



Teacher Competency and Teacher Burnout at Secondary Level

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In this study, an attempt has been made to study the teacher competency and teacher burnout at higher secondary level. The Teacher Competency Rating Scale (TCRS) constructed and validated by the investigator (2019) and Teacher Burnout Rating Scale (TBRS) constructed and validated by Sathiyagirirajan (2002) were used to collect the data from a sample of 201 higher secondary teachers working in Cuddalore District of Tamilnadu, India. The survey method has been followed and random sampling technique was used in administration of the research tools. The result of the analysis reveals that the higher secondary teachers are having average competency and burnout. It is found that higher secondary teachers differ significantly in teacher competency in respect of gender and educational qualification. It is found that higher secondary teachers differ significantly in teacher burnout in respect of Gender and educational qualification. It is found that there is positive and significant relationship between the teacher competency of higher secondary school teachers and their burnout.

Keywords: *Teacher Competency, Teacher Burnout, Secondary Education, Gender Differences, Educational Qualification.*



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1. Introduction

Teachers are the architects of a nation. The progress and development of each nation is highly dependent on the competence and quality of its teachers. Teachers are undoubtedly the most significant contributors to educational development of a nation. Flourishing national development and a Society truly prosperous with advanced skills and knowledge all begins from its teachers. The Education Commission (1964) rightly commended that the destiny of a nation is

shaped in classroom. The individual teacher's character, qualities, qualifications, and professional competence are very important cornerstones on which successful human, social, and national educational advancement ultimately depends.

2. Need and Importance of the Study

Competencies refer to skills or knowledge that lead to superior performance. These are formed through an individual/organization's

knowledge, skills and abilities and provide a framework for distinguishing between poor performances through to exceptional performance. Competencies can apply at organizational, individual, team, and occupational and functional levels. Competencies are individual abilities or characteristics that are key to effectiveness in work. Competency is meant for the skills, knowledge, value, etc. which a teacher process and they are the tools of teaching. Only the teacher who processes all the skills, knowledge and values can function effectively in an academic situation and is said to be competent to teach in any particular situation. Job burnout is a problem in many professions, but it significantly more prevalent in the helping professions. Teachers, as well as administrators, counsellors, doctors, nurses, police officers, and soon have the additional burden of extreme responsibility for the well being of others on top of the multitude of stressors that stem from routine job activities.

3. Operational Definitions of the Terms

3.1. Teacher Competency

Competence includes knowledge, skills, attitudes and experiences, which has to be target category of profession of teacher. Ability to perform or carry out defined tasks in a particular context, at a high level of excellence.

3.2. Teacher Burnout

Burnout is defined as a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding.

3.3. Secondary Teacher

The teachers who were teaching 9th and 10th standard students.

4. Objectives of the Study

- To study the teacher competency of secondary school teachers.
- To study the teacher burnout of secondary school teachers.
- The significant difference, if any, between a) gender and b) educational qualification of the secondary school teachers in respect of their teacher competency.
- The significant difference, if any, between a) gender and b) educational qualification

of the secondary school teachers in respect of their teacher burnout.

- The nature of the relationship between the teacher competency of secondary school teachers and their burnout.

5. Hypotheses of the Study

- The level of teacher competency of secondary school teacher is average.
- The level of teacher burnout of secondary school teacher is average.
- There is no significant difference, if any, between a) gender and b) educational qualification of the secondary school teachers in respect of their teacher competency.
- There is no significant difference, if any, between a) gender and b) educational qualification of the secondary school teachers in respect of their teacher burnout.
- There is no significant relationship between the teacher competency of secondary school teachers and their burnout.

6. Method of the Study

Normative survey method has been employed in the present study.

6.1. Sample of the Study

Random sampling technique was used in the selection of as many as 201 secondary school teachers working in Cuddalore district of Tamil Nadu.

6.2. Scoring Procedure

Teacher Competency Rating Scale (TCRS) constructed and validated by the investigator (2019). The scale consist of 45 statements and the five alternative responses. The maximum marks is 225 and the minimum mark is 45.

The Burnout rating scale was prepared by Sathiyagirirajan.S, (2002). This scale consists of 40 statements. The responses were given as A, B, C, D and E on a five point scale ranging from 4,3,2,1 and 0. The Maximum score for this scale is 160 and the minimum mark is 0.

7. Analysis and Interpretation of Data

7.1. Descriptive Analysis

Hypothesis 1

The level of teacher competency of secondary school teacher is average.

Table 1: Showing the Mean and Standard Deviation scores of Teacher Competency of Secondary School Teachers

Variable	N	M	SD
Teacher Competency	201	121.88	17.09

It is evident from the Table 1, that the calculated mean score is found to be 121.88 and the standard deviation value is 17.09. Therefore hypothesis 1 is accepted and it is concluded that secondary school teachers are having average competency.

Hypothesis 2

The level of teacher burnout of secondary teacher is average.

Table 2: Showing the Mean and Standard Deviation scores of Teacher Burnout of Secondary School Teachers

Variable	N	M	SD
Teacher Burnout	201	75.42	15.06

It is evident from the Table 1, that the calculated mean score is found to be 75.42 and the standard deviation value is 15.01. Therefore hypothesis 1 is accepted and it is concluded that secondary school teachers are having average burnout.

Differential Analysis

Hypothesis 3

There is no significant difference, if any, between a) gender and b) educational qualification of the secondary school teachers in respect of their teacher competency.

Table-3: Showing the 't' Value for Teacher Competency Scores of Secondary School Teachers in respect of the Sub-Samples

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance
Teacher Competence	Male	73	121.16	17.31	2.78	Significant
	Female	128	120.18	16.23		
	UG	120	122.16	17.41	2.11	Significant
	PG	81	120.12	16.42		

It is evident from the Table 3, that the calculated 't' values is found to be 2.78 and 2.11 which are significant. Hence, the framed null hypothesis 3(a) and 3(b) is rejected and it is concluded that the secondary school teachers differ significantly in teacher competency in respect of gender and educational qualification.

Hypothesis 4

There is no significant difference, if any, between a) gender and b) educational qualification of the secondary school teachers in respect of their teacher burnout.

Table-4: Showing the 't' Value for Teacher Burnout Scores of Secondary School Teachers in respect of the Sub-Samples

Variable	Sub-Samples	N	Mean	SD	't' Value	Level of Significance
Teacher Burnout	Male	73	75.19	16.24	2.77	Significant
	Female	128	77.13	17.42		
	UG	120	79.87	17.49	3.21	Significant
	PG	81	75.49	16.66		

It is evident from the Table 4, that the calculated 't' values is found to be 2.77 and 3.21 which are significant. Hence, the framed null hypothesis 3(a) and 3(b) is rejected and it is concluded that the secondary school teachers differ significantly in teacher burnout in respect of gender and educational qualification.

7.2. Correlation Analysis

Hypothesis 5

There is no significant relationship between the teacher competency of secondary school teachers and their burnout.

Table-5: Correlation between the Teacher Competency and Teacher Burnout

Variables	'r' value	Level of significance at 0.01 level
Teacher competency and Teacher Burnout	0.319	Significant

It was given in the Table-5. The 'r' value was found to be 0.319 which is significant. Hence, the null hypothesis 5 is rejected. There is significant and positive relationship between the teacher competency of secondary school teachers and their burnout.

8. Findings of the Study

- The secondary school teachers are having average competency.
- The secondary school teachers are having average burnout.
- The secondary school teachers differ significantly in teacher competency in respect of gender.
- The secondary school teachers differ significantly in teacher competency in respect of educational qualification.
- The secondary school teachers differ significantly in teacher burnout in respect of gender.
- The secondary school teachers differ significantly in teacher burnout in respect of educational qualification.
- There is significant and positive relationship between the teacher competency of secondary school teachers and their burnout.

9. Conclusion

In the present study the teacher competency and teacher burnout at higher secondary level. It is revealed that the higher secondary teachers are having average competency and burnout and there is significant and positive relationship between the teacher competency of higher secondary school teachers and their burnout.

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