Research Paper Management

Role of Behavioural Competency Evaluation of Teaching Faculty in Engineering College, Chennai

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ABSTRACT

Competency evaluation of teaching faculty in engineering college is conducted to identify the competencies that are essential for job performance. The competencies are categorized into knowledge base; functional and behavioral competencies. The nature of study will identify and explain the levels to which the competency levels are developed. In this study the data collected through questionnaire method.

KEYWORDS competency, teaching faculty, Engineering College.

INTRODUCTION

Competency evaluation can be defined as the process of identification and evaluation of the competencies required to perform successfully at a given time. Competency evaluation is a process of identifying key competencies for a particular position in a college, and the using it for recruitment, training and development, performance management, succession planning, etc.

BEHAVIOURAL COMPETENCIES

- Interpersonal skills
- Spoken Communication
- Adaptability
- Taking Initiative
- Time Management
- Willingness to learn

OBJECTIVES

- To analyze the level of significance of Interpersonal skill, Adaptability and experience levels in the development of competencies.

LITERATURE REVIEW

Pooja Tripathi (2010) identified the new tool for the performance assessment and the quality enhancement of the educational institutions. They described a PAKS (Personality, Ability, Knowledge, Skills) based competence model for the assessment of faculty members in academia. They authenticated the usage of the PAKS based model and challenge that this was a very rare model available for the performance enhancement in academics. They believed that if PAKS based model was incorporated in any academic institution for the competence management, fruitful results would be obtained for the up gradation of faculty and the institution.

Krishnaveni R states that competency assessment is an important activity that involves identification of a desired skills set for each role for meeting organizational goals and objectives. Competency based training need assessment provides key inputs to the training department to use their full potential in their knowledge, skills, abilities.

Paul Lyons (2003) provides a brief exposition on the general definitions and features of competence in organizations, presents an overview of competency evaluation, offers specific methods to demonstrate training for competency development and then presents the results of a brief study that encompasses the approaches discussed.

Barr, Robert, John, (1995) emphasized the transition of teaching to learning process for undergraduate education. (Chambers, Tony, 2002) analyzed the teaching paradigm for the development of faculty to help students in finding place and purpose. (Austin, Ann E., 2002), identified the need for creating the bridge to the future by preparing new faculty to face changing expectation in shifting.

RESEARCH METHODOLOGY

The nature of study will explain the levels to which the competency levels are developed in the teaching faculty. The data collected through questionnaire method. Both primary and secondary data were used. The data collected from 100 teaching faculty. The type of sampling technique employed was convenience sampling method of non probability sampling.

DATA ANALYSIS AND INTERPRETATION

Experience –Interpersonal skills

The analysis is done to check whether there is a significant difference in the level of interpersonal skills based on experience. To check the difference, one-way ANOVA is done. The null and alternate hypotheses are set and are follows.

Null Hypothesis:

There are no significant differences in the level of interpersonal skills based on experience.

Alternate Hypothesis:

There is a significant difference in the level of interpersonal skills based on experience.

The significant difference between the mean scores is analyzed. This is done by checking the results acquired in the one-way ANOVA test.

One-way ANOVA: Experience-Interpersonal skills

	Sum of Squares	Df	Mean Squares	F	Sig
Between Groups	25.358	1	20-236	27.955	.023
Within Groups	69.742	98	.890		
Total	95.100	99			

Source: Primary Data

The analysis shows the value of significance to be lesser than the level of significance which is 0.05.Hence the null hypothesis stating that there is no significant difference between the groups mean scores is rejected. The alternate hypothesis is accepted. Hence there is a significant difference in the level of interpersonal skills based on experience.

Experience-Adaptability:
The analysis is done to check the whether whether there exists any significant difference in the mean scores of the groups in the level of experience of the teaching faculty in the development of the Adaptability competency.

Null Hypothesis:
There are no significant differences in the level of Adaptability based on experience.

Alternate Hypothesis:
There is a significant difference in the level of Adaptability based on experience.

One-way ANOVA: Experience-Adaptability

	Sum of Squares	Df	Mean Squares	F	Sig
Between Groups	20.236	1	20.236	29.391	.006
Within Groups	67.474	98	.689		
Total	87.710	99			

Source: Primary Data

The analysis shows the value of significance to be lesser than the level of significance which is 0.05.Hence the null hypothesis stating that there is no significant difference between the groups mean scores is rejected. The alternate hypothesis is accepted. Hence there is a significant difference in the level of adaptability based on experience.

FINDINGS AND SUGGESTIONS

- The experience of the teaching faculty has significance in the development of inter-personal skills and adaptability in work area competencies.
- The behavioural competencies show very high level strong relationship between the developments of the competencies.
- A periodic evaluation of competency development can be carried out by the educational institutions.
- The management must also initiate developmental and training programmes for the faculties periodically.

CONCLUSION

The competency evaluation process conducted among the teaching faculty was aimed at analyzing and finding out key competencies in terms of behavioural aspects which play a significant role in effective performance. The study also intended to rate the faculty with more than one year experience. They also study reveals the levels to which competency is developed on an individual basis.

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