

Competency Framework For College Teachers Of Arts And Science Colleges

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Abstract: *Teaching is a comprehensive concept which includes all activities to be carried out for organizing learning experiences. Teachers are directly responsible for operating educational system so they require strong and efficient educational competencies. Teacher's competencies must be reviewed and refined depending on the development of the whole life of human and education. This study has been undertaken to identify those competencies of college teachers in Arts and Science Colleges. A thorough study and extensive literature helped to identify three main competencies - Teaching competence, Managerial competence and Professional competence. A teacher to be competent he or she require Knowledge, Skills and Attitude which has been explained in various studies. In this study along with teaching competencies two more factors Managerial competence and professional competence with various variables like designing and implementing curriculum, counselling and career guidance, planning and guiding the project, Values and ethics, Updating knowledge were included. The framework of the competencies can help the teachers to know what they are lacking and they can take measures to enhance them. Colleges can create a model which would help them in Recruitment, Selection, Training and Development and Succession planning.*

Keywords: *Competency framework, Competencies, Teaching Competencies, College teacher competency*

1. INTRODUCTION

Teaching in colleges is marked by historic paradox: though institutions constantly talk of its importance, they evaluate faculty primarily on the basis of scholarly achievements outside the classroom. Teaching is what almost every professor does, but it seems to suffer from that very commonness. It occupies the greatest amount of most professors' time, but rarely operates at the highest level of competence. A paramount factor in the teaching learning system is the teacher. A sound educational system can flourish if two conditions are successfully met. First is the constant updating and enhancement in knowledge and skill of serving teachers and second one is equipping student teachers with befitting competencies and positive attitude towards profession. It is important to understand the qualifications which are necessary for a teacher to be effective in his work which are essential for successful teaching.

Although a great deal of studies has been done in field of competency mapping is often linked to industries and not much related studies have been done in the field of education

especially pertaining to Higher Education. The professors however do have the skill sets to teach and spruce the students. The competencies they possess do shape the destiny of the students. When they are competent enough they can also aid students to improve their competencies and thereby making them competent to face the real world. Correspondingly, questions such as “What should teachers be competent in?” “What tasks and competencies are teachers expected to possess?” and ultimately “What does it mean to be a good teacher?” have rarely been investigated (Koster, Brekelmans, Korthagen and Wubbels, 2005).

2. REVIEW OF LITERATURE

Dolmans and Vleuten (2004) conducted a study on development and validation of a framework for teaching competencies in higher education. The aim of the study was to develop and validate a framework of teaching competencies in student-centered higher education. The finding of study concluded that the integration of personal characteristics, knowledge, skills and attitudes was problematic. However, the results indicate in most domains, the items that are more intergrated and broadly defined were rated as more important than the more detailed items, which make them useful as a starting point for teacher evaluation.

Hoover and Patton (2004), listed two types of competences needed to differentiate curriculum and instruction: development competence and implementation competence. The first includes among others, process of curriculum development, curricular issues, planning according to age, grade and learning styles, related nature of content, materials, instructional strategies and instructional settings. The second type includes adapting strategies, materials relevant to student needs, collaboration skills, skills to modify and adapt instruction, cognitive strategies and study skills and their use in curriculum.

Monica et al., (2008) described that competencies are emerging as a new learning paradigm, where approaches centered on the learner are increasingly important. The process was carried out for the identification of its own generic competencies map explaining its connections between learning outcomes, levels, descriptors, credits, methodology, learning activities and assessment.

Santanu Basu and Rita Basu (2011) in their study on competency factors of B-school Teachers in Kolkata say that Human Competencies are becoming a frequently-used and written-about vehicle for organizational applications. It is also obvious that for the growth and development of organization there is a need to identify the competencies required to perform successfully a given job or role or a set of tasks at a given point of time or in other words mapping of competency. Academic departments operate largely in an informational vacuum when it comes to knowledge about the standards, staffing practices, resources, research expectations, and so forth of departments in their discipline. Apart from that the change in patterns of education governance is not complete, and is uncertain of outcome. Also, that additional pressure for education standards has come from the public interest and industry requirement in overall higher achievement. In view with this, in the study core competency areas for the postgraduate B-School teachers were considered for subject of investigation. Core competency factors were identified from literature survey and perception through free and open interaction with the final semester students of management. On the basis of those, questionnaire was prepared and face validity was

determined. Through judgment sampling faculty of different management schools were selected for primary data collection. It was found that competency for teaching in B-school can be in two significant core areas viz. experience and job itself. This study will help the B-School management to develop their own procedures for selecting and determine the level of riders for generation of standard output by the B-school teachers.

Bakhru, Sanghi and Medury (2013) in their paper “A principal component analysis of teaching competencies required for management education” dwell on emerging challenges in the education sector and the dire need for integration of education with corporate sector. The authors identified 63 teaching competencies through literature review Research design used was survey and tool used for data collection was structured survey questionnaire. The sample size was 194 management teachers. The objective was to determine the hidden or latent characteristics and relationships between 63 competitors. The respondents were supposed to rate the importance of 63 identified competencies on a five point rating scale of importance. The instrument was tested on reliability, sample size adequacy. The data was subjected to factor analysis using Principal Component Analysis. PCA analysis revealed that 16 components could be extracted as their respective eigen value were greater than one Thus the value of this study lies in its bringing together of various teaching competencies found in fragmented literature and reducing it to 15 competency areas. This work would go a long way in forming the foundation of recruitment, training and performance appraisal of Management faculty members.

Blaskova et al., (2014) developed a competency model of university teachers based on student feedback. Apart from the positive competencies, their study also explored the various negative characteristics that students do not desire in their teachers. Their competency model presented the positive and negative behavior indicators that defined a particular desired competency. The major headings in their competency model were professional competence, educational competence, motivational competence, communicational, personal, science and research competence and publication competence.

Suma Devi and Anupama Thomas (2016) in their study “Competency mapping of skill and ability among b-school educators - An empirical study” found that personal factors like age, qualification and work experience affect the competency of ability and skill of the educators and most of the respondents had teaching experience of over 5 years. Industrial experience does not add to the skill competency of the educator but helps enhancing the skill of the students.

3. OBJECTIVES OF THE STUDY

1. To develop a competency framework for the college teachers.
2. To suggest measures aimed at enhancing the competencies of college teachers to meet the demands of the prevailing situation.

4. METHODOLOGY

The design used for the study is Descriptive Research design The Questionnaire had two scales, Competency scale which was developed by referring an interview guide (Munene,

Bbosa, and Obonyo, 2003) and (Reema and Anitha, 2014). The items for each variable were carefully analyzed, modified as per the relevance of the study and 58 statements were finalised to measure the variables. The scale measures the three types of competence, namely, professional competence, teaching competence and managerial competence required for an educator of higher educational sector. The organisational commitment Questionnaire (OCQ) developed by Meyer and Allen (1990) with 22 items, was tested for reliability and was used to measure the level of commitment. The reliability coefficient of the commitment questionnaire was 0.789.

The professional competences comprises knowledge and skill, values and ethics and updating the knowledge. The teaching competence comprises of knowledge and skill, evaluation of student output, research and publication, and student teacher relationship. The managerial competence consist of designing and implementing curriculum, career guidance and counseling, planning, organizing and guiding the project. A disproportionate stratified random sampling method was used to draw the sample. A total number of 311 samples were collected from the various Arts and Science colleges in Tiruchirappalli. Factor Analysis was used.

5. ANALYSIS AND INTERPRETATION

Extraction Method: Principal Component Analysis.

	Initial	Extraction
Knowledge and Skills	1.000	.550
Evaluation of Student Output	1.000	.450
Research and Publication	1.000	.469
Student Teacher Relationship	1.000	.634
Knowledge and Skills	1.000	.549
Values and Ethics	1.000	.559
Updating the Knowledge	1.000	.551
Designing and Implementing Curriculum	1.000	.608
Career Guidance and Counselling	1.000	.562
Planning, Organizing and Guiding the Project	1.000	.354
Affective	1.000	.593
Continuance	1.000	.771
Normative	1.000	.715

Component	Initial Eigenvalues			Sums of Squared Loadings			Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.792	36.862	36.862	4.792	36.862	36.862	4.616	35.505	35.505
2	1.519	11.685	48.547	1.519	11.685	48.547	1.590	12.231	47.736
3	1.054	8.111	56.658	1.054	8.111	56.658	1.160	8.922	56.658
4	.962	7.399	64.057						
5	.712	5.476	69.533						
6	.635	4.887	74.420						
7	.589	4.534	78.954						
8	.567	4.362	83.316						
9	.561	4.314	87.630						
10	.459	3.530	91.160						
11	.439	3.376	94.536						
12	.380	2.920	97.456						
13	.331	2.544	100.000						

Extraction Method: Principal Component Analysis.

Component Transformation Matrix

Component	1	2	3
1	.975	.185	.124
2	-.137	.937	-.321
3	-.176	.296	.939

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization

Factor 1	Factor 2	Factor 3
Knowledge and Skills	Affective commitment	Continuance
Evaluation of Student Output	Normative commitment	
Research and Publication		

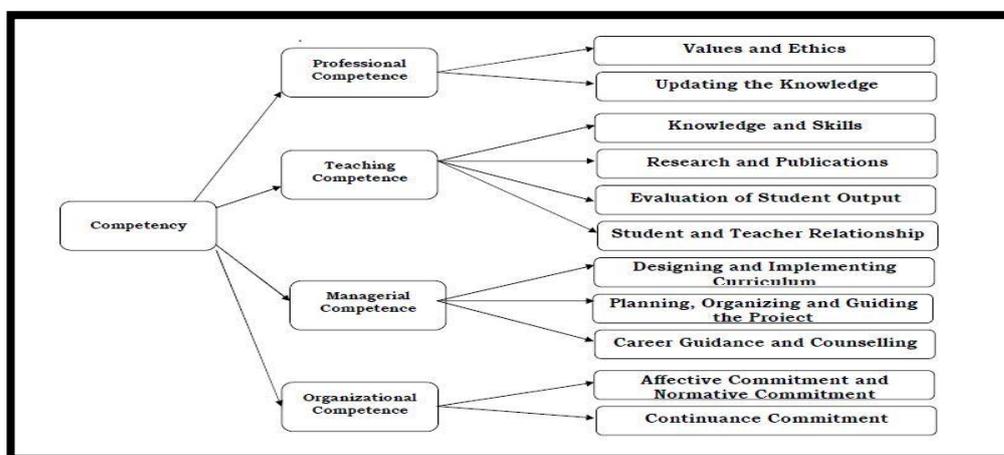
Student Teacher Relationship		
Knowledge and Skills		
Values and Ethics		
Updating the Knowledge		
Designing and Implementing Curriculum		
Career Guidance and Counselling		
Planning, Organizing and Guiding the Project		

Factor 1 is a combination of the sub- variables of the various competences like Teaching, Managerial and Professional. These factors are all related to the competencies and hence can be grouped as “Competencies”.

Factor 2 is a combination of the Affective and Normative commitment. National Council for Teacher (1998) has also described a relationship between teacher competence and commitment and has a great impact on quality education. Rikards (1999) was also found the same result that teacher competence and commitment are associated with each other.

Factor 3 is represented by only continuance commitment and it may influence the competency to some extent. According to Manning and Patterson (2005), teacher competence and commitment are connected with each other and essential for quality education. Kurt (1973) also found the same result that competence and commitment are highly correlated to achieve the quality education. Anita and Reema (2014) Teaching competencies have positive significant impact on continuance commitment. The other competencies (professional and managerial) have negative impact on continuance commitment. About 19.3% of continuance commitment is predicted by competencies.

Fig 1 Competency framework derived from the present study



The contemporary framework for teacher usually consists of knowledge, skills and attitude.

In this study three major competencies were considered namely professional, teaching and managerial.

Teachers mainly give importance to Teaching competence and so previous models were pertaining to teaching competencies alone and did not give much importance to professional and managerial competencies.

Also in this framework commitment of teachers towards their institution seem to influence the competency.

Hence, this framework which enlightens the prerequisite competencies can be used to in Colleges to find right person for the right job, training and development and succession planning.

6. CONCLUSION

Competency of teachers assumes a lot of importance in today's scenario for there is a rise in the number of institutions and students thronging in to the higher education institutions. The teachers play an imperative role in mentoring the students and also put to use their knowledge and skill to develop themselves and also produce students who are ready to face the challenges of the society.

Major contribution of the study is the development of competency framework for those who work in Arts and Science colleges. The knowledge, skills, values and ethics will enhance the quality of education. Thus this study contributes to the education institutions in enhancing the competencies of a teacher, selecting a right teacher for a right job and ensuring that the human resource based activities like training, development, performance appraisal and succession planning is based on the right set of competencies.

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