

Competency Mapping of Skill and Ability in higher Educators With Reference To the Faculty of Post Graduate Colleges

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Abstract : In emerging era the recent recruitment policies of organizations are focusing more on matching competencies with the job to perform more effectively through required skills, knowledge. Competency identification is an important tool for the process of selection, recruitment, Training and development, Performance appraisal. This so called practice is not been implemented by so many educational institutions. In competitive environment educators have to play multiple roles and unique challenges in the process of teaching .This paper concentrates more on the gap identified between the existing skills and required skills based on different parameters. In this study the primary data collected through a structured questionnaire from the faculty of various post graduated courses by taking 50 as sample size and secondary data collected from various journals, prescribed text books.

Keywords - Competency, skill gap, Improving Efficiency and higher educator

I. INTRODUCTION

Human resources are in the progress of organization growth where skills and abilities plays major role. This process starts with acquisition of talented human resources followed by development and maintenance of them. It enables the existing human resources competent to deal with the tasks assigned to them. Whereas recruitment process confines only to select a candidate based on few parameters to a particular job but extension of this process does not provide any opportunity to map the competencies with the existing job. Competency mapping is one of the most accurate means in identifying the job and behavioral competencies. Competency mapping is process of identifying key competencies for a company and job and functions of it. A well managed organization should have well defined roles and list of competencies required to perform roles effectively. Now a days education sector more is transformed as business sector and is subject to pressure of marketplace .According to Brown & Duguid 2000 changes in education sector made institution to think like business. A Competency model describes the combination of knowledge, skill, characteristics needed to effectively perform role in an organization and is used as a HR tool for selection, training and development, appraisal and succession planning

II. REVIEW OF LITERATURE

Higher education of any country will always play a key role in development. In this perspective educational institutions should concentrate and focus on competency development in skill and ability of post graduate faculty to render their roles properly. This strengthens the statement given by NAAC (2003). If we benefit from huge investment that we have made in education our teachers must be enabled and motivated to commit themselves personally and professionally to all round development of students.

Chandan Maheshkar 2015 states that competency mapping scale not only help institutions by providing blue print for the entire behavioral scope that fabricate excellent performance but also useful tool to guide University teaching personnel development. Devakar G.A 2013 states that objective of competency mapping is to understand the competencies required to fulfill the job role requirement and institutional performance and assess determination of ones strengths as an individual worker and in some cases as part of institutions. It actually examines Emotional Intelligence, Individual Strength in areas of structure, leadership and decision making. Dr ShwetaTiwari, (mishra) (2012) [2] in the study "Skill, Competency and Employability through Business Education" has examined industrial competency requirement and the current skill of the students. . Education and training systems are to provide the skill required in the ever-changing global environment and help improve individual and corporate performance. For this, there should be a skill-based curriculum and appropriate training provided to the faculty members to improve their skills and competency. Statement of the problem: Many studies have been conducted in the area of competency mapping in most of the organizations but very little in higher education especially in teaching community who are dealing with post graduate courses. The present study will bring out the competency of skill and ability in post graduate college faculty at Vizianagaram in north coastal Andhra Pradesh. Vizianagaram popularly known as vidyanagar having its own significance in promoting and providing higher education in backward areas of north coastal Andhra Pradesh. Hence the present study is conducted in post graduate colleges vizianagaram .

Objectives of the study

- To analyze the demographic socio economic profile of the respondents.
- To study the level of ability competency among the target group.
- To study the level of skill competency among the target group.

III. METHODOLOGY

Using simple random sampling technique a sample of 50 teaching faculties working in various Post Graduate colleges in Vizianagaram have been selected as respondents and the primary data have been collected from the respondents using a structured questionnaire. Statistical tools namely Percentage analysis and Analysis of variance (ANOVA) have been used to examine the primary data. Secondary data for the study have been collected from various publications in journals, websites and books.

Analyses and Interpretation

Personal Profile

Table 1 shows the classification of the respondents based on their gender, age, qualification, designation, type of institution, publications, work experience and teaching.

Table 1: Personal Profile of Teaching Faculty

Particulars	Classification	No. of respondents	Percent
Gender	Male	30	60
	Female	20	40
	Total	50	100
Age	25-30 Years	2	4
	31-40 Years	36	72
	41-50 Years	7	14
	51-60 Years	3	6
	Above 60	2	4
	Total	50	100
Qualification	Post Graduation	2	4
	NET/SET	21	42
	M.Phil	6	12
	Ph.D	21	42
	Total	50	100
Designation	Assistant Professor	30	60
	Associate Professor	14	28
	Professor	6	12
	Total	50	100
Teaching Experience	2-5 Years	15	30
	6-10 Years	15	30
	11-15 Years	14	28
	> 15 Years	6	12
	Total	50	100
Publications	Nil	5	10
	1-2	12	24
	3-5	15	30
	5-10	8	16
	>10	10	20
	Total	50	100

From the above table 1 it is proved that 60% of the respondents are male and 40% are female, 90% of the respondents are in the age group of 30-50 years 42% of the respondents are Ph.D holders, all the remaining respondents are working in private institutions which are unaided, 70% of the respondents have work experience of above 10 years, 90% of the respondents have published papers in various international/national journals.

Analysis of Variance

Self assessment of post graduate educators was conducted to understand the level of skill and ability based on different ratings like Excellent, good etc in their respective relevant areas and data was collected.

Table 2: ANOVA for Ability- Competency

Particulars		Mean	S.D	No.	Test result
Age	25-30 years	4.56	0	2	Ho is Rejected
	31-40 years	4.21	0.268	36	
	41-50 years	4.16	0.505	7	
	51-60 years	4.44	0.064	3	
	Above 60 years	4.56	0	2	
Qualification	post-graduation	4.46	0	2	Ho is Rejected
	NET/SET	4.44	0.0365	21	
	M.Phil	4.28	0.251	6	
	Ph.D	4.14	0.365	21	
Teaching Experience	2-5 years	4.56	0.449	15	Ho is Rejected
	6-10 years	4.25	0.449	15	
	11-15 years	4.22	0.445	14	
	> 15 years	4.18	0.251	6	

H₀: There is no significance difference between the personal and demographic factors of the respondents like age, qualification and work experience and skill competency of the faculty of post graduate college. It is observed from the above table that the calculated values are higher than the table value, at 5 percent level of significance. Since the calculated values are higher than the table value it is inferred that age, qualification, work experience in teaching play an important role in the ability competency of Post graduate Educators. Hence, the null hypothesis is rejected.

Table 3: ANOVA for Skill - Competency

Particulars		Mean	S.D	No.	Test result
Age	25-30 years	4.00	0	2	Ho is Rejected
	31-40 years	4.23	0.358	36	
	41-50 years	4.16	0.627	7	
	51-60 years	4.50	0.58	3	
	Above 60 years	4.60	0	2	
Qualification	post-graduation	4.42	0	2	Ho is Rejected
	NET/SLET	4.35	0.427	21	
	M.Phil	4.32	0.479	6	
	Ph.D	4.16	0.428	21	
Teaching Experience	2-5 years	4.00	0.270	15	Ho is Rejected
	6-10 years	4.31	0.27	15	
	11-15 years	4.21	0.604	14	
	> 15 years	4.16	0.397	6	

H₀: There is no significant difference between the personal factors of the respondents like age, qualifications and work experience and skill competency of the faculty of Post graduate colleges.

It is observed from the above table that the calculated values are higher than the table value, at 5 percent level of significance. Since the calculated values are higher than the table value it is inferred that age, qualification, teaching experience play an important role in the skill competency of PG Educators. Hence, the null hypothesis is rejected.

IV. CONCLUSION

The study showed 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. Irrespective of these industrial experience and research in different areas may have significant impact on performance.

Suggestions:

The following are the recommendations given by some of the faculty during the survey.

1. Faculty should have a self assessment about their performance and qualification.
2. Self assessment should be done on creative activities with reference innovative methods of teaching according to the time and situation and demand.
3. Faculty should sharpen their skills in involving themselves in research activities and to publish at least one article in an academic year in reputed journals.
4. Faculty should get higher education by getting Ph.D.
5. Attending more FDPs and conferences in their respective fields will sharpen their skills and to update knowledge.

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