

Examining the Effect of Stress on Teaching Competence Among Secondary School Teachers in Amroha District, Uttar Pradesh

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ARTICLE INFO	ABSTRACT
Received: 20 Dec 2024	<p>The purpose of the research study is to identify how stress affect teaching competence of secondary school teachers in Amroha District, Uttar Pradesh. Teaching being a noble profession, it presupposes high responsibility that in most times results in stress caused by different factors which range from work pressure, students' attitudes, managerialism, and or / personal issues. This stress is detrimental to the performance of teachers in teaching practices which impacts their ability to disseminate knowledge, maintain order and address the learners. The study seeks to find out what causes stress to these teachers and the effect of such stress on their competencies in terms of planning and delivering effective lessons and managing classrooms. Information is gathered through a structured questionnaire administered on a selected population of teachers in the secondary schools in Amroha District. The outcomes also show that stress level reduces teachers' performance meaning that the higher the level of stress the lower the competence level of the teachers. The paper presents an urgent call for stress intervention programs to improve the teaching capacity of teachers thereby improving the quality of education in secondary schools.</p>
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<p>Keywords: Stress level, Teaching Competency, Teacher's performance, Adjustment</p>	

INTRODUCTION

The role of secondary school teachers is pivotal in shaping the academic and personal development of students. However, the increasing demands of the educational environment have placed a significant amount of stress on teachers, which can impact their teaching effectiveness and overall competence. In Amroha District, Uttar Pradesh, secondary school teachers face various stressors, including heavy workloads, student behavioral issues, administrative responsibilities, and inadequate support systems. These stress factors not only affect their personal well-being but also their professional capabilities, such as lesson planning, classroom management, and instructional delivery.

Teacher stress is a complex phenomenon that causes stress in teaching that in turn causes burn out, low job satisfaction and low teaching ability. Stressed teachers may not be able to capture the learners' attention, create a conducive learning environment or even provide quality education to the learners. It is therefore important to establish the correlation between stresses and teaching competence so as to come up with ways of enhancing support to teachers and thus enhance performance of the education sector. In this research, the researcher intends to find out the impact of stress on teaching competence of secondary school teachers in Amroha District. The study aims at establishing the major

stressors with the view of evaluating their effects on teaching performance with the hope of helping to design stress management interventions that can improve the teaching competence of educators and by extension the quality of education in the region.

OBJECTIVES

Objectives of the study are given as follows;

1. To study of the effect of stress and adjustment on teaching ability.
2. To study the difference between the male female category of teachers on teacher stress, teacher adjustment and teaching competence.
3. To study the difference between government and private school teachers on teacher stress, teacher adjustment and teaching competence.
4. To find out the relationship between teacher's stress and adjustment.

RESEARCH METHODOLOGY

The research is quantitative in nature but qualitative data collection methods are also utilized in the study. The quantitative data is collected through the use of closed ended questionnaires administered to 200 secondary school teachers in Amroha District and involves the assessment of stress levels and teaching competencies and the results are analyzed using descriptive and inferential statistics. At the same time, quantitative data are gathered from 20 teachers using closed questions to measure the level of stress among teachers and their ability to cope with stress. The type of sampling used is simple random sampling which makes the sample to be more representative of the population and the target population comprises of both government and private school teachers. Quantitative data is analyzed using statistical approaches while qualitative data is analyzed thematically and in totality offer an overall understanding of the teachers' stress and teaching competence.

TOOLS

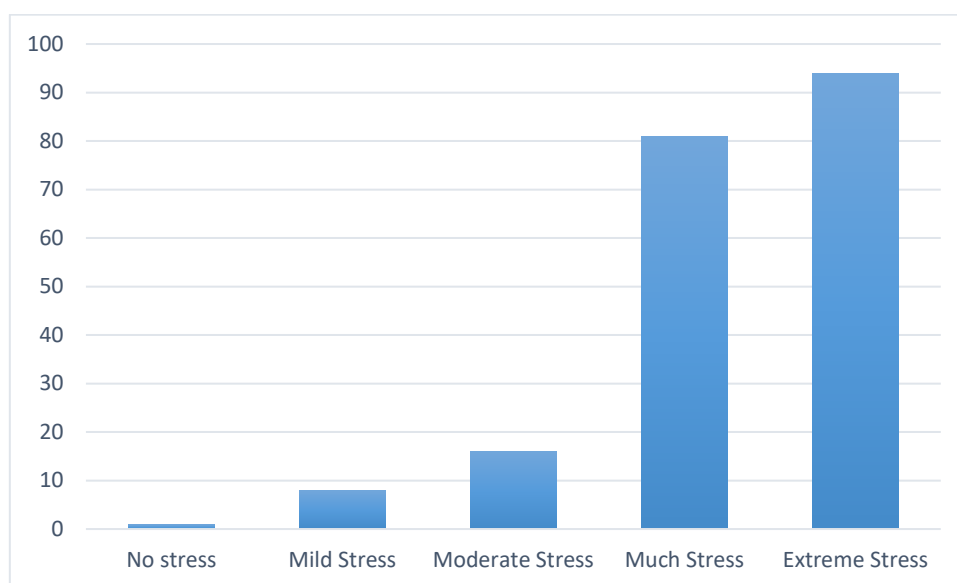
The quantitative research component of this study utilizes structured questionnaires as the primary data collection tool. These questionnaires will be self-administered to 200 secondary school teachers teaching in both government and private schools in Amroha District.

The analysis of frequency is one of the most important aspects of descriptive statistics that involve the determination of the number of times (frequency) a particular value or category appears in a given set of data. Frequency analysis is also referred to as "count analysis " It provides valuable information on how a variable is distributed and allows the researchers to understand the pattern of frequencies while identifying which values are more frequent and which are less frequent.

RESULTS AND DISCUSSION

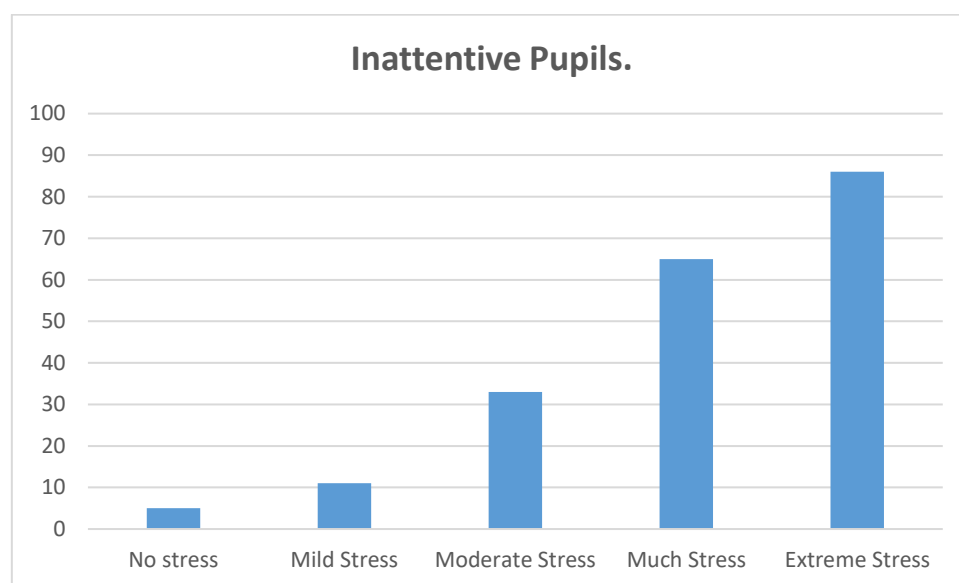
Teacher Stress

1. Poorly motivated pupils.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	1	.5	.5	.5
	Mild Stress	8	4.0	4.0	4.5
	Moderate Stress	16	8.0	8.0	12.5
	Much Stress	81	40.5	40.5	53.0
	Extreme Stress	94	47.0	47.0	100.0
	Total	200	100.0	100.0	



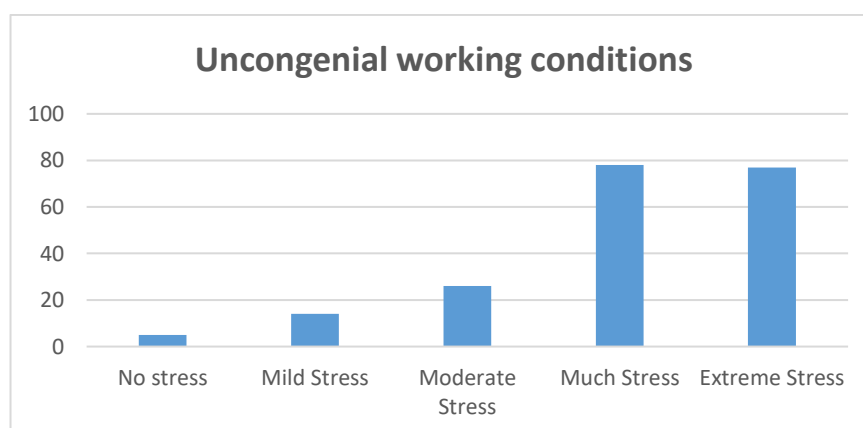
From the table it can be observed that, teachers in secondary school of Amroha District feel stressed due to poorly motivated pupils. In the survey conducted on 200 teachers, 47% of the teachers. None of them claimed to be experiencing extreme stress, 40 percent. 5% much stress, and 8. 0% report moderate stress. A smaller 4. None said they experienced mild stress, and only 0. 5% report no stress. These results indicate that student motivation concerns are a major source of teacher stress and therefore underscore the importance of focusing on these problems and developing prevention and coping strategies to improve teachers' conditions and outcomes.

2. Inattentive pupils.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	5	2.5	2.5	2.5
	Mild Stress	11	5.5	5.5	8.0
	Moderate Stress	33	16.5	16.5	24.5
	Much Stress	65	32.5	32.5	57.0
	Extreme Stress	86	43.0	43.0	100.0
	Total	200	100.0	100.0	



From the table it can be seen that secondary school teachers in Amroha District feel a lot of stress due to students' inattention. A sample of 200 teachers is taken and out of them 43. None of the respondents said they experience extreme stress, 32. 5% much stress, and 16. 5% report moderate stress. Only 5. 5% feel mild stress while 2. 5% report no stress. These findings stress that student inattention is a source of considerable stress for teachers and that it is essential for designing specific strategies and programs to manage classroom behavior and enhance the quality of the classroom environment.

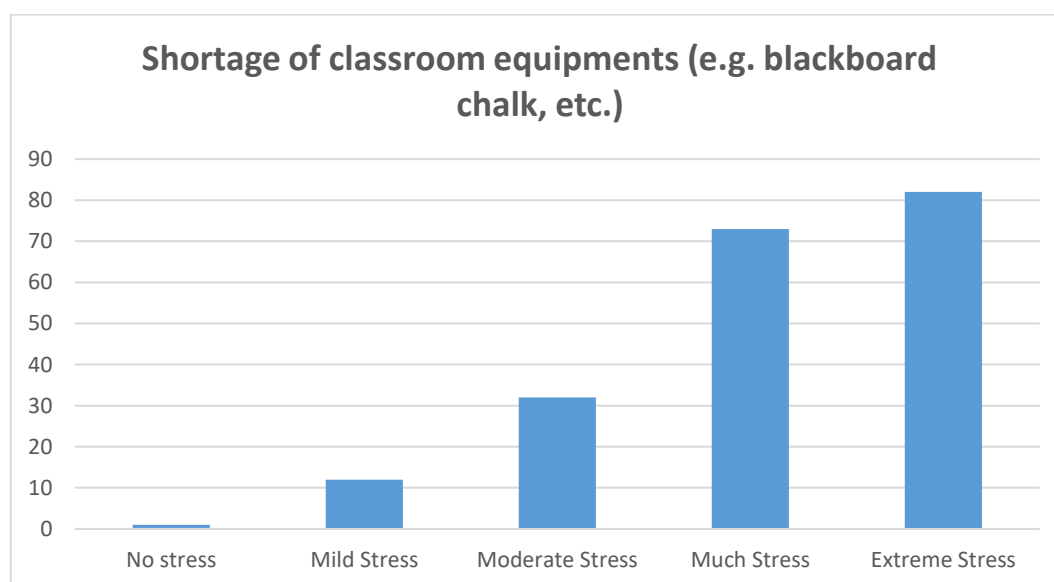
3. Uncongenial working conditions					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	5	2.5	2.5	2.5
	Mild Stress	14	7.0	7.0	9.5
	Moderate Stress	26	13.0	13.0	22.5
	Much Stress	78	39.0	39.0	61.5
	Extreme Stress	77	38.5	38.5	100.0
	Total	200	100.0	100.0	



As indicated in the table, secondary school teachers in Amroha District work under uncongenial working conditions and this causes them stress. The highest proportion, 38. 5%, claim they experience

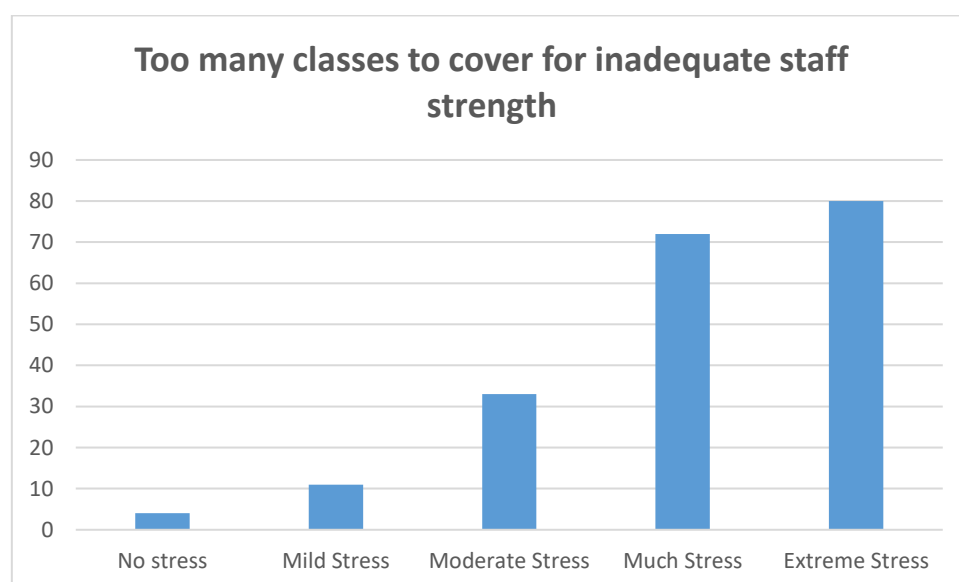
the worst stress levels, 39. 0% respond that they do not much stress at all while 13. 0% report moderate stress. A smaller 7. None of them reported feeling a little stressed, and 2. 5% report no stress. These issues point to the fact that working conditions are significantly related to teachers' stress, and should therefore be enhanced in order to help alleviate stress.

4. Shortage of classroom equipments (e.g. blackboard chalk, etc.)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	1	.5	.5	.5
	Mild Stress	12	6.0	6.0	6.5
	Moderate Stress	32	16.0	16.0	22.5
	Much Stress	73	36.5	36.5	59.0
	Extreme Stress	82	41.0	41.0	100.0
	Total	200	100.0	100.0	



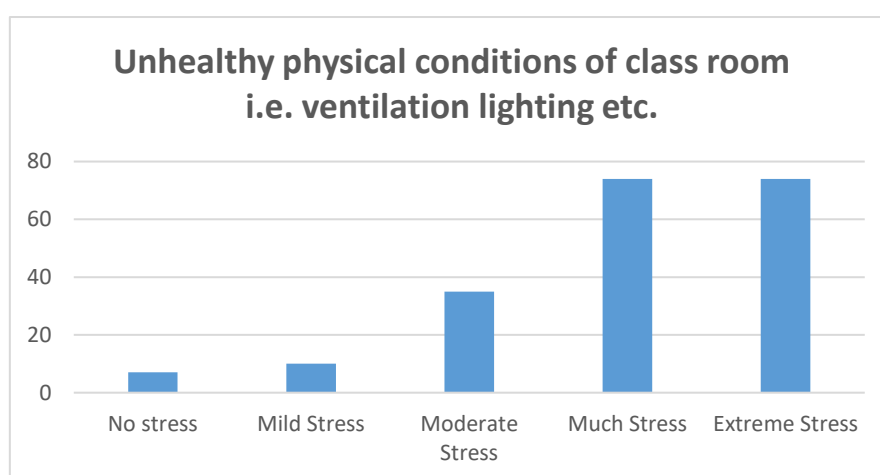
This table proves that due to the lack of classroom accessories such as black board chalk the secondary school teacher in Amroha District experience a lot of stress. The highest proportion, 41. 0% say they experience no stress at all, 36% report that they experience extreme levels of stress. 5% reported that they experience much stress, and 16. 0% report moderate stress. Only 6. None find the stress level to be mild, and 0. 5% report no stress. These results reveal the effect of the scarcity of resources on teachers' stress, and stress the importance of attending to equipment deficiencies in order to enhance the teaching environment and assist teachers.

5. Too many classes to cover for inadequate staff strength					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	4	2.0	2.0	2.0
	Mild Stress	11	5.5	5.5	7.5
	Moderate Stress	33	16.5	16.5	24.0
	Much Stress	72	36.0	36.0	60.0
	Extreme Stress	80	40.0	40.0	100.0
	Total	200	100.0	100.0	



From the table it is evident that secondary school teachers in Amroha District feel stressed due to being overworked by having to teach numerous classes with little human resource. The highest proportion, 40. 0% state that they have never experienced stress at workplace while 36% report extreme stress. Only 0% of the respondents reported that they experience much stress while 16% reported a low level of stress. 5% report moderate stress. Only 5. 5% experience moderate stress while 2. 0% report no stress. These results indicate the profound effect of staff shortages on teachers' stress, supporting that better staffing conditions should be sought to reduce work-related pressure and enhance teachers' quality of life.

6. Unhealthy physical conditions of class room i.e. ventilation lighting etc.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	7	3.5	3.5	3.5
	Mild Stress	10	5.0	5.0	8.5
	Moderate Stress	35	17.5	17.5	26.0
	Much Stress	74	37.0	37.0	63.0
	Extreme Stress	74	37.0	37.0	100.0
	Total	200	100.0	100.0	



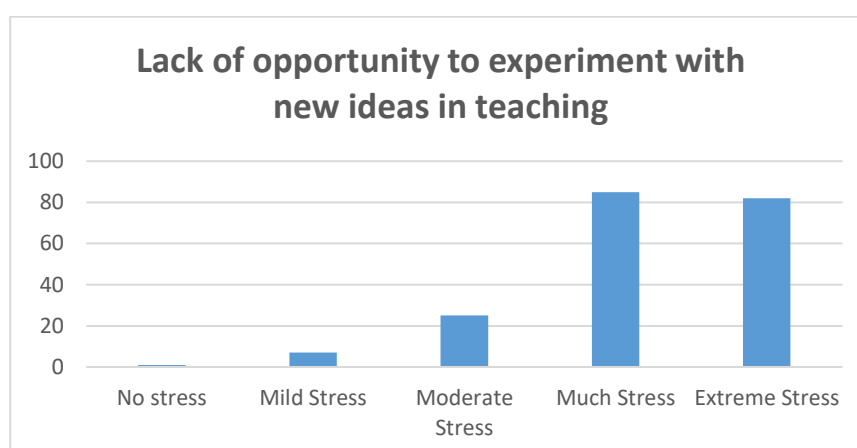
The findings show that a large number of teachers in Amroha District have stress resulting from unhealthy classroom environment. Specifically, 37.0% say they experience extreme stress, 37.0% report moderate stress, 17.5% report much stress, and 5.0% report mild stress. A smaller 3.5% report no stress. These findings reveal a high correlation between the poor classroom conditions and the teachers' stress levels and stress the importance of changing the conditions in order to make the working environment healthier to increase teachers' productivity and their quality of life.

7. Too much work to do.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	3	1.5	1.5	1.5
	Mild Stress	13	6.5	6.5	8.0
	Moderate Stress	33	16.5	16.5	24.5
	Much Stress	90	45.0	45.0	69.5
	Extreme Stress	61	30.5	30.5	100.0
	Total	200	100.0	100.0	



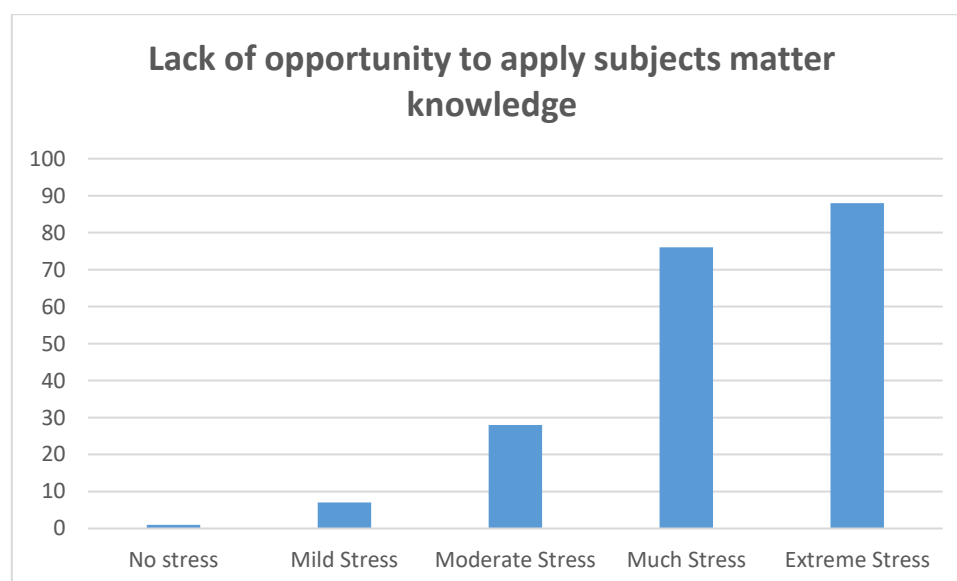
The table reveals that secondary school teachers in Amroha District feel stressed due to problems of workload in their teaching profession. The highest proportion, 45.0% say they experience much stress, 30.5% experience extreme stress, 16.5% from high stress, 5% have moderate stress. Only 6.5% feel mild stress and 1.5% report no stress. The findings presented in this paper raise concerns about the highly negative effects of workloads on teachers' stress and stressors and stressors, therefore, it is crucial to pay attention to the workload and resource management problems as well as to provide the support for the work-life balance to enhance the teacher's well-being.

8. Lack of opportunity to experiment with new ideas in teaching					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	1	.5	.5	.5
	Mild Stress	7	3.5	3.5	4.0
	Moderate Stress	25	12.5	12.5	16.5
	Much Stress	85	42.5	42.5	59.0
	Extreme Stress	82	41.0	41.0	100.0
	Total	200	100.0	100.0	



The table shows that secondary school teachers in Amroha District feel stressed in different extents because they are unable to try out new teaching strategies. Teachers still experience high stress with 41 percent of them according to the study conducted by the National Foundation for Educational Research. Extreme stress: 0%; Moderate stress: 42. 5% experiencing much stress. Moderate stress is reported by 12. Three percent of teachers, while 5 percent of teachers. 5% feel mild stress and only 0. 5% report no stress. This distribution also demonstrates the significant effect of restricted innovation possibilities on teacher stress, which emphasises the importance of care and professional training to enhance the creativity of the teaching staff.

9. Lack of opportunity to apply subjects matter knowledge.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No stress	1	.5	.5	.5
	Mild Stress	7	3.5	3.5	4.0
	Moderate Stress	28	14.0	14.0	18.0
	Much Stress	76	38.0	38.0	56.0
	Extreme Stress	88	44.0	44.0	100.0
	Total	200	100.0	100.0	



The table show the perceived stress levels of secondary school teachers from Amroha District regarding the lack of opportunity to apply subject matter knowledge. Stress levels are categorized into five distinct categories: "No stress," "Mild Stress," "Moderate Stress," "Much Stress," and "Extreme Stress."

The data reveals that a considerable proportion of teachers experience stress due to the absence of opportunities to apply their subject matter knowledge, with varying degrees of severity. Among the surveyed teachers, the highest proportion, comprising 44.0% of the sample, reported experiencing extreme stress in response to this issue. Additionally, 38.0% of teachers indicated much stress, while

14.0% reported moderate stress. A smaller proportion, accounting for 3.5% of the sample, experienced mild stress, and only 0.5% reported feeling no stress in this regard.

The cumulative percent column confirms that all teachers in the sample are accounted for, with 100% representing the total distribution across the different stress levels. These findings underscore the significant impact of limited opportunities to apply subject matter knowledge on teachers' stress levels within the educational context of Amroha District. The prevalence of extreme and much stress highlights the challenges faced by teachers in effectively utilizing their expertise and knowledge in their teaching practice. Understanding the varying levels of stress experienced by teachers can inform efforts to provide support, professional development opportunities, and a conducive environment for applying subject matter knowledge, thereby enhancing teacher satisfaction and effectiveness in secondary schools within the district.

ANALYSIS OF PLS-SEM

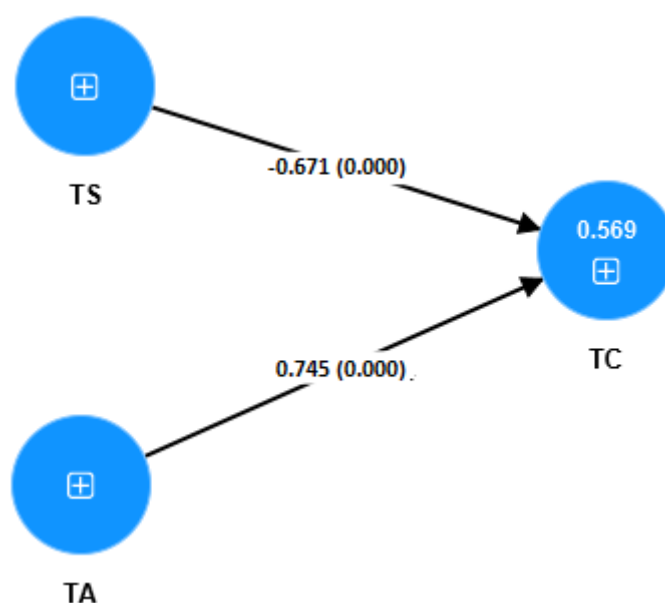
The path coefficients in Table 1 show the strength and direction of the relationships between Teacher Adjustment (TA), Teacher Stress (TS), and Teaching Competency (TC). The path coefficient for the relationship between Teacher Adjustment (TA) and The Teaching Competency is 0.745 high correlation in a positive direction. This means that the higher levels of teacher adjustment are related very closely to higher levels of teaching competency. The p-value of 0.000 signifies the statistical significance of this relationship.

The path coefficient for the relationship between Teacher Stress (TS) and Teaching Competency (TC) is -0.671, suggesting a strong negative correlation. As teacher stress increases, teaching competency tends to decrease. The associated p-value of 0.000 emphasizes the statistical significance of this negative relationship.

Table 1 Path coefficients

	Path coefficients	P-Value
TA -> TC	0.745	0.000
TS -> TC	-0.671	0.000

For example, the path coefficient of Teacher Attitude as a predictor of Teaching Competence is 0.745 with $p = 0.000$. The strong and statistically significant positive relationship between teacher attitude and teaching competence is indicated by this positive coefficient. This means that greater teaching proficiency is related to a more positive teacher attitude. This relationship is highly significant, $p = 0.000$, meaning it is highly unlikely to have observed by chance. However, the p-value shows that the path coefficient from Teacher Stress (TS) to Teaching Competence (TC) is -0.671 ($p=0.000$). Its negative sign indicates a strong, and statistically significant, inverse relationship between teacher stress and teaching competence. Lower teaching competence is associated with higher levels of teacher stress. This finding was further validated by the p value of 0.000 which indicates that this is not by random variation.

**Figure 1 Structural Model**

[Teacher Adjustment (TA), Teacher Stress (TS), and Teaching Competency (TC)]

Table 1 introduces the concept of total effects, combining both direct and indirect influences. The positive total effect (0.614) of Teacher Adjustment (TA) on Teaching Competency (TC) reaffirms its positive impact. Conversely, the negative total effect (-0.712) of Teacher Stress (TS) on Teaching Competency (TC) emphasizes the overall detrimental effect of stress on teaching competency.

Table 2 Total Effects

	Total effects
TA -> TC	0.614
TS -> TC	-0.712

Table 2 provides a comprehensive correlation analysis, revealing the interrelationships among Teacher Stress (TS), Teacher Adjustment (TA), and Teaching Competency (TC). The Pearson correlation coefficients and associated p-values offer valuable insights into the strength and significance of these relationships.

In terms of TS, the correlation with TA is -0.653, indicating a moderately strong negative relationship. Similarly, the correlation with TC is -0.578, suggesting a moderate negative association. With p-values of 0.006 and 0.000, their correlations are statistically significant. The results confirm the detrimental effect of teacher stress on adjustment and teaching competency.

The negative association between TS is again -0.653 for TA. A moderately strong positive relationship to TC exists, with $r=0.654$. The statistical significance is also reinforced, as the two correlations have respective p-values of 0.006 and 0.001. The importance of teachers' adjustment to teaching was thus demonstrated, as greater teacher adjustment correlates with lower stress and higher teaching competency (TS: TC, -0.578; TA, 0.654). Both correlations are significant at $p=0.000$ and $p=0.001$. These results thus provide evidence of a dual role of stress and adjustment on teaching competency. The results of correlation analysis provide empirical support for the hypothesized relationships regarding the teacher stress, adjustment and teaching competency. Higher teacher adjustment is found to be positively correlated while the higher teacher stress is negatively correlated with teaching

competency. The negative correlations between stress and both adjustment and competency, as well as the positive correlation between adjustment and competency, highlight the intricate dynamics that influence teachers' well-being and professional effectiveness.

Table 2 Correlation Analysis between TS, TA and TC

		TS	TA	TC
Teacher Stress	Pearson Correlation	1	-.653	-.578
	P-Value		.006	.000
	N	200	200	200

Table 2 presents the correlation analysis between Teacher Stress (TS), Teacher Attitude (TA), and Teaching Competence (TC) among secondary school teachers. The Pearson correlation coefficients indicate a significant negative correlation between TS and TA ($-.653$, $p = .006$) and between TS and TC ($-.578$, $p = .000$). This suggests that as teacher stress increases, both teacher attitude and teaching competence decrease. The p-values indicate that these correlations are statistically significant, with the sample size (N) being 200 for each variable. The findings highlight the detrimental impact of stress on both the attitudes of teachers and their teaching effectiveness.

CONCLUSION

In this research is to determine the impact of stress on teaching competency of secondary school teachers in Amroha District of Uttar Pradesh. The study thus shows a negative relationship between stress and teaching competence indicating that high levels of stress are likely to lead to poor performance of teachers' professional responsibilities. This study also revealed that high levels of stress reduced the performance of teachers in areas such as preparation of lessons, teaching methods and methods of handling learners. In addition, the study revealed that stress increases negative teacher attitude which in turn decreases teaching competence. It also makes clear why it is critical to focus on stress factors in the context of teaching profession. Stress management programs and sufficient backing for teachers can reduce the impacts of stress, which will improve the competence of the teachers. School administrations and policymakers should ensure that they develop a good working environment that will enhance the teachers' positive attitude to work and reduce stress levels. Thus, they are able to enhance the standard of education and consequently the learning achievements of learners in the region. Future research might examine specific stressors in more detail and factors that can help the secondary school teachers to cope with stress.

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