

Research Paper

Profiling Teaching Competency, Burnout, and Professional Development Orientation among Secondary School Teachers

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ABSTRACT

This research focuses on the extent and pattern of teaching competency, burnout, and orientation towards professional development among secondary school teachers. The research utilized a quantitative method using descriptive research designs, where data was obtained from a randomly selected sample of 400 teachers using the stratified random sampling technique. Tests for measuring teaching competency, burnout, and professional development orientation were used, and statistical tests such as mean, standard deviation, and level classification (high, moderate, and low) were applied in analyzing data. The results indicate that most teachers have high teaching competency and a high positive orientation towards professional development. However, there is a large percentage of teachers who suffer from burnout, indicating that the occupational stress among them is quite high. The study illustrates how paradoxically there exists a state where professionals have both strengths and strains in their work. There appears to be some sort of imbalance between the demands of their jobs and the resources at hand. The research results imply the necessity of taking a holistic approach to developing teachers which involves building competencies along with well-being interventions.

Keywords: *Teaching Competency, Teacher Burnout, Professional Development, Descriptive Study, Teacher Well-being*

The teacher effectiveness remains an important aspect of education because it determines the outcome of teaching activities. Teacher competence has become an important construct within the field because it covers aspects such as pedagogy, instruction, classroom management, and the skill to modify teaching methods to fit different learning styles. Several researchers have found that teacher competence improves classroom quality and leads to improved student performance by virtue of effective classroom management and adaptive competence (Ina Burić & Lisa E. Kim, 2021; Yahya F. Zakariya, 2022). Burnout, an important occupational health issue, has been defined using various parameters like emotional exhaustion, depersonalization, and low personal achievement. This phenomenon has been identified as one of the major causes for teacher dissatisfaction and occupational hazard (Bernard Agyapong et al., 2022; Daniel J. Madigan & Lisa E. Kim, 2021). Although the profession of teaching is marked by high expectations and increased responsibility, the teaching sector faces a lot of pressure from external sources like students'

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parents, school administrators, etc., resulting in high levels of stress among teachers. At the same time, the attitude of educators towards professional development serves as one of the key factors of continuous improvement in the educational system. Today, amid rapid curriculum changes and technological innovations, professional development is not a choice anymore; instead, it is something that educators need in order to remain competent and effective in their work. Teachers' positive attitude toward professional development will help them implement reflective processes and innovative approaches in their classroom, allowing them to adapt to the changing requirements of education (Beatrice Avalos, 2021; OECD, 2021).

While many studies have been conducted on each of these three concepts separately, relatively few empirical studies have been done to integrate them into one coherent description. This is necessary especially in explaining the paradox that some teachers are highly competent and exhibit strong professional commitment but experience high degrees of burnout. This paradox can be explained theoretically using the JD-R model, which states that high job demands cause burnout regardless of the sufficient availability of professional resources. Given the changes currently being implemented within the sphere of education and higher demands on the part of educators, it is essential to generate an in-depth descriptive profile that would help analyze various aspects of this phenomenon. This way, we will be able to get an idea about how these qualities are combined among educators.

LITERATURE REVIEW

Teaching Competency and Teacher Effectiveness

It is well-established that teaching competency is a multifaceted concept which greatly impacts classroom instruction and learning. There is empirical evidence showing that teacher efficacy, an essential dimension of competency, is a strong predictor of effective teaching and learning (Robert M. Klassen & Virginia M. C. Tze, 2022). Likewise, there is ample evidence that demonstrates how high teaching competency correlates with better instructional performance and more engaged students (Burić & Kim, 2021). Moreover, recent studies have shown how classroom management and pedagogic adaptability continue to be critical components of teaching competence. As noted by Paramita et al. (2023), the application of efficient classroom management skills has been found to be an important factor in teaching competence and learning outcomes. In this regard, one can say that competency is an integral component of effective teaching.

Teacher Burnout and Occupational Well-being

Teacher burnout has become a major problem for educational researchers to understand and address. A recent scoping review article conducted by Agyapong et al. (2022) reveals that teachers around the world suffer from stress, burnout, anxiety, and depression. In addition, results from a recent meta-analysis reveal that there is a strong relationship between burnout and poor job satisfaction, poor teaching effectiveness, and attrition (Madigan & Kim, 2021). Some recent empirical studies have focused on the impact of organizational and environmental variables on teacher burnout. For instance, several empirical studies show that school climate and organizational support play important roles in predicting burnout among teachers (Chen et al., 2025; Cheng et al., 2023). Moreover, the current pandemic situation has made teachers more vulnerable to stress, thereby making them more susceptible to burnout (Rebecca J. Collie, 2021; Lina E. Kim et al., 2022). Theoretical advancements such as JD-R model, showed that burnout results from an imbalance between job demands and available resources. Empirical evidence shows that individual-level

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resources, such as psychological capital and resilience, can counteract burnout, indicating the importance of a comprehensive approach (Liu & Du, 2024; Mansfield et al., 2022).

Attitude towards Professional Development

Professional development is a highly important process in improving the competencies of teachers and maintaining high-quality education. Teachers' attitudes toward professional development play an integral role in their participation and success in such processes. The theoretical literature stresses the importance of constant, collaborative, and contextual nature of professional learning (Linda M. Desimone, 2021; Vivienne D. Opfer & David Pedder, 2021).

The research in this field has provided information on the most effective features of professional development, which include content focus, active learning, coherence, and prolonged periods (Sims & Fletcher-Wood, 2021). Moreover, collaborative school cultures are positively associated with teachers' professional growth (Matthew A. Kraft & John P. Papay, 2022).

Furthermore, large scale assessment studies by organizations like OECD (2021) show that professional learning systems are crucial for the improvement of teacher effectiveness. Such evidence indicates that having positive perceptions about professional development is very important in creating an environment of continuous improvement and adaptability among teachers.

Interrelationship among Teaching Competency, Burnout, and Professional Development

Despite the extensive attention received by all three constructs, the study on their interrelationships is relatively new. The existing literature shows that even though the professional development contributes to higher competency of teachers, heavy workload in connection with permanent learning needs can be a factor in developing burnout if not addressed properly. The teachers who score high in self-efficacy and competency are more capable of coping with stress and avoiding burnout, but the demands in job can diminish the effects of these qualities (Herman et al., 2021; Skaalvik & Skaalvik, 2021). In addition, it becomes clear that school environment and culture have an important role to play in creating balance between personal development and mental health (Ronfeldt et al., 2021).

Finally, there is evidence showing the influence of some psychological and organizational variables like personality features and school climate on the relationship under analysis (Hussain et al., 2024; Xie et al., 2022).

Research Gap

A literature review suggests that the majority of research work has focused on the three constructs in isolation from each other or in partial relationship. However, there is a shortage of empirical descriptions that address all three constructs together in order to assess their prevalence and coexistence among a particular group of subjects. In addition, there is a dearth of empirical evidence concerning the simultaneous presence of both high competence and high burnout levels, especially in light of rising expectations toward professional educators.

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Objectives of the Study

Central Objective

- To study the level distribution of competency, burnout, and professional development attitude among secondary school teachers.

Specific Objectives

1. To develop a comprehensive descriptive profile of teaching competency, burnout, and professional development attitudes.
2. To assess the level of teaching competency among secondary school teachers.
3. To determine the level of burnout among secondary school teachers.
4. To analyze the level of attitude towards professional development among secondary school teachers.

METHODOLOGY

Quantitative research methodology was used in the present study in line with the descriptive survey design for the purposes of establishing the extent to which teaching competency, burnout, and professional development attitude were prevalent. The use of a descriptive survey design was deemed appropriate since this design permits the gathering and interpretation of data in order to provide a picture of current conditions, as opposed to influencing any change to existing factors. The study population comprised 400 secondary school teachers, who were selected via the use of stratified random sampling technique.

The collection of data was done through three self-report measures that are standardized: Teaching Competency Scale (TC), Burnout Scale (BO), and Attitude towards Professional Development Scale (APD). All these scales employed a Likert-type format. Before conducting the main data analysis, it was important to conduct a pre-analysis in which the psychometrics (reliability and validity) of these instruments were assessed. Reliability coefficients (Cronbach's alpha) of all the instruments under investigation were determined to lie within reasonable boundaries. To ensure content and construct validity of the measures under study, the expert evaluation method and factor analysis were used. Among other statistical methods of analysis, the analysis included descriptive statistics. The mean and standard deviation were computed to measure the central tendency and dispersion of variables. Furthermore, normative cut-off levels were used to classify the participants into three groups: high, moderate, and low level.

Findings

Findings from the research provide an overall description of competence in teaching, burnout and attitude towards professional development of secondary school teachers. The study is centered on determining the status of these variables based on their level of occurrence or distribution using descriptive statistics. Information about the degree to which teachers exhibit these variables is provided. Findings are presented in the form of tables and figures for better comprehension of data analysis.

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Table 1 Descriptive Profile of Teaching Competency, Burnout, and Professional Development Attitudes.

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
TC	400	13	32	45	43.27	.140	2.790	7.785
Burnout	400	39.00	.00	39.00	22.72	.294	5.899	34.802
APD	400	6.00	54.00	60.00	59.26	.058	1.164	1.357

The descriptive statistics for the three variables—Teaching Competency (TC), Burnout (BO), and Attitude Towards Teachers Professional Development (APD)—are provided for a sample of 400 participants. The teaching Competency descriptive results indicate that the teaching competency scores range from 32 to 45, with a mean score of 43.27 (SD = 2.79). This suggests that the majority of teachers exhibit high teaching competency, with relatively low variability in their scores (variance = 7.785). The burnout scores exhibit a wider range, spanning from 0 to 39, with a mean of 22.72 (SD = 5.899). The variance (34.802) explained the considerable variation among teachers in terms of their experience of burnout. This indicates that while some teachers experience high burnout levels, others report minimal to no burnout. The scores on attitude towards professional development range from 54 to 60, with a mean score of 59.26 (SD = 1.164). The low standard deviation and variance (1.357) indicate that most teachers share a positive and consistent attitude towards teachers professional development, with minimal variation in their responses. The findings suggest that secondary school teachers demonstrate strong teaching competencies and a positive attitude towards teachers professional development.

Levels of Teaching Competency

The teaching competency scores ranged from a maximum of 45 to a minimum of 32. The difference between the scores was 45–32=13. Dividing this difference by 3 resulted in an average score of 4.33, which was rounded to 4. This methodological technique was adopted to measure the levels of teaching competency in terms of high, average, and low levels.

Table 2 Levels of Teaching Competency of Secondary School Teacher

S. No.	Levels of Teaching Competency	Range	N	Percentage
1	High level of TC	41 & above	211	52.75%
2	Average level of TC	37 to 40	96	24%
3	Low level of TC	36 & below	93	23.25%
Total			400	100

Source: Analysed from Field Data, 2024

The analysis of teaching competency levels among secondary school teachers shows that more than half (52.75%) of the teachers, or 211 out of 400, have a high level of teaching competency, scoring 41 and above. About 24% (96 teachers) fall into the moderate category, with scores between 37 and 40. The remaining 23.25% (93 teachers) have a low level of teaching competency, scoring 36 or below. These results indicate that while most teachers

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demonstrate strong teaching skills, a considerable number still fall into the moderate or low competency levels, highlighting the need for further support and professional development.

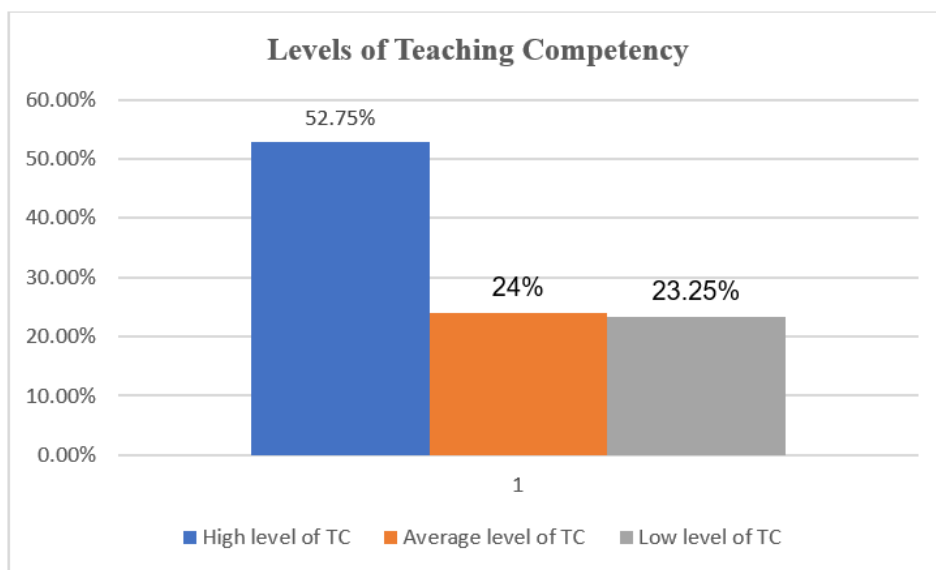


Figure 1: Levels of Teaching Competency

Table 3 Gender-wise Distribution of Teaching Competency Levels of Secondary School Teachers

Gender * Levels of Teaching Competency Crosstabulation					
		Levels of Teaching Competency			Total
		High TC	Avg. TC	Low TC	
Gender	Male	54	19	27	100
	Female	157	77	66	300
Total		211	96	93	400

Source: Analysed from Field Data, 2024.

The crosstabulation of gender and teaching competency levels provides a clear distribution of scores among male and female teachers. Among male teachers, 54 out of 100 (54%) demonstrated a high level of teaching competency, while 19% (19 teachers) were in the average category, and 27% (27 teachers) had low teaching competency.

Among female teachers, 157 out of 300 (52.33%) exhibited a high level of teaching competency, 25.67% (77 teachers) were in the average category, and 22% (66 teachers) had low competency. In total, both male and female teachers have a similar distribution in terms of high teaching competency, a slightly higher proportion of female teachers fall into the average and low competency categories compared to their male counterparts.

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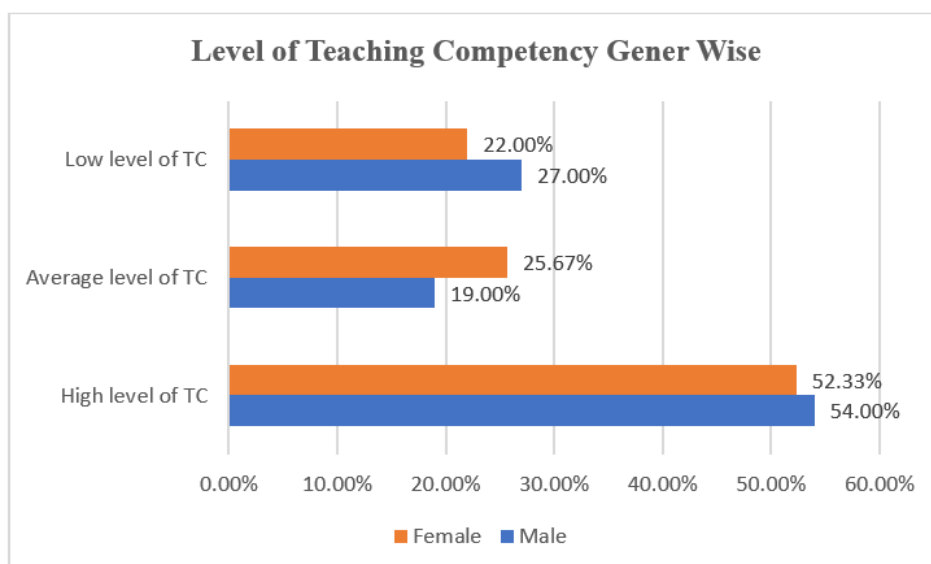


Figure 2: Level of Teaching Competency with respect to Gender.

Levels of Burnout

The burnout score of secondary school teachers ranges from a maximum of 39 and a minimum score of 0. The maximum and minimum difference was 39, which was divided by 3 to get the average score of 13, and it's a round of 13. This methodological technique was adopted to measure the level of burnout among secondary school teachers.

Table 4 Levels of Burnout of Secondary School Teacher

S. No.	Levels of Burnout	Range	N	Percentage
1	High level of BO	26 & above	230	57.5%
2	Average level of BO	14 to 25	26	6.5%
3	Low level of BO	13 & below	144	36.00%
Total			400	100

Source: Analysed from Field Data, 2024.

The analysis of burnout levels among secondary school teachers provides valuable insights into their stress and emotional well-being. The data shows that a majority of teachers (57.5%), which includes 230 teachers, experience a high level of burnout. This suggests that, because of their work obligations, over half of teachers frequently experience severe stress, fatigue, or emotional depletion. This high level of burnout may be caused by a number of factors, including excessive workloads, difficulties managing the classroom, administrative demands, and a lack of support. A moderate degree of burnout was observed in 26 teachers, or 6.5%. Although these teachers occasionally feel stressed, they successfully manage to balance their workload. Despite the challenges they confront at work, their capacity for coping keeps their stress from turning into a serious case of burnout. However, 144 teachers, or 36% of the sample, reported having low levels of burnout, which indicates that they face stress at their teaching profession. It reported that more than a half of secondary school teachers showed high level of burnout.

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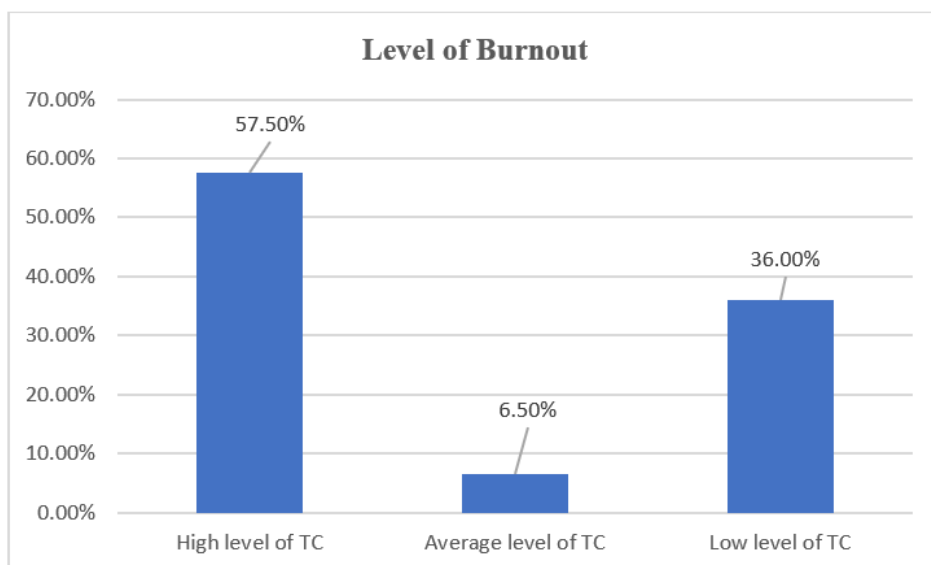


Figure 3: Level of Burnout

Table 5 Gender-wise Distribution of Burnout Levels of Secondary School Teachers

Gender * Levels of Burnout Crosstabulation					
		Levels of Burnout			Total
		High BO	Avg. BO	Low BO	
Gender	Male	48	4	48	100
	Female	182	22	96	300
Total		230	26	144	400

Source: Analysed from Field Data, 2024.

The crosstabulation data shows the distribution of burnout levels (high, average, and low) across gender categories (male and female) within a sample of 400 individuals. Out of 100 male teachers, 48 experienced high burnout, while only 4 reported moderate burnout, and 48 had low burnout levels. Among the 300 female teachers, a significantly higher number, 182, reported experiencing high burnout, whereas 22 fell into the moderate burnout category, and 96 experienced low burnout. It highlighted that a greater proportion of female teachers experience high burnout compared to their male counterparts. The moderate burnout level was marginally greater among female teachers whereas the low burnout count is comparable for both sexes. This trend suggests that burnout is a more common issue among female teachers, highlighting the necessity of focused treatments to deal with stress at work.

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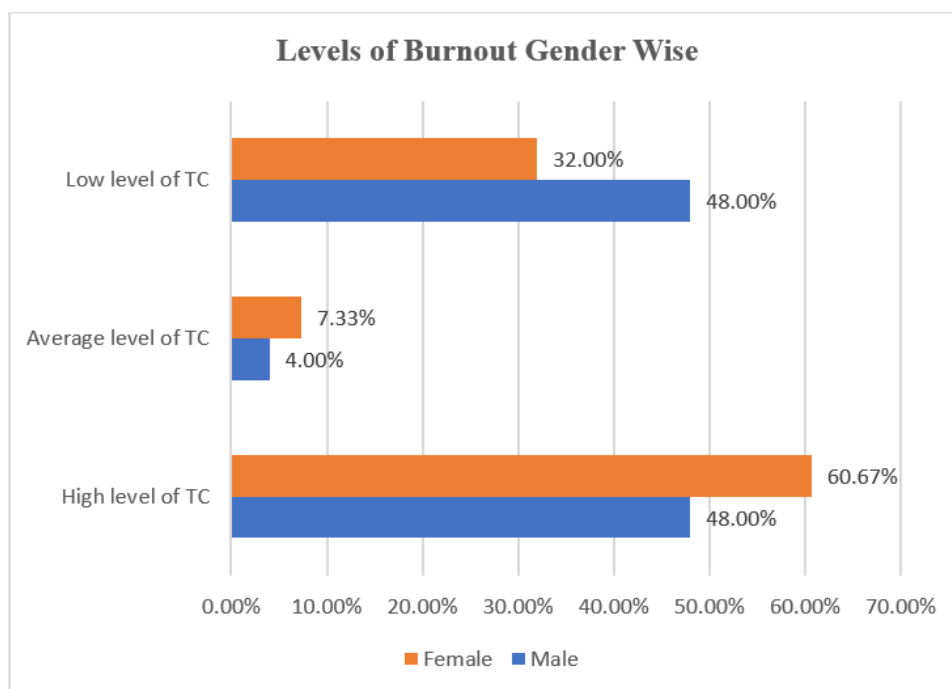


Figure 4: Levels of Burnout Gender Wise

Levels of Attitude towards Teachers Professional Development

The scores for attitude towards teachers professional development among secondary school teachers range from a maximum of 60 to a minimum of 54. The maximum and minimum score difference was 6, which, when divided by 3, results in an average score of 2. This approach was adopted to assess the high, average, and low levels of teachers attitudes towards professional development. The high levels of attitude toward professional development were found by subtracting an average score of 2 from the maximum, and low levels of APD were found by adding the average score of 2 from the minimum. Hence, the high level of teacher attitude towards professional development was a 58 score, and it was above, whereas the low level of APD was a 56 score and it was below. A moderate score was found between the score of 58 and 56, which was 57.

Table 6 Levels of Attitude towards teachers Professional Development of Secondary School Teachers.

S. No.	Levels of Professional Development	Range	N	Percentage
1	High level of PD	58 & above	243	60.75%
2	Average level of PD	57	83	20.75%
3	Low level of PD	56 & below	74	18.5%
Total			400	100

Source: Analysed from Field Data, 2024.

The analysis of attitude towards teachers professional development among secondary school teachers shows varying across high, moderate and low levels. The majority of teachers, 60.75% (243 teachers), demonstrated a high level of interest in professional development, meaning they actively seek opportunities to enhance their teaching skills and also stay updated with new educational practices. A moderate level of professional development interest was observed among 20.75% (83 teachers). These teachers shows minimal interest to be a part of training programme for their professional development but may not always

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prioritize it. Conversely, 74 teachers, or 18.5% of the sample, showed little interest in professional development, suggesting little use of training courses or other possibilities for professional growth. The majority of educators are very driven to advance their careers., a considerable percentage still show only moderate or low interest in professional development. This highlights the need for initiatives that encourage greater participation and emphasize the importance of continuous learning in the teaching profession.

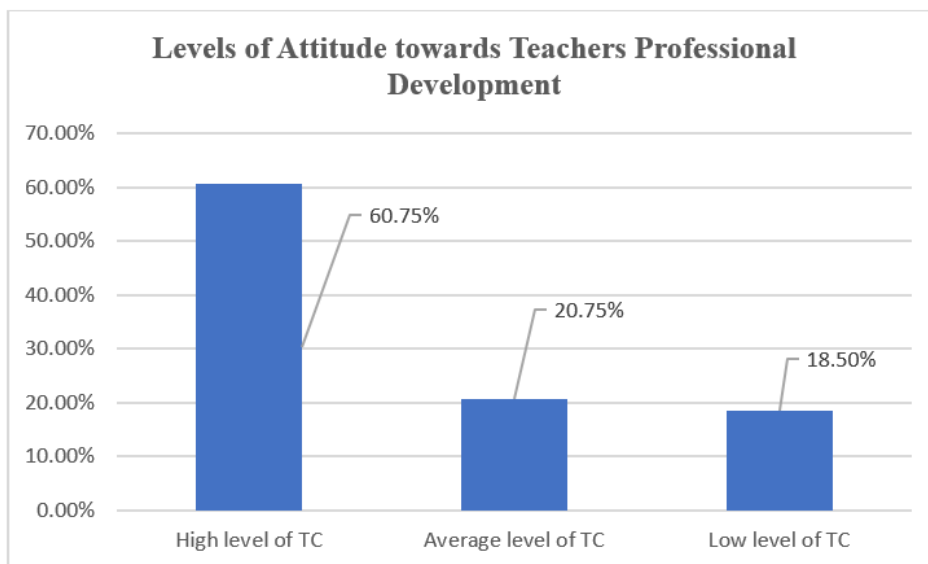


Figure 5: Levels of Attitude towards Teachers Professional Development

Table 7 Gender-wise Distribution of Attitude towards Teachers, Professional Levels of Secondary School Teacher

Gender * Levels of Professional Development Attitude Crosstabulation					
		Levels of Professional Development Attitude			
		High Levels of PD	Avg. Level of PD	Low Level of PD	Total
Gender	Male	59	22	19	100
	Female	184	61	55	300
Total		243	83	74	400

Source: Analysed from Field Data, 2024

The gender-wise analysis of attitudes towards teachers professional development among secondary school teachers highlights some key differences. Among male teachers, 59% showed a strong interest in professional growth, actively participating in training and skill enhancement opportunities. On the other hand, 22% of male teachers had a moderate attitude, indicating some engagement but not a consistent commitment, while 19% displayed a low level of interest in professional development.

In comparison, female teachers demonstrated a greater inclination towards continuous learning, with 184 out of 300 (61.3%) exhibiting a high level of professional development attitude. Additionally, 20.3% (61 teachers) fell into the moderate category, meaning they engaged in professional development to some extent but not as actively. Meanwhile, 18.3% (55 teachers) had a low interest in professional development. Hence, the female teachers are generally more engaged in professional development than their male counterparts. However,

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a significant portion of both male and female teachers falls into the moderate or low engagement categories, emphasizing the need for targeted strategies to motivate all teachers to take advantage of professional learning opportunities. Schools and education policymakers could consider structured incentives, mentorship programs, or flexible training options to ensure that all teachers, regardless of gender, actively participate in ongoing professional development.

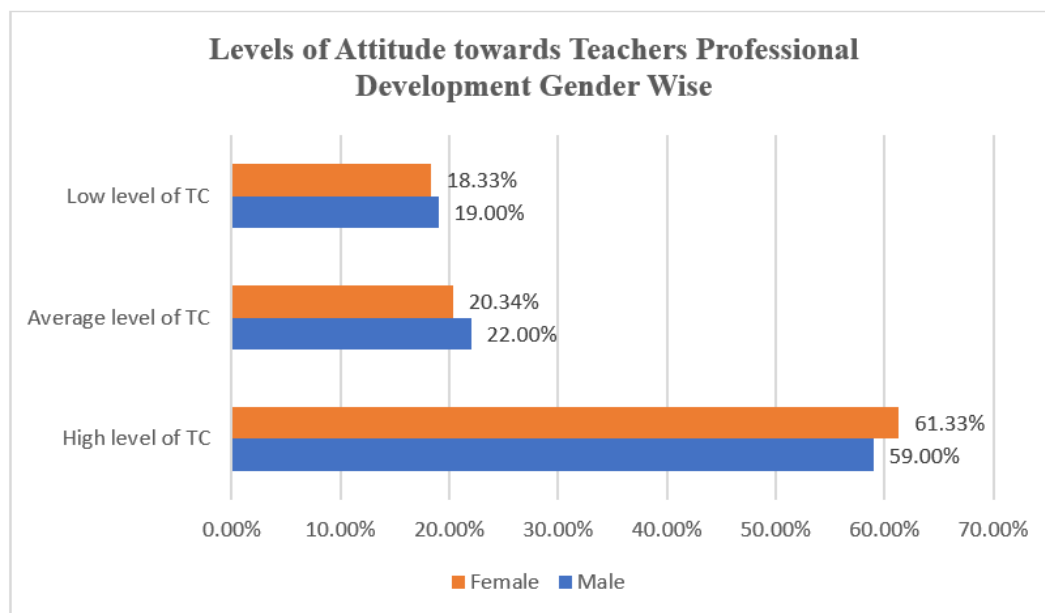


Figure 6: Levels of Attitude towards Teachers Professional Development Gender Wise

DISCUSSION

The current study investigated the degree and distribution of teaching competency, burnout, and professional development attitudes among secondary school teachers. The results show a unique pattern where high levels of teaching competency are found along with positive attitudes towards professional development and high levels of burnout. In this section, a discussion of the study results will be made considering related studies and placing the findings in the Indian context.

The results have shown that most of the participants had a high level of teaching competency. This result supports earlier findings stressing the importance of the concept of teacher self-efficacy, as well as teacher skills for better instruction and academic success (Burić & Kim, 2021; Zakariya, 2022). It is necessary to note that in the case of India, the findings are also in line with the recent focus on teacher quality and competency in education reform measures, including the adoption of NEP 2020. The lack of high variability in teaching competency is another important aspect that can indicate some degree of teaching standards across the country.

However, on the other hand, the research study also shows that teachers have a very positive attitude toward professional development, where the number of teachers falls into the high category. The findings align well with literature that emphasizes the need for professional development as an impetus for enhancing instruction (Avalos, 2021; Darling-Hammond et al., 2021). In India, efforts aimed at CPD, virtual training through DIKSHA, and capacity building of teachers have probably helped in creating a positive attitude toward lifelong

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learning. The openness of teachers towards professional development reflects their preparedness to embrace reform-based innovations in pedagogy. On the other hand, the issue of burnout appears to be an emerging challenge in light of the findings from the study, with a majority of teachers facing high levels of stress. Such results are consistent with international literature on teaching, which highlights that the teaching profession entails high stress and emotional exhaustion (Agyapong et al., 2022; Madigan & Kim, 2021). The situation in India might be attributed to a variety of issues, such as high class sizes, administrative pressures, examinations, and lack of support from the institution. Furthermore, reforms in education have heightened expectations for teachers. Nevertheless, the phenomenon of high competence along with high burnout fits into the JD-R model, which asserts that with high demands in work, burnout will be experienced even in the case of sufficient resources available. While teachers have the necessary skills needed to perform their tasks well, their health may be compromised because of the risks associated with their work. However, it is important to mention that this paradox is not new since competent and motivated teachers still operate effectively even when they are emotionally exhausted (Skaalvik & Skaalvik, 2021; Herman et al., 2021).

Further insights from the gender perspective show that the level of stress is high amongst female teachers as opposed to male teachers. The above insight can be explained through an analysis of the cultural setting of India whereby the female teachers have dual roles in their lives. Ultimately, the study shows that there is a clear imbalance between the strength of professional teachers and their psychological well-being. Although there are strong policies in place in India that address teacher competency and professionalism, there has not been much emphasis placed on the welfare of the teachers. In conclusion, the study underscores the need for a holistic approach to teacher development in India, where competency enhancement is complemented by institutional mechanisms to reduce burnout. Integrating well-being initiatives, reducing administrative burden, and fostering supportive school environments can help achieve a balance between teacher effectiveness and well-being, thereby strengthening the overall quality of education.

Implications and Limitations

The study has significant implications for educational policies and practices, especially concerning the Indian scenario. Even though teachers exhibit high competency levels and an inclination towards professional development, the presence of burnout syndrome underscores the need for an all-encompassing teacher welfare system. In addition to reforms that promote competency, the government must also consider implementing teacher welfare programs like proper workload management, mentoring, and counseling services. Incorporating professional development programs in accordance with teachers' needs, as stressed by recent reform measures, can increase efficiency while minimizing stress.

The implications drawn from the research are significant when it comes to educational policies and practices, especially within the context of India. Even though teachers exhibit high competency and a professional development orientation, the high levels of burnout indicate that there is a dire need for holistic support strategies for teachers. Education policy makers and administrators must ensure that besides competency based strategies, efforts to promote teacher well-being through measures like work reduction and mental health programs are undertaken.

CONCLUSION

The study reveals high levels of competence and positive attitudes of secondary school teachers toward PD, which can be considered as an indicator of their readiness and willingness to learn continuously. At the same time, high burnout levels among the participants create an imbalance between professional success and psychological comfort of educators. The presented situation shows that despite the readiness to work hard and develop professionally, the respondents experience a high degree of pressure from the occupational environment. It becomes clear that future work aimed at enhancing professional competence should focus not only on the acquisition of new knowledge but also on coping with burnout.

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Conflict of Interest

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