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Competency mapping of skill and ability among b-school educators - An empirical study

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Abstract
In recent time, extensive amount of research has been done to identify the competency required to do any job. Competency Mapping helps to identify the required skills, knowledge and expertise to perform a particular job. This helps the HR department of the organisation to hire and develop its employees to attain individual goals keeping in line with the organizational goal, thus improving efficiency and attaining higher productivity. Educators are presented with a unique challenge as they are expected to play multiple roles in their teaching methodology. In this study both primary and secondary data has been collected. Primary data has been collected using structured questionnaire while secondary data has been collected from various other journals, articles and books. 35 educators from various B-Schools were considered as sample for the collection of data and its analysis.

Keywords: Competency, Improving Efficiency, Higher Productivity and Educators

Introduction

In recent times, Human Resource Management is focusing on competency and performance management of human asset in every organisation. In 1973 [3] David C. McClelland published a paper, "Testing for Competency rather Than Intelligence" brought about the competency movement in psychology. The focus of the study was to understand the competencies needed to be successful Information Officers for Foreign Services. He developed the Behavioral Event Interview (BEI) which brought out the competency characteristics that differentiated superior from average information officers. Competency according to Boyatzis, (1982) [4] "an underlying characteristic of the person that leads to or causes effective or superior performance. "Competency Mapping" in done by the organization to help its employees achieve goals and also bring about career growth. Competency models help the organization to identify the essential skills, knowledge and personal characteristics needed for successful performance of a job and to ensure that the HR system focuses on developing it.

Educational institutions also need to focus on competency development to improve the efficiency of the faculty, which in turn will benefit the students. Competency of faculty assumes high importance as they are responsible for molding the students, the youth of India. NAAC (2003), stated that if we are to benefit from the huge investment that we have made in education, our teachers must be enabled and motivated to commit themselves, personally and professionally, to the all-round development of students for efficiency and effectiveness in providing quality education.

Review of Literature

Marion Spendlove, (2007) [1] in the study "Competency for effective leadership in higher education" did an empirical study on twelve Rectors or Principal of English University, to know the competencies needed for effective leadership. The study showed that most of the respondents continued with their research or teaching activities along with their role as Principal or Rector. Academic credibility and people skill helped in identifying leaders for Higher Education Institutions. The leadership competency of Academicians were not identified or nurtured in the early stages of their career in academic. Leaders from non-academic background found the position of Principal or Rector challenging and difficult to adjust, as it was not profit driven and the leaders emerged from research and publication activities. Leadership as a skill needs to be developed in young educators.

Dr Shweta Tiwar, (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 of B-Schools. 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. As a part of the course curriculum, the students should complete an industrial internship, which would enhance their skill and understanding of the industrial environment. Faculty and industry have to work together to bridge the gap between the current skills and market requirement.

Statement of the Problem

Extensive studies have been carried out in the field of competency mapping in most of the organizations but very little on educators. The present study would bring out the competency of skill and ability in B- school educator and the gap. Coimbatore has gained prominence in the education sector; hence the study has been carried out in the B-Schools in Coimbatore.

Objectives of the study

- To analyse the 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.

Methodology

Using simple random sampling technique a sample of 35 teaching faculties working in various B-Schools in Coimbatore 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 both industrial and teaching.

Table 1: Personal Profile of Teaching Faculty

Particulars	Classification	No. of respondents	Percent
Gender	Male	15	42.9
	Female	20	57.1
	Total	35	100.0
Age	25-30 Years	1	2.9
	31-40 Years	24	68.6
	41-50 Years	7	20.0
	51-60 Years	1	2.9
	Above 60	2	5.7
	Total	35	100
Qualification	Post Graduation	6	17.1
	NET/SLET	2	5.7
	M.Phil	6	17.1
	Ph.D	21	60.0
	Total	35	100.0
Type of Institution	Private Aided	4	11.4
	Private Unaided	31	88.6
	Total	35	100.0
Designation	Assistant Professor	24	68.6
	Associate Professor	8	22.9
	Professor	3	8.6
	Total	35	100.0
Teaching Experience	2-5 Years	1	2.9
	6-10 Years	14	40.0
	11-15 Years	15	42.9
	> 15 Years	5	14.3
	Total	35	100.0
Industrial Experience	0-2 Years	20	57.1
	3-5 Years	9	25.7
	11-15 Years	3	8.6
	> 15 Years	3	8.6
	Total	35	100.0
Publications	Nil	5	14.3
	1-2	6	17.1
	3-5	10	28.6
	5-10	4	11.4
	>10	10	28.6
	Total	35	100.0

From the above Table 1 it is evident that 57.1 percent of the respondents are female, 88.6 percent of the respondents are in the age group of 30 to 50 years, 60 percent of the respondents are Ph.D holders, all the respondents are working in private B-Schools either aided or unaided, 57.2 percent of the respondents have a work experience of above 10 years, 42.9 percent of the respondents have industrial work experience of above 2 years, 85.3 percent of the respondents have published papers in various international/national journals.

Anova

Self-assessment of B-School educators was conducted to understand their level of skill and ability, the statements were framed and the ratings of (Excellent - 5, Good - 4, Average – 3, Poor-2, Not-Applicable -1) were given.

Table 2: ANOVA for Ability- Competency

Particulars		Mean	S.D	No.	F	Sig	H_o
Age	25-30 years	4.56	.	1	.964	.442	Rejected
	31-40 years	4.21	.269	24			
	41-50 years	4.16	.505	7			
	51-60 years	4.44	.	1			
	Above 60 years	4.56	.000	2			
Qualification	post-graduation	4.46	.045	6	2.108	.119	Rejected
	NET/SLET	4.44	.000	2			
	M.Phil	4.28	.251	6			
	Ph.D	4.14	.365	21			
Teaching Experience	2-5 years	4.56	.	1	.366	.778	Rejected
	6-10 years	4.25	.449	14			
	11-15 years	4.22	.210	15			
	> 15 years	4.18	.243	5			
Industry Experience	0-2 years	4.14	.310	20	1.859	.157	Rejected
	3-5 years	4.27	.389	9			
	11-15 years	4.52	.064	3			
	> 15 years	4.44	.000	3			

$H_{0:}$ There is no significant difference between the personal factors of the respondents like age, qualifications and work experience and ability competency of the faculty of B-School.
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 both teaching and industry play an important role in the ability competency of B-School Educators. Hence, the null hypothesis is rejected.

Table 3: ANOVA for Skill - Competency

Particulars		Mean	S.D	No.	F	Sig	H_o
Age	25-30 years	4.00	.	1	.582	.678	Rejected
	31-40 years	4.23	.375	24			
	41-50 years	4.16	.627	7			
	51-60 years	4.50	.	1			
	Above 60 years	4.60	.000	2			
Qualification	post-graduation	4.42	.479	6	.717	.549	Rejected
	NET/SLET	4.35	.212	2			
	M.Phil	4.32	.397	6			
	Ph.D	4.16	.427	21			
Teaching Experience	2-5 years	4.00	.	1	.314	.815	Rejected
	6-10 years	4.31	.604	14			
	11-15 years	4.21	.270	15			
	> 15 years	4.16	.152	5			
Industry Experience	0-2 years	4.09	.325	20	3.022	.044	Accepted
	3-5 years	4.34	.480	9			
	11-15 years	4.57	.058	3			
	> 15 years	4.63	.635	3			

$H_{0:}$ There is no significant difference between the personal factors of the respondents like age, qualifications and wok experience and skill competency of the faculty of B-School.
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 B-School Educators. Hence, the null hypothesis is rejected.
It is also observed from the above table that the calculated value for Industrial experience is less than the table value, at 5 percent level of significance, hence the null Hypothesis is accepted. It is inferred that Industrial Experience does not play an import role in the skill competency of B-School Educators.

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. Industrial experience does not add to the skill competency of the educator but helps enhancing the skill of the students.

Suggestions

Following are some recommendations given by the teaching faculty

1. Faculty should do a self-assessment and introspection of their performance.
2. Self-assessment should be done on creative activities which would help the faculty to anticipate real time scenarios and work on managerial skills.

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