

Self-assessment of the Expected Competencies of Commerce Faculty in Arts and Science College in Coimbatore

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Abstract

Past research has shown that identifying the fundamental competencies required by an individual for a particular job is of greater importance than test scores or traditional intelligence. This paper focuses on the important competencies and level of competencies of faculty in arts and science colleges through self-assessment. This helps higher education institutions hire and develop its faculty to attain individual goals while keeping in line with the institution's objectives, thus improving efficiency and achieving higher productivity.

Keywords: *Competency, Faculty, Self-assessment, Teaching Proficiency, educational institution*

1. Introduction

In recent times, organisations are focusing on competencies and performance management of human assets in their organisation. This brings about a better understanding of the organisation's human resource needs, the skill and ability needed for the job, and also helps to understand the training requirements. In 1973 David C. McClelland published a paper, Testing for competency rather than for "intelligence", which brought about the competency movement that helped organisations to hire based on competencies rather than test scores or traditional intelligence. Job performance increases when the individual possesses the key competencies required for the specific job. ^[1]

Competency is the skill and ability to do something successfully and efficiently. Competency includes knowledge, skill, motives, self-concept, values, traits, etc. of which knowledge and skill are considered as the ones that can be easily acquired and developed. Knowledge is the information the person has on a specific content area. Skill is the ability

to perform a certain physical or mental task. Competency can be better explained by comparing it to an iceberg, where only one-ninth of the volume of the iceberg is seen above the water. Similarly, knowledge and skill are the visible competencies and the other competencies like motives, traits, self-concept, organization fit etc. are harder to change and are considered hidden.

Higher education institutions also need to emphasize on first identifying the competencies required by the faculty. This would help the institution hire faculty that are a better fit for the institution and thereby improve the efficiency and effectiveness of the faculty. Faculty are responsible for moulding the youth of India, hence they have to be motivated professionally to commit to the all-round development of the students and providing excellence in education.

A study by Tripathi P, Ranjan J, Pandeya T. , (2010) brings out that while most business organisations have assessed the competencies required and have brought out a model to define the required competencies for the effective functioning of the organization little has been done in the field of Academic Institutions. Academic Institutions also need a comprehensive system for competency based management (CBM) to meet the requirements of the fast-changing educational environment. Role of the faculty members are changing and the model will help in recruitment, career planning and faculty training programmes to help bridge the gap between current competency and required competency.^[2]

A study on the changing role of teachers by Irameet Kaur, Dr Charu Shri. (2015) analyses what are the competencies that a teacher should possess from the viewpoint of students and institutions. The data was collected from 300 under-graduate students of engineering, commerce, law, management, and art in Delhi NCR. The recruitment academic performance indicators of UGC was used to identify the competencies required from the institution's point of view. The students expect the teacher to be effective in imparting knowledge as well as a person who is approachable and friendly. The institution expects more as they focus on teaching effectiveness, administrative duties, research, and publication. Thus, the superior performance of the teacher depends on the high level of knowledge, skill and attitude competencies of the teacher.^[3]

While competency is made up of three main components: Knowledge, skill and attributes; this study only deals with the competencies of knowledge and skill. Knowledge and skill are easy to acquire and also change in an individual.

2. Statement Of The Problem

Extensive studies have been carried out in the field of competency mapping in most organisations but very little in the education sector. The present study would bring out the competency of faculty in the department of commerce in self-finance Arts and Science colleges in Coimbatore. Coimbatore has gained prominence in the education sector.

2.1 Objectives of the study

1. To study the socio-economic and job-related profile of the target faculty
2. To analyse the competencies expected for the faculty.
3. To examine the level of Knowledge and Skill competency of the faculty through self-assessment

3. Methodology

Using simple random sampling technique, 60 faculty working in the department of commerce in Arts and Science colleges in Coimbatore had been selected as respondents and the primary data had been collected from the respondents using a structured questionnaire. Percentage analysis has been used to examine the primary data. Secondary data for the study has been collected from various publications in journals, websites and books.

4. Analyses And Interpretation

4.1 Personal Profile

Table 1 shows the classification of the respondents based on their gender, age, income, qualification, designation, work experience, and the number of teaching hours of the faculty. The interpretations have been presented below.

Table 1: Personal Profile of Teaching Faculty

Particulars	Classification	No. of respondents	Percent
Gender	Male	15	25.0
	Female	45	75.0
Age	25-30 Years	24	40.0
	31-40 Years	30	50.0
	41-50 Years	6	10.0
Monthly income (Personal)	Up to 20,000	22	36.6
	20,001-30,000	31	51.6
	30,001-40,000	2	3.3
	Above 40,000	5	8.3
Qualification	Post-Graduation	3	5.0
	M.Phil.	33	55.0
	Ph.D.	24	40.0
Designation	Assistant Professor	59	98.3
	Associate Professor	1	1.6
Teaching Experience	1-5 Years	25	41.6
	6-10 Years	25	41.6
	11-15 Years	6	10.0
	> 15 Years	4	6.6
Number of teaching hours/week	10-15 hrs	1	1.6
	16-20 hrs	57	95.0
	21 hrs & above	2	3.3
Total	60		

(Source: Primary Data)

4.1.1 Gender: 25 per cent of the respondents are males and 75 per cent are female. There is a larger number of female faculty in Arts and Science Colleges of Coimbatore.

4.1.2 Age: It is noted from the above table that 40 per cent of the faculty are less than 30 years of age, 30 per cent are between the age group of 30 to 40 years, and 10 per cent are between the age group of 41 to 50 years.

4.1.3 Monthly income (personal): The personal monthly income of 36.6 per cent of the respondents are less than Rs.20,000 while 51.6 per cent of them earn in the range of Rs.20,000-Rs.30,000. 3.3 per cent of respondents earn in the range of Rs.30,000-Rs.40,000 and 8.3 per cent earn above Rs.40,000. 88.2 per cent of the respondents earn a monthly salary of less than Rs.30,000. The reason for the low level of remuneration maybe because the respondents are from self-finance department and are management paid faculty.

4.1.4 Highest Educational Qualification: Only 5 per cent of the faculty are postgraduates, 55 per cent are M.Phil. and 40 per cent are with Ph.D. Most of the faculty are M.Phil. and Ph.D. qualified faculty.

4.1.5 Designation: 98.3 per cent of the faculty are assistant professors and 1.6 per cent are associate professors. Most of the faculty are less than 40 years old, so the majority of the respondents are Assistant Professors.

4.1.6 Teaching Experience: 41.6 per cent of the faculty had teaching experience in the range of 1 to 5 years. 41.6 per cent of the faculty had teaching experience of 6 to 10 years. 10 per cent was in the range of 11 to 15 years and 6.6 per cent had a teaching experience above 15 years. Most of the faculty have teaching experience of less than 10 years and this corresponds with the fact that most of the faculty are less than 40 years old.

4.1.7 Number of teaching hours per week: The number of teaching hours for 1.6 per cent of the faculty was between 10 to 15 hours per week and a majority of the faculty, that is 95.0 per cent worked 16 to 20 hours per week. Only 3.3 per cent had a higher workload of 21 hours and above per week.

4.2 Competencies Of Faculty

The faculty ranked the important competencies essential for the faculty in the Department of Commerce in the order of importance. The most important competency was ranked one and the least important was given the rank of 10.

Table 2: Ranking of Competencies of faculty

Competency	Mean Rank	Percentage	Rank
Subject Knowledge	2.48	63.3	1
Teaching Ability	2.48	35.0	2
Communication Skill	3.11	33.3	3
Flexibility	7.01	25.0	8
Time Management	5.20	23.3	4
Intellectual Curiosity	6.48	21.6	6
Interpersonal Relationship	6.80	13.3	7
Sincere and Hardworking	5.86	15.0	5
Personal involvement in research/ Research skill	8.03	31.6	9
Awareness of industrial requirement	8.18	36.6	10

(Source: Primary Data)

Kendall's Coefficient of Concordance

Kendall's W	0.522
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Table 2 indicates that both Subject knowledge and Teaching ability have the same mean rank but subject knowledge has been ranked one by 63.3 per cent of the respondents with a mean ranking of (2.48). Teaching ability has been ranked second by 35 per cent of the respondents with a mean ranking of (2.48) and Communication skill third by 33.33 per cent of the respondents with a mean ranking of (3.11). Personal involvement in research/research skill and awareness about industrial requirement have the least ranking of nine and ten respectively.

The Kendall's W value of 0.522 indicates that there is a moderate level of similarity in the ranking order of the competencies made by the respondent.

4.3 Competency – Knowledge And Skill - Score

The competency score is the total of the self-evaluation made by the faculty on both competencies, knowledge and skill. Confidentiality was maintained for the data collected from the faculty through the questionnaires.

4.3.1 Knowledge Score

The knowledge score is a total of the self-evaluation made by the faculty on 6 items on a 5-point rating scale. The rating assigned is 5-excellent, 4-very good, 3-good, 2-fair, 1-poor for each of the items. Knowledge scores were found out by adding the ratings given for each of the 6 items.

Table 3: Knowledge Score of the faculty

S. No	Competency Level	Number	Percentage
1	High (30 - 24)	45	33.33
2	Medium (26 – 24)	25	41.66
3	Low (below 24)	15	25.00
	Total	60	100

(Source: Primary Data)

From table 3 it can be inferred that 33.33 per cent of the faculty have a high Knowledge competency with a self-evaluation total score of above 24. 41.66 per cent of the faculty have a moderate knowledge competency with the total score between (24 – 26). 15 per cent of the faculty have a low knowledge competency with a total score below 24. The mean knowledge score was 4.20.

4.3.2 Skill Score

The skill score is a total of the self-evaluation made by the faculty on 8 items on a 5-point rating scale. The rating assigned is 5-excellent, 4-very good, 3-good, 2-fair, 1-poor for each of the items. Skill scores were found out by adding the ratings given for each of the 8 items.

Table 4: Skill Score of the faculty

S. No	Competency Level	Number	Percentage
1	High (40 - 36)	33	55.00
2	Medium (35 – 32)	18	30.00
3	Low (below 32)	9	15.00
	Total	60	100

(Source: Primary Data)

From table 4 it can be inferred that 55 per cent of the faculty have a high Skill competency with a self-evaluation total score of above 36. 18 per cent of the faculty have a moderate skill competency with the total score between (35 – 32). 9 per cent of the faculty have a low skill competency with a total score below 32. The mean skill score was 4.42.

5. Conclusion

1. The study showed that the majority, that is 75 per cent of the faculty in self-finance college's, commerce department were females and most of the faculty were less than 40 years, with M.Phil. or Ph.D. 88.2 per cent earned an income less than rupees 30,000.
2. Subject knowledge, teaching ability and communication skill are the most important competencies required for faculty
3. Self-evaluation made by the faculty showed that the faculties possessed high level of Knowledge and Skill competencies.

6. References

6.1 Journal Articles

- [1] *Mc Clelland. (1973). "Testing for competence rather than for 'intelligence'." American Psychologist, 28, 1-14*

- [2] *Tripathi P, Ranjan J, Pandeya T. (2010). "PAKS: A Competency based model for an Academic Institutions". International Journal of Innovation, Management and Technology, Vol. 1, No. 2, pp. 214-219. June 2010 ISSN: 2010-0248*

- [3] *Irameet Kaur, Dr. Charu Shri. (2015). Effective teaching competencies - a compilation of changing expectations from students and institutions. Journal of Contemporary Research in Management Vol. 10; No. 1pp.57-71 Jan - March 2015*