CHAPTER - V
FINDINGS, SUGGESTIONS AND CONCLUSION

The current study was carried out with the intention to find out the level of Competency and performance of teachers in higher education with reference to Coimbatore District. A brief summary of findings based on the study is presented in this chapter followed by Social Work implications, suggestions, conclusion, and directions for future researchers.

Demographic Profile of the Teachers

Personal profile helps to understand the socio economic background of the teachers.

The results of the study reveal (Table-4.1) that majority (62.9 %) of respondents were women; the mother tongue of the majority (54.5 %) was Tamil; 62.9 per cent belonged to BC and majority (56.3 %) were Hindus.

From Table-4.2 it is clear that a good number (73.4 %) of the respondents were married; the type of family of the 78 percent was nuclear; high number (45.5%) had 1 child each 3 and majority (52.8 %) were living in urban area.

The data of Table-4.3 reveals that majority (54.9 %) of the respondents studied in English medium school; the board of school of the majority (51.0 %) was state board, majority (38.1 %) did their UG in aided colleges and majority (27.6 %) did their PG in aided colleges.

Table – 4.4 shows that majority (44.1%) of the respondents belonged to commerce and management discipline; the designation of the majority (78.7%) was Assistant professor. Majority (47.2%) had M.Phil as the highest degree and majority (55.6 %) have not yet obtained guide ship.

Level of competency and performance

In the case of competency dimensions (Table-4.14) namely intellectual, personal and communication competencies majority of the respondents were in the moderate level, followed by low level. In the case of interpersonal, leadership and result oriented
competencies majority of the respondents were in the moderate level, followed by low level.

It is seen from table 4.15 that overall 76.23 per cent of the respondents are having moderate level of competency; 17.13 per cent are having low level of competency and only 6.64 percent are having high level of competency.

In the case of performance (Table-4.16), it is observed that majority 63.64 percent of the respondents are in moderate level. 19.23 per cent have high level of performance and only 17.13 percent have low level of performance.

**Superior rating Vs Self rating of performance and competency**

There exists a difference between individual analysis and HOD analysis in overall performance (Table-4.24); overall competency (Table-4.17) and in the all the competency dimensions namely: intellectual (Table-4.18); personal (Table-4.19); communication (Table-4.20); interpersonal (Table-4.21); leadership (Table-4.22) and result oriented competency (Table-4.23). The gap (Table-4.25) is wider for overall competency when compared to overall performance.

**Difference based on demographics on performance and competency**

**GENDER** (Table-4.26)

Men and women differ in their overall performance and the overall performances of female respondents are higher in comparison with their male counter parts. Male and female respondents do not differ in their overall; intellectual; personal; communication; interpersonal and result oriented competency.

**FAMILY TYPE** (Table-4.27)

Respondents belonging to different family types differ in their overall competency and the overall competency of respondents belonging to Joint family type is higher in comparison with their respondents belonging to Nuclear family type.

Respondents belonging to different family types differ in their personal competency and the personal competency of respondents belonging to Joint family type is higher in comparison with their respondents belonging to Nuclear family type.
Respondents belonging to different family types do not differ in their overall performance; intellectual competency and communication competency.

**MEDIUM OF SCHOOL OF THE RESPONDENTS** (Table-4.28)

- Respondents belonging to different medium of schools differ in their personal competency and the personal competency of respondents belonging to English medium is higher in comparison with their respondents belonging to vernacular medium.
- Respondents belonging to different medium of schools differ in their communication competency and the communication competency of respondents belonging to English medium are higher in comparison with their respondents belonging to vernacular medium.
- Respondents belonging to medium of schools differ in their interpersonal competency and the interpersonal competency of respondents belonging to English medium is higher in comparison with their respondents belonging to vernacular medium.
- Respondents belonging to different medium of schools do not differ in their overall competency; overall performance; intellectual competency; leadership competency and result oriented competency.

**Domicile** (Table-4.29)

- Respondents belonging to different domicile differ in their intellectual, personal, communication, result oriented and overall competency. The respondents belonging to different domicile do not differ in their interpersonal competency. Based on the result of the post hoc table, it can be observed that the difference lies between the urban and semi urban population. However, urban and rural, similarly, rural and semi urban population do not differ in their competency dimensions and performance.

**Type of school** (Table-4.30)

- Respondents belonging to different types of schools differ in their intellectual, personal, communication, interpersonal, leadership, result oriented and overall competency. However, respondents belonging to different types of schools do not differ in their overall performance. Based on the result of the post hoc table, it can be observed that the difference lies between the state board and matriculation population; state board
and CBSE. However, matriculation and CBSE, do not differ in their competency dimensions and performance.

**Type of PG institution** (Table-4.31)

Respondents belonging to different types of PG institutions do not differ in their intellectual, personal, communication, interpersonal, leadership, result oriented, overall competency and overall performance.

**Level of Education** (Table-4.32)

Respondents possessing different highest degree differ in their intellectual, personal, communication, interpersonal, leadership, result oriented and overall competency. Similarly, respondents of different highest degree levels differ in their overall performance also. Based on the result of the post hoc table, it can be observed that the difference lies among all the groups of respondents. That is, respondents with PG as the highest degree differ from those with M.Phils as well as Ph.Ds. Similarly, respondents with M.Phil as the highest degree differ from those with Ph.Ds.

**Relationship between the study variables** (Table-4.34)

There exists a significant relationship among the dependent variables such as overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency.

**Relationship between the study variables and the demographic profile of the respondents** (Table-4.35)

There exists a significant relationship among age, total family income, experience in the present institution, overall teaching experience, number of M.Phil scholars guided, number of Ph.D scholars guided and overall competency & performance. There exists no relationship among distance from home, work load, non teaching experience, leisure time and overall competency & performance.
Test of prediction

The competency scores of each competency dimension namely: intellectual; personal; communication; interpersonal; leadership and result oriented have a positive effect on overall competency score. It can be inferred that all the competency dimensions can predict overall competency.

Overall competency (Table-4.42) has a positive effect on overall performance score. It can be inferred that overall competency can predict overall performance. In the case of overall competency (Table-4.43) age and years of experience in the present institution have negative effect on the overall competency. Total family income and total years of teaching experience, have positive effect on overall competency. The other variables are found to have no significant effect on overall competency. In the case of overall performance, the demographic variables have no significant effect on overall performance.

Hypotheses Results

Differential analysis

Paired t test was applied to find out the difference between the means of the groups based on HOD assessment and self assessment of the respondents. To test, following null hypothesis was formulated

H₀₁: There is no significant difference between the HOD assessment and self assessment of the respondents pertaining to their overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency”

While testing the null hypothesis, it was found that the observed difference was statistically significant at p <0.05 level. Hence the null hypothesis is rejected. Thus it is inferred that there is no significant difference between the HOD assessment and self assessment of the respondents pertaining to their overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency.
**Educational Qualification**

ANOVA was applied to find out the difference between the means of the groups based on the highest degree possessed and key variables. To test the null hypothesis stating

\[ H_0: \text{There is no significant difference among the respondents who have different levels of educational qualification on their overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency} \]

While testing the null hypothesis, it was found that the observed difference was statistically significant at \( p < 0.05 \) level. Hence the null hypothesis is rejected. Thus it is inferred that there is no significant difference among the respondents who have different levels of educational qualification on their overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency.

**Status of Guide Ship**

ANOVA was applied to find out the difference between the means of the groups based on guideship status and key variables. To test the null hypothesis stating that

\[ H_0: \text{There is no significant difference among the respondents possessing different status of guideship on their overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency} \]

While testing the null hypothesis, it was found that the observed difference was statistically significant at \( p < 0.05 \) level. Hence the null hypothesis is rejected. Thus it is inferred that there is no significant difference among the respondents possessing different status of guideship on their overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency.
Correlation between the study variables

Karl Pearson’s Correlation was applied to find out the relationship between the dependent variables such as overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency. To identify the relationships, the following null hypothesis is formulated.

\( H_010: \) “There is no significant relationship among the dependent variables such as overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency”

While testing the null hypothesis, it was found that the observed difference was statistically significant at \( p <0.05 \) level. Hence the null hypothesis is rejected. Thus it is inferred that there is no significant relationship among the dependent variables such as overall competency, overall performance, intellectual competency, personal competency, communication competency, interpersonal competency, leadership competency and result oriented competency.

Findings related to Regression

Regression analysis was applied to create a model to predict the values of the criterion variable (overall competency) from the values of the predictor variables such as age, total family income per month, total years of teaching experience, years of experience in the present institution, and to test the null hypothesis that

\( H_019: \) “Age, total family income per month, total years of teaching experience and years of experience in the present institution do not predict the overall competency of teachers in higher education”

Thus it is inferred that controlling all the variables in the model, the level of overall competency of the respondents tends to increase significantly with increase in the total years of teaching experience and total family income per month whereas with the decrease in the age and years of experience in the present institution the overall competency of the teachers increases. Thus the total years of teaching experience, total family income per month, age and years of experience in the present institution are the significant predictors of overall competency.
Hence it is inferred that age, total family income per month, total years of teaching experience and years of experience in the present institution significantly predict the Overall Competency of the teachers.

Social Work Implications

Fig. No 5.1 Competency based Performance Frame Work: Social Work Perspective
Social Workers practice in a variety of settings. They provide a wide range of support services. Social Work in educational setting is one of the areas in which the Social Workers extend their skill and expertise in helping educational development by intervening and coordinating the students, teachers and management through providing help and support in the form of counselling and guidance to the teachers to face and sail through the difficult time. Because the problem may start influencing and affecting their performance.

To improve the competency and performance level of teachers in higher education, Social Workers adopt various approaches depending upon the nature and dynamics of the need. For individual level; problems in planning, adaptability, values and discipline, emotional stability, tolerance, integrity and interpersonal relations; Micro approach can be adapted, where Social Workers apply case work method.

Mezzo approach can be adapted to a group of people with similar problems like difficulties in written communication, oral expression & presentation, monitoring and evaluation, writing research proposals. Group work method of Social Work can be used to overcome these problems.

For the organizational level needs like, welfare of staff and students, performance assessment and feedback, competency based recruitment, etc., the Social Workers can be a part of the team and they can play a proactive role.

Though competency and performance are having significant relationship with each other, it is the responsibility of the colleges to create conducive atmosphere to the competent people to perform well. To create a good working environment the role of social worker is inevitable.

SUGGESTIONS
Based on the findings of the study the following suggestions are made.

- The highest degree was M.Phil in most of the cases and guideship was also not obtained. It was identified that the highest degree possessed has a significant say in competency and performance of teachers. Hence, the management of educational institutions may motivate the teachers to pursue Ph.D and to get guideship for both M.Phil and Ph.D programmes. This will enhance the research
aptitude of the teachers and as a result they will contribute to the research and development scenario of the country.

- Individual teachers may perhaps take the responsibility to pursue research as it will help them to increase their competency and performance. By the way it will also increase the monitory benefits also.

- The demographic variable monthly income is found to have a significant impact on both the competency and performance of teachers. Hence, the management of educational institutions may give better compensation packages for their teachers.

- It is identified that there is a significant relationship between competency and performance. The Higher the competency, the higher will be the performance. It is also identified that majority of the teachers lie in moderate level of competency and performance. Hence, both the individual teachers and the management of educational institutions have to take initiative to improve competency and performance level of teachers.

- The management may take initiative for motivation and better expression of skill and enhancing competencies. Teachers may be motivated to organize academic events with intellectual subject experts.

- Assessment by students may be made transparent to the respective teachers. Recognition and award for best performers may motivate them to update their competency and to become high performers.

- Rules and regulation to attend seminars and conferences abroad and within India may be made simple. Equal opportunities have to be created for all teachers in college development activities apart from curricular aspects.

- Individual teachers have to take initiative in understanding their performance and may enthusiastically participate in faculty development programmes and other developmental programmes to enhance their competencies and thereby to increase their teaching performance.

- Recruitment of teachers can be done based on their competency scores which will automatically enhance the teaching quality in the institution.
CONCLUSION

This study explores contributing variables that help to evaluate the competency and performance of teachers in higher education. On the basis of literatures and discussions in the field, six core competencies such as intellectual, personal, communication, interpersonal, leadership, result oriented are identified. The researcher examines competency and performance level of the respondents. It was identified that in the Indian scenario majority of the teachers lie in the moderate level in the case of both competency and performance in the current scenario.

Secondly, efforts were made to compare the self-assessment and superior assessment of competency and performance and to identify the gap between the inter-rater assessments. It was found that there exists a significant difference between the raters in the assessment of competency and performance.

This study also attempts to find out whether the personal profiles of the teachers have influence on teachers competency and performance. Based on the results it can be said that there exists a relationship between a few of the demographic variables such as gender, teaching experience, monthly income etc., with competency and performance.

Finally, relationship and prediction between competency and performance were analysed. Based on the results it can be said that there exists a significant relationship between competency and performance and a moderate level of prediction of performance based on competency scores is possible.

To conclude, it can be said that competency of an individual has a significant say on his/her teaching performance.

DIRECTIONS FOR FUTURE RESEARCH

- Competency mapping can be done in an all-embracing manner in all educational institutions covering a wider range of attributes. This would help to assess the situation and aid in important policy decisions. The assessment can be done from the students in addition with superiors and compared with self assessment.
- The significance of research based degrees and additional qualifications such as NET and SLET in enhancing competency and performance can be considered in future research studies.
- The influence of more demographic variables on competency and performance can be considered in future research studies.