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COMPETENCY SKILL OF TEACHER TOWARDS JOB ENGAGEMENT

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ABSTRACT

Competency is the “standard of performance” is now expected from academicians to operate more strategically and efficiently. Hence competency mapping has become more emphasized. However empirical research has a gap between theory and practices. The conceptual framework for the study was arrived at after incorporating major construct previously identified in the literature. This paper makes an attempt to explore competencies required for teachers in higher education sector and its impact on job engagement. The aim of the study was to measure competency of teacher and its linkage with Job Engagement. Four competencies are identified i.e., Academic competencies, Behavioral competencies, Research competencies and Managerial competencies and their impact on Job engagement were analyzed using SPSS Software. Data is collected through Structured Questionnaire. A total of 150 structured questionnaires were collected to examine the data. The result identified that Job Engagement is influenced by the Academic Competencies, Behavioural Competencies and Managerial Competencies. Research Competencies does not influence Job Engagement. The result would help the academicians to develop required competencies for teaching which leads them to enhance Job Engagement.

KEYWORDS: Academic Competencies, Behavioral Competencies, Research Competencies, Managerial Competencies & Job Engagement.

INTRODUCTION

Identification of competency has become more focused for the purpose of selection, recruitment, training & development, performance appraisal and career progression. For effective teaching there is no specific competency that works well, but it is a group of competencies which play vital role. Hence final outcome can be arrived by rating each competencies.(Prof. Preeti Nair, 2015). Fifteen areas have been identified for management teaching competency. They are Analytical & Problem solving, Conceptual thinking, Mental skills, Communication skills, Knowledge & information , Emotion handling, Self Dependence & confidence, Adaptability, concern for standard, being open and receptive, Planning and

Organizing, Interpersonal management, Impact & influence, Discipline, Delegation of authority and organizational settings (Mr.Kanupriya Misra, M.Bakharu, 2015). 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).

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 uncultivated process and only limited studies found on Competency mapping in higher education sector. (V.Raji Sugumar, 2009).

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.

ACADEMIC COMPETENCIES

Successful teacher requires humor sense, ready wit, quick thinking and easy adaptability (Banerji, 1956). A superior teachers will be strong in subject matter, academic activities, presentation of content information, drive towards student interest, students to develop skills, prepare students to involve in discussions, questioning, discuss feedback, teach subject till student understand, excited about teaching, treating student with respect, interest to new learn, improve knowledge, and construct classroom-learning. A teacher should be competent in effective planning and organizing work, only in professional life but also in personal life too (Sadker and Sadker, 1997). Academic competencies identified by different researchers are detailing ability, handling complexity, developing theories, analyzing situation, expertise in technology, and result orientation/ target orientation (Tournaki et al., 2009). A good teacher should have a ability to explain little thing in elaborate (Latterell, 2008). An effective teacher should be able to deal risk (Bull, 2009). Effective teacher should be able to create theories (Hong et al., 2010).

BEHAVIOURAL COMPETENCIES

Deva (1966) found that personality is important for teacher. Ojha (1969) reported that students perceived ten qualities in successful teachers as forgiving, honest, generous, punctual, man of

character, wise, clear in expression, scholar, friendly and well-wisher. Pachauri (1983) reported that adjusted, relaxed, reserved and controlled teachers were more proficient in teaching.

According to Hamdan et al (2010) the important competency of the teachers was in concern for skills, concern for students and concern for self.

RESEARCH COMPETENCIES

Jenkins 2005 identified that there is a link between research and the way of teaching. Research competencies will add value to their profession. Research competencies will increase the esteem in the society. It includes attending seminars, workshop and FDP program. Publication of books & articles will drive respect from the society. Organizing seminars & workshop will develop network and also knowledge. Getting the acceptance from funding agencies is the win-win situation for individual and organization. Guiding the students to receive patents and copyrights for their project will make you proud. Carrying out quality research is the main factor in research competency.

MANAGERIAL COMPETENCIES

Passi and Lalitha (1976) found twenty one teaching competencies in Indian situation. These are grouped under Planning skills, Closure skills, Managerial skills, Presentation skills and Evaluation Skills. Ing. Katarfina Krajcovicova, Ing. Milos cambal, CSc. (2012) defined managerial competency is assist to achieve both vision and mission in creation of values and improve performance and organizational development. Kanupriya M. Bakhru, Dr. Seema Sanghi, Dr. Y. Medury (2013) found fifteen management teaching competencies. 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, Planning & Organizing, Interpersonal Management, Impact & influence, Discipline & Delegation and Occupational Attachment & Organizational Setting.

JOB ENGAGEMENT

Employee engagement refers how employee behaves Physically, Cognitively and emotionally during role performance (Khan 1990). Employee Engagement influences other outcome variable such as job involvement, intrinsic motivation, organization commitment and Organization citizenship behavior (Bhatnagar, 2007). Utrecht work engagement Scale (UWES) says Job Engagement is a positive, fulfilling, work related state of mind that is characterized by Vigor(Energetic), Dedication (Proud of one's work) & Absorption(carrying work by forgetting one's surroundings). Drive of employee engagement is belief in organization desire,

understanding business, vision & updating of knowledge. (Robinson.D ,Perryman.S, Hayday.S (2004)).

STATEMENT OF PROBLEM

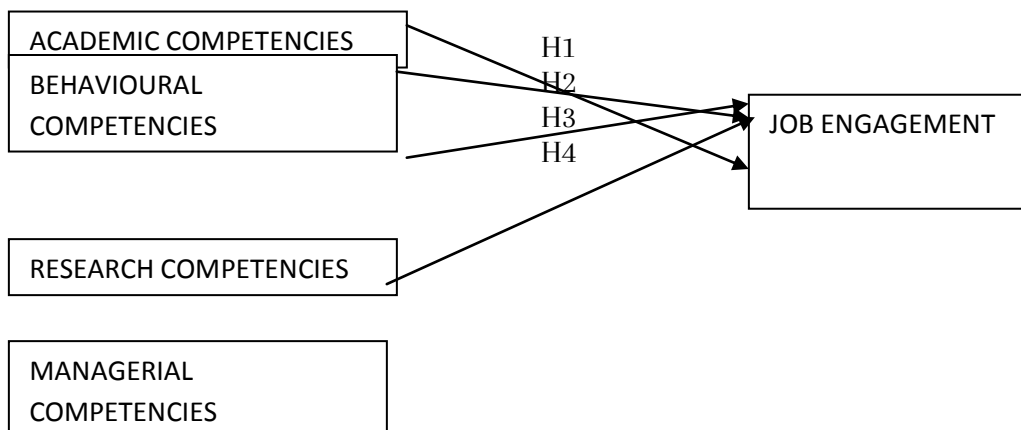
Only little research has been carried out in competency mapping among faculty in higher education sector. In Tamilnadu however Competency mapping still remains unexplored process in education sector. Competency of a teacher elicits a lot of importance in this context. Competency mapping

helps to assess individual strength and weakness. One of the purposes of the present study is to describe the influence of each competency on Job engagement.

RESEARCH OBJECTIVES

1. To study Socioeconomic profile of teachers in higher education sector
2. To explore the different competencies possessed by teacher
3. To test the influence of each competency on Job engagement.

CONCEPTUAL FRAMEWORK



A set of hypothesis linking all Four Competency group with Job Engagement:-

- H1: Possession of Academic competencies will have an effect on Job Engagement
- H2: Possession of Behavioural competencies will have an effect on Job Engagement
- H3: Possession of Research competencies will have an effect on Job Engagement
- H4: Possession of Managerial competencies will have an effect on Job Engagement

RESEARCH METHODOLOGY

The study is descriptive in nature. The target population is academicians in higher education sector. After identifying dependent and independent variable for the study, Questionnaire was constructed for the respondent. The sample size is 150. For selecting the respondent Judgemental sampling is used. All the data were primarily collected through constructive questionnaire. All the 34 items were

measured on five-point Likert Scale. 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 descriptive statistic used to explain demographic profile of the respondent, Exploratory Factor Analysis was used to identify the important competency and Job Engagement factors and Multiple Linear Regression Model was used to identify the influence of each competency on Job Engagement.

RESULTS AND DISCUSSION

MEASURED VARIABLE

In this study the dependent or criterion variable is Job Engagement and independent or predictor variable is Academic competencies, Behavioral competencies, Research competencies and Managerial competencies.

Table 1
Demographic Background

Sl.No	Attribute	Category	No. of Respondents	Percentage to Total
1	Age	BELOW 25	9	6
2		26-35	77	51.3
3		36-45	41	27.3
4		46-55	11	7.3
5		56 & ABOVE	12	8
1	Gender	Male	94	62.67
2		Female	56	37.33
1	Marital Status	Married	115	76.67
2		Unmarried	35	23.34
1	Location	Urban	107	71.33
2		Rural	43	28.67
1	Working Organization	Government	9	6
2		Aided	3	2
3		Self finance	138	92
1	Educational Background	M.Phil	79	52.67
2		Ph.D	16	10.67
3		Others	55	36.67
1	Experience	1-4 YRS	23	15.34
2		5-9 YRS	50	33.34
3		10-14 YRS	28	18.67
4		15-19 YRS	27	18
5		ABOVE 20 YRS	22	14.67
1	Designation	ASSISTANT PROFESSOR	127	84.67
2		ASSOCIATE PROFESSOR	19	12.67
3		PROFESSOR	4	2.67
1	Monthly income	BELOW 20000	48	32
2		21000-30000	39	26
3		31000-40000	51	34
4		ABOVE 40000	12	8
Total			150	100

Source: Primary Data

Table 1 shows the demographic background of faculty selected for the study from higher education sector. Regarding the age background, 51.3 percent are in the age group of 26-35, 62.67 percent of the respondents are Male compare to 37.33 percent of female. 76.67 percent of the respondent are married. In terms of their educational background 52.67 percent are M.Phil qualified and 33.34 percent are having an experience of 5-9 years. It is observed that the 92 percent of the respondent are working in Self Finance College as Assistant Professor 84.67 percent. 71.33 percent are working in urban location with the monthly income of Rs.31000-40000(34.1 percent)

The researcher has undertaken the principal component analysis with varimax rotation (Churchill procedure) to explore the significant competency attributes. To explore the number of factors, the study

considered the most usual rule of Kaiser Criterion (selected the factors corresponding the to the Eigen values above 1.0). Only items with communality greater than 0.5 and the absolute value of their correlation to an axis greater than 0.6 were retained. Then the Cronbach alpha was used to assess the reliability of the antecedents. The estimated coefficients can be described as acceptable as they are all above 0.70 (Peterson 1994).

From the below **Table 2** The Kaiser-Meyer-Olkin (KMO) value of 0.981, which is greater than 0.5 indicates the measure of sample adequacy which proves that the given primary data is fit for data analysis using factor analysis. Since the p-value is 0.000 i.e. the p-value is less than 0.05 which indicates that the correlation is significant. It is clear from the factor analysis that four factors F1- Academic

Competencies, F2- Behavioural Competencies, F3- Research Competencies and F4- Managerial Competencies are the important Competency related constructs comprises (27 constructs out of 27

Constructs) were extracted which cumulatively explains 74.199 per cent of the total variance. The rotated component matrix shows that the factor loading of the items on the factors.

Table 2
Factor Analysis

Factor Name	Statements	h ² Communality	Reliability	Factor Loading	Eigen Values	% of Variance	Cumulative %
F1 (ACADEMIC COMPETENCIES)	Thoroughness and accuracy in accomplishing a task	.710	.923	.843	5.498	68.725	68.725
	Developing models and theories	.739	.922	.859			
	Updation in my discipline	.643	.927	.802			
	Measuring outcome of Students against standard	.752	.920	.867			
	New approach while teaching	.631	.928	.794			
	Learning new things even if it is not on my area	.610	.928	.781			
	Teaching till the students get the concept clear	.735	.922	.857			
	completion of work before deadline	.678	.925	.824			
F2 (BEHAVIOURAL COMPETENCIES)	Emotional stability	.751	.902	.866	4.292	71.537	71.537
	Cool in conflict situation	.731	.904	.855			
	Strict discipline and compliances with order	.763	.900	.874			
	Aware of Current life situation	.718	.905	.847			
	Tolerate with people and process	.726	.904	.852			
	Calm in stressful situation	.603	.916	.777			
F3 (RESEARCH COMPETENCIES)	Interested to present papers	.744	.904	.863	4.318	71.970	71.970
	Capable of editing books& articles	.715	.907	.845			
	Attend teaching, learning and professional conference	.752	.902	.867			
	Participate in professional association	.677	.911	.823			
	Carrying out quality research	.707	.907	.841			
	Guiding student to get patent/copyright for project	.724	.906	.851			
F4 (MANAGERIAL COMPETENCIES)	Breaking down complex task into manageable parts	.613	.914	.783	4.768	68.116	68.116
	Resolve conflict using desired degree of cooperativeness	.694	.907	.833			
	Handling risk and uncertainty	.674	.909	.821			
	Pay attention while dealing with others	.625	.913	.791			
	Decision by myself	.686	.908	.829			
	communicating information effectively	.739	.905	.860			
	Building Rapport with students and colleagues	.736	.905	.858			

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy= 0.981 Overall Cronbach Alpha (α) = 0.976, {(p=0.000)}, Source: Primary Data

From the below **Table 3** The Kaiser-Meyer-Olkin (KMO) value of 0.892, which is greater than 0.5 indicates the measure of sample adequacy which proves that the given primary data is fit for data analysis using factor analysis. The Bartlette's test of sphericity indicates that the correlation matrix is not an identity matrix which indicates that the factor model is appropriate. Since the p-value is 0.000 i.e.

the p-value is less than 0.05 which indicates that the correlation is significant. It is clear from the factor analysis that one factor F1- Job Engagement is the important Engagement related aspect comprises (7 constructs out of 7 constructs) were extracted which cumulatively explains 70.947 per cent of the total variance. The rotated component matrix shows that the factor loading of the items on the factors.

Table 3
Factor Analysis

Factor Name	Statements	h2 Communality	Reliability	Factor Loading	Eigen Values	% of Variance	Cumulative %
F1 (JOB ENGAGEMENT)	Feel energetic about my work most of the time throughout the day	.741	.919	.861	4.966	70.947	70.947
	I consistently go an extra mile to improve my work	.733	.916	.879			
	I am able to utilize all my skills, knowledge and talent while performing my job	.729	.919	.854			
	I am consistently engaged in organizational activities beyond my regular work (like recruitment, volunteering for social cause, etc	.680	.923	.825			
	I like doing more than what is actually required in my job.	.688	.922	.829			
	I stay in my office until the job is done even if I am formally not required to do so	.656	.924	.810			
	My feelings are affected by how well I perform my job.	.699	.922	.836			

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy= 0.892 Overall Cronbach Alpha (α) = 0.931, {(p=0.000)}, Source: Primary Data

Regression Analysis for Competency related attributes influence on Job Engagement:-

Multiple linear regression (MLR) tests using enter regression method were subsequently conducted to find the level of influence of four Competence related factors (Academic Competencies, Behavioural Competencies, Research

Competencies & Managerial Competencies) on Job Engagement among the Faculty in higher education sector.

The **Table 4** shows the multiple regression model summary and over fit statistics. The adjusted R² of the model .931 with R² value of.933 that means the linear regression explained is 93.3 % of the variance in the data.

Table 4

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.966 ^a	.933	.931	.26328563

a. Predictors: (Constant), MANAGERIAL COMPETENCIES, RESEARCH COMPETENCIES, BEHAVIOURAL COMPETENCIES, ACADEMIC COMPETENCIES

b. Dependent Variable: JOB ENGAGEMENT(7 constructs)

As per **Table 5** the F-test is highly significant, thus it proves that there is a linear relationship between the variables in our model.

Table 5

ANOVA^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	136.960	4	34.240	493.946	.000 ^a
	Residual	9.843	142	.069		
	Total	146.803	146			
a. Predictors: (Constant), MANAGERIAL COMPETENCIES, RESEARCH COMPETENCIES, BEHAVIOURAL COMPETENCIES, ACADEMIC COMPETENCIES						
b. Dependent Variable: JOB ENGAGEMENT						

The Table 6 shows the multiple linear regression estimates including the intercept and the significance levels. The independent variables Academic Competencies significantly influence on Job Engagement. One unit of Academic Competencies influences 0.521 unit of Job Engagement. The independent variables Behavioural Competencies significantly influence on Job Engagement. One unit

of Behavioural Competencies influences 0.754 unit of Job Engagement. The independent variables Managerial Competencies significantly influence on Job Engagement. One unit of Managerial Competencies decreases -0.261 unit of Job Engagement. The other aspects like Research Competencies not significantly influence on Job Engagement.

Table 6
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.008	.022		.360	.719
	ACADEMIC COMPETENCIES	.522	.074	.521	7.077	.000
	BEHAVIOURAL COMPETENCIES	.755	.043	.754	17.430	.000
	RESEARCH COMPETENCIES	-.013	.048	-.013	-.269	.788
	MANAGERIAL COMPETENCIES	-.262	.073	-.261	-3.571	.000
a. Dependent Variable: JOB ENGAGEMENT						

CONCLUSION

Competent faculty are required in educational sector to increase the effectiveness of the teaching, hence it is necessary to know about Job engagement and how it is influenced by other variables. The present study reveals that Job Engagement is influenced by the Academic Competencies, Behavioural Competencies and Managerial Competencies. Research Competencies does not influence Job Engagement. Thus an individual possess these competencies, it helps them to meet individual and organizational goals. Further research studies may also examine how Research Competencies triggers Performance effectiveness, Job Satisfaction and Commitment.

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