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# AN INVESTIGATION ON THE EFFECT OF TEACHER COMPETENCIES ON JOB PERFORMANCE

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## ABSTRACT

Competency is the "Benchmark of performance" for academicians to operate more effectively and efficiently. Hence assessing competency has become more focus. This paper makes an attempt to explore competencies required for teachers in higher education sector and its impact on Performance effectiveness. Four competencies are identified i.e., Academic competencies, Behavioural competencies, Research competencies and Managerial competencies and their impact on Performance effectiveness were analyzed using SPSS Software. The study sample consists of 514 respondents. Data were analyzed by employing Confirmatory Factor Analysis using AMOS 20 with maximum likelihood estimation in order to check whether proposed model is equal to the Observed model.

**KEYWORDS:** Competencies, Performance effectiveness, Measurement Model and Model fit indices.

## INTRODUCTION

Competencies become a salient feature of many people management policies & practices. But the application was limited to few HR functions which need to be emphasized. (Vanka Sita & Anitha Pinapati, 2013). Competency mapping is not a reward and it is not only meant for confirmed employees and it can also be done for people who seek employability. So that they can assess their skills and make up gradation on specific skill which would make them more valuable to a potential employer. (Dr.P.Suguna & T.Tamilselvi, 2013). The term 'competency mapping' still remains an unexplored process and many studies has not been done on Competency mapping in higher education sector. (V.Raji Sugumar, 2009). There are many variable that influence competencies such as Trait, Ability, Attitude, Skill & Knowledge. These competencies on individual has a strong effect on their overall performance & results in key

performer in the organization. Therefore organizational goals and objectives can be achieved when individual posses these competencies ( J.Anitha, Reema P.M, 2014). They are Analytical & Problem solving, Conceptual thinking, Mental skills, Communication skills, Knowledge & information orientation, Emotion handling, Self Dependence & confidence, Adaptability, concern for standard, being open and receptive, Planning and Organizing, Interpersonal management, Impact & influence, Discipline & Delegation and Occupational attachment & organizational settings ( Mr.Kanupriya Misra, M.Bakharu, 2015).

## REVIEW OF LITERATURE

'Competency' refers to behaviors that an individual needs to demonstrate, while the term 'Competence' refers to standard of performance (Hoffmann, 1999). 'Competency Management' is HR activities aimed at optimizing the development and the use of employee competencies to increase

individual and organizational effectiveness (Van Beirendonck, 1998). If Competency Mapping is successfully implemented and embedded can bring lot of advantages for the organization (Becker & Huselid, 1999). ‘Teaching competency’ is a professional expertise which a teacher posses and believed to be relevant to the successful teaching practices. Competencies required for teacher in higher educational sector are Academic Competency, Behavioral Competency, Professional Competency, Research Competency and Managerial Competency.

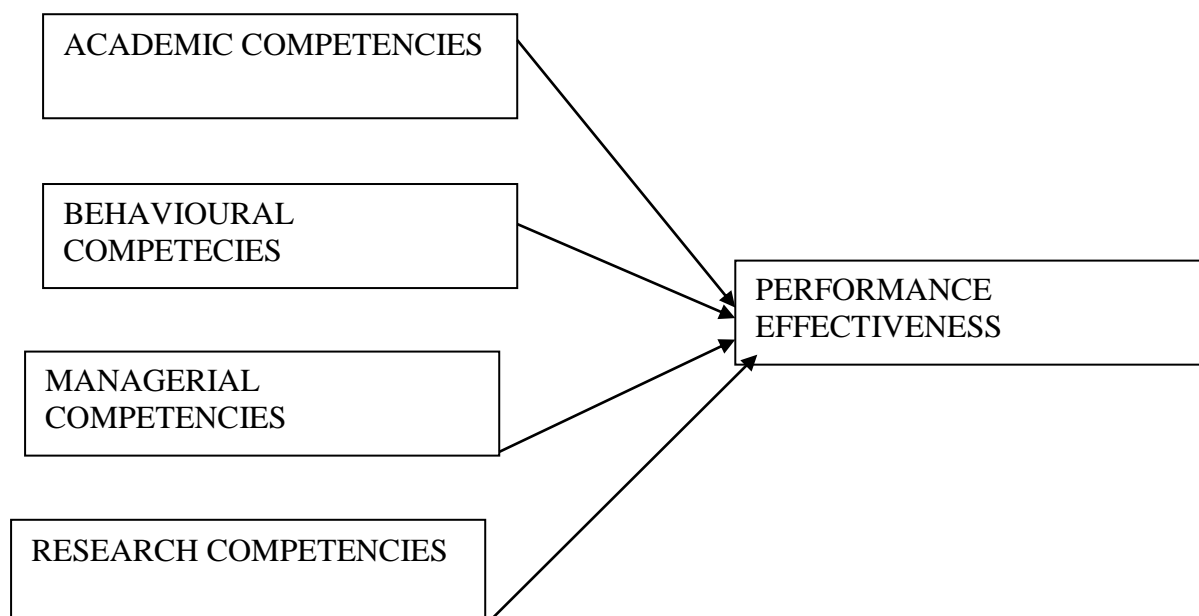
Successful teacher requires qualities like quick thinking, ready wit, easy adaptability and humor sense (Banerji, 1956). Effective teachers were characterized by higher level of differentiation and integration in their cognitive and perceptual functioning. They have a good imaginative and original thinking (Bhagoliwal, 1982). According to Hamdan et al (2010) the dominant competency of the teachers was in concern for school scales followed by skills, concern for self and concern for students. Passi and Lalitha (1976) identified twenty one teaching competencies in Indian situation. These twenty one teaching competencies are grouped under Planning skills, Presentation skills, Managerial skills, Closure skills and Evaluation Skills. Ing. Katarína Krajcovicova, Ing. Milos cambal, CSc. (2012) defined a managerial competency is an aid to achieve both the mission and vision in creation of values and improve performance and development of their own people. Kanupriya M. Bakhru, Dr. Seema Sanghi, Dr. Y. Medury (2013) identified fifteen management teaching competency area. They are Analytical & Problem Solving, Conceptual Thinking, Mental Skills, Communication Skills, Knowledge and information orientation, Emotion Handling & Persistence, Self Dependence & Confidence, Adaptability, Concern for Standard & Achievement, Being open &

receptive, Panning & Organizing, Interpersonal Management, Impact & influence, Discipline & Delegation and Occupational Attachment & Organizational Setting.

The linkage between competency and job performance is addressed by Boyatzis in “Model of Effective Job Performance” (1982: p. 13). This model specifies that effective action, and therefore performance, will occur when all three of the critical components, i.e. organizational environment, job demands, and an individual’s competencies, are consistent or fit. This means that if any one or two of those components are inconsistent and do not correspond with each other, then ineffective behaviour or inaction will result.

Many researchers believe that competency is one of the determinants in performance. Using factor analysis and the structural equation method, Wang and Chen (2002) found that managerial traits, managerial skills of managers have a close relation to job performance. Song (2008) examined the relationship between competency and job performance of teachers in colleges and universities, and found that interpersonal interaction, virtues, knowledge and skill show statistically significant effects in predicting job performance, and interpersonal interaction, knowledge and skill show statistically significant effects in predicting taskperformance; interpersonal interaction and virtues show statistically significant effects in predicting job-dedication and interpersonal-facilitation. There is no significant correlation between competency and each factor of job performance, but competency may predict taskperformance and contextual performance. Researchers examined the influence of job performance based on different factors of competency, and some researchers examined the influence of competency on job performance from dynamic perspective by introducing intermediate variables

### THEORETICAL FRAMEWORK



## RESEARCH METHODOLOGY

Questionnaires were distributed to 514 Academicians in Arts and Science Colleges. The questionnaires were designed using a five- point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Data were analyzed by employing Confirmatory Factor Analysis using AMOS 20 with maximum likelihood estimation in

order to check whether proposed model is equal to the Observed model. The proposed study is descriptive in nature. The scales of the instrument were reliable and the instrument was fit. Due to the acceptable levels of Cronbach's alpha, no item was dropped from the survey questionnaire. Statistical tool used in the study is Confirmatory Factor Analysis.

Rotated Component Matrix <sup>a</sup>					
	Component				
	1	2	3	4	5
interested to work productively as a member of the university/ college & department communities	.837				
interested in promoting & coordinating special projects in the community	.806				
interested in receiving grants from funding agencies	.798				
interested to deliver good results	.788				
Cool in conflict situation		.793			
Strict discipline and complinace with orders		.790			
Emotional stability		.723			
Aware of current life situation		.708			
completion of work before deadline			.879		
Teaching till the students get the concept clear			.847		
Thoroughness and accuracy in accomplishing a task			.811		
Interested to present papers				.852	
Capable of editing books& articles				.822	
Attend teaching, learning and professional conference				.815	
breaking down complex task into manageable parts					.816
Handling risk and uncertainty					.777
Resolve conflict using desired degree of cooperativeness					.771
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 5 iterations.					

As shown in *table*, factors emerged with no cross-construct loadings, indicating good *discriminant validity*. The instrument also demonstrated *convergent validity* with factor loadings exceeding 0.5 for each construct. The magnitude of the factor loading should be equal to or greater than 0.5 for adequate individual item reliability, providing support for convergent validity [Bagozzi and Yi (1989)]. Consequently, these results confirm that each of the FIVE constructs is unidimensional and factorially distinct and that all items used to operationalize a particular construct is loaded onto a single factor.

## MEASUREMENT MODELS

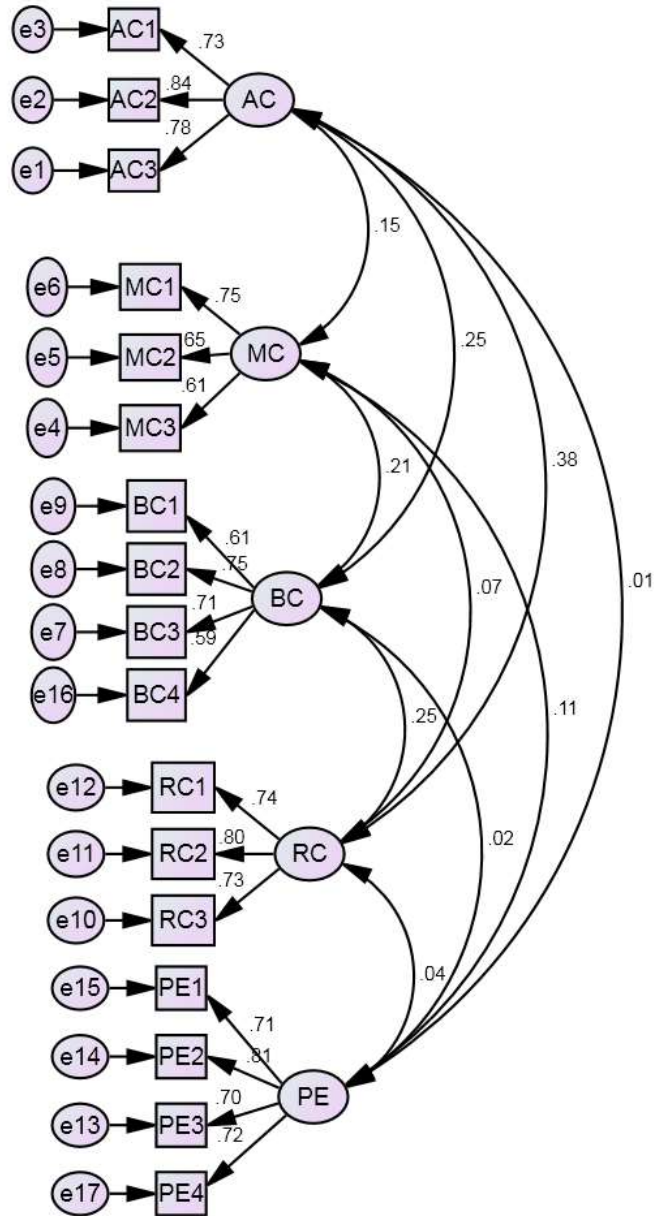
As recommended by Jöreskog (1993), Castaneda (1993), and Anderson and Gerbing (1988), a two-step structural equation modelling procedure was employed in this study for estimating parameters: a measurement model followed by a structural model. The measurement model is a confirmatory factor analysis (CFA). The

purpose of the measurement model is to specify the relationships between observed variables and latent variables. Further, the structural model specifies the relationships among latent variables. It specifies which latent variables directly or indirectly influence changes in the values of other latent variables in the model (Schumacker and Lomax, 2004).

The CFA using the AMOS program focused on the five latent variables (Academic competencies, Behavioral competencies, Research competencies, Managerial competencies and Performance effectiveness). The CFA provides an assessment of the reliability and validity of the observed variables for each latent variable (Jöreskog and Sörbom, 1989). All the measurement models were over identified and the Maximum Likelihood estimation method was used for estimating parameters. Two procedures were used to test the fit of the measurement model: the fit of individual parameters and the fit of the entire model. To test the fit of the individual parameters,

two steps were used. The first step was to determine the feasibility of their estimates values. The second step in evaluating the fit of the measurement model was to assess the fit of the entire model. The AMOS program provides a number of fit indices. However, this study used the following major indices as recommended by Byrne

(1998). These were the Chi-square ( $\chi^2$ ) test, the Normed chi-square ( $\chi^2/df$ ), Goodness-of-Fit index (GFI), Adjusted Goodness of-Fit Index (AGFI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA).



**MEASUREMENT MODEL****Assessment of goodness of fit**

Types of constructs	Cut-off	Obtained
CMIN/df	≤ 2-5	2.138
Comparative fit index (CFI)	≥ 0.95	.954
PCLOSE	>.05	.706
Root mean squared error of approximation (RMSEA)	≤ 0.08	.047
TLI	> 0.90	.936
NFI	> 0.90	.918

Source: Hair et al. (1998, 2010), Byrne (2001, 2010), and Ernest et al. (2008). Hu and Bentler (1999).

Comparative of Fit index (CFI) .954 against the recommended value of above 0.95, The Normed fit Index (NFI) .918 as against the recommended value of above 0.90 and Tucker Lewis Index (TLI) .936 as against the recommended value of above 0.90. RMSEA is 0.047 and is well below the recommended limit of 0.08 and PCLOSE is also well above the recommended limit of 0.05 at 0.706.

**CONCLUSION**

Hence the model shows an overall acceptable fit. The model is an over identified model. The confirmatory factor analysis showed an acceptable overall model fit and hence, the theorized model fit well with the observed data. It can be concluded that the hypothesized five factor CFA model fits the sample data very well.

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