014); and Selvam (2012) have shown an insignificant difference in the competency of teacher's in reference to gender of a teacher. These studies conducted on different sample group of teacher's have highlighted that being high or low in competency is independent of one's gender.

It is imperative to mention here that broad generalization should not be based on the differences of our results calculated on gender basis and presupposing gender as itself an important

predictor of one's abilities and skills can be a big mistake as such "ways of classification often lead to gender hierarchies and injustices for whole groups as well as individuals". The differences that are there can be held responsible due to some cultural, societal or situational influences and experiences of the genders which should be further investigated and used synergistically to improve professional service (Islahi and Nasreen, 2013).

From the above comment it is clear enough that teaching is not all or none phenomenon, it is indeed both art and science. There are some aspects of teaching that are not capable for any further modifications, but that is not the end of game. There are multiple dimensions of teaching that still remains to be put on the experimental table so that we can refine the teaching process and train the prospective teacher's in these aspects like helping them to be more mentally and psychologically fit to respond well and in constructive way to the job demands one is or has to face in his/her teaching career and also by creating institutional policies that can attract the employees towards their teaching jobs in a more professional way and thereby can boost their professional demands for more and efficient learning outcomes.

IX. CONCLUSION

The present endeavour was focused to sketch out the relationship between teaching competency of teacher's in relation to their mental health and job involvement. After analysis, the results that got surfaced are as follows:

1. The findings of the study have depicted a significant and positive correlation between mental health and teaching competency of high school teacher's.
2. A high, positive and significant correlation got surfaced between job involvement and teaching competency of high school teacher's.
3. A significant mean difference was seen in the mental health of male and female high school teacher's. Male high school teacher's scored significantly higher on mental health than the female high school teacher's.
4. A non-significant mean difference was seen in the job involvement of male and female high school teacher's.
5. The findings of the study have depicted a significant mean difference in the teaching competency of teacher's in reference to their gender. The male teacher's have scored significantly higher than female high school teacher's on their teaching competency

X. IMPLICATIONS AND SUGGESTIONS

1. Teacher education policy should be reviewed in it's over concern towards development of skills and knowledge and development of emotional skills associated highly with one's mental health should be brought within the domain of teacher training process.
2. The institutional culture should be made enough fair and conducive so that everyone feels free to share and insert their voices without any fear or hesitation of any kind. The voices and concerns of teacher's should be given value in the process of decision making within school administration. Proper provisions should be made to decentralize decision making powers to teacher's in order to boost their self-esteem and worth.
3. The institutional policies should be teacher friendly so that teacher's can work with full devotion and enthusiasm towards their assigned teaching tasks.
4. In every school, there should be some compulsory co-curricular activities requiring an active participation of all employees that can help them in reducing anxiety in dealing with one another, thereby increasing their stand on different aspects of mental health.
5. Every care should be taken to keep the employees of the institute psychologically connected with their teaching jobs as one's attachment with ones immediate job has been seen as one of the great predictor of teacher effectiveness and competence.
6. Scope of inclusion of classes highlighting the importance of emotional intelligence and how to maintain stability in ones emotions should be placed in the teacher education curriculum, as it has been proven through studies that making people aware about their emotional behaviours reduces emotional outburst that can negatively interfere in the teaching learning process.
7. The teaching competency of the male teacher's is found to be greater than their counterparts. Some special courses may be planned and implemented for female teacher's to develop their teaching competency. Seminar, symposium and workshop like programmes may be organized in this regard.
8. There should be scope for separate and additional training sessions for female teacher's who could not attend or participate in the training and other refresher courses meant for the advancement and refinement of their teaching skills due to their multiple and high work load demands.

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