



## To Study the Impact of Institutional Stress on the Teaching Aptitude of Teachers Working in Government and Non-government Upper Primary Schools

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### Summary:

In this study, the effect of institutional stress on the teaching aptitude of teachers working in government and non-government upper primary schools was studied on the basis of gender (male-female), place of residence (urban-rural) and teaching experience. Survey method was used in the study. Government and non-government upper primary schools of Meerut division were selected for the population of this study. Teachers of 100 upper primary schools were selected for the sample. After the study, the conclusions were obtained that there is a significant difference between the teachers of government and non-government upper primary schools on the basis of gender, place of residence and teaching experience and institutional stress has a significant effect on the teaching aptitude of teachers.

**Key Terms** - Teaching aptitude, institutional stress, government upper primary school, non-government upper primary school.

### Introduction:

Education is the most effective means of progress of a nation and fulfilling the needs of life. It is the soul of society. Physical, mental, social and spiritual development of a child is possible through education, and the role of a teacher is paramount in this development. The National Education Policy 2020 emphasizes that the teacher has an important role in shaping the next generation. The great educationist and philosopher J. **Krishnamurthy** has linked the role of education to world peace and the welfare of society. He said that the aim of education should be to create individuals who are creative and sensitive, and who, along with cognitive development and technical training, adopt a holistic approach to life and develop global understanding. **Dr. Sarvepalli Radhakrishnan** said that the place of a teacher in society is very important. The teacher is the medium of transmitting intellectual traditions and technical skills from one generation to another and is helpful in keeping the light of civilization burning. According to **Rabindranath Tagore**, a teacher can teach effectively only when he himself keeps learning continuously. A lamp can light another lamp only when its own light is burning. It is essential for a teacher to be skilled in every task of education. In the "Superior Teacher" conference held in America, the following qualifications of a teacher were emphasized for successful and effective teaching:

- The teacher should have correct knowledge of his subject.
- He should keep updating himself with new knowledge.
- The process of reaching the goal of teaching should be well understood.
- The individual differences of students should be recognized.
- Curiosity and exploratory attitude should be developed in students.
- The teacher should be humble, cheerful and enthusiastic.
- He should be full of strong beliefs and faith.
- He should be honest, sincere, kind, courageous, creative and endowed with multi-faceted talents.

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**Literature Review:**

**Llavel, E. E., Casinillo, L. F., & Salabao, A. A. (2024)** conducted a study on the internal and external job stress of high school teachers in a private institution. Private schools in Leyte, Philippines strive to provide quality education without government support. This study assessed the internal and external job stress of high school teachers in these schools and identified the major factors influencing the level of stress. Using the full calculation procedure, the data were analyzed with descriptive metrics, correlation analysis, and chi-square test. The results showed that private school teachers experience a moderate level of internal and external stress in their jobs. Employment status and years of service were found to be related to internal stress, while gender, salary, and years of service were found to have an effect on external stress. To improve teachers' well-being, it is recommended that school management reduce workload, provide more benefits, and offer training and incentives to enhance teachers' productivity and global competitiveness.

**Venkatesha, K. and Rajeev, E. (2024)** studied the relationship of teaching aptitude with academic achievement of student-teachers of a college of education. Using the descriptive survey method, a sample of 100 student-teachers was randomly selected from various teacher education colleges affiliated to Davanagere University, considering factors such as gender, locality, and academic stream. The research instrument developed by Dr. S.C. Gakhar and Dr. Rajrishi was used to assess teaching aptitude. The results of the study revealed that developing and prioritizing teaching aptitude is extremely important to promote a positive and impactful academic experience, which ultimately takes academic achievement to new heights.

**Mili, Rashmi (2023)** conducted a study on the teaching aptitude of B.Ed. trainees from the upper region of Assam. Teaching aptitude refers to a person's innate ability or interest by which he or she can develop the skills required for effective teaching through proper training. Research has shown that there is a strong positive correlation between teaching aptitude and success and effectiveness in teaching. However, it has been observed that many students enroll in B.Ed. programmes without any genuine interest or aptitude for teaching. The aim of this study was to assess the teaching aptitude of B.Ed. trainees from the upper region of Assam using the teaching aptitude test developed by S.C. Gakhar and Rajrishi. Descriptive and inferential statistics methods were used to analyse the data. The findings revealed that the teaching aptitude of most B.Ed. trainees is above average, and female trainees displayed higher aptitude levels than their male counterparts. Further, no significant difference was found in teaching aptitude between trainees belonging to arts and science backgrounds or between undergraduate and postgraduate trainees.

**Dave, M. D. (2022)** studied the teaching aptitude of higher secondary school teachers in Ahmedabad district in terms of certain factors. Teaching aptitude is important for predicting success in the teaching profession and is influenced by factors such as training, motivation, and working conditions. It is measured through standardized tests that assess an individual's ability to excel in teaching roles. Research shows that there is no significant difference in teaching aptitude between male and female teachers. However, urban teachers generally display higher teaching aptitude than rural teachers. Additionally, teachers with more than 10 years of experience generally have higher teaching aptitude than teachers with less experience. The study also shows that continuous professional development, constant feedback, and keeping up to date with educational advancements are important.

**Mayer, R. E. (2020)** 'The Role of Teaching Aptitude in Enhancing Student Engagement in Online Learning Environments' This paper examines how teaching aptitude impacts student engagement in online learning environments during the COVID-19 pandemic. By analysing survey data from students and teachers in various online courses, the study evaluates the impact of teaching aptitude on student engagement and learning outcomes. The results show that teachers with higher teaching aptitude are more effective at sustaining student engagement and achieving better academic outcomes in online settings.

**Andrew Leigh (2019)** conducted a study on 'teacher pay and teaching aptitude', examining whether changes in teacher pay could attract more capable individuals into the teaching profession. This study analysed the test scores of students entering Australian universities between 1989 and 2003. They found that a 1% increase in a starting teacher's salary increased the average ability of students enrolled in teacher education programs by 0.6% per cent, with the effect being strongest for those at the middle level. These results were consistent across similar salary programs for public schools.

**Mishra Rishikesh (2019)** studied the impact of occupational stress of teachers of government and private secondary schools of Hanumangarh district on their teaching effectiveness. The present study has been done on the basis of gender, school type and locality of teachers. As a sample, 100 teachers from government school and 100 teachers from private school were taken from the secondary school teachers of Hanumangarh district. Among these, 50 men and 50 women were also selected. For the research, the Teacher Work Stress Scale created by Dr. Satwinder Pal Kaur and Dr. Meenakshi Sharma was used. Teacher Teaching Efficiency Scale of Dr. D. N. Mutha and Pramod Kumar was also used. Mean, standard deviation and t test were used in the presented research. The following conclusions were obtained from the research study - A significant difference was found at 0.01 level in the occupational stress of male and female urban and rural teachers of private and government secondary schools.

**Doss, C. A. V., Rachel, J. J., Abumadani, M. S., & Sakthivel, M. (2018)** studied institutional stress levels and burnout among teachers. The findings were analyzed using chi-square test, t-test, and ANOVA, which showed significant differences in stress and burnout levels between male and female teachers. Inconvenient working conditions, time pressure, undisciplined behavior of students, and unorganized work environment were identified as predictors of burnout.

**Malik, N. A. A., Björkqvist, K., & Österman, K. (2017)** conducted a study titled "Factors associated with occupational stress among university teachers in Pakistan and Finland" which aimed to identify psychosocial elements associated with occupational stress. The study used correlation and dFT to analyze the results. The Finnish sample gave significantly better ratings to favorable working conditions, social support at the workplace, and

opportunities for career development and progression. The study also found that male university teachers experience more harassment at the workplace. However, no significant differences were found in stress symptoms between the two countries.

**Patni Manju (2014)** studied occupational stress among women working in private and government institutions of Indore city. In the present research study, 150 women employees were selected as a sample from private and government institutions. The sample was selected by method of deductive sampling and purposive sampling. In the present research study, the occupational stress scale created by Dr. A. K. Srivastava and Dr. A. P. Singh (1981) was used for data analysis. The conclusions of the present study are as follows - There is a significant difference in the occupational stress of women working in private and government institutions. Occupational stress is more in women working in private institutions than in women working in government institutions.

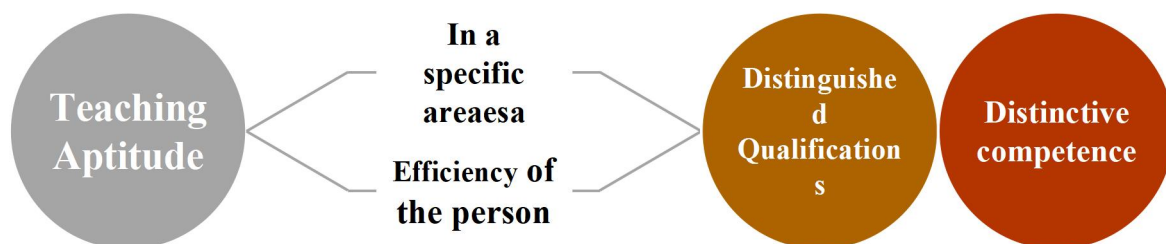
**Khan, Shakeela and Dubey Rani (2012)** studied the effect of stress of working and domestic women on their health and family relations. In this study, a significant difference was found in the stress of urban working and urban domestic women. Similarly, a significant difference was also found in the stress of rural working and rural domestic women.

### Rationale of the study

**Llavel, E. E., Casinillo, L. F., & Salabao, A. A. (2024)** conducted a study on the internal and external job stress of high school teachers in a private institution, **Venkatesha, K. and Rajeev, E. (2024)** studied the relationship of teaching aptitude with academic achievement of student-teachers of a college of education, **Mili, Rashmi (2023)** conducted a study on the teaching aptitude of B.Ed. trainees from the upper region of Assam, **Dave, M. D. (2022)** studied the teaching aptitude of higher secondary school teachers in Ahmedabad district in terms of certain factors, **Mayer, R. E. (2020)** 'The Role of Teaching Aptitude in Enhancing Student Engagement in Online Learning Environments', **Mishra Rishikesh (2019)** studied the impact of occupational stress of teachers of government and private secondary schools of Hanumangarh district on their teaching effectiveness, **Doss, C. A. V., Rachel, J. J., Abumadani, M. S., & Sakthivel, M. (2018)** studied institutional stress levels and burnout among teachers, **Malik, N. A. A., Björkqvist, K., & Österman, K. (2017)** conducted a study titled Factors associated with occupational stress among university teachers in Pakistan and Finland, **Patni Manju (2014)** studied occupational stress among women working in private and government institutions of Indore city, **Khan, Shakeela and Dubey Rani (2012)** studied the effect of stress of working and domestic women on their health and family relations. But till now the effect of institutional stress on the teaching aptitude of teachers working in government and non-government upper primary schools has not been studied. Keeping this objective in mind, it is to be confirmed through the present study. The effect of institutional stress on the teaching aptitude of teachers working in government and non-government upper primary schools is to be confirmed through research and the teaching aptitude and institutional stress of teachers working in government and non-government upper primary schools were studied on the basis of gender (female-male), place of residence (urban-rural) and teaching experience. It is to be confirmed through this research. Keeping this objective in mind, the need for the present study is justified.

### Explanation of terms used in the research study:

**Teaching Aptitude-** Aptitude is the special ability and special capacity of a person's efficiency in a particular field. Aptitude is a quality on the basis of which success in a course or teaching profession is predicted. According to Warren, "Aptitude is the ability of a person to learn knowledge, skills or reactions after training."



**Government Upper Primary Schools--** By Government Upper Primary Schools, the researcher means the schools that provide basic education from class 6 to 8. These schools are run by the Uttar Pradesh government with its grants. The teachers working in these schools are provided salary and other facilities by the government.

**Non-Government Upper Primary Schools-** By Non-Government Upper Primary Schools, the researcher means those recognized schools that provide basic education from class 6 to 8. Which are non-subsidized and are run by a private body. The teachers working in these schools are not paid salary by the government.

**Institutional stress-** Institutional stress means the stress that is generated by the workplace due to various reasons. This stress is painful and harmful for our mind and body. Due to this stress, we will not feel like working at the workplace. Teachers will be able to teach students properly only when the

environment of educational institutions is good. There will be no means in them that create institutional stress. Otherwise, these teachers will keep feeling uncomfortable due to institutional stress.

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**Objectives of the study:**

1. To study the effect of institutional stress on the teaching aptitude of male teachers working in government upper primary schools.
2. To study the effect of institutional stress on the teaching aptitude of male teachers working in non-government upper primary schools.
3. To study the effect of institutional stress on the teaching aptitude of female teachers working in government upper primary schools.
4. To study the effect of institutional stress on the teaching aptitude of female teachers working in non-government upper primary schools.
5. To study the effect of institutional stress on the teaching aptitude of male teachers working in government upper primary schools having less than 10 years of teaching experience.
6. To study the effect of institutional stress on the teaching aptitude of male teachers working in non-government upper primary schools having less than 10 years of teaching experience.
7. To study the effect of institutional stress on the teaching aptitude of female teachers working in government upper primary schools having less than 10 years of teaching experience.
8. To study the effect of institutional stress on the teaching aptitude of female teachers working in non-government upper primary schools having less than 10 years of teaching experience.
9. To study the effect of institutional stress on the teaching aptitude of male teachers working in government upper primary schools having more than 10 years of teaching experience.
10. To study the effect of institutional stress on the teaching aptitude of male teachers working in non-government upper primary schools having more than 10 years of teaching experience.
11. To study the effect of institutional stress on the teaching aptitude of female teachers working in government upper primary schools having more than 10 years of teaching experience.
12. To study the effect of institutional stress on the teaching aptitude of female teachers working in non-government upper primary schools having more than 10 years of teaching experience.

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**Hypotheses of the study:**

1. There is no significant difference in the effect of institutional stress on the teaching aptitude of male teachers working in government upper primary schools.
2. There is no significant difference in the effect of institutional stress on the teaching aptitude of male teachers working in non-government upper primary schools.
3. There is no significant difference in the effect of institutional stress on the teaching aptitude of female teachers working in government upper primary schools.
4. There is no significant difference in the effect of institutional stress on the teaching aptitude of female teachers working in non-government upper primary schools.
5. There is no significant difference in the effect of institutional stress on the teaching aptitude of male teachers working in government upper primary schools having less than 10 years of teaching experience.
6. There is no significant difference in the effect of institutional stress on the teaching aptitude of male teachers working in non-government upper primary schools having less than 10 years of teaching experience.
7. There is no significant difference in the impact of institutional stress on the teaching aptitude of female teachers working in government upper primary schools having teaching experience of less than 10 years.
8. There is no significant difference in the impact of institutional stress on the teaching aptitude of female teachers working in non-government upper primary schools having teaching experience of less than 10 years.
9. There is no significant difference in the impact of institutional stress on the teaching aptitude of male teachers working in government upper primary schools having teaching experience of more than 10 years.

10. There is no significant difference in the impact of institutional stress on the teaching aptitude of male teachers working in non-government upper primary schools having teaching experience of more than 10 years.
11. There is no significant difference in the impact of institutional stress on the teaching aptitude of female teachers working in government upper primary schools having teaching experience of more than 10 years.
12. There is no significant difference in the impact of institutional stress on teaching aptitude of female teachers having more than 10 years of teaching experience working in non-government upper primary schools.

### Research Method-

Survey method has been used in the present research study.

### Population and Sample-

In the present research study, the population of the research is teachers working in government and non-government upper primary schools of Meerut division. In the presented research, teachers working in government and non-government upper primary schools of Meerut division have been selected.

The sample details are as follows-

**Table. Sample selection details.**

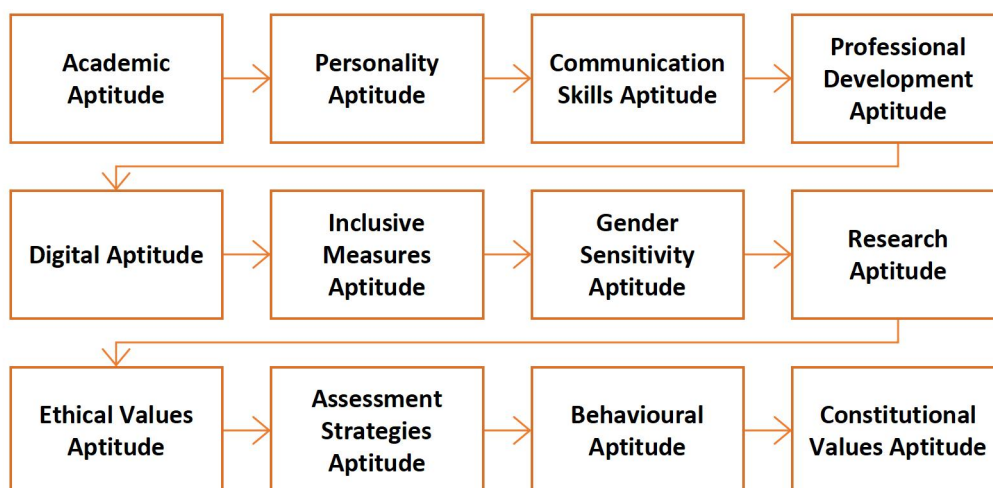
Teacher	Based on Gender			Based on Residence		
	Male	Female	Total	Rural	Urban	Total
Government	25	25	50	25	25	50
Non-Government	25	25	50	25	25	50
Total	50	50	100	50	50	100

### Research Instruments-

The following research instruments were used in the present study for collection of data -

- **Standardized Teaching Aptitude Scale (TAS)** developed by Dr. M.K. Muchhal and Ashok Kumar Sharma, has been used for the measurement of teaching aptitude.

The following components are covered in this Scale.



**Scoring method of the Teaching Aptitude Scale (TAS)** - 12 sections of this instrument has 10,08,08,07,09,08,07,07,09,07,07,08 questions, hence the total number of questions is 95. The positive statements of the teaching aptitude scale are totally agree, agree, uncertain, agree, totally disagree and 05,04,03,02,01 marks have been given for the negative statements totally disagree, disagree, uncertain, agree, totally agree. Thus, a minimum of 95 and a maximum of 475 marks can be obtained. In this instrument, the nature of marking has been accepted as positive and negative.

**Validity and reliability of the Teaching Aptitude Scale (TAS) :** The teaching aptitude scale has 12 dimensions/areas and 95 statements. The face and inter-subject validity of the scale was determined by consultation with teaching experts and education experts. The reliability of the scale was determined by the split-half method (split-half method) and test-retest method (test-retest method), which were 0.87 and 0.89 respectively. The results of the scale were interpreted using the Z-score .

- **Bisht Battery of Stress Scale** developed by Dr. Abha Rani Bisht was used to measure institutional stress.

#### Statistics used in the research study:

The following statistics have been used for the analysis of the data collected in the presented research work.



**Delimitation of the research-** The presented research study has been done on teachers working in government and non-government upper primary schools of Meerut division.

#### Statistical analysis and interpretation:

**Objective 1. To study the effect of institutional stress on the teaching aptitude of male teachers working in government upper primary schools.**

**Table No. 1**

Correlation between teaching aptitude and institutional stress of male teachers working in government upper primary schools

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.9477	0.01

Df 100-2=98 Value of 0.01 for df 98 = 0.254

Value of 0.05 for df 98 = 0.195

**Analysis:** From the observation of the above table number-1, it is clear that the correlation coefficient between the teaching aptitude and institutional stress of male teachers working in government upper primary schools is 0.9477 which is more than the tabulation value 0.254 at the significance level 0.01 for df 98. Hence the null hypothesis that there is no significant correlation between the teaching aptitude and institutional stress of male teachers working in government upper primary schools is rejected.

**Objective 2. To study the impact of institutional stress on the teaching aptitude of male teachers working in non-government upper primary schools.**

**Table No. 2**

Correlation between teaching aptitude and institutional stress of male teachers working in government upper primary schools

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.5366	0.01

Df 100-2=98 Value of 0.01 for df 98 = 0.254

Value of 0.05 for df 98 = 0.195

**Analysis:** From the observation of the above table number-2, it is clear that the correlation coefficient between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools is 0.5366, which is more than the tabulation value 0.254 for df 98 at significance level 0.01. Hence, the null hypothesis that there is no significant correlation between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools is rejected.

**Objective 3. To study the impact of institutional stress on the teaching aptitude of female teachers working in government upper primary schools.**

**Table No. 3**

Correlation between teaching aptitude and institutional stress of female teachers working in government upper primary schools

Variable	Correlation coefficient r	Significance level
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Teaching aptitude	Institutional stress	0.1573	0.05
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Df 100-2=98 Value of 0.01 for df 98 = 0.254

Value of 0.05 for df 98 = 0.195

**Analysis:** Analysis: From the observation of the above table no-3, it is clear that the correlation coefficient between teaching aptitude and institutional stress of female teachers working in government upper primary schools is 0.1573 which is less than the tabulation value 0.195 at significance level 0.05 for df 98. Hence the null hypothesis that there is no significant correlation between the teaching aptitude and institutional stress of female teachers working in government upper primary schools is accepted.

**Objective 4. To study the impact of institutional stress on the teaching aptitude of female teachers working in non-government upper primary schools.**

Table No. 4

Correlation between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.7904	0.01

Df 100-2=98 Value of 0.01 for df 98 = 0.254

Value of 0.05 for df 98 = 0.195

**Analysis:** From the observation of the above table no-4, it is clear that the correlation coefficient between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools is 0.7904, which is more than the tabulation value 0.254 at significance level 0.01 for df 98. Hence the null hypothesis that there is no significant correlation between the teaching aptitude and institutional stress of female teachers working in non-government upper primary schools is rejected.

**Objective 5. To study the impact of institutional stress on teaching aptitude of male teachers having less than 10 years of teaching experience working in government upper primary schools.**

Table No.5

Correlation between teaching aptitude and institutional stress of male teachers working in government upper primary schools having teaching experience of less than 10 years

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.4448	0.01

Df 43-2=41 Value of 0.01 for df 41 = 0.372

Value of 0.05 for df 41= 0.288

**Analysis:** From the observation of the above table no-5, it is clear that the correlation coefficient between teaching aptitude and institutional stress of male teachers working in government upper primary schools having teaching experience of less than 10 years is 0.4448 which is more than the tabulation value of 0.372 at significance level 0.01 for df 98. Hence the null hypothesis that there is no significant correlation between teaching aptitude and institutional stress of male teachers working in government upper primary schools and having teaching experience of less than 10 years is rejected.

**Objective 6. To study the impact of institutional stress on teaching aptitude of male teachers having less than 10 years of teaching experience working in non-government upper primary schools.**

Table No. 6

Correlation between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools having teaching experience of less than 10 years

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.44448	0.01

Df 52-2=50 Value of 0.01 for df 50 = 0.354

Value of 0.05 for df 50= 0.273

**Analysis:** From the observation of the above table no-6, it is clear that the correlation coefficient between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools having teaching experience of less than 10 years is 0.4448 which is more than the tabulation value of 0.372 at significance level 0.01 for df 98. Hence the null hypothesis that there is no significant correlation between teaching aptitude

and institutional stress of male teachers working in non-government upper primary schools and having less than 10 years of teaching experience is rejected.

**Objective 7. To study the impact of institutional stress on teaching aptitude of female teachers having less than 10 years of teaching experience working in government upper primary schools.**

**Table No. 7**

Correlation between teaching aptitude and institutional stress of female teachers working in government upper primary schools having teaching experience of less than 10 years

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.6276	0.01

Df 43-2=41 Value of 0.01 for df 41 = 0.393 Value of 0.05 for df 41 = 0.273

**Analysis:** From the observation of the above table no-7, it is clear that the correlation coefficient between teaching aptitude and institutional stress of female teachers working in government upper primary schools having teaching experience of less than 10 years is 0.6276 which is more than the tabulation value of 0.393 at significance level 0.01 for df 41. Hence the null hypothesis that there is no significant correlation between teaching aptitude and institutional stress of female teachers working in government upper primary schools and having teaching experience of less than 10 years is rejected.

**Objective 8. To study the impact of institutional stress on teaching aptitude of female teachers working in non-government upper primary schools having less than 10 years of teaching experience.**

**Table No. 8**

Correlation between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools having teaching experience of less than 10 years

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.8125	0.01

Df 52-2=50 Value of 0.01 for df 50 = 0.354 Value of 0.05 for df 50 = 0.273

**Analysis:** From the observation of the above table no-8, it is clear that the correlation coefficient between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools having teaching experience of less than 10 years is 0.8125 which is more than the tabulation value of 0.354 at significance level 0.01 for df 50. Hence, the null hypothesis that there is no significant correlation between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools and having less than 10 years of teaching experience is rejected.

**Objective 9. To study the impact of institutional stress on teaching aptitude of male teachers having more than 10 years of teaching experience working in government upper primary schools.**

**Table No. 9**

Correlation between teaching aptitude and institutional stress of male teachers working in government upper primary schools having teaching experience of more than 10 years

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.6254	0.01

Df 57-2=55 Value of 0.01 for df 55 = 0.325 Value of 0.05 for df 55 = 0.250

**Analysis:** From the observation of the above table no-9, it is clear that the correlation coefficient between teaching aptitude and institutional stress of male teachers working in government upper primary schools having teaching experience of more than 10 years is 0.6254 which is more than the tabulation value of 0.325 at significance level 0.01 for df 55. Hence the null hypothesis that there is no significant correlation between teaching aptitude and institutional stress of male teachers working in government upper primary schools and having more than 10 years of teaching experience is rejected.

**Objective 10. To study the impact of institutional stress on teaching aptitude of male teachers having more than 10 years of teaching experience working in non-government upper primary schools.**



**Table No.10**

Correlation between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools having teaching experience of more than 10 years

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.7379	0.01

Df 48-2=46 Value of 0.01 for df 46= 0.325 Value of 0.05 for df 46 = 0.250

**Analysis:** From the observation of the above table no-10, it is clear that the correlation coefficient between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools having teaching experience of more than 10 years is 0.7379 which is more than the tabulation value of 0.325 at significance level 0.01 for 46. Hence, the null hypothesis that there is no significant correlation between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools and having more than 10 years of teaching experience is rejected.

**Objective 11. To study the impact of institutional stress on teaching aptitude of female teachers having more than 10 years of teaching experience working in government upper primary schools.**

**Table No.11**

Correlation between teaching aptitude and institutional stress of female teachers working in government upper primary schools having teaching experience of more than 10 years

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.7381	0.01

Df 57-2=55 Value of 0.01 for df 55= 0.325 Value of 0.05 for df 55 = 0.250

**Analysis:** From the observation of the above table no-11, it is clear that the correlation coefficient between teaching aptitude and institutional stress of female teachers working in government upper primary schools having teaching experience of more than 10 years is 0.7379 which is more than the tabulation value of 0.325 at significance level 0.01 for df 55. Hence, the null hypothesis that there is no significant correlation between teaching aptitude and institutional stress of female teachers working in government upper primary schools and having more than 10 years of teaching experience is rejected.

**Objective 12. To study the impact of institutional stress on teaching aptitude of female teachers having more than 10 years of teaching experience working in non-government upper primary schools.**

**Table No.12**

Correlation between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools having teaching experience of more than 10 years

Variable		Correlation coefficient r	Significance level
Teaching aptitude	Institutional stress	0.8842	0.01

Df 50-2=48 Value of 0.01 for df 48= 0.354 Value of 0.05 for df 48= 0.273

**Analysis:** From the observation of the above table no-12, it is clear that the correlation coefficient between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools having teaching experience of more than 10 years is 0.8842 which is tabulated value 0.354 at significance level 0.01 for df 48 Hence, the null hypothesis that there is no significant correlation between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools and having more than 10 years of teaching experience is rejected.

## Conclusion:

After the research study it was found that-

1. It can be said that there is significant correlation between the teaching aptitude and institutional stress of male teachers working in government upper primary schools.

2. It can be said that there is significant correlation between the teaching aptitude and institutional stress of male teachers working in non-government upper primary schools.
3. It can be said that there is no significant correlation between the teaching aptitude and institutional stress of female teachers working in government upper primary schools.
4. It can be said that there is a significant correlation between the teaching aptitude and institutional stress of female teachers working in non-government upper primary schools.
5. It can be said that there is a significant correlation between teaching aptitude and institutional stress of male teachers working in government upper primary schools and having teaching experience of less than 10 years.
6. It can be said that there is a significant correlation between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools and having less than 10 years of teaching experience.
7. It can be said that there is a significant correlation between teaching aptitude and institutional stress of female teachers working in government upper primary schools and having teaching experience of less than 10 years.
8. It can be said that there is a significant correlation between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools and having less than 10 years of teaching experience.
9. It can be said that there is a significant correlation between teaching aptitude and institutional stress of male teachers working in government upper primary schools and having more than 10 years of teaching experience.
10. It can be said that there is a significant correlation between teaching aptitude and institutional stress of male teachers working in non-government upper primary schools and having more than 10 years of teaching experience.
11. It can be said that there is a significant correlation between teaching aptitude and institutional stress of female teachers working in government upper primary schools and having more than 10 years of teaching experience.
12. It can be said that there is a significant correlation between teaching aptitude and institutional stress of female teachers working in non-government upper primary schools and having more than 10 years of teaching experience.

#### Educational implications:

1. **Improvement in Teacher Well-being:** By examining the connection between institutional stress and teaching aptitude, school leaders and policymakers can devise strategies to alleviate stress among teachers. This, in turn, improves their mental and emotional health, fostering more effective teaching practices.
2. **Policy Reforms in Teacher Management:** By uncovering the causes of institutional stress, schools can introduce policies that promote a healthier work-life balance, provide timely support, and improve work conditions across both government and non-government schools. These could include changes in job security, pay structures, or opportunities for professional development.
3. **Specialized Teacher Training Programs:** The research could lead to the creation of tailored training programs that teach stress management skills, helping teachers maintain their teaching aptitude. Well-equipped teachers would be better positioned to handle classroom difficulties, thereby enhancing student learning.
4. **Differentiated Support for Government and Non-Government Teachers:** Should the study reveal different stress levels between government and non-government teachers, specific interventions could be introduced. For instance, government school teachers might benefit from distinct support mechanisms compared to non-government school educators.
5. **Influence on Teacher Retention and Recruitment:** Addressing institutional stress could lead to better teacher retention by creating a more supportive, fulfilling workplace. Reducing stress not only improves teaching aptitude but also attracts more talented individuals to the profession, ensuring the long-term sustainability of quality education.
6. **Enhancing Teaching Effectiveness and Student Achievement:** Lowering institutional stress improves teaching aptitude, which is vital for student engagement and learning outcomes. Less-stressed teachers are more likely to be motivated, focused, and capable of utilizing innovative teaching methods that positively impact students.
7. **Data-Driven School Management:** The research findings may encourage schools to adopt a data-driven approach to teacher well-being. By monitoring stress levels and their impact on teaching aptitude, schools can cultivate an environment that promotes both teacher growth and student success.
8. **Fostering a Supportive Organizational Culture:** Emphasizing stress reduction fosters a positive organizational culture marked by collaboration, peer support, and open communication. This positive culture enhances job satisfaction and improves teachers' teaching effectiveness.

9. **Refining Teacher Appraisal Systems:** The study could inform changes to teacher evaluation systems, making them more holistic by considering the effects of institutional stress on teacher performance. This could lead to appraisal processes that reflect both teaching outcomes and the institutional challenges faced by educators.

This research is poised to provide critical insights into improving teacher welfare, fostering professional growth, and enhancing overall school efficiency. These changes will ultimately benefit students and the education system at large.

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