



# A STUDY ON MANAGERIAL AND PROFESSIONAL COMPETENCIES OF FACULTY IN MANAGEMENT INSTITUTES IN PUNE CITY

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## ABSTRACT

Education is the most powerful instrument whose effectual use requires the strength of will and committed work. This study was undertaken to identify the prevalent managerial competencies of faculty members in Management Institutes in Pune City. Extensive literature helped to identify three main competencies for college teachers: Teaching competence, Managerial competence, and Professional competence. The managerial competency sub-factors include the design and implementation of educational software and career guidance. The findings of this research provide a model that would help institutions in Recruitment, Selection, Training and Development, and Succession planning.

**Keywords:** Faculty Competencies, Management Education, Professional Competence, Higher Education, Managerial Competency.

## INTRODUCTION

Teaching involves more than imparting mere knowledge alone; it includes creating awareness, arousing interests, and inculcating ethics. The quality and effectiveness of teaching have been a prime duty among education policy makers. Superior training requires teacher excellence, ability, and personality, which are actually of paramount importance. These educator skills influence institutional qualifications, practices, and objectives. The faculty member's executive function is to plan, implement academic programs, pursue career paths, and advise, organize, coordinate, and manage the curriculum. Therefore, there is a necessity to understand these competencies, which have become multidimensional.

## LITERATURE REVIEW

Prior investigations have established the foundation for competency studies in higher education. Whitty (1996) defined talented health to include knowledge of the educational programs, guidance frameworks, and understanding of the trainer's profession. Tigelaar, Dolmans, and Wolfhagen (2004) conducted a review of activities and form approval to demonstrate advanced training skills, noting that the location of the study indicated that a mix of character traits, know-how, skills, and prospects was becoming risky.

Specific research focusing on management education is highly relevant. Preeti Nair (2017), in a study protected by the opinion of 358 professors training in selected MBA foundations in Gujarat, identified both academic skills and nine items as variables that influence them. These influencing variables were grouped under three essential components: male or female, authoritative, and associated with work. Managerial competence in educational organizations may not be directly related to classroom management but indirectly helps in the teaching process.

## OBJECTIVES OF THE STUDY

1. To study the prevalent level of competencies (Teaching competence, Professional competence, and Managerial competence) of the faculty members in Management Institutes in Pune City.
2. To know about the impact of the socio-demographic profile (e.g., gender, experience) on Managerial competence.

## HYPOTHESES

1. There is a significant correlation between the years of professional experience of management faculty and their managerial competency.
2. There is a significant difference between the gender of the management faculty with regard to their managerial competency.

## METHODOLOGY

The research project adopted a descriptive curriculum (descriptive research design). The methodological approach used an unbalanced layout applied to the unusual examination approach.

- Population and Observations: The study focused on faculty members in Management Institutes in Pune City.
- Tool: A structured questionnaire was utilized. The tool was designed to measure three types of competencies: Teaching competence, Professional competence, and Managerial competence. Managerial ability specifically includes planning and implementing educational software, career path and advice, organization, coordination, and work management.
- Analysis: The Z-test was used to determine differences between gender groups, and correlation values (P-values) were used to test relationships with experience.

**ANALYSIS AND INTERPRETATION****Prevalent Level of Competencies (Table 1)**

The study assessed the average rating for the three core competency factors:

<b>Factors</b>	<b>Mean (Out of 5)</b>
Teaching competence	3.87
Professional competence	4.48
Managerial competence	4.59

The table indicates that the Managerial competence factor had the maximum average rating ( $m=4.59$ ). This is followed by Professional competence ( $m=4.48$ ) and then Teaching competence ( $m=3.87$ ). The general impression of the three types of competency reflects that respondents were particularly certain of being close to the administration's potential views.

**Correlation between Experience and Managerial Competence (Hypothesis 1)**

The correlation between professional experience and managerial sub-factors was tested:

<b>Managerial Competencies Sub-Factor</b>	<b>Correlation Values</b>	<b>Statistical Inference</b>
Experience and their Designing and Implementing Curriculum	0.112	Significant ( $P<0.05$ )
Experience and their Career Guidance and Counselling	0.051	Not Significant ( $P>0.05$ )
Experience and their Planning, Organizing and Guiding the Project	0.092	Not Significant ( $P>0.05$ )

The analysis shows that teaching experience influences the way faculty design and implement curriculum, which may be due to the fact that with experience comes knowledge. However, the hypothesis that overall experience is significantly related to Career Guidance and Counselling or Planning, Organizing and Guiding the Project was not supported ( $P>0.05$ ).

**Difference between Gender and Managerial Competence (Hypothesis 2)**

The statistical difference between male and female faculty regarding managerial competence was examined:

<b>Sub-Factor</b>	<b>Male Mean</b>	<b>Female Mean</b>	<b>Statistical Inference (Z-value)</b>	<b>Result</b>
Designing and Implementing Curriculum	39.08	40.13		$Z=-0.074$ Not Significant ( $P>0.05$ )
Career Guidance and Counselling	26.61	30.12		$Z=-1.362$ Not Significant ( $P>0.05$ )
Planning, Organizing and Guiding the Project	7.41	6.61		$Z=-1.636$ Not Significant ( $P>0.05$ )

Overall Competence	Managerial		76.19		79.99		Z=-0.811	Not Significant (P>0.05)
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The table clearly indicates that there are no major differences in management skills with regard to the gender of the faculty. This finding is consistent with external research that states there is no major link between male and female teachers' management skills.

## CONCLUSION

The role of teachers has become multidimensional, requiring command over definite skills concerned with classroom management, handling academic issues, and using technology for teaching. The concept of the teacher as manager is established as a noteworthy one in successful teaching. This study affirmed the critical components of faculty roles in management education. The prevalent level of competencies showed that Managerial competence (m=4.68) was rated highest by faculty.

The analysis demonstrated that the overall managerial competence does not significantly differ based on the gender of the faculty ( $P>0.05$ ). Furthermore, while Teaching experience showed a significant connection with Designing & Implementing of Curriculum ( $P<0.05$ ), it did not show a significant correlation with the more general managerial functions like Career Guidance and Counselling. These insights highlight the necessity of focused interventions and professional development programs designed to address specific skill domains and improve teaching competencies.

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