

# Professional Competency of Graduate Teachers: A Comparative Study

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## Abstract

Teaching can be considered the mother of all profession. Professional competency is the important factor in determining their effectiveness and success in this field. Recognising the importance of teachers' professional competency, investigator tries to assess the professional competency of graduate teachers, because graduate teacher is the pillar of secondary education. For assessing the professional competency descriptive survey method is used and the studied carried out on 114 graduate teachers among these 49 are TET qualified appointed teachers and 65 is non-TET teachers in Nagaon district (Nagaon urban) educational block using dis-proportionate simple random sampling technique. A self-constructed tool is used to measure the professional competency of graduate teachers. Validity of the tool assessed by the expert in field and reliability of the scale measure by using test-retest method, reliability of the scale is found 0.84. Findings of the study demonstrated that majority of the teachers approximate 50% showing the very high and high level of professional competency. The study found no significant different between TET and Non-TET qualified graduate teachers in the term of professional competency.

**Key words:** Professional competency, Graduate teacher, TET, Non-TET.

## Introduction

Professional competency denotes the combination of skill, knowledge, values, attitudes and behaviour that are essential to successfully perform in a profession. It is not limit to technical areas only but also includes communication skills, decision making, professional commitment and problem-solving abilities. In teaching profession, it includes the wide range of area related to teaching learning professes like pedagogy, psychology, classroom management and ethics also. There competencies help the teacher to design better lesson plan and makes teaching learning effective and efficient. In the age of globalization due to expansion of knowledge and information all things are changing nothing is static, change is constant, and the expectations and requirements of any profession certainly evolve with time. Professional competency is a dynamic process that contribute to enhance teaching skills, professional and professional

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growth of a teacher. Professional competency shaped their attitude, behaviour effective teaching practices that makes strengthening and sustaining professional abilities.

The quality of education depends much on the competency of the teacher, as teacher is considered to be the hub of teaching- learning process (Mahanta,2012). School effectiveness of schools is based on competent teacher without professional competency, well-designed curriculum and syllabus and aims of education cannot produce the expected results. It enhances the teacher's effectiveness and provides desirable educational outcome. Thus, maximizing the teacher's professional competency should be one of the major aims of education.

Profession can be defined as an occupation which requires some specialized skill, knowledge and training, with the primary purpose providing expert services to others in return for a fixed salary or fee. According to Tomilson (1995) "competence or skill signifies a more or less consistent ability to realize particular sorts of purposes to achieve desired outcomes." Therefore, professional competency can be understood as a essential quality that replicates the effective application of skills, knowledge, intelligence capability and abilities to successfully carry out ones roles and responsibilities towards a profession.

The effectiveness of teaching profession based on how teacher perform their duties and responsibilities. The major responsibilities of teachers to actively participate in different activities related to their professional growth such as- educational goals settings, maintaining ethical standard and continuous learning. As a teacher and member of educational organization should maintain following responsibilities.

- Working together to determine and define the aims and objectives of education.
- Following and accepting the code professional ethics.
- Attain different professional developmental courses to gain the professional knowledge.
- Ensuring the quality and accreditation of professional institutions.
- Maintain a positive and healthy relationship with colleagues.
- Selecting, recruiting, and orienting suitable candidates for the teaching profession.
- Certifying and regulating members of the profession.
- Ensuring the financial well-being and economic security of members of the profession.

### **Need and Significance of the study**

Teacher is a pillar of nation building their competency plays a significant role in effectiveness of teaching learning process. Graduate teachers are the backbone of secondary education their Professional competency directly influence their student's academic performance overall growth of school. It enables teachers to effectives uses of teaching materials, classroom management and assess the students properly. The present study is crucial to assess the essential professional competencies of teachers and their influences on the teaching – learning process. This study is also highly significant to know the existing levels of teacher's professional competencies and what are the areas where its improvement is required. By identifying the strengths and weaknesses, the study provides valuable insights into the professional preparedness of teachers. This is also importance because it will provide clear and practical

direction towards promoting self-evaluation and regularly attaining the professional developmental courses which are vital importance of professional growth of teachers. This study will assist also school administrators and policy Macker to design professional developmental courses and performance improvement strategies.

### **Statement of the Problem**

Professional competency plays a significant role in teaching learning process teachers who have the good professional skills they can manage the classroom effectively and also impact in overall growth of the institution. The major purpose of the study to determine professional competency between TET qualified graduate and non-TET qualified graduate teachers towards teaching profession in relation to some professional competency related areas. The previous study proven that teacher with high professional competency they manage the work effectively. Thus, the title of the research problem is “Professional competency of graduate teachers towards teaching profession: A comparative study”

### **Operational definition of the study**

#### **Professional competency:**

Professional competency can be defined as the combined set of knowledge, attitudes, skills and behaviours but in this study professional competency is determined in following areas i,e- Subject knowledge, Planning for teaching, Classroom management skills, Core Values and ethics, Assessment and evaluation of students, Inter-personal relationship and Professional growth and development.

**TET Graduate teacher:** Teachers who have been appointed in different government High and Higher secondary school on the basis of Teacher Eligibility Test conducted by government of Assam.

**Non-TET Graduate teacher:** Teachers who have been appointed in in different government High and Higher secondary school in assam on the basis of their academic qualifications and personal interview.

### **Objective of the study**

1. To find out the level of professional competency of graduate teachers.
2. To compare the professional competency between TET and Non-TET graduate teachers.
3. To compare the dimension- wise professional competency between TET and Non-TET graduate teachers.

### **Hypothesis of the study**

There is no significant difference in professional competency between TET and Non-TET graduate teachers.

There is no significant different dimension- wise professional competency between TET and Non-TET graduate teachers.

### **Delimitation of the study**

- The study is delimited to one education block (Nagaon Urban) only in Nagaon district.
- This study is delimited to only government High and Higher secondary graduate teachers only.

**Review of related literature:** To measure the professional competency of teachers, different study has been conducted at international, national and regional level. Among them a few important studies related to this area are briefly highlighted below.

Mahanta (2012) investigated professional competency among the 300 secondary schools' teachers. The result of the study showed that significant different of professional competency exists between male and female teachers. Female teachers displayed slightly higher professional competency than the male teachers. Gogoi (2017) examined the Professional Competencies of LIS graduates and the Role of Curriculum utilising survey method the findings of the study demonstrated that while curricula effectively support traditional skills like collection processing, there is a significant gap in communication, leadership, and marketing skills. Additionally, increasing workplace demands for IT and technical skills require more practical curriculum emphasis. Pan (2014) studied professional competency of madrasa teacher in West Bengal. The study highlighted that professional competency is significantly higher among male (108.19), urban (110.49), and postgraduate teachers (110.11). Additionally, teachers having five years of teaching experience demonstrated greater competency than those with less. Pachaiyappan (2022) looked into professional competency of higher secondary school teachers. The study consisted of 315 teachers and the result of the study highlighted that significant difference is found based on gender and school management. Female teachers displayed higher professional competency than the male teachers. Yet, no significant difference was found between teachers who are working in rural and urban areas. Srinivas (2024) evaluated the professional competency of school teachers in Srikakulam District. The sample of the study comprised of 140 teachers, selected randomly from the 20 secondary schools. Key findings of the study revealed that significant differences in professional competency of the secondary school teachers based on locality—with rural teachers scoring higher mean value (156.73) than the urban teachers (156.73). Correspondingly, the study found no significant differences in teachers' professional competency based on gender, school management, teaching experience, and academic qualifications such as B.Ed, M.Ed, and M.Phil. Overall, the findings of the study concluded that for getting optimum outcome of academic areas, professional competency is essential.

From the above studies, it is observed that professional competency varies in the contexts of gender differences and locality. Some studies found that female teachers are slightly more competent the male teachers. Some studies found no significant difference between male and female teachers in professional competency. Locality results are mixed, with both rural and urban teachers performing better in different studies. Academic qualification, teaching experience, and school type also affect competency in some cases. Overall, improving teachers' professional competency is important for better teaching and learning outcomes.

**Methodology:** Descriptive survey method has been adopted to conduct the study to obtain the current status of the phenomenon.

**Population of the study:** The population of the present study considered only one educational block (Nagaon Urban) in Nagaon district comprising 485 graduate teachers. Among them 322 are non-TET graduate teachers and 163 are TET qualified graduate teachers.

**Sample and sampling of the study:** The sample of the study constituted 114 graduate teachers. The sample is selected through Disproportionate stratified simple random sampling. 65 (20% of 322) non-TET graduate teachers and 49 (30% of 163) TET qualified graduate teacher have been included in the sample of the study.

**Tools used for the study:** To measure the professional competency of graduate teachers self-constructed tool is used which consist of 54 items in total divided into seven dimensions namely Subject knowledge, Planning for Teaching, Classroom Management, Core Values and Ethics, Assessment /Evaluation, Interpersonal relationship and Personal growth and development.

**Validity and Reliability of the tool used.** Content validity is measured by the experts in field and reliability of this scale is found to be 0.84 as measured by test -retest method.

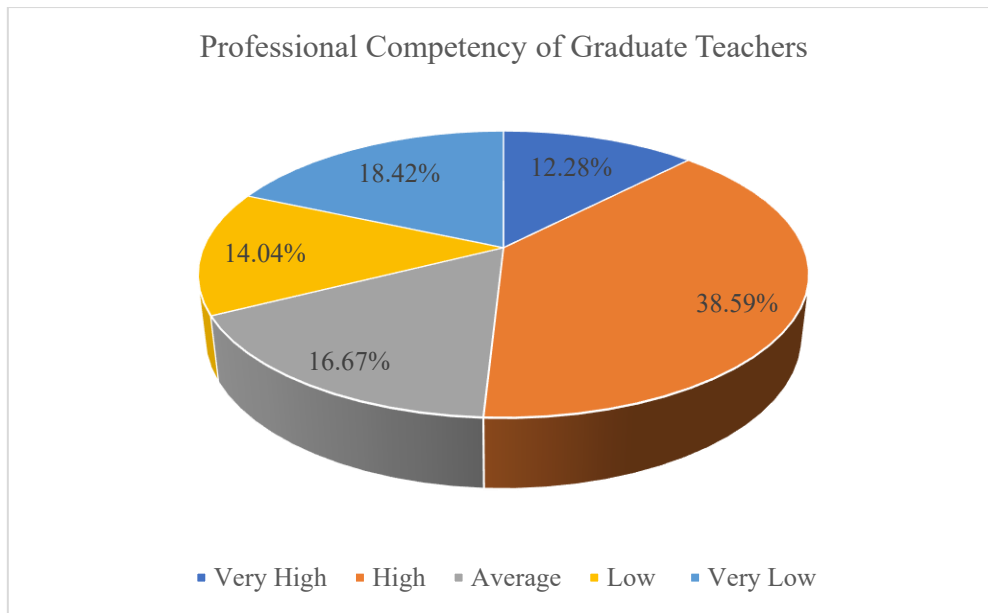
**Data collection:** Primary data has been used for the study and data are collected from the graduate teachers using a self-constructed scale “Professional Competency of Graduate Teachers”.

**Data Analysis:** Data are analysed by statistical techniques like- Percentage, Mean, SD and t-test.

**Objective 1 To find out the level of professional competency of graduate teachers.**

Table no. 1 Level of professional competency of Graduate teachers

Range	Level	Number of Teachers	Percentage
245- above	Very High	12	12.28%
237-244	High	44	38.59%
229-236	Average	19	16.67%
220-228	Low	16	14.04%
Below -219	Very Low	21	18.42%
Total - 114			100

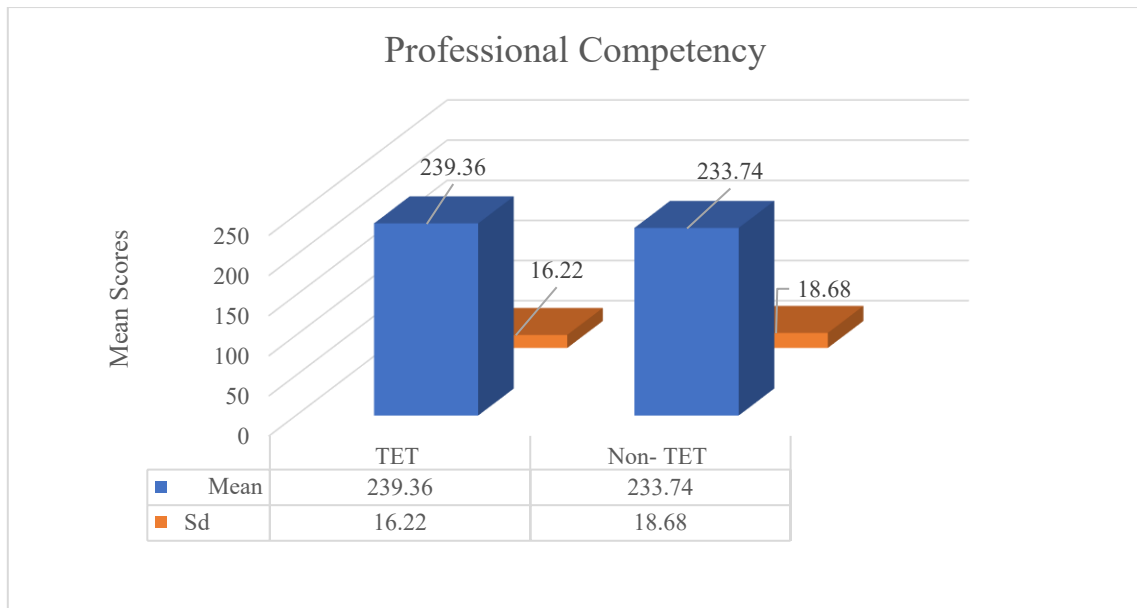


**Figure 1** Pie diagram shown each level percentage of professional competency of graduate teachers

Table no. 1 and Figure 1 represents the distribution of teachers according to their level of performance in professional competency. Out of the total 144 teachers, 14 teachers (12.28%) show very high level of professional competency, 44 teachers (38.59%) fall under the High level professional competency, 19 teachers (16.67%) are found in average level of professional competency, 16 teachers (14.04%) belong to the Low level, while 21 teachers (18.42%) fall under the Very Low category. Therefore, it is observed that a majority number of teachers fall under the high level of professional competency.

Analysis for Objective 2 Comparison of the professional competency between TET and Non-TET graduate teachers

Category of Teachers	N	Mean	SD	SEM	't' value	Level of Significance
TET qualified graduate teacher	49	239.36	16.22	3.30	1.70	Not Significant
Non- TET qualified graduate teachers	63	233.74	18.68			



**Figure 2** Showing the Mean and SD score of TET qualified and non-TET graduate teachers in professional competency

Table and Figure no. 2 demonstrates mean and SD value of TET and Non-TET graduate teachers in professional competency. Mean value of TET graduate teachers is 239.36 and SD is 16.22. Mean and SD of Non-TET graduate teachers is 233.74 and 18.68 respectively. The t value was found to be 1.70 which is not significant at 0.05 and 0.01 level. It indicates that there is no significant difference between TET and Non-TET graduate teachers in professional competency. Therefore, null hypothesis( $H_0$ ) “There is no significant different professional competency between TET and Non-TET graduate teachers” has been accepted.

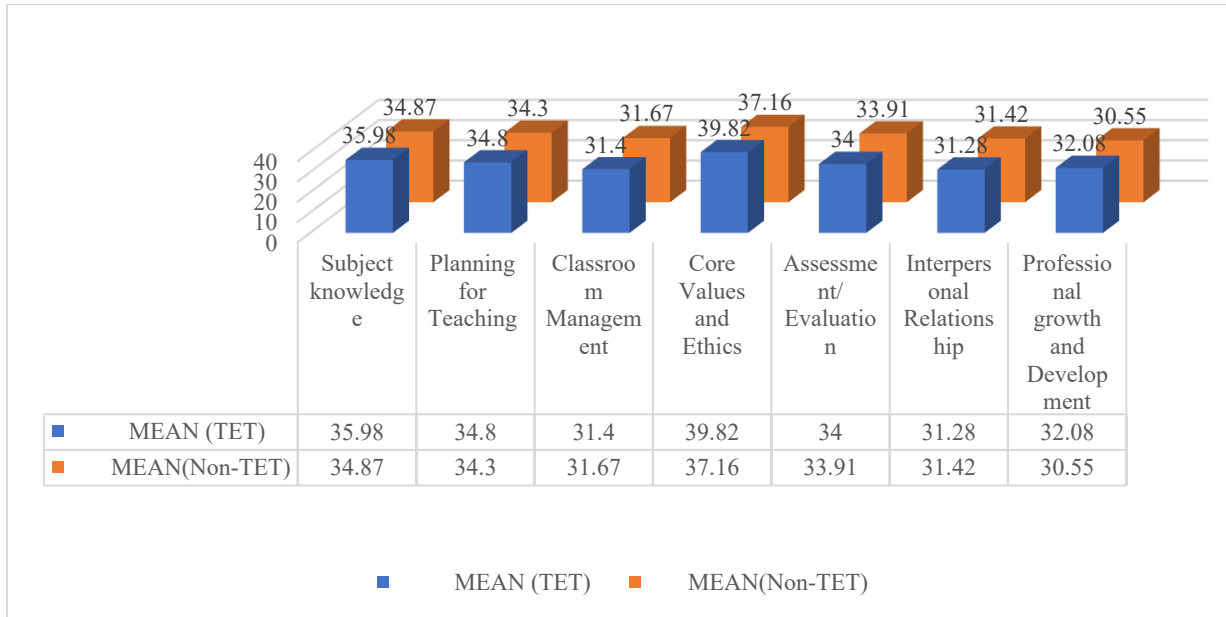
**Objective No. 3** To compare the dimension-wise professional competency between TET and Non-TET graduate teachers.

There is no significant different dimension-wise professional competency between TET and Non-TET graduate teachers.

**Table No.- 3**

Dimensions	Category	N	Mean	SD	‘t’ value	Level of Significance
Subject knowledge	TET	49	35.98	2.73	1.82	<b>Not Significant</b>
	Non-TET	65	34.87	3.71		
Planning for Teaching	TET	49	34.8	2.99	0.85	<b>Not Significant</b>
	Non-TET	65	34.3	3.23		
Classroom Management	TET	49	31.4	3.08	0.47	<b>Not Significant</b>
	Non-TET	65	31.67	2.88		
Core Values and Ethics	TET	49	39.82	4.7	2.89	<b>Significant</b>
	Non-TET	65	37.16	5.02		
Assessment /Evaluation	TET	49	34	3.17	0.14	<b>Not Significant</b>
	Non-TET	65	33.91	4		

Interpersonal relationship	TET	49	31.28	3.22	0.24	<b>Not Significant</b>
	Non-TET	65	31.42	2.88		
Professional growth and development	TET	49	32.08	2.43	2.92	<b>Significant</b>
	Non-TET	65	30.55	3.16		



**Figure 3** Graphical representation of dimension wise Mean score of TET qualified and non-TET graduate teachers in professional competency

Table no. 3 and Figure no. 3 highlighted that there is no significant difference in professional competency between TET and Non-TET graduate teachers in different dimensions like—subject knowledge, planning for teaching, classroom management, assessment/evaluation and interpersonal relationship also. Yet, there is a significant difference in professional competency between TET and Non-TET teachers in two dimensions—Core values and ethics and Professional growth and development.

**Findings of the study**

- The majority of the graduate teachers were found with high level of professional competency.
- Approximately half portion of graduate teaches fall under the very high- and high-level categories of professional competency.
- Similarly, some teachers fall under the low and very low categories.
- The mean score of professional competencies of TET graduate teachers is slightly higher than non-TET graduate teachers.
- There is no significant professional competency gap between TET and Non-TET graduate teachers. Calculated ‘t, value is 1.70 which is not significant both at 0.05 and 0.01 levels.

- No significant difference is observed in areas such as- subject knowledge, planning for teaching, classroom management, assessment/evaluation and interpersonal relationship
- However, significant difference is observed in core values and ethics and professional growth and development dimensions.

## Conclusion

From the above discussion it can be concluded that most graduate teachers display high to very high levels of professional competency, which represents a strong teaching workforce. Yet, a notable proportion of teachers fall under low and very low competency levels. There is no significant difference found between TET and Non- TET graduate teachers in the terms of professional competency. Dimension-wise analysis highlighted that significant differences is found only in Core values and ethics and Professional growth and development areas. It can be inferred from the study that the criteria of being appointed through TET or otherwise does not significantly affect their professional competency. However, it also indicates the need for focused professional development for enhancement of professional competency, particularly in the areas of Core values and ethics and Professional growth and development. To enhance the quality of teaching and personal growth of teacher's professional competency is crucial.

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