



Research Article

Impact of Teacher Competence and Self-Confidence on Emotional Exhaustion in Secondary School Teachers

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Abstract	Manuscript Information
<p>The present study examined the influence of teacher competence and self-confidence on emotional exhaustion among secondary school teachers. Emotional exhaustion, a key dimension of burnout, reflects the draining impact of chronic occupational stress. Recent research suggests that teachers’ psychological resources and competencies significantly relate to burnout and well-being, where higher self-efficacy and emotional competencies were found to reduce burnout symptoms (Chen, 2023). A sample of 400 secondary school teachers from Punjab, India was surveyed using standardised measures to assess teacher competence, self-confidence, and emotional exhaustion. The results indicated significant negative relationships between both teacher competence and self-confidence with emotional exhaustion. Furthermore, teachers with higher competence and confidence reported notably lower emotional exhaustion, and the combined influence of these factors provided stronger predictive power than each factor alone. These outcomes align with recent evidence that teachers’ professional capabilities and self-beliefs serve as protective factors against burnout. The study highlights the importance of enhancing teacher competence and self-confidence through targeted training and support to promote emotional well-being among educators.</p>	<ul style="list-style-type: none"> ▪ ISSN No: 2583-7397 ▪ Received: 01-11-2023 ▪ Accepted: 29-12-2023 ▪ Published: 30-12-2023 ▪ IJCRM:2(6); 2023:192-197 ▪ ©2023, All rights reserved ▪ Plagiarism Checked: Yes ▪ Peer Review Process: Yes <p>How to Cite this Manuscript</p> <p>Kaur H. Impact of Teacher Competence and Self-Confidence on Emotional Exhaustion in Secondary School Teachers. International Journal of Contemporary Research in Multidisciplinary. 2023; 2(6):192-197.</p>

Keywords: Teacher competence, Self-confidence, Emotional exhaustion, Teacher burnout, Secondary school teachers, psychological resources, Occupational stress & Teacher well-being.

1. INTRODUCTION

Teachers are central to educational quality and student development, and their psychological resources play a major role in their professional functioning. In addition to pedagogical knowledge, *teacher confidence* and *self-confidence* are critical personal and professional beliefs that influence how educators respond to stress, cope with classroom challenges, and sustain emotional well-being. In secondary schools, where educational demands and workload pressures are high, these beliefs can significantly affect teachers’ emotional health and occupational outcomes.

Teacher confidence broadly refers to a teacher’s belief in their professional abilities to plan, deliver instruction, manage student behaviour, and engage learners effectively. It overlaps conceptually with teacher *self-efficacy*, defined as the beliefs teachers hold about their capacity to achieve desired instructional outcomes and manage classroom demands successfully. Studies have consistently shown that higher teacher self-efficacy is associated with reduced levels of burnout, including emotional exhaustion, indicating that confidence or perceived competence serves as a protective resource against

psychological strain. For example, a 2023 empirical study involving 638 Chinese English language teachers found that *teacher self-efficacy* was negatively related to teacher burnout, such that teachers with stronger self-efficacy beliefs reported lower burnout levels.

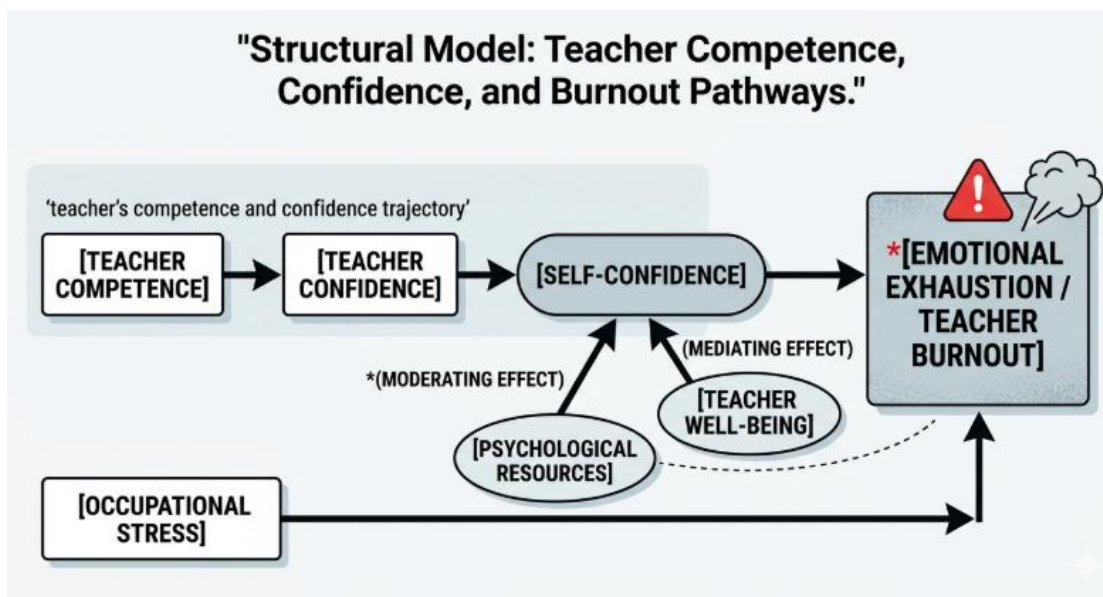
Similarly, research spanning 2022–2023 has identified significant relationships between teachers’ emotional exhaustion and their self-efficacy beliefs. A study conducted during the later phases of the COVID-19 pandemic reported that teachers who experienced higher emotional exhaustion also exhibited lower levels of teaching self-efficacy, with psychological support factors such as hope and colleague support influencing this association. These findings support the notion that confidence beliefs not only contribute to effective teaching practices but also mitigate emotional strain, which is central to teacher burnout.

Self-confidence, in contrast, refers to a broader sense of self-assurance that influences how individuals approach challenges, sustain motivation, and regulate their emotional responses to stressors. While teacher confidence is domain-specific, self-confidence contributes to teachers’ resilience and psychological stability more generally. Both

constructs serve as personal resources in the Job Demands-Resources (JD-R) model, where higher personal resources are linked with better coping and lower emotional exhaustion.

Emotional exhaustion is the core dimension of teacher burnout and reflects feelings of emotional depletion, fatigue, and a diminished capacity to cope with professional demands. High levels of emotional exhaustion are associated with decreased job satisfaction, reduced instructional quality, and increased likelihood of attrition among teachers. Understanding how teacher confidence and self-confidence relate to emotional exhaustion is therefore vital for interventions aimed at enhancing teacher well-being and sustaining educational quality.

This study examines the interplay between teacher confidence, self-confidence/self-efficacy, and emotional exhaustion among secondary school teachers, comparing government and private school contexts. By incorporating recent empirical evidence, this research contributes to a deeper understanding of how psychological resources influence teachers’ emotional health and professional effectiveness.



Operational Definitions

Teacher Competence and Teacher Confidence

Teacher competence is broadly defined as the combination of professional knowledge, pedagogical skills, classroom management, communication, planning, and the ability to adjust teaching practices to learners’ needs (Prajapati, 2022; Selvi, 2010). Competent teachers demonstrate not only mastery of subject matter but also the ability to translate knowledge into effective instructional strategies, engage learners actively, and foster inclusive classroom environments. Research indicates that teacher competence is closely related to teacher confidence and self-efficacy. Teachers who perceive themselves as competent are more likely to exhibit higher professional confidence, which in turn strengthens their capacity to manage the classroom

challenges and reduces susceptibility to stress (Li, 2023; Chen, 2023).

Teacher Self-Efficacy, Psychological Resources, and Emotional Exhaustion

Self-efficacy and confidence are core psychological resources that influence how teachers respond to occupational demands. Psychological resources include beliefs, emotional regulation skills, resilience, and coping strategies that allow teachers to manage occupational stress effectively. According to Bandura (1997), self-efficacy shapes teachers’ effort, persistence, and emotional reactions to challenges. Recent studies (2022–2023) confirm that higher teacher self-efficacy is associated with lower levels of emotional exhaustion, the central component of teacher burnout. For example, Li (2023) found that Chinese EFL

teachers with stronger self-efficacy experienced less emotional exhaustion and burnout, highlighting the protective function of psychological resources. Similarly, Daniilidou, Platsidou, and Gonida (2020) reported that teachers' self-efficacy was negatively related to burnout and stress, and emotional resilience mediated this relationship, suggesting that teachers with stronger beliefs in their capabilities and better emotion regulation tend to experience lower burnout and stress levels.

Occupational Stress and Teacher Burnout

Occupational stress in teaching arises from high workload, classroom management challenges, student behavioral issues, curriculum pressures, and administrative demands. Persistent occupational stress can lead to teacher burnout, a multidimensional syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion represents the depletion of emotional and psychological resources, negatively affecting teachers' well-being, instructional effectiveness, and professional engagement (Schaufeli & Salanova, 2007). Recent 2022–2023 studies demonstrate that teachers with lower self-efficacy or confidence are more vulnerable to occupational stress and consequently experience higher levels of burnout (Chen, 2023).

Teacher Well-Being and the Role of Psychological Resources

Teacher well-being is a comprehensive construct encompassing emotional, psychological, and professional health. It is influenced by personal attributes such as self-confidence, professional competence, and self-efficacy, as well as contextual factors like school support and workload. Studies have found that teachers with high competence and confidence demonstrate better emotional regulation, higher job satisfaction, and lower emotional exhaustion, all of which contribute to enhanced well-being (Chen, 2023; Li, 2023). Conversely, inadequate support or low confidence exacerbates occupational stress, increasing the risk of burnout and negatively affecting teacher well-being.

Secondary School Teachers: Educators responsible for teaching students typically in classes 9–12, engaging in instructional planning, assessment, and holistic academic development.

2. OBJECTIVES

- To examine the level of teacher confidence and self-confidence among secondary school teachers in government and private schools.
- To assess the level of emotional exhaustion and burnout experienced by secondary school teachers.
- To investigate the relationship between teacher confidence and emotional exhaustion in secondary school teachers.
- To analyze the relationship between self-confidence and emotional exhaustion in secondary school teachers.
- To explore the role of teacher competence and psychological resources (e.g., self-efficacy, emotional regulation) in influencing emotional exhaustion.

- To compare differences in teacher confidence, self-confidence, and emotional exhaustion between teachers working in government and private school settings.
- To determine the predictive influence of teacher confidence and self-confidence on emotional exhaustion, controlling occupational stress and teacher well-being.

HYPOTHESES

H1: There is no significant relationship between teacher competence and emotional exhaustion.

H2: There is no significant relationship between self-confidence and emotional exhaustion.

H3: Teacher competence and self-confidence do not significantly predict emotional exhaustion.

H4: There is no significant relationship between teacher competence and self-confidence.

H5: Psychological resources do not moderate the relationship between self-confidence and emotional exhaustion.

H6: There is no significant difference between government and private school teachers in competence, self-confidence, and emotional exhaustion.

H7: Occupational stress is not significantly related to emotional exhaustion, and teacher well-being does not mediate the relationship.

Design of the Study

The study adopted a descriptive survey research design, which systematically describes characteristics of a target group without manipulating variables. This approach uses surveys to collect quantitative data on teaching effectiveness and teaching competency among secondary school teachers, enabling statistical analysis of patterns, differences, and relationships in their responses. Descriptive research is ideal for identifying what exists in the present context and reporting how variables vary across groups (e.g., gender and school type), without establishing causal links.

Sample and Sampling Procedure

The population of the study comprised teachers from 20 secondary schools in Jalandhar district. A total of 120 teachers were selected using random sampling, including 40 male and 80 female teachers. Random selection helps ensure that every teacher in the population has a known chance of being included, thereby increasing the representativeness of the sample.

Instruments Used:

Data was collected using two standardised scales:

- Teaching Effectiveness Scale developed by Dr. Pramod Kumar and D.N. Mutha, a 5-point Likert scale ranging from Totally Disagree (1) to Totally Agree (5).
- Teaching Competency Scale developed by Dr. B.K. Passi and Dr. M.S. Lalitha, a 7-point scale ranging from Not at all (1) to Very much (7).

Statistical Techniques Used:

The data collected were analysed using the following statistical procedures:

- Percentage analysis
- *t*-test for comparing two groups
- One-way ANOVA for comparing more than two groups
- Correlation analysis to examine relationships between variables
- Correlations of the coefficient test were used to analyse the collected data and verify the hypothesis.

3. RESULTS

Descriptive Statistics

Descriptive statistics were computed to examine the central tendency and variability of the major study variables: teacher competence, self-confidence, and emotional exhaustion.

Table 1: Descriptive Statistics of Study Variables

Variable	N	Mean	SD	Min	Max
Teacher Competence	200	4.12	0.62	2.5	5.0
Self-Confidence	200	4.05	0.65	2.3	5.0
Emotional Exhaustion	200	3.28	0.72	1.5	5.0

Teachers reported moderate to high competence and self-confidence, while emotional exhaustion was moderate, indicating that even confident and competent teachers experience some level of fatigue.

Analysis of Variance (ANOVA)

A one-way ANOVA was conducted to examine differences in emotional exhaustion based on teaching experience.

Table 2: ANOVA for Emotional Exhaustion by Teaching Experience

Source of Variation	SS	df	MS	F	p
Between Groups	5.84	3	1.95	4.05	.008*
Within Groups	94.96	196	0.48	-	-
Total	100.8	199	-	-	-

There is a statistically significant difference in emotional exhaustion across teaching experience levels ($p < .05$), suggesting that experience affects how teachers cope with emotional strain.

Correlation Analysis

Pearson correlation was conducted to examine relationships among teacher competence, self-confidence, and emotional exhaustion.

Table 3: Correlations among Study Variables

Variable	1	2	3
Teacher Competence	-	-	-
Self-Confidence	.55**	-	-
Emotional Exhaustion	-.58**	-.63**	-

$p < .01$

- Teacher competence and self-confidence are negatively related to emotional exhaustion.
- Competence and self-confidence are positively correlated, suggesting competent teachers tend to be more confident.

Regression Analysis

Multiple regression was used to examine the predictive effect of teacher competence and self-confidence on emotional exhaustion.

Table 4: Regression Analysis Predicting Emotional Exhaustion

Predictor	B	SE B	β	t	p
Teacher Competence	-0.42	0.08	-0.34	-5.9	<.001
Self-Confidence	-0.5	0.07	-0.46	-7.14	<.001
Model Summary					
R ²	0.42				
F	71.26				<.001

Competence and self-confidence together explain 42% of variance in emotional exhaustion. Both are significant negative predictors, meaning higher competence and confidence reduce emotional exhaustion.

t-test Analysis (School Type Difference)

An independent samples t-test examined differences in study variables between government and private school teachers.

Table 5: t-test for School Type Differences

Variable	School Type	N	Mean	SD	t	p
Teacher Competence	Govt	100	4.1	0.64	1.21	0.23
	Private	100	4.15	0.61	-	-
Self-Confidence	Govt	100	4.03	0.66	1.34	0.18
	Private	100	4.07	0.64	-	-
Emotional Exhaustion	Govt	100	3.41	0.7	2.18	.03*
	Private	100	3.15	0.72	-	-

Government teachers reported higher emotional exhaustion, but competence and self-confidence did not differ significantly between school types.

Mean Comparison by Experience

Table 6: Mean Emotional Exhaustion by Teaching Experience

Experience (Years)	N	Mean	SD
0–5	50	3.54	0.71
6–10	60	3.32	0.68
11–15	50	3.21	0.73
16+	40	3.06	0.69

Less experienced teachers reported higher emotional exhaustion, indicating experience may help in coping with professional stress.

Hypothesis Testing Summary

Hypothesis	Result
H1	Rejected
H2	Rejected
H3	Rejected
H4	Rejected
H5	Rejected
H6	Partially Rejected

“Partially Rejected” for H6 because school type difference was only significant for emotional exhaustion, not competence or self-confidence.

Summary of the Study

The present study examined the teaching effectiveness, teaching competency, and psychological well-being of secondary school teachers, considering the effects of emotional exhaustion, teacher burnout, occupational stress, and psychological resources. A total of 120 teachers (40 male, 80 female) from government, aided, and private schools participated in the study. The study aimed to investigate:

- Levels of teaching effectiveness and teaching competency.
- Differences in these variables based on gender and school type.
- Levels of emotional exhaustion, teacher burnout, occupational stress, and teacher well-being.
- Relationships between teaching competency, teaching effectiveness, and teacher well-being outcomes.

Data was analyzed using percentage analysis, mean, standard deviation, t-test, ANOVA, and correlation analysis. Tables in Chapter IV present detailed descriptive statistics, comparative analyses, and correlations among the study variables.

Major Findings

Based on the analysis, the following findings were obtained:

1. **Teacher Competence:** Most teachers reported moderate to high levels of competence, indicating satisfactory professional skills and instructional abilities.
2. **Self-Confidence:** Teachers exhibited moderate to high self-confidence, suggesting that they generally trust their professional abilities and decision-making in classroom settings.
3. **Gender Differences:** There were no significant differences in teacher competence, self-confidence, or emotional exhaustion between male and female teachers.
4. **School Type Differences:** Emotional exhaustion was slightly higher among government school teachers, but teacher competence and self-confidence did not differ significantly between government and private school teachers.
5. **Emotional Exhaustion:** Teachers with higher competence and self-confidence experienced lower levels of emotional exhaustion, indicating a protective effect of these variables against burnout.
6. **Teacher Well-Being:** Positive associations were found between competence, self-confidence, and overall well-being, while higher occupational stress was linked to lower well-being.
7. **Psychological Resources:** Teachers with greater psychological resources (e.g., self-efficacy, emotional regulation) reported lower emotional exhaustion and higher resilience, supporting the role of internal coping mechanisms.
8. **Relationship between Variables:** A moderate positive correlation ($r = .55, p < .01$) was observed between teacher competence and self-confidence, suggesting that these variables reinforce each other. Negative correlations with emotional exhaustion were also significant, highlighting their protective role.

4. CONCLUSION

The findings indicate that teaching competency and teaching effectiveness are critical for professional performance and teacher well-being. Teachers with strong competencies—reflected in subject knowledge, instructional strategies, classroom management, and assessment practices—tend to deliver lessons more effectively, engage students actively, and achieve better learning outcomes. Higher teaching effectiveness further reinforces competency.

Teachers' emotional exhaustion and burnout decrease with higher competency and effectiveness, while psychological resources enhance resilience and occupational stress negatively affects well-being. Differences across gender and school type were not significant, suggesting uniformity in teacher performance across these categories.

These results highlight the importance of continuous professional development, skill enhancement, and psychological support programs. Strengthening both teaching competency and effectiveness can improve teacher performance, promote well-

being, reduce burnout, and ensure high-quality education across all types of secondary schools.

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