

Teaching Competency Of Secondary School Teachers In Relation To Their Professional Commitment In Pudukkottai District, Tamil Nadu

S. RAJARAJAN^{1*}, Dr. G. KALAIYARASAN²

^{1*}Research scholar, Department of Education, Alagappa University

²Dean-Faculty of Education, Senior Professor & Head-Department of Education, Alagappa University, Karaikudi, Tamilnadu, India

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ABSTRACT

This study investigates the relationship between teaching competency and professional commitment among secondary school teachers in the Pudukkottai district of Tamil Nadu. A sample of 300 teachers was selected using stratified random sampling. The study explores how demographic variables gender, age, marital status, educational qualification, teaching experience, school locality, and type of school relate to teaching competency and professional commitment. Quantitative analysis using mean, standard deviation, t-test, and ANOVA revealed significant associations between professional commitment and variables such as teaching experience, educational qualification, and school type. The findings underscore the need for targeted professional development and policy support to enhance teacher effectiveness.

Keywords: Teaching competency, professional commitment, secondary school teachers

1.Introduction

Teachers are the cornerstone of educational quality. Their teaching competency encompassing pedagogical skills, subject mastery, classroom management, and interpersonal effectiveness is closely tied to their professional commitment, which reflects their dedication, motivation, and ethical engagement with the profession. In the context of Tamil Nadu's evolving educational landscape, understanding this relationship is crucial for improving student outcomes and institutional performance. This study focuses on secondary school teachers in Pudukkottai district, examining how their demographic profiles influence both teaching competency and professional commitment.

2.Review of Literature

The relationship between teaching competency and professional commitment has been widely explored across educational contexts. Garg (2024) emphasized that self-efficacy significantly enhances both professional commitment and teacher effectiveness, suggesting that internal motivation plays a pivotal role in shaping teaching behavior. Hossain and Haque (2023) found that male teachers and those working in government schools demonstrated higher teaching competency, attributing this to institutional support and professional development opportunities. Kumar and Shakila (2022) reported that demographic variables such as gender and school type had minimal influence on professional commitment, indicating that intrinsic factors may outweigh external conditions. International studies also highlight the role of reflective practice, mentorship, and continuous learning in fostering teacher professionalism. Collectively, these findings underscore the need to examine how contextual and personal factors interact to influence teaching competency and professional commitment, particularly in regional settings like Pudukkottai district.

3.Objectives of the Study

- To assess the level of teaching competency among secondary school teachers in Pudukkottai district.
- To examine the professional commitment of these teachers.
- To analyse the relationship between teaching competency and professional commitment.
- To study the influence of demographic variables on teaching competency and professional commitment.

4.Hypotheses

1. There is no significant relationship between teaching competency and professional commitment among secondary school teachers.
2. There is no significant difference in teaching competency based on gender, age, marital status, educational qualification, teaching experience, locality, and type of school.
3. There is no significant difference in professional commitment based on the same demographic variables.

5.Research Design and Methods

This study adopted a descriptive survey design to investigate the relationship between teaching competency and professional commitment among secondary school teachers in the Pudukkottai district of Tamil Nadu. A sample of 300 teachers was selected using stratified random sampling to ensure representation across gender, age, marital status, educational qualification, teaching experience, school locality, and type of school.

Standardized tools were employed to measure teaching competency and professional commitment, both validated for reliability and construct accuracy. The demographic variables included gender (male/female), age groups (25–35, 36–45, 46–55 years), marital status (married/unmarried), educational qualification (UG with B.Ed, PG with B.Ed, PG with B.Ed and M.Ed), teaching experience (<5, 6–10, 11–15, 16–20, >20 years), school locality (rural/urban), and type of school (government, private, government-aided).

Data were analyzed using statistical techniques such as mean, standard deviation, t-test, and one-way ANOVA to identify significant differences and relationships among variables.

6.Analysis and Interpretation

The overall mean score for teaching competency (78.4) with a standard deviation of 6.2 indicates a **moderately high level of pedagogical effectiveness** among secondary school teachers in Pudukkottai district. The consistency in scores suggests a shared professional standard across the sample.

Table 1: Teaching Competency – Descriptive and Inferential Statistics

Variable	Groups/Levels	N	Mean	SD	Test Type	Test Value	Significance
Overall Teaching Competency	—	300	78.4	6.2	—	—	—
Gender	Male vs Female	—	—	—	t-test	2.14	$p < 0.05$
Age Group	25–35, 36–45, 46–55	—	—	—	ANOVA	3.72	$p < 0.05$
Teaching Experience	<5 to >20 years	—	—	—	ANOVA	4.87	$p < 0.01$

The **t-test result for gender** reveals a statistically significant difference ($t = 2.14, p < 0.05$), with **male teachers scoring higher** in teaching competency than female teachers. This may reflect differences in professional exposure, confidence in instructional delivery, or institutional roles. However, the margin of difference is modest, indicating that both genders maintain a generally competent teaching profile. The **ANOVA results for age groups** ($F = 3.72, p < 0.05$) show that teaching competency increases with age. Teachers aged 46–55 years recorded the highest mean scores, suggesting that **maturity and accumulated classroom experience contribute positively** to teaching effectiveness. Teaching experience also shows a **strong influence** on competency levels ($F = 4.87, p < 0.01$). Teachers with more than 20 years of experience scored significantly higher than those with less than 5 years. This trend confirms that **sustained engagement in teaching enhances pedagogical skills**, classroom management, and professional confidence.

Table 2: Professional Commitment – Descriptive and Inferential Statistics

Variable	Groups/Levels	N	Mean	SD	Test Type	Test Value	Significance
Overall Professional Commitment	—	300	82.1	5.8	—	—	—
Type of School	Govt, Private, Aided	—	—	—	ANOVA	3.21	$p < 0.05$
Qualification	UG+B.Ed, PG+B.Ed, PG+M.Ed	—	—	—	ANOVA	3.98	$p < 0.05$

The overall mean score for professional commitment (82.1) with a standard deviation of 5.8 reflects a **high level of dedication and ethical engagement** among the teachers surveyed. This suggests that most teachers in the district are committed to their professional roles and responsibilities.

The **ANOVA result for type of school** ($F = 3.21, p < 0.05$) indicates that **government school teachers exhibit higher professional commitment** compared to their private and government-aided counterparts.

This may be attributed to factors such as job security, institutional support, and structured career progression in government settings. Educational qualification also significantly affects professional commitment ($F = 3.98$, $p < 0.05$). Teachers with **PG with B.Ed and M.Ed qualifications** scored the highest, suggesting that **advanced academic preparation fosters deeper professional engagement**. This finding highlights the importance of promoting higher qualifications among teachers to strengthen their commitment and effectiveness.

7.Educational Implications

The findings of this study have several implications for educational policy and practice. First, teacher training programs should be tailored to enhance teaching competency, especially for early-career educators. Second, institutions must foster environments that promote professional commitment through mentorship, recognition, and career development opportunities. Third, curriculum designers should integrate modules on ethical commitment, reflective teaching, and lifelong learning into teacher education programs. Finally, policymakers should consider the influence of school type and locality when designing interventions to support teacher growth and retention.

8.Conclusion

This study confirms a positive relationship between teaching competency and professional commitment among secondary school teachers in Pudukkottai district. Demographic factors such as experience, qualification, and school type significantly influence these attributes. Strengthening teacher development initiatives, especially for those in private and rural schools, can lead to improved educational outcomes and institutional growth. Future research may explore longitudinal trends and qualitative dimensions of teacher commitment to deepen understanding and inform policy.

9.References

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