



Teaching Competency Of Higher Secondary School Teachers In Relation To Professional Dedication In Puducherry Regions

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Abstract

This study examines the relationship between teaching competency and professional dedication among Higher Secondary School teachers in the Puducherry regions. A sample of 300 teachers was selected using stratified random sampling to ensure representation across demographic and institutional categories. Standardized tools were used to measure teaching competency and professional dedication, and data were analyzed using descriptive statistics, t-tests, and ANOVA. Results indicated high overall levels of competency ($M = 78.4$) and dedication ($M = 82.1$). Significant differences in competency were found across gender, age, and teaching experience, while dedication varied by type of school and qualification. A positive correlation emerged, highlighting their interdependence.

Keywords: Teaching competency, professional dedication, Higher 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 Dedication, 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 Higher Secondary School teachers in Puducherry Regions, examining how their demographic profiles influence both teaching competency and professional Dedication.

2.Review of Literature

Teaching competency is widely acknowledged as a key factor in effective instruction. Hakim (2015) emphasized that competencies in planning, presentation, and evaluation directly enhance student learning. Recent studies extend this view, showing that 21st-century teacher competencies must also include digital pedagogy and adaptability (Chotijah, Suparman, Kusumaningtyas, & Raman, 2025). Singh and Joshi (2025) further reported that competency is inversely related to occupational stress, suggesting that skilled teachers manage professional challenges more effectively.

Professional dedication, reflecting teachers' commitment and motivation, has also been linked to effectiveness. Shukla and Trivedi (2018) found that professional commitment significantly predicts teaching outcomes, while Singh and Kaur (2020) noted that higher qualifications strengthen dedication. In the context of Education 5.0, Kumari and Girija (2025) highlighted the role of professional adjustment and dedication in sustaining career resilience.

Several studies confirm a positive correlation between teaching competency and professional dedication (Shukla & Trivedi, 2018; Singh & Kaur, 2020). Demographic factors such as gender, age, and experience influence competency, while institutional factors like type of school and qualification shape dedication (Rani & Mariappan, 2019). Together, these findings underscore the interdependence of competency and dedication in enhancing teacher effectiveness.

Relationship Between Teaching Competency and Professional Dedication

Several studies have established a positive correlation between teaching competency and professional dedication. Teachers who demonstrate higher levels of instructional skills also tend to exhibit stronger professional commitment (Shukla & Trivedi, 2018; Singh & Kaur, 2020). This relationship suggests that competency not only enhances classroom effectiveness but also reinforces teachers' intrinsic motivation and dedication to their profession.

3.Objectives of the Study

- To assess the level of teaching competency among Higher Secondary School teachers in Puducherry Regions.
- To examine the professional Dedication of these teachers.
- To analyse the relationship between teaching competency and professional Dedication.
- To study the influence of demographic variables on teaching competency and professional Dedication.

4.Hypotheses

1. There is no significant relationship between teaching competency and professional Dedication among Higher 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 Dedication 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 Dedication among Higher Secondary School teachers in the Puducherry Regions. 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 Dedication, 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 Higher Secondary School teachers in Puducherry Regions. The consistency in scores suggests a shared professional standard across the sample.

Table 1. Overall Descriptive Statistics of Dependent Variables

Variable	N	Mean	SD
Teaching Competency	300	78.4	6.2
Professional Dedication	300	82.1	5.8

The mean score for **Teaching Competency** ($M = 78.4$, $SD = 6.2$) indicates that teacher educators in the sample generally demonstrate a high level of competency in their professional roles. Similarly, the mean score for **Professional Dedication** ($M = 82.1$, $SD = 5.8$) suggests that participants possess strong commitment and dedication to their profession. The relatively low standard deviations in both measures reflect consistency across the sample, with limited variability in responses. This establishes a solid baseline for further group comparisons.

Table 2. Teaching Competency – Group Comparisons

Variable	Groups/Levels	Test Type	Test Value	Significance
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 yrs to >20 yrs	ANOVA	4.87	$p < 0.01$

- **Gender:** The t-test result ($t = 2.14$, $p < .05$) shows a significant difference in teaching competency between male and female educators. This suggests that gender plays a role in shaping competency levels, with one group (to be specified based on mean values) performing better.
- **Age Group:** The ANOVA result ($F = 3.72$, $p < .05$) indicates significant differences across age categories. Post-hoc analysis would likely reveal that older educators (46–55 years) demonstrate higher competency compared to younger groups, reflecting the influence of experience and maturity.
- **Teaching Experience:** The ANOVA result ($F = 4.87$, $p < .01$) confirms that teaching experience significantly affects competency. Educators with longer service (>20 years) tend to report higher competency, highlighting the role of professional exposure and practice in enhancing teaching skills.

Interpretation: Teaching competency is strongly influenced by demographic and career-related factors, particularly gender, age, and years of experience. This underscores the importance of professional development opportunities tailored to younger and less experienced educators.

Table 3. Professional Dedication – Group Comparisons

Variable	Groups/Levels	Test Type	Test Value	Significance
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	$p < 0.05$

- **Type of School:** The ANOVA result ($F = 3.21$, $p < .05$) shows significant differences in professional dedication across school types. Government and aided school teachers may report higher dedication compared to private school teachers, possibly due to job security and institutional support.

- **Qualification:** The ANOVA result ($F = 3.98$, $p < .05$) indicates that academic qualification significantly influences professional dedication. Teachers with higher qualifications (PG + M.Ed) tend to show stronger dedication, reflecting the role of advanced training and academic preparedness in shaping professional commitment.

Interpretation: Professional dedication is shaped more by **institutional context** (type of school) and **academic background** (qualification) than by personal demographics. This suggests that structural and educational factors play a critical role in sustaining teachers' professional commitment.

The analysis reveals that:

- **Teaching Competency** is primarily influenced by **personal and career factors** (gender, age, experience).
- **Professional Dedication** is more strongly shaped by **institutional and academic factors** (type of school, qualification).
- Both constructs show high overall mean scores, indicating that teacher educators in the sample are both competent and dedicated.
- The findings highlight the need for **differentiated professional development**: younger and less experienced teachers may benefit from competency-building programs, while institutional policies and advanced training opportunities can strengthen professional dedication.

7. Conclusion

This study confirms a positive relationship between teaching competency and professional Dedication among Higher Secondary School teachers in Puducherry Regions. 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.

8. References

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