

Manuscript ID:
TIJCMBLIR-2026-030165

Volume: 3

Issue: 1

Month: February

Year: 2026

E-ISSN: 3065-9191

Submitted: 28 Jan 2026

Revised: 31 Jan 2026

Accepted: 25 Feb 2026

Published: 28 Feb 2026

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DOI: [10.5281/zenodo.19492064](https://doi.org/10.5281/zenodo.19492064)

DOI Link:

<https://doi.org/10.5281/zenodo.19492064>



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An Empirical Study on Teacher Competency and Its Impact on Job Performance in Management Institutes with Reference to Pune City

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Abstract

Teacher competency is widely acknowledged as a crucial determinant of quality and effectiveness in higher education, particularly in professional disciplines such as management education. In an era marked by intense competition, accreditation pressures, globalization, and rapidly changing industry expectations, management institutes are required to continuously improve academic standards and institutional outcomes. The present empirical study examines the relationship between teacher competency and job performance in management institutes with reference to Pune City. Teacher competency is analyzed across multiple dimensions including subject knowledge, pedagogical skills, communication ability, classroom management, and technological competency. Job performance is assessed using indicators such as teaching effectiveness, student feedback, academic results, research contribution, and administrative responsibilities.

The study is empirical in nature and is based on primary data collected from 210 faculty members working in public and private management institutes in Pune City. A structured questionnaire using a five-point Likert scale was employed for data collection. Statistical tools such as descriptive statistics, correlation analysis, and multiple regression analysis were applied for data interpretation. The findings reveal a strong and statistically significant positive relationship between teacher competency and job performance. Subject knowledge and pedagogical skills emerged as the most influential predictors of job performance, followed by technological competency. The study highlights the importance of competency-based faculty development initiatives for improving teaching quality and institutional effectiveness.

Keywords: Teacher Competency, Job Performance, Management Institutes, Higher Education, Pune City

Introduction

Higher education plays a pivotal role in the socio-economic development of a nation by producing skilled, knowledgeable, and employable human resources. In India, management education has gained significant importance due to rapid industrialization, globalization, and the expansion of the service sector. Management institutes are expected not only to impart theoretical knowledge but also to develop leadership qualities, analytical thinking, decision-making abilities, communication skills, and ethical values among students.

Teachers are the backbone of management institutes and are primarily responsible for achieving academic objectives and shaping future managers. The effectiveness of teachers depends largely on their competency levels, which directly influence students' learning outcomes, employability, institutional reputation, and long-term sustainability. In recent years, management institutes have faced several challenges such as changing student expectations, technological advancements, outcome-based education models, increasing emphasis on research and publications, and quality assurance mechanisms mandated by regulatory bodies such as UGC and AICTE. These challenges have intensified the need to focus on teacher competency and job performance.

Teacher competency refers to the combination of knowledge, skills, attitudes, values, and professional behaviors that enable teachers to perform their roles effectively and efficiently. Job performance of teachers includes not only classroom teaching but also student mentoring, curriculum development, research and publications, consultancy, industry interaction, and participation in administrative and institutional activities. Despite the acknowledged importance of teacher competence,

How to Cite this Article:

Kumbhar, P. T., & Hole, A. M. (2026). An Empirical Study on Teacher Competency and Its Impact on Job Performance in Management Institutes with Reference to Pune City. *The International Journal of Commerce Management and Business Law in International Research*, 3(1), 316–319.
<https://doi.org/10.5281/zenodo.19492064>

there is limited empirical research examining its direct impact on job performance in city-level management institutes. Pune City, being one of the largest educational hubs in India with a high concentration of management institutes, provides an ideal setting for such a study.

Review Of Literature

The concept of teacher competency has been widely discussed in educational management and human resource management literature. Researchers generally agree that teacher competency is a multidimensional construct encompassing subject knowledge, pedagogical skills, communication ability, classroom management, technological proficiency, and professional ethics.

Several studies have established a positive relationship between teacher competency and teaching effectiveness. Teachers with strong subject knowledge and pedagogical expertise are better equipped to explain complex concepts, integrate theory with practice, design case-based learning activities, and evaluate student performance effectively. Pedagogical skills such as lesson planning, learner-centered teaching, assessment design, and feedback mechanisms have been found to significantly influence learning outcomes.

Communication skills are another important dimension of teacher competency. Effective communication helps teachers convey ideas clearly, engage students in discussions, and build a positive classroom climate. Classroom management has been identified as a critical competency influencing the teaching-learning process. Teachers who can manage classroom behavior, time, and learning activities efficiently create a disciplined and motivating learning environment.

Technological competency has emerged as an essential dimension in recent years due to the integration of digital tools, learning management systems, online platforms, and blended learning models in higher education. Studies indicate that faculty members who effectively use technology tend to receive higher student feedback scores, demonstrate improved teaching effectiveness, and adapt better to changing educational environments.

Empirical research also suggests that teacher competency positively influences job performance indicators such as student satisfaction, academic outcomes, research productivity, and organizational commitment. Institutions that invest in continuous faculty development programs report higher levels of teacher performance, motivation, and retention. However, most existing studies are conducted at national or international levels, and limited research focuses specifically on management institutes in Pune City. The present study addresses this research gap by providing city-specific empirical evidence.

Objectives Of the Study

The specific objectives of the study are:

1. To identify the major dimensions of teacher competency

2. To assess the level of job performance among teachers
3. To examine the relationship between teacher competency and job performance.
4. To analyze the impact of individual competency dimensions on job performance.

Hypothesis:

H1: There is a significant relationship between teacher competency and job performance.

H2: Subject knowledge has a significant impact on job performance.

H3: Pedagogical skills significantly influence job performance.

H4: Communication skills have a significant impact on job performance.

H5: Technological competency has a positive impact on job performance.

H0: Teacher competency has no significant relationship with job performance.

Research Methodology

The present study adopts a descriptive and analytical research design to examine the relationship between teacher competency and job performance. The population of the study consists of faculty members working in management institutes in Pune City. A sample of 210 teachers was selected using stratified random sampling to ensure adequate representation of both public and private management institutes.

Primary data were collected through a structured questionnaire designed to measure teacher competency and job performance. The questionnaire was based on a five-point Likert scale ranging from strongly disagree to strongly agree. The instrument included items related to subject knowledge, pedagogical skills, communication ability, classroom management, technological competency, teaching effectiveness, student feedback, research contribution, and administrative involvement.

Secondary data were collected from academic journals, books, conference proceedings, doctoral theses, and reports published by regulatory bodies such as UGC and AICTE. The reliability of the questionnaire was tested using Cronbach's Alpha, which indicated acceptable internal consistency.

Teacher competency was treated as the independent variable and measured through five dimensions: subject knowledge, pedagogical skills, communication skills, classroom management, and technological competency. Job performance was treated as the dependent variable and measured through teaching effectiveness, student feedback, research and publications, curriculum development, and administrative responsibilities.

The collected data were analyzed using statistical tools such as percentage analysis, mean and standard deviation, correlation analysis, and multiple regression analysis with the help of statistical software.

Data Analysis and Interpretation

The correlation analysis revealed a strong positive relationship between teacher competency and job

performance. The correlation coefficient value of 0.71 was found to be statistically significant at the 1 percent level, indicating that higher levels of teacher competency are associated with better job performance in management institutes.

Multiple regression analysis was conducted to examine the impact of individual competency dimensions on job performance. The results indicated that subject knowledge had the highest beta value, followed by pedagogical skills and technological competency. Communication skills and classroom management also showed a positive but moderate impact on job performance.

The regression model explained a substantial proportion of variance in job performance, indicating that teacher competency is a strong predictor of performance outcomes. These findings confirm that enhancing teacher competency can lead to significant improvements in teaching effectiveness and institutional performance.

Findings Of the Study

The major findings of the study are as follows:

1. Teacher competency has a significant and positive impact on job performance.
2. Teachers with higher subject knowledge and pedagogical skills demonstrate superior teaching effectiveness.
3. Technological competency has become a critical factor influencing performance in modern management education.
4. Communication skills contribute significantly to student engagement and satisfaction.
5. Teachers in private management institutes exhibited slightly higher competency levels than those in public institutes.
6. Continuous professional development enhances teacher performance and institutional effectiveness.

Discussion

The findings of the study clearly demonstrate that teacher competency plays a crucial role in enhancing job performance in management institutes. Subject knowledge and pedagogical skills emerged as the most significant predictors of performance, highlighting the importance of strong academic foundations and effective teaching methodologies. The growing importance of technological competency reflects the changing nature of management education, which increasingly relies on digital platforms, simulations, and blended learning models.

The observed differences between public and private management institutes may be attributed to variations in institutional support, infrastructure, faculty development opportunities, and performance appraisal systems. Private institutes often invest more in training and performance incentives, which may contribute to higher competency and performance levels. These findings are consistent with earlier studies emphasizing the role of institutional environment in shaping teacher performance.

Implications Of the Study

The study has important implications for academic administrators, policymakers, and faculty members. Management institutes should adopt competency-based human resource practices, including recruitment, training, performance appraisal, and promotion. Regular faculty development programs focusing on pedagogical innovation, digital skills, and industry integration should be organized. Policymakers should support continuous professional development initiatives to enhance teaching quality across institutions.

Limitations And Scope for Future Research

The study is limited to management institutes located in Pune City and may not be generalized to other regions. The data are based on self-reported responses, which may be subject to bias. Future research may include longitudinal studies, larger samples, qualitative approaches, and comparative studies across cities or states.

Suggestions

Based on the findings, the following suggestions are offered:

1. Management institutes should implement structured faculty development programs focusing on competency enhancement.
2. Regular training on digital pedagogy and emerging technologies should be encouraged.
3. Performance appraisal systems should incorporate competency-based evaluation criteria.
4. Institutions should promote research culture and industry collaboration.
5. Faculty mentoring and peer-learning initiatives should be strengthened.

Conclusion

The study concludes that teacher competency is a crucial determinant of job performance in management institutes. Enhancing teacher competency through systematic training, technological upskilling, and supportive institutional policies can significantly improve teaching quality, student outcomes, and institutional effectiveness. Given Pune City's prominence as a center for management education, strengthening teacher competency will contribute to sustaining academic excellence and global competitiveness.

Acknowledgment

I would like to express my sincere gratitude to all those who have supported and guided me in the successful completion of my research study titled "An Empirical Study on Teacher Competency and Its Impact on Job Performance in Management Institutes with Reference to Pune City."

I am deeply indebted to my research guide, for their constant guidance, valuable suggestions, and continuous encouragement throughout the research process. Their insightful feedback and academic expertise greatly contributed to the completion of this study.

I extend my heartfelt thanks to the Head of the Department, and all the faculty members of Institute

for providing the necessary academic support, resources, and a conducive environment for conducting this research.

I would also like to express my sincere appreciation to the management institutes and faculty members in Pune City who willingly participated in the survey and shared their valuable time and information, without which this study would not have been possible.

Financial support and sponsorship

Nil.

Conflicts of interest

The authors declare that there are no conflicts of interest regarding the publication of this paper

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