

**A Study on Identifying Teaching Competencies and
Factors Affecting Teaching Competencies with Special
Reference to MBA Institutes in Gujarat**

**A Thesis submitted to Gujarat Technological University
for the Award of**

Doctor of Philosophy

in

Management

by

Ms. Preeti Nair

119997392024



GUJARAT TECHNOLOGICAL UNIVERSITY

AHMEDABAD

June, 2017

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Dr. Satendra Kumar



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June, 2017

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CHAPTER – 1

Introduction

1.1 Education System in India

Education in ancient India was highly advanced as evident from the centres that existed in the Buddhist monasteries of the 7th century BC up to the 12th century at Nalanda (Perkin, 2006). In these centres, gathering of scholars--Gurukul--were engaged in intellectual debates--parishads--in residential campuses. A few of these were large and had several faculties. Historians speculate that there was a remarkable resemblance to the European medieval universities that came into existence in the 12th century. The ancient education system in India slowly got extinguished following the political disorder in the country. Till the eighteenth century, India had three different centres of advanced scholarship in the Hindu Gurukulas, the Buddhist Viharas and the Muslim madarasas, before the British set up a network of schools to impart western education in English medium (Perkin, 2006). The first such college to impart western education was founded in 1818 at Serampore near Calcutta. Over the next forty years, several colleges were established in different parts of the country at Agra, Bombay, Madras, Calcutta, and Nagapattinam. In 1857, three federal examining universities were set up at Calcutta, Bombay and Madras. The colleges were affiliated to these three universities. Later, more universities were set up. At the time of independence in 1947, there were 19 universities and several colleges (CABE, 2005a). The higher education system in India has grown rapidly since independence. By 1980, there were 132 universities and 4738 colleges, with an enrolment enrolling around five per cent of the eligible age group in higher education. In terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with 17973 institutions (348 universities and 17625 colleges) the largest higher education system in the world in terms of number of institutions more than four times the number of institutions in the United States and entire Europe. Higher education in China having the highest enrolment in the world (nearly 23 million) is organized in only about 2,500 institutions. The average enrolment in a higher education institution in India is only about 1000.



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CHAPTER – 1

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1.1 Education System in India

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SUBMISSION DATE	08-Dec-2016 12:53PM
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CHAPTER – 1 Introduction 1.1 Education System in India Education in ancient India was highly advanced as evident from the centres of learning that existed in the Buddhist monasteries of the 7th century BC up to the 3rd century AD Nalanda (Perkin, 2006). In these centres, gathering of scholars--Gurukula--used to be engaged in intellectual debates--parishads--in residential campuses. A few of these centres were large and had several faculties. Historians speculate that these centres had a remarkable resemblance to the European medieval universities that came up much later. The ancient education system in India slowly got extinguished following invasions and disorder in the country. Till the eighteenth century, India had three distinct traditions of advanced scholarship in the Hindu Gurukulas, the Buddhist Viharas, and the Quranic madarasas, before the British set up a network of schools to impart western education in English medium (Perkin, 2006). The first such college to impart western education was founded in 1818 at Serampore near Calcutta. Over the next forty years, many such colleges were established in different parts of the country at Agra, Bombay, Madras, Nagpur, Patna, Calcutta, and Nagapattinam. In 1857, three federal examining universities on the pattern of London University were set up at Calcutta, Bombay and Madras. The existing 27 colleges were affiliated to these three universities. Later, more universities were established. At the time of independence in 1947, there were 19 universities and several hundred affiliated colleges (CABE, 2005a). The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges in the country enrolling around five per cent of the eligible age group in higher education. Today, while in terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with 17973 institutions (348 universities and 17625 colleges) is the largest higher education system in the world in terms of number of institutions. The number of institutions more than four times the number of institutions both in the United States and entire Europe. Higher education in China having the highest enrolment in the world (nearly 23 million) is organized in only about 2,500 institutions. Whereas, the average enrolment in a higher education institution in India is only about 500-600 students, a higher education institution in the United States and Europe would have 3000-4000m students and in China this would be about 8000-9000 students. This makes system of higher education in India as a highly fragmented system that is far more difficult to manage than any other system of higher education in world. India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. According to the Department of higher Education government of India, 16,885 colleges, including 1800 exclusive women's

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ABSTRACT

A paramount factor in the teaching learning system is the teacher. A sound educational system can flourish if few conditions are successfully met. Constant updating and refinement in knowledge, skill, and positive attitude towards profession is becoming inevitable to create not only educated youths but to create employable youths. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of National development. This study is undertaken to study the essential teaching competencies a teacher should possess to cater efficient and effective teaching. Also, it is imperative to understand the factors affecting Teaching competencies, so that these factors can be taken care of for better productivity in teaching learning process. This research makes an effort to study the influence of different factors like personal, organizational and job related, affecting teaching competencies. The study thus focuses on understanding the perception of faculties across different demographic variables towards the teaching competencies and factors affecting them.

A thorough study and analysis of literature review led to 47 teaching competencies across factors like Knowledge, Skill and Attitude and 25 factors affecting teaching competencies. The perception of 358 teachers teaching at selected MBA institutes across Gujarat State was taken regarding both the teaching competencies and factors affecting them. They identified 33 variables as essential teaching competencies for teachers teaching at MBA institutes and 9 variables as factors affecting them. These variables were grouped under 3 main factors ie Personal, Organizational and Job related affecting teaching competencies. It was also found that there is an influence of demographic variables on both the teaching competencies and the factors affecting them, especially demographic variables like Teaching Experience, Non-Teaching experience and Income. The analysis in this study has been carried out using statistical methods like SPSS and various tests like Weighted Mean Value, Factor Analysis, Mann Whitney U Test & Kruskal Wallis Test.

Thus the findings indicate essential teaching competencies and factors which affect them. This study can help the MBA educational institutions to use the competencies identified in this study for recruitment & selection, training & development, performance appraisal and succession planning. The MBA institutes can also consider the factors affecting the teaching competencies for improving the performance of teachers.

ACKNOWLEDGEMENT

“One, who has a good support, doesn’t need a mirror”. I credit my successful journey to all the persons near and dear to me, who have supported me wholeheartedly to submit my doctoral work in this form.

I first and foremost acknowledge the Supreme power namely “GOD” for having given me this opportunity for growth and also the strength, patience and determination to pursue it. I dedicate this output of my hard work to the Almighty.

I extend my deepest regards and sincere thanks to my mentor and guide, Dr. Satendra Kumar, Research Head, CSKVIM for his valuable guidance and inputs through the entire journey of my doctoral work. I acknowledge the insightful suggestions and support of my Doctoral Progress Committee members, Dr. Dalpat Sarupria & Dr. Kirankumar Joshi, in submitting my final work. My thanks is extended to the members of Gujarat Technological University - Dr. Akshai Aggarwal, Ex-Vice Chancellor; Dr. Rajul Gajjar I/C, Vice-Chancellor; Dr. J.C. Lilani, Registrar, Mr. Dhaval Gohil, Ms. Mona Chaurasiya and staff members of PhD section for their assistance and support.

I express my immense gratitude to Dr. Devanshu Patel, President, Parul University, for his and the University support in my academic pursuit. My sincere thanks are also expressed to my faculty colleagues for their constant support. Also, I am very much grateful to Dr. Dhaval Maheta, Assistant Professor, Dept. of Business & Industrial Management, Veer Narmad South Gujarat University, Surat for providing me his expertise and suggestions. A deep sense of appreciation to all the academicians who have supported me, by filling up my questionnaires and contributed to a goal based research study.

This output is also due to the blessings in the form of my respected parents, Mr. K.G. Gopinathan Pillai and Mrs. Lalita G. Pillai who have always kept me in their prayers. I am thankful to my respected in-laws, Mr. G. M. Nair and Mrs. Ambica M. Nair who have been a source of motivation for me to undertake this endeavour. I thank my sister Priya and brother-in-law, Sreelesh for their constant motivation. This work would not have been slightest possible, without the support of my loving husband Dr. Jayachandran M. Nair,

who has been my pillar of strength. His motivation and constant encouragement along with valuable inputs throughout the tenure has aided in the successful outcome. I admire my loving children, Devika and Aniruddha for their maturity and adjustments during my period of absence from their schedule, while pursuing my doctoral work. Their smiles have kept me going through this long phase.

I once again thank all those who have directly or indirectly contributed throughout this journey.

(Ms. Preeti Nair)

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CHAPTER – 1

INTRODUCTION

CHAPTER 1

Introduction

1.1 Education System in India

Education in ancient India was highly advanced as evident from the centres of learning that existed in the Buddhist monasteries of the 7th century BC up to the 3rd century AD Nalanda (Perkin, 2006). In these centres, gathering of scholars--Gurukula--used to be engaged in intellectual debates--parishads--in residential campuses. A few of these centres were large and had several faculties. Historians speculate that these centres had a remarkable resemblance to the European medieval universities that came up much later. The ancient education system in India slowly got extinguished following invasions and disorder in the country. Till the eighteenth century, India had three distinct traditions of advanced scholarship in the Hindu Gurukulas, the Buddhist Viharas, and the Quranic madarasas, before the British set up a network of schools to impart western education in English medium (Perkin, 2006). The first such college to impart western education was founded in 1818 at Serampore near Calcutta. Over the next forty years, many such colleges were established in different parts of the country at Agra, Bombay, Madras, Nagpur, Patna, Calcutta, and Nagapattinam. In 1857, three federal examining universities on the pattern of London University were set up at Calcutta, Bombay and Madras. The existing 27 colleges were affiliated to these three universities. Later, more universities were established. At the time of independence in 1947, there were 19 universities and several hundred affiliated colleges (CABE, 2005a). The higher education system in India grew rapidly after independence. By 1980, there were 132 universities and 4738 colleges in the country enrolling around five per cent of the eligible age group in higher education. Today, while in terms of enrolment, India is the third largest higher education system in the world (after China and the USA); with 17973 institutions (348 universities and 17625 colleges) is the largest higher education system in the world in terms of number of institutions. The number of institutions more than four times the number of institutions both in the United States and entire Europe. Higher education in China having the highest enrolment in the world (nearly 23 million) is organized in only about 2,500 institutions. Whereas, the average enrolment in a higher education institution in India is only about 500-600 students,

a higher education institution in the United States and Europe would have 3000-4000m students and in China this would be about 8000-9000 students. This makes system of higher education in India as a highly fragmented system that is far more difficult to manage than any other system of higher education in world. India's higher education system is the world's third largest in terms of students, next to China and the United States. Unlike China, however, India has the advantage of English being the primary language of higher education and research. India educates approximately 11 per cent of its youth in higher education as compared to 20 per cent in China. The main governing body at the tertiary level is the University Grants Commission (India), which enforces its standards, advises the government, and helps coordinate between the centre and the state. Universities and its constituent colleges are the main institutes of higher education in India. According to the Department of higher Education government of India, 16,885 colleges, including 1800 exclusive women's colleges functioning under these universities and institutions and there are 4.57 lakh teachers and 99.54 lakh students in various higher education institutes in India. Apart from these higher education institutes there are several private institutes in India that offer various professional courses in India. Distance learning is also a feature of the Indian higher education system. Some institutions of India, such as the Indian Institutes of technology (IITs), have been globally acclaimed for their standard of education. The IITs enrol about 8000 students annually and the alumni have contributed to both the growth of the private sector and the public sectors of India. However, India has failed to produce world class universities like Harvard and Cambridge. According to the London Times Higher Education (2009)-Quacquarelli Symonds (QS) World University rankings, no Indian university features among the first 100. But universities in East Asia have been included in the first hundred. Hong Kong has three, ranked at 24, 35 and 46; Singapore two ranked at 30 and 73; South Korea two ranked at 47 and 69 and Taiwan one in the 95th position. Notably, China's Tsinghua University and Peking University are ranked at 49 and 52 respectively. There is no Indian university in the rankings from 100 to 200. It is only when one moves on to the next 100 that we find the Indian Institute of Technology, Kanpur at 237; IIT Madras at 284 and the University of Delhi at 291. A recent evaluation of universities and research institutes all over the world, conducted by a Shanghai university, has not a single Indian university in the world's top 300 while China has six. The Indian Institute of Science, Bangalore, comes in somewhere in the top 400 and IIT, Kharagpur, makes an appearance after that.

1.1.1 Present Scenario of Education System in India

Increase in education institutions and programs during the past few years have changes the educational scenario of today. With increasing school enrolments and the launch of many government programs for eg. Operation Blackboard, District Primary Education Program, Sarva Shiksha Abhiyan etc. there is huge demand for teachers.

1.1.2 Government views on reviving of teachers

From the report of Prof. J.S Rajput, Vision 2020 - Education National Council of Educational Research and Training Sri Aurobindo Marg, New Delhi – 110016 it is prompted by the Prime Minister's vision for India's development as Knowledge Society, the Planning Commission constituted a Vision 2020 Group to look into the various parameters of knowledge society which relate to knowledge as a base to create values to be shared through global networking. NCERT was assigned the task to develop the educational aspect of Vision 2020. The management system of knowledge has to be closely relooked into. Effective measures for management of knowledge workers are to be evolved. Traditional, administrative and bureaucratic structure will not be adequate with respect to management of knowledge workers. Universities, colleges, schools and institutes of professional learning are all crying for a new management system that would be dynamic and responsive. Faculties with rights skills should be appointed for the job.

1.1.3 Competencies needed by Teacher

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes. The student body has considerably expanded and diversified, both socially and geographically. New students call for new teaching methods. Modern technologies have entered the classroom, thus modifying the nature of the interactions between students and professors. The governments, the students and their families, the employers, the funds providers increasingly demand value for their money and desire more efficiency through teaching. Hanushek, Kain and Rivkin (1998), like many other researchers, have concluded that the school effect on achievement derives mainly from variations in teacher quality.

1.1.4 Need for Teacher Quality

The key personnel in the institutions who play an important role to bring about the transformation in students are teachers. As stated by NCTE (1998) in *Quality Concerns in Secondary Teacher Education*, —The teacher is the most important element in any educational program. The American Commission on Teacher Education rightly observes, *“The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher.”*

1.2 Introduction to Competency

The classic author of management literature (Drucker, 1985) defined competence at individual level as an ability of an employee to offer superior performance in assigned tasks. According to (Boyatzis, Stubbs, & Taylor, 2002) competence is an underlying characteristic of a person, motives, traits, abilities, aspects of image or social role, knowledge that a person is able to use. (Spencer & Spencer, 1993) presented the following concept of competence: it is an ability to perform well in terms of qualification, skills and knowledge, to have authority to do something, highly qualified awareness. The concept introduced by (Carr, 2000) establishes that it is practical implementation of individual abilities characterized by practical skills and attitudes required to ensure successful professional performance. (Jovaisa, 1993) offers perhaps, the most comprehensive characteristic of an individual related with higher quality performance in specific job or situation; individual characteristic highlighting the versatility of competencies, ensuring sustainability of personality and making predictions for forecasting behaviour of a person in various situations of performance. (Atkociuniene, 2010) defines competency as valuable, rare, non- replenishable and irreplaceable resources that can ensure competitive advantage for an organisation in competitive environment. According to (Straka, 2005), competency comprises the entire body of knowledge and abilities or personal traits developed through learning that cannot be immediately observed. According to (Zydziunaite, 2005) competency means an ability to take decisions related with the context of particular professional performance. Perhaps, the clearest concept of competencies is

offered by (Pacevicius & Kekyte, 2008)– it is a combination of professional knowledge, abilities and skills as well as an ability to apply them following the requirements of work environment. Competencies can be better understood with the help of Iceberg Model wherein Technical competencies are at the tip – the portion above the waterline that is clearly visible (and therefore easier to assess).

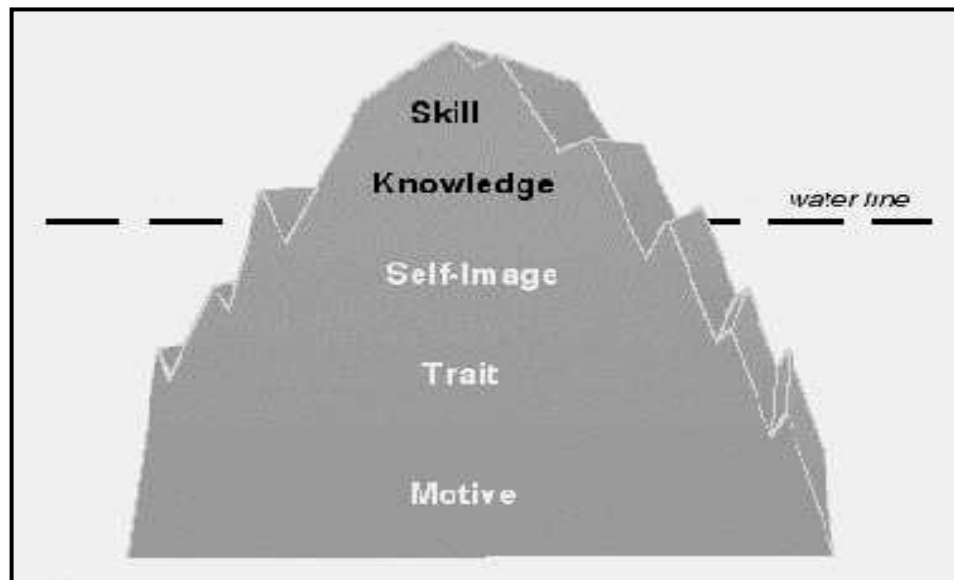


Figure 1.1: The Iceberg Model of competencies

Source: Spencer L.M. & Spencer S.M, (1993) Constructing Executive-level Health Manager's Competency Model

Behavioural competencies are below the waterline – they are more difficult to assess, and often harder to develop. Behavioural competencies can be understood as manifestations of how a person views him or herself (self-image), how he or she typically behaves (traits), or motives him or her (motives). The iceberg model for competencies takes the help of an iceberg to explain the concept of competency. An iceberg which has just one-ninth of its volume above water and the rest remains beneath the surface in the sea. Similarly, a competency has some components which are visible like knowledge and skills but other behavioural components like attitude, traits, thinking styles, self-image, organisational fit etc are hidden or beneath the surface.

An early assessment was carried by McClelland in 1970s which explains that competencies are important for employee performance and success (Lucia, Lespinger, 1999; McClelland, 1973). At the individual level, competency must not be conceived as the sum of theoretical

and empirical knowledge held by an individual, neither is it something encapsulated in a task. According to Zarifian (1999), “competence is the practical intelligence about work situations that is supported by the acquired knowledge that transforms them.” Individual competence is neither a state nor can it be reduced to a specific knowledge or know how. Le Boterf (1995) places competence on the intersection of three axes formed by (1) the person (his / her biography and socialization), (2) the educational process, and (3) his / her professional experience. According to the author, “Competency is the set of social and communicational learning processes nurtured upstream by education and downstream by evaluation system.” Competency is acting in a responsible way, which is recognized by others. It implies knowing how to mobilize, integrate, and transfer knowledge, resources and capabilities in a given professional context. Competencies are always contextual. Learning and knowledge can only achieve the status of competency if they are communicated and exchanged. Thus, the network to which the individual belongs, with whom he / she interacts, is crucial for communication to be efficient and generate increased competence. Therefore, the concept of competency must be associated to verbs: know how to act properly, how to mobilize resources, how to apply multiple and complex knowledge, how to learn, how to commit himself / herself, how to assume duties and responsibilities, and how to develop a strategic vision of the business. At the same time, the process of competency formation must aggregate economic value to the organisations and aggregate social value to the individual. Competencies are defined as ‘a responsible way of acting, recognized by others, that implies how to act, how to integrate and transfer knowledge, resources and capabilities, and how to aggregate economic value to the organisation and social value to the individual’ (Fleury and Fleury, 2000).

1.2.1 Definitions

Competence is skill based; standard attained and describes what people can do and what can be measured. Competences refer to the range of skills which are satisfactorily performed.

Irena Bakanauskiene and Jurgita Martinkiene (2011) defined competencies for Western Lithuania region and identified three major blocks of competencies: professional competencies, social competencies and personal competencies. Competencies can be

developed through a process of observation and interviewing outstanding performers in a wide variety of jobs and roles to determine what sets these outstanding employees apart from everyone else. These characteristics can be defined in terms of behaviours – those thoughts and actions that characterize outstanding performers.

Competencies are classified as basic competencies and professional competencies. Further, professional competencies are classified into broad categories such as generic competencies, managerial competencies, and functional or technical competencies. The competencies profile has been studied during the last decades, using diverse approaches, for distinct purposes. In human resource management research, competencies are studied from the point of view of job competencies in which they are considered as technical skills to perform job activities. The term ‘Soft Competencies’ was defined as personal behaviour or attitude. Diverse authors defined that soft competencies are complementary to technical competencies, and that they are of great importance to human resource management (Dubois 1993, Dainty et al. 2005).

In 1995, a conference was held in Johannesburg by experts in human resource development on the subjects of competencies. As a result, new definition of competency was synthesized by Parry (1996) which states, ‘competency is a cluster of related knowledge, skills and attitudes that affect a major part of one’s job, that correlates with performance on the job, that can be measured against well-accepted standards and that can be improved via training and development’.

The definitions given by all experts can be understood by following points:

- Competencies are underlying characteristic which means it is a deep and in-built part of an individual’s personality which is demonstrated through behaviour.
- It facilitates in predicting behaviour of an individual in a wide variety of situation or tasks.
- It is a combination of skills, motives, knowledge, abilities and attitude which helps in achieving superior performance.
- Competencies are measured for a specific job.

1.2.2 History of Competences

The case for competency management has grown strongly since David McClelland wrote his article in 1973 and the Management Charter Initiative (MCI) was launched in UK, in the eighties. There is ample evidence that competencies form the bedrock for effective and superior performance. That is the reason why organisations, both in private and public sector, continue to emphasize on them. Competencies (R. Palan, 2003) refer to an underlying characteristic that describe motives, traits, self-concept, values, knowledge or skills that a superior performer brings to the workplace. A team of Educationists lead by Benjamin Bloom in the USA in mid-fifties laid the foundation for identifying educational objectives and thereby defining the knowledge, attitudes and skills needed to be developed in education. David McClelland, the famous Harvard Psychologist has pioneered the competency movement across the world. His classic books on “Talent and Society”, “Achievement Motive”, “The Achieving Society”, “Motivating Economic Achievement” and “Power the Inner Experience” brought our several new dimensions of the competencies. These competencies exposed by McClelland dealt with the affective domain in Bloom’s terminology. The turning point for competency movement was the article published in American Psychologist in 1973 by McClelland, wherein he presented that traditional achievement and intelligence scores may not be able to predict job success and what is required is to profile the exact competencies required to perform a given job effectively and measure them using a variety of tests. Latter, McBer, a consulting firm founded by David McClelland and his associate Berlew have specialized in mapping the competencies of entrepreneurs and managers across the world. They even developed a new and yet simple methodology called Behaviour Event Interviewing (BEI) to map the competencies. For years now, competency management has been suggested as a way to more effectively utilize employee skills in the workplace. The concept originated from Human Resource Management as a way to align HR processes (like selection, performance appraisal, training and development) to job requirements and organisational strategy (Green, 1999). Moreover, it has been suggested that in Knowledge Management approaches defining competencies can support knowledge management processes like goal-setting and evaluation, or the assignment of teams in knowledge-based organisations (Deiters et. al., 2000). Skills or competencies are being defined in organisations in order to describe characteristics of individual employees to make better use of their expertise or to develop it further.

The phrase core competence in the literature on education defines a set of learning outcomes (skills or competencies) which each individual should acquire during or demonstrate at the end of period of learning. It is one of a number of associated concepts, including core skills, core competency, generic skills and key qualifications (Gary & Nick, 2000). There are differences between all of those concepts but they all relate to learning outcomes which support further learning, employment, personal development and socialization.

Katz and Kahn (1986) grouped competencies under three areas, which were later expanded to the following four:

1. Technical or functional: Associated with technical or functional expertise required to perform the specific role.
2. Managerial: Knowledge, attitude and skills required to plan, organize and mobilize various resources.
3. Human: Knowledge, attitude and skills required to motivate, utilize and develop human resources.
4. Conceptual: The ability to visualize the invisible and think at abstract levels.

The requirement of the above competencies varies across different levels. As one moves higher in the hierarchy, more is the requirement of the managerial and conceptual competencies.

1.2.3 Competency Characteristics and Categories

Boyatzis' model investigates which characteristics of managers are related to effective performance and it can be considered as adaptation of the classical psychological model of behaviour (McClelland, 1971). The authors see 'competency' as 'an underlying characteristic' causally related to superior job performance (McClelland, 1971 and Boyatzis, 1982). This approach is also known as the input approach to management competency (Tate, 1995 and Hoffmann, 1999), as it was used to define the inputs needed to demonstrate a competent performance and to find out what makes managers competent. The second approach identifies the outcome expected from a job when it is performed

adequately. It suggests not only skills and knowledge but also the range of qualities of personal effectiveness required to get a job done (Ashworth & Saxton, 1990) (Silver, 1991) (Boam & Sparrow, 1992) and (Burgoyne, 1989). The main contraposition between the two meanings of the term 'competency' is that one refers to the output or the result of the training, while the other refers to the inputs or the underlying attributes required of a person to achieve competent performance.

There are four major components of competency:

1. Skill: capabilities acquired through practice. It can be a financial skill such as budgeting, or a verbal skill such as making a presentation.
2. Knowledge: understanding acquired through learning. This refers to a body of information relevant to job performance. It is what people have to know to be able to perform a job, such as knowledge of policies and procedures for a recruitment process.
3. Personal attributes: inherent characteristics which are brought to the job, representing the essential foundation upon which knowledge and skill can be developed.
4. Behavior: The observable demonstration of some competency, skill, knowledge and personal attributes. It is an essentially definitive expression of a competency in that it is a set of action that, presumably, can be observed, taught, learned, and measured.

Competencies provide a very valuable addition and enhancement to the typical performance management process, with benefits for both the employee and the organization. For employees, the assessment provides information on how their competencies support and contribute to the organization's success as well as a framework for planning learning and development in their current role and also for their advancement within the organization. For the organization, the assessment of competencies can provide valuable insights on the skills and talent pool resident within the organization, as well as the competency gaps that need to be addressed to meet both current and future needs.

1.3 Competent teachers and use of competency management in Education

Mere possession of knowledge and certified qualification gives no assurance to meet the competencies of a good teacher. For this, it is obligatory for a teacher to have appropriate comprehension of human nature, its needs, and developmental principles in light of urbanization, technology advancements and industrialization locally as well as globally. Due to vast extension in roles and responsibilities, a teacher has to display high order of professionalism inside and outside the classroom. It is impossible for a teacher to possess all competencies in perfect amalgam though training and experience lead teacher towards proficiency. To cite few traits: A competent teacher is temperamentally warm and cordial. He/She has clear vision of the set objectives. He/She executes meticulously whatever is planned. Management of affairs is done effectively by her inside and outside the classroom. His/her skill of presentation of subject matter is able to seek attention of students. He/She is capable of motivating the back benchers.

Key competences are those competences that are needed for performing any professional activity and they include information-communication competences, social-working competences (ability of a person to make independent professional decisions, to combine his/her personal interest with the interests of a society), language competences (capability for oral and written communication in different languages), merits of an individual as such, cultural competence (familiarity with national and world culture). Basic competences show specificities of the teaching profession and include organizational competences (ability of a teacher to successfully organize educational activities of students), didactic competences (ability of a teacher to transfer knowledge to students in a way that will make them interested in the learning process), pedagogical thinking (reflexive ability of a teacher related to his/her own activities and the planned activities), cognitive-creative competences (ability of a teacher to organize a process of learning with comprehension with students, to harmonize the goals of teaching with cognitive abilities of a student), psychological competence (ability of a teacher to respect a unique personality of a student in the teaching process), evaluative competences (ability of a teacher to objectively look upon students' achievements and the learning process, his/her own work, professional work of colleagues, positive and negative aspects in the system of education in its entirety), advisory competences, competence for a lifelong development of a teacher as a professional (ability of a teacher to develop professional skills, knowledge and competences during his/her

entire career). Special competences represent the level of competences of teachers for the content of the subject they teach and for the research of their own practice, in order to create one's own style of teaching, in the function of better achievements of students.

Competencies being concerned with three domains of learner's behaviour are imperative for teacher to bear prime responsibilities. Besides disseminating knowledge, teacher helps students:

- a) To develop rationale and scientific temperament.
- b) To foresee advancements in all spheres of life and its impact on the society.
- c) To help students in conserving and transmitting values nurtured by the society.

1.3.1 Competency based applications in Education System

Competency based applications are commonly used in Organizations, but can also be practised in Educational sector. The common areas of applications were competency based methods can be used are Position requirement for understanding process design and job design, Position fulfilment and Recruitment. Competencies are the basis to determine who should be interviewed and evaluated. To check whether the candidate is qualified to perform the job, to check while selecting an individual, to determine the best person to fill the position, Orientating the on the general competencies required of an employee by the organization and Induction training. It can be used for Performance management, Development, Promotions and Succession Planning.

1.3.2 Benefits of using competency based processes

- 1) Provides a complete picture of job requirements during interview.
- 2) Help to select a critical set of skills, knowledge or characteristics and focus on those with strong potential.
- 3) Hiring the right person which has a tremendous impact on the productivity and profitability of an organization.
- 4) Ensure a more systematic interview process.
- 5) Helps identify competencies for training and development.

- 6) Enable focus on relevant behaviors and skills.
- 7) Makes the most effective use of training and development.
- 8) Correct monitoring and measurement during training program.
- 9) Facilitates the performance appraisal process.
- 10) Provides data in identifying the specific behaviors crucial for effective performance.
- 11) Clarifies required skills, knowledge and characteristics.
- 12) Allows an organization to measure key capabilities at the organizational level.

1.4 Factors affecting Competency of a Teacher

The literature stresses that “good teachers” have empathy for students, they are generally experienced teachers and most of all they are organized and expressive. “Excellent teachers” are those who have passions: passions for learning, for their field, for teaching and for their students. But research also demonstrates that “good teaching” depends on what is being taught and on other situational factors.

In all education system, the performance of teachers is one of the handfuls of factors determining school effectiveness and learning outcomes. Naik (1998) explains that teaching is noble, but demanding occupation. In order for teachers to maintain a high level of professional performance under these conditions, they must assume personal responsibility for their own performance, growth and development. Teachers are the most critical component of any system of education. How well they teach depends on motivation, qualification, experience, training, aptitude and a mass of other factors, not the least of these being the environment and management structures with in which they perform their role. Teachers must be seen as part of the solution, not part of the problem. Poor pay, low status and morale are key causes of poor performance and corrupt behaviour in the public sector. Across the world, millions of teachers, most of them women, are working tirelessly for poverty wages educating the next generation. Smith and Glenn, (1994) explains that internal factors have an impact on teachers feeling of success and a

number of external forces can either aid or hinder a teachers success. There are number of factors that influence teacher performance. Increased duties and demands on time, low pay, and disruptive students have a significant impact on teachers' attitudes toward their jobs. In addition, lack of support from staff at all levels has an effect on teacher performance. Teachers are no exception. Low pay and student conduct problems in the classroom are just a couple of issues that teachers face. Low morale among teachers is another very important problem that must be addressed if the problem of teacher shortages is going to change and ultimately improve. In order to work toward a solution, the first step is to identify those factors that have the greatest impact on morale levels, both negative and positive

1.5 Background of Study

Despite, its impressive growth, higher education in India could maintain only a very small base of quality institutions at the top. Standards of the majority of the institutions are poor and declining. There are in fact, no widely accepted methods for measuring teaching quality, and assuring the impact of higher education on students is so far an unexplored area as well. In the traditional method of hiring, most of the organisations looked at just the visible components of competencies; the knowledge and skills, believing that the behavioural aspects can be developed through proper guidance and good management. However, with major shifts in the conventional methods of people management, the hiring process has also undergone a change therefore a lot of emphasis is being put on the hidden behavioural aspects as well to make a sound decision. Hence, a complete picture regarding the competence of a person consists of both visible and hidden aspects and it becomes necessary to understand both to arrive at identifying the best man for a job. Recruiting the right person at the right job will help the educational institutions to produce employable graduates.

1.6 Purpose of Study

A combination of knowledge, skills, attitude and personality of an individual as applied to a role or job in the context of the present and future environment that accounts for sustained success within the framework of Organisational Values. Competencies include

the collection of success factors necessary for achieving important results in a specific job or work role in a particular organisation. Success factors are combinations of knowledge, skills and attributes (more historically calls KSAs that are described in terms of specific behaviours and are demonstrated by superior performers in those jobs or work roles. Attributes include: personal characteristic, traits, motives, values or ways of thinking that impact individual's behaviour. A paramount factor in the teaching learning system is the teacher. A sound educational system can flourish if two conditions are successfully met. First is the constant updating and refinement in knowledge and skill of serving teachers and second one is equipping student teachers with befitting competencies and positive attitude towards profession. It is important to understand the qualifications which are necessary for a teacher to be effective in his work which are essential for successful teaching.

1.7 Statement of Problem

Although a great deal of attention has been given to the nature of teaching and the qualities a good teacher ought to possess, there has been little emphasis on the specific characteristics and competencies that teacher educators should have. Significant research efforts in past decades have added a great deal to the body of knowledge about teaching and teachers. However, although the growing interest in trying to uncover the nature of teaching and teachers' work over the years has brought attention to teaching and teachers; who they are, what they do, what they think—and their desired characteristics, have often been ignored in studies of teacher education (Lanier & Little, 1986). Correspondingly, questions such as “What should teachers be competent in?” “What tasks and competencies are teachers expected to possess?” and ultimately “What does it mean to be a good teacher?” have rarely been investigated (Koster, Brekelmans, Korthagen, & Wubbels, 2005). Therefore, not surprisingly, very little has been discovered about the quality of teacher education, and hence, that of teachers, over the years (Buchberger & Byrne, 1995; Korthagen, 2000; Koster et al., 2005).

1.8 Scope of Study

The study carried out in this research focus on identifying the teaching competencies required by faculties in Higher Education. 36 Institutes affiliated to Gujarat Technological University were selected as a part of the study located across Gujarat. The questionnaires were addressed to 386 faculties teaching at MBA Institutions, but only 358 fully filled questionnaires were considered as a part of this study.

1.9 Objectives of the Study

The objectives of the study are as follows:

- 1) To identify the essential teaching competencies as reported in the National and International Journals of repute.
- 2) To study the perception of faculties teaching at Management Institutions towards essential teaching competencies.
- 3) To find out the perception of faculties teaching towards the important factors affecting teaching competencies in Management Institutes.
- 4) To study the influence of demographic variables on the factors affecting the teaching competencies.
- 5) To identify the influence of demographic variables on Knowledge, Skill and Attitude variables of teaching competencies.
- 6) To study the linkages of factors affecting teaching competencies on Knowledge, Skill and Attitude variables

1.10 Significance of the Study

The study contributes to the Higher Educational Institutions and to the Faculties also, for betterment of the Education system. The study reveals the competencies which are required by the faculty teaching in MBA Institutions thus helping the Institutions to have an efficient recruitment, training and performance management process in place. Competent teachers will thus help to have better quality and employable graduates. The

study also focuses on the factors which affect the teaching competencies. This can help the institutions to monitor and ensure an effective system and satisfied work force.

1.11 Structure of Thesis

Chapter 2: Review of Literature

This chapter is divided into three areas. First the Literature review on use of Competency Mapping in Corporate Sector. The Second part focuses on Importance of Identifying Teaching Competencies in Educational Sector. The third part focuses on Literature Review on Study of various Teaching Competencies, which forms the basis of Questionnaire. The fourth part of Literature review studies factors affecting Teaching Competencies, which forms the basis of Questionnaire. The contribution of Researchers from India and abroad has been considered to form a part of this study.

Chapter 3: Research Methodology

This chapter discusses the methodology in which the study was carried out. The chapter contains the objectives, hypothesis, research design, research tool, sampling method and the various other parameters used for the data collection for the study.

Chapter 4: Data Analysis

This chapter provides the result of the research survey carried out. The data collected was interpreted with the help of SPSS and various other statistical tools.

Chapter 5: Findings

This chapter provides the interpretation of the data analysis and provides key findings of the entire study. The findings are described on the basis of objectives framed.

Chapter 6: Conclusion and Contribution

This chapter provides the conclusion of the entire study. It also discusses the Limitations of the study undertaken. The contribution of the study is also mentioned along with the scope for further work in the area of competency based approach for teachers in educational institutions.

CHAPTER - 2

LITERATURE REVIEW

CHAPTER 2

Literature Review

Teaching is a great profession and teachers have a great role in their students' intellectual, personal and social development, there by influencing the whole nation's development. Teaching is the supreme art of the teacher to awaken joy in creative expression and knowledge. Teachers can have influence more profound than others. In fact it is an ideal teacher at the climax of his performance that brings about a positive change in the overall behaviour of his students by leading them to a lofty character and to exemplary morals. Since David McClelland (1973) used the term of competency as a criterion of assessment many subsequent studies about also was introduced in areas of teacher education, vocational education, business management, and human resource management. The extensive study on literature review indicates that teaching competencies are very essential to bring the desired outcomes. But, the literature review indicates various competencies by different studies. It is thus imperative to list all the competencies together and get an opinion from the teachers at educational institutions. Also, not much study has been carried out on factors affecting the teaching competencies. If a clear understanding of the teaching competencies can be identified, the educational institutions can achieve success in promoting world class education and students. In summary, the purpose of identifying competencies is to provide a well-trained workforce that will work for organizational goals effectively and efficiently.

This chapter is divided into four sections.

- Section 2.1 deals with Literature Review on use of Competency Mapping in Corporate Sector.
- Section 2.2 deals with Literature Review on Importance of Identifying Teaching Competencies in Educational Sector.
- Section 2.3 deals with Literature Review on Study of various Teaching Competencies. (To form the basis of Questionnaire)

Section 2.4 deals with Literature review studying factors affecting Teaching Competencies. (To form the basis of Questionnaire)

Each section ends with Concluding Remarks on the same.

2.1 Review On Use Of Competency Mapping In Corporate Sector

Patricia & et. al. (1996) explored that competencies can be considered as talent-based interpretations of business needs. Competencies add value by communicating what people must know to help the business succeed. Competency and performance based pay are necessary partners in linking rewards to business strategy and direction. Competencies are most likely to serve as a learning platform for performance. To explore competency models actually in use, the authors reviewed the competencies that 10 company's award. The authors revealed that person based pay is probably a more powerful strategy, that's where competencies offer a fruitful opportunity that is worth exploration.

F. Patterson & et. al. (2000) conducted three independent studies to determine competencies for General Practitioners in medicine field with the usage of various techniques including critical incidents, interviews, and focus groups. The competencies derived implied that greater accounts of personal attributes need to be considered in recruitment and training, rather than focusing on academic and clinical competency alone. Communication and empathy were identified as important aspects of job role for General Practitioners in medicine field.

May & Roger (2001) proposed a core competency framework for service firms operating within internationally competitive markets. Authors developed a framework of core competencies relevant to strategic marketing in the service industry. The framework was created by applying the core competency concept to the literature on service industries. The study extended the concept of core competency, originally applied to organisations in the manufacturing industries, to organisations in the high service industries. A market sensing core competency is proposed, consisting of knowledge of the market environment together with skills in conducting market and consumer research. The research explored a number of core competencies relevant to service firms: nurturing, empowerment, operating, data management, new service development, alliancing, communication, and

market sensing. Research affirms that competency models are widely deployed, with adoption rates likely to increase in the future.

Study of (Kak, 2002)¹ concluded through his study that competencies cannot be copied and thus can become a competitive advantage.

Robert Zaugg & Norbert Thom (2002)² established that organisational success can be achieved only through the establishment of implicit competencies in human resource management, organisational development and knowledge management. Competencies help to promote a configurationally model of change and further result in the excellence of a company. If implicit competencies are successfully developed into success potentials, and in addition to core competencies, then competitive advantage can be attained. Authors identified that there is a considerable need for organisational generalist who have a broad knowledge of organisational work. It therefore seemed reasonable to speak of a need for organisational competency on all levels a company, for all categories of employees. Implicit competencies do not generate themselves; rather, they must be constantly developed and converted into competitive advantage.

Tobias Ley & Albert D. (2003)³ presented a formalization for employee competencies which was based on a psychological framework separating the overt behavioural level from the underlying competency level. On the competency level, employees draw on action potentials which in a given situation produce performance outcome on the behavioural level. The Skills Management approach was suggested to ensure that employee competencies are managed in line with the future needs of an organisation. In the process of Skills Management, required individual competencies are defined in terms of required skills and knowledge, management skills and social and personal skills which were derived from job requirements and were influenced by the core competencies. As a result, a number of job profiles, sometimes also called 'competency models', are obtained.

Vaishali DKK and Mohit Kumar (2004)⁴ developed competency mapping based training need assessment for two levels of hierarchy in Indian banks. The study aimed to develop competencies that are organisation specific and link it with vision, mission and climate of organisation. The author developed a scientific competency evaluation tool (psychometric scale) to measure 18 behavioural competencies. Bank and region wise training needs were derived based on the competency mapping for Indian bank managers. One of the most systematic and scientific methods of Training Need Assessment is through competency

mapping. Thus, measuring the competency levels of employees can help in identifying the gaps between the competencies desired and current state of competencies.

Shirish C Srivastava (2005)⁵: This paper leads to the conclusion that for achieving sustainable competitive advantage, firms need to have a critical competence. The various elements of critical competence framework discussed so far bring out their importance and meaning. This can be done by analyzing the ways in which firms are actually deploying, nurturing, developing, and abandoning core competencies. Such studies can offer concrete methodologies on how firms can develop their systems for actualizing their critical competence framework.

A UK-based benchmarking study (**Rankin, 2005**)⁶ of competencies in organisations found that 60% of respondents had a competency framework in place. Of those firms lacking a competency framework, about half (48%) intend to introduce one in the future. Furthermore, among those organisations with competency frameworks, approximately four out of five employees (78%) were included in their competency model. Also, one half (50%) of the firms reported having a single, common competency framework across the entire organisation.

Sharika Gupta (2005)⁷ described that the process of competency profiling, and competency mapping.

Ramakrishnan (2006)⁸ discovered that competency mapping is identified an individual's strengths and weaknesses in order to them better understand themselves and to show them where career development efforts need to be directed. It is used to identify key attributes required to perform effectively in a job classification.

Jennifer & et. al. (2006)⁹ explored the competencies required for a project manager to be effective in the workplace. Delphi technique was used to identify what competencies do experienced project management professionals believe are necessary for an effective project manager. The authors organized 117 success factors into nine categories, eight of which included competencies that could be addressed effectively in an educational and training program. Problem-solving expertise, leadership skills, context knowledge, communication skills were identified as most important and required competencies for the project managers.

Seema Sanghi (2006)¹⁰ discovered that human competence is undoubtedly the key and critical element for the success of an organisation and the individual. It calls for a right blend of right person with right competencies. Corporate core competencies were identified and efforts were made to establish core competencies throughout the organisation. The author has discussed the personal competency framework which embraces 45 competencies discussed under six broad parameters such as intellectual, personal, communication, interpersonal, leadership and result-oriented.

Coll & Zegward (2006)¹¹ focused on establishing what competencies the various stakeholders think are the ideal competencies needed by employees in the hospitality field in places such as hotels, food service providers, restaurants and lodges. Employers have indicated that candidates are often not prepared for the workplace and calls for assessment of competencies rather than on intelligence scores. By improving and developing candidates' competencies such as interpersonal skills, teamwork, communication and problem solving skills, value will be added to their intellectual capabilities making them more employable. There are varieties of interpretations of the term competency and can be viewed as a characteristic of an individual and related to personal attributes rather than technical skills.

Meeta Kanhere (2006)¹² highlighted the importance of competency mapping in different HR functions like recruitment, performance appraisal, training and development and its overall impact on the organization. "Competencies" aim at linking the human resource system of an organization to its purpose. The competency focus gave insights into the process of aligning the human resources of an organization with the vision and mission of the same. Describing what was done helps performance management, describing what was being done helps training and development and describing what should be done helps to define selection standards and performance goals. An attempt was made in this paper to study the competency mapping process and benefits in the three select information technology companies.

Juri L. De Coi, Eelco Herder, Arne Koesling, Christoph Lofi, Daniel Olmedilla, Odysseas Papapetrou, Wolf Sibersk; (2007)¹³ developed a model for competence gap analysis as he suggested that modelling competences is an integral part of many Human Resource (HR) and e-Learning related activities. HR departments use competence descriptions to define requirements needed for performing specific tasks or jobs. The same

competences are acquired by employees and applicants by e.g. experience or certifications. Typically, HR departments need to match such required and acquired competences in order to find suitable candidates. In e-Learning a similar situation arises. Curricula or training programmes need to describe prerequisites that must be fulfilled before joining and the competences that will be acquired after successful completion. This paper analyses the limitations and extends existing approaches for modelling competences in order to allow (semi-)automatic competence matching.

Lucian Cernusca, Cristina Dima (2008)¹⁴ explained the process of competency mapping through models and application through appraisal tools.

Edwin D. Davidson (2008)¹⁵ explored the subject of management competencies and provides a framework for contextualizing competency modelling within an organisation. The author also highlighted the types of typically employed in the construction of competency models. The research includes the various approaches for developing competency dimensions, typical organisational uses for competency models, types of competency model, and management competencies as predictors of performance. The article concludes with an example of actual competency model.

Ashok Sankethi (2008)¹⁶ explained that Competency mapping is the process of identifying key competencies for a particular position in an organisation. Once this process is complete, the map becomes an input for several other HR processes such as job-evaluation; recruitment; training and development; performance management; and succession planning. For competency mapping to be productive, the organisation has to be clear about its business goals in the short- as well as long-term and the capability-building imperatives for achieving these business goals. The process starts from as macro an endeavour as understanding the vision and mission of the organisation and how that translates into specific, time-bound business goals.

Lucian Cernusca & et. al. (2008)¹⁷ in her study explained how competency is linked to performance and development of career.

Claudia Ogorean & et. al. (2009)¹⁸ suggested that defining core competencies helped firms with sustainable advantage.

Claudia Ogorean, Mihaela Herciu and Lucian Belascu (2009) study focused the resource-based view of the firm in order to obtain sustainable competitive advantage. They suggested the process using of new competencies for competitive advantage.

Jehad S. Bani-Hani, Faleh, Abdelgader AlHawary (2009) examined study indicated the link between the impact of core competencies on competitive advantage.

Farah Naqvi (2009) sought to delve deeper into the concept of competency, tracing its history and its role in the present context. It has been explained how the concept had constantly evolved over the years, its applications in human resource management, and development in the present scenario. It also studied its future prospects in the light of other emerging areas like talent management. The concept of mapping competencies and creating talent factories is not only beneficial to the individual, but to the organisation as a whole. It is to be noted that the competency model and mapping are being applied more for three basic functions, i.e. recruitment, training and development. Companies do face resistance while introducing a competency framework, as some employees tend to perceive it as a threat to their careers. An issue that came up before different managers was that the model was not being updated with time even when the expectations for certain roles have changed due to changes in structure and external environment. The situation, where employees are demanding companies to be proactive with respect to their careers requires that the companies should fine-tune their HR system, making it more competency-based, thereby resolving some major issues of talent management like development and retention of human asset.

Barney Erasmus & et al. (2010) defined roles and required competencies of HRD practitioners in South Africa. The author identified the level of importance and satisfaction with the main competencies amongst HRD practitioners. The paper focused on establishing the connection between roles, competencies and performance. Competencies for HRD practitioner are divided into four broad categories: business competencies, interpersonal competencies, technical competencies and intellectual competencies.

Charles Kamen & et. al. (2010) explored that training programs have increasingly focused on development of competencies as a benchmark for training progress. Competency base training program had gained much attention in the field of clinical psychology. Focus of training programs has shifted towards a “culture of competence”. Conceptualization of the importance of competence-based assessment highlighted the need

to use assessments of competency to optimize employee development. A list of competencies was derived for improvement of training programs which includes interpersonal skills, cognitive skills, affective skills, personal skills, expressive and reflective skills. The stairway model of competency suggested a tiered, developmental pathway to competence.

Justin M. Nash & et. al. (2012) insisted that trainees aspiring to enter specialty areas of practice in professional psychology need to acquire both core competencies in professional psychology and focused on advanced levels of competencies associated with their area of specialty practice. It indicated that standards of competence are the foundation of credibility for any profession, including those in health care, education, legal and governmental service. The authors explained three major types of competencies including foundational competencies, functional competencies and professional competencies with the help of competency cube model developed by E. Rodolfa & et. al.

Nadine J. Kaslow & et. al (2012) emphasized the need for competencies required for transformational leadership.

Summary of the studies:

- In the present scenario, the requirement of different skills, knowledge, behaviour and attitude is playing a prominent role. Right people for right job are very important, and to identify the right person for the job, key competencies should be identified in advance before recruitment. The Literature review cites that there is a shift from general competencies to specific competencies. Thus it is very important to use competency mapping as it plays a crucial role in achieving sustainable competitive advantage. The Review also highlights the use of Competency Mapping in different HR functions like Recruitment, Training and Development, Performance Appraisal and Career Management. Training programs should also be based on the competencies which are lacking in the individual. Many organizations use competency based models for different Human Resource functions.^{1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18}

2.2 Literature Review on Application of Competency Mapping in Educational Sector

Savage and Briggs (1993), based on their study in USA reiterate that with the glaring exception of education concluded that every profession in the United States that has a college degree as a prerequisite also requires the passage of an examination that measures the competency in skills and knowledge that define that profession. Thus, a CPA test would require an examinee to compare potential earnings of an IRA versus a municipal bond, whereas an examination in medicine would require future physicians to be able to monitor penicillin-sensitivity shock. Competency tests are necessary, relevant, and justifiably restrictive if professional standards are deemed important. These tests may be culturally biased if, by definition, bias signifies better performance on the average by one cultural group over another.

David w. Johnson (2000) described a competency-based approach to effectiveness assessment at the program level utilizing various feedback mechanisms and also discussed an approach to feedback analysis using curriculum-competency mapping that could suggest areas for program improvements. Also, experiences in applying the competency-based assessment process for the Computer Information Systems program of a small college were described.

Omare, C & Iyamu O.S (2006) based on their study “Assessment of the affective evaluation competencies of social studies teachers in secondary schools in Western Nigeria” reveal that nature and objectives of Social Studies in Nigerian Secondary schools indicate the affective orientation of the subject. Studies abound on the dominance of cognitive orientation to the teaching and evaluation of the subject in the schools, an indication that the curriculum is poorly implemented. This study assessed the affective evaluation competences of Social Studies teachers in western Nigeria, using the observation methods and rating scale. It was found that the teachers' over-all affective evaluation competences were below the acceptable level and that professionally qualified non-graduate teachers demonstrated more competence than their graduate counterparts. The need to intensify the development of affective teaching skills in Social Studies teacher education was recommended.

Lina Martel (2007) through her study discussed that recognizing acquired competencies play a primary role in the creation of a culture of ongoing learning. This culture makes it possible for all to achieve their goals and continue fine-tuning their competencies and learning throughout life. This is a major issue for the interveners and the leaders in education who are concerned with developing and training the workforce. For teachers in general, the recognition of acquired competencies makes it possible for them to move forward in their ongoing training and continue progressing in their professional development. This article outlines the overall situation regarding recognition of acquired competencies, its basic concepts, and their application in the educational system.

Baartman et al., (2007) presented on evaluating assessment quality in competence-based education: A qualitative comparison of two frameworks observed that because learning and instruction are increasingly competence-based, the call for assessment methods to adequately determine competence is growing. Using just one single assessment method is not sufficient to determine competence acquisition. This article argues for Competence Assessment Programmes (CAPs), consisting of a combination of different assessment methods, including both traditional and new forms of assessment.

Baartman et. Al., (2007) discussed about “Determining the Quality of Competence Assessment Programs: A Self-Evaluation Procedure”. He observed that the assessment methods are changing, the way to determine their quality needs to be changed accordingly. This article argues for the use Competence Assessment Programs (CAPs), combinations of traditional tests and new assessment methods which involve both formative and summative assessments. To assist schools in evaluating their CAPs, a self-evaluation procedure was developed, based on 12 quality criteria for CAPs developed in earlier studies. A self-evaluation was chosen as it is increasingly used as an alternative to external evaluation. The CAP self-evaluation is carried out by a group of functionaries from the same school and comprises individual self-evaluations and a group interview. The CAP is rated on the 12 quality criteria and a piece of evidence is asked for to support these ratings. In this study, three functionaries from eight schools ($N = 24$) evaluated their CAP using the self-evaluation procedure.

Akiba et al., (2007) in their study on “Teacher Quality, Opportunity Gap, and National Achievement in 46 Countries” reveal that the 2003 Trends in International Mathematics and Science Study data from 46 countries showed that, although the national level of

teacher quality in the United States was similar to the international average, the opportunity gap in students' access to qualified teachers between students of high and low socioeconomic status (SES) was among the largest in the world. Cross national analyses revealed that the countries with better teacher quality produced higher mathematics achievement. However, larger opportunity gaps in access to qualified teachers did not predict larger achievement gaps between high-SES and low-SES students cross-nationally. These analyses provide empirical, cross-national evidence of the importance of investing in teacher quality for improving national achievement. National policies and practices related to improving teacher quality appear to be a promising area for future research to identify how other countries have achieved both excellence and equity in student achievement.

Talbot & et. al. (2007) studied that competencies can help in educational institutions for curriculum development, performance appraisal and improving the quality.

Vukica Jovanovic, Mileta Tomovic (2008): They researched that a competency gap exists between the requirement of organizations from the employed graduates engineers. Identifying right competencies can help reduce this gap. Identifying competencies can help in better integration of the skills.

A. Rafael Richardson (2008): Many researchers have suggested that teacher quality and student achievement, especially in mathematics, are two significant challenges for schools. The purpose of this study was to assess whether or not there is a statistically significant difference in teacher qualifications that might help to predict the academic performance of middle school students on the mathematics portion of the Alabama Reading and Math Test (ARMT). Using a theoretical framework which suggests that teacher qualifications impact or have a relationship to student achievement in mathematics, this study examined the relationship between the factors of teacher preparation, certification, and teaching experience with the mathematics achievement of their students. Measures of teacher qualifications included four independent variables: (a) the number of mathematics semester hours completed, (b) type of teacher certification, (c) the teacher's total number of years teaching mathematics, and (d) the teacher's total number of years teaching middle school mathematics. Twenty full-time mathematics teachers from 7 of the 8 traditional (non-magnet) middle/junior high schools located in the Montgomery Public School (MPS) District, Montgomery, Alabama participated in this causal-comparative study. All participants completed a *Teacher Background Survey*. The survey results were later

matched with student data from the 2007 administration of the Alabama Reading and Math Test (ARMT). The responses to the teacher surveys were analyzed using a t-test. Findings from this study indicated that a significant relationship does exist between teacher qualifications and student achievement. Specifically, the findings revealed that students with mathematics teachers who had 5 or more years experience performed better on the math portion of the Alabama Reading and Math Test (ARMT). This study also found that if the teacher had a traditional secondary mathematics certification then his or her students tended to score higher on the ARMT compared to teachers with alternative certification.

Monica & et. al. (2008) described that competencies are emerging as a new learning paradigm, where approaches centered on the learner are increasingly important. The process was carried out for the identification of its own generic competencies map explaining its connections between learning outcomes, levels, descriptors, credits, methodology, learning activities and assessment.

Pooja Tripathi et. al. (2010) contributed in developing a new tool called PAKS(Personality, Ability, Knowledge, Skills) for the performance appraisal in educational institutes. It can help to upgrade the faculty and the institution.

Pooja Tripathi, Jayanthi Ranjan; (2010) discussed research through paper on “A Competency Mapping for Educational Institution: Expert System Approach”; this paper presents the development of expert system to assist in the operation of competence management in educational institution. The knowledge based consists of a rule-based expert system for the competence management and subsequent performance assessment. It is generally recognized that an expert system can cope with many of the common problems relative with the operation and control of the competence management process. In this work an expert system is developed which emphasize on various steps involved in the competence management process. The knowledge acquisition to develop this expert system involved an exhaustive literature review on competence management operation and interviews with experienced deans and the competence managers. The development tool for this system is an expert system shell.

The findings of the above literature are as follows:

- National policies and practices related to improving teacher quality appear to be a promising area for future research as the quality of the students is a key factor for National Achievement. High skilled persons are needed to face the competitive challenges in the global scenario. Teachers' qualities have high impact on the performance of the students. There also exists a competency gap between the industry expectations and the quality of students joining the industry. Hence it is very important to understand the competencies required by the teacher in an educational institute. The competency management system if practiced in educational sector can also lead to effective selection of Teachers in educational institutes, developing and training of workforce , better performance and increase in knowledge of teachers and students and also help in a creating an expert performance management system focusing on formative and summative assessments. Research has also indicated that the teacher quality affects the performance of students. It is also reviewed that competencies frame the references for performance. Feedback analysis can also be done using competency framework and models.

2.3 Literature Review on Teaching Competencies

Sherry (1954)¹⁹ found that intelligence was most important to success in teaching.

Banerji (1956)²⁰ found that quick thinking, ready wit, easy adaptability and humor are important.

Dosajh (1956)²¹ found that imagination and maturity were important.

Deva (1966)²² reported that personality was the most Important and intelligence was the least important in predicting success in student teaching.

Debnath (1971)²³ Subject matter, academic qualifications, sympathetic attitude towards student mastery of the method of teaching, sincerity in teaching, proper use of aids and appliances in teaching and the art of questioning was important.

Daivel & Rao (1968)²⁴ found that a good teacher teaches well, inspires good qualities in the students, re-teaches lesson when not understood, treats students alike without prejudice, tries to reform problem students and acts as a guide to the student.

Ojha (1969)²⁵ found that important qualities in successful teachers as generous, honest, forgiving, man of character, punctual, clear in expression, wise, scholar, friendly and well-wisher.

George (1975)²⁶ explained that competencies as, gaining pupils attention, explaining and narrating, giving directions, asking questions to pupils, recognizing pupils difficulties of understanding, quality of voice and speech habits, use of non-verbal cues, holding pupils' attention, gaining pupils participation, controlling pupils and use of aids are important.

In 1975 the **Council on Teacher Education (COTE)**²⁷, identified namely communication skills, basic knowledge, technical skills, administrative skills and interpersonal skills.

Passi and Lalitha (1976)²⁸ in the studies presented teaching competencies as Planning skills, Presentation skills, Managerial skills, Closure skills and Evaluation Skills.

Maheshwari (1976)²⁹ found that high effective teachers were more affectothymic, more intelligent, having more ego strength, and more surgent, more self sentiment, less guilt prone and less radical and creative.

Gupta (1976)³⁰ **Singh (1976)**³¹ found that teachers should need nurturance, achievement, counteraction anti aggression and have self confidence.

Gray and Gerrard (1977)³² in a survey of 264 teachers suggested sixteen teaching competencies.

Jain (1977)³³ presented that intelligence; creativity and interests were important.

Mann (1980)³⁴ found that successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relation, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life and effective in adjustment.

Balachandran (1981)³⁵ brought out through studies that subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching,

impartiality, motivating, concern for the student's progress and informal academic help are important competencies.

Bhagoliwal (1982)³⁶ found that superior capacity for imaginative and original thinking.

Passi & Sharma (1982)³⁷ identified fourteen teaching competencies for the teaching of Hindi at higher secondary stage.

Pachauri (1983)³⁸ found that reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense and possessed more anxiety. Further, less Intelligent, imaginative and trusted teachers with high aggression were better in teaching.

Tharyani (1986)³⁹ studied that intelligence and knowledge in their Subject areas was important.

Sharma & Kumar (1992)⁴⁰ presented that teachers require level of understanding and expertise in various teaching skills like Promoting pupil participation, Using teaching aids, Questioning and the least important were: Closure, Pacing the lesson and Set induction.

Raju, P.V.S.R. (1994)⁴¹ reported planning, presentation of lesson, closing, evaluation and managerial dimensions were the best predictors of teachers' teaching.

Jangira and Ajit (1982)⁴² have also given a list of teaching skills.

Callahan (1987)⁴³ explained intelligent, in command of his subject, communication, able to establish and reach objectives, uses method effectively, hold student interest, understands and likes students, motivate students, appraise student readiness for learning, plans effectively and effective teaching personality.

Bennett (1988)⁴⁴ reported that competencies need are be thoroughly conversant with the subject matter children's understanding and misconceptions, differentiate curriculum in relation to students , task design, portray curriculum, organize classroom settings, monitor a variety of classroom events, create and maintain good social relationships and relate and work with parents.

Hollingsworth (1989)⁴⁵ reported that content, knowledge and ability to communicate form the foundation of good teaching. He also informed that there is a strong connection between competency and the performance.

Kagan (1992)⁴⁶ reiterated that students always bear in memory their days as students and impressions of good teachers.

Powell (1992); Wade and Moor (1992)⁴⁷ stated that teachers need knowledge of pedagogy and training to develop themselves as adept teachers confident of their own ability and with a faith on the potential of the students.

According to **Sadker and Sadker (1997)**⁴⁸ subject matter, organized, spend the major part of class time on academic activities, structure learning experiences, clearly present content information, high student interest and engagement, ensure that students have sufficient time to practice skills, involve all students in discussions, ask questions as appropriate to objectives of the lesson, use wait time, provide clear academic feedback, teach content at a level that ensures a high rate of success, vary student activities procedures, hold high expectation for students, are enthusiastic, have high record for students and treat them with respect, connect new learning to prior knowledge and build classroom-learning communities is important for successful teacher.

Government of the Punjab (1999)⁴⁹ found that there are indispensable personal and professional competencies required by a teacher.

David w. Johnson (2000)⁵⁰ described a competency-based approach to effectiveness assessment at the program level utilizing various feedback mechanisms and also discussed an approach to feedback analysis using curriculum-competency mapping that could suggest areas for program improvements. Finally, experiences in applying the competency-based assessment process for the Computer Information Systems program of a small college were described.

SBEP support to basic education project (2006)⁵¹ researched that Generic competencies consist of six main competencies, “Personal and Professional Values-Professional Development”, “Knowing the Student”, “Learning and Teaching Process”, “Monitoring and Evaluation of Learning and Development”, “School-Family and Society Relationships”, “Knowledge of Curriculum and Content”, 31 sub-competencies and 233 performance indicators. These competencies will prove very useful in terms of identifying task definitions of teachers and setting clear objectives for their personal and professional development.

Omare, C & Iyamu O. S (2006)⁵² based on their study “Assessment of the affective evaluation competencies of social studies teachers in secondary schools in Western

Nigeria” reveal that nature and objectives of Social Studies in Nigerian Secondary schools indicate the affective orientation of the subject. Studies abound on the dominance of cognitive orientation to the teaching and evaluation of the subject in the schools, an indication that the curriculum is poorly implemented. This study assessed the affective evaluation competences of Social Studies teachers in western Nigeria, using the observation methods and rating scale. It was found that the teachers' over-all affective evaluation competences were below the acceptable level and that professionally qualified non-graduate teachers demonstrated more competence than their graduate counterparts. The need to intensify the development of affective teaching skills in Social Studies teacher education was recommended.

Karacaoglu (2008)⁵³ reported 137 competencies and divided into 4 categories, Professional Knowledge, Field Knowledge, Competencies Regarding Improving Oneself and National and International Values.

V. Raji Sugumar (2009)⁵⁴ presented a study **in an educational institute and found that** to reap the fullest potential from a teacher good motivation, conducive work atmosphere, and recognition of potentials was felt necessary by most of the teachers.

Hamdan et al (2010)⁵⁵ studied the teaching competencies such as Skills Scales, Concern for School Scales, Scales on Concern for Student and Concern for Self Scales. The most dominant competency of the teachers was in concern for school scales followed by skills, concern for self and concern for students.

Ing. Katarína Krajčovičová, Ing. Miloš Čambál, CSc. (2012)⁵⁶, defined a managerial competency is more than just knowledge and skills. It involves the ability to meet complex demands, by drawing on and mobilizing psychosocial resources (including skills and attitudes) in a particular context. Managerial competencies are becoming one of the key building blocks of success of the company to achieve both the mission and vision in creating added value and improve business performance and especially the development of their own people.

Kanupriya M. Bakhru, Dr. Seema Sanghi, Dr. Y. Medury (2013)⁵⁷ presented important competencies through their study such as, 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. These competency areas can form the basis for recruitment, training and performance appraisal requirements in the context of Management teaching.

The summary of the above literature is given as follows:

Competency of teachers is very important for quality education and student success.

- In India, not much work has been carried out in the area of competency management in educational institutions⁵⁴ but it is necessary to understand the qualities of a good teacher as students always bear in memory their days as students and impressions of good teachers.⁴⁶
- The literature discusses the different competencies perceived as necessary by different researchers.
- In earlier researches more emphasis was given on thinking and imagination as important competencies.^{20, 21, 36}
- Some researchers indicated Equal treatment and attention to students as good qualities of a teacher.^{24, 48, 55} Achievement orientation and Nurturance was recognized as qualities of a good teacher^{31, 48}.
- Majority of studies focused on Communication^{25,26,27,29,35,40,41,43,45,48} Intelligence & Subject knowledge^{19,22,30,33,39,45,47,48,51,52,53,54}
- Technical Skills ,Administrative skills, Interpersonal skills, Planning skills, Managerial skills, Evaluation skills,^{28,29,34,35,40,41,43,45,48,49,56,57}
- Leadership and knowledge of using teaching aids^{26, 44, 48} as important competencies.
- Few researches also focused on Generic Competencies⁵¹ Some researchers identified Relaxed, Controlled and Adjusted attitude³⁸ and nurturance as important teaching competencies.^{31,48}

Some more research has been studied for Teaching competencies which are as follows:

Several studies have found a positive relationship between teacher experience and student achievement (e.g., Murnane & Philips, 1981; Klitgaard & Hall, 1974). This relationship is not simple and linear however. According to Darling-Hammond (1999), teachers with less than three years experience are less efficient than are colleagues with more experience. After five years the additional contribution weakens. Andrew and Schwab (1995) noted that inexperienced teachers from lengthy teacher education programs can be as efficient as experienced teachers. Teachers' age may also be of importance for effectiveness but this variable is of course highly correlated with experience. Research on teacher co-operation in efficient schools has been shown to correlate with student achievement (Rutter et al., 1979; Mortimer et al., 1988).

Kanupriya M. Bakhru; Dr. Seema Sanghi; Dr. Y. Medury; (2013), in their research study titled, “A Principal Component Analysis Of Teaching Competencies Required For Management Education”, focussed on essential teaching competencies required in educational institutions. The following is a part of their study. Since the 1920s, the issue of teachers' qualifications, which can guarantee their effectiveness, has been of concern for not only the science of Pedagogy, but also for those in charge of staffing schools with qualified professionals. As regards this issue, modern studies have revealed that the way in which a teacher carries out his work is determined by the union of his personality traits and acquired knowledge. A “good teacher” should possess a wide range of qualifications, which could, schematically, be classified as follows:

I. Personality traits, attitudes and beliefs: These include personality traits related to the professional role of a teacher, which can be nurtured and developed through initial education and continuous training (Whitty 1996: 89-90). Specifically, studies have shown that traits such as flexibility in terms of the appearance of students, a sense of humour, a sense of fairness, patience, enthusiasm, creativity, care and interest in the students, all contribute to the effectiveness of teachers (Malikow 2005, Harslett et al. 2000). These also include a teacher's attitudes and beliefs on teaching, learning, his role, all of which affect the way he chooses, evaluates and comprehends the knowledge acquired, as well as the way he benefits from this knowledge in practice, as this very practice is shaped by that knowledge (Feiman-Nemser 1990, Schön 1983, Zeichner & Liston 1996). The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth (Chen & Rovegno

2000, Darling-Hammond 2000). Specifically, teachers that have high expectations for their students and insist on promoting learning for all students tend to be more effective (Malikow 2005, McBer 2000). Another factor which contributes to the effectiveness of teachers is a feeling of commitment to the job at hand (Coladarsi 2002) and interest in the personal life of students and their families (Harslett et al. 2000). Lastly, “knowledge of self” and contemplation are worth mentioning, in that they presuppose critical and careful reflection, on the part of the teacher, on his actions and self (Turner-Bisset 2001: 110-112). McBer (2000), from a series of interviews with teachers, identified 16 “professional characteristics”, including personality traits and individual attitudes, which she then classified into five groups: a) Professionalism: commitment, confidence, trustworthiness, respect;. b) Thinking: analytic and conceptual thinking; c) Expectations: disposal of achievement of high objectives, disposal for permanent comprehension of reality (e.g. the students, the order), and undertaking of initiatives; d) Leadership: flexibility, accountability, passion for learning; e) Relations with other: fertile interaction with involved in the educational process, skills of common work, comprehension.

II. Pedagogical Skills and Knowledge Didactic and pedagogical skills are not only understood as familiarisation with techniques that are then used mechanically, but also as the acquisition of routines which, without a doubt, every teacher needs in order to save time and energy for the more significant aspects of his work; at the same time, they refer to a set of theoretical principles and research data that lead to a variety of techniques and strategies which a teacher chooses and shapes, depending on the circumstances (for the discussion on teacher skills as an element of professional competency, see Beyer 2002: 311, Conczy et al. 1990, Oser et al. 2006: 1-7). A plethora of related studies shows specific actions by teachers which can be considered factors for their effectiveness. With regard to the teaching approach, it seems that the more effective teachers (McBer 2000, Jasman 2002, Anderson 2004): set realistic objectives, try and give incentives to students for learning, apply various teaching methods, select participative forms of teaching, test and create didactic material, present information in a clear manner, combine words with pictures, use various teaching aids, maximise teaching time through systematic measures (e.g. planning, reduced disturbances in the classroom), assign work that will stir the interests of the students, monitor and evaluate the progress of students, set evaluation criteria for students and inform the students about them, and provide feedback to the students. Another decisive factor in effectiveness is a teacher’s ability to recognise the

diversity of students, to choose the best method possible for each student, and to create incentives for students (Harslett et al.2000). Yet another important factor is teachers' cooperation not only with the students, but also with the parents of the students, their colleagues and the community at large (Jasman 2002). Lastly, effectiveness, to a great extent, depends on the way problems in the classroom are managed. Research shows that more effective teachers keep all happenings in the classroom in check, that they are constantly on alert, that they swiftly deal with any problem that may arise and that they adopt various ways of working with students (Everston and Randolph 1999, Wang et al. 1999). A basic qualification, whatever the case, is the acquisition of an extended body of knowledge which contributes to the way the teacher performs in practice (Birman et al. 2000, Hawley & Valli 1999). Turner-Bisset suggests a course that would instil the necessary qualifications and focus on the following fields (Turner-Bisset 1999: 43-48, Turner-Bisset 2001): “substantive knowledge”, “syntactic knowledge”, beliefs about the subject, knowledge of curriculum, knowledge of contexts, knowledge of self, didactic training, knowledge of learners, knowledge of objectives and learning outcomes, general pedagogical knowledge, pedagogical-didactic amalgam and learning subject. This body of knowledge, that can guarantee a teacher's expertise, is determined by existing conditions and contexts, as well as the personal experiences, beliefs and needs of each teacher, a fact that renders an *a priori* definition of this knowledge extremely difficult. Nevertheless, there are knowledge fields that constitute a necessary prerequisite for every teacher, or at least for a large part of them, (Meijer et al. 1999, Meijer et al. 2001), and which form the basic part of “professional knowledge”. These include:

- a) **Subject knowledge:** the teaching subject does not coincide with the corresponding science; however, teaching a particular subject requires familiarisation with scientific knowledge. The way each scientific field is approached and studied is strongly defined by the job and duties defined in the job description. For such a specific comprehension of scientific knowledge as a way of teaching, familiarisation with the science and its dimensions is necessary. A classification of the dimensions of scientific knowledge is the following (Kennedy 1990): i) science content (opinions, axioms, facts, etc.). It relates to the “facts” and “principles” of the science being taught, from which the teacher derives appropriate examples, pictures, etc. for instruction; ii) relations, organization and structure of the contents of a scientific subject. This knowledge on the subject defines the way it is presented to the students, the questions that would pass on

the knowledge in a better way, etc.; iii) the research methodology on the scientific field. This knowledge of the methodology contributes to a better choice by a teacher of the methods through which he will approach the subject, the exercises, the questions, etc.; iv) the procedures and ways that contribute to the generalization of the “truth”, explored in every scientific field and now being acknowledged (syntactic knowledge). Moreover, a teacher should be in a position to approach the subject being taught with specific questions, such as which social norms are connected to the subject, what is its relation to social issues and its value in everyday life (Kennedy 1990). He should also be in a position to diagnose misinterpretations of the knowledge offered by the students and fully comprehend the procedures required for the acquisition of the knowledge and skills connected to the subject being taught (Shulman 1987: 9, Perrone & Traver 1996: 395-397, Darling–Hammond & Baratz-Snowden 2005: 14-16). An extra requirement for a teacher would be knowledge on every subject in the curriculum of the grade he teaches, as this allows him to adopt an interdisciplinary approach to the material, i.e. using pictures, analogies and knowledge acquired by students through other subjects (Ernest 1989). Finally, knowledge of the subject taught is related to a teacher’s beliefs. Research has shown that teachers’ effectiveness is strongly influenced by the opinion teachers have of the subject they teach (Askew et al. 1997, Medwell et al. 1998, Newton & Newton 1998). Moreover, teachers with a more “holistic” outlook on the subjects they teach tend to be more effective (Turner-Bisset 2001: 28-29).

- b) **Knowledge of learners:** this comprises knowledge on the biological, social, psychological and cognitive development of students, on issues related to group dynamics and interaction between students as well as teachers and students, students’ behavioural problems, learning motivation, adjustment issues, learning difficulties, etc.
- c) **Teaching methodology:** a way to define the necessary qualifications of a teacher is to give a detailed description of the teaching methodology. A schematic presentation of the specific structural elements of instruction follows: i) lesson planning, i.e. a teacher’s pre-lesson activities and actions (for example, organisation of content into thematic units, transformation of teaching material into teachable knowledge, definition of teaching goals, methodological organisation of teaching, time planning, selection of evaluation process). Planning can vary, depending on whether it is short-term (weekly lesson planning or unit planning) or long-term (for the entire semester or

academic year); ii) teaching performance, i.e. enforcing the choices made during planning (didactic organisation, teaching path, application of teaching forms, direct actions of the teacher, use of teaching methods and aids; iii) Evaluation of teaching, i.e. evaluating the results mainly by assessing student performance (e.g. goals, forms, basic principles, assessment techniques).

- d) Curriculum knowledge:** the school curriculum is a tool, which, in a way, determines the didactic choices of a teacher. Teachers should, therefore, know the curriculum, textbooks, the rules and laws of the education system and, as a whole, the state's role in education (Shulman 1986: 10, Shulman 1987: 9-10). At the same time, however, the demands of society today call for a critical approach to the curriculum and its adaptation to the needs deriving from context.
- e) General pedagogical knowledge:** this field relates to the organisation of the classroom, to motivating and retaining students' attention, pooling resources, learning theories and pedagogical theories. Shulman refers to "principles and strategic classroom management and organization, which exceed the knowledge of specific subjects" (Shulman 1986). This type of knowledge is nonetheless acknowledged, as it secures a framework of mental representations necessary for the comprehension and interpretation of the school classroom. Moreover, this knowledge is absolutely essential for lesson planning, as it guides the teacher's didactic choices (Ernest 1989: 19-20).
- f) Knowledge of contexts:** a teacher is called upon to evaluate the contexts in which he teaches and act accordingly, as his actions are defined by surrounding circumstances; in other words, there are no predetermined attitudes that would suit every occasion. Still, there are certain outlooks on reality, certain principles, research findings, that a teacher can use to interpret the context, as well as a host of techniques and strategies which can be used, depending on the situation. Hence, knowledge of contexts refers to knowledge of the environment and the circumstances where a teacher is required to work: the school, the region, the state. Specifically, it comprises knowledge of the students and their family background, as well as the entire local community, education system, the organisation and management of the school unit, the history and philosophy of education in every state, the institutional framework and administrative structure of education.

- g) Knowledge of “self”:** a basic qualification of teachers, related to their views on their role, responsibilities, training and qualifications, rights and professional development, working conditions, values, and philosophy, etc. and is mainly connected to their professional development through reflection, to learning through their teaching experience, in relation to their working environment (Lambert 1984, Kagan 1992). The way teachers perceive their role defines not only their options, but also the way they comprehend, interpret and use this knowledge (Clandinin & Connely 1987).

In conclusion, the qualities that can ensure a teacher’s effectiveness are not the sum of his knowledge, but rather the link between the different types of knowledge he possesses. These types of knowledge do not simply coexist: they should form a complete, inseparable unit of knowledge (Kennedy 1990). The degree of connectivity between these separate types of knowledge sets apart a “competent” teacher from an “excellent” one, as a “competent” teacher manages to combine these knowledge forms in part, whereas an “excellent” teacher uses the knowledge deriving from each separate field most effectively (Turner-Bisset 2001: 131-141).

2.4 Literature Review on Factors Affecting Teaching Competencies

Quraishi (1972)⁵⁸ conducted a study entitled “Personality Attitudes and Classroom Behaviour of Teachers”. He carried out the study using the Flanders interaction analysis category system (FIACS) to observe and record teachers’ verbal behaviour. He reported that teachers attitude towards classroom procedure was positively related with effective teaching.

Gupta R.C. (1976)⁵⁹ conducted a research study entitled “Prediction of Teacher Effectiveness through Personality Tests”. He used Cattell’s questionnaire. He found more effective teachers were significantly more intelligent, possessed emotional stability, high self concept, and they were more adventurous and tender minded than less effective teachers.

Passi and Lalitha (1976)⁶⁰, from their study entitled “Becoming better Teacher-Microteaching Approach”, listed twenty one teaching competencies required in Indian

situations. They are grouped under the five major factors. They are 1) Planning skills, 2) Presentation skills, 3) Management skills, 4) closure skills and 5) Evaluation skills.

Dixit (1977)⁶¹ from his study entitled “A comparative study of job satisfaction among primary school teachers”. He found the effect of varying scores of feedback upon general teaching competencies of teacher trainees and found there was a positive relationship between socio-economic status and teaching competency. He also reported that creative male teachers were more competent in teaching.

Arora (1978)⁶², from her study “Difference between Effective and Ineffective Teachers”, revealed the determinants of teacher effectiveness as (i) the age of the teacher when he/she enters the profession (ii) distance between school and living place (iii) degree of satisfaction derived from job and (iv) interest in in-service education.

Deshmukh (1979)⁶³, conducted a study entitled “An Analytical Study of Some Scholastic Achievements and Practices as Contributory Factors to Creative Ability”. He conducted an analytical study of creativity and teaching competency among secondary school teachers. He found a small positive correlation between creativity and teaching competency.

Mann (1980)⁶⁴ conducted a study on “Some Correlates of success in Teaching of Secondary School Teachers”. From his studies he reported that more competent teachers were significantly more expressive, ready to co-operate, bright and alert, efficient in abstract thinking, attentive to people, emotionally mature and realistic about life.

Mathew (1980)⁶⁵ conducted a study entitled “Factorial Structure of Teaching Competence among Secondary School Teachers”. The aim of the study was to identify desirable teaching competencies of a physics teacher considering the presage, process and product variables of competency. Two approaches, factor analysis as well as content analysis involving student’s view were used to identify desirable competencies. He arrived at fourteen general teaching competencies. Some of them are competency of teachers’ concern for pupils, competency in using audio-visual aids, competency of professional perception, logical exposition, competency in classroom management, competency in giving assignment, competency in initiating pupil participation etc.

Rama (1980)⁶⁶ conducted a study on “Factorial Structure of Teaching Competencies among Secondary School Teachers”. The aim of the study was to analyze the teaching competency of secondary school physics teachers of class IX. He reported the general teaching competency included competencies like competency in using audiovisual aids,

competency in illustrating with numerous examples, competency in using variety of evaluation techniques, competency in evoking maximum involvement of students, competency in recognizing the attending behaviour, competency in achieving closure etc.

Mutha (1980)⁶⁷ conducted a study entitled “An Attitudinal and Personality Study of Effective Teachers”. His study revealed that sex, professional training, nature of schooling and income level was significantly associated with the teacher effectiveness. Similarly personality traits like anxiety, mental adjustment, extroversion, job satisfaction and teaching attitude were found to be predicting teacher effectiveness significantly.

Singh S. (1980)⁶⁸ conducted a study on “Relationship between Teachers Personality, teaching success and behavioural changes in students” from his studies he claimed that highly effective teachers possess better intellectual capacity, high creativity, ability to foster desirable attitudes in pupils and concern for development of school etc..

Balachandran (1981)⁶⁹ undertook a study on professional competency and student evaluation of teaching. The findings were: 1.The evaluative feedback on student rating helped teacher significantly to improve their teaching competency irrespective of sex or subject of teaching.2.Self Rating was significantly higher than the student ratings 3.The lowest performance of teachers on an average was with respect to encouraging discussions in the class and the best was with respect to punctuality.

Bhagoliwal S (1982)⁷⁰ conducted a study entitled “A Study of Personality Characteristics associated with teaching effectiveness”. The aim of study was to find out the relationship between personality characteristics of teachers on their teaching effectiveness. He found that more effective teachers are characterized by a fairly high level of differentiation and integration in their cognitive and perceptual functioning. They had superior capacity for imagination and original thinking.

Passi B.K. and Sharma S.K. (1982)⁷¹ conducted a study entitled “A Study on Teaching Competency of Secondary School Teachers”. The objectives of the study were (i) to study the relationship between teachers demographic variables like sex and age and their professional competency (ii) to study the relationship between variables such as teachers attitude towards teaching, interest, teaching with intelligence and teaching competency (iii) to study the relationship between teaching competency of secondary school teachers in terms of academic achievement and pupil liking of the teacher behaviour of their teachers. They identified fourteen teaching competencies required for a Hindi teacher at higher

secondary level. The listed competencies included loud reading, asking questions, creating interest, improving pupils' reading behaviour, using relevant reinforcement, managing classrooms etc. They found Male and Female teachers did not differ in competency. They found that there was a significant positive co-relation between teaching competency and liking of their pupils of their teaching behaviour.

Pachauri (1983)⁷² conducted a study entitled "Proficiency in Teaching as a Function of Personality Factors". The aim of the study was to find out the influence of personality factors on professional efficiency. He found that reserved, relaxed, adjusted, and controlled teachers were more competent in teaching than those who were outgoing, tensed and possessed more anxiety. Further less intelligent, imaginative and trusted teachers with high aggression were better interacting.

Sharma R.D. (1984)⁷³ conducted a study on "Student Teachers and Teaching Experiment in Education". From his studies found that mere academic qualification cannot be considered as the criteria, for success of a teacher. Effective teacher would go extraordinary lengths to understand their student and they put the relationship between teacher and students at the centre of effective teaching.

Thakkar R.C., and Bhavsar S.J (1984)⁷⁴ carried out a study of microteaching skills upon general teaching competency of teacher trainees. The study concluded that microteaching in simulated conditions improve teaching competency of teacher trainees.

Chowdhary K (1985)⁷⁵ conducted a study "A factorial study of teaching competencies of teachers teaching English at the secondary school level". The study revealed (i) there is a positive correlation of all the competencies with product variables (ii) competencies were influenced by locality of the school and (iii) Educational qualification and sex were found to be related to teacher competencies.

Subbrayan (1985)⁷⁶ conducted a study entitled "A Study of Relationship between Teacher Effectiveness, Research and Publication and Self Concept". The aim of the study was to identify the relationship between teaching effectiveness, research and publication and self concept and found that (i) Male and Female teachers did not differ significantly in respect of teaching effectiveness (ii) Teacher who had fifteen years or more of experience did not differ from those of less experienced in general factors of teaching effectiveness and (iii) Professors, readers and lecturers did not differ significantly from one another in respect of teaching effectiveness.

Anuradha Joshi and Preethidhar Parja (1986)⁷⁷ in their study “Personality, a Correlate of Teaching Competency” attempted to study the personality characteristics of teacher trainees. They concluded that professionally competent teacher’s possess, so far as statistical significance is concerned, personality characteristics like boldness, confidence, imagination, experimentation, relaxed nature, reservedness and possession of high self respect.

Prakasham (1986)⁷⁸ studied effectiveness as a function of school organizational climate and teaching competency. In this study he observed - i. Teachers working in schools situated in urban areas were better than teachers of all other areas on both teaching competency as well as teacher effectiveness. ii. No significant difference was found in the teacher competency and teacher effectiveness of the teachers working in the government and non-government schools in global term.iii.No significant difference was observed between male and female teachers on the tests of teaching competency.

Padmanabhaiah (1986)⁷⁹ conducted a study on “Job Satisfaction and Teaching Effectiveness of Secondary School Teachers”. He reported that the variables age, designation, job satisfaction and experience of teachers showed a great influence on teaching effectiveness.

Goyal J.C, Pandey and Damayanti (1987)⁸⁰ conducted a study on “General teaching competency and attitude of economics teachers teaching at higher secondary level”. The major findings of their study are i. Majority of teachers possess average or below average teaching competency where as the number of teachers who possess above average teaching competency is very low. ii. The teaching competency of male and female teachers does not show any significant differences.

Idrisi (1987)⁸¹ from his study entitled “A Study of Teaching Efficacy of Teachers in relation to their Locality, Sex, Grade Experience and Level of Education” found that urban male teachers more effective than their rural counterparts. But in the case of female teachers no such dependence of efficiency on locality was observed. He also reported that highly qualified and averagely qualified teachers do not differ significantly in their teacher effectiveness. Hill (1988) conducted a study entitled “Beginning First Year Teachers’ Perception of Characteristics of Effective Teaching”. In the study he analyzed the characteristics of effective teaching. According to him effective teaching includes (i) warm

and friendly relationship with students (ii) ability to break complex things down to pupils (iii) effectiveness to adopt new techniques and (iv) flexibility.

Webb and Ashton (1987)⁸² conducted a survey on teacher efficacy and found the factors that act as a threat to teacher effectiveness. They are:- i. Excessive role demands ii. Inadequate salaries iii. Uncertainty in job iv. Lack of recognition and v. Moral decline of teachers Ferguson (1991) in his journal article “Playing for public education: New evidence on how and why money matters”, claims that factors like class size, social background of students etc can influence effective teaching.

Kumar S. (1991)⁸³, researched on the topic “Teacher Effectiveness Among Different Group of Teachers in Relation with Personality Traits”. He conducted the study in different subjects of teachers like science, Arts and commerce. The study revealed that there was no significant relationship between teacher effectiveness and personality traits among all the different group of teachers.

SidhuPyara Singh & Grewal S.S (1991)⁸⁴ studied about “Professional Competency of physical education teachers in relation to their intelligence, emotional maturity and self esteem”. He found that, there was a positive significant relationship between all the three variables and professional competency of physical education teachers.

Dorasami K; Nirmala Y, (1992)⁸⁵ conducted a study on “The impact of differential training strategies on teaching competence of science and mathematics teachers”. They found that the student teachers achieved higher performance and overall teaching competence by the training irrespective of their teaching subject.

Ross (1992)⁸⁶ from her study “Teacher efficacy and the effect of coaching on student achievement ”declared that when teachers start to implement new strategies and practices at first their efficacy beliefs may decline then rebound to a higher level when they see the new strategies are found to be effective and observe improvement in student performance.

Hoy, W & Woolfolk A.I (1993)⁸⁷ from their study “Teachers’ Sense of Efficacy and the Organizational Health of Schools “reported that in schools where teachers encourage and appreciate one another in their attitudes and interactions with their schools, and the administrators are responsive to teachers’ concerns helped in achieving greater teaching efficacy. They also found that when academic achievement is improved, there was improvement in efficacy beliefs.

Lopez, (1995)⁸⁸ studied the “Relationship between Teacher Effectiveness and Classroom Experience of Teachers”. In his opinion, 6 to 7 years of classroom experience is required for the development of teaching skills and teacher attain maximum effectiveness after 18 to 19 years of teaching.

Babu and Shelvaraj (1997)⁸⁹, from their research study on the topic “Teacher Effectiveness and Involvement in Teaching” reported that the sex and locality of higher secondary school teachers had no effect upon teacher effectiveness. Also they found that teachers with research degrees possessed greater effectiveness and competence.

Sooryamourhy (1999)⁹⁰ conducted an empirical study on “Linkage between infrastructure of school and teacher performance”. He found that (i) the availability of basic facilities promote teacher performance and student achievement and (ii) the poor economic and educational back ground of the students can influences the entire school process. Teacher effectiveness in relation to institutional and sociological aspect was the subject of research for many researchers.

Bella Joseph (1999)⁹¹ studied about “Professional competency and its impact on professional pleasure”. The major findings of her study are (i) there is no significant difference between male and female teachers of selected sample in possession of professional competency (ii) Educational and professional qualification influence professional competency (iii) Urban teachers are professionally more competent than the rural counter parts.(iv) Designation, age, and span of teaching experience influence professional competency where as type of management do not play a predominant role in influencing professional competency and professional pleasure. (v) There is a positive significant relationship between professional competency and professional pleasure.

Bhat (1999)⁹² conducted a study on “The discrepancy between competences expected and competences in practice among primary school teachers”. He found that there were thirty nine percent discrepancies between the expected competencies and competencies in practice. The competencies which were found not practiced by teachers included competency of teaching learning methods and competency of remedial instruction etc.

Surendranath Babu G.V. (1999)⁹³ studied about “The psychological variables on teaching competency, in DPEP and Non DPEP districts”. The study revealed that (i) there is a significant relationship of personality factors on teaching competency (ii) Teacher

motivation and teaching competency are positively correlated and (iii) there is a significant influence of attitudes of teachers on teaching competency.

Sheik Allauddin (1999)⁹⁴ conducted study entitled “A Study of Creativity and its Impact on Professional Competency among Secondary School Teachers”. The aim of the study was to identify the relationship between teacher’s creativity and their professional competency. He also studied the effect of different demographic and professional variables on creativity and professional competency. From his studies he concluded that (i) Sex, age and type of management of schools do not influence professional competency (ii) Educational Qualification and type of institution act as influencing factors to possess more professional competency and (iii) high, positive, significant relationship prevails between creativity and professional competency.

Uday Koundinya (1999)⁹⁵ conducted a study entitled ‘A study of Professional competency as a determinant factor in enhancing school effectiveness. The major findings of the study are: (i) Male teachers are professionally more competent than female teachers (ii) Teachers with high educational qualification and high designation are highly competent (iii) Variables like age, locality and teaching experience do not influence professional competency and (iv) A high positive relationship exist between professional competency and professional pleasure.

Kammati Jayaramanna (2001)⁹⁶ conducted a study of “Teacher Effectiveness in Relation to Work Orientations and Academic Achievement of Students”. He studied teacher effectiveness giving priority to personal aspect, professional aspects intellectual aspect, teaching strategies and social aspect of teacher effectiveness. He found all the above mentioned factors strongly influenced teacher effectiveness and that teacher effectiveness influenced academic achievement of students. He also reported that work orientation and teacher effectiveness were positively correlated.

George K. S. (2004)⁹⁷ conducted a research study entitled “Identification of Certain Factors Influencing the Optimum Utilization of Teacher Effectiveness in the Primary Schools of Kerala”. He conducted a detailed study about the factors affecting teacher effectiveness. He classified the factors into four (i) personal dimensions (ii) psychological dimensions, (iii) sociological dimensions and (iv) institutional dimensions. The major findings of his study are (i) Identification of factors that help for effective teaching is possible (ii) The highest number of influential factors identified belonged to psychological

and institutional dimensions. (iii) The extraneous variables do not influence teacher's professional efficiency and (iv) He identified influential factors that help in optimum utilization of teacher effectiveness by factor analysis.

Dawson, Vaille (2008)⁹⁸ conducted a research on “Use of Information and Communication Technology by Early Career Science Teachers in Western Australia to Improve Teaching Efficacy”. The study was aimed at examining the extent to which teachers use ICT in science classroom and how far these helped in improving their efficacy. The study revealed that the most frequently used ICTs were word processing, ‘e’ mail, internet research power point. The least used techniques included palmtop computers, webpage design online discussions and virtual excursion. ICT uses were enhanced by factors like access to the computer, internet and teacher confidence. The inhibiting factors in using ICT were behavioural management issues and workload. The study concluded that use of ICT helped teachers in increasing their self efficacy.

Onderi; Henry; Croll, Paul (2009)⁹⁹ conducted a study entitled “Teacher Self-Perception of Effectiveness: A study in a District of Kenya”. The aim of the study was to explore the existing levels of self -perception of teachers about their effectiveness based on the demographic and professional variables. The study revealed that the respondents possessed a high self perception about their effectiveness and there was no significant relationship of their perception about effectiveness and their age, teaching experience or gender.

Lew, Lee, Yuen (2010)¹⁰⁰ researched on the topic titled “The use of constructivist Teaching Practices by Four New Secondary School Science Teachers: A Comparison of New Teachers and Experienced Constructivist Teachers”. The study revealed that experienced teachers who are recognized as effective constructivist teachers performed much better than new teachers in most of the sub-categories of constructivist approach. But in some categories the new teachers outperformed the experienced teachers and achieved “Student Centered”. The findings support the fact that future educators should be taught the theory of constructivist and how to use it for effective teaching-learning process.

Farah (2001)¹⁰¹ conducted a study of “Teaching competencies of teachers trained through the formal system of education and those through the distance education system” and concluded that teachers trained through formal system have significantly better subject matter knowledge where as regarding attitude towards teaching those teachers trained through distance education system were better.

Kambhampati Prasad (2007)¹⁰² studied about “The influence of competence of Teachers on their English Teaching Ability”. The major findings of his study are.1) There is a high significant positive relationship between teaching competence of a teachers and their ability to teach English Language. 2)Teaching Aptitude of teachers and Teaching competence have significant positive correlation.3)There is a significant positive relationship between motivation and competence.4)There is a significant difference in teaching competence of male and female teachers and 5)There is no significant relationship between teaching competency and academic qualification of teachers.

Syedda Shanavaz (2007)¹⁰³ conducted “A Comparative Study of Primary Teachers’ Competences Belonging to DPEP and Non DPEP District of Karnataka”. She concluded that (i) Non-DPEP teachers were possessing teaching competences than the teachers of DPEP districts (ii) Male teachers were found to be more competent than female teachers and (iii) Teachers competency is not influenced by length of experiences, locality and type of management of school.

Gyamendranath Tiwari (2009)¹⁰⁴ carried out his research on “Evolving competency based curriculum in science education for in-service primary school teachers”. He found out 136 content related and 152 transactions related specific competences for teaching sciences at primary level. In-service teachers were lacking many of these competencies and he suggested adequate training programme for development of required competencies among teachers.

Kanakala Jayaram (2010)¹⁰⁵ conducted a study on “The Impact of Professional Competency and Creativity on Professional Pleasure”. The aim of the study was to identify the relationship among the three variables creativity, professional competency and professional pleasure. The influence of various socio demographic and professional variables on the above aspects was also analyzed. The major findings of his study are (i) there is a significant positive correlation between creativity and professional competency (ii) Professional competency has significant positive correlation with professional pleasure and (iii) Demographic variables like age, sex and locality do not influence professional competency.

Moore-Hayes, Coleen (2011)¹⁰⁶ conducted a study on “Technology Integration Preparedness and Its Influence on Teacher Efficacy”. The study using survey method was conducted on a sample of 350 in-service teachers of province Nova Scotia. The main

objectives of the study were (i) to understand how far teachers possessed technology integration preparedness and (ii) to assess the effect of technology integration preparedness in their efficacy in teaching. The quantitative, descriptive study revealed that there exists a statistically significant influence of their preparedness to integrate technology on teaching and teacher efficacy. But among the respondent's the number of teachers who possessed a high level of technology integration preparedness was very less, majority of the teachers possessed average technology integration preparedness. This categorization was based on first quartile (Q1) and third quartile (Q3) scores. Ozder, Ha San (2011) done a study entitled "Self Efficacy Beliefs of Novice Teachers and their Performance in the Classroom". The study revealed that those teachers whose self -efficacy beliefs were high used different strategies of teaching such as "Verbal reprimands" 'reinforcement towards pupil achievement', 'interactive teaching methods', 'concrete exemplification', 'establishing classroom rules' and routine jointly with students," 'multiple intelligence activities and usually supported extra activities.

Maria Liakopoulou (2011)¹⁰⁷ in this paper, the qualifications considered essential by teaching professionals to be effective in pedagogical and didactic work are put together based on the results of a national survey carried out in Greece, to which secondary education teachers of all subjects contributed. One of the aims of this study was to systematically record the qualifications deemed essential by teachers for them to successfully perform their pedagogical and didactic duties. The findings of this research verify the conclusions reached in related literature regarding a holistic approach to the tools making up the profile of a "good teacher", as most teachers seem to associate their effectiveness at work with personal traits and "didactic and pedagogical skills", as well as pedagogical knowledge. These particular findings contributed to a systematic and analytical description of the content of professional knowledge required for the successful performance of a teacher's pedagogical and didactic work.

Sorlie (2011)¹⁰⁸, in the journal article "School Effectiveness and School Improvement" explains relationship between teacher efficacy and problem behaviour of students in school. He conducted the study on a sample of 1100 teachers from 48 Norwegian Elementary Schools and found in the class the teachers who possessed high efficacy, problem behaviour of students were considerably less.

Putney (2011)¹⁰⁹ in the journal article “Developing Collective Classroom Efficacy” reported that the collective ‘efficacy’ enabled individual teachers to work effectively in problem situations.

Mohammad Nadeem , Musarrat Shaheen Rana, Abdul Hameed Lone, Saira Maqbool, Khansa Naz Dr. Akhtar Ali, (2011)¹¹⁰ conducted a study to identify and analyze the factors affecting the performance of female teachers in urban and rural areas of Bahawalpur (Southern Punjab). Being descriptive study, survey method was adopted for data collection to find out the factors. A group of 1020 students and 204 teachers of high schools/higher secondary schools were recognized as sample to accomplish the study. Two questionnaires, one each for the teachers and students were developed on Likert scale and data was collected. Data was analyzed by using t-test and ANOVA in SPSS software. The in depth investigation of the findings open a number of options for teachers and planners to manipulate the relationship for promoting the performance of female teachers. Poor socio-economic status of teachers affects the teacher’s performance. Poor socio-economic condition of the area where school is situated decreases the teacher’s motivation but society gives more respect to female teachers as compare to male teachers. Undue political interference also affects the teacher’s performance. A positive relationship was found between most of the factors and the performance of female teachers.

Hamida Khatoon , Dr.Fareeda Azeem , Dr.Sajjad Hayat Akhtar (2011)¹¹¹ : The study investigated in to a descriptive research to critically review of the impact of different factors on teaching competencies at secondary level. The study has defined female school teacher’s socio cultural problems and environmental problems .The main objectives of the study were to find out the female school teachers, socio cultural problems, and environment problems and to measure the teaching competency of teachers by relationship between teachers and students. The following results were drawn by the researcher in the light of the analysis of the data. The mostly families are in favours of female teacher’s job. The result proves that the female spare the time for domestic work due to have half day job. The result proves that professional jealousy is everywhere and mostly it effects on their teaching competency.

Dibapile, Waitshenga Tefo Smita (2012)¹¹² studied “The Response of Botswana Junior Secondary School Teachers on the Teacher’s Sense of Efficacy Scale (TSES)”. The focus of the study was to find out the correlation among teacher efficacy, classroom management

and instructional strategies. Data collection was done by using survey method taking a stratified random sample of 1006 Botswana secondary school teachers. Pearson product moment correlation was used to analyze the data using statistical package for social sciences (SPSS). For teacher practice items, there was no significant relationship between positive and negative instructional strategies adopted by the teachers with regard to classroom management.

Elaine Chapman and Marnie O'Neill, (2013)¹¹³ discussed ongoing challenges in defining and assessing generic competencies in Australian universities. The paper begins with a discussion of factors that led to, and later fuelled, the focus on generic competencies in Australian higher education. Broad constructs that have underpinned research and practice in the field are then discussed. They have also considered the obstacles that have been confronted in efforts to identify the particular competencies that are most important both within and across given discipline areas. The paper concludes with a consideration of the practical issues that emerge in designing tasks to assess generic competencies within specific contexts.

Eva Myrberg, Monica Rosén (2014)¹¹⁴ The study investigates the influence of teacher competence on third grade students' reading achievement in public and independent schools in Sweden. The data derive from the Swedish participation in PIRLS 2001. Regression analysis was employed to explore the relative effects of several indicators of teacher quality. Teachers' sex, teaching experience, in-service training and co-operation with colleagues had no significant influence on student achievement. Teacher certification for teaching in early grades, though, was shown to have a strong effect on students' mean reading test scores. This effect was as strong in independent schools as in public schools. Students in independent schools performed better on the reading test than did students in public schools. Though school type had no intrinsic influence it was a mediating factor for parents' education and teachers' education. These effects worked in opposite directions, however. While students in independent schools had better-educated parents, students in public schools had better-educated teachers.

Hamonangan Tambunan (2014)¹¹⁵: The development of learning technology today, have a direct impact on improving teachers' information technology competence. This paper is presented the results of research related to teachers' information technology competence. The study was conducted with a survey of some 245 vocational high school teachers.

There are two types of instrument used in taking the data, namely questionnaires and observation sheets. Questionnaire was used to obtain data on teacher interpersonal communication, use of information technology tools, teachers' perceptions toward information technology, and self-improvement of teachers. Observation sheet used to obtain data on teacher competence in the field of information technology Data was analyzed using path analysis through SPSS 12 and LISREL8:30. The analysis showed teachers' competence in the field of information technology is influenced by the teacher interpersonal communication, use of information technology tools, teachers' perceptions toward information technology and self-improvement of teachers either directly or indirectly.

The summary of the above literature:

- The most important factor affecting the performance of a teacher is the personality, attitude, behaviour and cognitive thinking abilities. ^{59,64,70,71,77,84,93,97,105,109,108} . T
- The studies also report the influence of the variable like age, gender, experience, designation, type of institute (govt. /non govt.) etc.
- Many of the researches reveal that there is no influence of the above variables on the teaching competencies ^{76,78,80,81,91,94,99,102,103,105,110,111,114}, while some researches indicated that there is effect of gender ^{61, 67, 95,102,111}, effect of experience ^{89,100}, effect of age, ⁹⁹ and effect of education ⁹⁵, effect of type of institute ⁷⁹.
- Many studies explained the role of competencies of teacher itself to be the greatest factor affecting their performance. ^{60,61,65,71,91,92,93,95,107,111,113}
- Classroom procedure, subject type and class room activities are also identified as factors. ^{58,85,98,106,112}.
- Organizational factors like Infrastructure, technology, training, distance, facilities, recognition, concern for development, roles, salaries, stability etc. were also identified as factors ^{67,82,90,97,98,101,102,104,106,114,115} by many researchers.
- Faculties' interaction with students and establishing relationship with customer (student) was also treated as factor affecting the performance of the teacher. ^{73, 87,111,114,115}

- It is revealed from the studies that teachers who are more creative, imaginative and are strategic are also more successful in teaching.^{63,68,71,74,86,94,105}

2.5 Research Gap

At present, the world-class institutions in India are mainly limited. Most of the Indian colleges and universities lack in high-end research facilities. Under-investment in libraries, information technology, laboratories and classrooms makes it very difficult to provide top quality instruction or engage in cutting-edge research. This gap has to be bridged if we want to speed up our path to development. The University Grant Commission of India is not only the lone grant giving agency in the country, but also responsible for coordinating, determining and maintaining the standards in institutions of higher education. The emergence of a worldwide economic order has immense consequences for higher education more so under the changes that have taken place in the recent past with regard to globalization, industrialization, information technology advancement and its impact on education aided to these are the policy changes that have taken place at the UGC, All India Council for Technical Education (AICTE), Distance Education Council (DEC), Indian Council for Agriculture Research (ICAR), Bar Council of India (BCI), National Council for Teacher Education (NCTE) Rehabilitation Council of India (RCI), Medical Council of India (MCI), Pharmacy Council of India (PCI), Indian Nursing Council (INC), Dentist Council of India (DCI), Central Council of Homeopathy (CCH), the Central Council of Indian Medicine (CCIM) and such other regulatory bodies from time to time to accommodate these development and yet maintain quality students in higher education. It is time for all those who are concerned with policymaking, planning, administration and implementation of Higher Education to revitalize the very thinking on the subject and put it on the right track.

The literature review indicates that right person at the right job is the key factor for success of any organization. Right person indicates an individual with right combination of knowledge, skills and attitude ie competency. Competency mapping thus helps in identifying, training and developing the right candidate for the job. It is seen from the research that many organizations have started using competency management for the various HR functions like recruitment, training, performance analysis, feedback and

developing. However, the concept of competency mapping still has not emerged in Educational sector, in which too all these HR functions are practiced. The research indicates that there exists a big gap between the expectations of an organization during hiring and the performance of an individual after joining. This is due to lack of quality of grooming the individual at the higher education level. Teacher quality is one of the prime reasons for a student with lack of employability skills. Right teacher with right competencies can groom a student into an employable graduate. The extensive study on literature review indicates that essential teaching competencies are very crucial to bring the desired outcomes. But, the literature review brings out various competencies by different researchers and their studies. It is thus imperative to list all the competencies together and understand the key set of competencies required for a quality teacher in higher education. Again, teacher quality is affected by many factors. Not much study has been carried out on factors affecting the teaching competencies. If the factors affecting teaching competencies can be understood clearly, the educational institutions can achieve success by recruiting the competent teachers, training them through proper need analysis, conducting an effective performance appraisal to enable them to deliver quality education to students. In summary, the purpose of identifying competencies is to provide a well-trained workforce that will work for organizational goals effectively and efficiently. Thus the study of literature indicates a research gap to identify the best combination of teaching competencies for a good quality teacher and also to identify the factors which affect the teaching competencies in an Educational institution.

CHAPTER – 3

RESEARCH METHODOLOGY

CHAPTER 3

Research Methodology

3.1 Introduction

This chapter highlights the methodology undertaken for understanding the perception of faculties towards the teaching competencies. The research question, objectives and the hypothesis have been derived from the literature review being collected as a part of the study. The chapter includes the Stages of the Study, Research Objectives, Design, Population, Sample, Questionnaire Design and Data collection techniques and details of the Research Tool.

3.2 Stages of the study

The research was carried out in different stages, which are discussed as follows:

Stage I: Collecting information on the Current scenario of the Higher Educational Institutions and the challenges faced regarding good quality teachers. This data led to the research questions and background of the study.

Stage 2: An effort was made to identify the different qualities required by a teacher. The qualities can be a combination of different variables. Literature review of various researchers provided different variables which could be categorized under Knowledge, Skill and Attitude. This helped the researcher in identifying the research gap.

Stage 3: A Pilot study was carried out to find out whether Competency Mapping can be practiced in Educational Institutions for the functions of recruitment, training, development, succession planning and performance appraisal. The pilot study confirmed the significance of the research study.

Stage 4: The final questionnaire was developed based on the pilot study and literature review. The sample for study was finalized. Hypothesis was also framed to identify the effect of independent variables on the dependent variables.

Stage 5: Data collection was done using questionnaires for teachers teaching in Management Institutions across Gujarat state.

Stage 6: Data Analysis was carried out using different statistical tools and SPSS software. The findings, interpretations and conclusions were identified.

3.3 Research Questions

- 1) Which are the most important qualities of a teacher?
- 2) Can we group them under different categories of Competency?
- 3) What perception do higher education teachers have regarding the teaching competencies?
- 4) Is there any influence of demographic variables on the teaching competencies?
- 5) Which are the factors that affect the performance of a teacher?

3.4 Research Objectives

The objectives of the study are as follows:

- 1) To identify the essential teaching competencies as reported in the National and International Journals of repute.
- 2) To study the perception of faculties teaching at Management Institutions towards essential teaching competencies.
- 3) To find out the perception of faculties teaching towards the important factors affecting teaching competencies in Management Institutes.
- 4) To study the influence of demographic variables on the factors affecting the teaching competencies.
- 5) To identify the influence of demographic variables on Knowledge, Skill and Attitude variables of teaching competencies.

- 6) To study the linkages of factors affecting teaching competencies on Knowledge, Skill and Attitude variables

3.5 Research Hypothesis

Hypothesis:

- 1) The influence of all the independent variables on the Teaching Competencies has been studied. (H1 to Hn)

Ho: There is no significant influence of the Demographic variables on the Teaching Competencies

Hn: There is a significant influence of the Demographic variables on the Teaching Competencies

- 2) The influence of all independent variables on the Factors affecting Teaching competencies has been studied.

Ho: There is no significant influence of the Demographic variables on the factors affecting the Teaching Competencies

Hn: There is significant influence of the Demographic variables on the factors affecting the Teaching Competencies

3.6 Research Design

Research Design can be defined as the systematic planning of research to permit valid conclusion. (Reis & Judd, 2000). It engrosses the specifications of the population to be studied, the treatment to be administered, and the dependent variables to be measured. Polit, Hungler, & Beck, 2001, define a research design as “the overall plan for collecting and analysing data including specifications for enhancing the internal and external validity of the study”. Burns & Grove, 2009 define a research design as “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings”. Parahoo, 2006 describes a research design as “a plan that describes how, when and where data are to be collected and analysed”. Polit & Beck, 2012 define a research

design as “the researcher’s overall for answering the research question or testing the research hypothesis”. Research design is basically master plan of a research that focuses on how the study is to be conducted. It point out all of the major parts of the research study such as the samples or groups, measures, treatments or programs, etc and work together in order to address the research questions. Research design most fundamentally affects the internal validity of research, that is, the ability to draw conclusions about what actually causes any observable differences in a dependent measure. Research design is inextricably linked to data analysis (Miller & Salkind, 2002). Malhotra and Das (2005) stipulate that Descriptive Research design describe the characteristics of relevant group. They further added that this research design is more appropriate in estimating the percentage of units in a specified population showing certain behaviour, determining the perception of product characteristics, degree of association between various marketing variables and making specific predictions. A major difference between exploratory and descriptive research is that descriptive research is characterized by the prior formulation of specific hypotheses. So the information is clearly defined. Descriptive research is preplanned and well structured. It is based on the large sample size.

The design used for this study is Descriptive Research Design. Here the research is carried out to identify the teaching competencies of MBA institute teachers and also study the factors which affect them.

3.7 Sample Design

A sample is taken from the population and then survey is conducted. A sample is a part of the population which is studied in order to make inferences about the whole population. If the sample is adequate it will have the same characteristics of the population (Zikmund, 2003) and the findings are usually used to make conclusions about the population. So, a good sample is minuscule version of the population. A sample design involves the following:

- Sample Unit
- Sample Technique
- Sample Size

3.7.1 Sample Unit

The sample unit was considered to be the Faculties teaching at Management Institutions affiliated to Gujarat Technological University across the State of Gujarat. 36 MBA Institutions were covered as a part of the survey. All the eligible faculties, qualified and permanent, teaching in Management Institutes affiliated to Gujarat Technological University form the respondents for this study.

3.7.2 Sample Technique:

Sample techniques are used for selecting sample from population by reducing the no. of respondents in manageable size. Sample technique is broadly classified as non-probability and probability sampling. Non Probability sampling technique is selected for the study. Because according to Malhotra & Das (2005), in this technique researcher can decide what elements to include in the sample. This technique also gives good estimation of the population characteristics. Further, convenience sampling is used as a part of Non-Probability Sampling. As per the Malhotra and Das (2005), Convenience Sampling attempts to obtain a sample of convenient elements. Respondents are selected as they happen to be at the right place at the right time. In this study also respondents are selected based on the convenience of the researcher.

3.7.3 Sample Size

Sample size has an effect on how the sample findings accurately represent the population (Burns & Bush, 2010). The larger the sample is, the more likely that the generalizations are an accurate reflection of the population (Saunders, Lewis & Thornhill,2009) In general, there has been an understanding among authors of statistical books that the larger the sample the more appropriate for the use of various statistical analysis (Pallant, 2007).

The questionnaire was addressed to 386 faculties teaching in MBA institutions affiliated to Gujarat Technological University. The total number of respondents is 386 but only 358 questionnaires were considered as the remaining was not fully filled. 36 MBA Institutions were covered in the survey

3.8 Sources of Data

Sources of data are categorized as Primary Data and secondary data. According to Malhotra and Das (2009), Primary Data are originated by a researcher for the specific purpose of addressing the problem at hand.

- a) Secondary sources: The researcher has made use of secondary sources that includes research journals, research articles, reports and magazines and other relevant information from websites.
- b) Primary sources: The primary data has been collected from faculties teaching at MBA colleges affiliated to Gujarat Technological University through research.

3.9 Planning of Data Collection

Data collection is carried out through Survey Method. Malhotra and Das (2009) define Survey Method as a methodology of obtaining information based on questioning respondents.

Data collection was planned through identification of the MBA Institutes affiliated to Gujarat Technological University. The permanent Post Graduate Teachers were identified and requested to give their inputs in form of filling up a questionnaire towards Teaching Competencies. The respondents were taken across the Institute without any bias towards the designation, age and experience. The questionnaire was addressed through direct meeting, email and Google forms. Due care was taken not to disturb the academic schedule of the teaching faculties and hence the responses were taken at their own convenience through manual questionnaires, Google forms etc.

3.10 Data Collection Instrument & Scaling Technique

Questionnaire is a structured technique for data collection that consists of a series of questions, written or verbal that a respondent answer. Questions in questionnaire are the key to the survey research so they must be developed with caution and to be vital to the

survey. (Malhotra & Das, 2009). It is bad to use open-ended questions in self-completion surveys because answers would be inadequate and be very typical. One main advantage of using close-ended questions in a questionnaire is that they are pre-coded. This kind of questions suits self-completion questionnaires because they save the respondent's time writing in the answers (Hague et al., 2004). So, the questions used in the questionnaire of this study are close-ended and respondents are asked to choose the option to show their level agreement.

This study has used structured non-disguised Questionnaire as research instrument for the collection of primary data. The Questionnaire was divided into 3 major areas i.e. Demographic Variables, Teaching Competencies (divided into the variables of Knowledge, Skill and Attitude) and Factors affecting Teaching Competencies. These variables were measured on a 5-point Likert Scale. The questionnaire was modified and revised based on the Pilot study carried out. The competencies mentioned in the questionnaire were identified by Literature Review.

For identifying the teaching competencies, the researcher developed the questionnaire by identifying variables under the knowledge, skill and attitude component of the Competencies through the study of various published and unpublished work of researchers. A total of 47 variables were identified for teaching competencies under Knowledge, Skill and Attitude component. The variables identified for Knowledge, Skill and Attitude were 15, 16 and 16 respectively. The respondents were asked to rate it under a 5 point Likert scale for easy understanding and suitability. The Likert scale selected ranged from Not at all Important (Rank 1) to Very Important (Rank 5).

In the similar manner the variables under the Factors affecting the Teaching Competencies, were identified and a 5 point Likert scale was used from No Extent at All to Very Large Extent to study the perception of faculties towards the factors.

The scaling of the questionnaire was done as follows:

- a) Variables under the Teaching competencies

No extent at all (NE)	Small extent (SE)	Moderate extent (ME)	Large extent (LE)	Very large extent (VLE)
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b) Factors affecting Teaching competencies

No extent at all (NE)	Small extent (SE)	Moderate extent (ME)	Large extent (LE)	Very large extent (VLE)
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3.11 Questionnaire Mapping

The variables under study are described as follows:

3.11.1 Basis of questionnaire for teaching competencies variables

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
1	Sherry (1954)	Intelligence	Knowledge
2	Banerji (1956)	quick thinking	Knowledge
		Wit	Knowledge
		Easy adaptability	Skills
		Humour	Skills
3	Dosajh (1956)	Imagination	Knowledge
		Maturity	Skills
4	Deva (1966)	Personality	Attitude
		Intelligence	Knowledge
5	Debnath (1971)	Subject matter	knowledge
		qualifications	Knowledge
		Sympathetic attitude	Attitude
		Sincerity	Attitude
		Proper use of aids and appliances in teaching	Knowledge
		Art of questioning	Knowledge
6	Daivel & Rao (1968)	Teaches well	Attitude
		Inspires good qualities in the students	Skills
		Re-teaches lesson when not understood	Attitude
		Treats students alike without prejudice	Attitude
		Tries to reform problem students	Skills
		Acts as a guide to the student	Skills

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
7	Ojha (1969)	Generous	
		Honest	Attitude
		Forgiving	Attitude
		Man of character	Attitude
		Punctual	Attitude
		Clear in expression	Skills
		Wise, Scholar	Knowledge
		Friendly	Attitude
		Well wisher	Attitude
8	George (1975)	Gaining pupils attention	Skills
		Explaining and narrating	Skills
		Giving directions	Attitude
		Asking and adapting questions to pupils	Knowledge
		Recognizing pupils difficulties of understanding	Skills
		Quality of voice and speech habits	Skills
		Use of non-verbal cues	Skills
		Holding pupils' attention	Skills
		Gaining pupils participation	Skills
		Controlling pupils	Skills
		Use of aids	Skills
9	Council on Teacher Education (COTE)	Communication skills	Skills
		Basic knowledge	Knowledge
		Technical skills	Skills
		Administrative skills	Skills
		Interpersonal skills	Attitude
10	Passi and Lalitha (1976)	Planning	Knowledge
		Presentation	Skills
		Managerial	Skills
		Closure	Skills
		Evaluation	Skills
11	Maheshwari (1976)	Classroom verbal interaction pattern	Skills
		Creative teaching models	Skills

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
12	Gupta (1976)	Affection	Attitude
		intelligent	Knowledge
		ego strength	Skills
		surgent	Skills
		self-sentiment	Skills
		guilt prone	Skills
		radical	Skills
13	Singh (1976)	Nurturance	Attitude
		Achievement	Attitude
		Counteraction anti aggression	Attitude
		Self-confidence in teaching	Knowledge
		Solving problems	Skills
14	Gray and Gerrard (1977)	Sixteen teaching competencies	Knowledge, Skills and Attitude
15	Jain (1977)	Intelligent	Knowledge
		Creativity	Knowledge
		Interest	Knowledge
16	Mann (1980)	Expressive	Skills
		cooperate	Attitude
		Attentive	Skills
		Generous	Attitude
		Bright	Knowledge
		Fast in learning	Attitude
		abstract thinking	Knowledge
		Emotionally mature	Skills
		Realistic	Knowledge
		adjustment	Attitude
17	Mathew (1980)	Concern for pupils	Attitude
		Competency in using audio-visual aids	Skills
		Competency of professional perception	Knowledge
		Logical exposition	Skills
		Competency in classroom management	Skills
		Competency in giving assignment	Knowledge
		Competency in initiating pupil participation	Skills

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
18	Rama (1980)	audio visual aids	Skills
		numerous examples	Knowledge
		evaluation techniques	Skills
		maximum involvement of students	Skills
		attending behaviour	Skills
		achieving closure	Skills
19	Singh S. (1980)	Intellectual capacity	Knowledge
		High creativity	Knowledge
		Ability to foster desirable attitudes in pupils	Skills
		Concern for development of school	Attitude
20	Balachandran (1981)	Subject mastery and intellectual kindling	Knowledge
		Responsive	Attitude
		Integrity	Attitude
		Communicating ability	Skills
		Commitment for teaching	Attitude
		Impartial	Attitude
		Motivation	Attitude
		Concern for the student's progress	Attitude
		academic help	Attitude
21	Bhagoliwal (1982)	Higher level of differentiation and integration.	Knowledge
		imaginative	Knowledge
		original thinking	Knowledge
22	Passi & Sharma (1982)	Professional competency	Knowledge
		Teachers attitude	Attitude
		Teachers in terms of academic achievement	Attitude
		reading	Skills
		Asking questions	Knowledge
		Creating interest	Knowledge
		Improving pupils' reading behaviour	Skills
		Using relevant reinforcement	Skills
		Managing classrooms	Skills
23	Jangira and Ajit (1982)	Teaching skill	Knowledge

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
24	Pachauri (1983)	Reserved Teacher	Attitude
		Relaxed teacher	Attitude
		Adjusted teacher	Attitude
		Controlled teachers	Attitude
		Outgoing teacher	Attitude
		Tense teacher	Attitude
		Teacher possessed with more anxiety	Attitude
		Less Intelligent teacher	Knowledge
		Imaginative teacher	Knowledge
		Trusted teachers	Attitude
		Teacher with high aggression	Attitude
25	Sharma R.D. (1984)	Academic qualification	Knowledge
		Understand their student	Attitude
		relationship between teacher and students	Attitude
26	Thakkar R.C., and Bhavsar S.J (1984)	Microteaching in simulated conditions	Knowledge
27	Anuradha Joshi and Preethidhar Parja (1986)	Personality characteristics	Attitude
28	Tharyani (1986)	Intelligence	Knowledge
		Knowledge	Knowledge
29	Callahan (1987)	Intelligence	Knowledge
		Command of subject	Knowledge
		communicate	Skills
		Establish and reach goals	Knowledge
		Uses methods	Knowledge
		Varies instruction to hold student interest	Skills
		Understands and likes students	Attitude
		Able to motivate students	Skills
		Understands student readiness for learning	Skills
		Plans	Knowledge
Effective teaching personality	Attitude		

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
30	Bennett (1988)	subject matter	Knowledge
		children's understanding	Skills
		Differentiate curriculum	Knowledge
		task design and choice of tasks	Knowledge
		Curriculum representation	Knowledge
		Organize classroom	Skills
		High involvement	Skills
		Monitor a variety of classroom events	Skills
		Maintain social relationships	Attitude
		Work with parents	Attitude
31	Hill (1988)	friendly	Attitude
		break complex things	Skills
		adopt new techniques	Skills
		Flexibility	Skills
32	Hollingsworth (1989)	Content knowledge	Knowledge
		Ability to communicate	Skills
33	SidhuPyara Singh & Grewal S.S (1991)	Intelligence	Knowledge
		Emotional maturity	Skills
		Self- esteem	Attitude
		Professional Competency	Knowledge
34	Sharma & Kumar (1992)	Promoting pupil participation	Skills
		Using teaching aids	Skills
		Questioning	Knowledge
		Closure	Knowledge
		Pacing the lesson	Knowledge
		Set induction	Knowledge
35	Kagan (1992)	Impressions of good teachers	Attitude
36	Powell (1992); Wade and Moor (1992)	Knowledge of pedagogy	Knowledge
		Training	Knowledge
		Confident of their own ability	Attitude
37	Raju, P.V.S.R. (1994)	Plan	Knowledge
		Presentation	Knowledge
		Conclusion	Knowledge
		Evaluation	Knowledge
		Managerial dimensions	Knowledge

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
38	Sadker and Sadker (1997)	subject matter	Knowledge
		Organized	Skills
		Spend the major part of class time on academic activities	Skills
		Structure learning experiences carefully	Knowledge
		Clearly present both directions and content information	Skills
		Maintain high student interest and engagement	Skills
		Ensure that students have sufficient time to practice skills	Skills
		Involve all students in discussions	Skills
		Ask both questions as appropriate	Knowledge
		Use adequate wait time	Skills
		Provide clear academic feedback	Skills
		Teach content at a level that ensures a high rate of success	Knowledge
		Vary student activities procedures	Skills
		High expectation for students	Attitude
		Enthusiastic about teaching and their subject matter	Attitude
		High record for students and treat them with respect	Attitude
		Connect new learning to prior knowledge	Skills
		Develop rather than shallow knowledge	Skills
Build classroom-learning	Skills		
39	Government of the Punjab (1999)	Personal competencies	Attitude
		Professional competencies	Knowledge and skills
40	David w. Johnson (2000)	Feedback mechanisms	Skills
		Feedback analysis using curriculum-competency mapping	Skills
		Suggest areas for program improvements	Attitude

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
41	SBEP support to basic education project (2006)	Personal and Professional Values- Professional Development	Attitude
		Knowing the Student	Attitude
		Learning and Teaching Process	Skills
		Monitoring and Evaluation of Learning and Development	Skills
		School-Family and Society Relationships	Attitude
		Knowledge of Curriculum and Content	Knowledge
		Identifying task definitions	Knowledge
		Clear objectives for their personal and professional development	Attitude
42	Omare, C & Iyamu O.S (2006)	Affective orientation of the subject	Knowledge
		Observation methods	Skills
		Rating scale	Skills
		Affective teaching skills	Skills
43	Karacaoglu (2008)	Teaching Techniques	Skills
		Knowledge	Knowledge
		Field Knowledge	Knowledge
		Improving Oneself	Attitude
		National and International Values	Attitude
44	V. Raji Sugumar (2009)	Personal competency (EQ)	Attitude
		Academic competencies	Knowledge
45	Hamdan et al (2010)	Skills	Skills
		Concern for School	Attitude
		Concern for Student	Attitude
		Concern for self	Attitude
46	Ing. Katarína Krajčovičová, Ing. Miloš Čambál, CSc. (2012)	Managerial competency	Skills

Sr. No.	Author (year)	Competencies	Variable in Questionnaire
47	Kanupriya M. Bakhr, Dr. Seema Sanghi, Dr. Y. Medury (2013)	Analytical & Problem Solving	Skills
		Conceptual Thinking	Knowledge
		Mental Skills	Knowledge
		Communication Skills	Skills
		Knowledge and information orientation	Knowledge
		Emotion Handling	Skills
		Self-dependence	Knowledge
		Adaptability	Attitude
		Concern For Achievement	Attitude
		Being open and receptive minded	Attitude
		Plan & Organize	Skills
		Interpersonal behaviour	Attitude
		influence	Attitude
		Discipline and Delegation	Skills
Loyalty	Attitude		

3.11.2 BASIS OF QUESTIONNAIRE FOR FACTORS AFFECTING TEACHING COMPETENCIES VARIABLES

Sr. No.	Author (year)	Competencies
1	Quraishi (1972)	interaction
		Teachers attitude towards classroom procedure
2	Dixit (1977)	Socio-economic status
		Gender
3	Arora (1978)	Age
		Distance between institution and living place
		Job satisfaction
		Interest in profession
4	Deshmukh (1979)	Creativity

Sr. No.	Author (year)	Competencies
5	Mutha (1980)	Gender
		training
		Education
		Income
		Personality traits (anxiety)
		Personality traits (mental adjustment)
		Personality traits (extroversion)
		Personality traits (Job satisfaction)
		Personality trait (teaching attitude)
6	Passi B.K. and Sharma S.K. (1982)	Competency of Male & Female teachers
		Gender
		Attitude
7	Pachauri (1983)	Attitude and Personality Factors
8	Sharma R.D. (1984)	Academic Qualification
		Interpersonal Relationship
9	Chowdhary K (1985)	Correlation of all the competencies with product variables
		Locality of the school
		Educational qualification
		Gender (Sex)
10	Subbrayan (1985)	Male and Female teachers (Gender)
		Experience of teacher
		Designation of faculty
11	Prakasham (1986)	School organizational climate
		urban and rural (geographic location) areas
		Government and non-government schools
		Gender
12	Padmanabhaiah (1986)	Job Satisfaction
		Age
		Experience
		Designation
13	Goyal J.C, Pandey and Damayanti (1987)	Teaching competency
		Gender
		Attitude

Sr. No.	Author (year)	Competencies
14	Idrisi (1987)	Locality
		Sex
		Grade Experience
		Level of Education
15	Webb and Ashton (1987)	role demands
		Inadequate salary
		Uncertainty in jobs
		Lack of recognition
		No motivation
16	Ferguson (1991)	Class size
		Social background of students
17	Kumar S. (1991)	Teacher effectiveness
		Personality traits
18	Dorasami K; Nirmala Y, (1992)	Training
		Teaching subject
19	Ross (1992)	Implement new strategies
		Teachers efficacy
20	Hoy, W & Woolfolk A.I (1993)	Encourage and appreciate
		Administrative support
		Attitudes
		Interactions with their schools
21	Lopez, (1995)	Classroom experience
		Development of teaching skills
22	Babu and Shelvaraj (1997)	Gender (sex)
		Locality of higher secondary school
		Research degrees
23	Sooryamourhy (1999)	Infrastructure facility
		Economic and educational back ground of students
		Sociological aspect

Sr. No.	Author (year)	Competencies
24	Bella Joseph (1999)	Gender
		Educational and professional qualification
		Urban teachers (Location of school)
		Rural teachers (location of school)
		Designation
		Age
		Span of teaching experience
		Type of management
25	Bhat (1999)	Teaching learning methods
		Competences expected
26	Surendranath Babu G.V. (1999)	Personality factors
		Teacher motivation
		Attitudes of teachers
27	Sheik Allauddin (1999)	Teacher's creativity
		Professional competency
		Demographic
		Professional variables
		Sex
		Age
		Type of management of schools
		Educational Qualification
		Type of institution
Creativity		
28	Uday Koundinya (1999)	Gender
		Educational qualification
		High designation
		Age
		Locality
		Teaching experience
29	Kammati Jayaramanna (2001)	Personal
		Professional
		Intellectual
		teaching strategies
		Social
		Work orientation

Sr. No.	Author (year)	Competencies
30	George K.S. (2004)	Personal
		Psychological
		Sociological
		Institutional
31	Dawson, Vaille (2008)	Use of Information and Communication Technology
		Behavioural management issues
		Workload
32	Onderi; Henry; Croll, Paul (2009)	Self-perception of teachers
		Effectiveness
		Age
		Teaching experience
33	Lew, Lee, Yuen (2010)	Gender
		New Teachers
		Experienced Constructivist Teachers
		Student Centred
34	Farah (2001)	Use of constructivist theory for effective teaching.
		Formal system of education
		Distance education system
		Subject matter knowledge
35	Kambhampati Prasad (2007)	Attitude towards teaching
		Ability to teach
		Teaching Aptitude
		Motivation
36	Syeeda Shanavaz (2007)	Male and female teachers (Gender)
		Academic qualification
		Experience
37	Gyamendranath Tiwari (2009)	Locality
		management of school
		Adequate training programme
38	Kanakala Jayaram (2010)	Competency based curriculum
		Creativity
		Professional competency
		Professional pleasure
		Socio demographic
		Professional variables

Sr. No.	Author (year)	Competencies
39	Moore-Hayes, Coleen (2011)	Technology Integration Preparedness
40	Ozder, Ha San (2011)	Self-Efficacy Beliefs
		Verbal reprimands
		pupil achievement
		I teaching methods
		Establishing classroom participation
		Cooperation with students
41	Maria Liakopoulou (2011)	Personal traits
		Didactic and pedagogical skills
		Pedagogical knowledge
42	Sorlie (2011)	Teacher efficacy
		Problem behaviour of students
43	Putney (2011)	Developing Collective Classroom Efficacy
44	Mohammad Nadeem, Musarrat Shaheen Rana, Abdul Hameed Lone, Saira Maqbool,. Khansa Naz Dr. Akhtar Ali, (2011)	Gender
		Urban and Rural sector
		Socio-economic status
		Socio-economic condition of institution
		Motivation
		Respect
		Political interference
45	Hamida Khatoon , Dr.Fareeda Azeem , Dr.Sajjad Hayat Akhtar (2011)	Female school teachers (Gender)
		Socio cultural problems
		Environment problems
46	Dibapile, Waitshega Tefo Smitta (2012)	Teacher efficacy
		Classroom management
		Instructional strategies
46	Elaine Chapman and Marnie O'Neill, (2013)	Generic competencies
47	Eva Myrberg, Monica Rosén (2014)	Teachers' sex
		Teaching experience
		In-service training
		Co-operation with colleagues
		Teacher certification
		Independent schools (school type)
		Public schools(school type)
		Educated teachers

Sr. No.	Author (year)	Competencies
48	Hamonangan Tambunan (2014)	Teacher interpersonal communication
		Use of information technology tools
		Teachers' perceptions toward information technology
		Self-improvement of teachers

3.12 Pilot Study

A pilot study was carried out prior to the data collection stage. Malhotra and Das (2009), refers pilot study as a testing of questionnaire on a small sample of respondent to identify and eliminate potential problem. The appropriateness of the questions of the questionnaire was tested including question content, wording, sequence, form and layout.

The pilot study was carried out in the MBA institutions affiliated to GTU in Vadodara city. Survey of 100 respondents was conducted in pilot study. With the use of Cronbach Alpha and confidence interval test, reliability of the questionnaire was checked.

Reliability of a questionnaire

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.831	72

Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.863	72

Item Statistics

	Mean	Std. Deviation	N
Educational Qualification	4.41	.868	358
Intelligence	4.64	.547	358
To develop the subject content (matter)	4.49	.656	358
To plan and prepare teaching plan	4.26	.815	358
To have the art of posing questions	3.84	1.016	358
To cite appropriate Examples	3.59	1.059	358
To use various teaching aids and methodologies	3.75	1.089	358
To design and use various evaluative procedures	3.66	1.125	358
To seek feedback and consider it carefully	4.30	.976	358
To list out achievable goals	4.28	1.001	358
To be creative and have original thinking	4.55	.738	358
To demonstrate interest in and understanding of own	3.18	1.184	358
To assign formal authority and responsibility for completion	3.38	1.186	358
Subject Knowledge	4.78	.517	358
Quick Thinking	4.09	1.134	358
Ability to communicate clearly in the language of instruction orally	4.70	.482	358
Ability to communicate clearly in the language of instruction in writing	4.70	.470	358
To teach through diverse modes, including new technologies	4.06	.838	358
To foster students' creative and analytical thinking skills	4.03	1.139	358
To plan, organize and supervise a class effectively	4.45	.818	358
To be attentive and solve problems	4.50	.693	358
To encourage students to monitor their own progress against goals	4.21	.769	358
To give effective and timely feedback to the students	4.20	.929	358
The ability to deal with multifunctional and cross functional activities	3.55	1.246	358
To prioritize work and allocate the time accordingly	3.56	1.331	358
To handle emotions in work place	3.44	1.284	358

	Mean	Std. Deviation	N
To show enthusiasm towards the work	3.72	1.128	358
To have a sense of humour	3.57	1.166	358
To inspire good qualities in students	4.37	1.084	358
To gain classroom attention	4.47	.808	358
To gain students participation in the class	4.68	.645	358
To avoid any form of discrimination	4.51	.638	358
To cooperate with institution staff, parents and students	4.35	.674	358
To collaborate with other members of the staff in the functional activities	4.14	.804	358
To be friendly and understanding	4.67	.684	358
To respond to students requests promptly	4.52	.732	358
To co-operate for meeting team goals	4.17	.854	358
To be achievement oriented	4.41	.933	358
To show consistency in the work allotted	4.49	.809	358
To have willingness for professional and personal growth	4.08	.940	358
To feel as a contributor towards the students growth	4.48	.836	358
To have a feeling of responsibility towards the students	4.47	.766	358
To have sympathetic attitude towards students	4.15	.926	358
To be sincere towards teaching	4.67	.685	358
To be punctual in all the activities	3.90	1.089	358
To be relaxed and composed	3.71	1.105	358
To be strict and aggressive for the outcomes	3.81	1.114	358
Attitude of Management towards goal achievement	4.43	.589	358
Level of Acceptance of Responsibility	4.31	.764	358
Family and Personal Relationships	3.99	.966	358
Satisfaction from teaching job	4.19	1.079	358
Gender	3.48	1.406	358
The extent and Willingness to Learn new methodologies	4.00	.933	358
Teaching Experience	4.56	.745	358

	Mean	Std. Deviation	N
Amount of Workload	4.70	.646	358
Type of Subjects allocated to the Individual	4.58	.634	358
Age	3.28	1.212	358
Infrastructure facilities and resources	3.57	1.100	358
Feedback of students	3.89	1.089	358
Job Position and Responsibility	3.82	1.088	358
Flexibility in the functioning	3.93	.932	358
Educational Qualifications	4.47	.815	358
Daily working hours	4.06	.916	358
Work Environment	4.12	.818	358
Training & Developmental Programs	4.01	.942	358
Performance Appraisal Process	4.28	.883	358
Knowledge, Skills and Attitude	4.33	.784	358
Interpersonal Relationships	4.32	.766	358
Salary and wages	4.83	.440	358
The quality of students	4.72	.604	358
Distance of the institution and living place	3.50	1.068	358
The career choice of Teaching as a Profession	4.64	.734	358

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Educational Qualification	295.52	400.049	.222	.862
Intelligence	295.30	406.272	.088	.863
To develop the subject content (matter)	295.45	406.013	.078	.863
To plan and prepare teaching plan	295.67	400.904	.213	.862
To have the art of posing questions	296.10	394.055	.333	.860
To cite appropriate Examples	296.35	390.563	.402	.859
To use various teaching aids and methodologies	296.19	390.909	.381	.859

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
To design and use various evaluative procedures	296.27	387.744	.440	.858
To seek feedback and consider it carefully	295.63	399.040	.218	.862
To list out achievable goals	295.66	396.623	.273	.861
To be creative and have original thinking	295.39	411.868	-.130	.866
To demonstrate interest in and understanding of own	296.76	382.291	.536	.856
To assign formal authority and responsibility for completion	296.56	381.878	.544	.856
Subject Knowledge	295.16	410.037	-.086	.864
Quick Thinking	295.84	390.975	.362	.860
Ability to communicate clearly in the language of instruction orally	295.23	405.721	.132	.863
Ability to communicate clearly in the language of instruction in writing	295.23	406.068	.117	.863
To teach through diverse modes, including new technologies	295.88	393.613	.427	.859
To foster students' creative and analytical thinking skills	295.91	387.219	.446	.858
To plan, organize and supervise a class effectively	295.49	402.531	.162	.863
To be attentive and solve problems	295.44	406.846	.042	.864
To encourage students to monitor their own progress against goals	295.73	399.387	.277	.861
To give effective and timely feedback to the students	295.74	398.854	.237	.862
The ability to deal with multifunctional and cross functional activities	296.39	380.069	.553	.856
To prioritize work and allocate the time accordingly	296.38	374.802	.620	.854
To handle emotions in work place	296.49	378.027	.578	.855
To show enthusiasm towards the work	296.22	388.853	.413	.859
To have a sense of humour	296.36	384.943	.485	.857
To inspire good qualities in students	295.56	395.552	.273	.861
To gain classroom attention	295.47	403.695	.128	.863

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
To gain students participation in the class	295.26	408.568	-.018	.864
To avoid any form of discrimination	295.43	403.265	.189	.862
To cooperate with institution staff, parents and students	295.58	402.323	.212	.862
To collaborate with other members of the staff in the functional activities	295.80	397.026	.338	.860
To be friendly and understanding	295.27	404.167	.141	.863
To respond to students requests promptly	295.42	403.874	.139	.863
To co-operate for meeting team goals	295.77	400.987	.198	.862
To be achievement oriented	295.53	405.483	.057	.864
To show consistency in the work allotted	295.45	406.691	.036	.864
To have willingness for professional and personal growth	295.85	397.376	.273	.861
To feel as a contributor towards the students growth	295.45	410.456	-.078	.866
To have a feeling of responsibility towards the students	295.46	407.157	.025	.864
To have sympathetic attitude towards students	295.78	397.077	.287	.861
To be sincere towards teaching	295.27	408.421	-.014	.864
To be punctual in all the activities	296.03	389.371	.418	.859
To be relaxed and composed	296.23	386.160	.486	.858
To be strict and aggressive for the outcomes	296.13	395.007	.277	.861
Attitude of Management towards goal achievement	295.50	402.805	.227	.862
Level of Acceptance of Responsibility	295.63	400.189	.253	.861
Family and Personal Relationships	295.95	394.227	.348	.860
Satisfaction from teaching job	295.74	393.217	.330	.860
Gender	296.46	377.364	.534	.856
The extent and Willingness to Learn new methodologies	295.94	395.475	.328	.860
Teaching Experience	295.38	409.855	-.063	.865
Amount of Workload	295.23	410.292	-.084	.865

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Type of Subjects allocated to the Individual	295.36	406.180	.075	.863
Age	296.66	386.702	.427	.858
Infrastructure facilities and resources	296.36	388.652	.430	.859
Feedback of students	296.05	397.642	.223	.862
Job Position and Responsibility	296.11	393.564	.319	.860
Flexibility in the functioning	296.00	394.126	.365	.860
Educational Qualifications	295.47	404.597	.099	.863
Daily working hours	295.87	395.434	.336	.860
Work Environment	295.81	402.164	.173	.862
Training & Developmental Programs	295.93	398.807	.234	.862
Performance Appraisal Process	295.65	402.389	.151	.863
Knowledge, Skills and Attitude	295.60	402.010	.187	.862
Interpersonal Relationships	295.62	409.738	-.059	.865
Salary and wages	295.11	412.013	-.207	.865
The quality of students	295.22	409.267	-.046	.864
Distance of the institution and living place	296.44	382.936	.584	.856
The career choice of Teaching as a Profession	295.29	408.012	-.001	.864

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
299.94	408.508	20.212	72

Conclusion regarding Reliability

As Cronbach Alpha for the instrument is 0.863 which is more than 0.7 so the reliability of the questionnaire is very high. Further no items are to be deleted as all have the Cronbach Alpha Score more than 0.7. So the questionnaire has reliability.

CHAPTER - 4

DATA ANALYSIS

CHAPTER 4

Data Analysis

This chapter is divided into different sections.

Section I (Descriptive Analysis): This section contains the details of the Demographic variables of respondents, studied as a part of the research. The Demographic variables include Gender, Age, Marital status, Teaching Experience, Non-Academic Experience, Highest Academic Qualifications, Designation, Income, Institute Timings and Coordinating Duties other than Academic Responsibilities.

Section II (Inferential Analysis): This section consists of the analysis of data using Statistical Methods. Different test have been applied to the data like Mann Whitney U Test, Kruskal Wallis Test and Factor Analysis. Structural Equation Modelling has also been run to find out the relationship and effect of various variables.

4.1 Descriptive Statistics

4.1.1 Frequencies of the Demographic Variables considered under study in teaching Competencies

Gender of Respondent

TABLE 4.1: Gender wise break up of Respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	168	46.9	46.9	46.9
	Female	190	53.1	53.1	100.0
	Total	358	100.0	100.0	

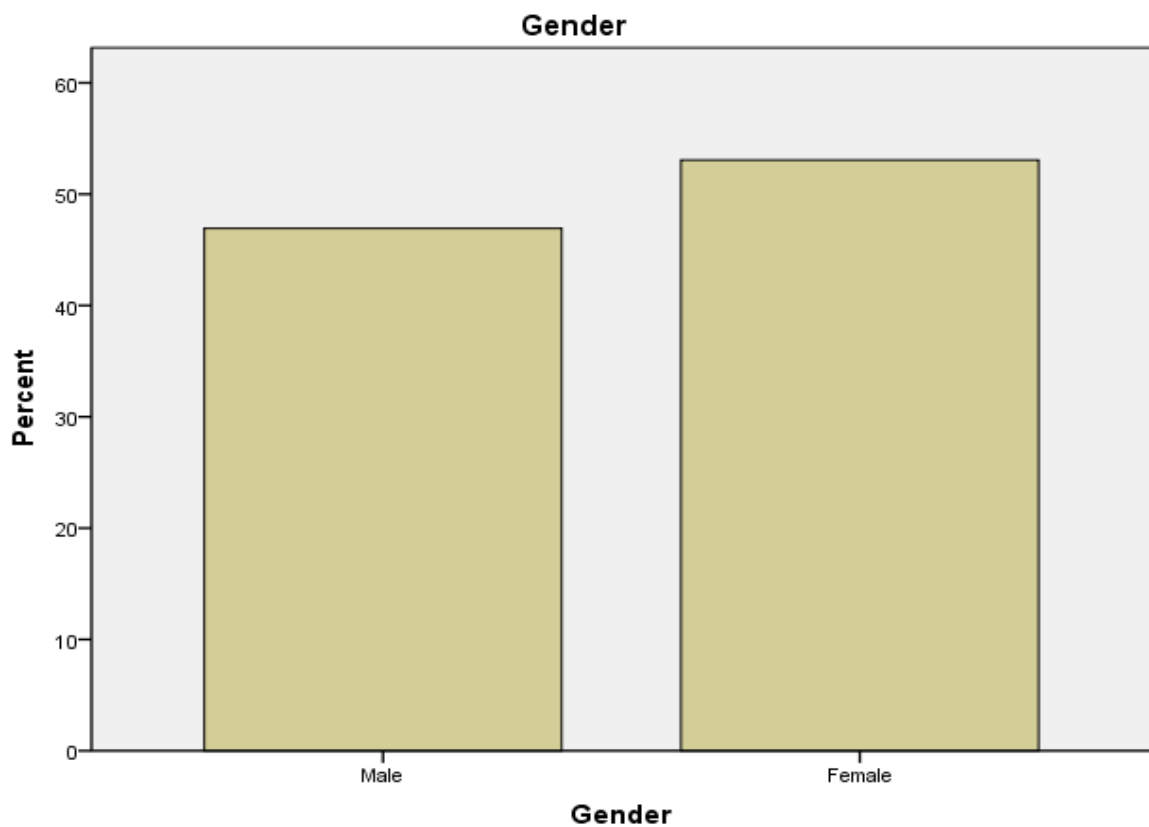


Figure 4.1: Gender wise break up of Respondents

Interpretation: Out of 358 respondents, 168 were male and 190 were female.

Age in completed years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	194	54.2	54.2	54.2
	31-40 years	129	36.0	36.0	90.2
	41-50 years	31	8.7	8.7	98.9
	Above 50 years	4	1.1	1.1	100.0
	Total	358	100.0	100.0	

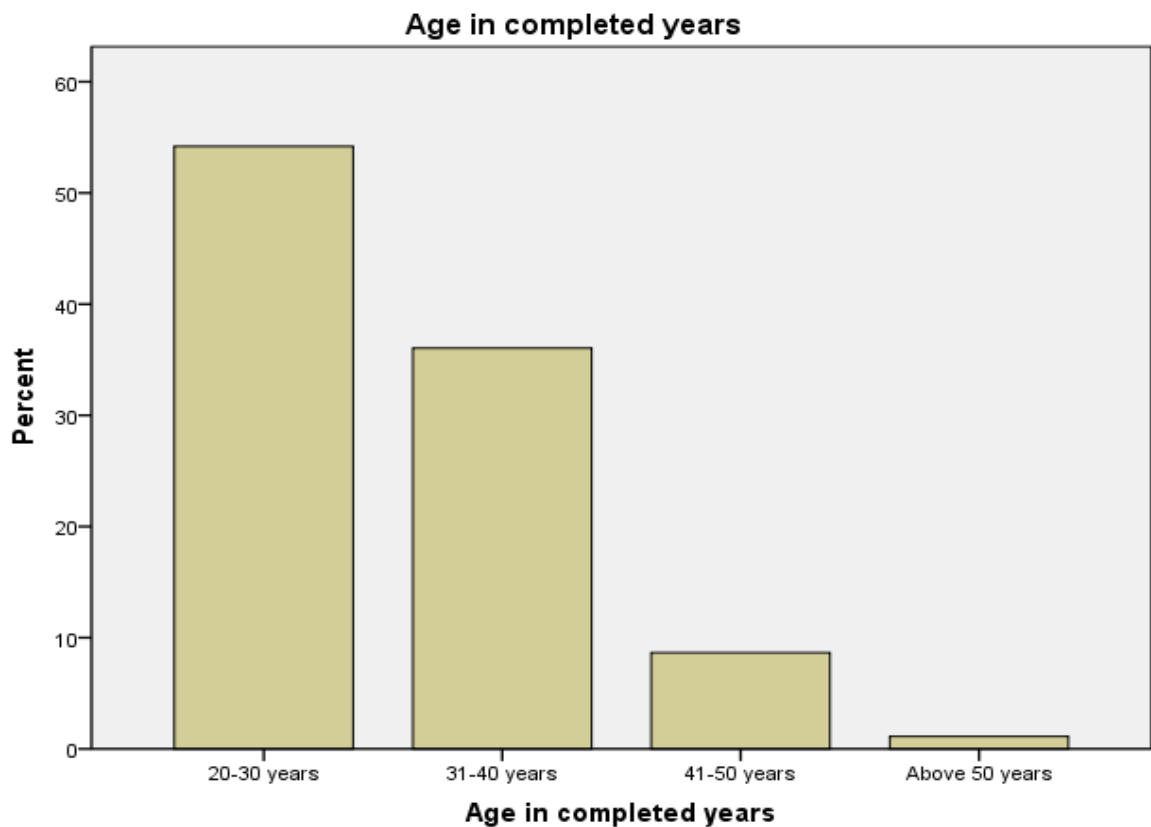


Figure 4.2: Age wise break up of respondents in completed years

Interpretation: Out of 358 respondents, 54% belong to 20-30 years, 36% to 31-40 years, 9% in 41-50 years and 1% above 50 years age category.

Marital Status of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	180	50.3	50.3	50.3
	Unmarried	178	49.7	49.7	100.0
	Total	358	100.0	100.0	

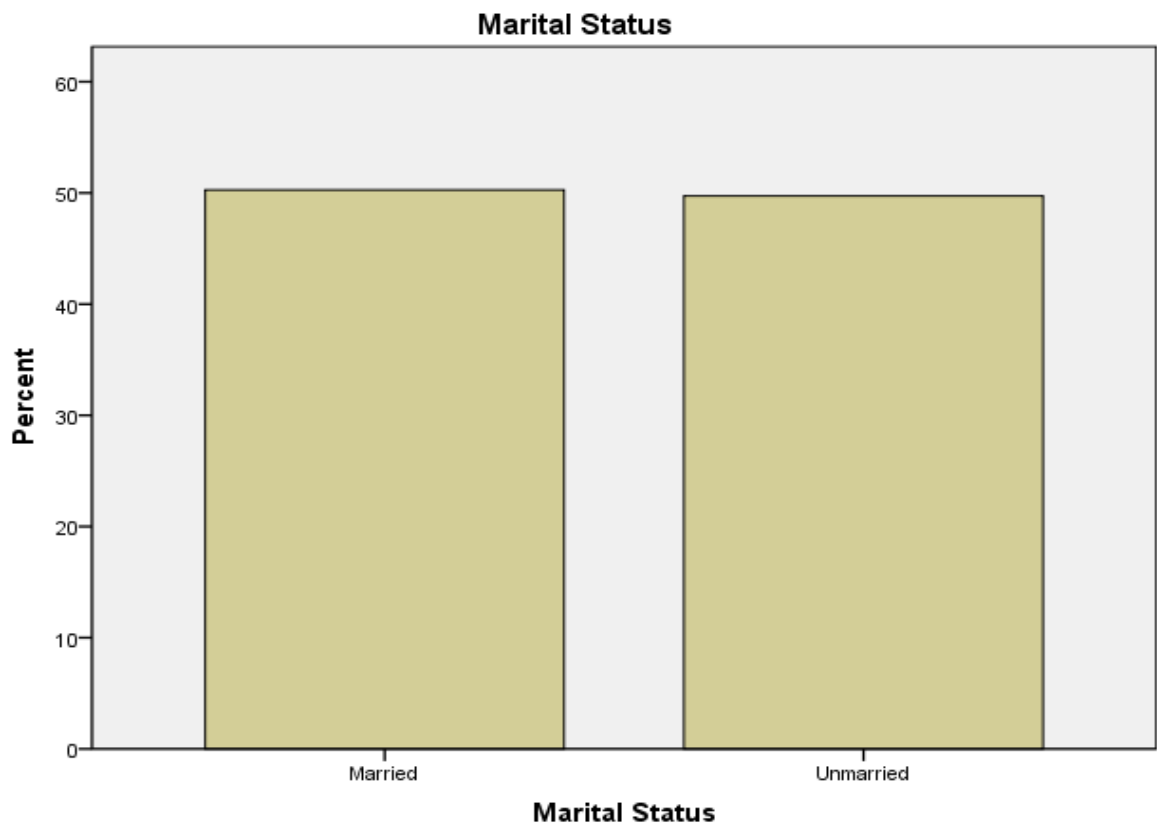


Figure 4.3: Marital Status wise breakup of the Respondents

Interpretation: Out of 358 respondents, 50% are married and 50% are unmarried.

Teaching Experience in completed years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	137	38.3	38.3	38.3
	6-10 years	157	43.9	43.9	82.1
	11-15 years	49	13.7	13.7	95.8
	16-20 years	10	2.8	2.8	98.6
	Above 20 years	5	1.4	1.4	100.0
	Total	358	100.0	100.0	

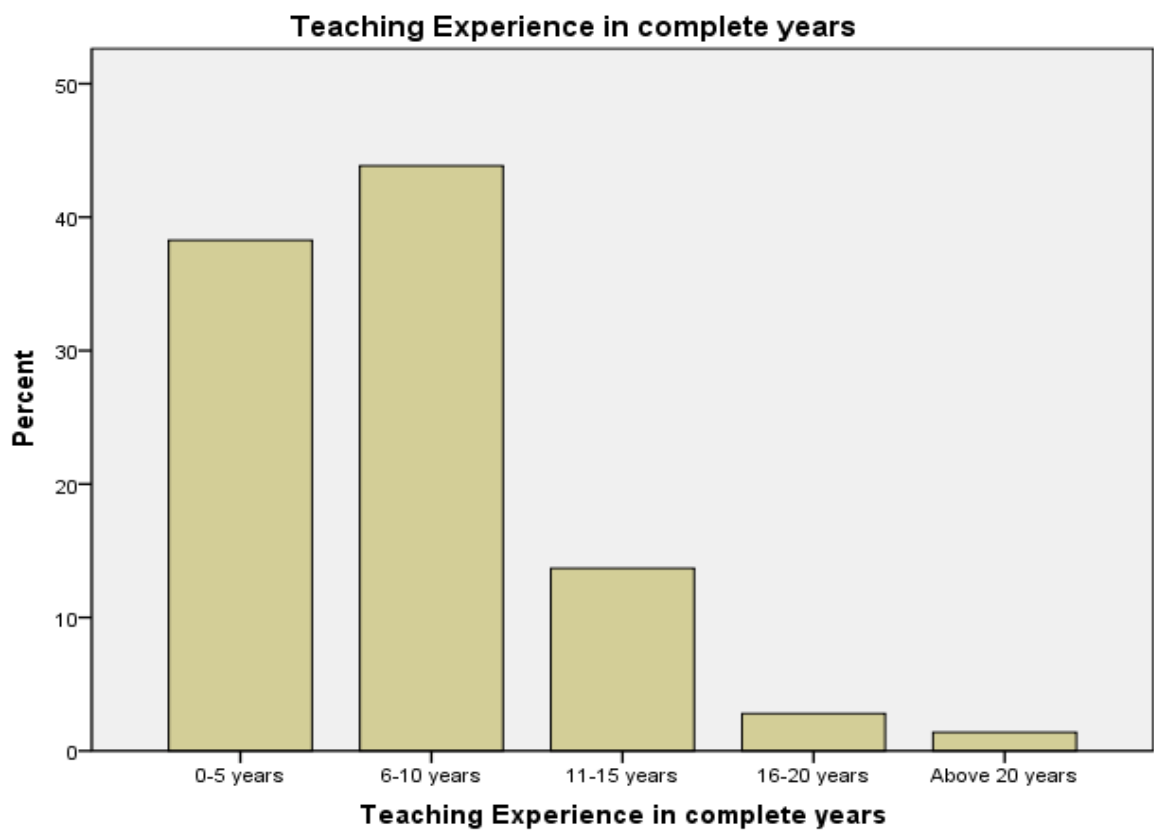


Figure 4.4: Teaching Experience wise breakup of respondents in completed years

Interpretation: Out of 358 respondents, 38% have teaching experience between 0-5 years, 44% have between 6-10 years, 14% between 11-15 years, 3% between 16-20 years and 1% above 20 years.

Non-Academic Experience in completed years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	245	68.4	68.4	68.4
	6-10 years	91	25.4	25.4	93.9
	11-15 years	11	3.1	3.1	96.9
	16-20 years	6	1.7	1.7	98.6
	Above 20 years	5	1.4	1.4	100.0
	Total	358	100.0	100.0	

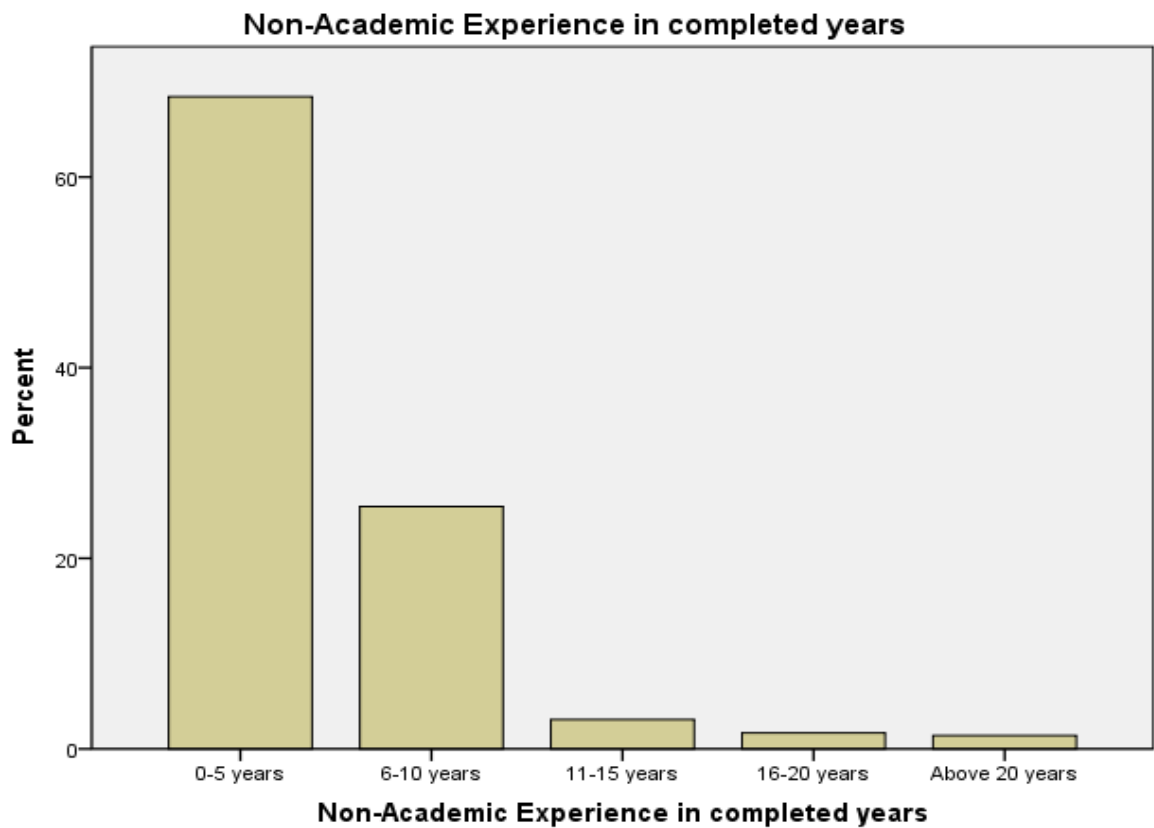
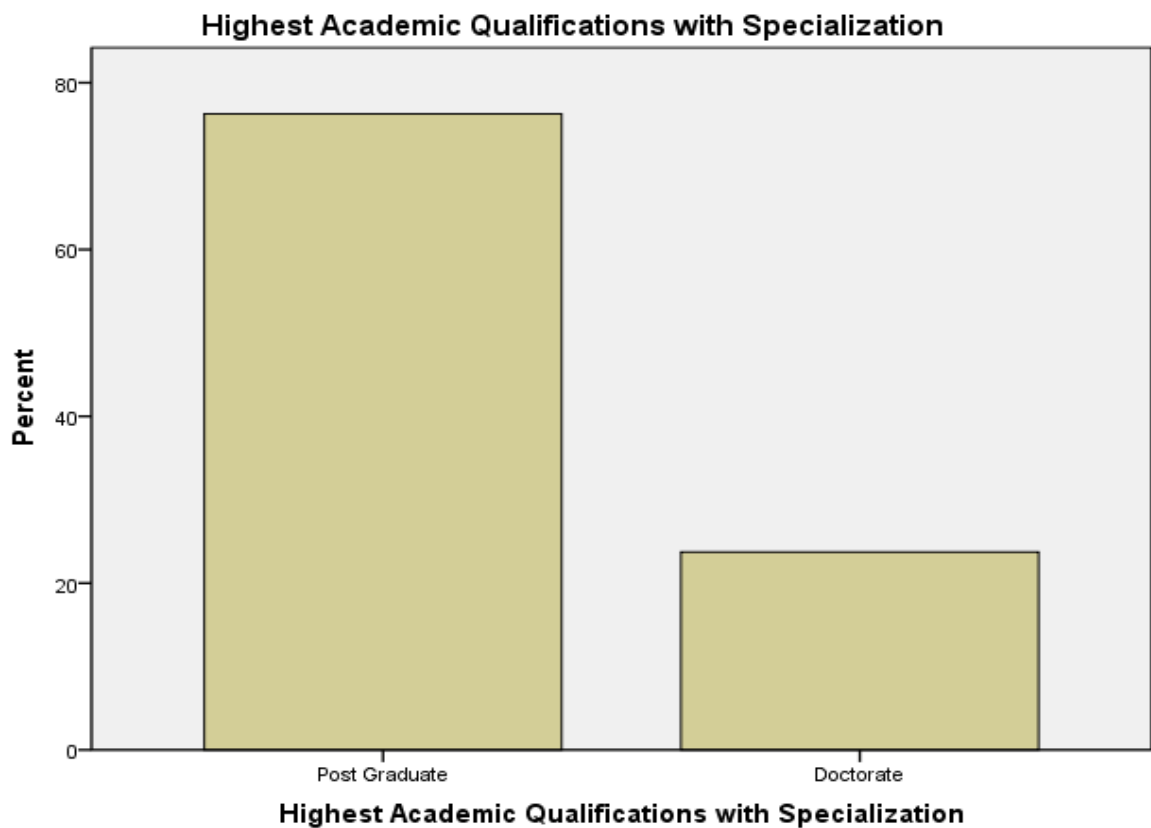


Figure 4.5: Non-Academic Experience wise breakup of respondents in completed years

Interpretation: Out of 358 respondents, 68% have experience other than academics for 0-5 years, 25% between 6-10 years, 3% between 11-15, 2% between 16-20 years and 2% above 20 years.

Highest Academic Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Post Graduate	273	76.3	76.3	76.3
	Doctorate	85	23.7	23.7	100.0
	Total	358	100.0	100.0	

**Figure 4.6: Highest Academic Qualifications wise breakup**

Interpretation: Out of 358 respondents, 76% have post-graduate qualification while 24% have Doctoral degree.

Designation as on present

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Assistant Professor	264	73.7	73.7	73.7
	Reader	35	9.8	9.8	83.5
	Associate Professor	28	7.8	7.8	91.3
	Professor	14	3.9	3.9	95.3
	Director	17	4.7	4.7	100.0
	Total	358	100.0	100.0	

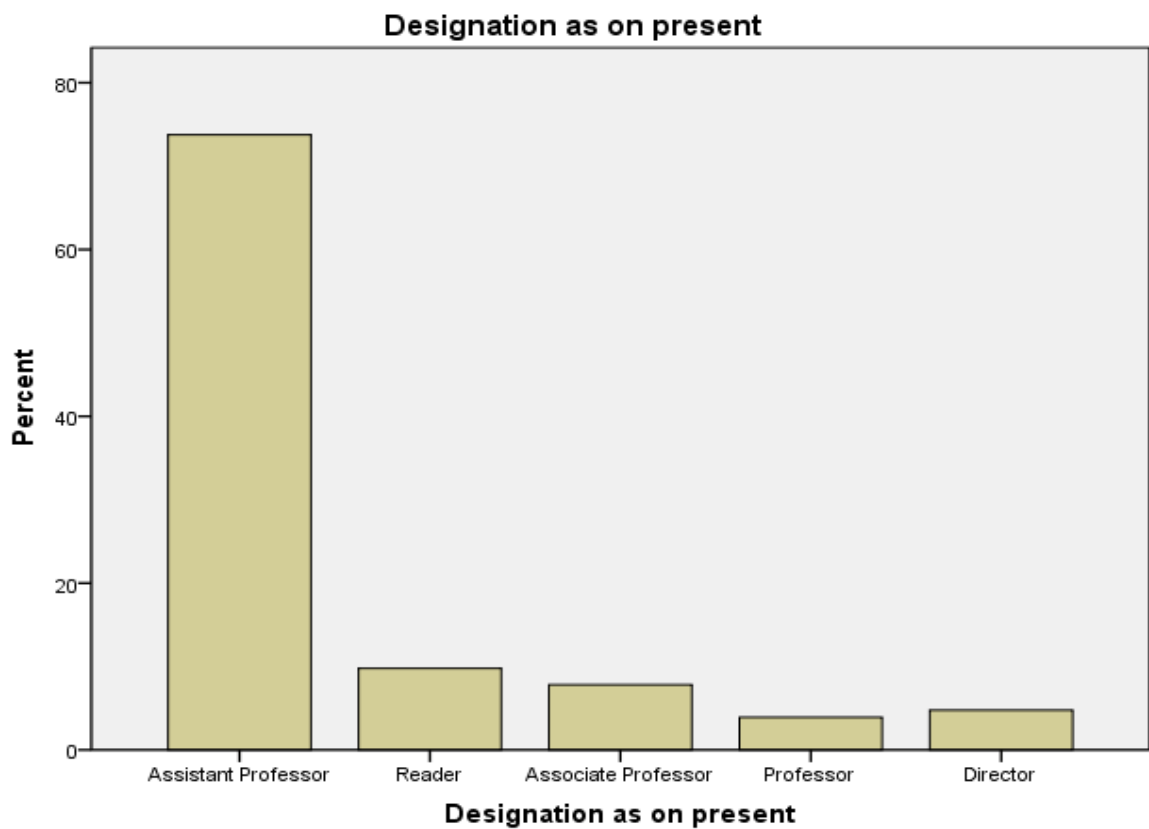
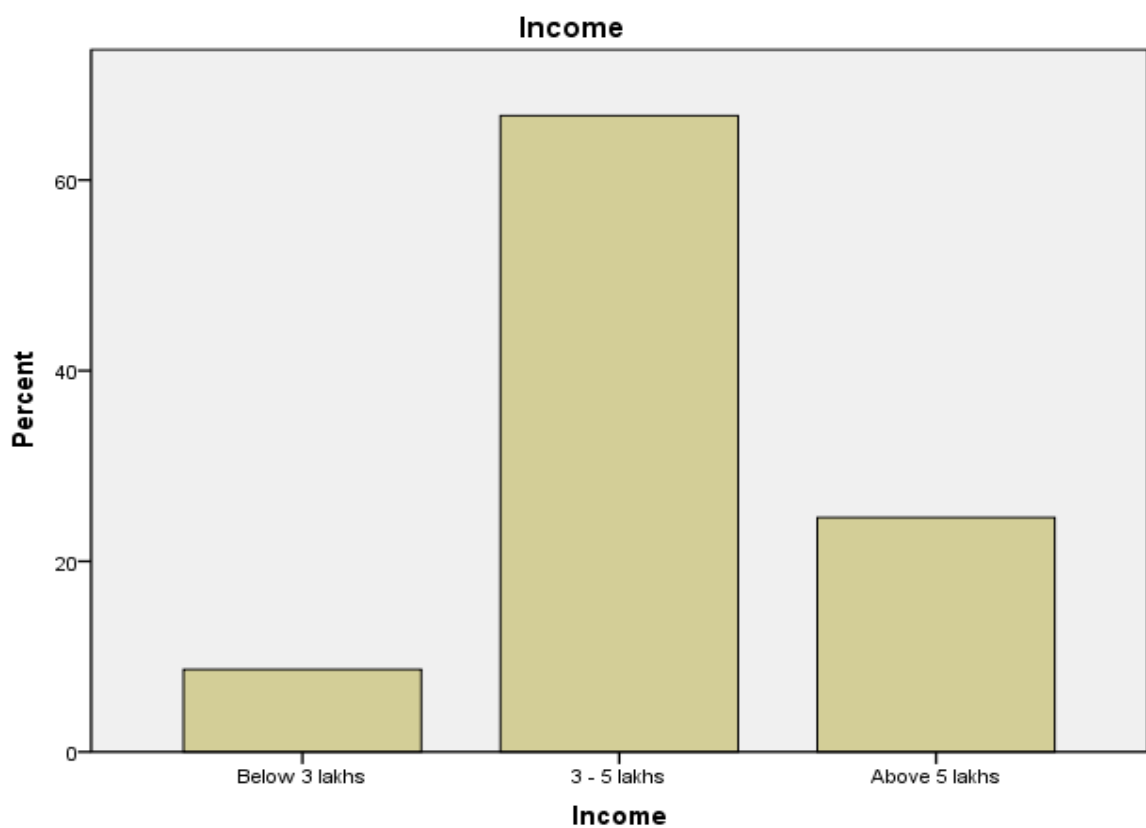


Figure 4.7: Designation as on present wise breakup of respondents

Interpretation: Out of 358 respondents, 74% are AP, 10% are Readers, 8% are Associate Professors, 4% are Professors and 4% are having designation as Directors.

Income of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 3 lakhs	31	8.7	8.7	8.7
	3 - 5 lakhs	239	66.8	66.8	75.4
	Above 5 lakhs	88	24.6	24.6	100.0
	Total	358	100.0	100.0	

**Figure 4.8: Income wise breakup of Respondents**

Interpretation: Out of 358 respondents, 9% are having income below 3 lakhs, 67% between 3-5 lakhs and 24% are getting more than 5 lakhs.

Institute Timings

Table 4.9: Institute Timings wise breakup of respondents					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning Shift	14	3.9	3.9	3.9
	General Shift	340	95.0	95.0	98.9
	Afternoon Shift	4	1.1	1.1	100.0
	Total	358	100.0	100.0	

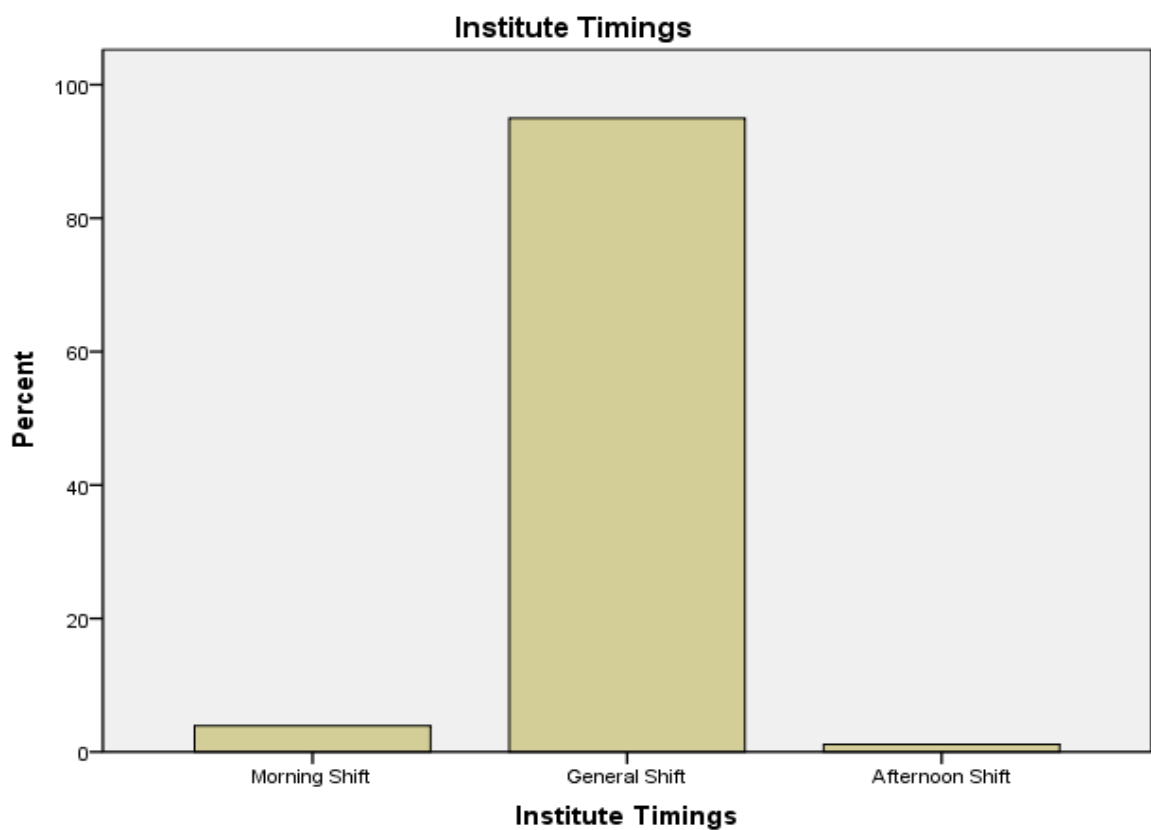


Figure 4.9: Institute Timings wise breakup of respondents

Interpretation: Out of 358 respondents, 4% have morning shift, 95% have general shift and 1% have afternoon shift.

Extracurricular activities: Sports

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	317	88.5	88.5	88.5
	Yes	41	11.5	11.5	100.0
	Total	358	100.0	100.0	

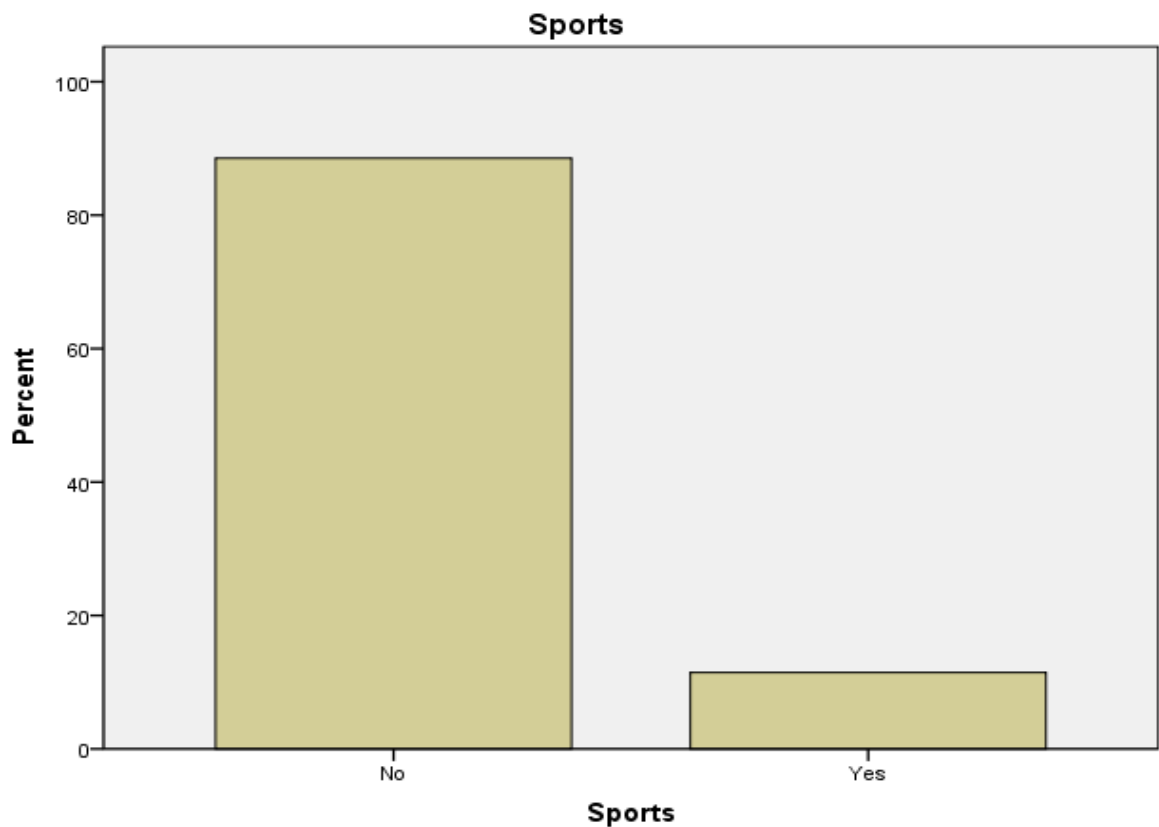


Figure 4.10: Respondents having additional duties for Sports Activities wise breakup

Interpretation: Out of 358 respondents, 89% have not been given additional responsibility as Sports coordinator, while 11% of respondents have been assigned responsibility.

Extracurricular activities: Cultural

Table 4.11: Respondents having additional duties for Cultural Activities wise breakup					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	260	72.6	72.6	72.6
	Yes	98	27.4	27.4	100.0
	Total	358	100.0	100.0	

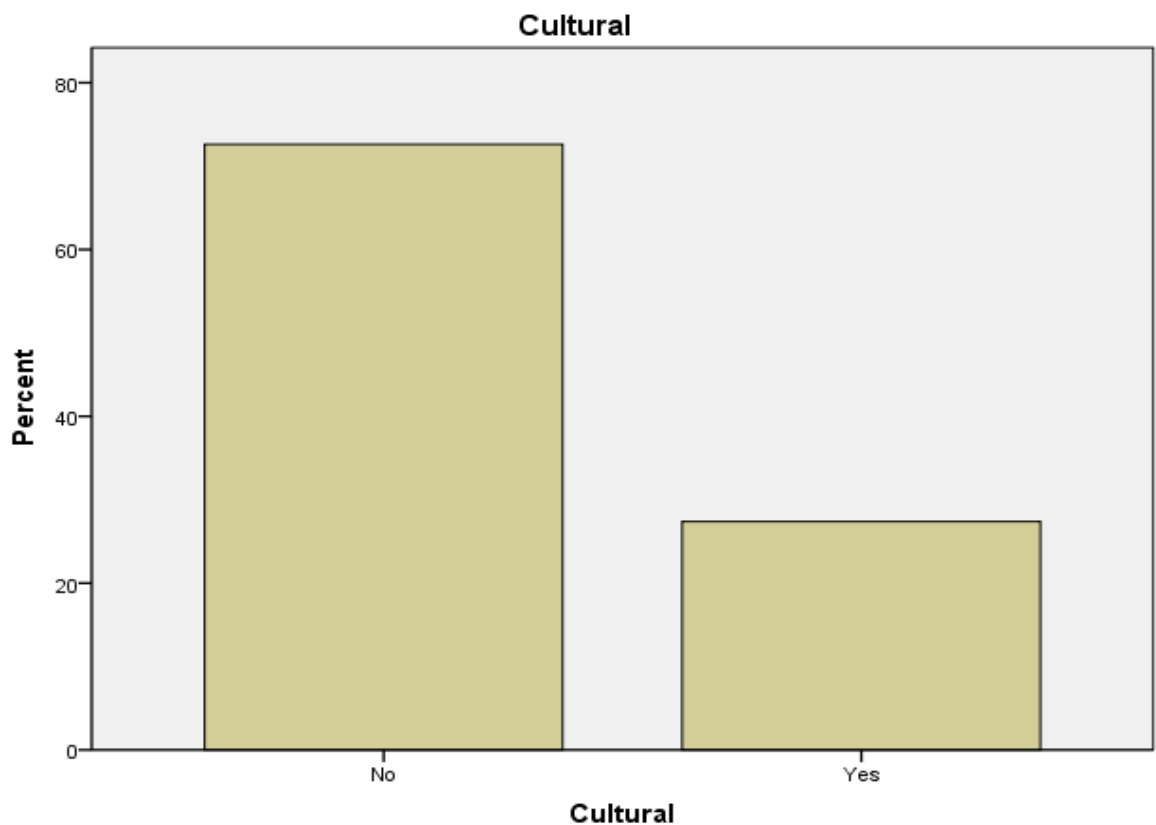


Figure 4.11: Respondents having additional duties for Cultural Activities wise breakup

Interpretation: Out of 358 respondents, 73% have not been given additional responsibility as Cultural coordinator, while 27% of respondents have been assigned responsibility.

Extracurricular activities: Events

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	281	78.5	78.5	78.5
	Yes	77	21.5	21.5	100.0
	Total	358	100.0	100.0	

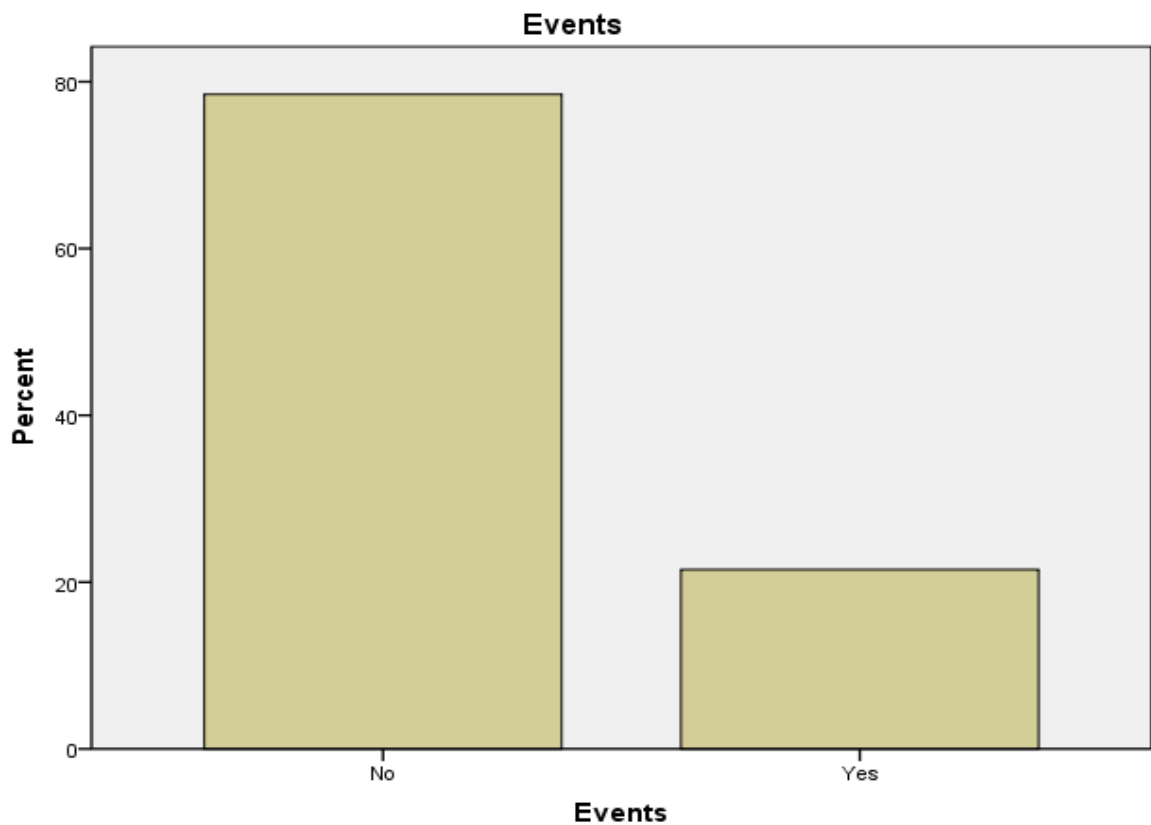


Figure 4.12: Respondents having additional duties for Events Activities wise breakup

Interpretation: Out of 358 respondents, 79% have not been given additional responsibility as Events coordinator, while 21% of respondents have been assigned responsibility.

Extracurricular activities: Placements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	315	88.0	88.0	88.0
	Yes	43	12.0	12.0	100.0
	Total	358	100.0	100.0	

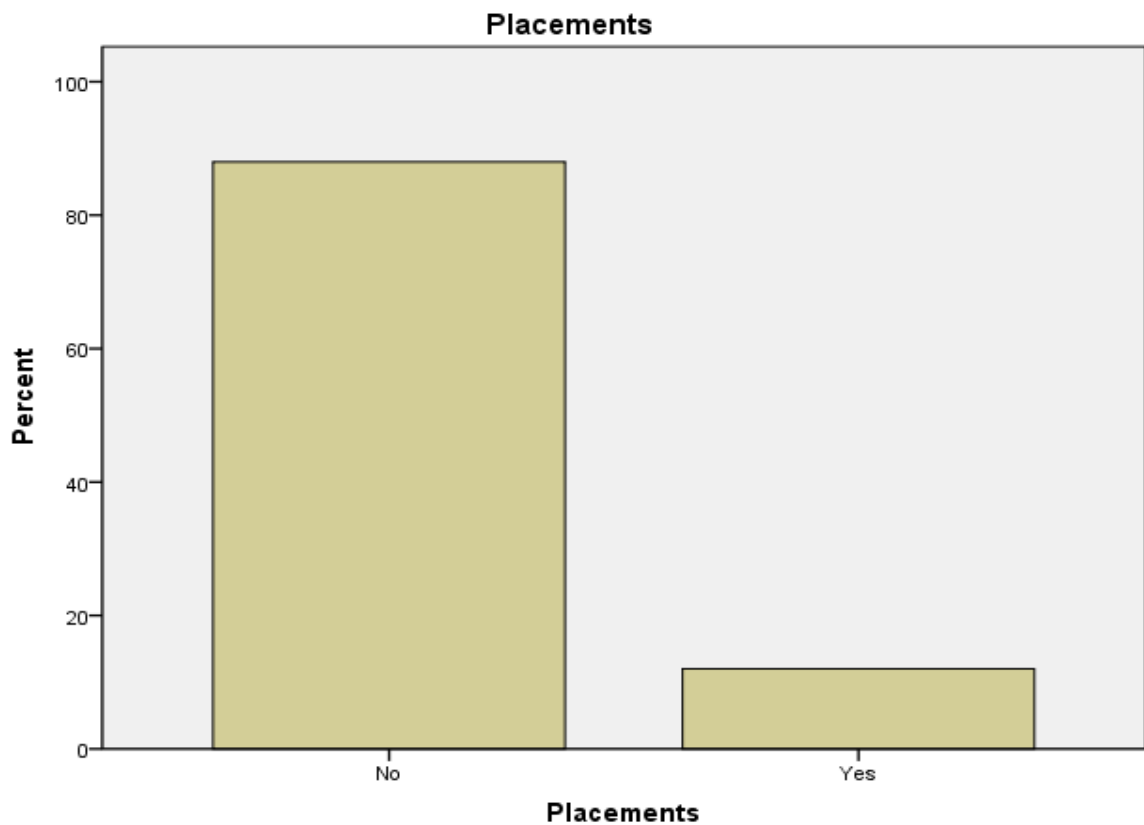


Figure 4.13: Respondents having additional duties for Placement Activities wise breakup

Interpretation: Out of 358 respondents, 88% have not been given additional responsibility as Placement coordinator, while 12% of respondents have been assigned responsibility.

Extracurricular activities: Any other

Table 4.14: Respondents having additional duties for Any other Activities wise breakup					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	86	24.0	24.0	24.0
	Yes	272	76.0	76.0	100.0
	Total	358	100.0	100.0	

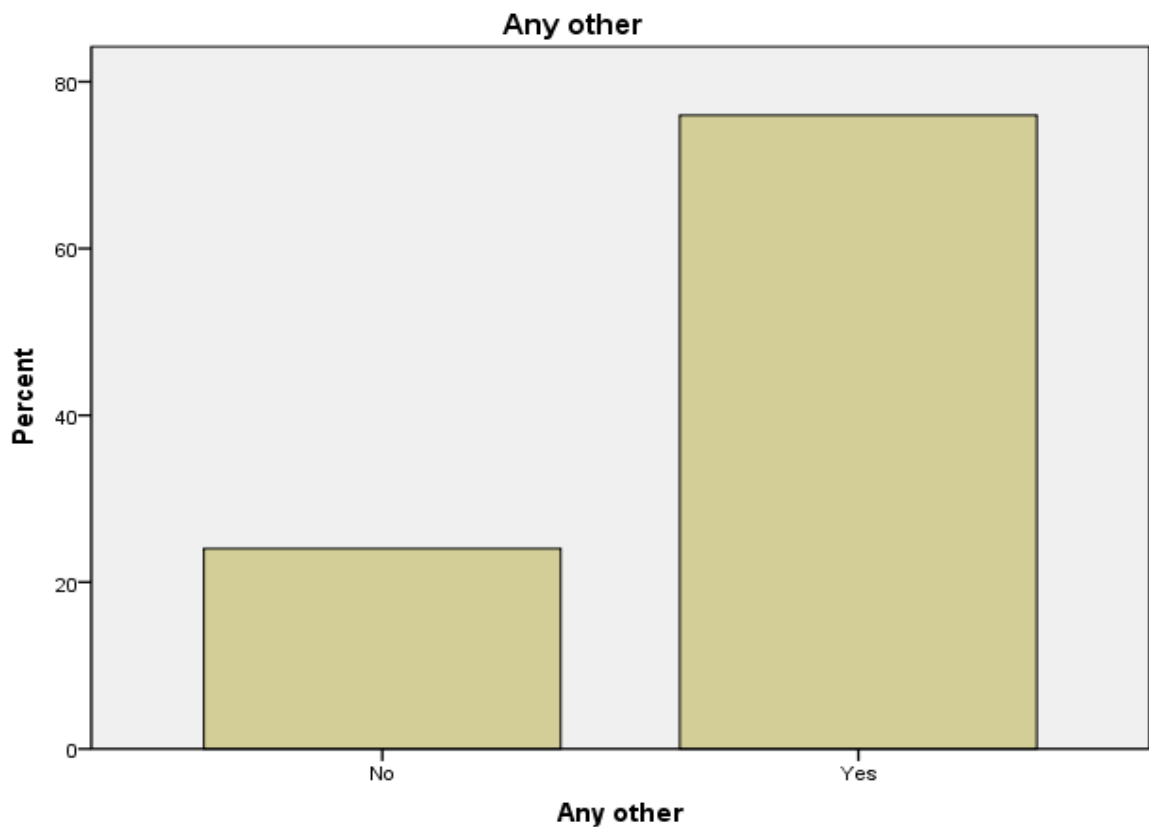


Table 4.14: Respondents having additional duties for any other Activities wise breakup

Interpretation: Out of 358 respondents, 24% have not been given additional responsibility as Any other Activities coordinator, while 76% of respondents have been assigned responsibility.

4.1 Descriptive Statistics

4.1.2 Perception of respondents towards Teaching Competencies

Educational Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Important	30	8.4	8.4	8.4
	Neutral	1	.3	.3	8.7
	Important	118	33.0	33.0	41.6
	Very Important	209	58.4	58.4	100.0
	Total	358	100.0	100.0	

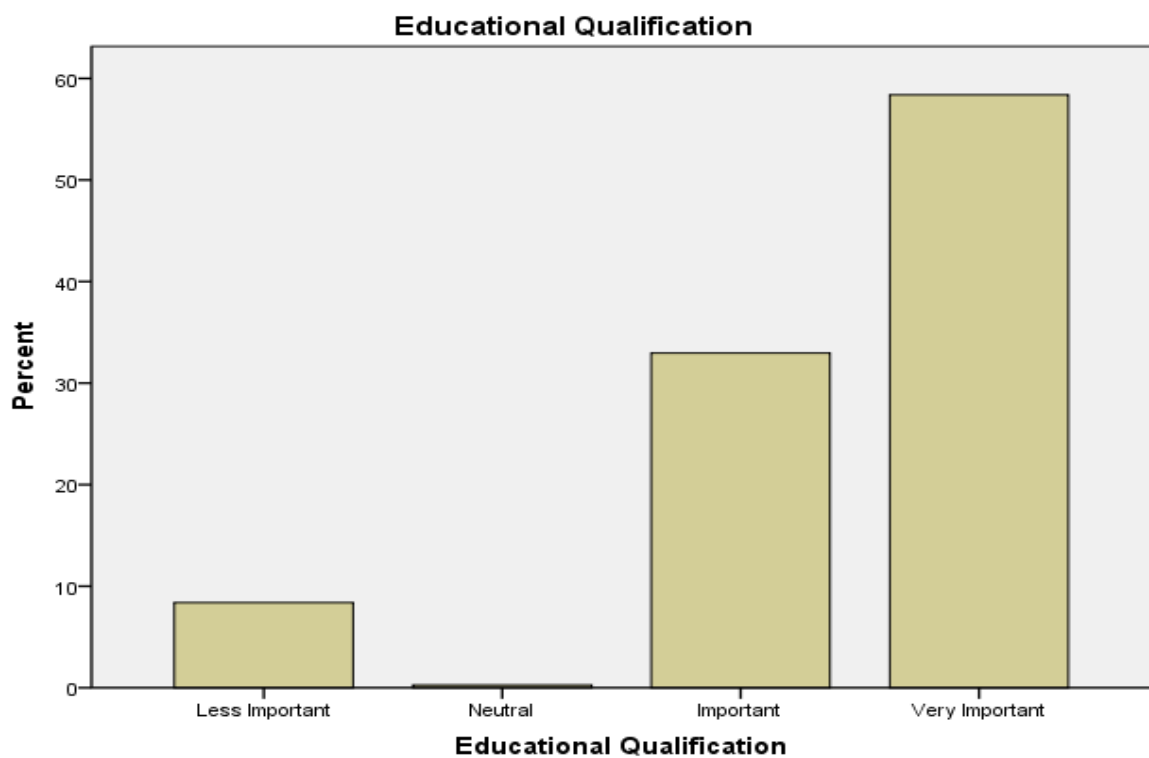


Figure 4.15: Perception of respondents towards Educational Qualification as a Teaching competency

Interpretation: It is found that 58.4% of the respondents feel that Educational Qualification is very important teaching competency while only 8.4% feel that it is less important.

Intelligence

Table 4.16: Perception of respondents towards Intelligence as a Teaching competency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Important	3	.8	.8	.8
	Neutral	3	.8	.8	1.7
	Important	115	32.1	32.1	33.8
	Very Important	237	66.2	66.2	100.0
	Total	358	100.0	100.0	

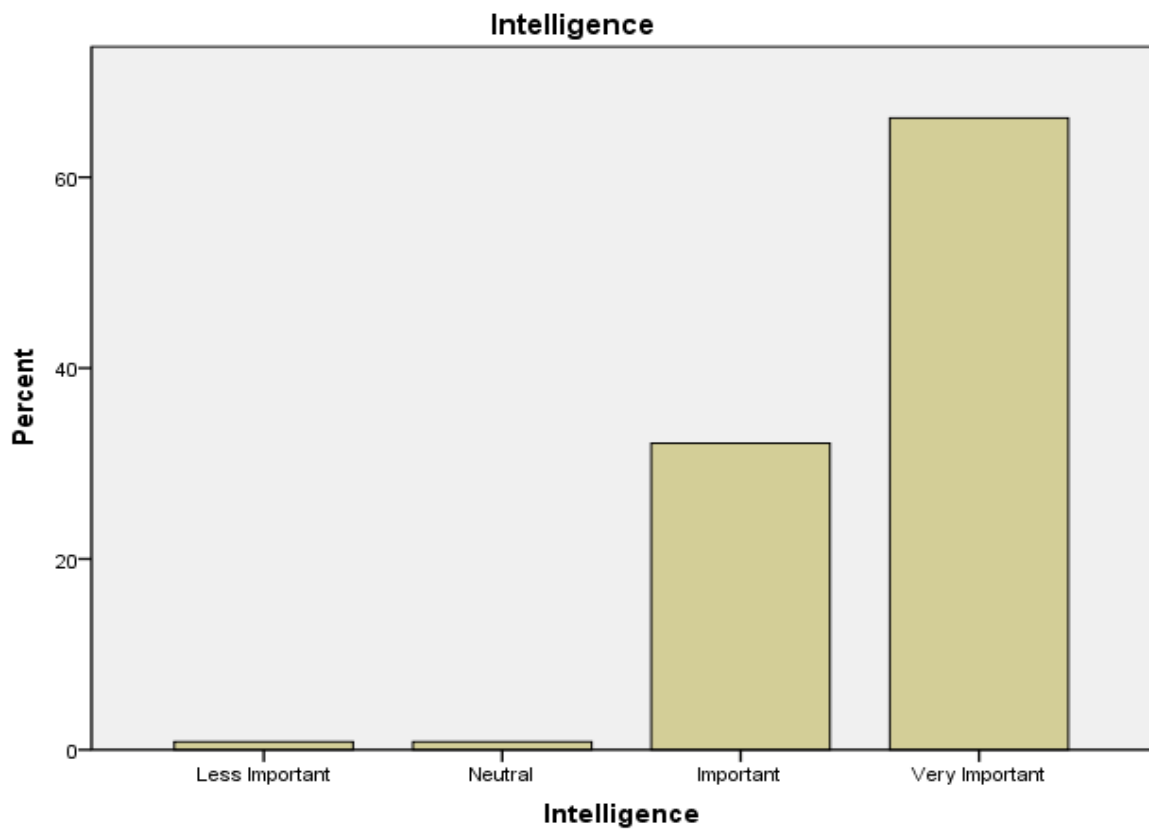


Figure 4.16: Perception of respondents towards Intelligence as a Teaching competency

Interpretation: It is found that 66.2% of the respondents feel that Intelligence is very important teaching competency and 32.1% feel that it is important. Hardly 1% feel it is less important.

To develop the subject content (matter)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.3	.3	.3
	Less Important	6	1.7	1.7	2.0
	Neutral	8	2.2	2.2	4.2
	Important	146	40.8	40.8	45.0
	Very Important	197	55.0	55.0	100.0
	Total	358	100.0	100.0	

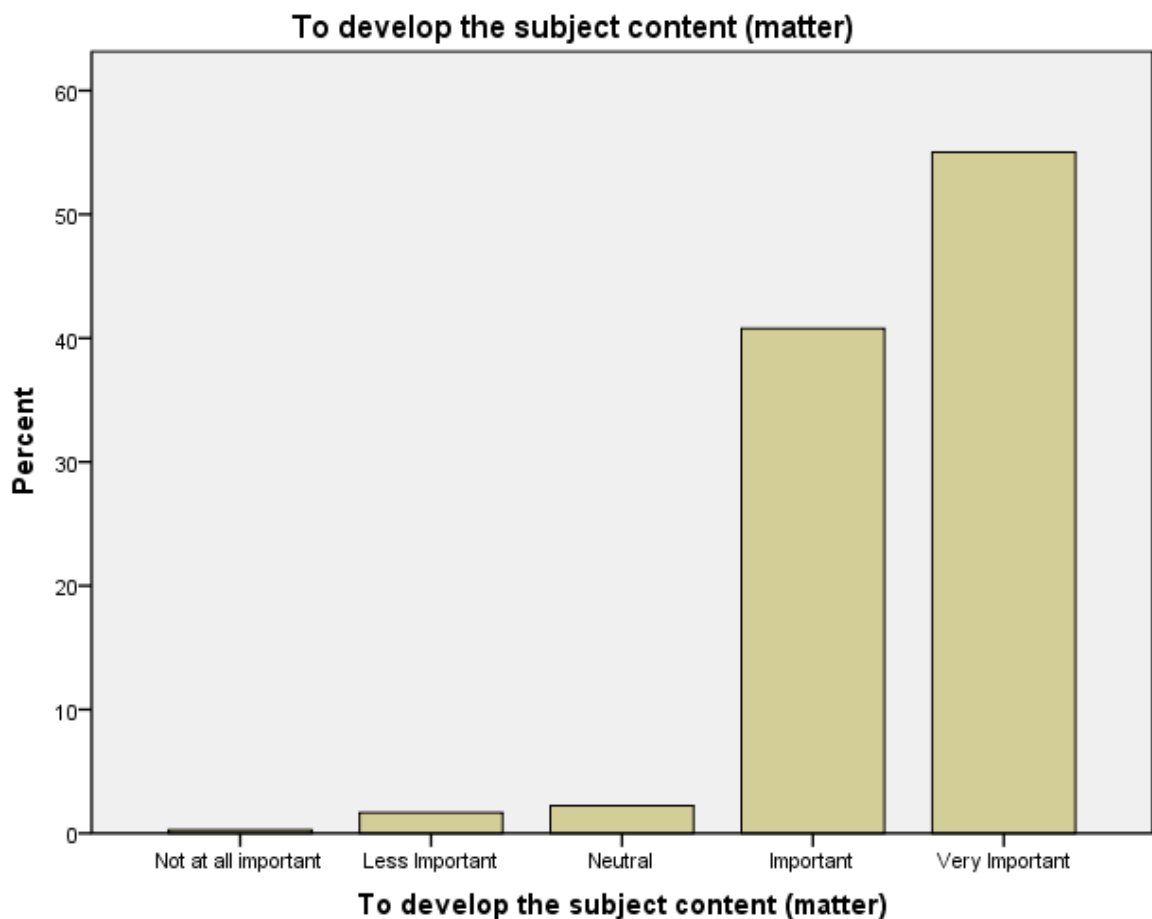


Figure 4.17: Perception of respondents towards develop subject content as a Teaching competency

Interpretation: It is found that 55% of the respondents feel that developing subject content is very important teaching competency and 40.8 % feel that it is important. Not even 2% of the respondents feel that it is less important.

To plan and prepare teaching plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.3	.3	.3
	Less Important	20	5.6	5.6	5.9
	Neutral	18	5.0	5.0	10.9
	Important	164	45.8	45.8	56.7
	Very Important	155	43.3	43.3	100.0
	Total	358	100.0	100.0	

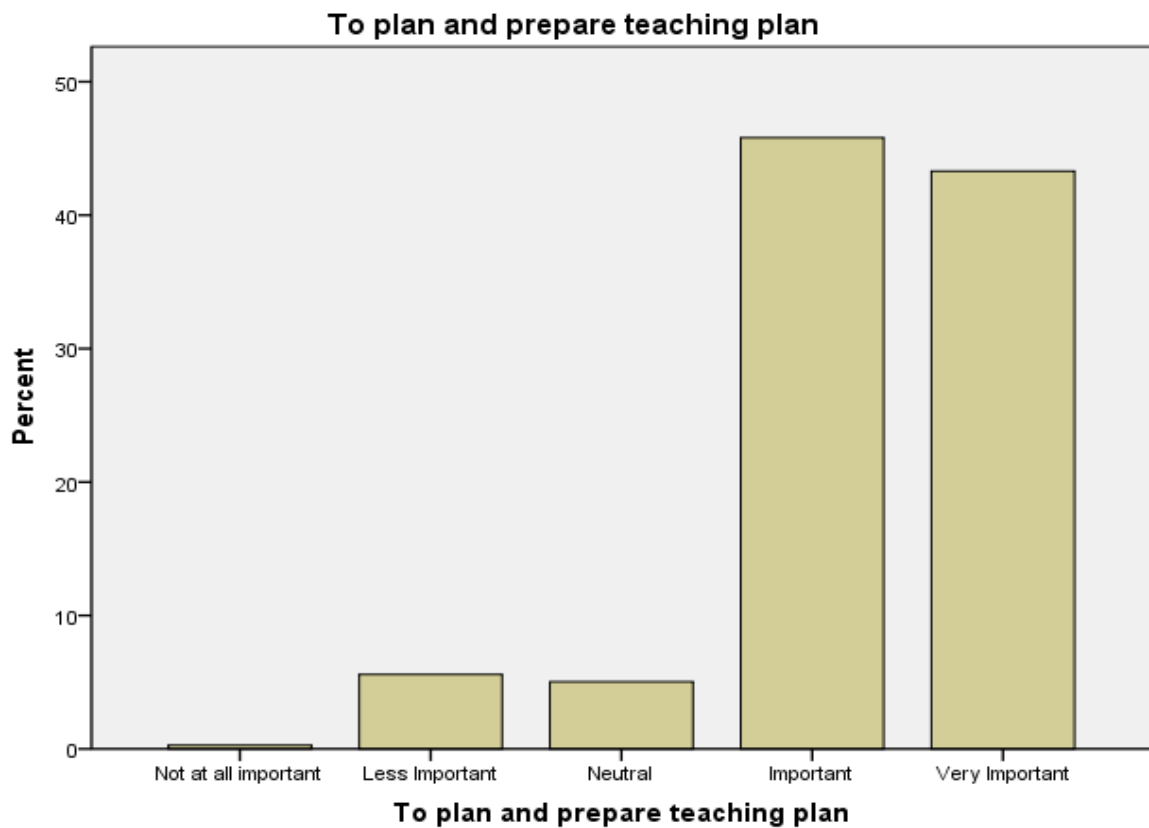


Figure 4.18: Perception of respondents towards planning and preparing teaching plan as a Teaching competency

Interpretation: It is found that 43.3% of the respondents feel that planning and preparing teaching plan is very important teaching competency and 45.8 % feel that it is important. 5.6 % respondents feel it is less important.

To have the art of posing questions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	.8	.8	.8
	Less Important	46	12.8	12.8	13.7
	Neutral	62	17.3	17.3	31.0
	Important	142	39.7	39.7	70.7
	Very Important	105	29.3	29.3	100.0
	Total	358	100.0	100.0	

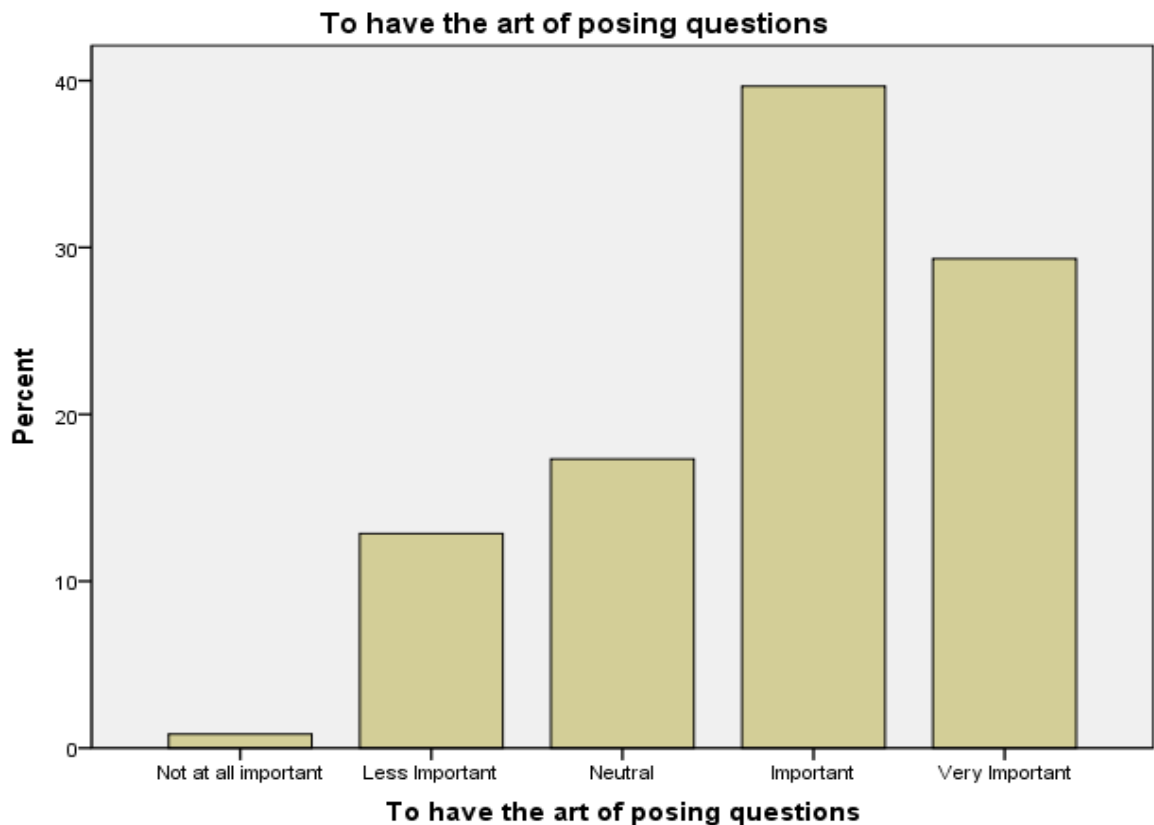


Figure 4.19: Perception of respondents towards the art of posing questions as a Teaching competency

Interpretation: It is found that 29.3% of the respondents feel that art of posing questions is very important teaching competency and 39.7 % feel that it is important. 12.8 % respondents feel it is less important.

To cite appropriate Examples

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	.8	.8	.8
	Less Important	84	23.5	23.5	24.3
	Neutral	34	9.5	9.5	33.8
	Important	173	48.3	48.3	82.1
	Very Important	64	17.9	17.9	100.0
	Total	358	100.0	100.0	

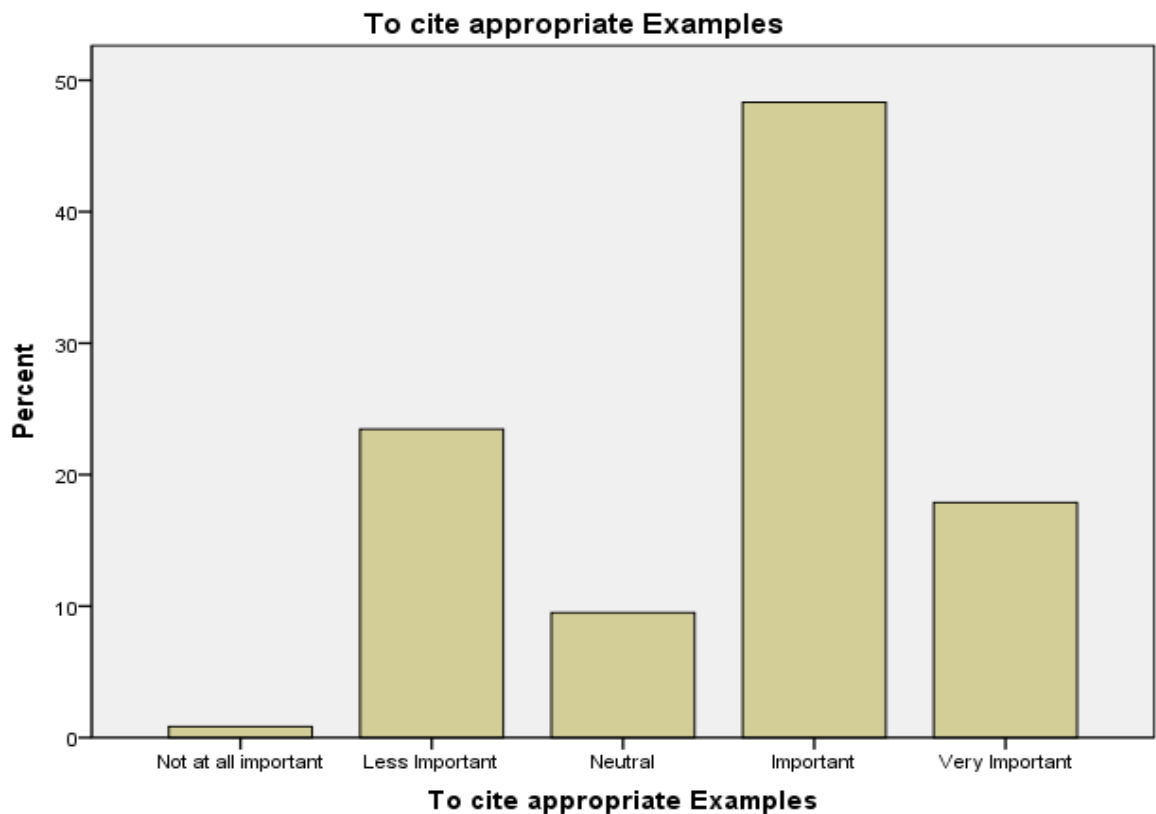


Figure 4.20: Perception of respondents towards citing appropriate Examples as a Teaching competency

Interpretation: It is found that 17.9 % of the respondents feel that art of citing appropriate examples is very important teaching competency and 48.3 % feel that it is important. 23.5 % respondents feel it is less important.

To use various teaching aids and methodologies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	.8	.8	.8
	Less Important	74	20.7	20.7	21.5
	Neutral	28	7.8	7.8	29.3
	Important	158	44.1	44.1	73.5
	Very Important	95	26.5	26.5	100.0
	Total	358	100.0	100.0	

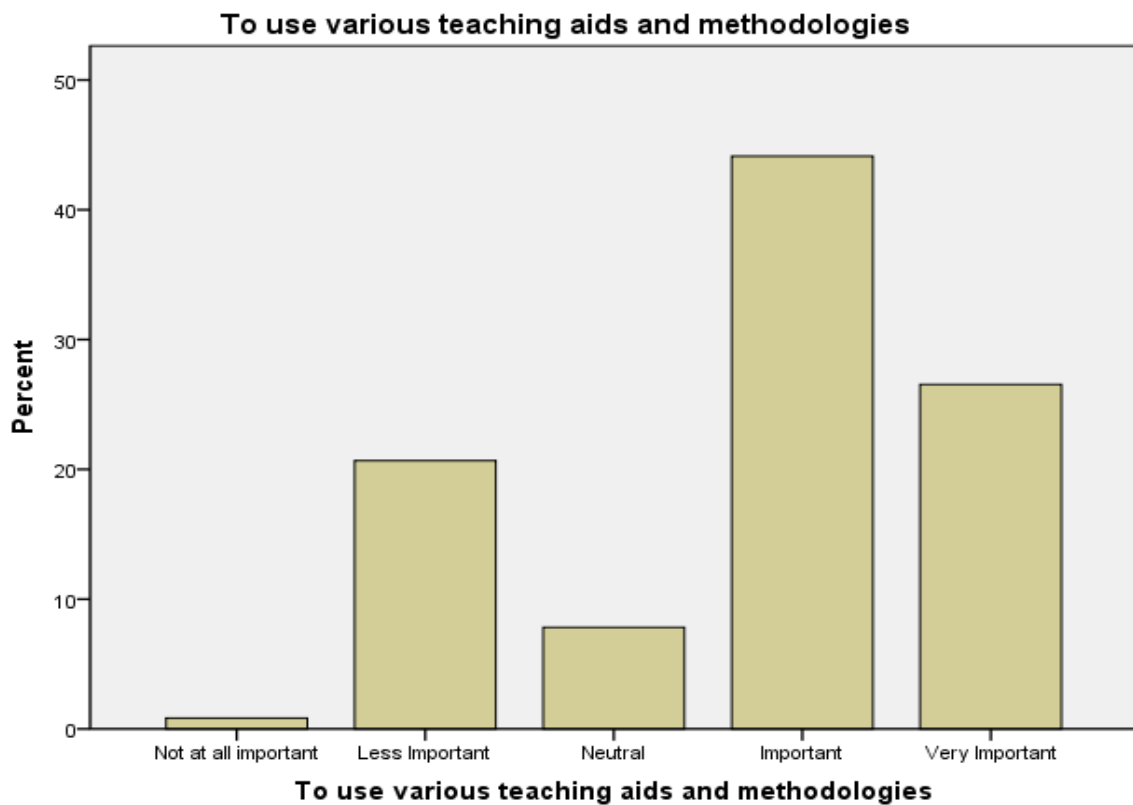


Figure 4.21: Perception of respondents towards use of various teaching aids and methodologies as a Teaching competency

Interpretation: It is found that 26.5 % of the respondents feel that using various teaching aids and methodologies is very important teaching competency and 44.1 % feel that it is important. 20.7 % respondents feel it is less important.

To design and use various evaluative procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	2	.6	.6	.6
	Less Important	88	24.6	24.6	25.1
	Neutral	30	8.4	8.4	33.5
	Important	146	40.8	40.8	74.3
	Very Important	92	25.7	25.7	100.0
	Total	358	100.0	100.0	

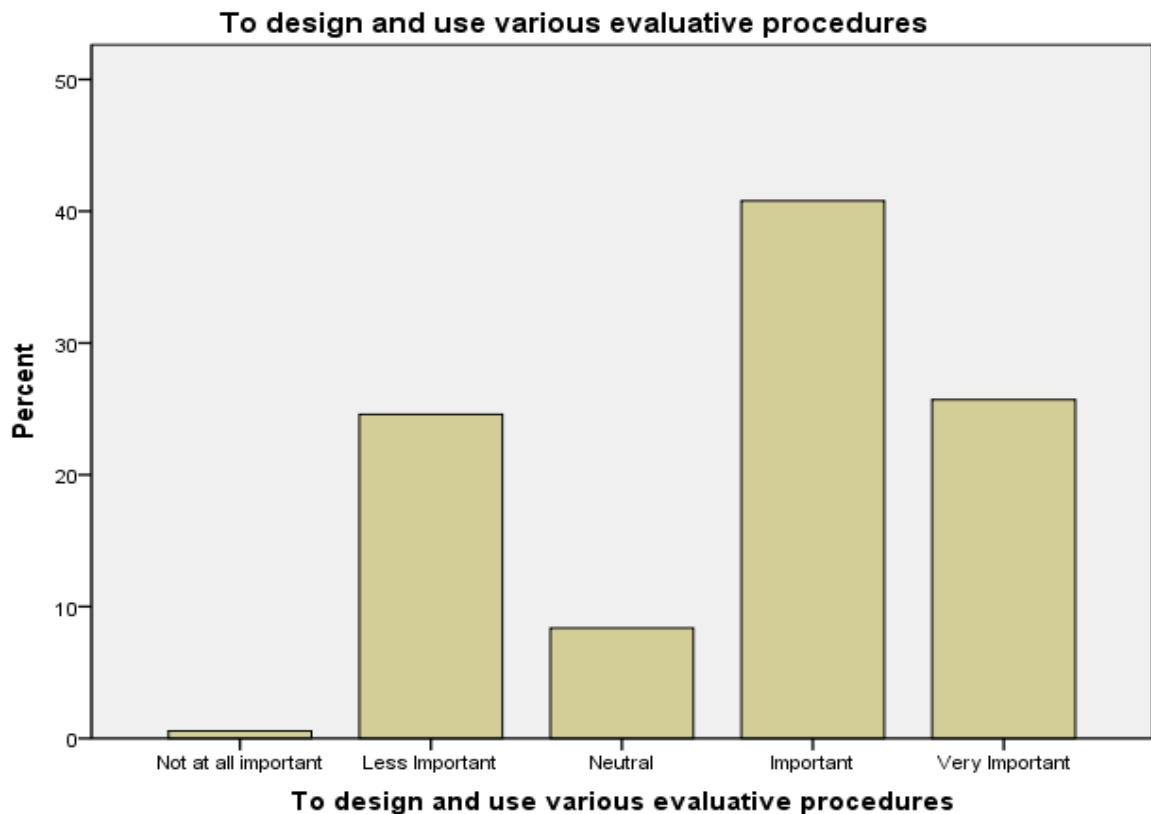


Figure 4.22: Perception of respondents towards design and use of evaluative procedure as a Teaching competency

Interpretation: It is found that 25.7 % of the respondents feel that designing and using evaluative procedure is very important teaching competency and 40.8 % feel that it is important. 24.6 % respondents feel it is less important.

To seek feedback and consider it carefully

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	2	.6	.6	.6
	Less Important	35	9.8	9.8	10.3
	Neutral	15	4.2	4.2	14.5
	Important	106	29.6	29.6	44.1
	Very Important	200	55.9	55.9	100.0
	Total	358	100.0	100.0	

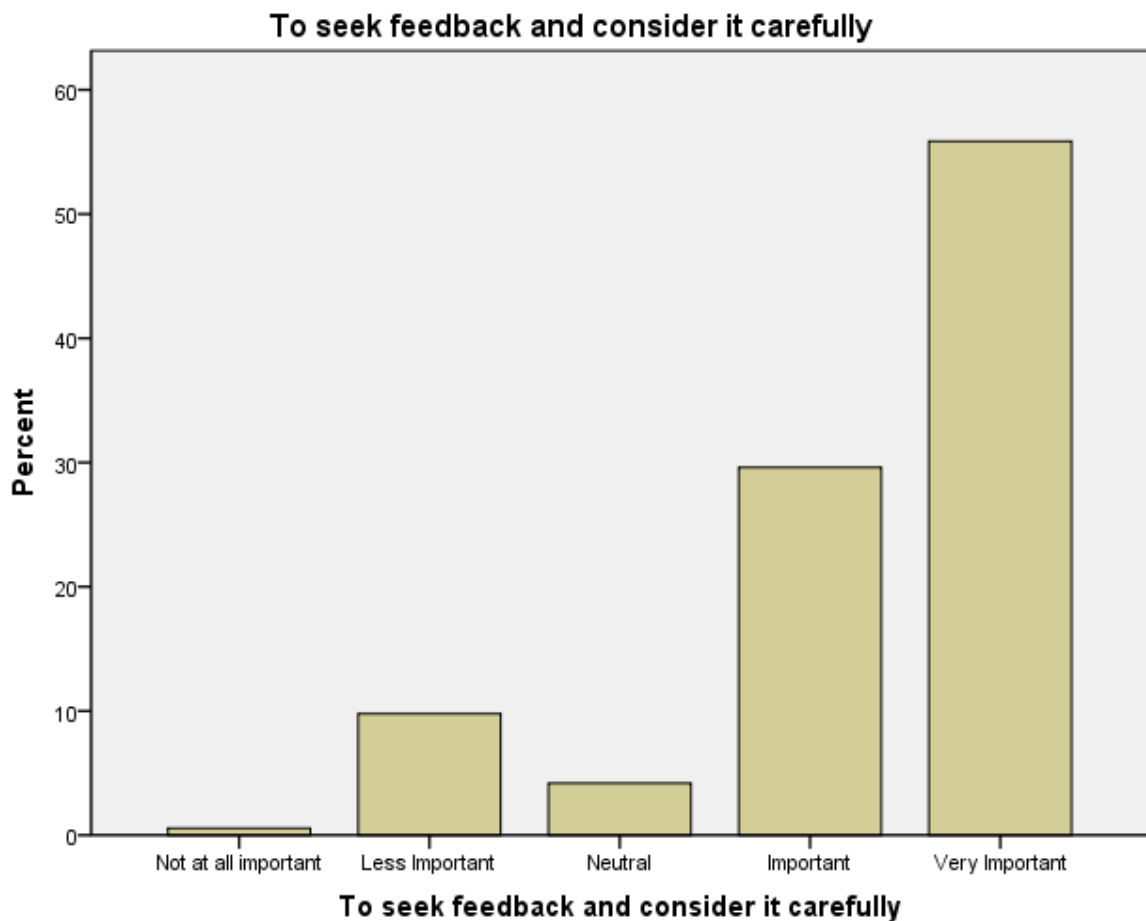


Figure 4.23: Perception of respondents towards seek feedback and consider it carefully as a Teaching competency

Interpretation: It is found that 55.9 % of the respondents feel that seeking feedback and considering it carefully, is very important teaching competency and 29.6 % feel that it is important. 9.8 % respondents feel it is less important.

To list out achievable goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	6	1.7	1.7	1.7
	Less Important	29	8.1	8.1	9.8
	Neutral	20	5.6	5.6	15.4
	Important	108	30.2	30.2	45.5
	Very Important	195	54.5	54.5	100.0
	Total	358	100.0	100.0	

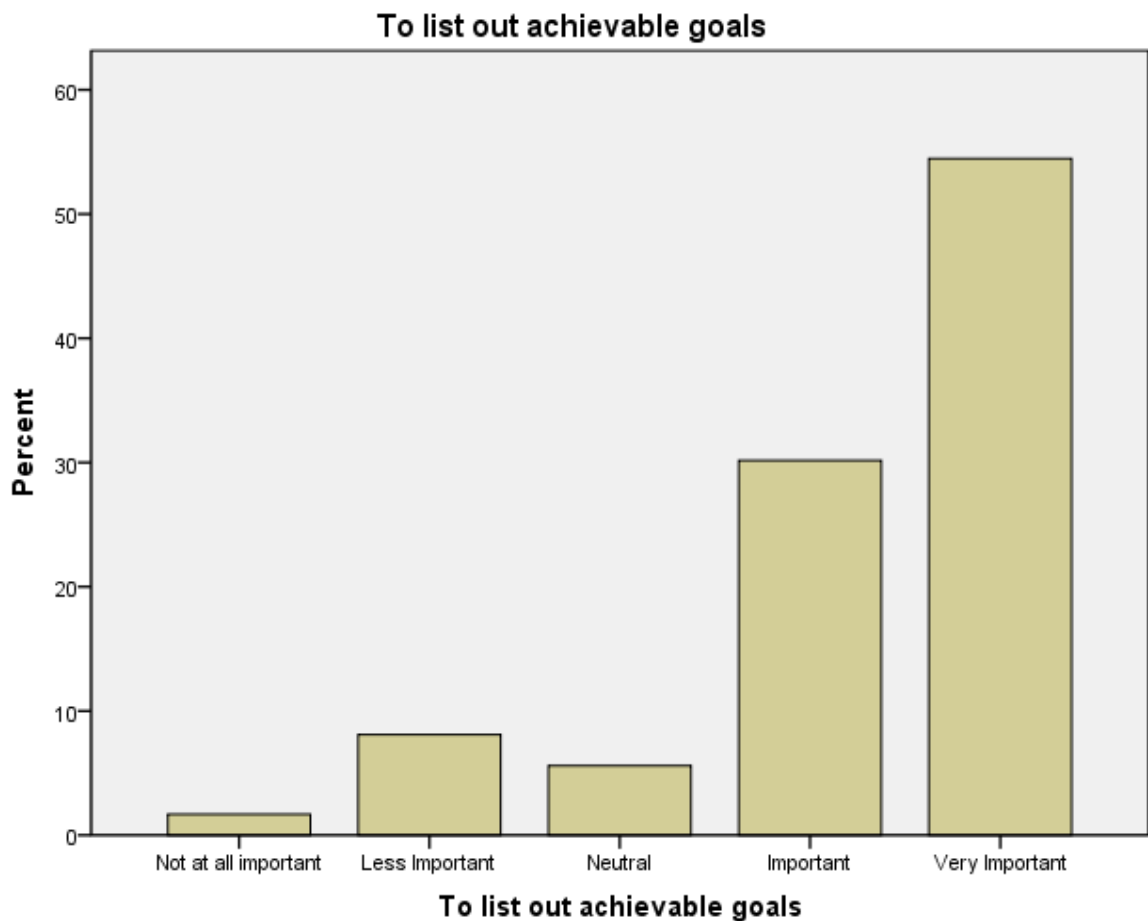


Figure 4.24: Perception of respondents towards list out achievable goals as a Teaching competency

Interpretation: It is found that 54.5 % of the respondents feel that using various listing out achievable goals is very important teaching competency and 30.2 % feel that it is important. 8.1 % respondents feel it is less important.

To be creative and have original thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Important	9	2.5	2.5	2.5
	Neutral	26	7.3	7.3	9.8
	Important	82	22.9	22.9	32.7
	Very Important	241	67.3	67.3	100.0
	Total	358	100.0	100.0	

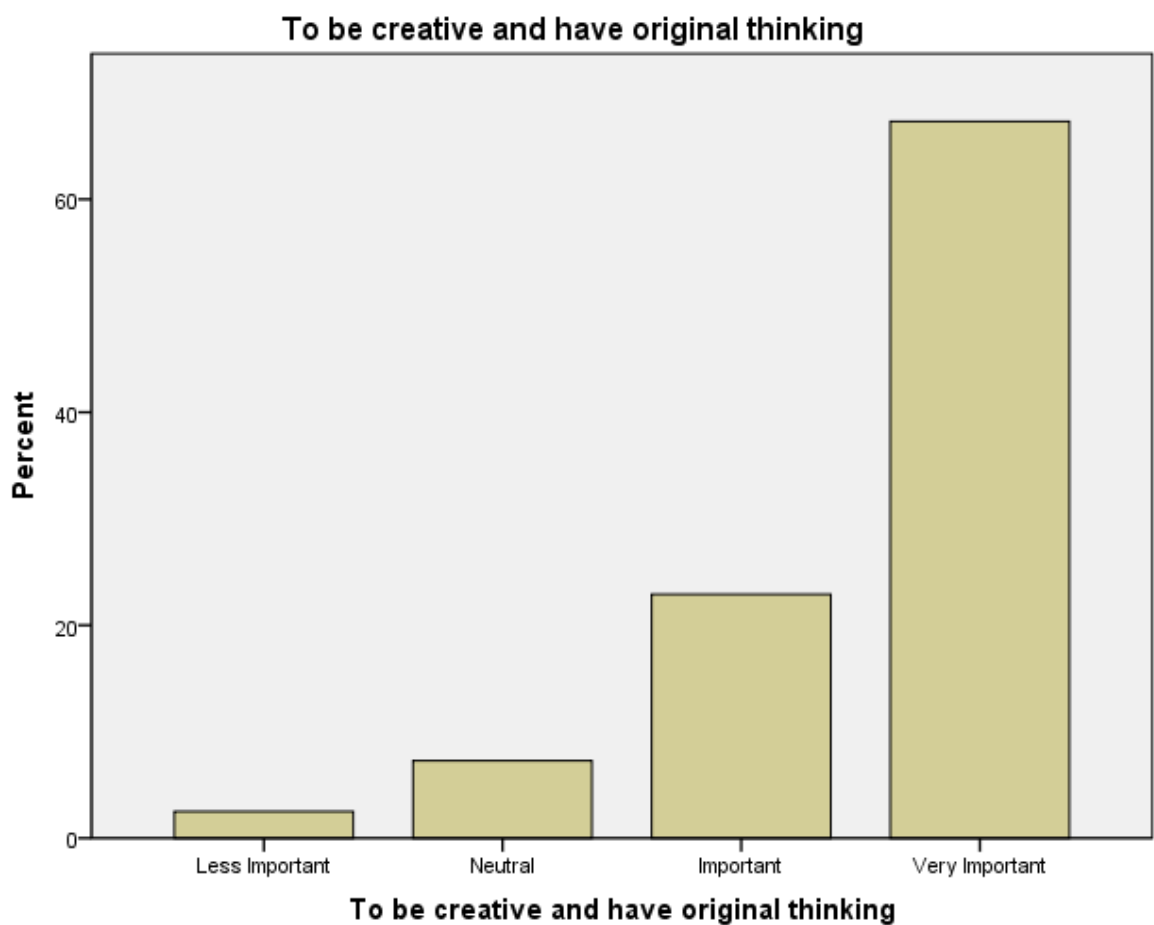


Figure 4.25: Perception of respondents towards creative and have original thinking as a Teaching competency

Interpretation: It is found that 67.3 % of the respondents feel that creative and original thinking is very important teaching competency and 22.9 % feel that it is important. 2.5 % respondents feel it is less important.

To demonstrate interest in and understanding of own and others culture

Table 4.26: Perception of respondents towards demonstrate interest in and understanding of own and others culture as a Teaching competency					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	12	3.4	3.4	3.4
	Less Important	131	36.6	36.6	39.9
	Neutral	53	14.8	14.8	54.7
	Important	105	29.3	29.3	84.1
	Very Important	57	15.9	15.9	100.0
	Total	358	100.0	100.0	

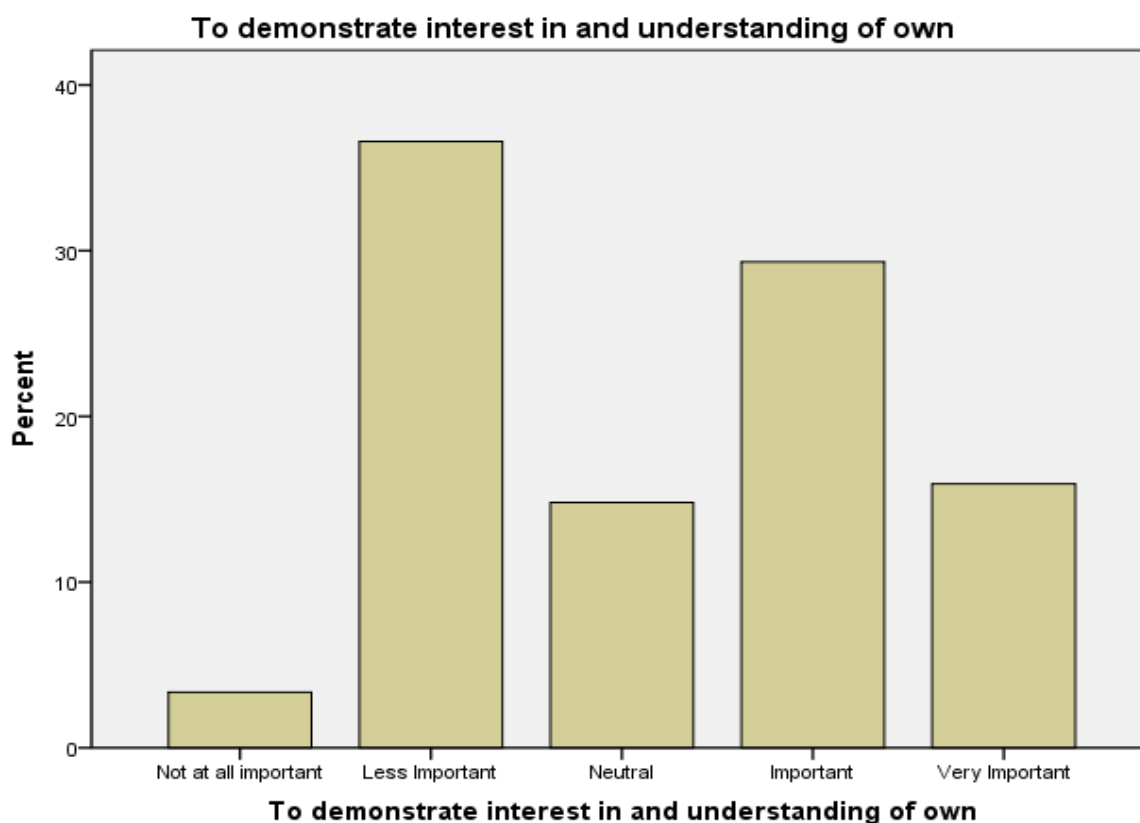


Figure 4.26: Perception of respondents towards demonstrate interest in and understanding of own and others culture as a Teaching competency

Interpretation: It is found that 15.9 % of the respondents feel that demonstrating interest and understanding of own and others culture is very important teaching competency and 29.3 % feel that it is important. 36.6 % respondents feel it is less important.

To assign formal authority and responsibility for completion

Table 4.27: Perception of respondents towards assign formal authority and responsibility as a Teaching competency					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	7	2.0	2.0	2.0
	Less Important	119	33.2	33.2	35.2
	Neutral	32	8.9	8.9	44.1
	Important	131	36.6	36.6	80.7
	Very Important	69	19.3	19.3	100.0
	Total	358	100.0	100.0	

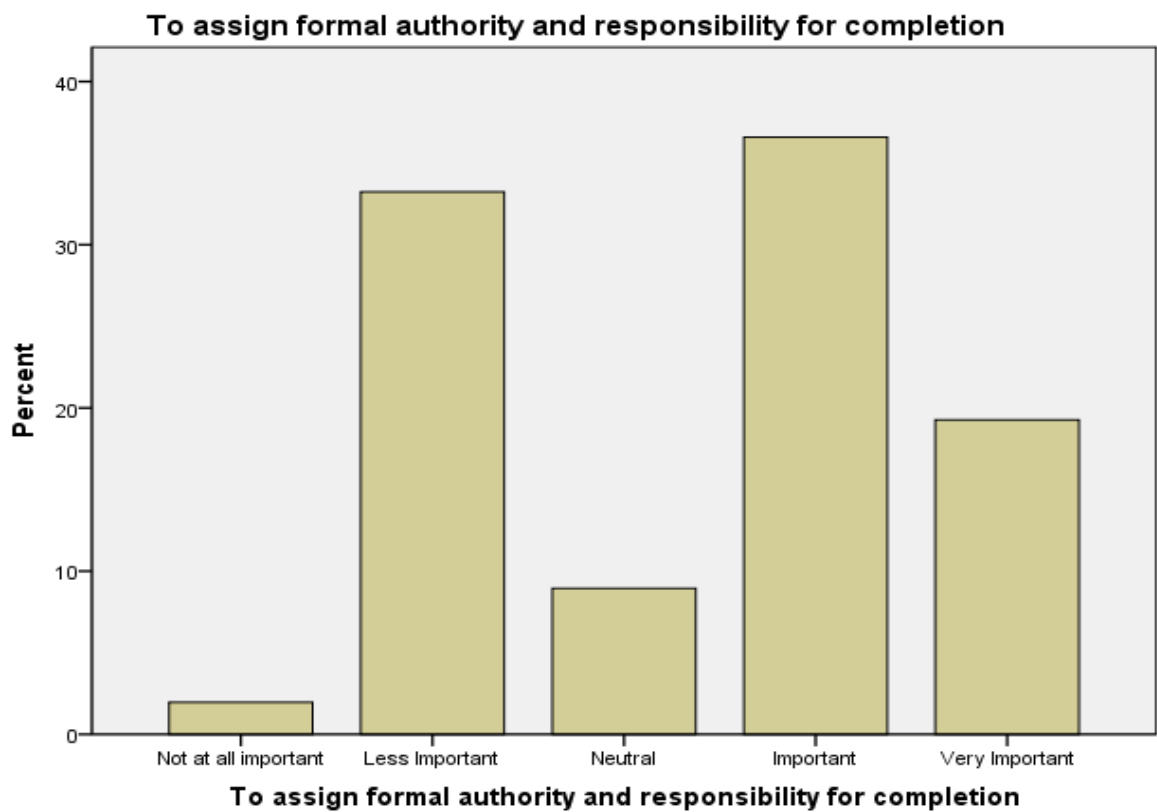


Figure 4.27: Perception of respondents towards assign formal authority and responsibility as a Teaching competency

Interpretation: It is found that 19.3 % of the respondents feel that assign formal authority and responsibility for completion of task is very important teaching competency and 36.6 % feel that it is important. 33.2 % respondents feel it is less important.

Subject Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Important	4	1.1	1.1	1.1
	Neutral	5	1.4	1.4	2.5
	Important	57	15.9	15.9	18.4
	Very Important	292	81.6	81.6	100.0
	Total	358	100.0	100.0	

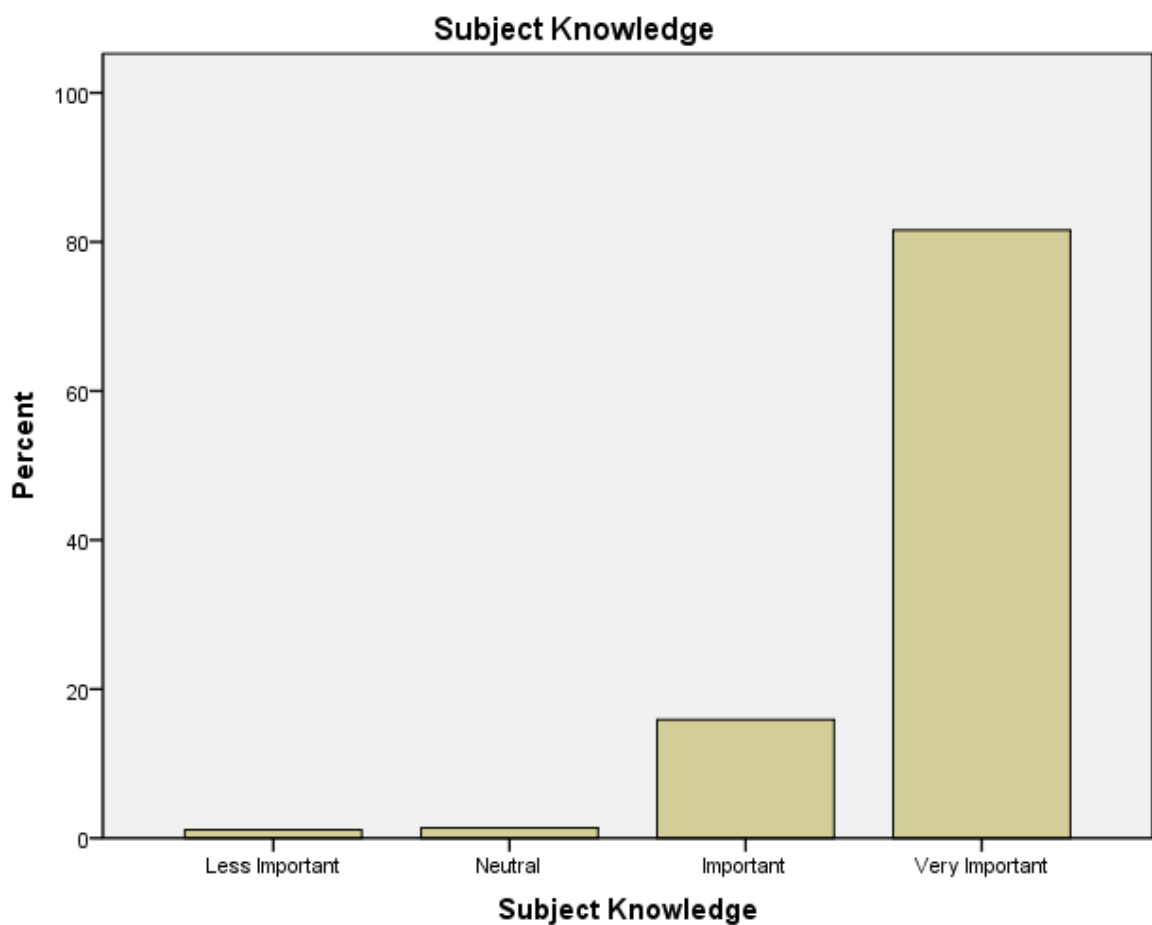


Figure 4.28: Perception of respondents towards Subject Knowledge as a Teaching competency

Interpretation: It is found that 81.6 % of the respondents feel that Subject Knowledge is very important teaching competency and 15.9 % feel that it is important. 1.1 % respondents feel it is less important.

Quick Thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	7	2.0	2.0	2.0
	Less Important	54	15.1	15.1	17.0
	Neutral	10	2.8	2.8	19.8
	Important	114	31.8	31.8	51.7
	Very Important	173	48.3	48.3	100.0
	Total	358	100.0	100.0	

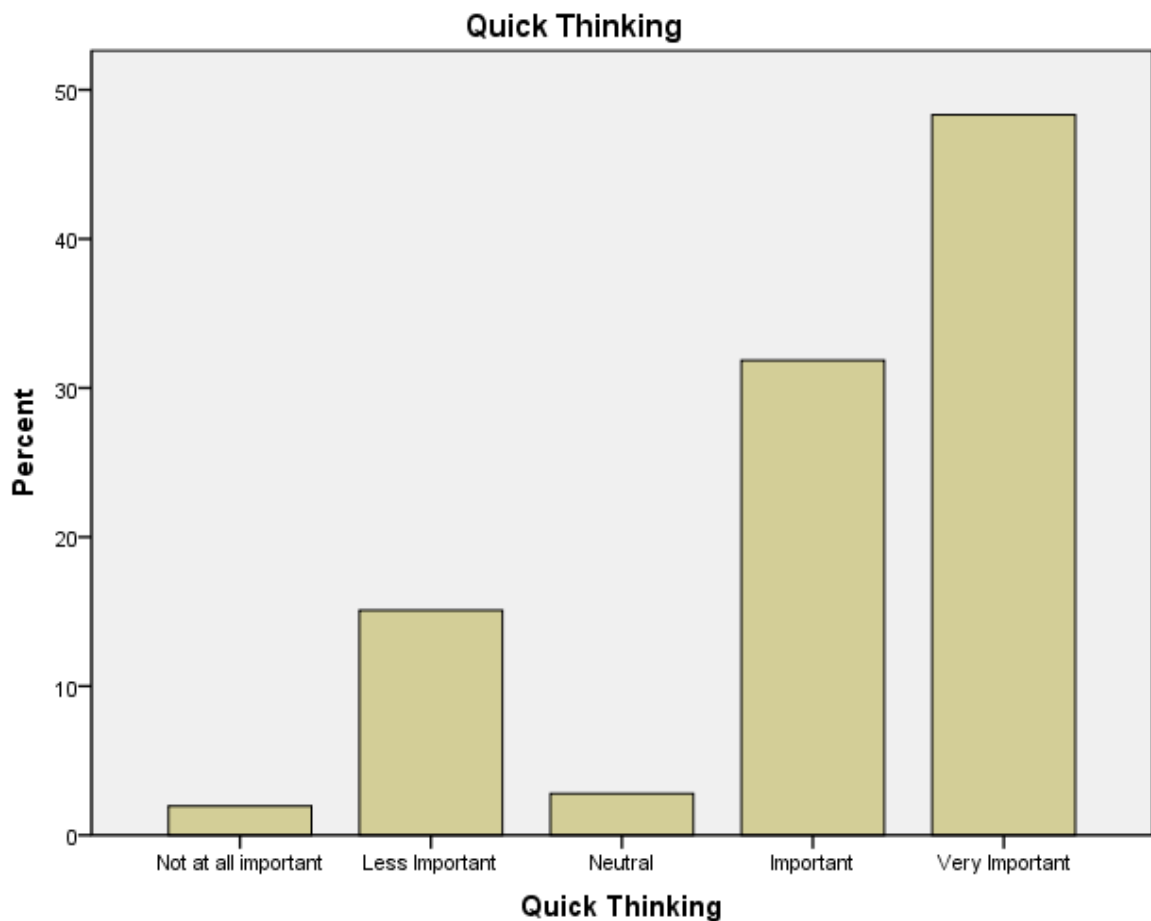


Figure 4.29: Perception of respondents towards Quick Thinking as a Teaching competency

Interpretation: It is found that 48.3 % of the respondents feel that Quick Thinking is very important teaching competency and 31.8 % feel that it is important. 15.1 % respondents feel it is less important.

Ability to communicate clearly in the language of instruction orally

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Important	1	.3	.3	.3
	Neutral	1	.3	.3	.6
	Important	102	28.5	28.5	29.1
	Very Important	254	70.9	70.9	100.0
	Total	358	100.0	100.0	

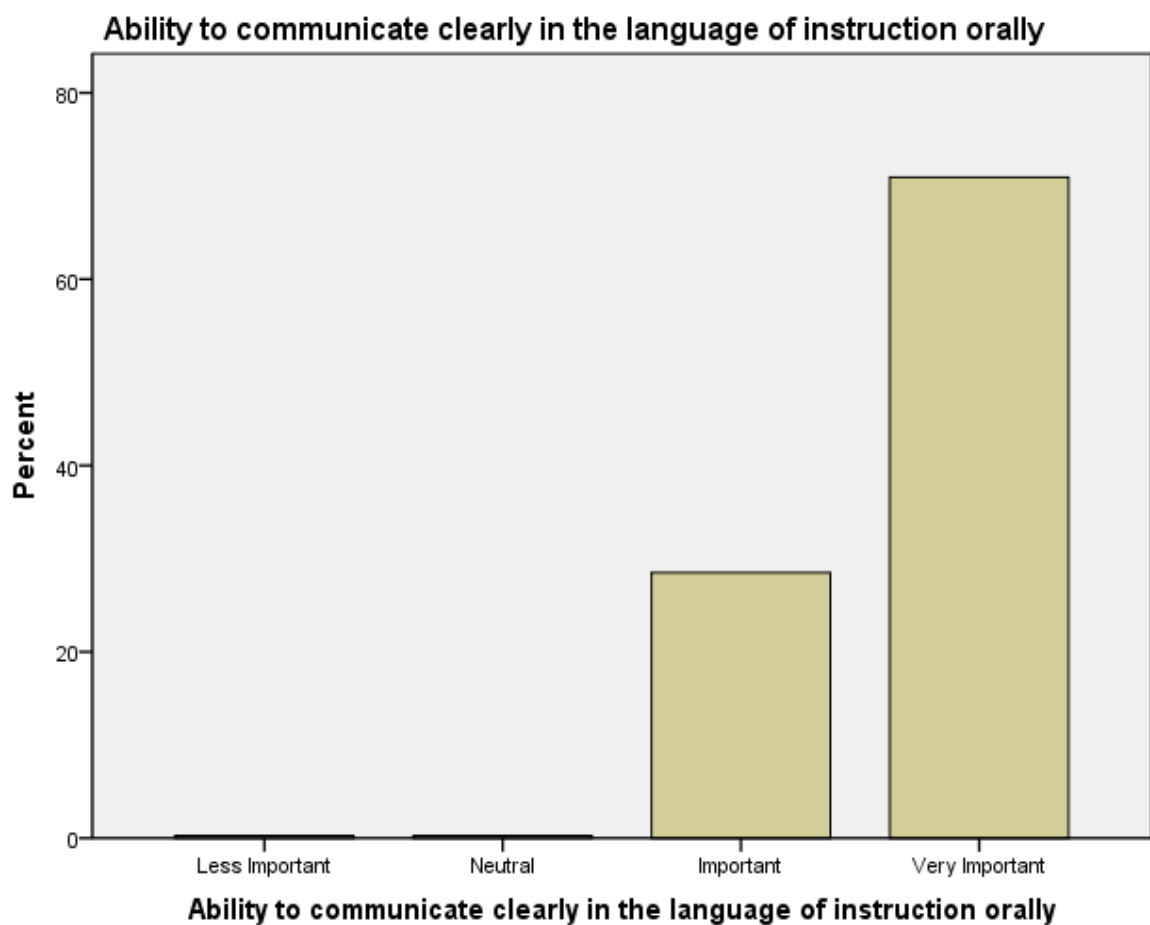


Figure 4.30: Perception of respondents towards Ability to communicate clearly in the language of instruction orally as a Teaching competency

Interpretation: It is found that 70.9 % of the respondents feel that ability to communicate clearly in the language of instruction orally is very important teaching competency and 28.5 % feel that it is important. 0.3 % respondents feel it is less important.

Ability to communicate clearly in the language of instruction in writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	.6	.6	.6
	Important	103	28.8	28.8	29.3
	Very Important	253	70.7	70.7	100.0
	Total	358	100.0	100.0	

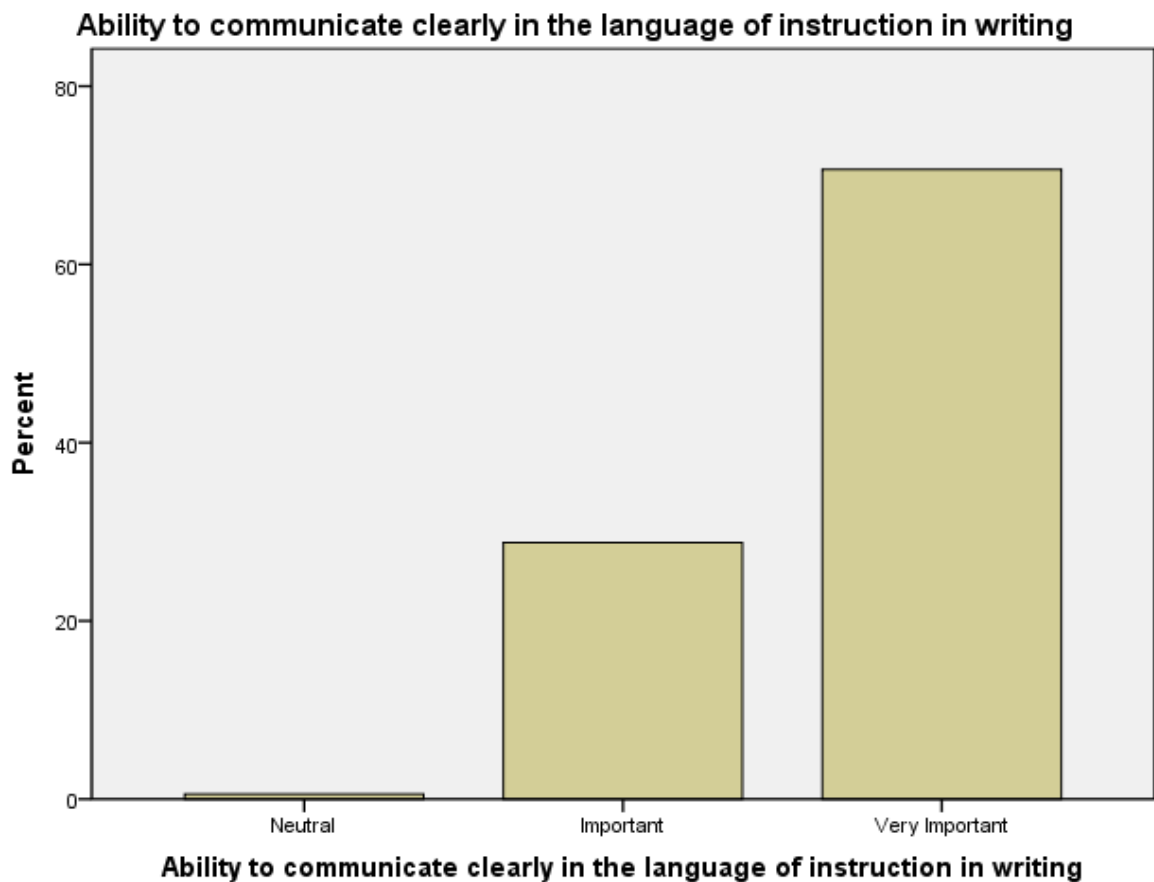


Figure 4.31: Perception of respondents towards Ability to communicate clearly in the language of instruction in writing as a Teaching competency

Interpretation: It is found that 70.7 % of the respondents feel that ability to communicate clearly in the language of instruction in writing is very important teaching competency and 28.8 % feel that it is important. No respondents feel it is less important.

To teach through diverse modes, including new technologies

Table 4.32: Perception of respondents towards teach through diverse modes, including new technologies as a Teaching competency					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Important	30	8.4	8.4	8.4
	Neutral	26	7.3	7.3	15.6
	Important	196	54.7	54.7	70.4
	Very Important	106	29.6	29.6	100.0
	Total	358	100.0	100.0	

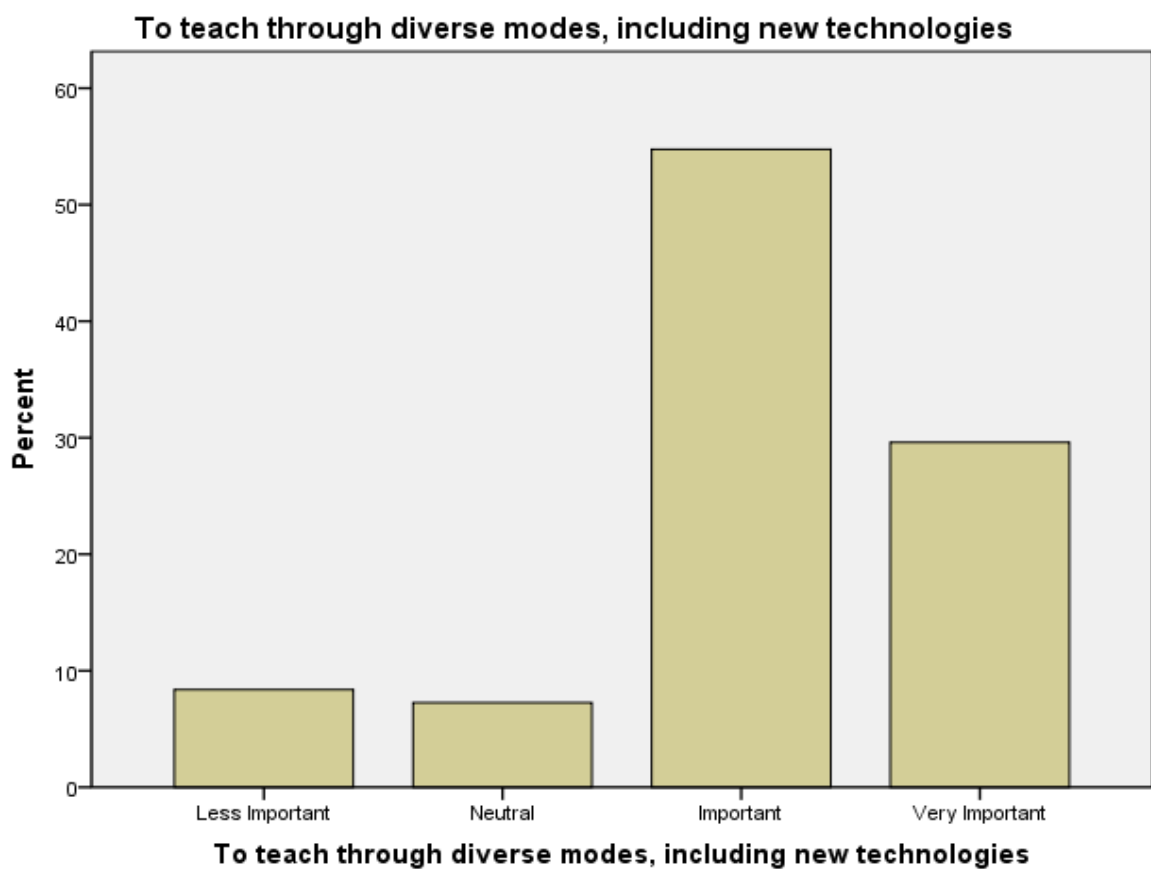


Figure 4.32: Perception of respondents towards teach through diverse modes, including new technologies as a Teaching competency

Interpretation: It is found that 29.6 % of the respondents feel that teaching through diverse modes, including new technologies is very important teaching competency and 54.7 % feel that it is important. 8.4% respondents feel it is less important.

To foster students' creative and analytical thinking skills

Table 4.33: Perception of respondents towards foster students' creative and analytical thinking as a Teaching competency					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	.8	.8	.8
	Less Important	67	18.7	18.7	19.6
	Neutral	8	2.2	2.2	21.8
	Important	120	33.5	33.5	55.3
	Very Important	160	44.7	44.7	100.0
	Total	358	100.0	100.0	

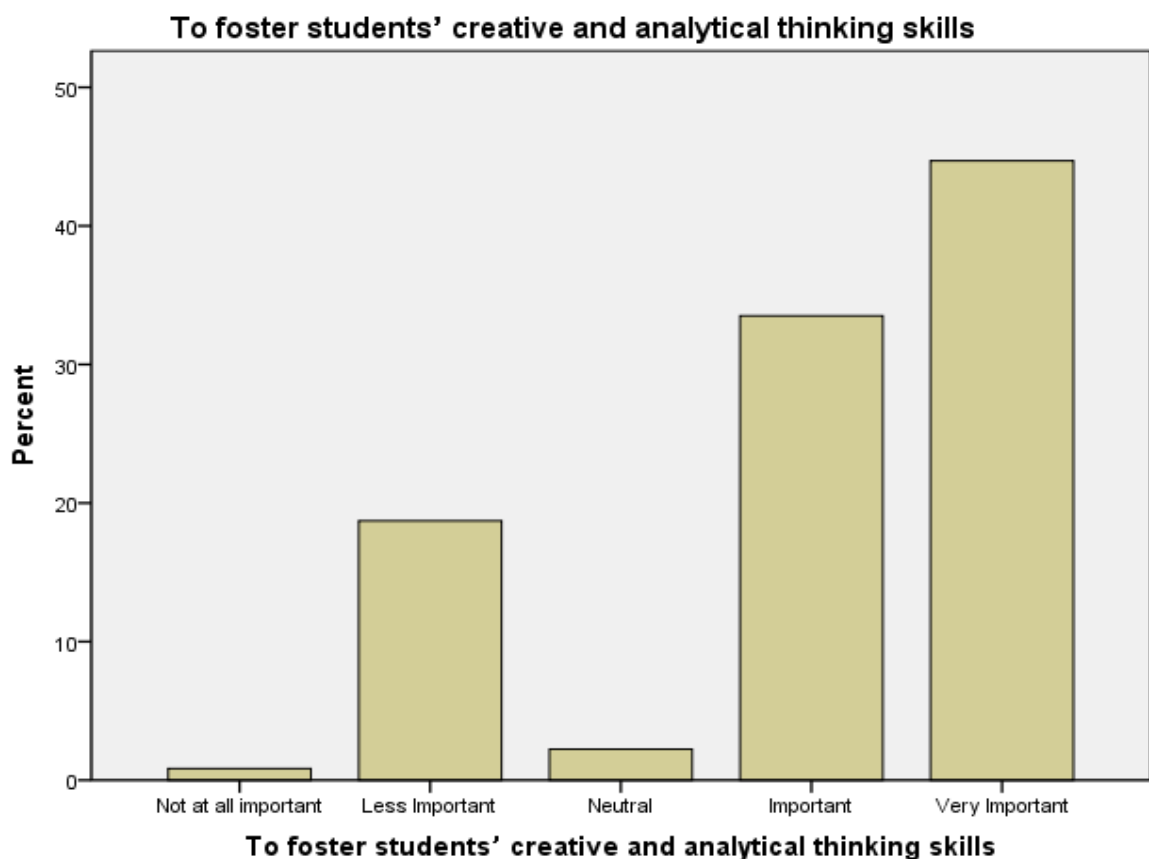


Figure 4.33: Perception of respondents towards foster students' creative and analytical thinking as a Teaching competency

Interpretation: It is found that 44.7 % of the respondents feel that fostering students' creative and analytical thinking skills is very important teaching competency and 33.5 % feel that it is important. 18.7% respondents feel it is less important.

To plan, organize and supervise a class effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	4	1.1	1.1	1.1
	Less Important	14	3.9	3.9	5.0
	Neutral	9	2.5	2.5	7.5
	Important	121	33.8	33.8	41.3
	Very Important	210	58.7	58.7	100.0
	Total	358	100.0	100.0	

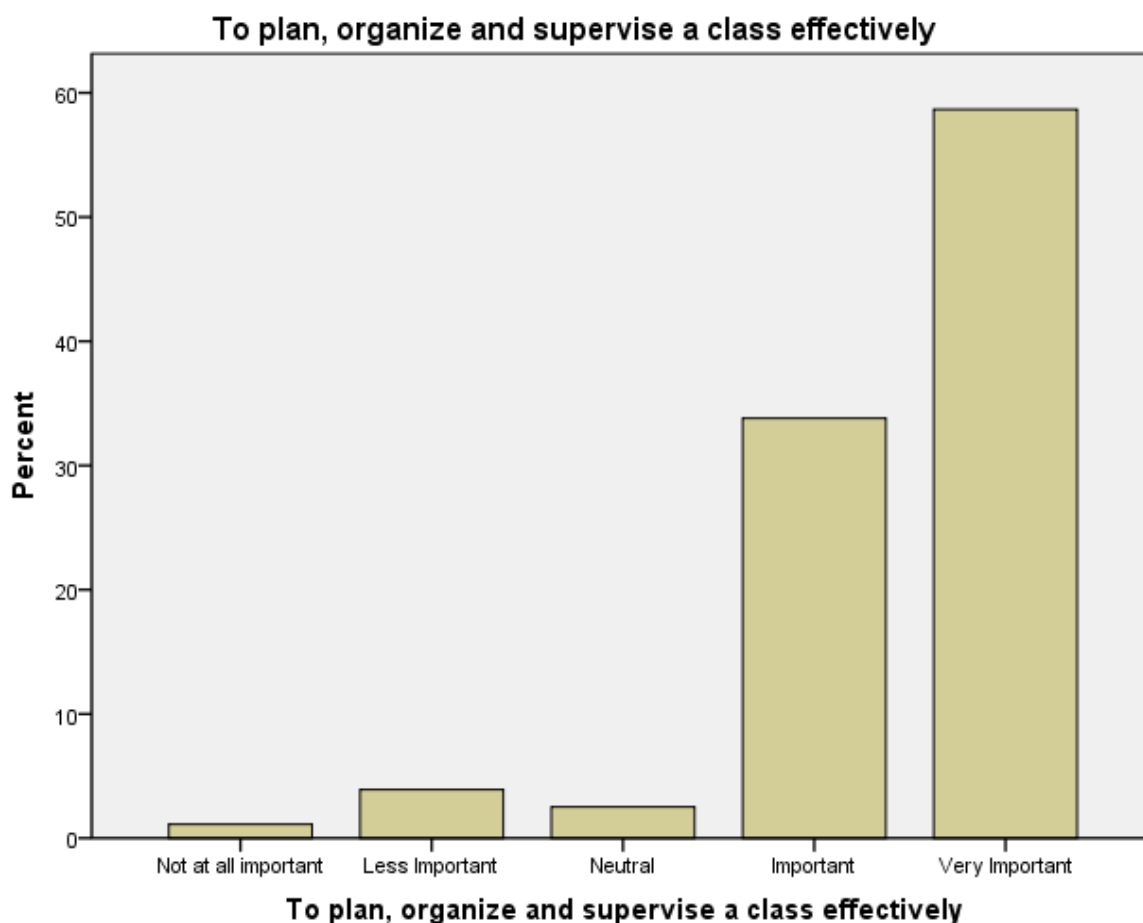


Figure 4.34: Perception of respondents towards plan, organize and supervise a class as a Teaching competency

Interpretation: It is found that 58.7 % of the respondents feel that planning, organizing and supervising a class is very important teaching competency and 33.8 % feel that it is important. 3.9% respondents feel it is less important.

To be attentive and solve problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.3	.3	.3
	Less Important	11	3.1	3.1	3.4
	Neutral	2	.6	.6	3.9
	Important	138	38.5	38.5	42.5
	Very Important	206	57.5	57.5	100.0
	Total	358	100.0	100.0	

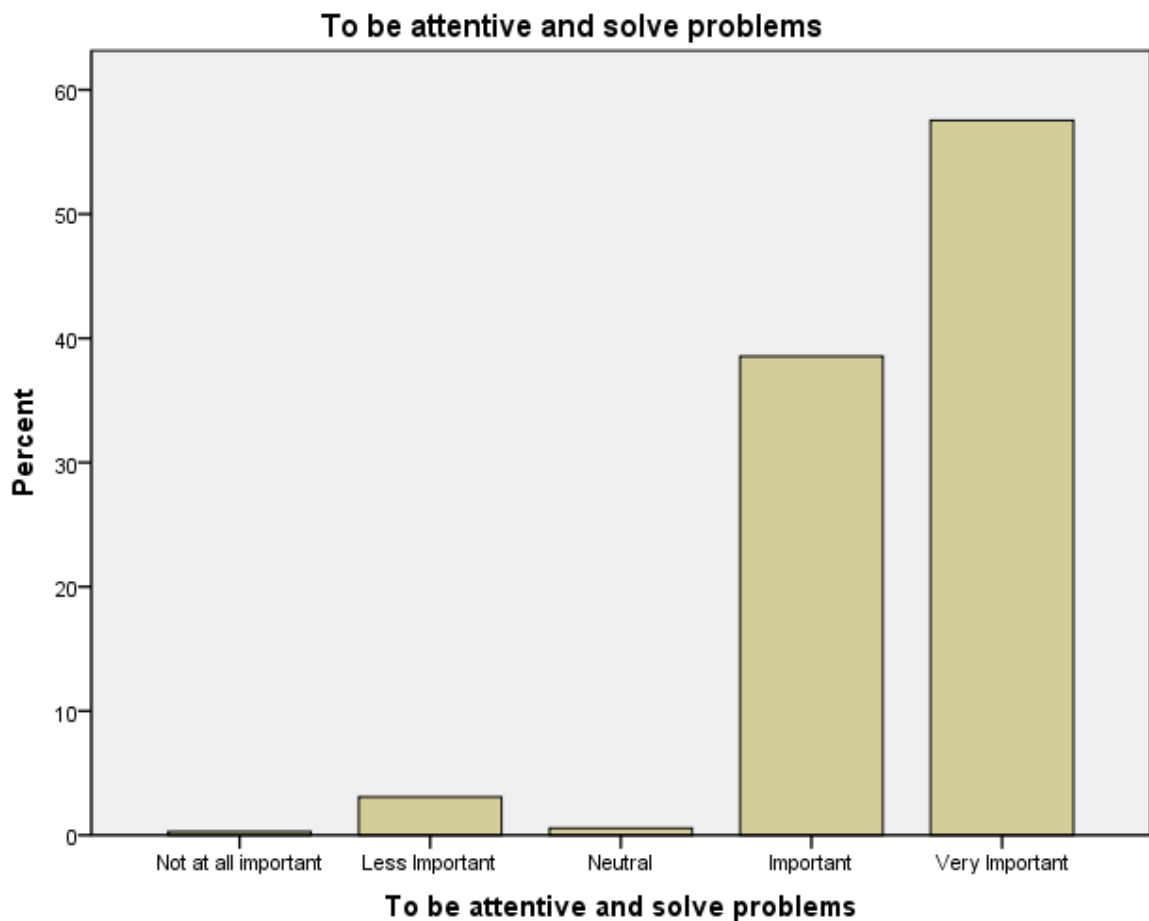


Figure 4.35: Perception of respondents towards be attentive and solve problems as a Teaching competency

Interpretation: It is found that 57.5 % of the respondents feel that being attentive and solving problems is very important teaching competency and 38.5 % feel that it is important. 3.1% respondents feel it is less important.

To encourage students to monitor their own progress against goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	4	1.1	1.1	1.1
	Less Important	15	4.2	4.2	5.3
	Neutral	7	2.0	2.0	7.3
	Important	208	58.1	58.1	65.4
	Very Important	124	34.6	34.6	100.0
	Total	358	100.0	100.0	

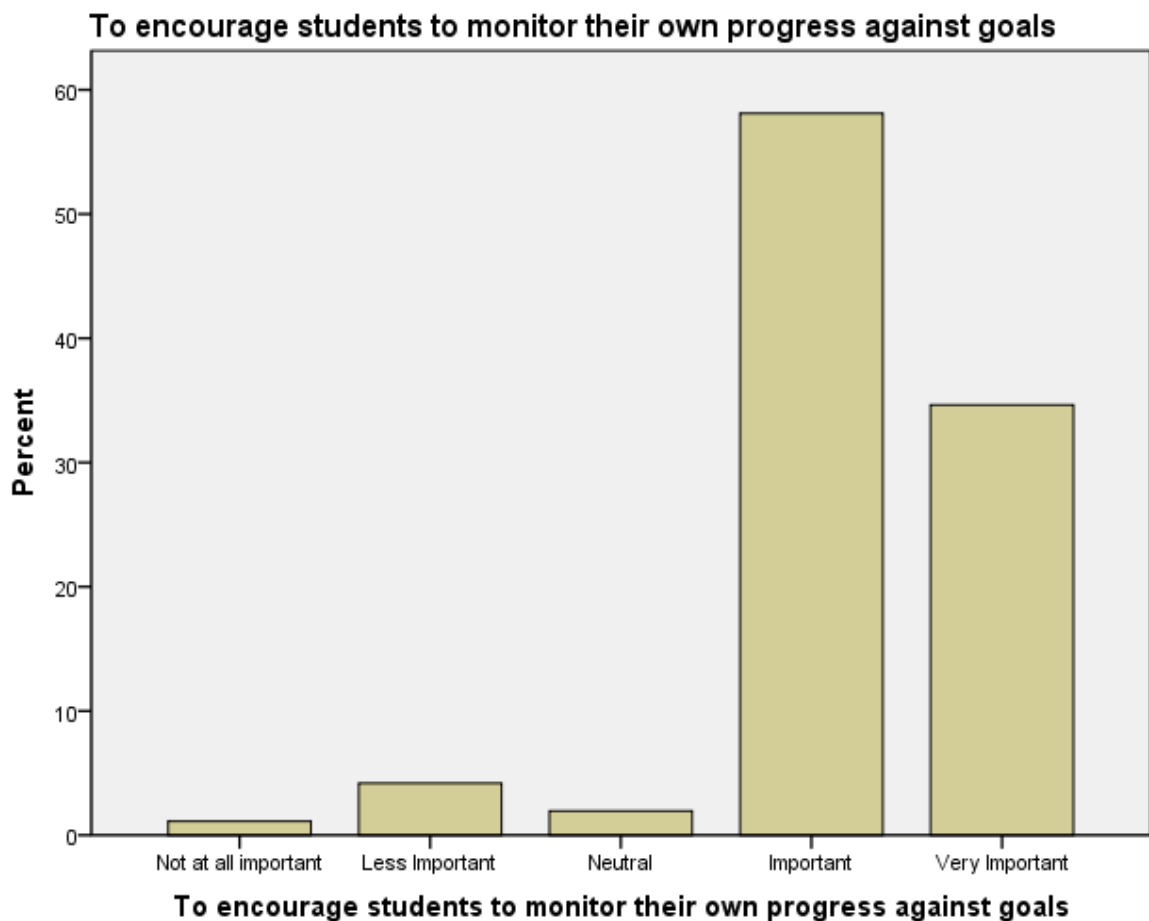


Figure 4.36: Perception of respondents towards to monitor their own progress against goals as a Teaching competency

Interpretation: It is found that 34.6 % of the respondents feel that monitoring their own progress against set goals is very important teaching competency and 58.1 % feel that it is important. 4.2 % respondents feel it is less important.

To give effective and timely feedback to the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	5	1.4	1.4	1.4
	Less Important	29	8.1	8.1	9.5
	Neutral	9	2.5	2.5	12.0
	Important	163	45.5	45.5	57.5
	Very Important	152	42.5	42.5	100.0
	Total	358	100.0	100.0	

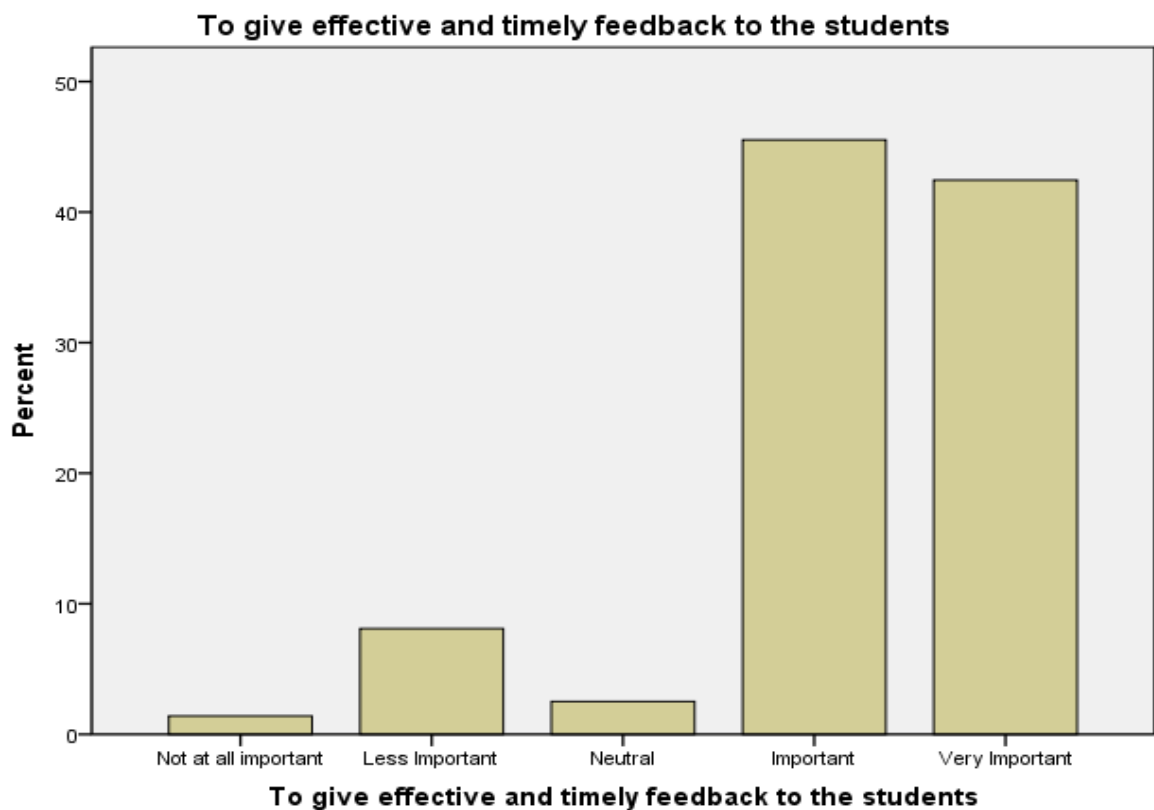


Figure 4.37: Perception of respondents towards to give effective and timely feedback to the students as a Teaching competency

Interpretation: It is found that 42.5 % of the respondents feel that giving effective and timely feedback to the students is very important teaching competency and 45.5 % feel that it is important. 8.1 % respondents feel it is less important.

The ability to deal with multifunctional and cross functional activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	30	8.4	8.4	8.4
	Less Important	61	17.0	17.0	25.4
	Neutral	31	8.7	8.7	34.1
	Important	154	43.0	43.0	77.1
	Very Important	82	22.9	22.9	100.0
	Total	358	100.0	100.0	

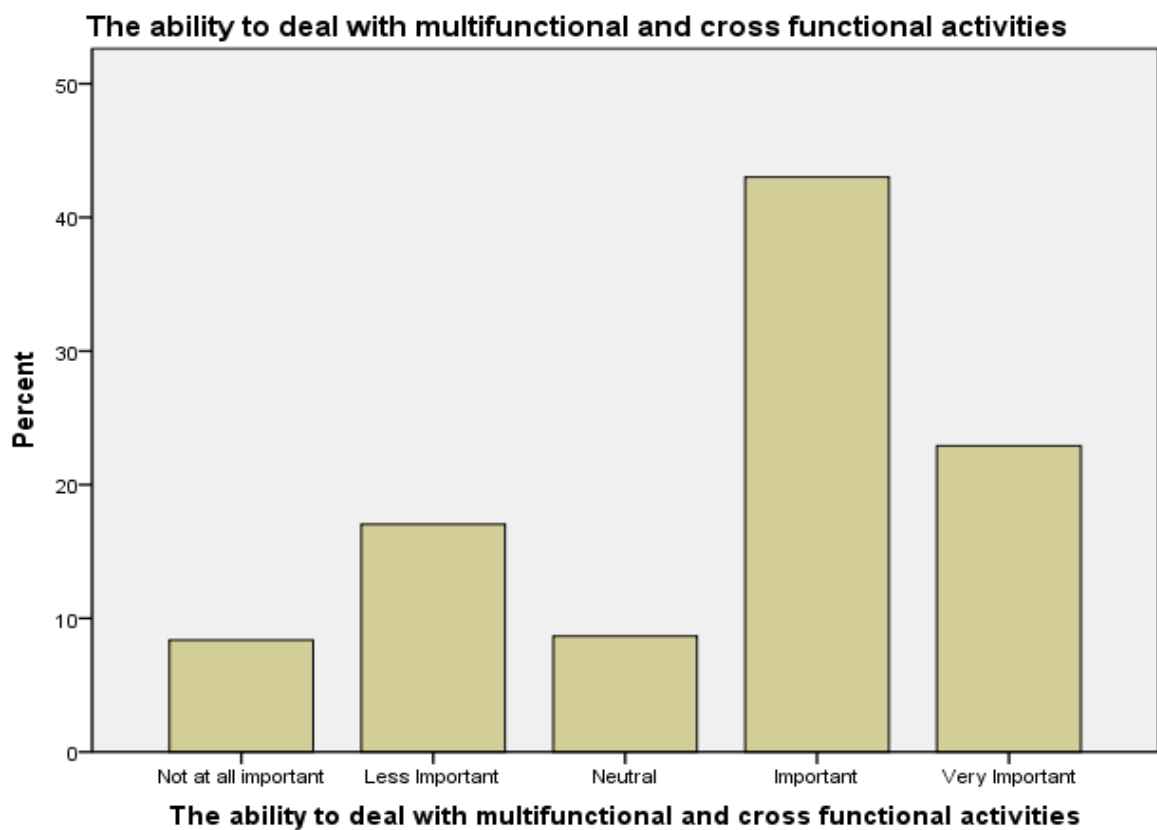


Figure 4.38: Perception of respondents towards ability to deal with multifunctional and cross functional activities as a Teaching competency

Interpretation: It is found that 22.9 % of the respondents feel that dealing with multifunctional and cross functional activities is very important teaching competency and 43.0 % feel that it is important. 17 % respondents feel it is less important and 8.4 % not at all important.

To prioritize work and allocate the time accordingly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	31	8.7	8.7	8.7
	Less Important	75	20.9	20.9	29.6
	Neutral	20	5.6	5.6	35.2
	Important	128	35.8	35.8	70.9
	Very Important	104	29.1	29.1	100.0
	Total	358	100.0	100.0	

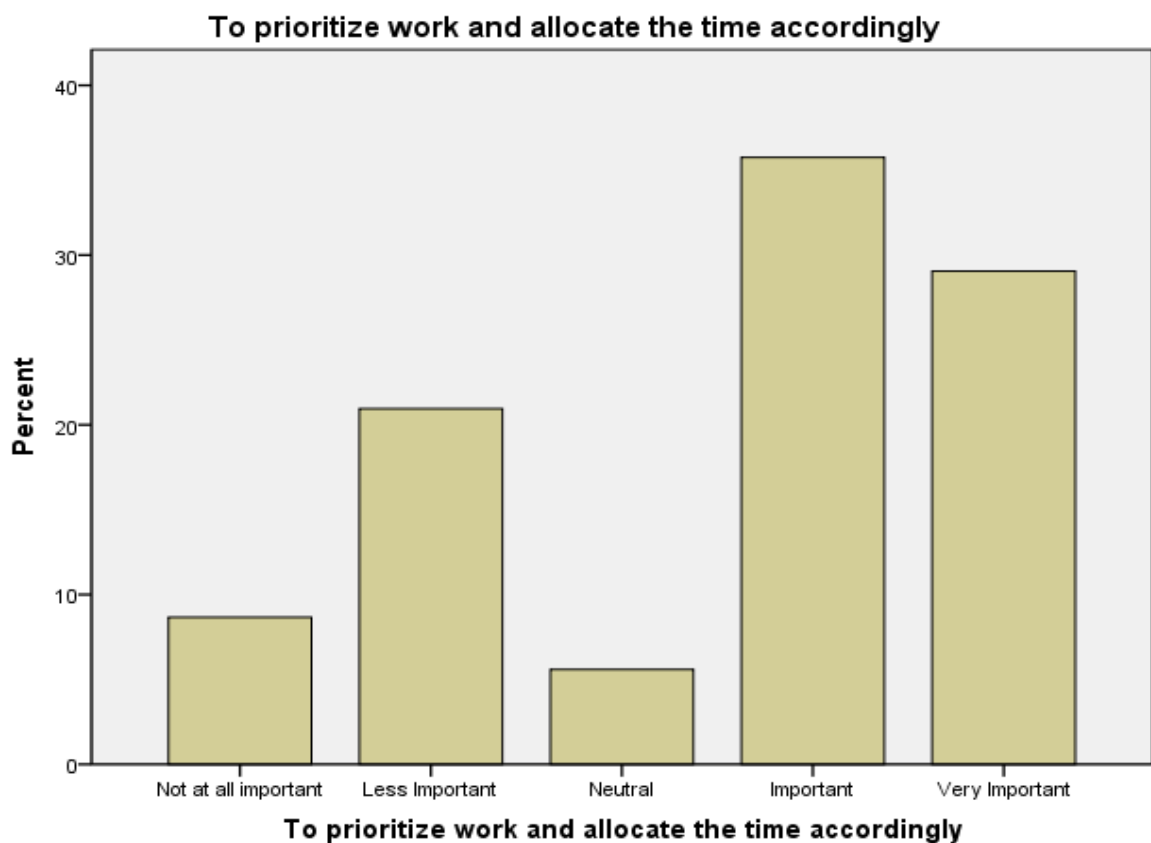


Figure 4.39: Perception of respondents towards prioritize work and allocate the time accordingly as a Teaching competency

Interpretation: It is found that 29.1 % of the respondents feel that prioritizing work and allocating time accordingly is very important teaching competency and 35.8 % feel that it is important. 20.9 % respondents feel it is less important and 8.7 % not at all important.

To handle emotions in work place

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	32	8.9	8.9	8.9
	Less Important	77	21.5	21.5	30.4
	Neutral	26	7.3	7.3	37.7
	Important	146	40.8	40.8	78.5
	Very Important	77	21.5	21.5	100.0
	Total	358	100.0	100.0	

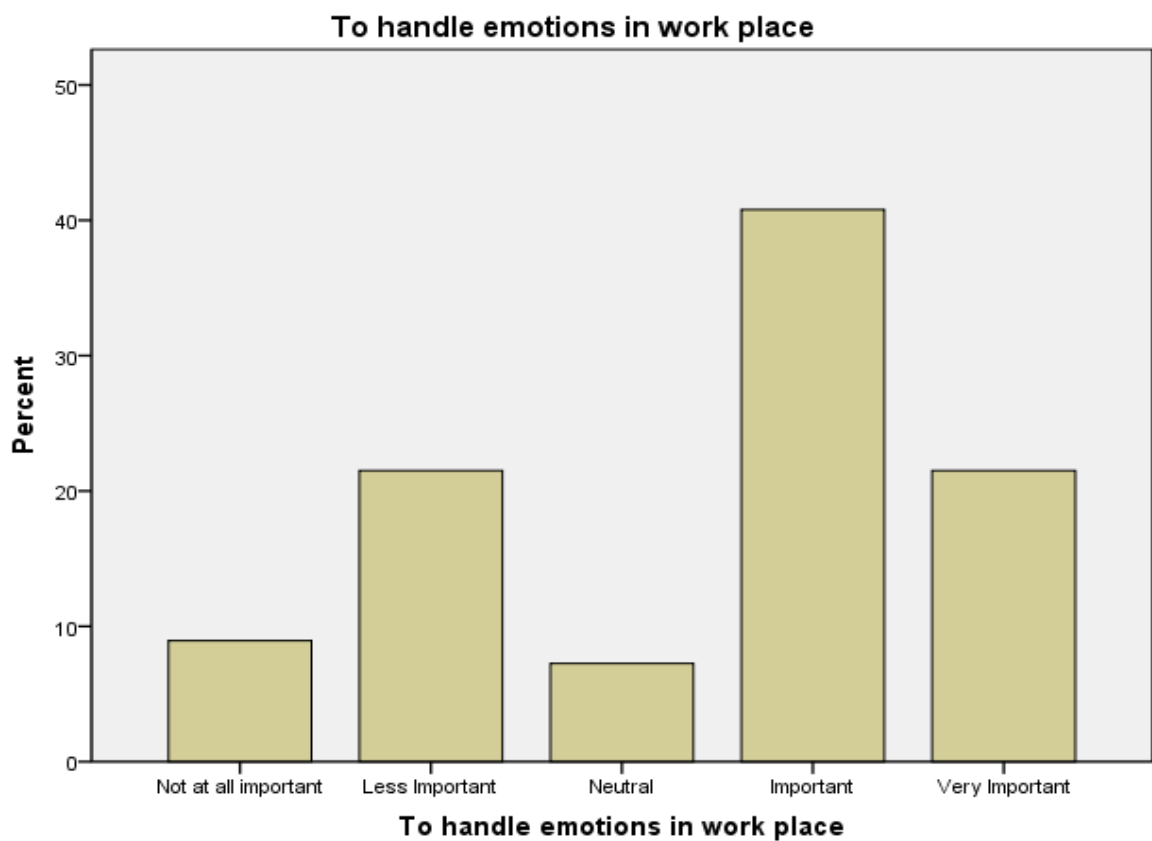


Figure 4.40: Perception of respondents towards handle emotions in work place as a Teaching competency

Interpretation: It is found that 21.5 % of the respondents feel that handling emotions in work place is very important teaching competency and 40.8 % feel that it is important. 21.5 % respondents feel it is less important and 8.9 % not at all important.

To show enthusiasm towards the work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	17	4.7	4.7	4.7
	Less Important	55	15.4	15.4	20.1
	Neutral	24	6.7	6.7	26.8
	Important	177	49.4	49.4	76.3
	Very Important	85	23.7	23.7	100.0
	Total	358	100.0	100.0	

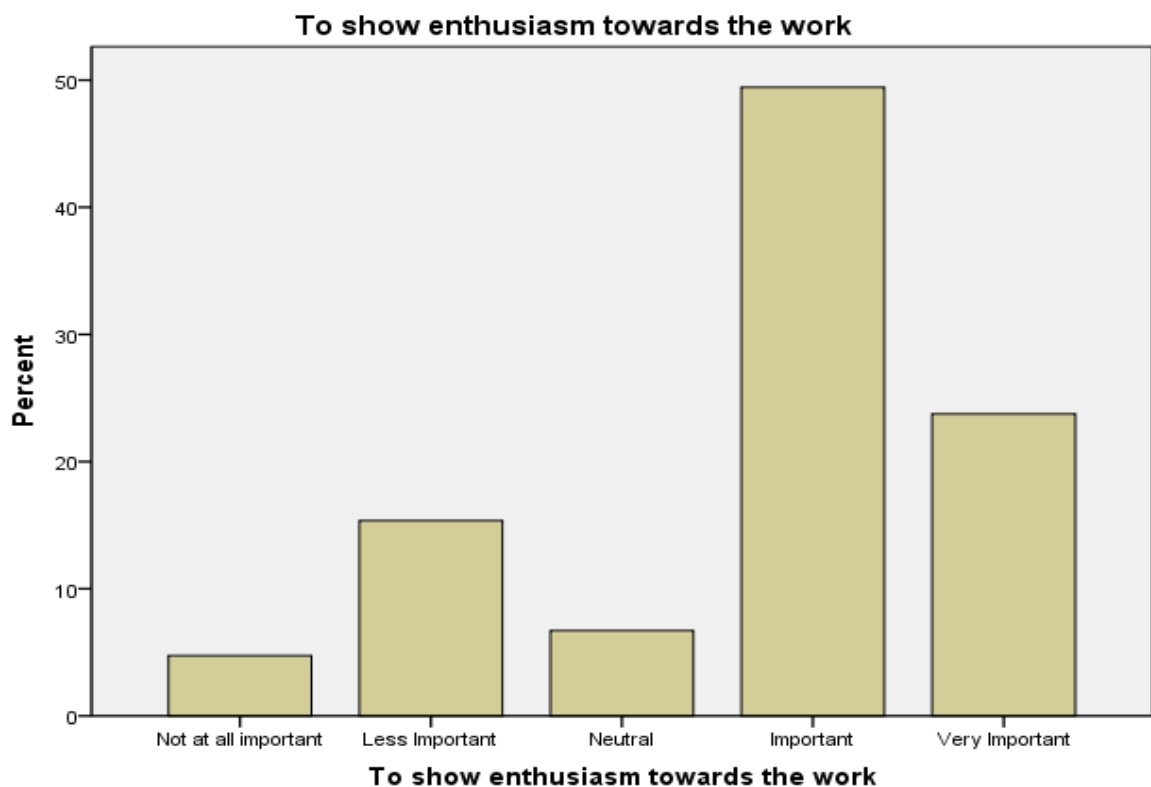


Figure 4.41: Perception of respondents towards show enthusiasm towards the work as a Teaching competency

Interpretation: It is found that 23.7 % of the respondents feel that showing enthusiasm towards the work is very important teaching competency and 49.4 % feel that it is important. 15.4% respondents feel it is less important and 4.7 % not at all important.

To have a sense of humour

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	24	6.7	6.7	6.7
	Less Important	58	16.2	16.2	22.9
	Neutral	34	9.5	9.5	32.4
	Important	173	48.3	48.3	80.7
	Very Important	69	19.3	19.3	100.0
	Total	358	100.0	100.0	

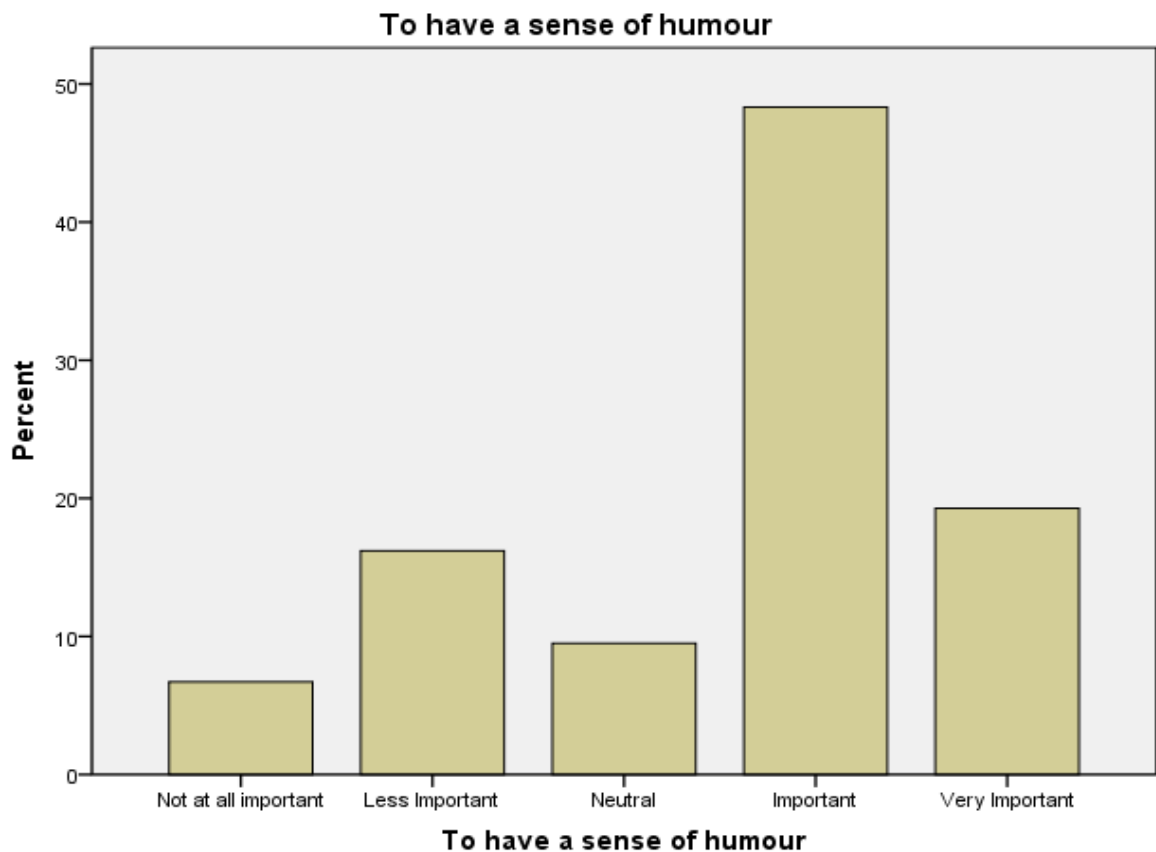


Figure 4.42: Perception of respondents towards have a sense of humour as a Teaching competency

Interpretation: It is found that 19.3 % of the respondents feel that sense of humour is very important teaching competency and 48.3 % feel that it is important. 16.2 % respondents feel it is less important and 6.7 % not at all important.

To inspire good qualities in students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	17	4.7	4.7	4.7
	Less Important	19	5.3	5.3	10.1
	Neutral	9	2.5	2.5	12.6
	Important	82	22.9	22.9	35.5
	Very Important	231	64.5	64.5	100.0
	Total	358	100.0	100.0	

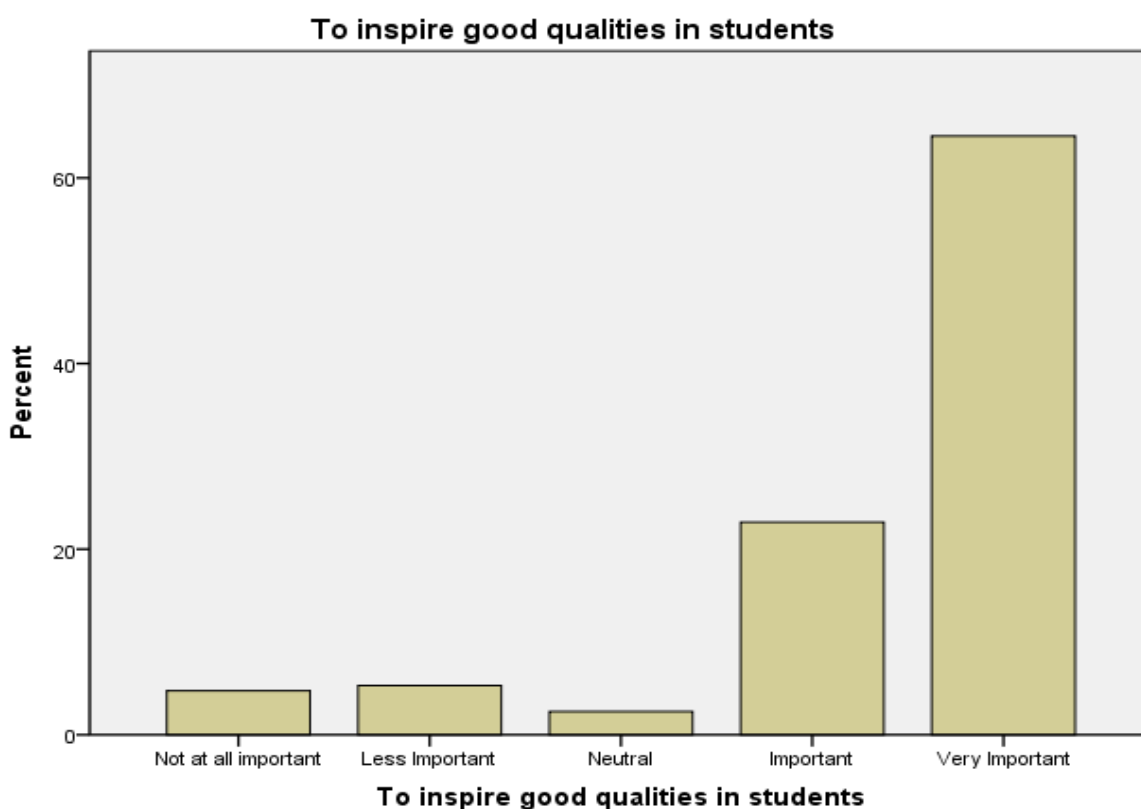


Figure 4.43: Perception of respondents towards inspire good qualities in students as a Teaching competency

Interpretation: It is found that 64.5 % of the respondents feel that inspire good qualities in students is very important teaching competency and 22.9 % feel that it is important. 5.3 % respondents feel it is less important and 4.7 % not at all important.

To gain classroom attention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	4	1.1	1.1	1.1
	Less Important	13	3.6	3.6	4.7
	Neutral	9	2.5	2.5	7.3
	Important	118	33.0	33.0	40.2
	Very Important	214	59.8	59.8	100.0
	Total	358	100.0	100.0	

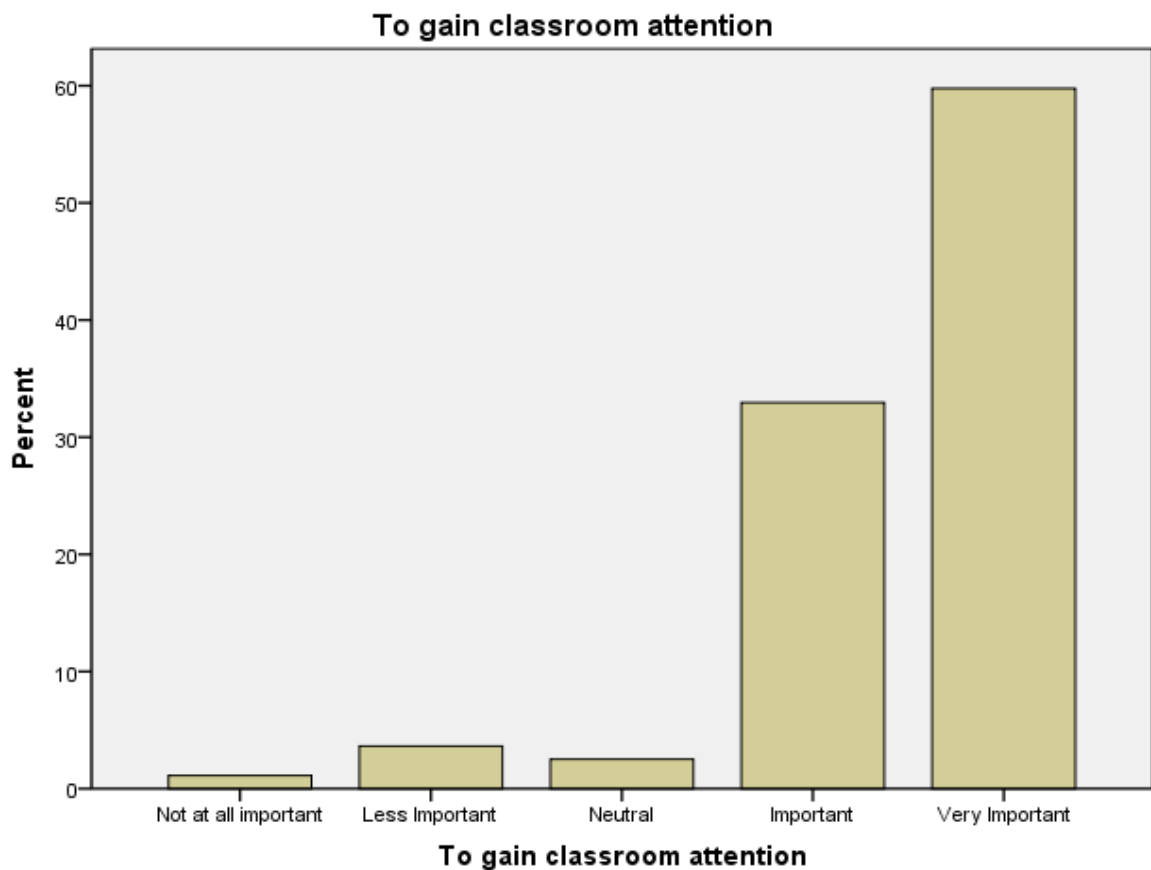


Figure 4.44: Perception of respondents towards gain classroom attention in students as a Teaching competency

Interpretation: It is found that 59.8 % of the respondents feel that gaining classroom attention is very important teaching competency and 33 % feel that it is important. 3.6 % respondents feel it is less important and 1.1 % not at all important.

To gain students participation in the class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.3	.3	.3
	Less Important	9	2.5	2.5	2.8
	Neutral	2	.6	.6	3.4
	Important	81	22.6	22.6	26.0
	Very Important	265	74.0	74.0	100.0
	Total	358	100.0	100.0	

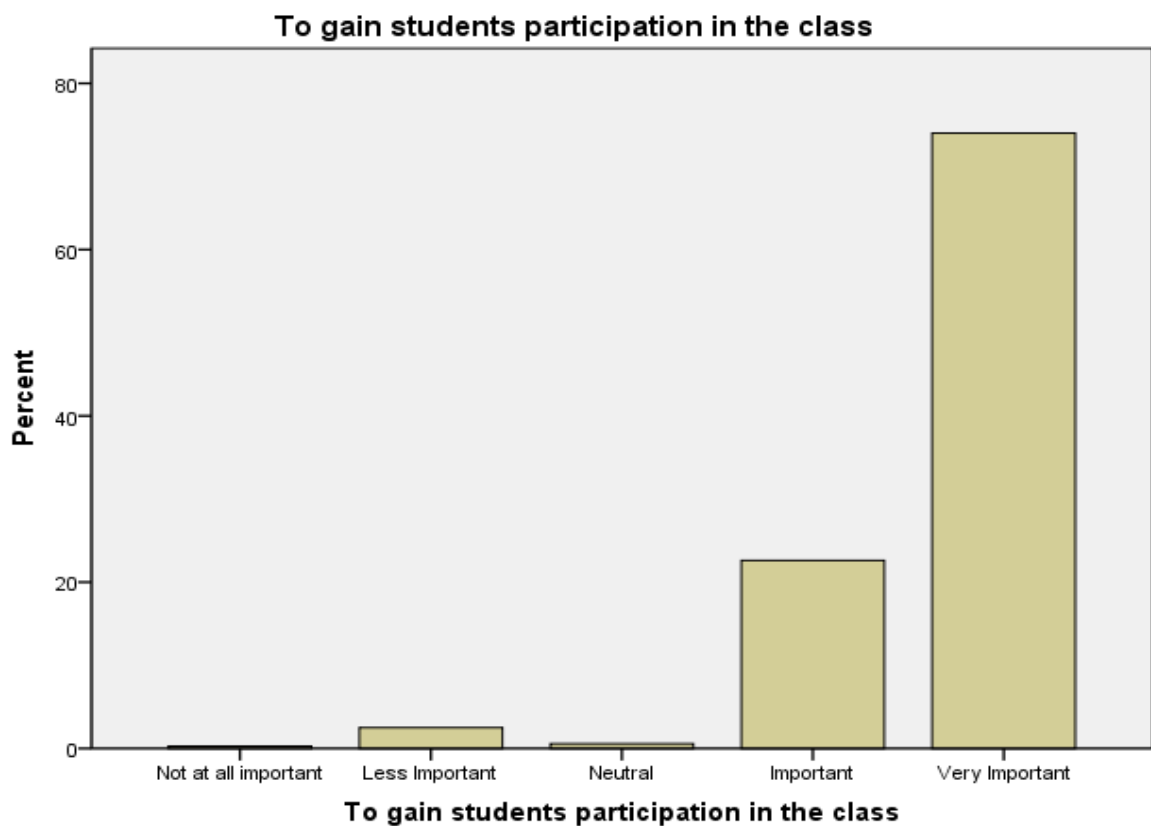


Figure 4.45: Perception of respondents towards gain student's participation in the class as a Teaching competency

Interpretation: It is found that 74 % of the respondents feel that gaining students' participation in class is very important teaching competency and 22.6 % feel that it is important. 2.5 % respondents feel it is less important and 0.3 % not at all important.

To avoid any form of discrimination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Important	9	2.5	2.5	2.5
	Neutral	1	.3	.3	2.8
	Important	148	41.3	41.3	44.1
	Very Important	200	55.9	55.9	100.0
	Total	358	100.0	100.0	

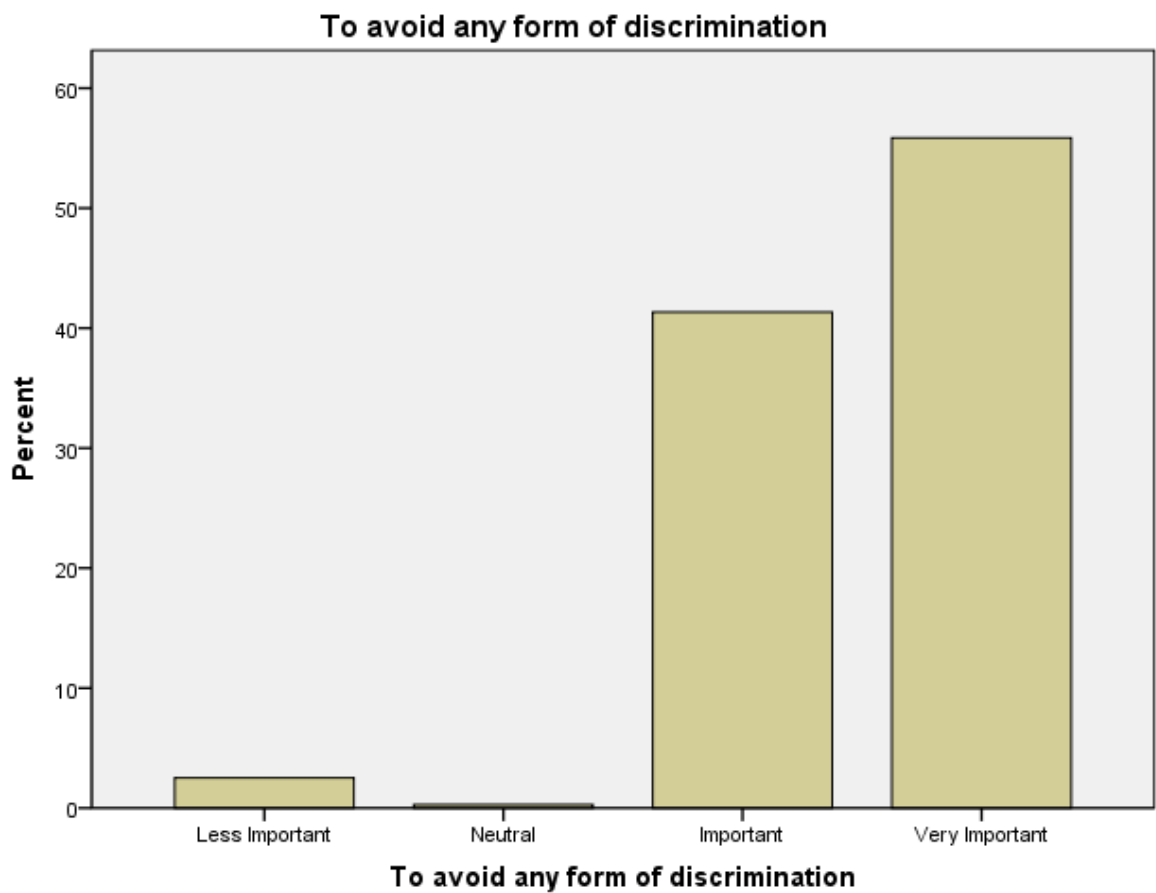


Figure 4.46: Perception of respondents towards avoid any form of discrimination as a Teaching competency

Interpretation: It is found that 55.9 % of the respondents feel that gaining students' participation in class is very important teaching competency and 41.3 % feel that it is important. 2.5 % respondents feel it is less important.

To cooperate with institution staff, parents and students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.3	.3	.3
	Less Important	10	2.8	2.8	3.1
	Neutral	4	1.1	1.1	4.2
	Important	189	52.8	52.8	57.0
	Very Important	154	43.0	43.0	100.0
	Total	358	100.0	100.0	

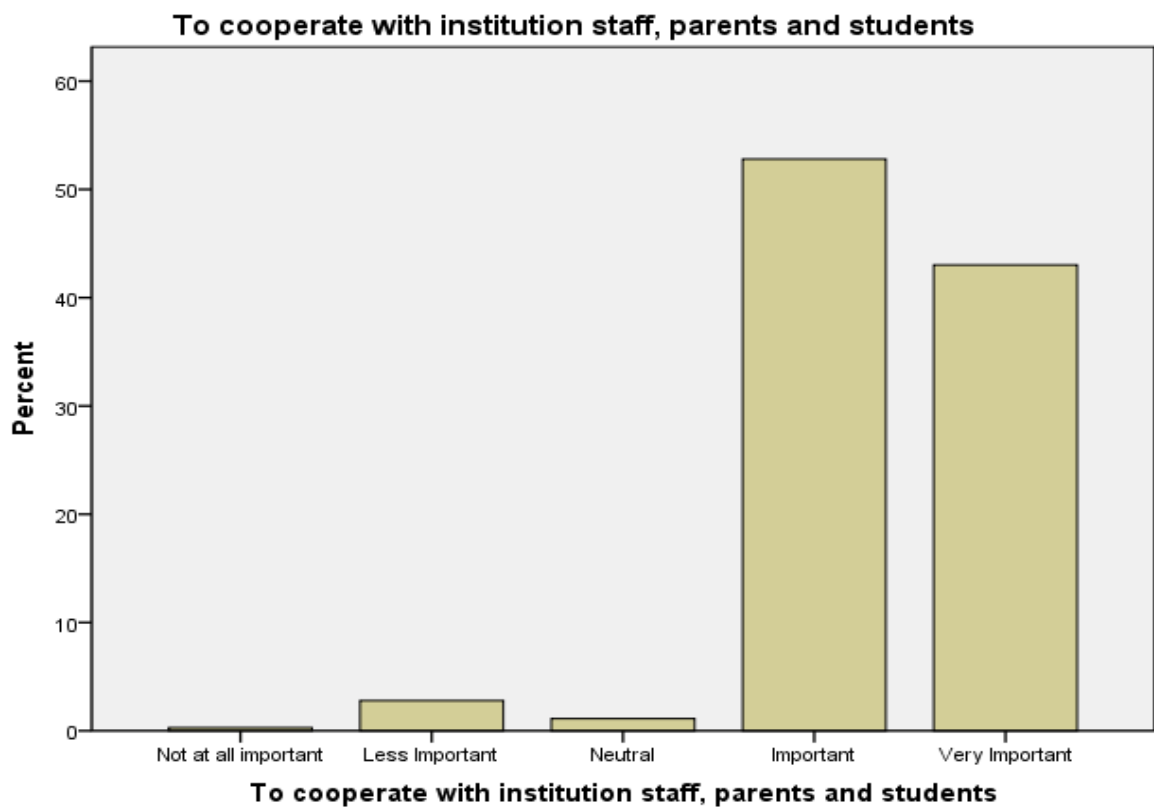


Figure 4.47: Perception of respondents towards cooperate with institution staff, parents and students as a Teaching competency

Interpretation: It is found that 43 % of the respondents feel that cooperating with institution staff, parents and students is very important teaching competency and 52.8 % feel that it is important. 2.8 % respondents feel it is less important.

To collaborate with other members of the staff in the functional activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	.8	.8	.8
	Less Important	22	6.1	6.1	7.0
	Neutral	10	2.8	2.8	9.8
	Important	210	58.7	58.7	68.4
	Very Important	113	31.6	31.6	100.0
	Total	358	100.0	100.0	

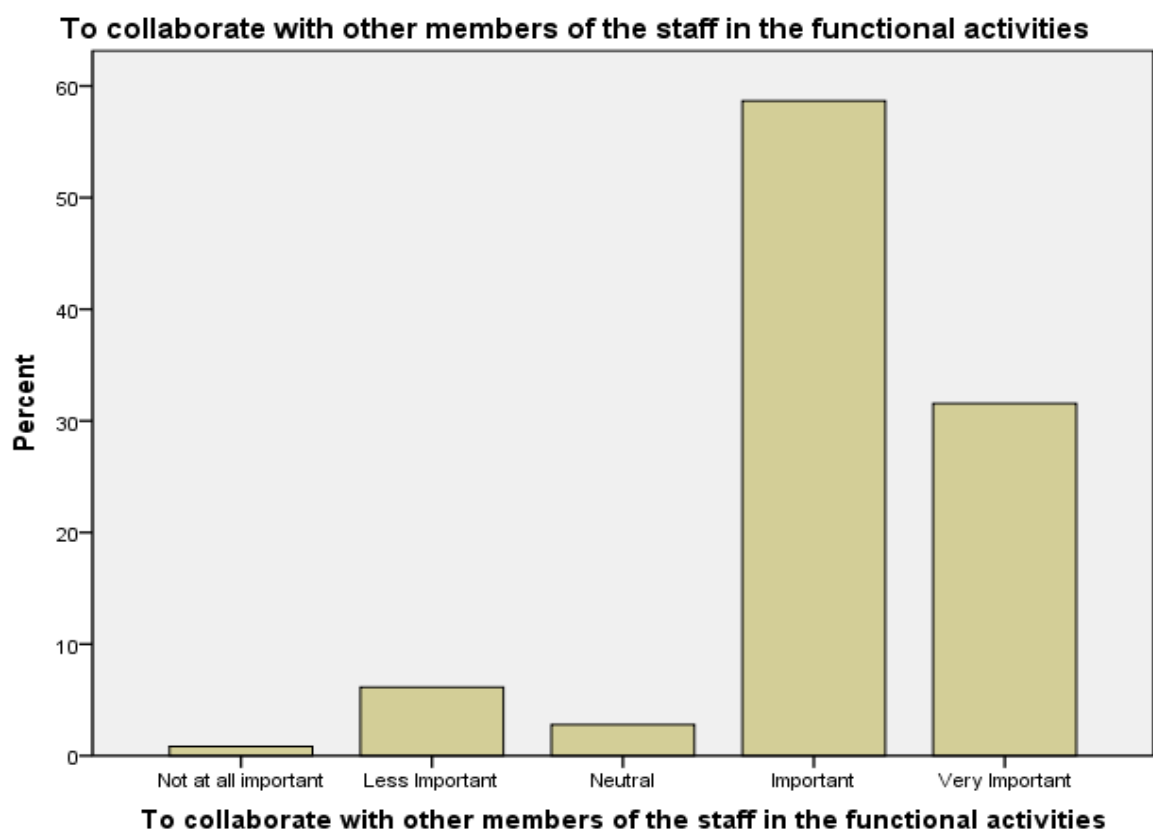


Figure 4.48: Perception of respondents towards collaborate with other members of the staff in the functional activities as a Teaching competency

Interpretation: It is found that 31.6 % of the respondents feel that collaborating with other members of staff in the functional activities is very important teaching competency and 58.7% feel that it is important. 6.1 % respondents feel it is less important.

To be friendly and understanding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	2	.6	.6	.6
	Less Important	10	2.8	2.8	3.4
	Neutral	2	.6	.6	3.9
	Important	76	21.2	21.2	25.1
	Very Important	268	74.9	74.9	100.0
	Total	358	100.0	100.0	

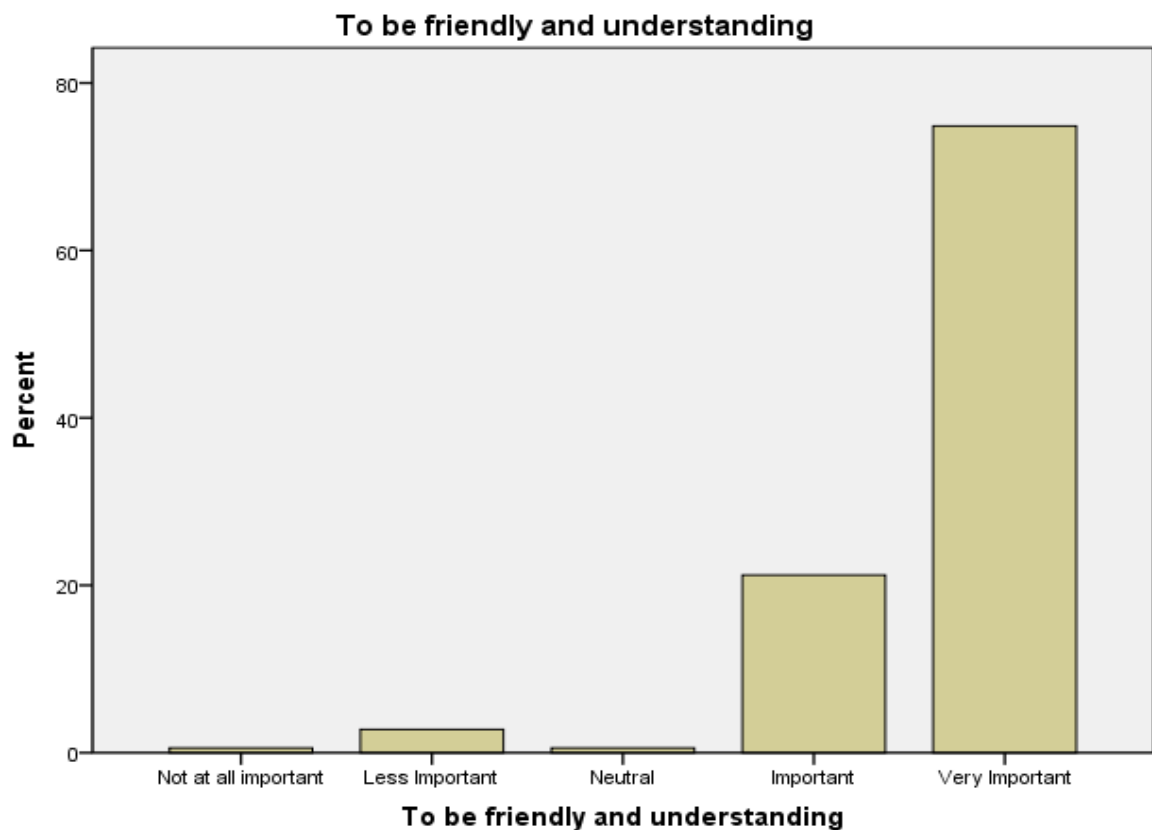


Figure 4.49: Perception of respondents towards be friendly and understanding as a Teaching competency

Interpretation: It is found that 74.9% of the respondents feel that being friendly and understanding is very important teaching competency and 21.2 % feel that it is important. 2.8 % respondents feel it is less important.

To respond to students requests promptly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.3	.3	.3
	Less Important	14	3.9	3.9	4.2
	Neutral	3	.8	.8	5.0
	Important	121	33.8	33.8	38.8
	Very Important	219	61.2	61.2	100.0
	Total	358	100.0	100.0	

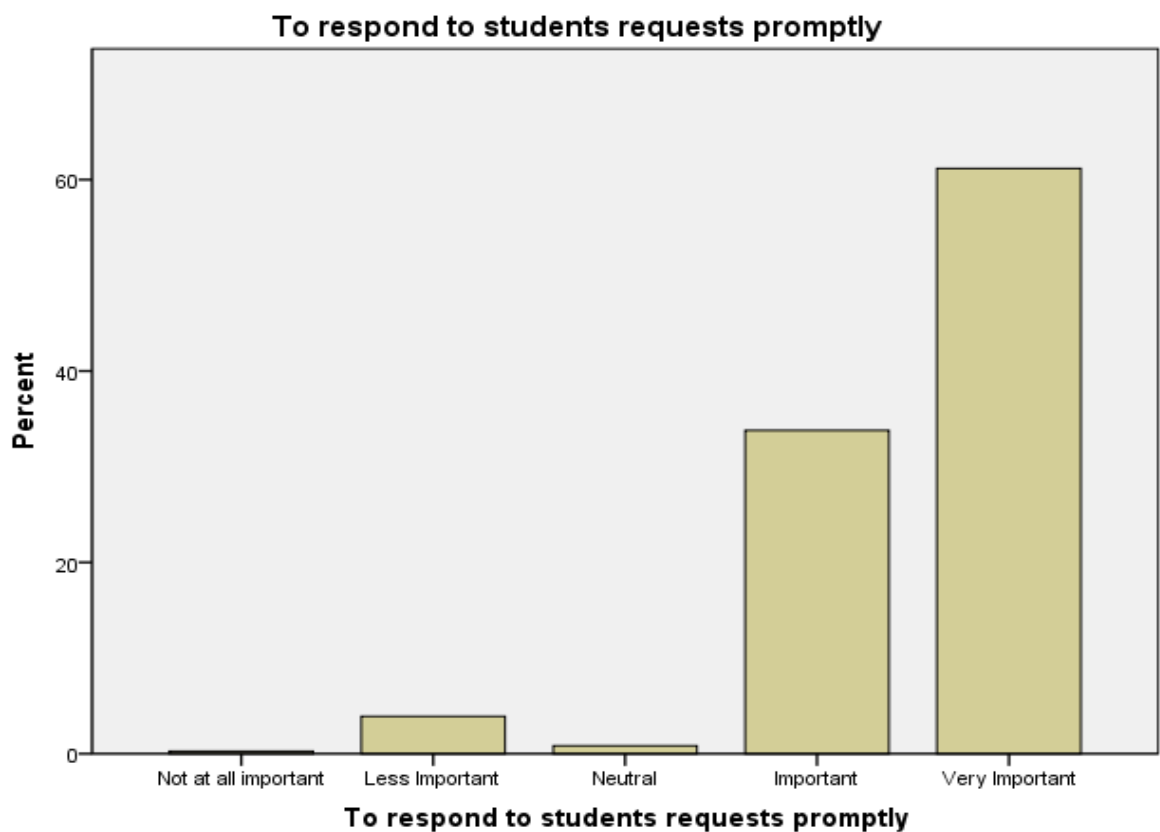


Figure 4.50: Perception of respondents towards respond to students requests promptly as a Teaching competency

Interpretation: It is found that 61.2 % of the respondents feel that responding to students request promptly is very important teaching competency and 33.8 % feel that it is important. 3.9 % respondents feel it is less important.

To co-operate for meeting team goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	3	.8	.8	.8
	Less Important	25	7.0	7.0	7.8
	Neutral	12	3.4	3.4	11.2
	Important	186	52.0	52.0	63.1
	Very Important	132	36.9	36.9	100.0
	Total	358	100.0	100.0	

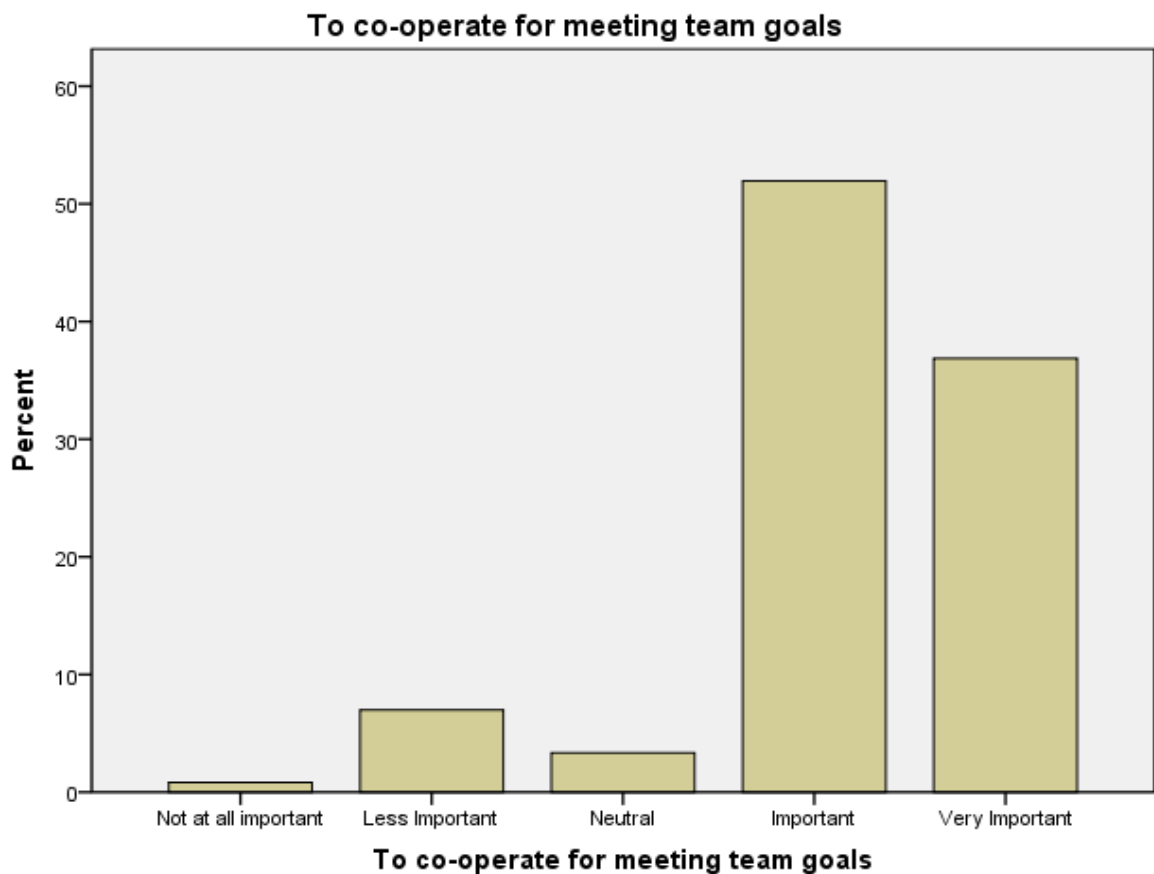


Figure 4.51: Perception of respondents towards co-operate for meeting team goals respond to student's requests promptly as a Teaching competency

Interpretation: It is found that 36.9 % of the respondents feel that cooperating towards meeting team goals is very important teaching competency and 52 % feel that it is important. 7 % respondents feel it is less important.

To be achievement oriented

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	4	1.1	1.1	1.1
	Less Important	21	5.9	5.9	7.0
	Neutral	25	7.0	7.0	14.0
	Important	82	22.9	22.9	36.9
	Very Important	226	63.1	63.1	100.0
	Total	358	100.0	100.0	

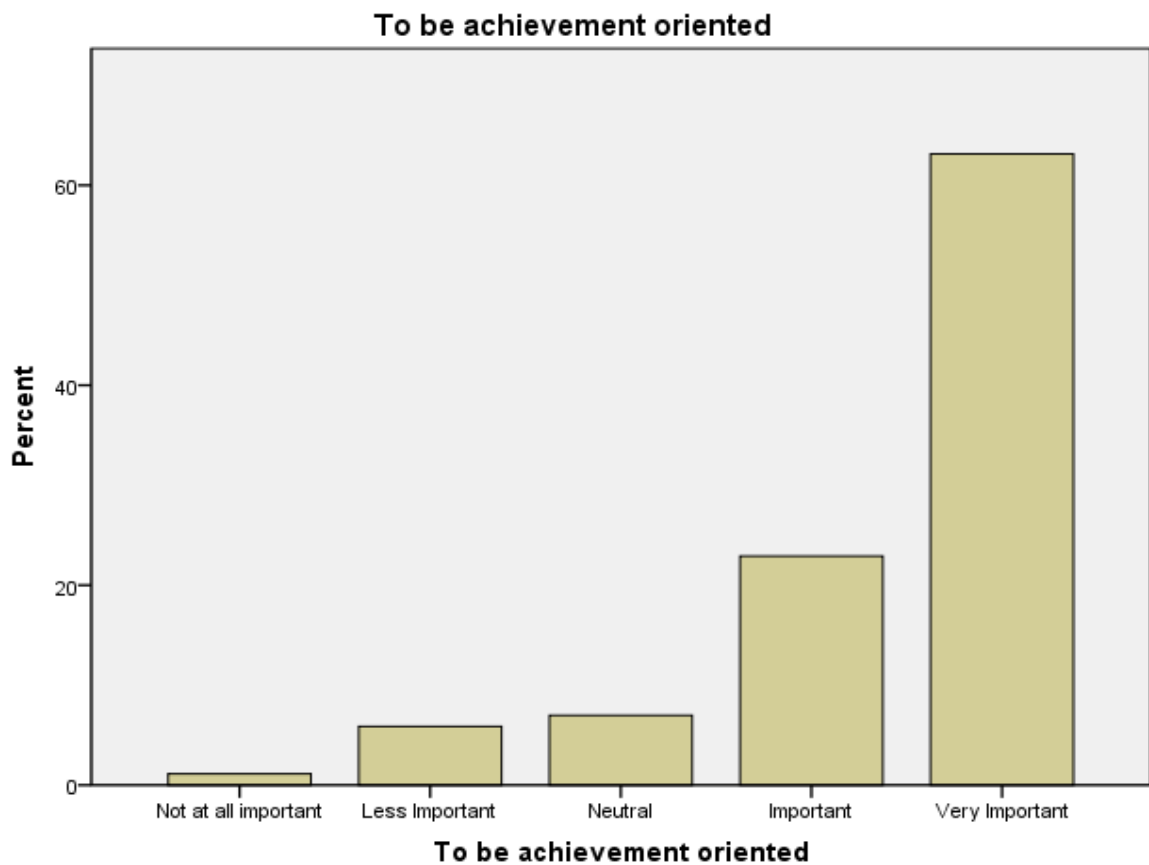


Figure 4.52: Perception of respondents towards being achievement oriented as a Teaching competency

Interpretation: It is found that 63.1 % of the respondents feel that to be achievement oriented is very important teaching competency and 22.9 % feel that it is important. 5.9 % and 1.1% respondents feel it is less important and not at all important respectively.

To show consistency in the work allotted

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Important	22	6.1	6.1	6.1
	Neutral	6	1.7	1.7	7.8
	Important	106	29.6	29.6	37.4
	Very Important	224	62.6	62.6	100.0
	Total	358	100.0	100.0	

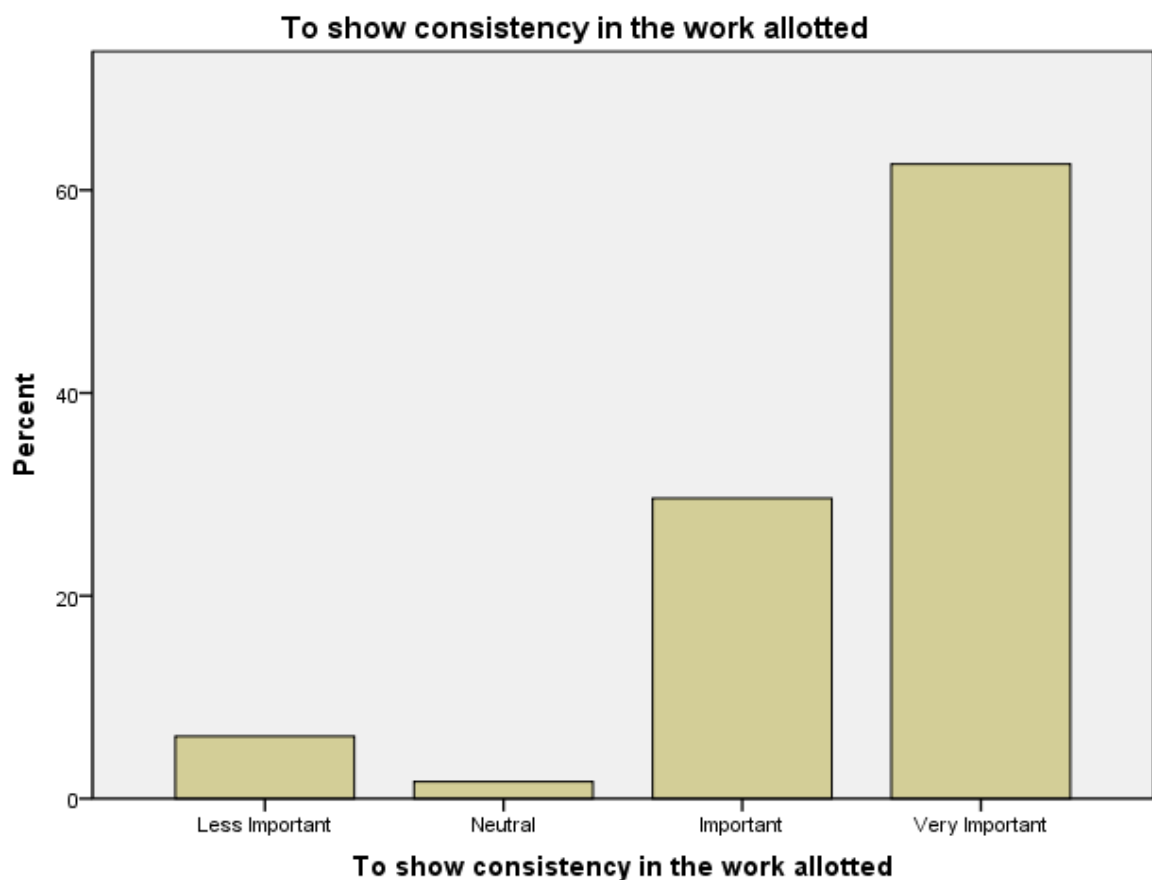


Figure 4.53: Perception of respondents towards show consistency in the work allotted as a Teaching competency

Interpretation: It is found that 62.6 % of the respondents feel that to show consistency in the work allotted is very important teaching competency and 29.6 % feel that it is important. 6.1% and 0% respondents feel it is less important and not at all important respectively.

To have willingness for professional and personal growth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	4	1.1	1.1	1.1
	Less Important	37	10.3	10.3	11.5
	Neutral	9	2.5	2.5	14.0
	Important	183	51.1	51.1	65.1
	Very Important	125	34.9	34.9	100.0
	Total	358	100.0	100.0	

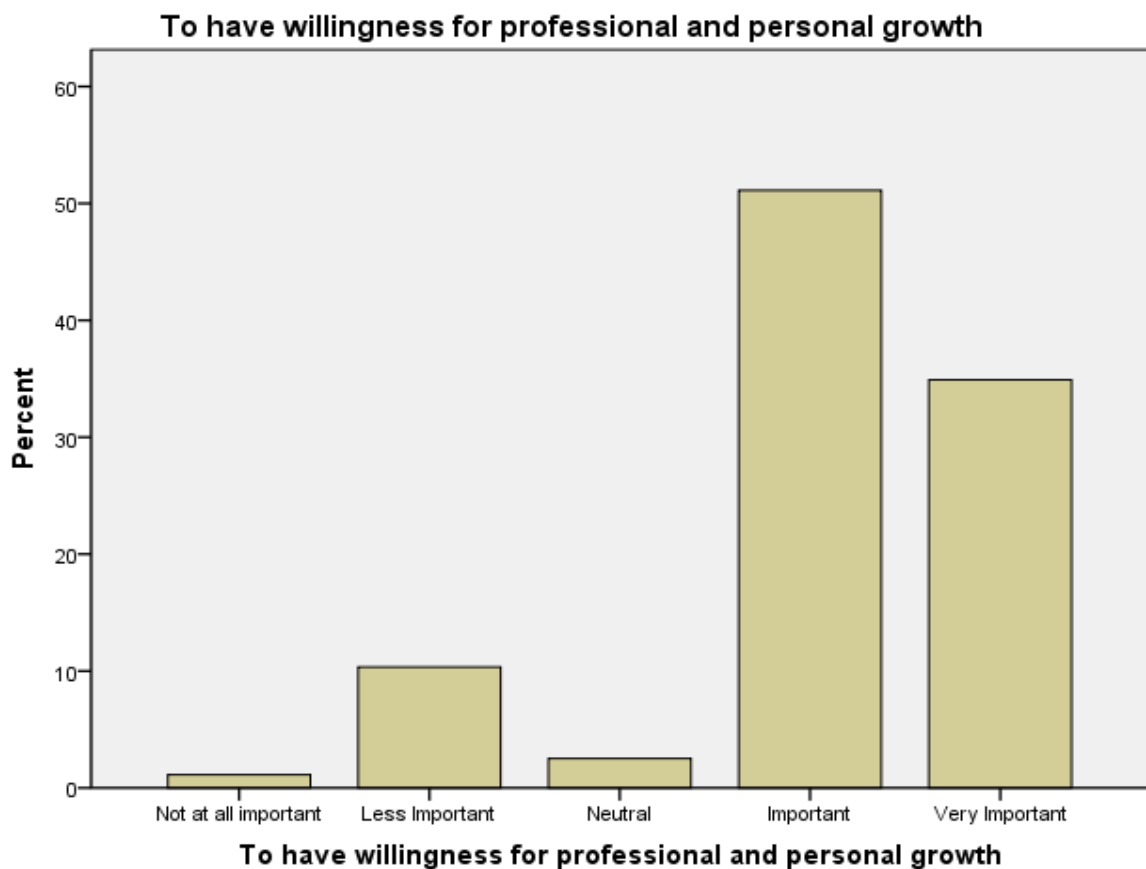


Figure 4.54: Perception of respondents towards have willingness for professional and personal growth as a Teaching competency

Interpretation: It is found that 34.9 % of the respondents feel that to have willingness for professional and personal growth is very important teaching competency and 51.1 % feel that it is important. 10.3% and 1.1% respondents feel it is less important and not at all important respectively.

To feel as a contributor towards the students growth

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	2	.6	.6	.6
	Less Important	21	5.9	5.9	6.4
	Neutral	5	1.4	1.4	7.8
	Important	104	29.1	29.1	36.9
	Very Important	226	63.1	63.1	100.0
	Total	358	100.0	100.0	

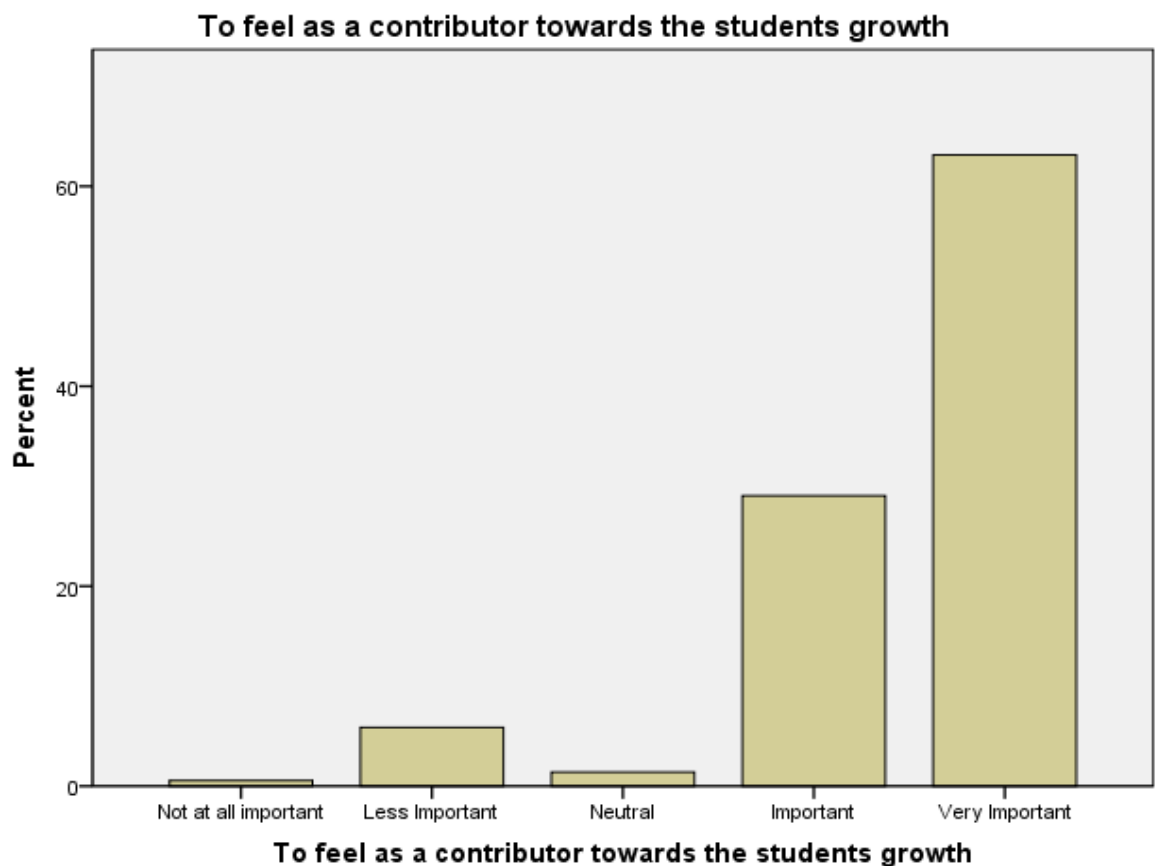


Figure 4.55: Perception of respondents towards feel as a contributor towards the student's growth as a Teaching competency

Interpretation: It is found that 63.1 % of the respondents feel that to feel as a contributor towards the students' growth is very important teaching competency and 29.1 % feel that it is important. 5.9% and 0.6% respondents feel it is less important and not at all important respectively.

To have a feeling of responsibility towards the students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	2	.6	.6	.6
	Less Important	14	3.9	3.9	4.5
	Neutral	6	1.7	1.7	6.1
	Important	127	35.5	35.5	41.6
	Very Important	209	58.4	58.4	100.0
	Total	358	100.0	100.0	

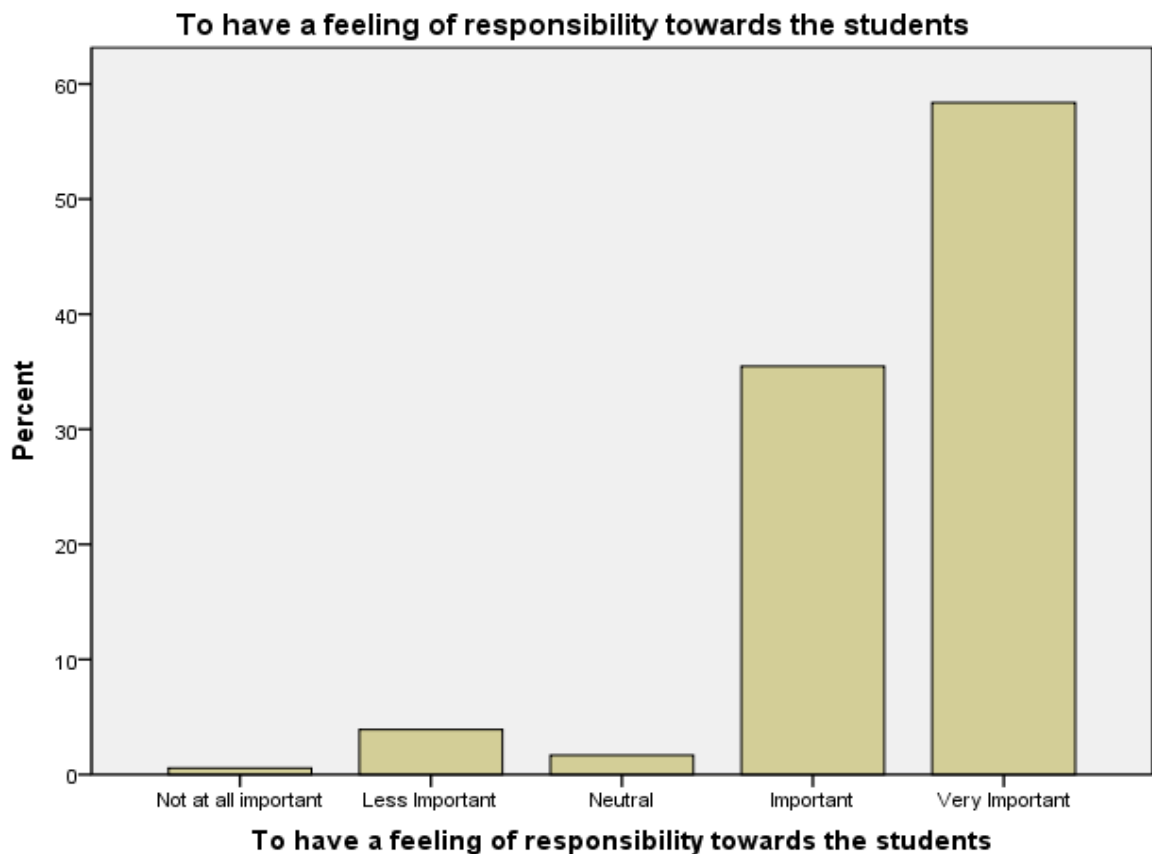


Figure 4.56: Perception of respondents towards have a feeling of responsibility towards the students as a Teaching competency

Interpretation: It is found that 58.4 % of the respondents feel that to have a feeling of responsibility towards the students is very important teaching competency and 35.5 % feel that it is important. 3.9% and 0.6% respondents feel it is less important and not at all important respectively.

To have sympathetic attitude towards students

Table 4.57: Perception of respondents towards have sympathetic attitude towards students as a Teaching competency Perception towards variable

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	5	1.4	1.4	1.4
	Less Important	30	8.4	8.4	9.8
	Neutral	10	2.8	2.8	12.6
	Important	174	48.6	48.6	61.2
	Very Important	139	38.8	38.8	100.0
	Total	358	100.0	100.0	

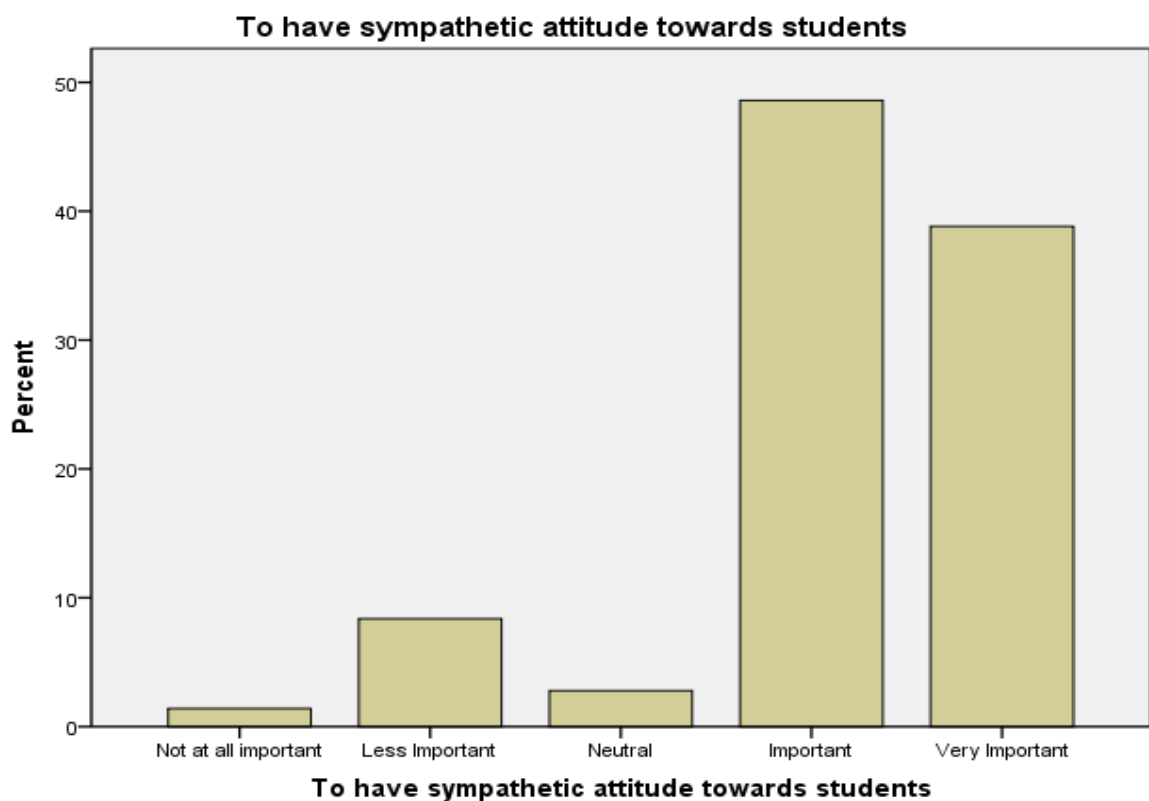


Figure 4.57: Perception of respondents towards have sympathetic attitude towards students as a Teaching competency

Interpretation: It is found that 38.8 % of the respondents feel that to have sympathetic attitude towards the students is very important teaching competency and 48.6 % feel that it is important. 8.4% and 1.4% respondents feel it is less important and not at all important respectively.

To be sincere towards teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	1	.3	.3	.3
	Less Important	12	3.4	3.4	3.6
	Neutral	2	.6	.6	4.2
	Important	75	20.9	20.9	25.1
	Very Important	268	74.9	74.9	100.0
	Total	358	100.0	100.0	

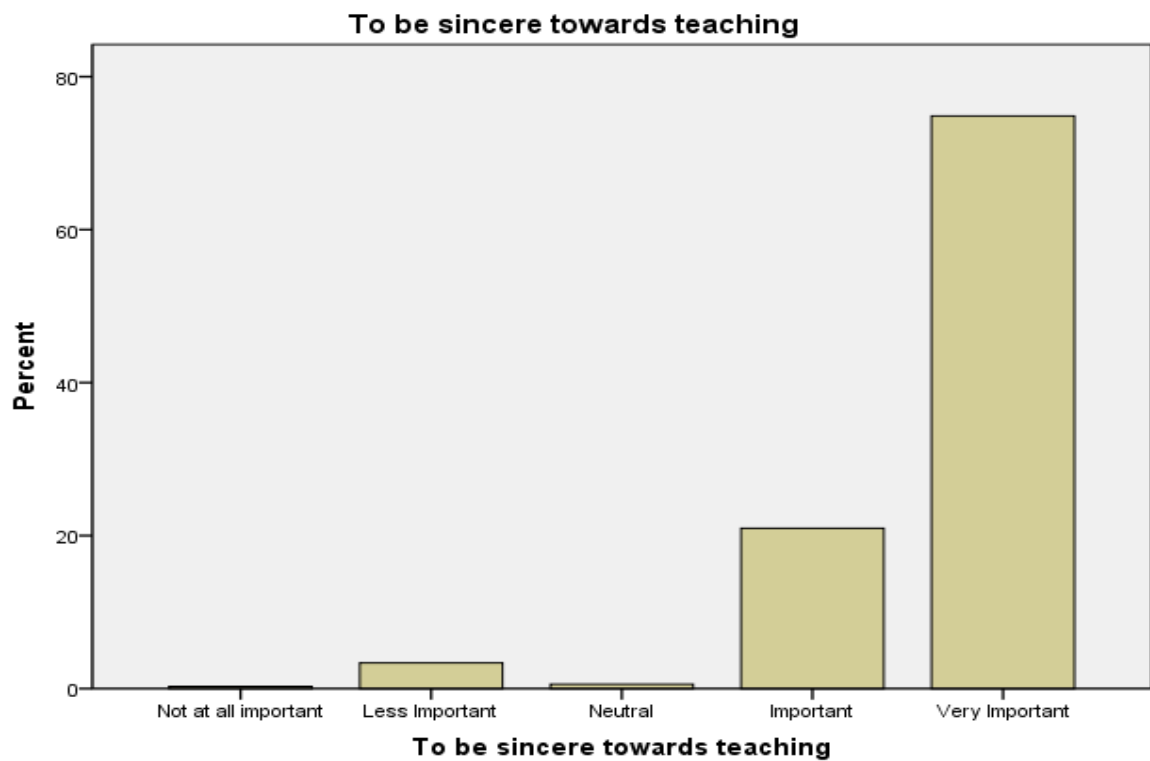


Figure 4.58: Perception of respondents towards To be sincere towards teaching as a Teaching competency

Interpretation: It is found that 74.9 % of the respondents feel that to have sympathetic attitude towards the students is very important teaching competency and 20.9 % feel that it is important. 3.4% and 0.3% respondents feel it is less important and not at all important respectively.

To be punctual in all the activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	8	2.2	2.2	2.2
	Less Important	52	14.5	14.5	16.8
	Neutral	27	7.5	7.5	24.3
	Important	151	42.2	42.2	66.5
	Very Important	120	33.5	33.5	100.0
	Total	358	100.0	100.0	

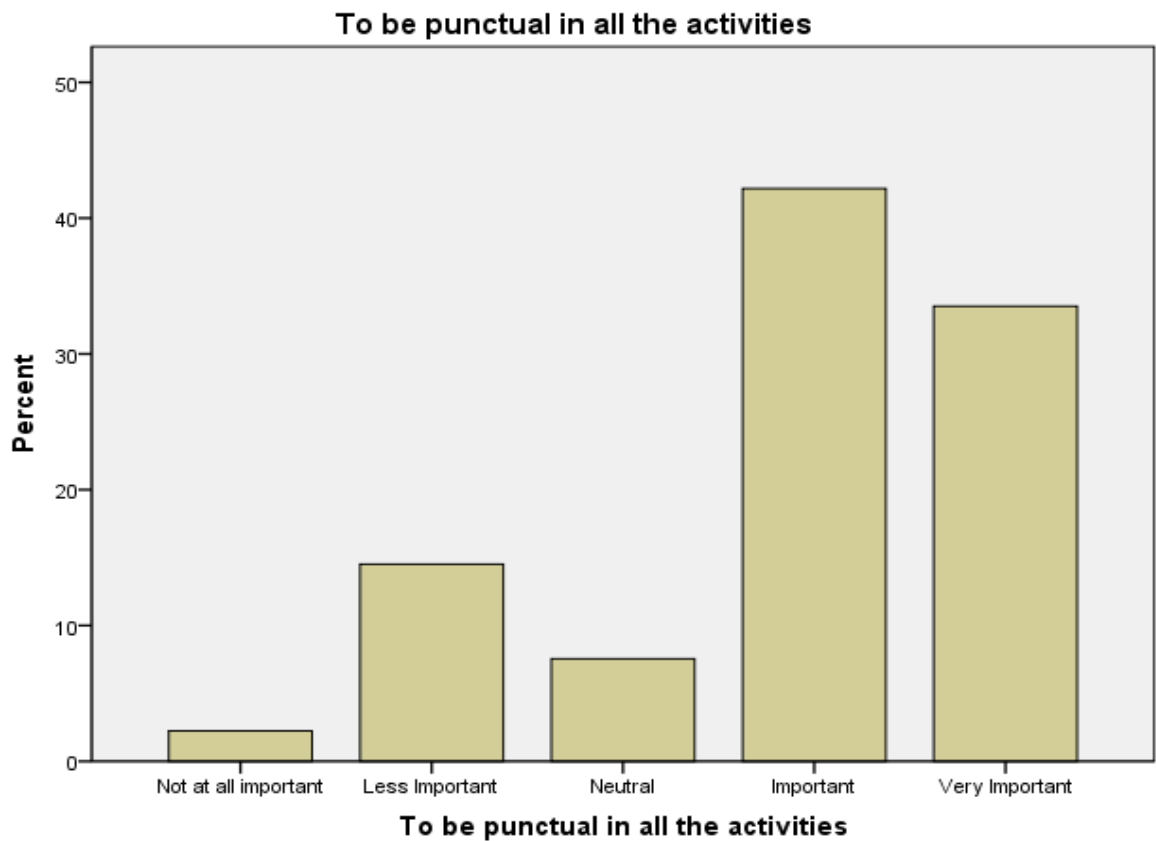


Figure 4.59: Perception of respondents towards be punctual in all the activities as a Teaching competency

Interpretation: It is found that 33.5 % of the respondents feel that to be punctual in all the activities is very important teaching competency and 42.2 % feel that it is important. 14.5 % and 2.2 % respondents feel it is less important and not at all important respectively.

To be relaxed and composed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	15	4.2	4.2	4.2
	Less Important	56	15.6	15.6	19.8
	Neutral	28	7.8	7.8	27.7
	Important	179	50.0	50.0	77.7
	Very Important	80	22.3	22.3	100.0
	Total	358	100.0	100.0	

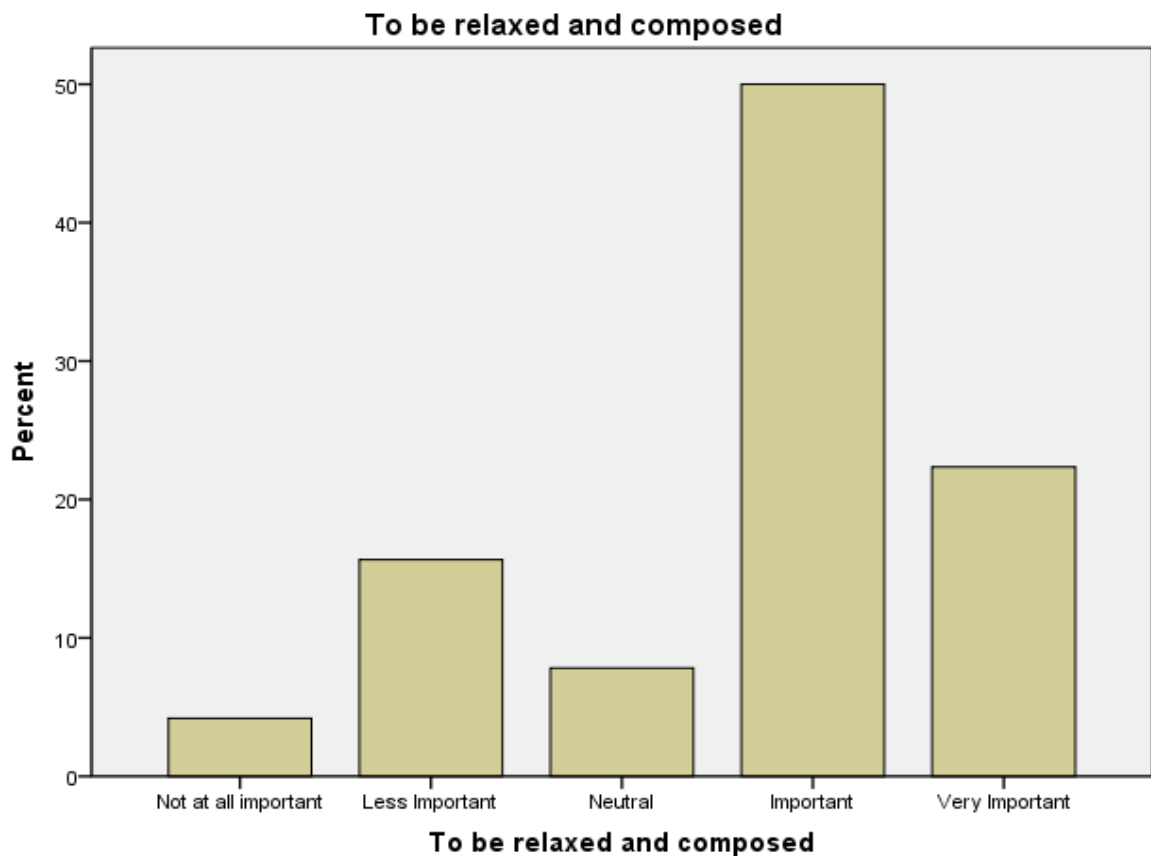


Figure 4.60: Perception of respondents towards be relaxed and composed as a Teaching competency

Interpretation: It is found that 22.3 % of the respondents feel that to be relaxed and composed is very important teaching competency and 50 % feel that it is important. 15.6 % and 4.2 % respondents feel it is less important and not at all important respectively.

To be strict and aggressive for the outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all important	16	4.5	4.5	4.5
	Less Important	41	11.5	11.5	15.9
	Neutral	37	10.3	10.3	26.3
	Important	168	46.9	46.9	73.2
	Very Important	95	26.5	26.5	99.7
	8	1	.3	.3	100.0
	Total	358	100.0	100.0	

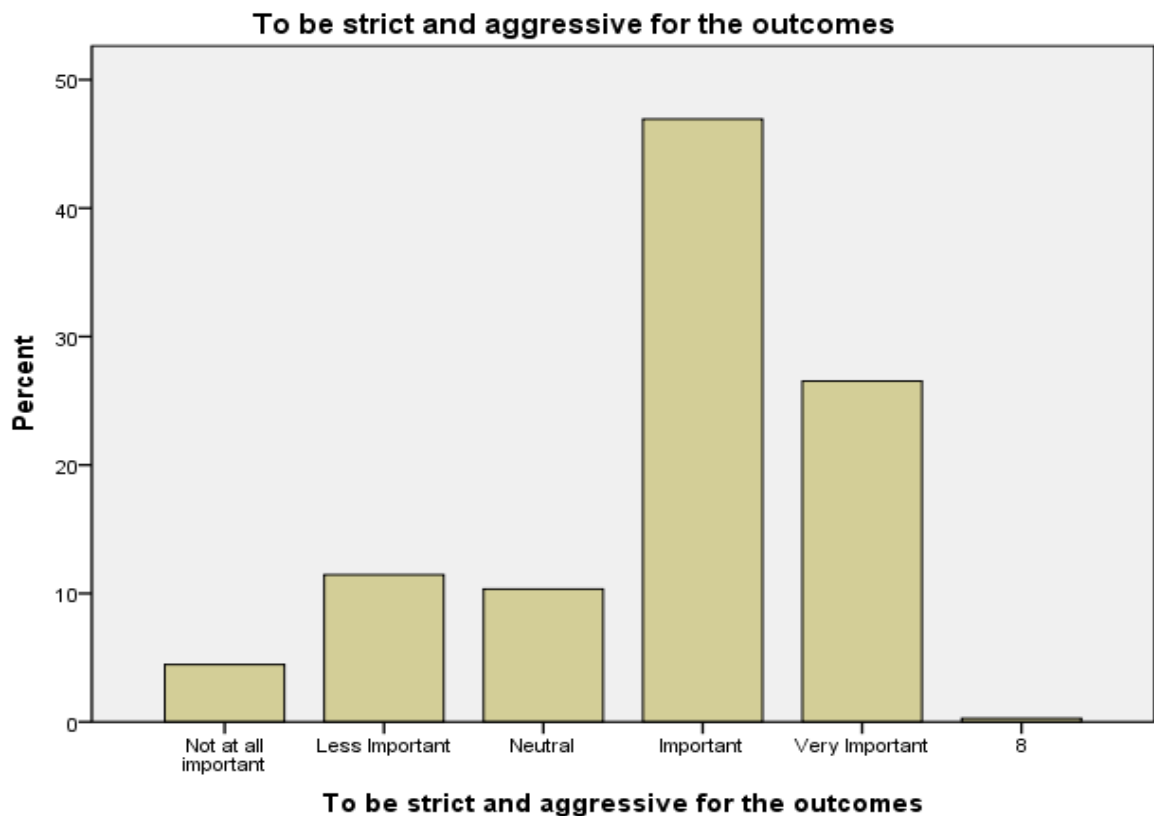


Figure 4.61: Perception of respondents towards strict and aggressive for the outcomes as a Teaching competency

Interpretation: It is found that 26.5 % of the respondents feel that to be relaxed and composed is very important teaching competency and 46.9 % feel that it is important. 11.5 % and 4.5 % respondents feel it is less important and not at all important respectively.

4.1.3 Perception of faculties towards important teaching competencies

Knowledge

Table 4.62: Perception of faculties towards important teaching competencies in Knowledge Factor
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Educational Qualification	358	2	5	4.41	.868
Intelligence	358	2	5	4.64	.547
To develop the subject content (matter)	358	1	5	4.49	.656
To plan and prepare teaching plan	358	1	5	4.26	.815
To have the art of posing questions	358	1	5	3.84	1.016
To cite appropriate Examples	358	1	5	3.59	1.059
To use various teaching aids and methodologies	358	1	5	3.75	1.089
To design and use various evaluative procedures	358	1	5	3.66	1.125
To seek feedback and consider it carefully	358	1	5	4.30	.976
To list out achievable goals	358	1	5	4.28	1.001
To be creative and have original thinking	358	2	5	4.55	.738
To demonstrate interest in and understanding of own	358	1	5	3.18	1.184
To assign formal authority and responsibility for completion	358	1	5	3.38	1.186
Subject Knowledge	358	2	5	4.78	.517
Quick Thinking	358	1	5	4.09	1.134
Valid N (list wise)	358				

The results indicated that respondents have strongly agreed that Subject Knowledge(M=4.78), Intelligence(M=4.64), Creative & Original thinking(M=4.55), To develop subject content (M=4.49), Educational Qualification(M=4.41), Seek feedback & consider it carefully(M=4.3), list out achievable goals (M=4.28), To plan and prepare teaching plan(M=4.26), Quick Thinking (M=4.09) are important variables in Knowledge.

Skills**Table 4.63: Perception of faculties towards important teaching competencies in Attitude Factor**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ability to communicate clearly in the language of instruction orally	358	2	5	4.70	.482
Ability to communicate clearly in the language of instruction in writing	358	3	5	4.70	.470
To teach through diverse modes, including new technologies	358	2	5	4.06	.838
To foster students' creative and analytical thinking skills	358	1	5	4.03	1.139
To plan, organize and supervise a class effectively	358	1	5	4.45	.818
To be attentive and solve problems	358	1	5	4.50	.693
To encourage students to monitor their own progress against goals	358	1	5	4.21	.769
To give effective and timely feedback to the students	358	1	5	4.20	.929
The ability to deal with multifunctional and cross functional activities	358	1	5	3.55	1.246
To prioritize work and allocate the time accordingly	358	1	5	3.56	1.331
To handle emotions in work place	358	1	5	3.44	1.284
To show enthusiasm towards the work	358	1	5	3.72	1.128
To have a sense of humour	358	1	5	3.57	1.166
To inspire good qualities in students	358	1	5	4.37	1.084
To gain classroom attention	358	1	5	4.47	.808
To gain students participation in the class	358	1	5	4.68	.645
Valid N (list wise)	358				

The respondents strongly agree that Ability to communicate clearly in the language of instruction orally (M=4.7), Ability to communicate clearly in the language of instruction in writing (M=4.7), To gain students participation in class (M=4.68), To be attentive and solve problems (M=4.5), To gain class room attention (M=4.47), To plan, organize & supervise a class effectively (M=4.45), To inspire good qualities in students (M=4.37), To encourage students to monitor their own progress (M=4.21), To give effective & timely feedback (M=4.2), To teach through diverse modes (M=4.06) and To foster students' creative and analytical thinking skills (M=4.03) are important variables under Skills.

Attitude**Table 4.64: Perception of faculties towards important teaching competencies in Attitude Factor**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
To avoid any form of discrimination	358	2	5	4.51	.638
To cooperate with institution staff, parents and students	358	1	5	4.35	.674
To collaborate with other members of the staff in the functional activities	358	1	5	4.14	.804
To be friendly and understanding	358	1	5	4.67	.684
To respond to students requests promptly	358	1	5	4.52	.732
To co-operate for meeting team goals	358	1	5	4.17	.854
To be achievement oriented	358	1	5	4.41	.933
To show consistency in the work allotted	358	2	5	4.49	.809
To have willingness for professional and personal growth	358	1	5	4.08	.940
To feel as a contributor towards the students growth	358	1	5	4.48	.836
To have a feeling of responsibility towards the students	358	1	5	4.47	.766
To have sympathetic attitude towards students	358	1	5	4.15	.926
To be sincere towards teaching	358	1	5	4.67	.685
To be punctual in all the activities	358	1	5	3.90	1.089
To be relaxed and composed	358	1	5	3.71	1.105
To be strict and aggressive for the outcomes	358	1	8	3.81	1.114
Valid N (list wise)	358				

The respondents strongly agree that the statements To be sincere towards teaching (M=4.67), To be friendly and understanding(M=4.67), To respond to students requests promptly(M=4.52), To avoid any form of discrimination (M=4.51) , To feel as a contributor towards the students growth (M=4.48) , To be achievement oriented (M=4.41), To show consistency in the work allotted (M=4.49), To have a feeling of responsibility towards the students (M=4.47), To cooperate with institution staff, parents and students (M=4.35), To co-operate for meeting team goals (M=4.17), To have sympathetic attitude towards students (M=4.15), To collaborate with other members of the staff in the functional activities (M=4.14), To have willingness for professional and personal growth (M=4.08) are very important compared to the rest of the statements.

4.1.4 Frequencies of the Variables considered under study in Factors Affecting Teaching Competencies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Moderate extent	18	5.0	5.0	5.0
	Large extent	167	46.6	46.6	51.7
	Very Large extent	173	48.3	48.3	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 48.3 % of the respondents feel that attitude of Management towards goal achievement is a factor affecting the teaching competency to a very large extent and 46.6 % feel that it affects to a large extent only.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	7	2.0	2.0	2.0
	Small extent	4	1.1	1.1	3.1
	Moderate extent	12	3.4	3.4	6.4
	Large extent	184	51.4	51.4	57.8
	Very Large extent	151	42.2	42.2	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 42.2 % of the respondents feel that level of acceptance of responsibility is a factor affecting the teaching competency to a very large extent and 51.4% feel that it affects to a large extent only. 2% of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	11	3.1	3.1	3.1
	Small extent	23	6.4	6.4	9.5
	Moderate extent	34	9.5	9.5	19.0
	Large extent	182	50.8	50.8	69.8
	Very Large extent	108	30.2	30.2	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 30.2 % of the respondents feel that family and personal relation is a factor affecting the teaching competency to a very large extent and 50.8% feel that it affects to a large extent only. 3.1% of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	6	1.7	1.7	1.7
	Small extent	43	12.0	12.0	13.7
	Moderate extent	15	4.2	4.2	17.9
	Large extent	106	29.6	29.6	47.5
	Very Large extent	188	52.5	52.5	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 52.5 % of the respondents feel that satisfaction from teaching job is a factor affecting the teaching competency to a very large extent and 29.6% feel that it affects to a large extent only. 1.7 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	39	10.9	10.9	10.9
	Small extent	76	21.2	21.2	32.1
	Moderate extent	33	9.2	9.2	41.3
	Large extent	95	26.5	26.5	67.9
	Very Large extent	115	32.1	32.1	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 32.1 % of the respondents feel that Gender is a factor affecting the teaching competency to a very large extent and 26.5% feel that it affects to a large extent only. 10.9 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	6	1.7	1.7	1.7
	Small extent	33	9.2	9.2	10.9
	Moderate extent	21	5.9	5.9	16.8
	Large extent	194	54.2	54.2	70.9
	Very Large extent	104	29.1	29.1	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 29.1 % of the respondents feel that extent and willingness to learn new methodologies is a factor affecting the teaching competency to a very large extent and 54.2% feel that it affects to a large extent only. 1.7 % of the respondents feel that it is not affecting teaching competency to no extent at all.

Table 4.71: Perception towards Teaching Experience variable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	1	.3	.3	.3
	Small extent	14	3.9	3.9	4.2
	Moderate extent	7	2.0	2.0	6.1
	Large extent	99	27.7	27.7	33.8
	Very Large extent	237	66.2	66.2	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 66.2 % of the respondents feel that teaching experience is a factor affecting the teaching competency to a very large extent and 27.7% feel that it affects to a large extent only. 0.3 % of the respondents feel that it is not affecting teaching competency to no extent at all.

Table 4.72: Perception towards Amount of Workload variable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small extent	10	2.8	2.8	2.8
	Moderate extent	7	2.0	2.0	4.7
	Large extent	63	17.6	17.6	22.3
	Very Large extent	278	77.7	77.7	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 77.7 % of the respondents feel that amount of work load is a factor affecting the teaching competency to a very large extent and 17.6% feel that it affects to a large extent only. 0 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	1	.3	.3	.3
	Small extent	4	1.1	1.1	1.4
	Moderate extent	10	2.8	2.8	4.2
	Large extent	115	32.1	32.1	36.3
	Very Large extent	228	63.7	63.7	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 63.7 % of the respondents feel that type of subjects allocated to an individual is a factor affecting the teaching competency to a very large extent and 32.1% feel that it affects to a large extent only. 0.3 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	34	9.5	9.5	9.5
	Small extent	79	22.1	22.1	31.6
	Moderate extent	43	12.0	12.0	43.6
	Large extent	157	43.9	43.9	87.4
	Very Large extent	45	12.6	12.6	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 12.6 % of the respondents feel that Age is a factor affecting the teaching competency to a very large extent and 43.9 % feel that it affects to a large extent only. 9.5 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	3	.8	.8	.8
	Small extent	89	24.9	24.9	25.7
	Moderate extent	40	11.2	11.2	36.9
	Large extent	152	42.5	42.5	79.3
	Very Large extent	74	20.7	20.7	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 20.7 % of the respondents feel that infrastructure facilities and resources available is a factor affecting the teaching competency to a very large extent and 42.5 % feel that it affects to a large extent only. 0.8 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	9	2.5	2.5	2.5
	Small extent	50	14.0	14.0	16.5
	Moderate extent	30	8.4	8.4	24.9
	Large extent	152	42.5	42.5	67.3
	Very Large extent	117	32.7	32.7	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 32.7 % of the respondents feel that Feedback of students is a factor affecting the teaching competency to a very large extent and 42.5 % feel that it affects to a large extent only. 2.5 % of the respondents feel that it is not affecting teaching competency to no extent at all.

Factor 4.77: Perception towards Job Position and Responsibility variable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	6	1.7	1.7	1.7
	Small extent	61	17.0	17.0	18.7
	Moderate extent	30	8.4	8.4	27.1
	Large extent	155	43.3	43.3	70.4
	Very Large extent	106	29.6	29.6	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 29.6 % of the respondents feel that Job position and responsibility is a factor affecting the teaching competency to a very large extent and 43.3 % feel that it affects to a large extent only. 1.7 % of the respondents feel that it is not affecting teaching competency to no extent at all.

Table 4.78: Perception towards Flexibility in the functioning variable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	5	1.4	1.4	1.4
	Small extent	36	10.1	10.1	11.5
	Moderate extent	30	8.4	8.4	19.8
	Large extent	194	54.2	54.2	74.0
	Very Large extent	93	26.0	26.0	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 26.0 % of the respondents feel that Flexibility in the functioning is a factor affecting the teaching competency to a very large extent and 54.2 % feel that it affects to a large extent only. 1.4 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	1	.3	.3	.3
	Small extent	16	4.5	4.5	4.7
	Moderate extent	20	5.6	5.6	10.3
	Large extent	99	27.7	27.7	38.0
	Very Large extent	222	62.0	62.0	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 62.0 % of the respondents feel that Educational Qualifications is a factor affecting the teaching competency to a very large extent and 27.7 % feel that it affects to a large extent only. 0.3 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	8	2.2	2.2	2.2
	Small extent	22	6.1	6.1	8.4
	Moderate extent	25	7.0	7.0	15.4
	Large extent	187	52.2	52.2	67.6
	Very Large extent	116	32.4	32.4	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 32.4 % of the respondents feel that daily working hours is a factor affecting the teaching competency to a very large extent and 52.2 % feel that it affects to a large extent only. 2.2 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	2	.6	.6	.6
	Small extent	21	5.9	5.9	6.4
	Moderate extent	25	7.0	7.0	13.4
	Large extent	193	53.9	53.9	67.3
	Very Large extent	117	32.7	32.7	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 32.7 % of the respondents feel that work environment is a factor affecting the teaching competency to a very large extent and 53.9 % feel that it affects to a large extent only. 0.6 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	6	1.7	1.7	1.7
	Small extent	32	8.9	8.9	10.6
	Moderate extent	25	7.0	7.0	17.6
	Large extent	185	51.7	51.7	69.3
	Very Large extent	110	30.7	30.7	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 30.7 % of the respondents feel that training and developmental programs is a factor affecting the teaching competency to a very large extent and 51.7 % feel that it affects to a large extent only. 1.7 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	4	1.1	1.1	1.1
	Small extent	22	6.1	6.1	7.3
	Moderate extent	13	3.6	3.6	10.9
	Large extent	149	41.6	41.6	52.5
	Very Large extent	170	47.5	47.5	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 47.5 % of the respondents feel that performance appraisal is a factor affecting the teaching competency to a very large extent and 41.6 % feel that it affects to a large extent only. 1.1 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	2	.6	.6	.6
	Small extent	14	3.9	3.9	4.5
	Moderate extent	16	4.5	4.5	8.9
	Large extent	157	43.9	43.9	52.8
	Very Large extent	169	47.2	47.2	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 47.2 % of the respondents feel that Knowledge, Skill and Attitude is a factor affecting the teaching competency to a very large extent and 43.9 % feel that it affects to a large extent only. 0.6 % of the respondents feel that it is not affecting teaching competency to no extent at all.

Table 4.85: Perception towards Interpersonal Relationships variable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	3	.8	.8	.8
	Small extent	11	3.1	3.1	3.9
	Moderate extent	15	4.2	4.2	8.1
	Large extent	169	47.2	47.2	55.3
	Very Large extent	160	44.7	44.7	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 44.7 % of the respondents feel that Interpersonal relationship is a factor affecting the teaching competency to a very large extent and 47.2 % feel that it affects to a large extent only. 0.8 % of the respondents feel that it is not affecting teaching competency to no extent at all.

Table 4.86: Perception towards Salary and wages variable					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	1	.3	.3	.3
	Moderate extent	3	.8	.8	1.1
	Large extent	52	14.5	14.5	15.6
	Very Large extent	302	84.4	84.4	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 84.4 % of the respondents feel that Salary and Wages is a factor affecting the teaching competency to a very large extent and 14.5 % feel that it affects to a large extent only. 0.3 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	2	.6	.6	.6
	Small extent	3	.8	.8	1.4
	Moderate extent	8	2.2	2.2	3.6
	Large extent	67	18.7	18.7	22.3
	Very Large extent	278	77.7	77.7	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 77.7 % of the respondents feel that Quality of students is a factor affecting the teaching competency to a very large extent and 18.7 % feel that it affects to a large extent only. 0.6 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	11	3.1	3.1	3.1
	Small extent	70	19.6	19.6	22.6
	Moderate extent	63	17.6	17.6	40.2
	Large extent	158	44.1	44.1	84.4
	Very Large extent	56	15.6	15.6	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 15.6 % of the respondents feel that Quality of students is a factor affecting the teaching competency to a very large extent and 44.1 % feel that it affects to a large extent only. 3.1 % of the respondents feel that it is not affecting teaching competency to no extent at all.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not extent at all	2	.6	.6	.6
	Small extent	11	3.1	3.1	3.6
	Moderate extent	10	2.8	2.8	6.4
	Large extent	67	18.7	18.7	25.1
	Very Large extent	268	74.9	74.9	100.0
	Total	358	100.0	100.0	

Interpretation: It is found that 74.9 % of the respondents feel that Distance of institution and living place is a factor affecting the teaching competency to a very large extent and 18.7 % feel that it affects to a large extent only. 0.6 % of the respondents feel that it is not affecting teaching competency to no extent at all.

4.1.5 Perception of faculties towards important factors affecting teaching competencies

The analysis of the data was done using Weighted Mean Value and Standard Deviation to identify the perception of faculties towards the important factors.

Table 4.90: Perception of faculties towards important factors affecting teaching competencies

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Attitude of Management towards goal achievement	358	3	5	4.43	.589
Level of Acceptance of Responsibility	358	1	5	4.31	.764
Family and Personal Relationships	358	1	5	3.99	.966
Satisfaction from teaching job	358	1	5	4.19	1.079
Gender	358	1	5	3.48	1.406
The extent and Willingness to Learn new methodologies	358	1	5	4.00	.933
Teaching Experience	358	1	5	4.56	.745

Amount of Workload	358	2	5	4.70	.646
Type of Subjects allocated to the Individual	358	1	5	4.58	.634
Age	358	1	5	3.28	1.212
Infrastructure facilities and resources	358	1	5	3.57	1.100
Feedback of students	358	1	5	3.89	1.089
Job Position and Responsibility	358	1	5	3.82	1.088
Flexibility in the functioning	358	1	5	3.93	.932
Educational Qualifications	358	1	5	4.47	.815
Daily working hours	358	1	5	4.06	.916
Work Environment	358	1	5	4.12	.818
Training & Developmental Programs	358	1	5	4.01	.942
Performance Appraisal Process	358	1	5	4.28	.883
Knowledge, Skills and Attitude	358	1	5	4.33	.784
Interpersonal Relationships	358	1	5	4.32	.766
Salary and wages	358	1	5	4.83	.440
The quality of students	358	1	5	4.72	.604
Distance of the institution and living place	358	1	5	3.50	1.068
The career choice of Teaching as a Profession	358	1	5	4.64	.734
Valid N (list wise)	358				

Interpretation: The weighted mean average result indicates that the respondents strongly agree that Salary and Wages (4.83), Amount of Workload (m=4.7), The quality of students(4.72), The career choice of Teaching as a Profession (M=4.64), Type of Subjects allocated to the Individual (M=4.58), Teaching Experience (M=4.56), Educational Qualifications (M=4.47), Attitude of Management towards goal achievement(M=4.43), Knowledge, Skills and Attitude (M=4.33), Interpersonal Relationships(M=4.32), Level of Acceptance of Responsibility (M=4.31), Performance Appraisal Process (M=4.28), Satisfaction from teaching job (M=4.19), Work Environment (M=4.12), Daily working hours(M=4.06), Training & Developmental Programs (M=4.01), The extent and Willingness(M=4.0) are the most important factors that affect Teaching Competencies.

4.2 Inferential Statistics

4.2.1 Non- Parametric Test (Mann-Whitney Test)

4.2.1.1 Hypothesis

H_0 : There is no significant influence of gender on the Teaching Competencies and Factors affecting Teaching Competencies

H_1 : There is significant influence of gender on the Teaching Competencies and Factors affecting Teaching Competencies

	Gender	N	Mean Rank	Sum of Ranks
Educational Qualification	Male	168	192.24	32296.50
	Female	190	168.23	31964.50
	Total	358		
Intelligence	Male	168	174.65	29342.00
	Female	190	183.78	34919.00
	Total	358		
To develop the subject content (matter)	Male	168	175.02	29403.50
	Female	190	183.46	34857.50
	Total	358		
To plan and prepare teaching plan	Male	168	180.88	30387.00
	Female	190	178.28	33874.00
	Total	358		
To have the art of posing questions	Male	168	183.76	30871.00
	Female	190	175.74	33390.00
	Total	358		
To cite appropriate Examples	Male	168	189.32	31806.00
	Female	190	170.82	32455.00
	Total	358		

	Gender	N	Mean Rank	Sum of Ranks
To use various teaching aids and methodologies	Male	168	196.16	32954.50
	Female	190	164.77	31306.50
	Total	358		
To design and use various evaluative procedures	Male	168	183.41	30813.00
	Female	190	176.04	33448.00
	Total	358		
To seek feedback and consider it carefully	Male	168	163.05	27392.00
	Female	190	194.05	36869.00
	Total	358		
To list out achievable goals	Male	168	174.13	29253.50
	Female	190	184.25	35007.50
	Total	358		
To be creative and have original thinking	Male	168	167.39	28121.50
	Female	190	190.21	36139.50
	Total	358		
To demonstrate interest in and understanding of own	Male	168	175.42	29470.00
	Female	190	183.11	34791.00
	Total	358		
To assign formal authority and responsibility for completion	Male	168	181.80	30543.00
	Female	190	177.46	33718.00
	Total	358		
Subject Knowledge	Male	168	178.68	30018.50
	Female	190	180.22	34242.50
	Total	358		
Quick Thinking	Male	168	198.68	33379.00
	Female	190	162.54	30882.00
	Total	358		
Ability to communicate clearly in the language of instruction orally	Male	168	161.26	27092.50
	Female	190	195.62	37168.50
	Total	358		

	Gender	N	Mean Rank	Sum of Ranks
Ability to communicate clearly in the language of instruction in writing	Male	168	158.27	26589.00
	Female	190	198.27	37672.00
	Total	358		
To teach through diverse modes, including new technologies	Male	168	158.90	26695.00
	Female	190	197.72	37566.00
	Total	358		
To foster students' creative and analytical thinking skills	Male	168	186.52	31336.00
	Female	190	173.29	32925.00
	Total	358		
To plan, organize and supervise a class effectively	Male	168	187.23	31454.00
	Female	190	172.67	32807.00
	Total	358		
To be attentive and solve problems	Male	168	183.23	30782.00
	Female	190	176.21	33479.00
	Total	358		
To encourage students to monitor their own progress against goals	Male	168	170.47	28639.00
	Female	190	187.48	35622.00
	Total	358		
To give effective and timely feedback to the students	Male	168	185.25	31122.00
	Female	190	174.42	33139.00
	Total	358		
The ability to deal with multifunctional and cross functional activities	Male	168	173.35	29123.00
	Female	190	184.94	35138.00
	Total	358		
To prioritize work and allocate the time accordingly	Male	168	184.12	30932.00
	Female	190	175.42	33329.00
	Total	358		
To handle emotions in work place	Male	168	169.57	28487.50
	Female	190	188.28	35773.50
	Total	358		

	Gender	N	Mean Rank	Sum of Ranks
To show enthusiasm towards the work	Male	168	159.58	26810.00
	Female	190	197.11	37451.00
	Total	358		
To have a sense of humour	Male	168	167.39	28121.00
	Female	190	190.21	36140.00
	Total	358		
To inspire good qualities in students	Male	168	170.71	28679.00
	Female	190	187.27	35582.00
	Total	358		
To gain classroom attention	Male	168	177.06	29745.50
	Female	190	181.66	34515.50
	Total	358		
To gain students participation in the class	Male	168	184.44	30986.00
	Female	190	175.13	33275.00
	Total	358		
To avoid any form of discrimination	Male	168	189.97	31914.50
	Female	190	170.24	32346.50
	Total	358		
To cooperate with institution staff, parents and students	Male	168	183.18	30775.00
	Female	190	176.24	33486.00
	Total	358		
To collaborate with other members of the staff in the functional activities	Male	168	179.08	30085.50
	Female	190	179.87	34175.50
	Total	358		
To be friendly and understanding	Male	168	181.45	30484.00
	Female	190	177.77	33777.00
	Total	358		
To respond to students requests promptly	Male	168	171.83	28867.50
	Female	190	186.28	35393.50
	Total	358		

	Gender	N	Mean Rank	Sum of Ranks
To co-operate for meeting team goals	Male	168	201.30	33819.00
	Female	190	160.22	30442.00
	Total	358		
To be achievement oriented	Male	168	174.46	29309.00
	Female	190	183.96	34952.00
	Total	358		
To show consistency in the work allotted	Male	168	171.04	28734.00
	Female	190	186.98	35527.00
	Total	358		
To have willingness for professional and personal growth	Male	168	183.07	30755.00
	Female	190	176.35	33506.00
	Total	358		
To feel as a contributor towards the students growth	Male	168	175.14	29423.50
	Female	190	183.36	34837.50
	Total	358		
To have a feeling of responsibility towards the students	Male	168	182.43	30648.00
	Female	190	176.91	33613.00
	Total	358		
To have sympathetic attitude towards students	Male	168	182.55	30668.50
	Female	190	176.80	33592.50
	Total	358		
To be sincere towards teaching	Male	168	171.60	28829.50
	Female	190	186.48	35431.50
	Total	358		
To be punctual in all the activities	Male	168	165.26	27763.00
	Female	190	192.09	36498.00
	Total	358		
To be relaxed and composed	Male	168	163.33	27440.00
	Female	190	193.79	36821.00
	Total	358		

	Gender	N	Mean Rank	Sum of Ranks
To be strict and aggressive for the outcomes	Male	168	174.23	29270.50
	Female	190	184.16	34990.50
	Total	358		
Attitude of Management towards goal achievement	Male	168	173.86	29208.50
	Female	190	184.49	35052.50
	Total	358		
Level of Acceptance of Responsibility	Male	168	176.89	29718.00
	Female	190	181.81	34543.00
	Total	358		
Family and Personal Relationships	Male	168	172.67	29008.50
	Female	190	185.54	35252.50
	Total	358		
Satisfaction from teaching job	Male	168	195.66	32871.00
	Female	190	165.21	31390.00
	Total	358		
Gender	Male	168	185.11	31098.50
	Female	190	174.54	33162.50
	Total	358		
The extent and Willingness to Learn new methodologies	Male	168	177.81	29872.00
	Female	190	180.99	34389.00
	Total	358		
Teaching Experience	Male	168	166.78	28018.50
	Female	190	190.75	36242.50
	Total	358		
Amount of Workload	Male	168	178.55	29996.00
	Female	190	180.34	34265.00
	Total	358		
Type of Subjects allocated to the Individual	Male	168	176.44	29641.50
	Female	190	182.21	34619.50
	Total	358		

	Gender	N	Mean Rank	Sum of Ranks
Age	Male	168	170.07	28571.00
	Female	190	187.84	35690.00
	Total	358		
Infrastructure facilities and resources	Male	168	182.10	30592.50
	Female	190	177.20	33668.50
	Total	358		
Feedback of students	Male	168	203.90	34255.00
	Female	190	157.93	30006.00
	Total	358		
Job Position and Responsibility	Male	168	195.96	32921.00
	Female	190	164.95	31340.00
	Total	358		
Flexibility in the functioning	Male	168	179.82	30209.50
	Female	190	179.22	34051.50
	Total	358		
Educational Qualifications	Male	168	160.63	26986.50
	Female	190	196.18	37274.50
	Total	358		
Daily working hours	Male	168	178.33	29959.50
	Female	190	180.53	34301.50
	Total	358		
Work Environment	Male	168	189.63	31858.50
	Female	190	170.54	32402.50
	Total	358		
Training & Developmental Programs	Male	168	192.78	32387.00
	Female	190	167.76	31874.00
	Total	358		
Performance Appraisal Process	Male	168	174.80	29366.50
	Female	190	183.66	34894.50
	Total	358		

	Gender	N	Mean Rank	Sum of Ranks
Knowledge, Skills and Attitude	Male	168	194.37	32654.00
	Female	190	166.35	31607.00
	Total	358		
Interpersonal Relationships	Male	168	177.57	29832.50
	Female	190	181.20	34428.50
	Total	358		
Salary and wages	Male	168	178.55	29996.50
	Female	190	180.34	34264.50
	Total	358		
The quality of students	Male	168	179.08	30086.00
	Female	190	179.87	34175.00
	Total	358		
Distance of the institution and living place	Male	168	178.90	30055.50
	Female	190	180.03	34205.50
	Total	358		
The career choice of Teaching as a Profession	Male	168	181.49	30491.00
	Female	190	177.74	33770.00
	Total	358		

Test Statistics^a				
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan
Mann-Whitney U	13819.500	15146.000	15207.500	15729.000
Wilcoxon W	31964.500	29342.000	29403.500	33874.000
Z	-2.505	-1.013	-.880	-.261
Asymp. Sig. (2-tailed)	.012	.311	.379	.794

Test Statistics^a				
	To have the art of posing questions	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures
Mann-Whitney U	15245.000	14310.000	13161.500	15303.000
Wilcoxon W	33390.000	32455.000	31306.500	33448.000
Z	-.769	-1.813	-3.042	-.709
Asymp. Sig. (2-tailed)	.442	.070	.002	.478

Test Statistics^a				
	To seek feedback and consider it carefully	To list out achievable goals	To be creative and have original thinking	To demonstrate interest in and understanding of own
Mann-Whitney U	13196.000	15057.500	13925.500	15274.000
Wilcoxon W	27392.000	29253.500	28121.500	29470.000
Z	-3.165	-1.026	-2.520	-.732
Asymp. Sig. (2-tailed)	.002	.305	.012	.464

Test Statistics^a				
	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking	Ability to communicate clearly in the language of instruction orally
Mann-Whitney U	15573.000	15822.500	12737.000	12896.500
Wilcoxon W	33718.000	30018.500	30882.000	27092.500
Z	-.416	-.209	-3.574	-3.982
Asymp. Sig. (2-tailed)	.677	.834	.000	.000

Test Statistics^a				
	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Mann-Whitney U	12393.000	12499.000	14780.000	14662.000
Wilcoxon W	26589.000	26695.000	32925.000	32807.000
Z	-4.624	-3.938	-1.297	-1.524
Asymp. Sig. (2-tailed)	.000	.000	.195	.127

Test Statistics^a				
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities
Mann-Whitney U	15334.000	14443.000	14994.000	14927.000
Wilcoxon W	33479.000	28639.000	33139.000	29123.000
Z	-.739	-1.778	-1.086	-1.113
Asymp. Sig. (2-tailed)	.460	.075	.277	.266

Test Statistics^a				
	To prioritize work and allocate the time accordingly	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour
Mann-Whitney U	15184.000	14291.500	12614.000	13925.000
Wilcoxon W	33329.000	28487.500	26810.000	28121.000
Z	-.828	-1.789	-3.689	-2.227
Asymp. Sig. (2-tailed)	.408	.074	.000	.026

Test Statistics^a				
	To inspire good qualities in students	To gain classroom attention	To gain students participation in the class	To avoid any form of discrimination
Mann-Whitney U	14483.000	15549.500	15130.000	14201.500
Wilcoxon W	28679.000	29745.500	33275.000	32346.500
Z	-1.782	-.485	-1.113	-2.071
Asymp. Sig. (2-tailed)	.075	.628	.266	.038

Test Statistics^a				
	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding	To respond to students requests promptly
Mann-Whitney U	15341.000	15889.500	15632.000	14671.500
Wilcoxon W	33486.000	30085.500	33777.000	28867.500
Z	-.720	-.082	-.444	-1.541
Asymp. Sig. (2-tailed)	.471	.934	.657	.123

Test Statistics^a				
	To co-operate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Mann-Whitney U	12297.000	15113.000	14538.000	15361.000
Wilcoxon W	30442.000	29309.000	28734.000	33506.000
Z	-4.167	-1.010	-1.704	-.676
Asymp. Sig. (2-tailed)	.000	.312	.088	.499

Test Statistics^a				
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching
Mann-Whitney U	15227.500	15468.000	15447.500	14633.500
Wilcoxon W	29423.500	33613.000	33592.500	28829.500
Z	-.881	-.579	-.577	-1.796
Asymp. Sig. (2-tailed)	.378	.563	.564	.072

Test Statistics^a				
	To be punctual in all the activities	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement
Mann-Whitney U	13567.000	13244.000	15074.500	15012.500
Wilcoxon W	27763.000	27440.000	29270.500	29208.500
Z	-2.605	-2.998	-.969	-1.094
Asymp. Sig. (2-tailed)	.009	.003	.333	.274

Test Statistics^a					
	Level of Acceptance of Responsibility	Family and Personal Relationships	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies
Mann-Whitney U	15522.000	14812.500	13245.000	15017.500	15676.000
Wilcoxon W	29718.000	29008.500	31390.000	33162.500	29872.000
Z	-.505	-1.281	-3.054	-.997	-.322
Asymp. Sig. (2-tailed)	.614	.200	.002	.319	.748

Test Statistics^a					
	Teaching Experience	Amount of Workload	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources
Mann-Whitney U	13822.500	15800.000	15445.500	14375.000	15523.500
Wilcoxon W	28018.500	29996.000	29641.500	28571.000	33668.500
Z	-2.636	-.226	-.625	-1.709	-.471
Asymp. Sig. (2-tailed)	.008	.821	.532	.087	.637

Test Statistics^a				
	Feedback of students	Job Position and Responsibility	Flexibility in the functioning	Educational Qualifications
Mann-Whitney U	11861.000	13195.000	15906.500	12790.500
Wilcoxon W	30006.000	31340.000	34051.500	26986.500
Z	-4.458	-3.004	-.060	-3.770
Asymp. Sig. (2-tailed)	.000	.003	.952	.000

Test Statistics^a				
	Daily working hours	Work Environment	Training & Developmental Programs	Performance Appraisal Process
Mann-Whitney U	15763.500	14257.500	13729.000	15170.500
Wilcoxon W	29959.500	32402.500	31874.000	29366.500
Z	-.222	-1.938	-2.503	-.892
Asymp. Sig. (2-tailed)	.825	.053	.012	.372

Test Statistics ^a				
	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Mann-Whitney U	13462.000	15636.500	15800.500	15890.000
Wilcoxon W	31607.000	29832.500	29996.500	30086.000
Z	-2.840	-.369	-.259	-.099
Asymp. Sig. (2-tailed)	.005	.712	.796	.921

Test Statistics ^a		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Mann-Whitney U	15859.500	15625.000
Wilcoxon W	30055.500	33770.000
Z	-.109	-.453
Asymp. Sig. (2-tailed)	.914	.651

a. Grouping Variable: Gender

Interpretation

- As the p-value of the statements, “Educational qualification”, “To use various teaching aids and methodologies”, “To seek feedback and consider it carefully”, “To be creative and have original thinking”, “Quick Thinking”, “Ability to communicate clearly in the language of instruction orally”, “Ability to communicate clearly in the language of instruction in writing”, “To teach through diverse modes including new technologies”, “To show enthusiasm towards the work”, “To have a sense of humour”, “To avoid any form of discrimination”, “To co-operate for meeting team goals”, “To be punctual in all the activities”, “To be relaxed and composed”, “Satisfaction from teaching job”, “Teaching Experience”, “Feedback of students”, “Job Position and Responsibility”, “Educational Qualifications”, “Training & Developmental Programs”, “Knowledge, Skills and

Attitude” is less than 0.05, so we reject Null Hypothesis at 5% level of significance and conclude that there is a significant influence of Gender on these statements.

- As the mean rank of the statement, “Educational qualification”, in case of Male is 192.24 and in case of female 168.23, so we can interpret that Male, in comparison to females, feel that Educational Qualification is an important competency.
- As the mean rank of the statement, “To use various teaching aids and methodologies”, in case of Male is 196.16 and the female is 164.77, it can be interpreted that Male in comparison to Females, think that the competency to use various teaching aids and methodologies is important.
- As the mean rank of the statement, “To seek feedback and consider it carefully” is 163.05 for males and 194.05 for females, it can be concluded that according to Females, seeking feedback and considering it is more important competency, in comparison to thinking by Males.
- As the mean rank of the statement, “To be creative and have original thinking” is 190.21 for Females and 167.39 for Males, it can be concluded that, Females in comparison to Males feel that creative and have original thinking is an important Teaching competency.
- As the mean rank of the statement, “Quick Thinking” is 198.68 for Males and 162.54 for Females, it can be concluded that Males in comparison to Females feel that Quick thinking is an important Teaching competency.
- As the mean rank of the statement, “Ability to communicate clearly in the language of instruction orally” is 161.26 for Males and 195.62 for Females, it can be concluded that according to Females, this statement is an important Teaching competency.
- As the mean rank of the statement, “Ability to communicate clearly in the language of instruction in writing” is 198.27 for females and 158.27 for Males, it can be concluded that Females in comparison to Males think that ability to communicate in the language of instruction in writing is more important.

- As the mean rank of the statement, “To teach through diverse modes including new technologies” is 158.9 for Males and 197.72 for Females, it can be interpreted that Females in comparison to Males feel that teaching through diverse modes is an important teaching competency.
- As the mean rank of the statement, “To show enthusiasm towards the work” is 159.58 in case of Males and 197.11 in case of Females, it can be interpreted that in comparison to Males, Females feel that enthusiasm is very important teaching competency.
- As the mean rank of the statement, “To have a sense of humour” is 167.39 for Males and 197.11 in case of Females, it can be concluded that Females feel more that having sense of Humour is an important Teaching competency.
- As the mean rank of the statement, “To avoid any form of discrimination”, is 189.97 for Males and 170.24 for Females, it can be concluded that Males in comparison to Females feel that avoiding discrimination among students is very important teaching competency.
- As the mean rank of the statement, “To co-operate for meeting team goals” is 201.30 for Males and 160.22 for Females, it can be concluded that in comparison to Females, Males feel that Cooperating for Team goals is an important teaching competency.
- As the mean rank of the statement, “To be punctual in all the activities”, is 165.26 for Males and 192.09 for Females, it can be concluded that in comparison to Males, Females feel that being punctual is an important teaching competency.
- As the mean rank of the statement, “To be relaxed and composed”, is 163.33 for Males and 193.79 for Females, it can be concluded that Females in comparison to Males, feel that ability to be relaxed and composed is an important teaching competency.
- As the mean rank of the statement, “Satisfaction from teaching job”, is 195.66 for Males and 165.21 for Females, it can be concluded that Males in comparison to Females, feel that Satisfaction from teaching job is an important factor that affects the teaching competency.

- As the mean rank of the statement, “Teaching Experience”, is 166.78 for Males and 190.75 for Females, it can be concluded that Females in comparison to Males feel that Experience of teaching is a factor which affects the performance of a teacher.
- As the mean rank of the statement, “Feedback of students”, is 203.90 for Males and 157.93 for Females, it can be concluded that Males in comparison to Females feel that the feedback of the students affect the performance of teaching.
- As the mean rank of the statement, “Job Position and Responsibility”, is 195.96 for Males and 164.95 for Females, it can be concluded that Males in comparison to Females strongly feel that the Job position and responsibility is a factor that affects the teaching competency to a great extent.
- As the mean rank of the statement, “Educational Qualifications” is 196.18 for Females and 160.63 for Males, it can be concluded that Females in comparison to Males feel that Educational Qualification of an individual affects the performance of teaching.
- As the mean rank of the statement, “Training & Developmental Programs”, is 192.78 for Males and 167.76 for Females, it can be concluded that Males feel that Training and Development programs affect the performance of a Teacher.
- As the mean rank of the statement, “Knowledge, Skills and Attitude” is 194.37 for Males and 166.35 for Females, it can be concluded that Males in comparison to Females feel that the teaching competencies is an important factor which affects the performance of a teacher.

4.2.2 Non- Parametric Test (Kruskal-Wallis Test)

4.2.2.1 Hypothesis

H₀: There is no significant influence of Age on the Teaching Competencies and Factors affecting Teaching Competencies

H₂: There is significant influence of Age on the Teaching Competencies and Factors affecting Teaching Competencies

	Age in completed years	N	Mean Rank
Educational Qualification	20-30 years	194	165.71
	31-40 years	129	186.36
	41-50 years	31	227.63
	Above 50 years	4	254.00
	Total	358	
Intelligence	20-30 years	194	184.62
	31-40 years	129	167.23
	41-50 years	31	198.26
	Above 50 years	4	181.25
	Total	358	
To develop the subject content (matter)	20-30 years	194	179.73
	31-40 years	129	181.75
	41-50 years	31	163.81
	Above 50 years	4	217.13
	Total	358	
To plan and prepare teaching plan	20-30 years	194	177.64
	31-40 years	129	182.22
	41-50 years	31	171.87
	Above 50 years	4	241.13
	Total	358	
To have the art of posing questions	20-30 years	194	184.73
	31-40 years	129	171.49
	41-50 years	31	175.69
	Above 50 years	4	213.38
	Total	358	

	Age in completed years	N	Mean Rank
To cite appropriate Examples	20-30 years	194	162.20
	31-40 years	129	194.21
	41-50 years	31	215.24
	Above 50 years	4	267.25
	Total	358	
To use various teaching aids and methodologies	20-30 years	194	159.67
	31-40 years	129	197.91
	41-50 years	31	214.10
	Above 50 years	4	279.38
	Total	358	
To design and use various evaluative procedures	20-30 years	194	177.82
	31-40 years	129	173.32
	41-50 years	31	206.21
	Above 50 years	4	253.00
	Total	358	
To seek feedback and consider it carefully	20-30 years	194	199.10
	31-40 years	129	151.68
	41-50 years	31	167.35
	Above 50 years	4	220.25
	Total	358	
To list out achievable goals	20-30 years	194	195.88
	31-40 years	129	159.12
	41-50 years	31	163.16
	Above 50 years	4	169.25
	Total	358	
To be creative and have original thinking	20-30 years	194	177.49
	31-40 years	129	184.59
	41-50 years	31	178.95
	Above 50 years	4	116.88
	Total	358	
To demonstrate interest in and understanding of own	20-30 years	194	175.95
	31-40 years	129	170.11
	41-50 years	31	224.02
	Above 50 years	4	309.75
	Total	358	

	Age in completed years	N	Mean Rank
To assign formal authority and responsibility for completion	20-30 years	194	171.79
	31-40 years	129	177.89
	41-50 years	31	224.89
	Above 50 years	4	253.63
	Total	358	
Subject Knowledge	20-30 years	194	180.87
	31-40 years	129	179.31
	41-50 years	31	178.73
	Above 50 years	4	125.25
	Total	358	
Quick Thinking	20-30 years	194	170.96
	31-40 years	129	184.28
	41-50 years	31	210.39
	Above 50 years	4	200.25
	Total	358	
Ability to communicate clearly in the language of instruction orally	20-30 years	194	178.93
	31-40 years	129	173.15
	41-50 years	31	202.79
	Above 50 years	4	231.50
	Total	358	
Ability to communicate clearly in the language of instruction in writing	20-30 years	194	179.70
	31-40 years	129	170.47
	41-50 years	31	214.77
	Above 50 years	4	187.50
	Total	358	
To teach through diverse modes, including new technologies	20-30 years	194	182.49
	31-40 years	129	165.09
	41-50 years	31	209.37
	Above 50 years	4	267.75
	Total	358	
To foster students' creative and analytical thinking skills	20-30 years	194	183.48
	31-40 years	129	164.80
	41-50 years	31	207.48
	Above 50 years	4	243.50
	Total	358	

	Age in completed years	N	Mean Rank
To plan, organize and supervise a class effectively	20-30 years	194	191.24
	31-40 years	129	159.46
	41-50 years	31	190.58
	Above 50 years	4	170.75
	Total	358	
To be attentive and solve problems	20-30 years	194	183.06
	31-40 years	129	173.38
	41-50 years	31	183.98
	Above 50 years	4	169.50
	Total	358	
To encourage students to monitor their own progress against goals	20-30 years	194	184.36
	31-40 years	129	173.63
	41-50 years	31	169.11
	Above 50 years	4	213.50
	Total	358	
To give effective and timely feedback to the students	20-30 years	194	187.65
	31-40 years	129	165.19
	41-50 years	31	184.89
	Above 50 years	4	203.75
	Total	358	
The ability to deal with multifunctional and cross functional activities	20-30 years	194	195.05
	31-40 years	129	155.19
	41-50 years	31	169.35
	Above 50 years	4	288.00
	Total	358	
To prioritize work and allocate the time accordingly	20-30 years	194	179.23
	31-40 years	129	173.21
	41-50 years	31	194.71
	Above 50 years	4	277.50
	Total	358	
To handle emotions in work place	20-30 years	194	175.30
	31-40 years	129	173.72
	41-50 years	31	211.66
	Above 50 years	4	320.00
	Total	358	

	Age in completed years	N	Mean Rank
To show enthusiasm towards the work	20-30 years	194	177.56
	31-40 years	129	173.69
	41-50 years	31	206.65
	Above 50 years	4	250.50
	Total	358	
To have a sense of humour	20-30 years	194	187.19
	31-40 years	129	163.20
	41-50 years	31	192.29
	Above 50 years	4	233.25
	Total	358	
To inspire good qualities in students	20-30 years	194	187.20
	31-40 years	129	167.28
	41-50 years	31	179.03
	Above 50 years	4	203.88
	Total	358	
To gain classroom attention	20-30 years	194	190.36
	31-40 years	129	164.80
	41-50 years	31	163.42
	Above 50 years	4	251.50
	Total	358	
To gain students participation in the class	20-30 years	194	187.10
	31-40 years	129	174.60
	41-50 years	31	151.94
	Above 50 years	4	182.75
	Total	358	
To avoid any form of discrimination	20-30 years	194	166.38
	31-40 years	129	195.95
	41-50 years	31	182.97
	Above 50 years	4	258.50
	Total	358	
To cooperate with institution staff, parents and students	20-30 years	194	163.73
	31-40 years	129	202.62
	41-50 years	31	174.32
	Above 50 years	4	238.63
	Total	358	

	Age in completed years	N	Mean Rank
To collaborate with other members of the staff in the functional activities	20-30 years	194	177.19
	31-40 years	129	187.04
	41-50 years	31	157.16
	Above 50 years	4	221.25
	Total	358	
To be friendly and understanding	20-30 years	194	182.92
	31-40 years	129	180.82
	41-50 years	31	157.92
	Above 50 years	4	138.50
	Total	358	
To respond to students requests promptly	20-30 years	194	193.41
	31-40 years	129	161.07
	41-50 years	31	171.16
	Above 50 years	4	164.00
	Total	358	
To co-operate for meeting team goals	20-30 years	194	175.47
	31-40 years	129	190.77
	41-50 years	31	158.63
	Above 50 years	4	173.25
	Total	358	
To be achievement oriented	20-30 years	194	171.75
	31-40 years	129	192.40
	41-50 years	31	177.50
	Above 50 years	4	155.13
	Total	358	
To show consistency in the work allotted	20-30 years	194	184.10
	31-40 years	129	169.01
	41-50 years	31	191.02
	Above 50 years	4	205.25
	Total	358	
To have willingness for professional and personal growth	20-30 years	194	172.06
	31-40 years	129	188.11
	41-50 years	31	180.16
	Above 50 years	4	257.50
	Total	358	

	Age in completed years	N	Mean Rank
To feel as a contributor towards the students growth	20-30 years	194	173.10
	31-40 years	129	191.45
	41-50 years	31	177.27
	Above 50 years	4	121.75
	Total	358	
To have a feeling of responsibility towards the students	20-30 years	194	166.73
	31-40 years	129	196.02
	41-50 years	31	191.92
	Above 50 years	4	170.00
	Total	358	
To have sympathetic attitude towards students	20-30 years	194	178.15
	31-40 years	129	182.70
	41-50 years	31	170.61
	Above 50 years	4	210.75
	Total	358	
To be sincere towards teaching	20-30 years	194	176.69
	31-40 years	129	184.81
	41-50 years	31	169.18
	Above 50 years	4	224.50
	Total	358	
To be punctual in all the activities	20-30 years	194	173.29
	31-40 years	129	174.93
	41-50 years	31	222.00
	Above 50 years	4	298.50
	Total	358	
To be relaxed and composed	20-30 years	194	178.13
	31-40 years	129	177.54
	41-50 years	31	186.65
	Above 50 years	4	253.75
	Total	358	
To be strict and aggressive for the outcomes	20-30 years	194	176.01
	31-40 years	129	188.30
	41-50 years	31	163.90
	Above 50 years	4	185.75
	Total	358	

	Age in completed years	N	Mean Rank
Attitude of Management towards goal achievement	20-30 years	194	176.57
	31-40 years	129	185.39
	41-50 years	31	166.84
	Above 50 years	4	229.50
	Total	358	
Level of Acceptance of Responsibility	20-30 years	194	167.40
	31-40 years	129	196.03
	41-50 years	31	192.47
	Above 50 years	4	132.88
	Total	358	
Family and Personal Relationships	20-30 years	194	174.19
	31-40 years	129	183.55
	41-50 years	31	197.29
	Above 50 years	4	168.75
	Total	358	
Satisfaction from teaching job	20-30 years	194	168.44
	31-40 years	129	193.16
	41-50 years	31	185.65
	Above 50 years	4	227.75
	Total	358	
Gender	20-30 years	194	181.83
	31-40 years	129	170.35
	41-50 years	31	196.39
	Above 50 years	4	230.75
	Total	358	
The extent and Willingness to Learn new methodologies	20-30 years	194	174.35
	31-40 years	129	181.55
	41-50 years	31	201.23
	Above 50 years	4	194.75
	Total	358	
Teaching Experience	20-30 years	194	182.50
	31-40 years	129	182.60
	41-50 years	31	152.56
	Above 50 years	4	142.75
	Total	358	

	Age in completed years	N	Mean Rank
Amount of Workload	20-30 years	194	185.81
	31-40 years	129	180.20
	41-50 years	31	142.94
	Above 50 years	4	134.25
	Total	358	
Type of Subjects allocated to the Individual	20-30 years	194	195.15
	31-40 years	129	161.47
	41-50 years	31	153.74
	Above 50 years	4	201.63
	Total	358	
Age	20-30 years	194	192.12
	31-40 years	129	156.14
	41-50 years	31	197.68
	Above 50 years	4	179.75
	Total	358	
Infrastructure facilities and resources	20-30 years	194	178.73
	31-40 years	129	177.46
	41-50 years	31	188.50
	Above 50 years	4	212.75
	Total	358	
Feedback of students	20-30 years	194	158.06
	31-40 years	129	207.04
	41-50 years	31	187.85
	Above 50 years	4	266.38
	Total	358	
Job Position and Responsibility	20-30 years	194	161.12
	31-40 years	129	204.21
	41-50 years	31	195.53
	Above 50 years	4	150.00
	Total	358	
Flexibility in the functioning	20-30 years	194	182.78
	31-40 years	129	173.29
	41-50 years	31	181.63
	Above 50 years	4	204.38
	Total	358	

	Age in completed years	N	Mean Rank
Educational Qualifications	20-30 years	194	196.63
	31-40 years	129	163.09
	41-50 years	31	154.48
	Above 50 years	4	72.13
	Total	358	
Daily working hours	20-30 years	194	180.72
	31-40 years	129	178.61
	41-50 years	31	169.71
	Above 50 years	4	224.75
	Total	358	
Work Environment	20-30 years	194	167.88
	31-40 years	129	199.57
	41-50 years	31	168.16
	Above 50 years	4	183.75
	Total	358	
Training & Developmental Programs	20-30 years	194	175.77
	31-40 years	129	184.71
	41-50 years	31	182.81
	Above 50 years	4	166.63
	Total	358	
Performance Appraisal Process	20-30 years	194	190.39
	31-40 years	129	164.66
	41-50 years	31	171.27
	Above 50 years	4	193.75
	Total	358	
Knowledge, Skills and Attitude	20-30 years	194	181.29
	31-40 years	129	173.62
	41-50 years	31	194.32
	Above 50 years	4	167.13
	Total	358	
Interpersonal Relationships	20-30 years	194	175.74
	31-40 years	129	186.09
	41-50 years	31	184.06
	Above 50 years	4	114.00
	Total	358	

	Age in completed years	N	Mean Rank
Salary and wages	20-30 years	194	185.46
	31-40 years	129	181.20
	41-50 years	31	137.21
	Above 50 years	4	163.25
	Total	358	
The quality of students	20-30 years	194	179.57
	31-40 years	129	184.49
	41-50 years	31	158.66
	Above 50 years	4	176.38
	Total	358	
Distance of the institution and living place	20-30 years	194	181.71
	31-40 years	129	168.24
	41-50 years	31	214.02
	Above 50 years	4	168.25
	Total	358	
The career choice of Teaching as a Profession	20-30 years	194	182.37
	31-40 years	129	181.75
	41-50 years	31	157.18
	Above 50 years	4	140.75
	Total	358	

Test Statistics ^{a,b}					
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan	To have the art of posing questions
Chi-Square	16.727	4.888	1.703	2.114	1.922
df	3	3	3	3	3
Asymp. Sig.	.001	.180	.636	.549	.589

Test Statistics^{a,b}					
	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures	To seek feedback and consider it carefully	To list out achievable goals
Chi-Square	16.832	20.757	5.105	21.692	13.174
df	3	3	3	3	3
Asymp. Sig.	.001	.000	.164	.000	.004

Test Statistics^{a,b}					
	To be creative and have original thinking	To demonstrate interest in and understanding of own	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking
Chi-Square	2.712	14.549	10.065	2.504	5.307
df	3	3	3	3	3
Asymp. Sig.	.438	.002	.018	.475	.151

Test Statistics^{a,b}					
	Ability to communicate clearly in the language of instruction orally	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Chi-Square	4.957	7.393	10.080	7.717	10.162
df	3	3	3	3	3
Asymp. Sig.	.175	.060	.018	.052	.017

Test Statistics^{a,b}					
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities	To prioritize work and allocate the time accordingly
Chi-Square	1.033	2.082	4.797	17.943	5.148
df	3	3	3	3	3
Asymp. Sig.	.793	.556	.187	.000	.161

Test Statistics^{a,b}					
	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour	To inspire good qualities in students	To gain classroom attention
Chi-Square	12.168	5.211	6.657	4.302	9.892
df	3	3	3	3	3
Asymp. Sig.	.007	.157	.084	.231	.020

Test Statistics^{a,b}					
	To gain students participation in the class	To avoid any form of discrimination	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding
Chi-Square	6.069	11.585	15.938	3.754	3.868
df	3	3	3	3	3
Asymp. Sig.	.108	.009	.001	.289	.276

Test Statistics^{a,b}					
	To respond to students requests promptly	To co-operate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Chi-Square	10.771	3.831	4.519	3.211	5.068
df	3	3	3	3	3
Asymp. Sig.	.013	.280	.211	.360	.167

Test Statistics^{a,b}					
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching	To be punctual in all the activities
Chi-Square	5.145	8.885	.908	2.709	12.974
df	3	3	3	3	3
Asymp. Sig.	.161	.031	.824	.439	.005

Test Statistics^{a,b}					
	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement	Level of Acceptance of Responsibility	Family and Personal Relationships
Chi-Square	2.661	2.138	2.509	9.175	1.985
df	3	3	3	3	3
Asymp. Sig.	.447	.544	.474	.027	.575

Test Statistics^{a,b}					
	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies	Teaching Experience	Amount of Workload
Chi-Square	6.576	3.110	2.433	4.187	10.189
df	3	3	3	3	3
Asymp. Sig.	.087	.375	.487	.242	.017

Test Statistics^{a,b}					
	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources	Feedback of students	Job Position and Responsibility
Chi-Square	14.761	11.565	.789	23.135	16.387
df	3	3	3	3	3
Asymp. Sig.	.002	.009	.852	.000	.001

Test Statistics^{a,b}					
	Flexibility in the functioning	Educational Qualifications	Daily working hours	Work Environment	Training & Developmental Programs
Chi-Square	1.099	19.828	1.311	9.499	.809
df	3	3	3	3	3
Asymp. Sig.	.777	.000	.727	.023	.847

Test Statistics ^{a,b}					
	Performance Appraisal Process	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Chi-Square	6.185	1.441	3.030	15.011	2.972
df	3	3	3	3	3
Asymp. Sig.	.103	.696	.387	.002	.396

Test Statistics ^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	5.697	3.857
df	3	3
Asymp. Sig.	.127	.277

a. Kruskal Wallis Test

b. Grouping Variable: Age in completed years

Interpretation: As the p-value of the statements, “Educational Qualifications”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, “To seek feedback and consider it carefully”, “To list out achievable goals”, “To demonstrate interest in and understanding of own and other cultures”, “To assign formal authority and responsibility for completion”, “To teach through diverse modes, including new technologies”, “To plan, organize and supervise a class effectively”, “The ability to deal with multifunctional and cross functional activities”, “To handle emotions in workplace”, “To gain classroom attention”, “To avoid any form of discrimination”, “To cooperate with institution staff, parents and students”, “To respond to students request promptly”, “To have feeling of responsibility towards the students”, “To be punctual in all the activities”, “Level of acceptance of responsibility”, “Amount of work load”, “Type of subjects allocated to individual”, “Age”, “Feedback of students”, “Job position and responsibility”, “Educational Qualifications”, “Work Environment”, “Salary and wages” is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of age on perception towards these statements.

- As the mean rank of the statement, “Educational Qualifications”, is showing 254 for age group above 50 years and 165.71 for age group between 20-30 years, it can be concluded that respondents of age group more than 50 years feel that Educational Qualification is an important Teaching competency, compared to other age groups.
- As the mean rank of the statement, “To cite appropriate examples” is showing 267.25 for the respondents of age group more than 50 years and 162.20 for age group 20-30 years, it can be concluded that the respondents of age group more than 50 years in comparison to other age groups feel that citing appropriate examples is an important teaching competency.
- As the mean rank of the statement, “To use various teaching aids and methodologies”, is 279.39 for age group more than 50 years and the least is 159.67 for age group between 20-30 years, it can be concluded that respondents of the age group more than 50 years feel that the skill of teaching, using various aids and methodologies is an important competency, compared to the other groups.
- As the mean rank of the statement, “To seek feedback and consider it carefully” is 220.25 for age group above 50 years and 151.68 for age group between 31-40 years. It can be concluded that the respondents of age group more than 50 years are of the opinion that seeking feedback of stakeholders and considering it carefully is an important teaching competency.
- As the mean rank of the statement, “To list out achievable goals”, is 195.88 for the age group 20-30 years and 159.12 for the age group 31-40 years, it can be concluded that the age group of 20-30 believes that it is important to list out achievable goals as a teacher, compared to the other age groups.
- As the mean rank of the statement, “To demonstrate interest in and understanding of own and other cultures”, the 309.75 for the age group above 50 years and 170.11 for the age group between 31-40 years, it can be concluded that the age group more than 50 years are of the opinion that it is important to demonstrate interest and understanding of own and other cultures, in compared to the other age groups.
- As the mean rank of the statement, “To assign formal authority and responsibility for completion”, is 253.63 for the age group above 50 years and 171.79 for the age

group 20-30 years, it can be concluded that the respondents above the age of 50 years feel that it is important to assign formal authority and responsibility for completion of all tasks.

- As the mean rank of the statement, “To teach through diverse modes, including new technologies” is 267.75 for the age group of more than 50 years and 165.09 for the age group of 31-40 years, it can be concluded that respondents of age group more than 50 years feel that it is important to teach students through diverse modes including new technologies.
- As the mean rank of the statement, “To plan, organize and supervise a class effectively”, is 191.24 for the age group 20-30 years and 159.46 for the age group 31-40 years, it can be concluded that for the age group of 20-30 years, it is important to plan, organized and supervise a class effectively.
- As the mean rank of the statement, “The ability to deal with multifunctional and cross functional activities”, is 288 for respondents having age more than 50 years and 155.19 for the age group of 31-40 years, it can be concluded that the respondents of age group above 50 years compared to the other age groups are of opinion that the ability to deal with multifunctional and cross functional activities are very important as a teacher.
- As the mean rank of the statement, “To handle emotions in workplace”, is 320 for the age group more than 50 years and 173.72 for the age group of 31-40 years, it can be concluded that respondents more than 50 years feel that it is very important to handle emotions at work place, compared to other age groups.
- As the mean rank of the statement, “To gain classroom attention”, is 251.5 for respondents above 50 years and 163.42 for respondents of the age group 41-50 years, it can be concluded that the age group of more than 50 years feel that as a teacher it is very crucial to gain class room attention.
- As the mean rank of the statement, “To avoid any form of discrimination”, is 258.5 for respondents of age group more than 50 years and 166.38 for the respondents for the age group of 20-30 years, it can be concluded that avoiding discrimination is

felt as an important competency by respondents of age group more than 50 years compared to other age groups.

- As the mean rank of the statement, “To cooperate with institution staff, parents and students”, is 238.63 and 163.73 for age group more than 50 years and 20-30 years respectively, this indicates that the age group of more than 50 years feels that cooperating with the stakeholders is very important as a teacher.
- As the mean rank of the statement, “To respond to students request promptly”, is 193.41 for the age group 20-30 years and is 161.07 for the 31-40 years age group. This concludes that the age group of 20-30 years strongly feels that it is important to respond to students requests promptly.
- As the mean rank of the statement, “ To have feeling of responsibility towards the students” is 196.02 and 166.73 for the age groups 31-40 and 20-30 years respectively, which concludes that the respondents of age group 31-40 feel that it is important to have the feeling of responsibility towards the students as a teacher.
- As the mean rank of the statement, “To be punctual in all the activities” is 298.5 for group of more than 50 years age and 173.29 for the age group 20-30 years, it can be concluded that the for the respondents of age group more than 50 it is important to be punctual in all the activities.
- As the mean rank of the statement, “Level of acceptance of responsibility”, is 196.03 and 132.88 for the age groups, 31-40 years and more than 50 years respectively, it can be concluded that the respondents of the age group 31-40 years feel that the level of Acceptance and Responsibility is an important factor which affects the teaching competencies.
- As the mean rank of the statement, “Amount of work load”, is 185.81 for the age group 20-30 years and 134.25 for the age group above 50 years, it can be concluded that respondents of the age group 20-30 years feel that amount of work load affects the performance of a teacher, compared to the other age groups.
- As the mean rank of the statement, “Type of subjects allocated to individual”, is 201.63 for the age group of more than 50 years and 153.74 for the age group of 41-

50 years, it can be concluded that respondents of the age group of more than 50 years feel that type of subjects allocated affects the teaching competencies.

- As the mean rank of the statement, “Age”, is 197.68 for the age group 41-50 years and 156.14 for the age group 31-40 years, it can be concluded that the respondents of the age group of 41-50 years feel that age is a factor affecting the teaching competencies.
- As the mean rank of the statement, “Feedback of students”, is 266.38 for the respondents above the age of 50 years and 158.06 for the age group of 20-30 years, it can be concluded that the respondents of age group more than 50 years feel that the feedback of students is a very important factor which affects the performance of a teacher.
- As the mean rank of the statement, “Job position and responsibility”, is 204.21 and 150 for the age groups 31-40 years and more than 50 years respectively, which concludes that the age group 31-40 years feel that job responsibility and position affects the performance of a teacher.
- As the mean rank of the statement, “Educational Qualifications”, is 196.63 for age group 20-30 years and 72.13 for the group of respondents more than 50 years, it can be concluded that the respondents of the age group 20-30 years feel that Educational Qualification is a factor that affects the teaching competencies in an important manner.
- As the mean rank of the statement, “Work Environment”, is 199.57 for the age group of 31-40 years and 167.88 for the age group of 20-30 years, it can be concluded that respondents of the age group 31-40 years feel that Working Environment is a factor which affects the teaching competencies.
- As the mean rank of the statement, “Salary and wages” is 185.46 for the age group of 20-30 years and 137.21 for the age group of 41-50 years, it can be concluded that the respondents of age group 20-30 years feel that Salary and wages are an important factor that affects the teaching competencies, compared to other age groups.

4.2.2 Non- Parametric Test (Kruskal-Wallis Test)

4.2.2.2 Hypothesis

H₀: There is no significant influence of Marital Status on the Teaching Competencies and Factors affecting Teaching Competencies

H₃: There is significant influence of Marital Status on the Teaching Competencies and Factors affecting Teaching Competencies

	Marital Status	N	Mean Rank
Educational Qualification	Married	180	193.30
	Unmarried	178	165.54
	Total	358	
Intelligence	Married	180	170.21
	Unmarried	178	188.89
	Total	358	
To develop the subject content (matter)	Married	180	176.97
	Unmarried	178	182.06
	Total	358	
To plan and prepare teaching plan	Married	180	175.49
	Unmarried	178	183.56
	Total	358	
To have the art of posing questions	Married	180	170.42
	Unmarried	178	188.69
	Total	358	
To cite appropriate Examples	Married	180	196.66
	Unmarried	178	162.14
	Total	358	
To use various teaching aids and methodologies	Married	180	201.30
	Unmarried	178	157.46
	Total	358	
To design and use various evaluative procedures	Married	180	181.28
	Unmarried	178	177.70
	Total	358	

	Marital Status	N	Mean Rank
To seek feedback and consider it carefully	Married	180	153.54
	Unmarried	178	205.75
	Total	358	
To list out achievable goals	Married	180	155.12
	Unmarried	178	204.15
	Total	358	
To be creative and have original thinking	Married	180	180.28
	Unmarried	178	178.71
	Total	358	
To demonstrate interest in and understanding of own	Married	180	183.01
	Unmarried	178	175.96
	Total	358	
To assign formal authority and responsibility for completion	Married	180	190.54
	Unmarried	178	168.34
	Total	358	
Subject Knowledge	Married	180	180.16
	Unmarried	178	178.83
	Total	358	
Quick Thinking	Married	180	185.01
	Unmarried	178	173.93
	Total	358	
Ability to communicate clearly in the language of instruction orally	Married	180	185.73
	Unmarried	178	173.21
	Total	358	
Ability to communicate clearly in the language of instruction in writing	Married	180	185.93
	Unmarried	178	173.00
	Total	358	
To teach through diverse modes, including new technologies	Married	180	181.61
	Unmarried	178	177.37
	Total	358	
To foster students' creative and analytical thinking skills	Married	180	176.58
	Unmarried	178	182.45
	Total	358	
To plan, organize and supervise a class effectively	Married	180	165.07
	Unmarried	178	194.09
	Total	358	

	Marital Status	N	Mean Rank
To be attentive and solve problems	Married	180	174.91
	Unmarried	178	184.14
	Total	358	
To encourage students to monitor their own progress against goals	Married	180	175.70
	Unmarried	178	183.34
	Total	358	
To give effective and timely feedback to the students	Married	180	166.56
	Unmarried	178	192.59
	Total	358	
The ability to deal with multifunctional and cross functional activities	Married	180	165.12
	Unmarried	178	194.04
	Total	358	
To prioritize work and allocate the time accordingly	Married	180	181.43
	Unmarried	178	177.54
	Total	358	
To handle emotions in work place	Married	180	190.76
	Unmarried	178	168.11
	Total	358	
To show enthusiasm towards the work	Married	180	187.34
	Unmarried	178	171.57
	Total	358	
To have a sense of humour	Married	180	173.21
	Unmarried	178	185.86
	Total	358	
To inspire good qualities in students	Married	180	174.24
	Unmarried	178	184.82
	Total	358	
To gain classroom attention	Married	180	169.23
	Unmarried	178	189.88
	Total	358	
To gain students participation in the class	Married	180	170.67
	Unmarried	178	188.43
	Total	358	
To avoid any form of discrimination	Married	180	191.55
	Unmarried	178	167.31
	Total	358	

	Marital Status	N	Mean Rank
To cooperate with institution staff, parents and students	Married	180	196.94
	Unmarried	178	161.86
	Total	358	
To collaborate with other members of the staff in the functional activities	Married	180	184.39
	Unmarried	178	174.56
	Total	358	
To be friendly and understanding	Married	180	175.29
	Unmarried	178	183.76
	Total	358	
To respond to students requests promptly	Married	180	163.13
	Unmarried	178	196.05
	Total	358	
To co-operate for meeting team goals	Married	180	182.42
	Unmarried	178	176.55
	Total	358	
To be achievement oriented	Married	180	184.81
	Unmarried	178	174.13
	Total	358	
To show consistency in the work allotted	Married	180	174.65
	Unmarried	178	184.40
	Total	358	
To have willingness for professional and personal growth	Married	180	183.64
	Unmarried	178	175.31
	Total	358	
To feel as a contributor towards the students growth	Married	180	181.60
	Unmarried	178	177.38
	Total	358	
To have a feeling of responsibility towards the students	Married	180	188.77
	Unmarried	178	170.13
	Total	358	
To have sympathetic attitude towards students	Married	180	183.63
	Unmarried	178	175.33
	Total	358	
To be sincere towards teaching	Married	180	183.16
	Unmarried	178	175.79
	Total	358	

	Marital Status	N	Mean Rank
To be punctual in all the activities	Married	180	188.73
	Unmarried	178	170.16
	Total	358	
To be relaxed and composed	Married	180	185.67
	Unmarried	178	173.26
	Total	358	
To be strict and aggressive for the outcomes	Married	180	190.39
	Unmarried	178	168.49
	Total	358	
Attitude of Management towards goal achievement	Married	180	186.50
	Unmarried	178	172.42
	Total	358	
Level of Acceptance of Responsibility	Married	180	197.09
	Unmarried	178	161.71
	Total	358	
Family and Personal Relationships	Married	180	188.04
	Unmarried	178	170.86
	Total	358	
Satisfaction from teaching job	Married	180	191.27
	Unmarried	178	167.60
	Total	358	
Gender	Married	180	181.58
	Unmarried	178	177.40
	Total	358	
The extent and Willingness to Learn new methodologies	Married	180	186.27
	Unmarried	178	172.65
	Total	358	
Teaching Experience	Married	180	178.26
	Unmarried	178	180.75
	Total	358	
Amount of Workload	Married	180	171.47
	Unmarried	178	187.62
	Total	358	
Type of Subjects allocated to the Individual	Married	180	159.14
	Unmarried	178	200.09
	Total	358	

	Marital Status	N	Mean Rank
Age	Married	180	170.85
	Unmarried	178	188.24
	Total	358	
Infrastructure facilities and resources	Married	180	187.23
	Unmarried	178	171.69
	Total	358	
Feedback of students	Married	180	203.18
	Unmarried	178	155.56
	Total	358	
Job Position and Responsibility	Married	180	199.42
	Unmarried	178	159.36
	Total	358	
Flexibility in the functioning	Married	180	179.95
	Unmarried	178	179.04
	Total	358	
Educational Qualifications	Married	180	157.69
	Unmarried	178	201.56
	Total	358	
Daily working hours	Married	180	178.49
	Unmarried	178	180.52
	Total	358	
Work Environment	Married	180	194.89
	Unmarried	178	163.94
	Total	358	
Training & Developmental Programs	Married	180	181.66
	Unmarried	178	177.31
	Total	358	
Performance Appraisal Process	Married	180	167.81
	Unmarried	178	191.32
	Total	358	
Knowledge, Skills and Attitude	Married	180	173.53
	Unmarried	178	185.54
	Total	358	
Interpersonal Relationships	Married	180	181.61
	Unmarried	178	177.37
	Total	358	

	Marital Status	N	Mean Rank
Salary and wages	Married	180	174.58
	Unmarried	178	184.47
	Total	358	
The quality of students	Married	180	176.31
	Unmarried	178	182.72
	Total	358	
Distance of the institution and living place	Married	180	178.43
	Unmarried	178	180.58
	Total	358	
The career choice of Teaching as a Profession	Married	180	177.23
	Unmarried	178	181.79
	Total	358	

Test Statistics ^{a,b}					
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan	To have the art of posing questions
Chi-Square	8.422	4.310	.282	.661	3.081
df	1	1	1	1	1
Asymp. Sig.	.004	.038	.595	.416	.079

Test Statistics ^{a,b}					
	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures	To seek feedback and consider it carefully	To list out achievable goals
Chi-Square	11.477	18.125	.119	28.524	24.798
df	1	1	1	1	1
Asymp. Sig.	.001	.000	.730	.000	.000

Test Statistics^{a,b}					
	To be creative and have original thinking	To demonstrate interest in and understanding of own	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking
Chi-Square	.030	.452	4.542	.033	1.203
df	1	1	1	1	1
Asymp. Sig.	.862	.501	.033	.856	.273

Test Statistics^{a,b}					
	Ability to communicate clearly in the language of instruction orally	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Chi-Square	2.114	2.241	.185	.332	9.268
df	1	1	1	1	1
Asymp. Sig.	.146	.134	.667	.565	.002

Test Statistics^{a,b}					
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities	To prioritize work and allocate the time accordingly
Chi-Square	.945	.639	6.836	7.748	.137
df	1	1	1	1	1
Asymp. Sig.	.331	.424	.009	.005	.711

Test Statistics^{a,b}					
	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour	To inspire good qualities in students	To gain classroom attention
Chi-Square	4.704	2.412	1.529	1.300	4.750
df	1	1	1	1	1
Asymp. Sig.	.030	.120	.216	.254	.029

Test Statistics^{a,b}					
	To gain students participation in the class	To avoid any form of discrimination	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding
Chi-Square	4.520	6.504	13.303	1.053	1.050
df	1	1	1	1	1
Asymp. Sig.	.034	.011	.000	.305	.306

Test Statistics^{a,b}					
	To respond to students requests promptly	To co-operate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Chi-Square	12.367	.356	1.293	1.091	.705
df	1	1	1	1	1
Asymp. Sig.	.000	.551	.255	.296	.401

Test Statistics^{a,b}					
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching	To be punctual in all the activities
Chi-Square	.206	3.840	.696	.794	3.261
df	1	1	1	1	1
Asymp. Sig.	.650	.050	.404	.373	.071

Test Statistics^{a,b}					
	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement	Level of Acceptance of Responsibility	Family and Personal Relationships
Chi-Square	1.497	4.581	2.109	13.251	2.938
df	1	1	1	1	1
Asymp. Sig.	.221	.032	.146	.000	.087

Test Statistics^{a,b}					
	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies	Teaching Experience	Amount of Workload
Chi-Square	5.661	.155	1.900	.075	4.142
df	1	1	1	1	1
Asymp. Sig.	.017	.693	.168	.784	.042

Test Statistics^{a,b}					
	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources	Feedback of students	Job Position and Responsibility
Chi-Square	19.778	2.807	2.247	21.402	15.115
df	1	1	1	1	1
Asymp. Sig.	.000	.094	.134	.000	.000

Test Statistics^{a,b}					
	Flexibility in the functioning	Educational Qualifications	Daily working hours	Work Environment	Training & Developmental Programs
Chi-Square	.008	21.732	.042	9.909	.190
df	1	1	1	1	1
Asymp. Sig.	.927	.000	.839	.002	.663

Test Statistics^{a,b}					
	Performance Appraisal Process	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Chi-Square	5.631	1.486	.186	2.062	.655
df	1	1	1	1	1
Asymp. Sig.	.018	.223	.666	.151	.419

Test Statistics^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	.043	.303
df	1	1
Asymp. Sig.	.836	.582

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, “To seek feedback and consider it carefully”, “To list out achievable goals”, “To assign formal authority and responsibility for completion”, “To plan, organize and supervise a class effectively”, “To give effective and timely feedback to the students”, “The ability to deal with multifunctional and cross functional activities”, “To handle emotions in workplace”, “To gain classroom attention”, “To gain participation in class”, “To avoid any form of discrimination”, “To cooperate with institution staff, parents and students”, “To respond to students request promptly”, “To be strict and aggressive for outcomes”, “Level of acceptance of responsibility”, “Satisfaction from teaching job”, “Amount of work load”, “Type of subjects allocated to individual”, “Feedback of students”, “Job position and responsibility”, “Educational Qualifications”, “Work Environment”, “Performance Appraisal process”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Marital Status on perception towards these statements.

- As the mean rank of the statement, “Educational Qualifications”, is showing 193.3 for Married respondents and 165.54 for Unmarried, it can be concluded that Educational Qualification is an important Teaching competency for the Married respondents, compared to Unmarried.
- As the mean rank of the statement, “Intelligence”, is 188.89 for Unmarried respondents and 170.21 for Married Respondents, it can be concluded that Unmarried respondents feel that Intelligence is an important Teaching Competency.
- As the mean rank of the statement, “To cite appropriate examples”, is 196.66 for Married and 162.14 for Unmarried respondents, it can be concluded that Citing appropriate examples is an important teaching competency according to Married respondents.
- As the mean rank of the statement, “To use various teaching aids and methodologies” is 201.30 for Married and 157.46 for Unmarried respondents, it can

be concluded that Married respondents feel that using different teaching aids and methodologies is very important competency which a teacher should possess.

- As the mean rank of the statement, “To seek feedback and consider it carefully”, is 205.75 for Unmarried and 153.54 for Married respondents, it can be concluded that Unmarried respondents have a feeling that taking feedback is very important compared to respondent who are married.
- As the mean rank of the statement, “To list out achievable goals”, is 204.15 for Unmarried respondents and 155.12 for Married respondents, it can be concluded that listing out achievable goals is an important competency as per Unmarried respondents.
- As the mean rank of the statement, “To assign formal authority and responsibility” is 190.54 for Married and 168.34 for Unmarried respondents, it can be concluded that for Married respondents, it is very important as a teacher to assign formal authority and responsibility.
- As the mean rank of the statement, “To plan, organize and supervise a class effectively”, is 194.09 for Unmarried and 165.07 for Married respondents, it can be concluded that planning, organizing and supervising is an important activity for the Unmarried respondents compared to Married respondents.
- As the mean rank of the statement, “To give effective and timely feedback to the students”, is 192.59 for Unmarried and 166.56 for Married respondents, it can be concluded that giving effective and timely feedback is an important competency as per the Unmarried respondents.
- As the mean rank of the statement, “The ability to deal with multifunctional and cross functional activities”, is 194.04 for Unmarried and 165.12 for Married respondents, it can be concluded that ability to deal with many activities must be a competency of teachers.
- As the mean rank of the statement, “To handle emotions at work place”, is 190.76 for Married and 168.11 for Unmarried respondents, it can be concluded that Married respondents feel that emotions should be handled carefully at work place by teachers.

- As the mean rank of the statement, “To gain classroom attention”, is 189.88 for Unmarried and 169.23 for Married respondents, it can be concluded that gaining classroom attention is a competency teachers should importantly possess as per Unmarried respondents.
- As the mean rank of the statement, “To gain students participation in the class”, is 188.43 for Unmarried and 170.67 for Married respondents, it can be concluded that Unmarried respondents feel that gaining student’s participation is an important competency of a teacher.
- As the mean rank of the statement, “To avoid any form of discrimination”, is 191.55 for Married and 167.31 for Unmarried respondents, it can be concluded that Married respondents feel that it is very important for teachers not to have discrimination in class.
- AS the mean rank of the statement, “To cooperate with the institution staff, parents and students”, is 196.94 for Married and 161.86 for Unmarried respondents, it can be concluded that Married respondents feel that cooperation by teachers is an important competency.
- As the mean rank of the statement, “To respond to students request promptly”, is 196.05 for Unmarried and 163.13 for Married respondents, it can be concluded that Unmarried respondents feel that it is important competency for teacher to respond to students request promptly.
- As the mean rank of the statement, “To be strict and aggressive for the outcome”, is 190.30 for Married and 168.49 for Unmarried respondents, it can be concluded that Married respondents feel that it is important competency of a teacher to be strict and aggressive for outcomes.
- As the mean rank of the statement, “Level of acceptance of responsibility”, is 197.09 for Married and 161.71 for Unmarried respondents, it can be concluded that responsibility is a factor that influences the competencies of a teacher.
- As the mean rank of the statement, “Satisfaction from teaching job”, is 191.27 for Married respondents and 167.60 for Unmarried respondents, it can be concluded

that Married respondents feel that satisfaction from the job is an important factor that affects the competency of a teacher.

- As the mean rank of the statement, “Amount of workload” is 187.62 for Unmarried and 171.47 for Married respondents, it can be concluded that Amount of work load is an important factor that affects the teaching competency.
- As the mean rank of the statement, “Type of subjects allocated to the individual” is 200.09 for the Unmarried and 159.14 for the Married respondents, it can be concluded that Unmarried respondents feel that the type of subjects allocated for teaching affects the competency of an individual.
- As the mean rank of the statement, “Feedback of the students” is 203.18 for Married and 155.56 for Unmarried respondents, it can be concluded that for Married respondents, feedback of the students affect the competencies of a teacher.
- As the mean rank of the statement, “ Job position and responsibility”, is 199.42 for the Married and 159.36 for the Unmarried, it can be concluded that Married respondents feel that Job position and responsibility is an important factor that affects the teaching competencies.
- As the mean rank of the statement, “Educational Qualification”, is 201.56 for Unmarried and 157.69 for Married, it can be concluded that Unmarried respondents feel that Educational Qualification affects the performance of a teacher importantly.
- As the mean rank of the statement, “Work environment”, is 194.89 for Married and 163.94 for Unmarried respondents, it can be concluded that Married respondents feel that Work environment is a factor that affects the competency of an individual compared to Unmarried respondents.
- As the mean rank of the statement, “Performance Appraisal process”, is 191.32 for Unmarried and 167.81 for Married respondents, it can be concluded that Unmarried respondents feel that the process of checking performance is a factor that affects the competency of a teacher.

4.2.2 Non- Parametric Test (Kruskal-Wallis Test)

4.2.2.3 Hypothesis

H₀: There is no significant influence of Teaching Experience on the Teaching Competencies and Factors affecting Teaching Competencies

H₄: There is significant influence of Teaching Experience on the Teaching Competencies and Factors affecting Teaching Competencies

	Teaching Experience in complete years	N	Mean Rank
Educational Qualification	0-5 years	137	189.22
	6-10 years	157	152.11
	11-15 years	49	220.63
	16-20 years	10	237.65
	Above 20 years	5	254.00
	Total	358	
Intelligence	0-5 years	137	177.43
	6-10 years	157	170.49
	11-15 years	49	199.22
	16-20 years	10	222.40
	Above 20 years	5	240.00
	Total	358	
To develop the subject content (matter)	0-5 years	137	161.28
	6-10 years	157	196.31
	11-15 years	49	167.50
	16-20 years	10	208.55
	Above 20 years	5	210.30
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
To plan and prepare teaching plan	0-5 years	137	188.99
	6-10 years	157	164.23
	11-15 years	49	201.35
	16-20 years	10	158.35
	Above 20 years	5	227.10
	Total	358	
To have the art of posing questions	0-5 years	137	206.17
	6-10 years	157	153.47
	11-15 years	49	190.39
	16-20 years	10	171.20
	Above 20 years	5	176.00
	Total	358	
To cite appropriate Examples	0-5 years	137	186.26
	6-10 years	157	158.64
	11-15 years	49	212.03
	16-20 years	10	216.95
	Above 20 years	5	255.40
	Total	358	
To use various teaching aids and methodologies	0-5 years	137	188.01
	6-10 years	157	154.22
	11-15 years	49	211.95
	16-20 years	10	260.40
	Above 20 years	5	260.40
	Total	358	
To design and use various evaluative procedures	0-5 years	137	204.89
	6-10 years	157	144.70
	11-15 years	49	198.09
	16-20 years	10	244.20
	Above 20 years	5	264.90
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
To seek feedback and consider it carefully	0-5 years	137	200.54
	6-10 years	157	164.70
	11-15 years	49	173.60
	16-20 years	10	164.90
	Above 20 years	5	154.60
	Total	358	
To list out achievable goals	0-5 years	137	191.74
	6-10 years	157	174.47
	11-15 years	49	159.87
	16-20 years	10	191.55
	Above 20 years	5	170.10
	Total	358	
To be creative and have original thinking	0-5 years	137	163.45
	6-10 years	157	195.03
	11-15 years	49	173.19
	16-20 years	10	205.70
	Above 20 years	5	141.10
	Total	358	
To demonstrate interest in and understanding of own	0-5 years	137	186.20
	6-10 years	157	159.64
	11-15 years	49	198.35
	16-20 years	10	240.05
	Above 20 years	5	313.80
	Total	358	
To assign formal authority and responsibility for completion	0-5 years	137	188.59
	6-10 years	157	155.65
	11-15 years	49	205.81
	16-20 years	10	258.30
	Above 20 years	5	264.00
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
Subject Knowledge	0-5 years	137	180.14
	6-10 years	157	178.83
	11-15 years	49	187.57
	16-20 years	10	160.15
	Above 20 years	5	142.70
	Total	358	
Quick Thinking	0-5 years	137	199.58
	6-10 years	157	151.34
	11-15 years	49	201.82
	16-20 years	10	219.55
	Above 20 years	5	214.60
	Total	358	
Ability to communicate clearly in the language of instruction orally	0-5 years	137	161.34
	6-10 years	157	186.62
	11-15 years	49	198.81
	16-20 years	10	195.90
	Above 20 years	5	231.50
	Total	358	
Ability to communicate clearly in the language of instruction in writing	0-5 years	137	159.24
	6-10 years	157	187.45
	11-15 years	49	198.23
	16-20 years	10	214.20
	Above 20 years	5	232.00
	Total	358	
To teach through diverse modes, including new technologies	0-5 years	137	180.44
	6-10 years	157	168.97
	11-15 years	49	193.60
	16-20 years	10	230.00
	Above 20 years	5	245.10
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
To foster students' creative and analytical thinking skills	0-5 years	137	203.06
	6-10 years	157	144.76
	11-15 years	49	208.91
	16-20 years	10	250.50
	Above 20 years	5	194.50
	Total	358	
To plan, organize and supervise a class effectively	0-5 years	137	181.68
	6-10 years	157	179.32
	11-15 years	49	174.98
	16-20 years	10	187.30
	Above 20 years	5	154.20
	Total	358	
To be attentive and solve problems	0-5 years	137	168.55
	6-10 years	157	195.57
	11-15 years	49	163.45
	16-20 years	10	186.70
	Above 20 years	5	117.90
	Total	358	
To encourage students to monitor their own progress against goals	0-5 years	137	187.04
	6-10 years	157	173.85
	11-15 years	49	179.42
	16-20 years	10	156.60
	Above 20 years	5	196.90
	Total	358	
To give effective and timely feedback to the students	0-5 years	137	198.36
	6-10 years	157	156.38
	11-15 years	49	189.67
	16-20 years	10	214.25
	Above 20 years	5	219.50
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
The ability to deal with multifunctional and cross functional activities	0-5 years	137	197.65
	6-10 years	157	156.53
	11-15 years	49	185.03
	16-20 years	10	207.20
	Above 20 years	5	293.90
	Total	358	
To prioritize work and allocate the time accordingly	0-5 years	137	200.70
	6-10 years	157	148.88
	11-15 years	49	200.88
	16-20 years	10	236.35
	Above 20 years	5	236.90
	Total	358	
To handle emotions in work place	0-5 years	137	190.04
	6-10 years	157	155.99
	11-15 years	49	203.87
	16-20 years	10	225.60
	Above 20 years	5	297.70
	Total	358	
To show enthusiasm towards the work	0-5 years	137	177.80
	6-10 years	157	171.49
	11-15 years	49	195.98
	16-20 years	10	218.90
	Above 20 years	5	237.40
	Total	358	
To have a sense of humour	0-5 years	137	183.88
	6-10 years	157	167.00
	11-15 years	49	196.83
	16-20 years	10	207.05
	Above 20 years	5	227.20
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
To inspire good qualities in students	0-5 years	137	173.22
	6-10 years	157	175.71
	11-15 years	49	213.33
	16-20 years	10	143.15
	Above 20 years	5	211.70
	Total	358	
To gain classroom attention	0-5 years	137	172.27
	6-10 years	157	181.65
	11-15 years	49	182.45
	16-20 years	10	194.25
	Above 20 years	5	251.50
	Total	358	
To gain students participation in the class	0-5 years	137	179.75
	6-10 years	157	188.47
	11-15 years	49	161.49
	16-20 years	10	134.80
	Above 20 years	5	156.80
	Total	358	
To avoid any form of discrimination	0-5 years	137	183.93
	6-10 years	157	166.61
	11-15 years	49	201.99
	16-20 years	10	188.90
	Above 20 years	5	223.70
	Total	358	
To cooperate with institution staff, parents and students	0-5 years	137	173.83
	6-10 years	157	174.52
	11-15 years	49	194.08
	16-20 years	10	212.90
	Above 20 years	5	281.50
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
To collaborate with other members of the staff in the functional activities	0-5 years	137	177.42
	6-10 years	157	178.74
	11-15 years	49	170.02
	16-20 years	10	253.55
	Above 20 years	5	205.10
	Total	358	
To be friendly and understanding	0-5 years	137	181.34
	6-10 years	157	183.09
	11-15 years	49	173.64
	16-20 years	10	138.50
	Above 20 years	5	155.70
	Total	358	
To respond to students requests promptly	0-5 years	137	190.38
	6-10 years	157	176.67
	11-15 years	49	166.09
	16-20 years	10	156.95
	Above 20 years	5	147.00
	Total	358	
To co-operate for meeting team goals	0-5 years	137	179.41
	6-10 years	157	184.21
	11-15 years	49	168.16
	16-20 years	10	169.45
	Above 20 years	5	165.30
	Total	358	
To be achievement oriented	0-5 years	137	158.65
	6-10 years	157	200.06
	11-15 years	49	170.54
	16-20 years	10	168.60
	Above 20 years	5	214.70
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
To show consistency in the work allotted	0-5 years	137	172.54
	6-10 years	157	190.72
	11-15 years	49	160.77
	16-20 years	10	173.50
	Above 20 years	5	213.50
	Total	358	
To have willingness for professional and personal growth	0-5 years	137	182.21
	6-10 years	157	174.17
	11-15 years	49	165.91
	16-20 years	10	265.20
	Above 20 years	5	234.40
	Total	358	
To feel as a contributor towards the students growth	0-5 years	137	162.70
	6-10 years	157	196.18
	11-15 years	49	179.76
	16-20 years	10	146.50
	Above 20 years	5	179.50
	Total	358	
To have a feeling of responsibility towards the students	0-5 years	137	179.91
	6-10 years	157	171.06
	11-15 years	49	208.17
	16-20 years	10	179.15
	Above 20 years	5	153.20
	Total	358	
To have sympathetic attitude towards students	0-5 years	137	188.54
	6-10 years	157	169.01
	11-15 years	49	179.88
	16-20 years	10	210.75
	Above 20 years	5	195.10
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
To be sincere towards teaching	0-5 years	137	170.93
	6-10 years	157	192.74
	11-15 years	49	157.79
	16-20 years	10	173.05
	Above 20 years	5	224.50
	Total	358	
To be punctual in all the activities	0-5 years	137	175.24
	6-10 years	157	168.92
	11-15 years	49	208.72
	16-20 years	10	214.90
	Above 20 years	5	271.40
	Total	358	
To be relaxed and composed	0-5 years	137	174.99
	6-10 years	157	179.27
	11-15 years	49	180.19
	16-20 years	10	208.15
	Above 20 years	5	246.00
	Total	358	
To be strict and aggressive for the outcomes	0-5 years	137	178.55
	6-10 years	157	182.54
	11-15 years	49	160.79
	16-20 years	10	234.00
	Above 20 years	5	184.30
	Total	358	
Attitude of Management towards goal achievement	0-5 years	137	193.39
	6-10 years	157	163.53
	11-15 years	49	186.23
	16-20 years	10	187.00
	Above 20 years	5	219.50
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
Level of Acceptance of Responsibility	0-5 years	137	179.69
	6-10 years	157	173.34
	11-15 years	49	196.38
	16-20 years	10	199.25
	Above 20 years	5	162.90
	Total	358	
Family and Personal Relationships	0-5 years	137	179.82
	6-10 years	157	171.83
	11-15 years	49	187.82
	16-20 years	10	235.70
	Above 20 years	5	217.50
	Total	358	
Satisfaction from teaching job	0-5 years	137	195.27
	6-10 years	157	160.90
	11-15 years	49	180.96
	16-20 years	10	235.10
	Above 20 years	5	205.70
	Total	358	
Gender	0-5 years	137	203.86
	6-10 years	157	143.28
	11-15 years	49	213.53
	16-20 years	10	203.80
	Above 20 years	5	267.20
	Total	358	
The extent and Willingness to Learn new methodologies	0-5 years	137	180.64
	6-10 years	157	171.19
	11-15 years	49	203.31
	16-20 years	10	158.95
	Above 20 years	5	217.10
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
Teaching Experience	0-5 years	137	171.24
	6-10 years	157	197.72
	11-15 years	49	150.78
	16-20 years	10	167.50
	Above 20 years	5	139.20
	Total	358	
Amount of Workload	0-5 years	137	180.45
	6-10 years	157	193.80
	11-15 years	49	148.23
	16-20 years	10	146.95
	Above 20 years	5	76.10
	Total	358	
Type of Subjects allocated to the Individual	0-5 years	137	190.89
	6-10 years	157	174.19
	11-15 years	49	172.09
	16-20 years	10	162.00
	Above 20 years	5	141.60
	Total	358	
Age	0-5 years	137	181.68
	6-10 years	157	171.12
	11-15 years	49	191.38
	16-20 years	10	217.35
	Above 20 years	5	190.80
	Total	358	
Infrastructure facilities and resources	0-5 years	137	195.13
	6-10 years	157	157.13
	11-15 years	49	193.31
	16-20 years	10	232.80
	Above 20 years	5	211.90
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
Feedback of students	0-5 years	137	176.17
	6-10 years	157	166.54
	11-15 years	49	219.93
	16-20 years	10	206.20
	Above 20 years	5	228.00
	Total	358	
Job Position and Responsibility	0-5 years	137	174.92
	6-10 years	157	174.60
	11-15 years	49	207.35
	16-20 years	10	186.55
	Above 20 years	5	172.00
	Total	358	
Flexibility in the functioning	0-5 years	137	177.46
	6-10 years	157	177.74
	11-15 years	49	176.68
	16-20 years	10	225.75
	Above 20 years	5	225.90
	Total	358	
Educational Qualifications	0-5 years	137	185.70
	6-10 years	157	182.08
	11-15 years	49	167.05
	16-20 years	10	151.20
	Above 20 years	5	107.20
	Total	358	
Daily working hours	0-5 years	137	186.90
	6-10 years	157	171.67
	11-15 years	49	184.61
	16-20 years	10	171.60
	Above 20 years	5	188.40
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
Work Environment	0-5 years	137	168.93
	6-10 years	157	186.40
	11-15 years	49	192.22
	16-20 years	10	139.85
	Above 20 years	5	207.00
	Total	358	
Training & Developmental Programs	0-5 years	137	176.09
	6-10 years	157	181.23
	11-15 years	49	177.20
	16-20 years	10	203.05
	Above 20 years	5	194.00
	Total	358	
Performance Appraisal Process	0-5 years	137	176.03
	6-10 years	157	183.52
	11-15 years	49	171.99
	16-20 years	10	225.65
	Above 20 years	5	129.70
	Total	358	
Knowledge, Skills and Attitude	0-5 years	137	193.43
	6-10 years	157	166.54
	11-15 years	49	183.91
	16-20 years	10	208.80
	Above 20 years	5	103.00
	Total	358	
Interpersonal Relationships	0-5 years	137	157.34
	6-10 years	157	202.48
	11-15 years	49	183.44
	16-20 years	10	144.95
	Above 20 years	5	95.60
	Total	358	

	Teaching Experience in complete years	N	Mean Rank
Salary and wages	0-5 years	137	186.63
	6-10 years	157	190.40
	11-15 years	49	145.53
	16-20 years	10	119.00
	Above 20 years	5	95.80
	Total	358	
The quality of students	0-5 years	137	179.61
	6-10 years	157	184.14
	11-15 years	49	170.45
	16-20 years	10	150.50
	Above 20 years	5	177.50
	Total	358	
Distance of the institution and living place	0-5 years	137	190.31
	6-10 years	157	160.85
	11-15 years	49	202.98
	16-20 years	10	205.10
	Above 20 years	5	187.40
	Total	358	
The career choice of Teaching as a Profession	0-5 years	137	176.33
	6-10 years	157	190.89
	11-15 years	49	155.98
	16-20 years	10	207.75
	Above 20 years	5	82.80
	Total	358	

Test Statistics^{a,b}					
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan	To have the art of posing questions
Chi-Square	33.609	9.534	13.423	10.007	21.701
Df	4	4	4	4	4
Asymp. Sig.	.000	.049	.009	.040	.000

Test Statistics^{a,b}					
	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures	To seek feedback and consider it carefully	To list out achievable goals
Chi-Square	18.212	27.404	38.774	11.919	5.219
Df	4	4	4	4	4
Asymp. Sig.	.001	.000	.000	.018	.266

Test Statistics^{a,b}					
	To be creative and have original thinking	To demonstrate interest in and understanding of own	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking
Chi-Square	12.222	21.584	23.935	2.849	24.818
Df	4	4	4	4	4
Asymp. Sig.	.016	.000	.000	.583	.000

Test Statistics^{a,b}					
	Ability to communicate clearly in the language of instruction orally	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Chi-Square	13.201	16.355	8.574	38.731	.672
Df	4	4	4	4	4
Asymp. Sig.	.010	.003	.073	.000	.955

Test Statistics^{a,b}					
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities	To prioritize work and allocate the time accordingly
Chi-Square	11.060	2.394	17.784	20.965	28.421
Df	4	4	4	4	4
Asymp. Sig.	.026	.664	.001	.000	.000

Test Statistics^{a,b}					
	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour	To inspire good qualities in students	To gain classroom attention
Chi-Square	22.767	6.074	6.494	10.663	4.529
Df	4	4	4	4	4
Asymp. Sig.	.000	.194	.165	.031	.339

Test Statistics^{a,b}					
	To gain students participation in the class	To avoid any form of discrimination	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding
Chi-Square	8.187	7.942	9.888	7.699	3.895
Df	4	4	4	4	4
Asymp. Sig.	.085	.094	.042	.103	.420

Test Statistics^{a,b}					
	To respond to students requests promptly	To co-operate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Chi-Square	4.671	1.362	17.417	6.374	11.692
Df	4	4	4	4	4
Asymp. Sig.	.323	.851	.002	.173	.020

Test Statistics^{a,b}					
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching	To be punctual in all the activities
Chi-Square	12.034	6.785	4.460	11.640	12.327
Df	4	4	4	4	4
Asymp. Sig.	.017	.148	.347	.020	.015

Test Statistics^{a,b}					
	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement	Level of Acceptance of Responsibility	Family and Personal Relationships
Chi-Square	3.600	5.179	9.182	2.981	5.717
Df	4	4	4	4	4
Asymp. Sig.	.463	.269	.057	.561	.221

Test Statistics^{a,b}					
	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies	Teaching Experience	Amount of Workload
Chi-Square	13.860	38.726	5.735	15.111	25.579
Df	4	4	4	4	4
Asymp. Sig.	.008	.000	.220	.004	.000

Test Statistics^{a,b}					
	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources	Feedback of students	Job Position and Responsibility
Chi-Square	4.631	3.479	16.122	13.381	4.780
Df	4	4	4	4	4
Asymp. Sig.	.327	.481	.003	.010	.311

Test Statistics ^{a,b}					
	Flexibility in the functioning	Educational Qualifications	Daily working hours	Work Environment	Training & Developmental Programs
Chi-Square	3.818	6.062	2.206	5.802	1.001
Df	4	4	4	4	4
Asymp. Sig.	.431	.195	.698	.214	.910

Test Statistics ^{a,b}					
	Performance Appraisal Process	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Chi-Square	4.626	10.576	22.968	36.203	2.814
Df	4	4	4	4	4
Asymp. Sig.	.328	.032	.000	.000	.589

Test Statistics ^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	10.873	16.853
Df	4	4
Asymp. Sig.	.028	.002

a. Kruskal Wallis Test

b. Grouping Variable: Teaching Experience in complete years

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To develop the subject content”, “To plan and prepare teaching plan”, “To have the art of posing questions”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”“To seek feedback and consider it carefully”, “To be creative and have original thinking”, “To demonstrate interest in and understanding of own”, “To assign formal

authority and responsibility for completion”, “Quick thinking”, “Ability to communicate clearly in language of instructions orally”, “ To communicate clearly in the language of instruction in writing”, “To foster students creative and analytical thinking skills”, “To be attentive and solve problems”, “To give effective and timely feedback to the students”, “The ability to deal with multifunctional and cross functional activities”, “To prioritize work and allocate time accordingly”, “To handle emotions in workplace”, “To inspire good qualities in students”, “To cooperate with institution staff, parents and students”, “To be achievement oriented”, “To have willingness for professional and personal growth”, “To feel as a contributor towards the students growth”, “To be sincere towards teaching”, “To be punctual in all the activities”, “Satisfaction from teaching job”, “Gender”, “Teaching Experience”, “Amount of work load”, “Infrastructure facilities and resources”, “Feedback of students”, “Knowledge, Skill and Attitude”, “Interpersonal Relationships”, “Salary and wages”, “Distance of the institution and living place”, “The career choice of Teaching as a Profession”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Teaching Experience on perception towards these statements.

- As the mean rank value of the statement, “Educational Qualification” is 254.00 for the experience group above 20 years and 152.11 for the experience group between 6-10 years, it can be concluded that the respondents above the experience age group are of the opinion that Educational Qualification is a very important teaching competency, compared to the other experience groups.
- As the mean rank value of the statement, “To develop the subject content”, is 210.30 for the experience group above 20 years, it can be concluded that the respondents of this experience group feel that developing subject content is very important teaching competency.
- As the mean rank value of the statement, “To plan and prepare teaching plan”, is 227.10 for the experience group above 20 years and 158.35 for the experience

group between 16-20 years, it can be concluded that respondent who have teaching experience more than 20 years feel that it is important as a teacher to prepare and plan the teaching plan.

- As the mean rank value of the statement, “To have the art of posing questions”, is 206.17 for the teaching experience group 0-5 years and 153.47 for the experience group of 6-10 years, it can be concluded that respondents between 0-5 years feel that art of posing questions is an important teaching competency.
- As the mean rank value of the statement, “To cite appropriate examples” is 255.40 for the group above 20 years and 158.64 for the group of 6-10 years, it can be concluded that the respondents of the experience group above 20 years feel that citing appropriate examples is very important teaching competency.
- As the mean rank value of the statement, “To use various teaching aids and methodologies”, is 260 for the experience groups 16-20 years and more than 20 years also, and 154.22 for the group 6-10 years, it can be concluded that the group above 16 years feel that using various teaching aids and methodologies is very important teaching competency.
- As the mean rank value of the statement, “To design and use various evaluative procedures”, is 264.90 for the group above 20 years and 144.70 for the group 6-10 years, it can be concluded that designing and using various evaluative procedures is regarded as a important teaching competency by the group having experience above 20 years.
- As the mean rank value of the statement, “To seek feedback and consider it carefully”, is 200.54 for the group 0-5 years and 154.6 for the group above 20 years, so it can be concluded that the group having experience between 0-5 years believes that it is an important teaching competency to seek feedback and consider it carefully.
- As the mean rank value of the statement, “To be creative and have original thinking”, is 205.70 for the experience group of 16-20 years and 141.10 for the group above 20 years, it can be concluded that being creative and having original

thinking is an important teaching competency for the experience group of 16-20 years.

- As the mean rank value of the statement, “To demonstrate interest in and understanding of own and different cultures”, is 313.80 for the experience group above 20 years and 159.64 for the group between 6-10 years, it can be concluded that demonstrating interest in and understanding of cultures is considered as a teaching competency by the experience group above 20 years.
- As the mean rank of the statement, “To assign formal authority and responsibility for completion” is 264.0 for the experience group above 20 years and 155.65 for the experience group between 6-10 years, it can be concluded that the experience group above 20 years considers assigning formal authority and responsibility for completion of task as an important competency.
- As the mean rank value of the statement, “Quick Thinking” is 219.55 and 151.34 for the experience groups 16-20 years and 6-10 years respectively, it can be concluded that the experience group between 16-20 years consider that Quick thinking is important teaching competency.
- As the mean rank value of the statement, “Ability to communicate orally” is 231.50 and 161.34 for the experience group above 20 years and 0-5 years, it can be concluded that the experience group of above 20 years feel that communicating orally is more important.’
- As the mean rank value of the statement, “Ability to communicate in writing” is 232.0 and 159.24 for the experience groups above 20 years and 0-5 years, it can be concluded that the experience group having more than 20 years experience considers that communicating in writing is an important teaching competency.
- As the mean rank value of the statement, “To foster students creative and analytical thinking skills”, is 250.50 for the experience group between 16-20 years and 144.76 for the experience group between 6-10 years, it can be concluded that it is important to foster student creative and analytical thinking skills as per the experience group between 16-20 years compared to other groups.

- As the mean rank of the statement, “To be attentive and solve problems”, is 195.57 for the group 6-10 years and 117.90 for the group above 20 years, it can be concluded that the experience group of 6-10 years believes that it is important to be attentive and solve problems of the students as a teacher.
- As the mean rank value of the statement. “ To give effective and timely feedback to the students”, is 219.50 for the group above 20 years and 156.38 for the group between 6-10 years experience, it can be concluded that giving feedback is important as per the experience group of more than 20 years.
- As the mean rank value of the statement, “The ability to deal with multifunctional and cross functional activities”, is 293.90 for the experience group above 20 years and the group of 6-10 years shows 156.53, it can be concluded that respondents with experience more than 20 years feel that as a teacher one should be able to deal with multifunctional and cross functional responsibilities.
- As the mean rank of the statement, “To prioritize work and allocate time accordingly”, is 236.90 for the group above 20 years and 148.88 for the experience group between 6-10 years, it can be concluded that the respondent in the experience group of more than 20 years feel that as a teacher it is important to prioritize work and allocate time accordingly to different activities.
- As the mean rank of the statement, “To handle emotions in work place”, is 155.99 for the group between 6-10 years and 297.7 for the group above 20 years, it can be concluded that the respondents with experience more than 20 years feel that it is very important to handle emotions at work place.
- As the mean rank value of the statement, “To inspire good qualities in students”, is 213.33 for the group between 11-15 years and 143.15 for the group between 16-20 years, it can be concluded that the experience group respondents between 11-15 years feel that it is important to inspire good qualities in students as a teacher.
- As the mean rank value of the statement, “To cooperate with institution staff, parents and students” is 261.50 for the group above 20 years and 173.83 for the group between 0-5 years, it can be concluded that the respondents with experience

more than 20 years feel that it is important to cooperate with institution staff, parents and students as a teacher.

- As the mean rank value of the statement, “To be achievement oriented”, is 214.70 for the group above 20 years experience and 158.65 for the group with 0-5 years experience, it can be concluded that the respondents having experience of more than 20 years feel that it is important to be achievement oriented as a teacher.
- As the mean rank value of the statement, “ To have willingness towards professional and personal growth” is 265.20 for the group between 16-20 year experience and 165.91 for the group between 11-15 years experience, it can be concluded that it is important to have willingness towards professional and personal growth as per the respondents having experience between 16-20 years.
- As the mean rank value of the statement, “To feel as a contributor towards the students growth”, is 196.18 for the respondents having experience between 6-10 years and 146.50 for the group having 16-20 years experience, it can be concluded that the respondents in the experience group of 6-10 years feel that it is important to feel as a contributor towards the students growth.
- As the mean rank value of the statement, “To be sincere towards teaching”, is 224.50 for the group of respondents above 20 years experience and 157.79 for the group of respondents having 11-15 years of experience, it can be concluded that the respondents having more than 20 years experience feel that it is very important to be sincere towards teaching.
- As the mean rank value of the statement, “To be punctual in all the activities”, is 271.40 for the group above 20 years teaching experience and 168.92 for the group having 6-10 years teaching experience, it can be concluded that respondent of the group more than 20 years experience feel that it is a important teaching competency to be punctual in all the activities.
- As the mean rank value of the statement, “Satisfaction from teaching job”, is 235.10 for the group 16-20 and 160.90 for the group between 6-10 years experience, it can be concluded that the group of respondents having experience 16-

20 years feel that satisfaction from the teaching job is an important factor affecting the teaching competency.

- As the mean rank of the statement, “Gender” is 267.20 for the group of more than 20 years experience and 143.28 for the group having experience between 6-10 years experience, it can be concluded that the respondents belonging to group more than 20 years feels that gender is a factor that affects teaching competency.
- As the mean rank value of the statement, “Teaching experience” is 197.72 for the group having experience between 6-10 years and 139.20 for the group having experience above 20 years, it can be concluded that the respondents having experience between 6-10 years feel that Teaching experience is an important factor affecting teaching competency.
- As the mean rank value of the statement, “Amount of workload”, is 193.80 for the group 6-10 years and 76.10 for the group above 20 years experience, it can be concluded that the group having teaching experience between 6-10 feel that teaching competency can be affected by amount of workload.
- As the mean rank value of the statement, “Infrastructure facilities and resources”, is 232.80 for the group between 16-20 years experience and 157.13 for the group between 6-10 years experience, it can be concluded that the respondent of the group between 16-20 years feel that Infrastructure facilities and resources affect the teaching competency.
- As the mean rank value of the statement, “Feedback of the students”, is 228 for the group above 20 years experience and 166.54 for the group having 6-10 years experience, it can be concluded that the respondents of the group having 20 years experience feel that feedback of the student is an important factor that affects the performance of teachers.
- As the mean rank value of the statement, “Knowledge, Skill and Attitude”, is 208.80 for the group having 16-20 years experience and 103.0 for the group having more than 20 years experience, it can be concluded that the group of respondents belonging to the group having 16-20 years experience feels that knowledge, skill and attitude is an important factor that affects the teaching competency.

- As the mean value of the statement, “Interpersonal relationships”, is 202.48 for the group between 6-10 years teaching experience and 95.60 for the group of respondents above 20 years, it can be concluded that Interpersonal relationship is a very important factor affecting teaching competency as per the respondent having teaching experience between 6-10 years.
- As the mean value of the statement, “Salary and wages”, is 190.40 for the group of respondents having teaching experience 6-10 years and 95.80 for the group of respondents having experience above 20 years, it can be concluded that Salary and wages is very important factor affecting the teaching competency as per the respondents having teaching experience of 6-10 years.
- As the mean value of the statement, “Distance of the institution and living place” is 205.10 and 160.85 for the group having experience between 16-20 years and 6-10 years, it can be concluded that the respondents having teaching experience 16-20 years feel that Distance of the institution and living place is an important factor affecting the teaching competency.
- As the mean rank of the statement, “The career choice of teaching as a Profession” is 207.75 and 82.80 for the group of respondents having teaching experience 16-20 years and above 20 years respectively, it can be concluded that career choice for teaching is an important factor that contributes to the teaching performance.

4.2.2: Non- Parametric Test (Kruskal-Wallis Test)

4.2.2.4 Hypothesis

H₀: There is no significant influence of Non-Teaching Experience on the Teaching Competencies and Factors affecting Teaching Competencies

H₅: There is significant influence of Non-Teaching Experience on the Teaching Competencies and Factors affecting Teaching Competencies

Table 4.95: Ranks- Non-Teaching experience and Teaching competencies & factors affecting them			
	Non-Academic Experience in completed years	N	Mean Rank
Educational Qualification	0-5 years	245	173.17
	6-10 years	91	180.34
	11-15 years	11	239.14
	16-20 years	6	254.00
	Above 20 years	5	254.00
	Total	358	
Intelligence	0-5 years	245	182.98
	6-10 years	91	160.70
	11-15 years	11	218.36
	16-20 years	6	200.83
	Above 20 years	5	240.00
	Total	358	
To develop the subject content (matter)	0-5 years	245	178.31
	6-10 years	91	178.19
	11-15 years	11	190.00
	16-20 years	6	202.83
	Above 20 years	5	210.30
	Total	358	
To plan and prepare teaching plan	0-5 years	245	175.80
	6-10 years	91	180.15
	11-15 years	11	237.50
	16-20 years	6	174.67
	Above 20 years	5	227.10
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
To have the art of posing questions	0-5 years	245	181.59
	6-10 years	91	167.70
	11-15 years	11	208.05
	16-20 years	6	223.67
	Above 20 years	5	176.00
	Total	358	
To cite appropriate Examples	0-5 years	245	170.00
	6-10 years	91	192.48
	11-15 years	11	212.18
	16-20 years	6	247.50
	Above 20 years	5	255.40
	Total	358	
To use various teaching aids and methodologies	0-5 years	245	171.13
	6-10 years	91	182.76
	11-15 years	11	253.50
	16-20 years	6	268.83
	Above 20 years	5	260.40
	Total	358	
To design and use various evaluative procedures	0-5 years	245	182.01
	6-10 years	91	154.96
	11-15 years	11	247.59
	16-20 years	6	253.00
	Above 20 years	5	264.90
	Total	358	
To seek feedback and consider it carefully	0-5 years	245	192.16
	6-10 years	91	138.01
	11-15 years	11	222.91
	16-20 years	6	233.00
	Above 20 years	5	154.60
	Total	358	
To list out achievable goals	0-5 years	245	187.78
	6-10 years	91	154.16
	11-15 years	11	197.86
	16-20 years	6	199.83
	Above 20 years	5	170.10
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
To be creative and have original thinking	0-5 years	245	176.10
	6-10 years	91	190.49
	11-15 years	11	179.27
	16-20 years	6	184.17
	Above 20 years	5	141.10
	Total	358	
To demonstrate interest in and understanding of own	0-5 years	245	175.06
	6-10 years	91	164.85
	11-15 years	11	278.45
	16-20 years	6	289.50
	Above 20 years	5	313.80
	Total	358	
To assign formal authority and responsibility for completion	0-5 years	245	174.23
	6-10 years	91	173.46
	11-15 years	11	255.18
	16-20 years	6	277.08
	Above 20 years	5	264.00
	Total	358	
Subject Knowledge	0-5 years	245	182.34
	6-10 years	91	175.38
	11-15 years	11	180.77
	16-20 years	6	154.33
	Above 20 years	5	142.70
	Total	358	
Quick Thinking	0-5 years	245	173.11
	6-10 years	91	183.81
	11-15 years	11	232.86
	16-20 years	6	248.08
	Above 20 years	5	214.60
	Total	358	
Ability to communicate clearly in the language of instruction orally	0-5 years	245	178.77
	6-10 years	91	170.86
	11-15 years	11	231.50
	16-20 years	6	201.83
	Above 20 years	5	231.50
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
Ability to communicate clearly in the language of instruction in writing	0-5 years	245	179.48
	6-10 years	91	168.83
	11-15 years	11	232.00
	16-20 years	6	202.33
	Above 20 years	5	232.00
	Total	358	
To teach through diverse modes, including new technologies	0-5 years	245	181.11
	6-10 years	91	156.31
	11-15 years	11	250.59
	16-20 years	6	280.33
	Above 20 years	5	245.10
	Total	358	
To foster students' creative and analytical thinking skills	0-5 years	245	182.90
	6-10 years	91	155.65
	11-15 years	11	265.77
	16-20 years	6	231.83
	Above 20 years	5	194.50
	Total	358	
To plan, organize and supervise a class effectively	0-5 years	245	184.64
	6-10 years	91	173.23
	11-15 years	11	133.14
	16-20 years	6	170.75
	Above 20 years	5	154.20
	Total	358	
To be attentive and solve problems	0-5 years	245	179.03
	6-10 years	91	190.75
	11-15 years	11	99.14
	16-20 years	6	226.83
	Above 20 years	5	117.90
	Total	358	
To encourage students to monitor their own progress against goals	0-5 years	245	183.95
	6-10 years	91	164.76
	11-15 years	11	175.77
	16-20 years	6	213.50
	Above 20 years	5	196.90
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
To give effective and timely feedback to the students	0-5 years	245	188.76
	6-10 years	91	141.20
	11-15 years	11	215.68
	16-20 years	6	282.50
	Above 20 years	5	219.50
	Total	358	
The ability to deal with multifunctional and cross functional activities	0-5 years	245	192.68
	6-10 years	91	123.84
	11-15 years	11	262.00
	16-20 years	6	238.83
	Above 20 years	5	293.90
	Total	358	
To prioritize work and allocate the time accordingly	0-5 years	245	185.55
	6-10 years	91	149.31
	11-15 years	11	209.59
	16-20 years	6	287.17
	Above 20 years	5	236.90
	Total	358	
To handle emotions in work place	0-5 years	245	176.39
	6-10 years	91	166.75
	11-15 years	11	233.91
	16-20 years	6	301.42
	Above 20 years	5	297.70
	Total	358	
To show enthusiasm towards the work	0-5 years	245	179.95
	6-10 years	91	166.13
	11-15 years	11	179.27
	16-20 years	6	316.00
	Above 20 years	5	237.40
	Total	358	
To have a sense of humour	0-5 years	245	185.24
	6-10 years	91	153.09
	11-15 years	11	202.50
	16-20 years	6	263.50
	Above 20 years	5	227.20
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
To inspire good qualities in students	0-5 years	245	186.72
	6-10 years	91	153.30
	11-15 years	11	214.55
	16-20 years	6	190.83
	Above 20 years	5	211.70
	Total	358	
To gain classroom attention	0-5 years	245	182.10
	6-10 years	91	162.40
	11-15 years	11	191.14
	16-20 years	6	251.50
	Above 20 years	5	251.50
	Total	358	
To gain students participation in the class	0-5 years	245	180.50
	6-10 years	91	180.79
	11-15 years	11	163.09
	16-20 years	6	168.33
	Above 20 years	5	156.80
	Total	358	
To avoid any form of discrimination	0-5 years	245	166.44
	6-10 years	91	202.18
	11-15 years	11	219.64
	16-20 years	6	258.50
	Above 20 years	5	223.70
	Total	358	
To cooperate with institution staff, parents and students	0-5 years	245	162.09
	6-10 years	91	206.63
	11-15 years	11	256.50
	16-20 years	6	252.92
	Above 20 years	5	281.50
	Total	358	
To collaborate with other members of the staff in the functional activities	0-5 years	245	170.70
	6-10 years	91	194.48
	11-15 years	11	202.45
	16-20 years	6	248.17
	Above 20 years	5	205.10
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
To be friendly and understanding	0-5 years	245	178.04
	6-10 years	91	187.66
	11-15 years	11	193.23
	16-20 years	6	109.83
	Above 20 years	5	155.70
	Total	358	
To respond to students requests promptly	0-5 years	245	191.43
	6-10 years	91	156.74
	11-15 years	11	140.82
	16-20 years	6	135.67
	Above 20 years	5	147.00
	Total	358	
To co-operate for meeting team goals	0-5 years	245	172.54
	6-10 years	91	201.92
	11-15 years	11	151.73
	16-20 years	6	186.50
	Above 20 years	5	165.30
	Total	358	
To be achievement oriented	0-5 years	245	172.74
	6-10 years	91	198.14
	11-15 years	11	156.64
	16-20 years	6	185.25
	Above 20 years	5	214.70
	Total	358	
To show consistency in the work allotted	0-5 years	245	179.73
	6-10 years	91	177.19
	11-15 years	11	156.50
	16-20 years	6	219.00
	Above 20 years	5	213.50
	Total	358	
To have willingness for professional and personal growth	0-5 years	245	178.06
	6-10 years	91	171.76
	11-15 years	11	201.18
	16-20 years	6	270.33
	Above 20 years	5	234.40
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
To feel as a contributor towards the students growth	0-5 years	245	178.42
	6-10 years	91	180.96
	11-15 years	11	230.50
	16-20 years	6	108.00
	Above 20 years	5	179.50
	Total	358	
To have a feeling of responsibility towards the students	0-5 years	245	176.84
	6-10 years	91	181.57
	11-15 years	11	208.18
	16-20 years	6	226.00
	Above 20 years	5	153.20
	Total	358	
To have sympathetic attitude towards students	0-5 years	245	179.64
	6-10 years	91	176.97
	11-15 years	11	173.09
	16-20 years	6	210.75
	Above 20 years	5	195.10
	Total	358	
To be sincere towards teaching	0-5 years	245	178.06
	6-10 years	91	180.04
	11-15 years	11	162.14
	16-20 years	6	224.50
	Above 20 years	5	224.50
	Total	358	
To be punctual in all the activities	0-5 years	245	178.47
	6-10 years	91	171.47
	11-15 years	11	174.50
	16-20 years	6	275.92
	Above 20 years	5	271.40
	Total	358	
To be relaxed and composed	0-5 years	245	178.25
	6-10 years	91	172.20
	11-15 years	11	197.00
	16-20 years	6	253.75
	Above 20 years	5	246.00
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
To be strict and aggressive for the outcomes	0-5 years	245	170.38
	6-10 years	91	201.40
	11-15 years	11	173.18
	16-20 years	6	227.17
	Above 20 years	5	184.30
	Total	358	
Attitude of Management towards goal achievement	0-5 years	245	172.29
	6-10 years	91	188.79
	11-15 years	11	241.09
	16-20 years	6	187.00
	Above 20 years	5	219.50
	Total	358	
Level of Acceptance of Responsibility	0-5 years	245	165.07
	6-10 years	91	210.21
	11-15 years	11	252.55
	16-20 years	6	182.92
	Above 20 years	5	162.90
	Total	358	
Family and Personal Relationships	0-5 years	245	172.37
	6-10 years	91	188.59
	11-15 years	11	213.77
	16-20 years	6	238.17
	Above 20 years	5	217.50
	Total	358	
Satisfaction from teaching job	0-5 years	245	175.82
	6-10 years	91	188.25
	11-15 years	11	157.59
	16-20 years	6	215.50
	Above 20 years	5	205.70
	Total	358	
Gender	0-5 years	245	183.30
	6-10 years	91	162.08
	11-15 years	11	187.09
	16-20 years	6	201.67
	Above 20 years	5	267.20
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
The extent and Willingness to Learn new methodologies	0-5 years	245	179.72
	6-10 years	91	181.00
	11-15 years	11	157.05
	16-20 years	6	157.50
	Above 20 years	5	217.10
	Total	358	
Teaching Experience	0-5 years	245	180.57
	6-10 years	91	187.15
	11-15 years	11	148.36
	16-20 years	6	110.33
	Above 20 years	5	139.20
	Total	358	
Amount of Workload	0-5 years	245	183.62
	6-10 years	91	185.74
	11-15 years	11	107.82
	16-20 years	6	134.25
	Above 20 years	5	76.10
	Total	358	
Type of Subjects allocated to the Individual	0-5 years	245	191.75
	6-10 years	91	154.37
	11-15 years	11	127.59
	16-20 years	6	187.33
	Above 20 years	5	141.60
	Total	358	
Age	0-5 years	245	187.66
	6-10 years	91	148.68
	11-15 years	11	213.50
	16-20 years	6	241.83
	Above 20 years	5	190.80
	Total	358	
Infrastructure facilities and resources	0-5 years	245	179.21
	6-10 years	91	171.81
	11-15 years	11	226.27
	16-20 years	6	195.33
	Above 20 years	5	211.90
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
Feedback of students	0-5 years	245	167.63
	6-10 years	91	206.46
	11-15 years	11	194.23
	16-20 years	6	187.92
	Above 20 years	5	228.00
	Total	358	
Job Position and Responsibility	0-5 years	245	165.52
	6-10 years	91	212.43
	11-15 years	11	209.09
	16-20 years	6	203.08
	Above 20 years	5	172.00
	Total	358	
Flexibility in the functioning	0-5 years	245	177.31
	6-10 years	91	173.85
	11-15 years	11	220.68
	16-20 years	6	240.25
	Above 20 years	5	225.90
	Total	358	
Educational Qualifications	0-5 years	245	191.88
	6-10 years	91	156.39
	11-15 years	11	154.55
	16-20 years	6	130.58
	Above 20 years	5	107.20
	Total	358	
Daily working hours	0-5 years	245	177.86
	6-10 years	91	181.21
	11-15 years	11	159.27
	16-20 years	6	250.00
	Above 20 years	5	188.40
	Total	358	
Work Environment	0-5 years	245	169.54
	6-10 years	91	198.57
	11-15 years	11	221.73
	16-20 years	6	196.67
	Above 20 years	5	207.00
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
Training & Developmental Programs	0-5 years	245	170.63
	6-10 years	91	196.16
	11-15 years	11	191.82
	16-20 years	6	254.33
	Above 20 years	5	194.00
	Total	358	
Performance Appraisal Process	0-5 years	245	187.45
	6-10 years	91	157.29
	11-15 years	11	201.00
	16-20 years	6	193.75
	Above 20 years	5	129.70
	Total	358	
Knowledge, Skills and Attitude	0-5 years	245	181.52
	6-10 years	91	170.51
	11-15 years	11	221.68
	16-20 years	6	219.67
	Above 20 years	5	103.00
	Total	358	
Interpersonal Relationships	0-5 years	245	173.29
	6-10 years	91	202.44
	11-15 years	11	195.36
	16-20 years	6	126.08
	Above 20 years	5	95.60
	Total	358	
Salary and wages	0-5 years	245	185.71
	6-10 years	91	185.48
	11-15 years	11	78.77
	16-20 years	6	89.50
	Above 20 years	5	95.80
	Total	358	
The quality of students	0-5 years	245	183.51
	6-10 years	91	179.29
	11-15 years	11	133.77
	16-20 years	6	104.50
	Above 20 years	5	177.50
	Total	358	

	Non-Academic Experience in completed years	N	Mean Rank
Distance of the institution and living place	0-5 years	245	180.93
	6-10 years	91	163.10
	11-15 years	11	236.59
	16-20 years	6	258.58
	Above 20 years	5	187.40
	Total	358	
The career choice of Teaching as a Profession	0-5 years	245	180.17
	6-10 years	91	184.23
	11-15 years	11	160.09
	16-20 years	6	196.58
	Above 20 years	5	82.80
	Total	358	

Test Statistics^{a,b}					
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan	To have the art of posing questions
Chi-Square	13.440	10.039	1.186	5.888	3.557
df	4	4	4	4	4
Asymp. Sig.	.009	.040	.880	.208	.469

Test Statistics^{a,b}					
	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures	To seek feedback and consider it carefully	To list out achievable goals
Chi-Square	11.379	16.754	18.287	27.702	9.431
df	4	4	4	4	4
Asymp. Sig.	.023	.002	.001	.000	.051

Test Statistics^{a,b}					
	To be creative and have original thinking	To demonstrate interest in and understanding of own	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking
Chi-Square	2.918	29.973	17.096	2.905	8.489
df	4	4	4	4	4
Asymp. Sig.	.572	.000	.002	.574	.075

Test Statistics^{a,b}					
	Ability to communicate clearly in the language of instruction orally	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Chi-Square	8.012	8.628	21.661	16.594	4.593
df	4	4	4	4	4
Asymp. Sig.	.091	.071	.000	.002	.332

Test Statistics^{a,b}					
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities	To prioritize work and allocate the time accordingly
Chi-Square	14.278	4.069	27.112	50.294	19.073
df	4	4	4	4	4
Asymp. Sig.	.006	.397	.000	.000	.001

Test Statistics^{a,b}					
	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour	To inspire good qualities in students	To gain classroom attention
Chi-Square	21.391	15.697	13.993	12.301	10.797
df	4	4	4	4	4
Asymp. Sig.	.000	.003	.007	.015	.029

Test Statistics^{a,b}					
	To gain students participation in the class	To avoid any form of discrimination	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding
Chi-Square	1.070	18.986	35.117	9.352	6.642
df	4	4	4	4	4
Asymp. Sig.	.899	.001	.000	.053	.156

Test Statistics^{a,b}					
	To respond to students requests promptly	To co-operate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Chi-Square	14.697	7.779	6.970	2.749	8.591
df	4	4	4	4	4
Asymp. Sig.	.005	.100	.137	.601	.072

Test Statistics^{a,b}					
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching	To be punctual in all the activities
Chi-Square	7.711	3.407	.917	4.271	11.031
df	4	4	4	4	4
Asymp. Sig.	.103	.492	.922	.371	.026

Test Statistics^{a,b}					
	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement	Level of Acceptance of Responsibility	Family and Personal Relationships
Chi-Square	6.930	8.342	8.399	23.305	6.753
df	4	4	4	4	4
Asymp. Sig.	.140	.080	.078	.000	.150

Test Statistics^{a,b}					
	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies	Teaching Experience	Amount of Workload
Chi-Square	3.022	7.295	1.802	7.199	23.058
df	4	4	4	4	4
Asymp. Sig.	.554	.121	.772	.126	.000

Test Statistics^{a,b}					
	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources	Feedback of students	Job Position and Responsibility
Chi-Square	17.318	14.459	3.767	12.156	16.818
df	4	4	4	4	4
Asymp. Sig.	.002	.006	.438	.016	.002

Test Statistics^{a,b}					
	Flexibility in the functioning	Educational Qualifications	Daily working hours	Work Environment	Training & Developmental Programs
Chi-Square	6.322	16.838	4.044	9.540	9.077
df	4	4	4	4	4
Asymp. Sig.	.176	.002	.400	.049	.059

Test Statistics^{a,b}					
	Performance Appraisal Process	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Chi-Square	8.998	7.705	13.033	48.952	10.794
df	4	4	4	4	4
Asymp. Sig.	.061	.103	.011	.000	.029

Test Statistics^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	10.266	8.915
df	4	4
Asymp. Sig.	.036	.063

a. Kruskal Wallis Test

b. Grouping Variable: Non-Academic Experience in completed years

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”“To seek feedback and consider it carefully”, “To demonstrate interest in and understanding of own”, “To assign formal authority and responsibility for completion”, “To teach through diverse modes, including new technologies”, “To foster students creative and analytical thinking skills”, “To be attentive and solve problems”, “To give effective and timely feedback to the students”, “The ability to deal with multifunctional and cross functional activities”, “To prioritize work and allocate time accordingly”, “To handle emotions in workplace”, “To show enthusiasm towards the work”, “To have sense of humour”, “To inspire good qualities in students”, “To gain classroom attention”, “To avoid any form of discrimination”, “To respond to students requests promptly”, “To be punctual in all the activities”, “Level of acceptance of responsibility”, “Amount of work load”, “Type of subjects allocated to the individual”, “Age”, “Feedback of students”, “Job position and responsibility”, “Educational Qualification”, “Work environment”, “Interpersonal Relationships”, “Salary and wages”, “The quality of students”, “Distance of the institution and living place”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Non-Teaching Experience on perception towards these statements.

- As the mean rank value of the statement, “Educational Qualification” is 254.00 for the experience group above 20 years and 173.17 for the experience group between 0-5 years, it can be concluded that the respondents above the 20 years experience group are of the opinion that Educational Qualification is a very important teaching competency, compared to the other experience groups.
- As the mean rank value of the statement, “Intelligence”, is 240.00 for the experience group above 20 years and 160.70 for the experience group of 6-10 years, it can be concluded that the respondents of experience group more than 20 years feel that developing subject content is very important teaching competency.

- As the mean rank value of the statement, “To cite appropriate examples” is 255.40 for the group above 20 years and 170 for the group of 0-5 years, it can be concluded that the respondents of the experience group above 20 years feel that citing appropriate examples is very important teaching competency.
- As the mean rank value of the statement, “To use various teaching aids and methodologies”, is 268.83 for the experience groups 16-20 years and 171.13 for the group 0-5 years, it can be concluded that the group between 16-20 years feel that using various teaching aids and methodologies is very important teaching competency.
- As the mean rank value of the statement, “To design and use various evaluative procedures”, is 264.90 for the group above 20 years and 154.96 for the group 6-10 years, it can be concluded that designing and using various evaluative procedures is regarded as a important teaching competency by the group having experience above 20 years.
- As the mean rank value of the statement, “To seek feedback and consider it carefully”, is 233 for the group 16-20 years and 138.01 for the group between 6-10 years, so it can be concluded that the group having experience between 16-20 years believes that it is an important teaching competency to seek feedback and consider it carefully.
- As the mean rank value of the statement, “To demonstrate interest in and understanding of own and different cultures”, is 313.80 for the experience group above 20 years and 164.85 for the group between 6-10 years, it can be concluded that demonstrating interest in and understanding of cultures is considered as a teaching competency by the experience group above 20 years.
- As the mean rank of the statement, “To assign formal authority and responsibility for completion” is 277.08 for the experience group between 16-20 years and 173.46 for the experience group between 6-10 years, it can be concluded that the experience group above 20 years considers assigning formal authority and responsibility for completion of task as an important competency.

- As the mean rank value of the statement, “To teach through diverse modes, including new technology” is 280.33 and 156.31 for the experience group between 16-20 years and 6-10 years, it can be concluded that the experience group of 16-20 feel that teaching through diverse modes is more important.’
- As the mean rank value of the statement, “To foster students creative and analytical thinking skills”, is 265.77 for the experience group between 11-15 years and 155.65 for the experience group between 6-10 years, it can be concluded that it is important to foster student creative and analytical thinking skills as per the experience group between 11-15 years compared to other groups.
- As the mean rank of the statement, “To be attentive and solve problems”, is 226.83 for the group 16-20 years and 99.14 for the group 11-15 years, it can be concluded that the experience group of 16-20 years believes that it is important to be attentive and solve problems of the students as a teacher.
- As the mean rank value of the statement. “ To give effective and timely feedback to the students”, is 282.50 for the group 16-20 years and 141.20 for the group between 6-10 years experience, it can be concluded that giving feedback is important as per the experience group of 16-20 years.
- As the mean rank value of the statement, “The ability to deal with multifunctional and cross functional activities”, is 293.90 for the experience group above 20 years and the group of 6-10 years shows 156.53, it can be concluded that respondents with experience more than 20 years feel that as a teacher one should be able to deal with multifunctional and cross functional responsibilities.
- As the mean rank of the statement, “To prioritize work and allocate time accordingly”, is 287.17 for the group 16-20 years and 149.31 for the experience group between 6-10 years, it can be concluded that the respondent in the experience group of 16-20 years feel that as a teacher it is important to prioritize work and allocate time accordingly to different activities.
- As the mean rank of the statement, “To handle emotions in work place”, is 301.42 for the group between 16-20 years and 166.75 for 6-10 years, it can be concluded

that the respondents with experience 16-20 years feel that it is very important to handle emotions at work place.

- As the mean rank of the statement, “To show enthusiasm towards work”, is 316 for the group between 16-20 years and 166.13 for 6-10 years, it can be concluded that the respondents with experience 16-20 years feel that it is very important to show enthusiasm towards work.
- As the mean rank of the statement, “To have sense of humour”, is 263.5 for the group between 16-20 years and 153.09 for 6-10 years, it can be concluded that the respondents with experience 16-20 years feel that it is very important to have sense of humour.
- As the mean rank value of the statement, “To inspire good qualities in students”, is 214.55 for the group between 11-15 years and 153.30 for the group between 6-10 years, it can be concluded that the experience group respondents between 11-15 years feel that it is important to inspire good qualities in students as a teacher.
- As the mean rank value of the statement, “To gain classroom attention”, is 251 for the group above 16 years and 162.40 for the group between 6-10 years, it can be concluded that the experience group respondents above 16 years experience feel that it is important to inspire good qualities in students as a teacher.
- As the mean rank value of the statement, “To avoid any form of discrimination”, is 258.5 for the group between 16-20 years and 166.44 for the group between 0-5 years, it can be concluded that the experience group respondents between 16-20 years experience feel that it is important to avoid any form of discrimination in students as a teacher.
- As the mean rank value of the statement, “To cooperate with institution staff, parents and students” is 281.50 for the group above 20 years and 162.09 for the group between 0-5 years, it can be concluded that the respondents with experience more than 20 years feel that it is important to cooperate with institution staff, parents and students as a teacher.
- As the mean rank value of the statement, “To be respond to students request promptly”, is 191.43 for the group 0-5 years experience and 135.67 for the group

with 16-20 years experience, it can be concluded that the respondents having experience of more than 20 years feel that it is important to respond to students request promptly as a teacher.

- As the mean rank value of the statement, “To be punctual in all the activities”, is 275.92 for the group between 16-20 years non- teaching experience and 171.47 for the group having 6-10 years non-teaching experience, it can be concluded that respondent of the group 16-20 years experience feel that it is a important teaching competency to be punctual in all the activities.
- As the mean rank value of the statement, “Level of acceptance of responsibility”, is 252.55 for the group between 11-15 years non-teaching experience and 165.07 for the group having 0-5 years non-teaching experience, it can be concluded that respondent of the group 11-15 years experience feel that it is a important factor affecting teaching competency.
- As the mean rank value of the statement, “Amount of workload”, is 185.74 for the group 6-10 years and 76.10 for the group above 20 years experience, it can be concluded that the group having non- teaching experience between 6-10 feel that teaching competency can be affected by amount of workload.
- As the mean rank value of the statement, “type of subjects allocated to the individual”, is 191.75 for the group 0-5 years and 127.59 for the group 11-15 years experience, it can be concluded that the group having non-teaching experience between 0-5 years feel that teaching competency can be affected by type of subjects allocated to the individual.
- As the mean rank value of the statement, “Age”, is 241.83 for the group 16-20 years and 148.68 for the group 6-10 years experience, it can be concluded that the group having non-teaching experience between 16-20 years feel that teaching competency can be affected by age of the individual.
- As the mean rank value of the statement, “Feedback of the students”, is 228 for the group above 20 years experience and 167.63 for the group having 0-5 years experience, it can be concluded that the respondents of the group having 20 years

experience feel that feedback of the student is an important factor that affects the performance of teachers.

- As the mean rank value of the statement, “Job position and responsibility”, is 212.43 for the group having 6-10 years experience and 165.52 for the group having 0-5 years experience, it can be concluded that the group of respondents belonging to the group having 6-10 years experience feels that job position and responsibility is an important factor that affects the teaching competency.
- As the mean rank value of the statement, “Educational Qualifications”, is 191.88 for the group having 0-5 years experience and 107.20 for the group having above 20 years experience, it can be concluded that the group of respondents belonging to the group having 0-5 years experience feels that Educational Qualification is an important factor that affects the teaching competency.
- As the mean rank value of the statement, “Work Environment”, is 169.54 for the group having 0-5 years experience and 221.73 for the group having 11-15 years experience, it can be concluded that the group of respondents belonging to the group having 11-15 years experience feels that Work Environment is an important factor that affects the teaching competency.
- As the mean value of the statement, “Interpersonal relationships”, is 202.44 for the group between 6-10 years non-teaching experience and 95.60 for the group of respondents above 20 years, it can be concluded that Interpersonal relationship is a very important factor affecting teaching competency as per the respondent having non-teaching experience between 6-10 years.
- As the mean value of the statement, “Salary and wages”, is 185.71 for the group of respondents having non-teaching experience 0-5 years and 78.77 for the group of respondents having experience 11-15 years, it can be concluded that Salary and wages is very important factor affecting the teaching competency as per the respondents having teaching experience of 0-5 years.
- As the mean value of the statement, “The quality of students”, is 183.51 for the group of respondents having non-teaching experience 0-5 years and 104.5 for the group of respondents having experience 16-20 years, it can be concluded that

quality of students is very important factor affecting the teaching competency as per the respondents having teaching experience of 0-5 years.

- As the mean value of the statement, “Distance of the institution and living place” is 258.58 and 163.10 for the group having experience between 16-20 years and 6-10 years, it can be concluded that the respondents having non-teaching experience 16-20 years feel that Distance of the institution and living place is an important factor affecting the teaching competency.

4.2.2 Non- Parametric Test (Kruskal-Wallis Test)

4.2.2.5 Hypothesis

H₀: There is no significant influence of Academic Qualification on the Teaching Competencies and Factors affecting Teaching Competencies

H₆: There is significant influence of Academic Qualification on the Teaching Competencies and Factors affecting Teaching Competencies

Table 4.96: Ranks- Academic Qualification and Teaching Competencies & Factors affecting them			
	Highest Academic Qualifications with Specialization	N	Mean Rank
Educational Qualification	Post Graduate	273	167.08
	Doctorate	85	219.38
	Total	358	
Intelligence	Post Graduate	273	173.14
	Doctorate	85	199.93
	Total	358	
To develop the subject content (matter)	Post Graduate	273	182.62
	Doctorate	85	169.49
	Total	358	
To plan and prepare teaching plan	Post Graduate	273	171.76
	Doctorate	85	204.35
	Total	358	
To have the art of posing questions	Post Graduate	273	177.49
	Doctorate	85	185.95
	Total	358	
To cite appropriate Examples	Post Graduate	273	172.44
	Doctorate	85	202.19
	Total	358	
To use various teaching aids and methodologies	Post Graduate	273	171.53
	Doctorate	85	205.09
	Total	358	
To design and use various evaluative procedures	Post Graduate	273	173.50
	Doctorate	85	198.76
	Total	358	

	Highest Academic Qualifications with Specialization	N	Mean Rank
To seek feedback and consider it carefully	Post Graduate	273	182.11
	Doctorate	85	171.13
	Total	358	
To list out achievable goals	Post Graduate	273	183.70
	Doctorate	85	166.00
	Total	358	
To be creative and have original thinking	Post Graduate	273	174.76
	Doctorate	85	194.74
	Total	358	
To demonstrate interest in and understanding of own	Post Graduate	273	175.90
	Doctorate	85	191.07
	Total	358	
To assign formal authority and responsibility for completion	Post Graduate	273	175.20
	Doctorate	85	193.31
	Total	358	
Subject Knowledge	Post Graduate	273	180.45
	Doctorate	85	176.45
	Total	358	
Quick Thinking	Post Graduate	273	175.78
	Doctorate	85	191.44
	Total	358	
Ability to communicate clearly in the language of instruction orally	Post Graduate	273	171.79
	Doctorate	85	204.28
	Total	358	
Ability to communicate clearly in the language of instruction in writing	Post Graduate	273	172.47
	Doctorate	85	202.06
	Total	358	
To teach through diverse modes, including new technologies	Post Graduate	273	172.93
	Doctorate	85	200.61
	Total	358	
To foster students' creative and analytical thinking skills	Post Graduate	273	174.03
	Doctorate	85	197.06
	Total	358	
To plan, organize and supervise a class effectively	Post Graduate	273	178.02
	Doctorate	85	184.25
	Total	358	

	Highest Academic Qualifications with Specialization	N	Mean Rank
To be attentive and solve problems	Post Graduate	273	179.64
	Doctorate	85	179.05
	Total	358	
To encourage students to monitor their own progress against goals	Post Graduate	273	178.94
	Doctorate	85	181.30
	Total	358	
To give effective and timely feedback to the students	Post Graduate	273	176.27
	Doctorate	85	189.88
	Total	358	
The ability to deal with multifunctional and cross functional activities	Post Graduate	273	176.62
	Doctorate	85	188.75
	Total	358	
To prioritize work and allocate the time accordingly	Post Graduate	273	171.84
	Doctorate	85	204.10
	Total	358	
To handle emotions in work place	Post Graduate	273	170.97
	Doctorate	85	206.88
	Total	358	
To show enthusiasm towards the work	Post Graduate	273	175.36
	Doctorate	85	192.78
	Total	358	
To have a sense of humour	Post Graduate	273	171.83
	Doctorate	85	204.14
	Total	358	
To inspire good qualities in students	Post Graduate	273	176.16
	Doctorate	85	190.21
	Total	358	
To gain classroom attention	Post Graduate	273	180.02
	Doctorate	85	177.82
	Total	358	
To gain students participation in the class	Post Graduate	273	186.91
	Doctorate	85	155.69
	Total	358	
To avoid any form of discrimination	Post Graduate	273	178.08
	Doctorate	85	184.05
	Total	358	

	Highest Academic Qualifications with Specialization	N	Mean Rank
To cooperate with institution staff, parents and students	Post Graduate	273	177.88
	Doctorate	85	184.70
	Total	358	
To collaborate with other members of the staff in the functional activities	Post Graduate	273	175.38
	Doctorate	85	192.74
	Total	358	
To be friendly and understanding	Post Graduate	273	178.40
	Doctorate	85	183.04
	Total	358	
To respond to students requests promptly	Post Graduate	273	178.60
	Doctorate	85	182.38
	Total	358	
To co-operate for meeting team goals	Post Graduate	273	179.88
	Doctorate	85	178.29
	Total	358	
To be achievement oriented	Post Graduate	273	179.73
	Doctorate	85	178.76
	Total	358	
To show consistency in the work allotted	Post Graduate	273	184.63
	Doctorate	85	163.02
	Total	358	
To have willingness for professional and personal growth	Post Graduate	273	175.65
	Doctorate	85	191.85
	Total	358	
To feel as a contributor towards the students growth	Post Graduate	273	181.63
	Doctorate	85	172.66
	Total	358	
To have a feeling of responsibility towards the students	Post Graduate	273	179.52
	Doctorate	85	179.42
	Total	358	
To have sympathetic attitude towards students	Post Graduate	273	179.72
	Doctorate	85	178.79
	Total	358	
To be sincere towards teaching	Post Graduate	273	183.14
	Doctorate	85	167.81
	Total	358	

	Highest Academic Qualifications with Specialization	N	Mean Rank
To be punctual in all the activities	Post Graduate	273	173.41
	Doctorate	85	199.06
	Total	358	
To be relaxed and composed	Post Graduate	273	180.11
	Doctorate	85	177.55
	Total	358	
To be strict and aggressive for the outcomes	Post Graduate	273	181.05
	Doctorate	85	174.54
	Total	358	
Attitude of Management towards goal achievement	Post Graduate	273	174.19
	Doctorate	85	196.56
	Total	358	
Level of Acceptance of Responsibility	Post Graduate	273	173.42
	Doctorate	85	199.04
	Total	358	
Family and Personal Relationships	Post Graduate	273	178.23
	Doctorate	85	183.58
	Total	358	
Satisfaction from teaching job	Post Graduate	273	174.93
	Doctorate	85	194.18
	Total	358	
Gender	Post Graduate	273	169.42
	Doctorate	85	211.86
	Total	358	
The extent and Willingness to Learn new methodologies	Post Graduate	273	174.84
	Doctorate	85	194.46
	Total	358	
Teaching Experience	Post Graduate	273	182.29
	Doctorate	85	170.55
	Total	358	
Amount of Workload	Post Graduate	273	184.37
	Doctorate	85	163.86
	Total	358	
Type of Subjects allocated to the Individual	Post Graduate	273	177.11
	Doctorate	85	187.19
	Total	358	

	Highest Academic Qualifications with Specialization	N	Mean Rank
Age	Post Graduate	273	180.42
	Doctorate	85	176.55
	Total	358	
Infrastructure facilities and resources	Post Graduate	273	175.88
	Doctorate	85	191.11
	Total	358	
Feedback of students	Post Graduate	273	173.91
	Doctorate	85	197.45
	Total	358	
Job Position and Responsibility	Post Graduate	273	176.80
	Doctorate	85	188.17
	Total	358	
Flexibility in the functioning	Post Graduate	273	178.85
	Doctorate	85	181.59
	Total	358	
Educational Qualifications	Post Graduate	273	180.89
	Doctorate	85	175.03
	Total	358	
Daily working hours	Post Graduate	273	179.59
	Doctorate	85	179.21
	Total	358	
Work Environment	Post Graduate	273	180.19
	Doctorate	85	177.29
	Total	358	
Training & Developmental Programs	Post Graduate	273	182.69
	Doctorate	85	169.25
	Total	358	
Performance Appraisal Process	Post Graduate	273	181.62
	Doctorate	85	172.71
	Total	358	
Knowledge, Skills and Attitude	Post Graduate	273	180.16
	Doctorate	85	177.39
	Total	358	
Interpersonal Relationships	Post Graduate	273	182.97
	Doctorate	85	168.36
	Total	358	

	Highest Academic Qualifications with Specialization	N	Mean Rank
Salary and wages	Post Graduate	273	183.20
	Doctorate	85	167.61
	Total	358	
The quality of students	Post Graduate	273	181.69
	Doctorate	85	172.45
	Total	358	
Distance of the institution and living place	Post Graduate	273	177.37
	Doctorate	85	186.35
	Total	358	
The career choice of Teaching as a Profession	Post Graduate	273	181.65
	Doctorate	85	172.60
	Total	358	

Test Statistics ^{a,b}					
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan	To have the art of posing questions
Chi-Square	21.643	6.419	1.361	7.813	.478
df	1	1	1	1	1
Asymp. Sig.	.000	.011	.243	.005	.489

Test Statistics ^{a,b}					
	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures	To seek feedback and consider it carefully	To list out achievable goals
Chi-Square	6.174	7.691	4.290	.913	2.341
df	1	1	1	1	1
Asymp. Sig.	.013	.006	.038	.339	.126

Test Statistics^{a,b}					
	To be creative and have original thinking	To demonstrate interest in and understanding of own	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking
Chi-Square	3.539	1.517	2.189	.213	1.743
df	1	1	1	1	1
Asymp. Sig.	.060	.218	.139	.644	.187

Test Statistics^{a,b}					
	Ability to communicate clearly in the language of instruction orally	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Chi-Square	10.309	8.503	5.731	3.703	.310
df	1	1	1	1	1
Asymp. Sig.	.001	.004	.017	.054	.578

Test Statistics^{a,b}					
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities	To prioritize work and allocate the time accordingly
Chi-Square	.003	.044	1.352	.988	6.848
df	1	1	1	1	1
Asymp. Sig.	.958	.833	.245	.320	.009

Test Statistics^{a,b}					
	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour	To inspire good qualities in students	To gain classroom attention
Chi-Square	8.564	2.131	7.222	1.661	.039
df	1	1	1	1	1
Asymp. Sig.	.003	.144	.007	.198	.843

Test Statistics^{a,b}					
	To gain students participation in the class	To avoid any form of discrimination	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding
Chi-Square	10.120	.285	.364	2.381	.229
df	1	1	1	1	1
Asymp. Sig.	.001	.593	.546	.123	.633

Test Statistics^{a,b}					
	To respond to students requests promptly	To co-operate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Chi-Square	.118	.019	.008	3.879	1.930
df	1	1	1	1	1
Asymp. Sig.	.732	.891	.930	.049	.165

Test Statistics^{a,b}					
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching	To be punctual in all the activities
Chi-Square	.673	.000	.006	2.491	4.507
df	1	1	1	1	1
Asymp. Sig.	.412	.993	.937	.114	.034

Test Statistics^{a,b}					
	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement	Level of Acceptance of Responsibility	Family and Personal Relationships
Chi-Square	.046	.293	3.856	5.036	.206
df	1	1	1	1	1
Asymp. Sig.	.830	.588	.050	.025	.650

Test Statistics^{a,b}					
	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies	Teaching Experience	Amount of Workload
Chi-Square	2.709	11.636	2.858	1.211	4.834
df	1	1	1	1	1
Asymp. Sig.	.100	.001	.091	.271	.028

Test Statistics^{a,b}					
	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources	Feedback of students	Job Position and Responsibility
Chi-Square	.868	.100	1.563	3.789	.882
df	1	1	1	1	1
Asymp. Sig.	.351	.751	.211	.052	.348

Test Statistics^{a,b}					
	Flexibility in the functioning	Educational Qualifications	Daily working hours	Work Environment	Training & Developmental Programs
Chi-Square	.055	.281	.001	.063	1.315
df	1	1	1	1	1
Asymp. Sig.	.814	.596	.974	.802	.251

Test Statistics^{a,b}					
	Performance Appraisal Process	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Chi-Square	.585	.057	1.604	3.708	.984
df	1	1	1	1	1
Asymp. Sig.	.444	.811	.205	.054	.321

Test Statistics^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	.544	.863
df	1	1
Asymp. Sig.	.461	.353

Test Statistics ^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	.544	.863
df	1	1

a. Kruskal Wallis Test

b. Grouping Variable: Highest Academic Qualifications with Specialization

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To plan and prepare teaching plan”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”, “Ability to communicate clearly in the language of instruction orally”, “Ability to communicate clearly in the language of instruction in writing”, “To teach through diverse modes, including new technologies”, “To prioritize work and allocate time accordingly”, “To gain classroom attention”, “To show consistency in the work allocated”, “To be punctual in all the activities”, “Level of acceptance of responsibility”, “Gender”, “Amount of work load”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Academic Qualification on perception towards these statements.

- As the mean rank value of the statement, “Educational Qualification” is 219.38 for the experience group who are Doctorates and 167.08 for Post graduates, it can be concluded that the Doctorates group are of the opinion that Educational Qualification is a very important teaching competency, compared to the Postgraduates.
- As the mean rank value of the statement, “Intelligence”, is 199.93 for the Doctorates and 173.14 for the Postgraduates, it can be concluded that the respondents of doctorate group feel that Intelligence is very important teaching competency.
- As the mean rank value of the statement, “To plan and prepare teaching plan”, is 204.35 for the Doctorates and 171.76 for the Postgraduates, it can be concluded that

the respondents of doctorate group feel that planning and preparing teaching plan is very important teaching competency.

- As the mean rank value of the statement, “To cite appropriate examples” is 202.19 for the Doctorate group and 172.44 for the Post graduate group, it can be concluded that the respondents of the Doctorate group feel that citing appropriate examples is very important teaching competency.
- As the mean rank value of the statement, “To use various teaching aids and methodologies”, is 205.09 and 171.53 for the Doctorate and the Post graduate group, it can be concluded that the respondent who are Doctorates, feel that using various teaching aids and methodologies is very important teaching competency.
- As the mean rank value of the statement, “To design and use various evaluative procedures”, is 198.76 and 173.50 for the Doctorate and Postgraduate groups, it can be concluded that designing and using various evaluative procedures is regarded as an important teaching competency by the respondents who are Doctorates.
- As the mean rank value of the statement, “Ability to communicate clearly in the language of instruction orally”, is 204.28 and 171.79 for the Doctorate and Postgraduate groups, it can be concluded that ability to communicate orally, is regarded as an important teaching competency by the respondents who are Doctorates.
- As the mean rank value of the statement, “Ability to communicate clearly in the language of instruction in writing”, is 202.06 and 172.47 for the Doctorate and Postgraduate groups, it can be concluded that ability to communicate in writing, is regarded as an important teaching competency by the respondents who are Doctorates.
- As the mean rank value of the statement, “To teach through diverse modes, including new technologies”, is 200.61 and 172.93 for the Doctorate and Postgraduate groups, it can be concluded that ability to teach through diverse modes including new technologies, is regarded as an important teaching competency by the respondents who are Doctorates.

- As the mean rank of the statement, “To prioritize work and allocate time accordingly”, is 204.10 for the Doctorates group and 171.84 for the Post graduate group, it can be concluded that the respondent in the Doctorate group feel that as a teacher it is important to prioritize work and allocate time accordingly to different activities.
- As the mean rank value of the statement, “To gain classroom attention”, is 180.02 and 177.82 for the Doctorate and the Postgraduate teachers respectively, it can be concluded that the Doctorate respondents feel that it is important to gain classroom attention as a teacher.
- As the mean rank value of the statement, “To show consistency in the work allocated”, is 184.63 and 163.02 for the Doctorate and the Postgraduate teachers respectively, it can be concluded that the Doctorate respondents feel that it is important to show consistency in the work allocated.
- As the mean rank value of the statement, “To be punctual in all the activities”, is 199.06 and 173.41 for the Doctorate and the Post graduate group, it can be concluded that respondent of the Doctorate group feel that it is a important teaching competency to be punctual in all the activities.
- As the mean rank value of the statement, “Level of acceptance of responsibility”, is 199.04 and 173.42 for the Doctorates and Postgraduates respectively, it can be concluded that Doctorate respondents feel that level of acceptance of responsibility is an important factor affecting teaching competency.
- As the mean rank value of the statement, “Gender”, is 211.86 and 169.42 for the Doctorates and Postgraduates respectively, it can be concluded that Doctorate respondents feel that Gender is an important factor affecting teaching competency.
- As the mean rank value of the statement, “Amount of workload”, is 184.37 for the Doctorates and 163.86 for the Postgraduates, it can be concluded that the doctorates feel that teaching competency can be affected by amount of workload.

4.2.2: Non- Parametric Test (Kruskal-Wallis Test)

4.2.2.6 Hypothesis

H₀: There is no significant influence of Designation on the Teaching Competencies and Factors affecting Teaching Competencies

H₇: There is significant influence of Designation on the Teaching Competencies and Factors affecting Teaching Competencies

Table 4.97: Ranks- Designation and Teaching Competencies & Factors affecting them			
	Designation as on present	N	Mean Rank
Educational Qualification	Assistant Professor	264	165.36
	Reader	35	211.96
	Associate Professor	28	213.13
	Professor	14	218.96
	Director	17	244.38
	Total	358	
Intelligence	Assistant Professor	264	171.53
	Reader	35	209.83
	Associate Professor	28	183.43
	Professor	14	185.29
	Director	17	229.65
	Total	358	
To develop the subject content (matter)	Assistant Professor	264	183.20
	Reader	35	159.60
	Associate Professor	28	165.75
	Professor	14	181.00
	Director	17	184.44
	Total	358	

	Designation as on present	N	Mean Rank
To plan and prepare teaching plan	Assistant Professor	264	172.50
	Reader	35	184.99
	Associate Professor	28	200.05
	Professor	14	209.68
	Director	17	218.24
	Total	358	
To have the art of posing questions	Assistant Professor	264	178.55
	Reader	35	171.53
	Associate Professor	28	189.82
	Professor	14	197.04
	Director	17	179.29
	Total	358	
To cite appropriate Examples	Assistant Professor	264	170.72
	Reader	35	178.51
	Associate Professor	28	220.27
	Professor	14	231.32
	Director	17	208.09
	Total	358	
To use various teaching aids and methodologies	Assistant Professor	264	168.09
	Reader	35	198.13
	Associate Professor	28	216.64
	Professor	14	218.79
	Director	17	224.82
	Total	358	
To design and use various evaluative procedures	Assistant Professor	264	170.57
	Reader	35	183.76
	Associate Professor	28	212.93
	Professor	14	214.93
	Director	17	225.21
	Total	358	

	Designation as on present	N	Mean Rank
To seek feedback and consider it carefully	Assistant Professor	264	182.95
	Reader	35	166.19
	Associate Professor	28	158.48
	Professor	14	204.36
	Director	17	167.44
	Total	358	
To list out achievable goals	Assistant Professor	264	185.01
	Reader	35	157.76
	Associate Professor	28	170.32
	Professor	14	166.96
	Director	17	164.15
	Total	358	
To be creative and have original thinking	Assistant Professor	264	175.05
	Reader	35	210.31
	Associate Professor	28	186.75
	Professor	14	158.57
	Director	17	190.50
	Total	358	
To demonstrate interest in and understanding of own	Assistant Professor	264	173.10
	Reader	35	161.94
	Associate Professor	28	224.09
	Professor	14	242.21
	Director	17	190.00
	Total	358	
To assign formal authority and responsibility for completion	Assistant Professor	264	173.52
	Reader	35	159.84
	Associate Professor	28	206.63
	Professor	14	244.00
	Director	17	215.03
	Total	358	

	Designation as on present	N	Mean Rank
Subject Knowledge	Assistant Professor	264	180.02
	Reader	35	170.71
	Associate Professor	28	186.46
	Professor	14	150.18
	Director	17	202.24
	Total	358	
Quick Thinking	Assistant Professor	264	172.80
	Reader	35	174.47
	Associate Professor	28	208.91
	Professor	14	241.25
	Director	17	194.53
	Total	358	
Ability to communicate clearly in the language of instruction orally	Assistant Professor	264	171.10
	Reader	35	206.07
	Associate Professor	28	187.00
	Professor	14	206.07
	Director	17	221.03
	Total	358	
Ability to communicate clearly in the language of instruction in writing	Assistant Professor	264	171.12
	Reader	35	201.49
	Associate Professor	28	193.86
	Professor	14	202.82
	Director	17	221.53
	Total	358	
To teach through diverse modes, including new technologies	Assistant Professor	264	171.84
	Reader	35	191.64
	Associate Professor	28	213.82
	Professor	14	220.07
	Director	17	183.50
	Total	358	

	Designation as on present	N	Mean Rank
To foster students' creative and analytical thinking skills	Assistant Professor	264	172.06
	Reader	35	179.24
	Associate Professor	28	214.88
	Professor	14	231.25
	Director	17	194.65
	Total	358	
To plan, organize and supervise a class effectively	Assistant Professor	264	177.95
	Reader	35	171.29
	Associate Professor	28	192.07
	Professor	14	166.11
	Director	17	210.74
	Total	358	
To be attentive and solve problems	Assistant Professor	264	180.91
	Reader	35	199.63
	Associate Professor	28	157.89
	Professor	14	169.50
	Director	17	159.94
	Total	358	
To encourage students to monitor their own progress against goals	Assistant Professor	264	180.23
	Reader	35	176.31
	Associate Professor	28	167.77
	Professor	14	173.64
	Director	17	198.85
	Total	358	
To give effective and timely feedback to the students	Assistant Professor	264	174.84
	Reader	35	204.01
	Associate Professor	28	200.68
	Professor	14	188.75
	Director	17	158.97
	Total	358	

	Designation as on present	N	Mean Rank
The ability to deal with multifunctional and cross functional activities	Assistant Professor	264	176.17
	Reader	35	194.84
	Associate Professor	28	184.48
	Professor	14	211.93
	Director	17	164.76
	Total	358	
To prioritize work and allocate the time accordingly	Assistant Professor	264	171.33
	Reader	35	224.06
	Associate Professor	28	177.61
	Professor	14	231.93
	Director	17	174.59
	Total	358	
To handle emotions in work place	Assistant Professor	264	167.59
	Reader	35	220.63
	Associate Professor	28	200.95
	Professor	14	204.75
	Director	17	223.74
	Total	358	
To show enthusiasm towards the work	Assistant Professor	264	172.62
	Reader	35	196.94
	Associate Professor	28	197.48
	Professor	14	197.43
	Director	17	206.00
	Total	358	
To have a sense of humour	Assistant Professor	264	172.73
	Reader	35	206.17
	Associate Professor	28	170.54
	Professor	14	220.75
	Director	17	210.53
	Total	358	

	Designation as on present	N	Mean Rank
To inspire good qualities in students	Assistant Professor	264	175.89
	Reader	35	202.76
	Associate Professor	28	177.77
	Professor	14	149.32
	Director	17	215.38
	Total	358	
To gain classroom attention	Assistant Professor	264	178.84
	Reader	35	164.31
	Associate Professor	28	219.20
	Professor	14	163.18
	Director	17	169.00
	Total	358	
To gain students participation in the class	Assistant Professor	264	188.20
	Reader	35	155.46
	Associate Professor	28	158.04
	Professor	14	123.79
	Director	17	175.12
	Total	358	
To avoid any form of discrimination	Assistant Professor	264	174.68
	Reader	35	174.41
	Associate Professor	28	215.00
	Professor	14	178.25
	Director	17	207.32
	Total	358	
To cooperate with institution staff, parents and students	Assistant Professor	264	175.00
	Reader	35	170.74
	Associate Professor	28	222.68
	Professor	14	163.86
	Director	17	209.21
	Total	358	

	Designation as on present	N	Mean Rank
To collaborate with other members of the staff in the functional activities	Assistant Professor	264	175.34
	Reader	35	181.93
	Associate Professor	28	215.48
	Professor	14	203.25
	Director	17	160.24
	Total	358	
To be friendly and understanding	Assistant Professor	264	178.13
	Reader	35	192.61
	Associate Professor	28	181.50
	Professor	14	150.79
	Director	17	194.15
	Total	358	
To respond to students requests promptly	Assistant Professor	264	179.42
	Reader	35	176.76
	Associate Professor	28	180.73
	Professor	14	200.43
	Director	17	167.06
	Total	358	
To co-operate for meeting team goals	Assistant Professor	264	181.30
	Reader	35	194.93
	Associate Professor	28	159.18
	Professor	14	174.82
	Director	17	157.09
	Total	358	
To be achievement oriented	Assistant Professor	264	178.66
	Reader	35	179.17
	Associate Professor	28	201.09
	Professor	14	144.39
	Director	17	186.65
	Total	358	

	Designation as on present	N	Mean Rank
To show consistency in the work allotted	Assistant Professor	264	182.52
	Reader	35	170.19
	Associate Professor	28	169.18
	Professor	14	160.79
	Director	17	184.15
	Total	358	
To have willingness for professional and personal growth	Assistant Professor	264	173.30
	Reader	35	223.20
	Associate Professor	28	181.34
	Professor	14	191.00
	Director	17	173.29
	Total	358	
To feel as a contributor towards the students growth	Assistant Professor	264	181.33
	Reader	35	186.67
	Associate Professor	28	175.86
	Professor	14	163.00
	Director	17	155.94
	Total	358	
To have a feeling of responsibility towards the students	Assistant Professor	264	177.62
	Reader	35	191.60
	Associate Professor	28	183.07
	Professor	14	164.54
	Director	17	190.21
	Total	358	
To have sympathetic attitude towards students	Assistant Professor	264	178.37
	Reader	35	199.57
	Associate Professor	28	165.11
	Professor	14	191.57
	Director	17	169.56
	Total	358	

	Designation as on present	N	Mean Rank
To be sincere towards teaching	Assistant Professor	264	183.20
	Reader	35	177.80
	Associate Professor	28	166.13
	Professor	14	163.25
	Director	17	160.91
	Total	358	
To be punctual in all the activities	Assistant Professor	264	171.77
	Reader	35	201.86
	Associate Professor	28	158.27
	Professor	14	234.57
	Director	17	243.12
	Total	358	
To be relaxed and composed	Assistant Professor	264	178.86
	Reader	35	188.49
	Associate Professor	28	172.88
	Professor	14	200.82
	Director	17	164.32
	Total	358	
To be strict and aggressive for the outcomes	Assistant Professor	264	180.78
	Reader	35	172.79
	Associate Professor	28	175.00
	Professor	14	194.11
	Director	17	168.85
	Total	358	
Attitude of Management towards goal achievement	Assistant Professor	264	173.14
	Reader	35	189.00
	Associate Professor	28	210.75
	Professor	14	185.93
	Director	17	202.00
	Total	358	

	Designation as on present	N	Mean Rank
Level of Acceptance of Responsibility	Assistant Professor	264	171.95
	Reader	35	202.59
	Associate Professor	28	204.21
	Professor	14	175.32
	Director	17	211.88
	Total	358	
Family and Personal Relationships	Assistant Professor	264	176.01
	Reader	35	171.44
	Associate Professor	28	198.89
	Professor	14	168.04
	Director	17	227.74
	Total	358	
Satisfaction from teaching job	Assistant Professor	264	173.66
	Reader	35	216.60
	Associate Professor	28	167.71
	Professor	14	197.18
	Director	17	198.71
	Total	358	
Gender	Assistant Professor	264	169.30
	Reader	35	221.19
	Associate Professor	28	195.09
	Professor	14	199.93
	Director	17	209.59
	Total	358	
The extent and Willingness to Learn new methodologies	Assistant Professor	264	175.42
	Reader	35	172.69
	Associate Professor	28	197.09
	Professor	14	232.00
	Director	17	184.65
	Total	358	

	Designation as on present	N	Mean Rank
Teaching Experience	Assistant Professor	264	183.50
	Reader	35	185.39
	Associate Professor	28	154.39
	Professor	14	187.46
	Director	17	140.03
	Total	358	
Amount of Workload	Assistant Professor	264	186.70
	Reader	35	173.17
	Associate Professor	28	151.14
	Professor	14	155.50
	Director	17	147.24
	Total	358	
Type of Subjects allocated to the Individual	Assistant Professor	264	176.76
	Reader	35	203.51
	Associate Professor	28	201.63
	Professor	14	161.07
	Director	17	151.38
	Total	358	
Age	Assistant Professor	264	178.23
	Reader	35	203.49
	Associate Professor	28	163.66
	Professor	14	177.82
	Director	17	177.32
	Total	358	
Infrastructure facilities and resources	Assistant Professor	264	174.76
	Reader	35	208.24
	Associate Professor	28	186.34
	Professor	14	174.29
	Director	17	186.97
	Total	358	

	Designation as on present	N	Mean Rank
Feedback of students	Assistant Professor	264	174.01
	Reader	35	188.84
	Associate Professor	28	195.32
	Professor	14	238.96
	Director	17	170.56
	Total	358	
Job Position and Responsibility	Assistant Professor	264	176.42
	Reader	35	186.54
	Associate Professor	28	191.11
	Professor	14	198.54
	Director	17	177.97
	Total	358	
Flexibility in the functioning	Assistant Professor	264	178.68
	Reader	35	170.31
	Associate Professor	28	198.30
	Professor	14	185.50
	Director	17	175.29
	Total	358	
Educational Qualifications	Assistant Professor	264	183.10
	Reader	35	175.47
	Associate Professor	28	176.79
	Professor	14	151.54
	Director	17	159.35
	Total	358	
Daily working hours	Assistant Professor	264	180.21
	Reader	35	182.06
	Associate Professor	28	168.09
	Professor	14	200.36
	Director	17	164.88
	Total	358	

	Designation as on present	N	Mean Rank
Work Environment	Assistant Professor	264	181.13
	Reader	35	180.60
	Associate Professor	28	145.02
	Professor	14	195.86
	Director	17	195.32
	Total	358	
Training & Developmental Programs	Assistant Professor	264	183.28
	Reader	35	169.10
	Associate Professor	28	165.95
	Professor	14	173.61
	Director	17	169.35
	Total	358	
Performance Appraisal Process	Assistant Professor	264	183.39
	Reader	35	177.33
	Associate Professor	28	163.21
	Professor	14	210.75
	Director	17	124.62
	Total	358	
Knowledge, Skills and Attitude	Assistant Professor	264	178.87
	Reader	35	174.11
	Associate Professor	28	185.25
	Professor	14	178.00
	Director	17	192.21
	Total	358	
Interpersonal Relationships	Assistant Professor	264	182.90
	Reader	35	149.94
	Associate Professor	28	175.34
	Professor	14	166.18
	Director	17	205.35
	Total	358	

	Designation as on present	N	Mean Rank
Salary and wages	Assistant Professor	264	185.16
	Reader	35	181.43
	Associate Professor	28	155.95
	Professor	14	156.93
	Director	17	145.03
	Total	358	
The quality of students	Assistant Professor	264	182.51
	Reader	35	178.84
	Associate Professor	28	175.04
	Professor	14	192.18
	Director	17	131.06
	Total	358	
Distance of the institution and living place	Assistant Professor	264	176.17
	Reader	35	185.60
	Associate Professor	28	186.64
	Professor	14	190.07
	Director	17	198.15
	Total	358	
The career choice of Teaching as a Profession	Assistant Professor	264	183.06
	Reader	35	183.71
	Associate Professor	28	158.05
	Professor	14	161.93
	Director	17	165.38
	Total	358	

Test Statistics ^{a,b}					
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan	To have the art of posing questions
Chi-Square	26.215	12.780	2.831	7.275	1.006

df	4	4	4	4	4
Asymp. Sig.	.000	.012	.586	.122	.909

Test Statistics^{a,b}					
	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures	To seek feedback and consider it carefully	To list out achievable goals
Chi-Square	12.743	14.930	11.007	3.839	3.817
df	4	4	4	4	4
Asymp. Sig.	.013	.005	.026	.428	.431

Test Statistics^{a,b}					
	To be creative and have original thinking	To demonstrate interest in and understanding of own	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking
Chi-Square	6.584	13.645	12.698	5.139	10.326
df	4	4	4	4	4
Asymp. Sig.	.160	.009	.013	.273	.035

Test Statistics^{a,b}					
	Ability to communicate clearly in the language of instruction orally	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Chi-Square	12.675	11.817	8.881	9.810	3.260
df	4	4	4	4	4
Asymp. Sig.	.013	.019	.064	.044	.515

Test Statistics^{a,b}					
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities	To prioritize work and allocate the time accordingly
Chi-Square	4.429	1.372	5.375	3.134	12.801
df	4	4	4	4	4
Asymp. Sig.	.351	.849	.251	.536	.012

Test Statistics^{a,b}					
	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour	To inspire good qualities in students	To gain classroom attention
Chi-Square	15.550	5.269	8.481	7.414	7.204
df	4	4	4	4	4
Asymp. Sig.	.004	.261	.075	.116	.125

Test Statistics^{a,b}					
	To gain students participation in the class	To avoid any form of discrimination	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding
Chi-Square	15.524	6.864	9.499	6.728	3.568
df	4	4	4	4	4
Asymp. Sig.	.004	.143	.050	.151	.468

Test Statistics^{a,b}					
	To respond to students requests promptly	To cooperate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Chi-Square	1.156	3.415	3.980	1.755	9.032

df	4	4	4	4	4
Asymp. Sig.	.885	.491	.409	.781	.060

Test Statistics^{a,b}					
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching	To be punctual in all the activities
Chi-Square	2.103	1.419	2.708	2.991	16.602
df	4	4	4	4	4
Asymp. Sig.	.717	.841	.608	.559	.002

Test Statistics^{a,b}					
	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement	Level of Acceptance of Responsibility	Family and Personal Relationships
Chi-Square	1.569	.799	5.988	8.147	6.381
df	4	4	4	4	4
Asymp. Sig.	.814	.939	.200	.086	.172

Test Statistics^{a,b}					
	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies	Teaching Experience	Amount of Workload
Chi-Square	8.093	11.597	6.151	6.842	11.240
df	4	4	4	4	4
Asymp. Sig.	.088	.021	.188	.144	.024

Test Statistics^{a,b}					
	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources	Feedback of students	Job Position and Responsibility
Chi-Square	7.126	2.873	3.898	7.267	1.380

df	4	4	4	4	4
Asymp. Sig.	.129	.579	.420	.122	.848

Test Statistics ^{a,b}					
	Flexibility in the functioning	Educational Qualifications	Daily working hours	Work Environment	Training & Developmental Programs
Chi-Square	1.572	2.781	1.558	4.858	1.677
df	4	4	4	4	4
Asymp. Sig.	.814	.595	.816	.302	.795

Test Statistics ^{a,b}					
	Performance Appraisal Process	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Chi-Square	8.701	.556	5.560	12.112	8.019
df	4	4	4	4	4
Asymp. Sig.	.069	.968	.234	.017	.091

Test Statistics ^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	1.366	3.994
df	4	4
Asymp. Sig.	.850	.407

a. Kruskal Wallis Test

b. Grouping Variable: Designation as on present

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”, “To demonstrate interest in and understanding of own”, “To assign formal authority and responsibility for completion”, “Ability to communicate in the language of instruction orally”, “Ability to communicate in the language of instruction in writing”, “To foster students creative and analytical thinking skills”, “To prioritize work and

allocate time accordingly”, “To handle emotions in workplace”, “To gain student participation in class”, “To cooperate with institution staff, parents and students”, “To be punctual in all the activities”, “Gender”, “Amount of work load”, “Salary and wages”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Academic Qualification on perception towards these statements.

- As the mean rank value of the statement, “Educational Qualification” is 244.38 for the respondents who are designated as Directors and 165.36 for the respondents designated as Assistant Professors, it can be concluded that the respondents at the Director position are of the opinion that Educational Qualification is an very important teaching competency, compared to the other groups.
- As the mean rank value of the statement, “Intelligence”, is 229.65 for the Director position and 171.53 for the Assistant Professor designation, it can be concluded that the respondents of Director Position feel that Intelligence is very important teaching competency.
- As the mean rank value of the statement, “To cite appropriate examples” is 231.32 for Professors and 170.72 for Assistant Professors, it can be concluded that the respondents of the Professors group feel that citing appropriate examples is very important teaching competency.
- As the mean rank value of the statement, “To use various teaching aids and methodologies”, is 224.82 and 168.09 for the Director and the Assistant Professor group, it can be concluded that the group of Directors feel that using various teaching aids and methodologies is very important teaching competency.
- As the mean rank value of the statement, “To design and use various evaluative procedures”, is 225.21 and 170.57 for the Directors and Assistant Professors respectively, it can be concluded that designing and using various evaluative procedures is regarded as an important teaching competency by the group of directors.
- As the mean rank value of the statement, “To demonstrate interest in and understanding of own and different cultures”, is 242.21 and 161.94 for the

Professors and Readers respectively, it can be concluded that demonstrating interest in and understanding of cultures is considered as a teaching competency by the Professors group.

- As the mean rank of the statement, “To assign formal authority and responsibility for completion” is 215.03 for the Professors group and 159.84 for the Readers group, it can be concluded that the Professors group considers assigning formal authority and responsibility for completion of task as an important competency.
- As the mean rank of the statement, “Quick Thinking” is 241.25 for the Professors group and 172.80 for the Assistant Professors, it can be concluded that the Professors group considers Quick thinking as an important competency.
- As the mean rank of the statement, “Ability to communicate clearly in the language of instruction orally” is 221.03 for the Director group and 171.10 for the Assistant Professors, it can be concluded that the Professors group considers Ability to communicate orally as an important competency.
- As the mean rank of the statement, “Ability to communicate clearly in the language of instruction in writing” is 221.53 for the Director group and 171.12 for the Assistant Professors, it can be concluded that the Professors group considers Ability to communicate in writing as an important competency.
- As the mean rank value of the statement, “To teach through diverse modes, including new technology” is 280.33 and 156.31 for the experience group between 16-20 years and 6-10 years, it can be concluded that the experience group of 16-20 feel that teaching through diverse modes is more important.’
- As the mean rank value of the statement, “To foster students creative and analytical thinking skills”, is 231.25 and 172.06 for the Professor and Assistant Professors, it can be concluded that it is important to foster student creative and analytical thinking skills as per the experience group of Professors compared to other groups.
- As the mean rank of the statement, “To prioritize work and allocate time accordingly”, is 231.93 and 171.33 for the Professor and the Assistant Professor group, it can be concluded that the respondent who are Professors feel that as a

teacher it is important to prioritize work and allocate time accordingly to different activities.

- As the mean rank of the statement, “To handle emotions in work place”, is 223.74 and 167.59 for Directors and Assistant Professors, it can be concluded that the respondents who are Directors feel that it is very important to handle emotions at work place.
- As the mean rank of the statement, “To gain students participation in the class”, is 188.20 and 123.79 for Assistant Professors and Professors, it can be concluded that the respondents who are Assistant Professors feel that it is very important to gain participation of students in the class.
- As the mean rank value of the statement, “To cooperate with institution staff, parents and students” is 222.68 and 163.86 for the Associate Professors and Professor, it can be concluded that the respondents who are Associate Professor feel that it is important to cooperate with institution staff, parents and students as a teacher.
- As the mean rank value of the statement, “To be punctual in all the activities”, is 243.12 and 158.27 for the Directors and Associate Professor, it can be concluded that respondent who are Directors feel that it is a important teaching competency to be punctual in all the activities.
- As the mean rank value of the statement, “Gender”, is 221.19 and 169.30 for the Reader and Assistant Professor, it can be concluded that respondent who are Readers feel that it is an important factor affecting teaching competency.
- As the mean rank value of the statement, “Amount of workload”, is 186.70 and 147.24 for the Assistant Professor and Director, it can be concluded that the Assistant Professor feel that teaching competency can be affected by amount of workload.
- As the mean value of the statement, “Salary and wages”, is 185.16 and 145.03 for the group of Assistant Professors and Directors, it can be concluded that Salary and wages is very important factor affecting the teaching competency as per the respondents who are Assistant Professors.

4.2.2: Non- Parametric Test (Kruskal-Wallis Test)

4.2.2.7 Hypothesis

H_0 : There is no significant influence of Income on the Teaching Competencies and Factors affecting Teaching Competencies

H_8 : There is significant influence of Income on the Teaching Competencies and Factors affecting Teaching Competencies

Table 4.98: Ranks- Income and Teaching Competencies & Factors affecting them			
	Income	N	Mean Rank
Educational Qualification	Below 3 lakhs	31	211.81
	3 - 5 lakhs	239	162.93
	Above 5 lakhs	88	213.13
	Total	358	
Intelligence	Below 3 lakhs	31	181.32
	3 - 5 lakhs	239	172.71
	Above 5 lakhs	88	197.30
	Total	358	
To develop the subject content (matter)	Below 3 lakhs	31	191.13
	3 - 5 lakhs	239	185.52
	Above 5 lakhs	88	159.06
	Total	358	
To plan and prepare teaching plan	Below 3 lakhs	31	171.15
	3 - 5 lakhs	239	171.90
	Above 5 lakhs	88	203.08
	Total	358	
To have the art of posing questions	Below 3 lakhs	31	182.48
	3 - 5 lakhs	239	180.63
	Above 5 lakhs	88	175.39
	Total	358	
To cite appropriate Examples	Below 3 lakhs	31	207.61
	3 - 5 lakhs	239	170.39
	Above 5 lakhs	88	194.33
	Total	358	

	Income	N	Mean Rank
To use various teaching aids and methodologies	Below 3 lakhs	31	230.42
	3 - 5 lakhs	239	163.28
	Above 5 lakhs	88	205.63
	Total	358	
To design and use various evaluative procedures	Below 3 lakhs	31	231.98
	3 - 5 lakhs	239	163.56
	Above 5 lakhs	88	204.31
	Total	358	
To seek feedback and consider it carefully	Below 3 lakhs	31	174.82
	3 - 5 lakhs	239	186.54
	Above 5 lakhs	88	162.02
	Total	358	
To list out achievable goals	Below 3 lakhs	31	164.71
	3 - 5 lakhs	239	188.37
	Above 5 lakhs	88	160.63
	Total	358	
To be creative and have original thinking	Below 3 lakhs	31	149.42
	3 - 5 lakhs	239	180.18
	Above 5 lakhs	88	188.26
	Total	358	
To demonstrate interest in and understanding of own	Below 3 lakhs	31	234.81
	3 - 5 lakhs	239	168.76
	Above 5 lakhs	88	189.18
	Total	358	
To assign formal authority and responsibility for completion	Below 3 lakhs	31	228.71
	3 - 5 lakhs	239	170.04
	Above 5 lakhs	88	187.86
	Total	358	
Subject Knowledge	Below 3 lakhs	31	139.32
	3 - 5 lakhs	239	189.03
	Above 5 lakhs	88	167.77
	Total	358	
Quick Thinking	Below 3 lakhs	31	214.45
	3 - 5 lakhs	239	174.13
	Above 5 lakhs	88	181.76
	Total	358	

	Income	N	Mean Rank
Ability to communicate clearly in the language of instruction orally	Below 3 lakhs	31	206.87
	3 - 5 lakhs	239	166.49
	Above 5 lakhs	88	205.20
	Total	358	
Ability to communicate clearly in the language of instruction in writing	Below 3 lakhs	31	190.11
	3 - 5 lakhs	239	169.44
	Above 5 lakhs	88	203.09
	Total	358	
To teach through diverse modes, including new technologies	Below 3 lakhs	31	218.60
	3 - 5 lakhs	239	170.40
	Above 5 lakhs	88	190.45
	Total	358	
To foster students' creative and analytical thinking skills	Below 3 lakhs	31	184.23
	3 - 5 lakhs	239	174.17
	Above 5 lakhs	88	192.31
	Total	358	
To plan, organize and supervise a class effectively	Below 3 lakhs	31	115.87
	3 - 5 lakhs	239	182.04
	Above 5 lakhs	88	195.01
	Total	358	
To be attentive and solve problems	Below 3 lakhs	31	128.71
	3 - 5 lakhs	239	184.89
	Above 5 lakhs	88	182.74
	Total	358	
To encourage students to monitor their own progress against goals	Below 3 lakhs	31	192.82
	3 - 5 lakhs	239	178.74
	Above 5 lakhs	88	176.88
	Total	358	
To give effective and timely feedback to the students	Below 3 lakhs	31	202.44
	3 - 5 lakhs	239	176.59
	Above 5 lakhs	88	179.31
	Total	358	
The ability to deal with multifunctional and cross functional activities	Below 3 lakhs	31	231.10
	3 - 5 lakhs	239	176.26
	Above 5 lakhs	88	170.13
	Total	358	

	Income	N	Mean Rank
To prioritize work and allocate the time accordingly	Below 3 lakhs	31	229.92
	3 - 5 lakhs	239	169.33
	Above 5 lakhs	88	189.35
	Total	358	
To handle emotions in work place	Below 3 lakhs	31	230.87
	3 - 5 lakhs	239	168.04
	Above 5 lakhs	88	192.52
	Total	358	
To show enthusiasm towards the work	Below 3 lakhs	31	233.97
	3 - 5 lakhs	239	171.91
	Above 5 lakhs	88	180.93
	Total	358	
To have a sense of humour	Below 3 lakhs	31	224.60
	3 - 5 lakhs	239	171.95
	Above 5 lakhs	88	184.11
	Total	358	
To inspire good qualities in students	Below 3 lakhs	31	211.24
	3 - 5 lakhs	239	173.24
	Above 5 lakhs	88	185.32
	Total	358	
To gain classroom attention	Below 3 lakhs	31	169.13
	3 - 5 lakhs	239	181.89
	Above 5 lakhs	88	176.65
	Total	358	
To gain students participation in the class	Below 3 lakhs	31	151.94
	3 - 5 lakhs	239	190.21
	Above 5 lakhs	88	160.12
	Total	358	
To avoid any form of discrimination	Below 3 lakhs	31	191.79
	3 - 5 lakhs	239	176.42
	Above 5 lakhs	88	183.53
	Total	358	
To cooperate with institution staff, parents and students	Below 3 lakhs	31	206.24
	3 - 5 lakhs	239	177.18
	Above 5 lakhs	88	176.39
	Total	358	

	Income	N	Mean Rank
To collaborate with other members of the staff in the functional activities	Below 3 lakhs	31	208.11
	3 - 5 lakhs	239	170.22
	Above 5 lakhs	88	194.63
	Total	358	
To be friendly and understanding	Below 3 lakhs	31	180.11
	3 - 5 lakhs	239	182.82
	Above 5 lakhs	88	170.26
	Total	358	
To respond to students requests promptly	Below 3 lakhs	31	177.71
	3 - 5 lakhs	239	180.98
	Above 5 lakhs	88	176.12
	Total	358	
To co-operate for meeting team goals	Below 3 lakhs	31	129.27
	3 - 5 lakhs	239	189.68
	Above 5 lakhs	88	169.53
	Total	358	
To be achievement oriented	Below 3 lakhs	31	111.44
	3 - 5 lakhs	239	186.42
	Above 5 lakhs	88	184.68
	Total	358	
To show consistency in the work allotted	Below 3 lakhs	31	140.85
	3 - 5 lakhs	239	188.61
	Above 5 lakhs	88	168.38
	Total	358	
To have willingness for professional and personal growth	Below 3 lakhs	31	167.98
	3 - 5 lakhs	239	175.93
	Above 5 lakhs	88	193.26
	Total	358	
To feel as a contributor towards the students growth	Below 3 lakhs	31	174.13
	3 - 5 lakhs	239	180.42
	Above 5 lakhs	88	178.89
	Total	358	
To have a feeling of responsibility towards the students	Below 3 lakhs	31	176.47
	3 - 5 lakhs	239	180.39
	Above 5 lakhs	88	178.15
	Total	358	

	Income	N	Mean Rank
To have sympathetic attitude towards students	Below 3 lakhs	31	220.40
	3 - 5 lakhs	239	173.07
	Above 5 lakhs	88	182.55
	Total	358	
To be sincere towards teaching	Below 3 lakhs	31	180.24
	3 - 5 lakhs	239	183.19
	Above 5 lakhs	88	169.22
	Total	358	
To be punctual in all the activities	Below 3 lakhs	31	235.94
	3 - 5 lakhs	239	167.64
	Above 5 lakhs	88	191.84
	Total	358	
To be relaxed and composed	Below 3 lakhs	31	248.65
	3 - 5 lakhs	239	172.19
	Above 5 lakhs	88	175.00
	Total	358	
To be strict and aggressive for the outcomes	Below 3 lakhs	31	217.58
	3 - 5 lakhs	239	176.46
	Above 5 lakhs	88	174.34
	Total	358	
Attitude of Management towards goal achievement	Below 3 lakhs	31	205.23
	3 - 5 lakhs	239	168.94
	Above 5 lakhs	88	199.13
	Total	358	
Level of Acceptance of Responsibility	Below 3 lakhs	31	204.19
	3 - 5 lakhs	239	172.74
	Above 5 lakhs	88	189.16
	Total	358	
Family and Personal Relationships	Below 3 lakhs	31	207.84
	3 - 5 lakhs	239	177.07
	Above 5 lakhs	88	176.11
	Total	358	
Satisfaction from teaching job	Below 3 lakhs	31	175.15
	3 - 5 lakhs	239	174.04
	Above 5 lakhs	88	195.87
	Total	358	

	Income	N	Mean Rank
Gender	Below 3 lakhs	31	185.90
	3 - 5 lakhs	239	172.90
	Above 5 lakhs	88	195.16
	Total	358	
The extent and Willingness to Learn new methodologies	Below 3 lakhs	31	194.29
	3 - 5 lakhs	239	171.26
	Above 5 lakhs	88	196.68
	Total	358	
Teaching Experience	Below 3 lakhs	31	153.24
	3 - 5 lakhs	239	188.62
	Above 5 lakhs	88	163.97
	Total	358	
Amount of Workload	Below 3 lakhs	31	160.84
	3 - 5 lakhs	239	187.87
	Above 5 lakhs	88	163.33
	Total	358	
Type of Subjects allocated to the Individual	Below 3 lakhs	31	140.37
	3 - 5 lakhs	239	183.18
	Above 5 lakhs	88	183.30
	Total	358	
Age	Below 3 lakhs	31	203.50
	3 - 5 lakhs	239	175.80
	Above 5 lakhs	88	181.09
	Total	358	
Infrastructure facilities and resources	Below 3 lakhs	31	240.44
	3 - 5 lakhs	239	167.76
	Above 5 lakhs	88	189.92
	Total	358	
Feedback of students	Below 3 lakhs	31	188.32
	3 - 5 lakhs	239	172.12
	Above 5 lakhs	88	196.44
	Total	358	
Job Position and Responsibility	Below 3 lakhs	31	185.29
	3 - 5 lakhs	239	177.04
	Above 5 lakhs	88	184.15
	Total	358	

	Income	N	Mean Rank
Flexibility in the functioning	Below 3 lakhs	31	203.81
	3 - 5 lakhs	239	180.50
	Above 5 lakhs	88	168.21
	Total	358	
Educational Qualifications	Below 3 lakhs	31	161.58
	3 - 5 lakhs	239	189.63
	Above 5 lakhs	88	158.30
	Total	358	
Daily working hours	Below 3 lakhs	31	224.48
	3 - 5 lakhs	239	177.18
	Above 5 lakhs	88	169.97
	Total	358	
Work Environment	Below 3 lakhs	31	214.45
	3 - 5 lakhs	239	173.04
	Above 5 lakhs	88	184.74
	Total	358	
Training & Developmental Programs	Below 3 lakhs	31	171.26
	3 - 5 lakhs	239	180.29
	Above 5 lakhs	88	180.27
	Total	358	
Performance Appraisal Process	Below 3 lakhs	31	171.50
	3 - 5 lakhs	239	178.89
	Above 5 lakhs	88	183.97
	Total	358	
Knowledge, Skills and Attitude	Below 3 lakhs	31	167.45
	3 - 5 lakhs	239	180.42
	Above 5 lakhs	88	181.23
	Total	358	
Interpersonal Relationships	Below 3 lakhs	31	174.08
	3 - 5 lakhs	239	179.95
	Above 5 lakhs	88	180.19
	Total	358	
Salary and wages	Below 3 lakhs	31	166.65
	3 - 5 lakhs	239	183.56
	Above 5 lakhs	88	172.99
	Total	358	

	Income	N	Mean Rank
The quality of students	Below 3 lakhs	31	145.95
	3 - 5 lakhs	239	183.53
	Above 5 lakhs	88	180.36
	Total	358	
Distance of the institution and living place	Below 3 lakhs	31	214.97
	3 - 5 lakhs	239	171.91
	Above 5 lakhs	88	187.61
	Total	358	
The career choice of Teaching as a Profession	Below 3 lakhs	31	185.10
	3 - 5 lakhs	239	179.10
	Above 5 lakhs	88	178.61
	Total	358	

Test Statistics ^{a,b}					
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan	To have the art of posing questions
Chi-Square	24.114	5.379	6.053	7.367	.213
df	2	2	2	2	2
Asymp. Sig.	.000	.068	.048	.025	.899

Test Statistics ^{a,b}					
	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures	To seek feedback and consider it carefully	To list out achievable goals
Chi-Square	6.852	21.428	20.783	4.610	6.557
df	2	2	2	2	2
Asymp. Sig.	.033	.000	.000	.100	.038

Test Statistics^{a,b}					
	To be creative and have original thinking	To demonstrate interest in and understanding of own	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking
Chi-Square	4.775	13.280	10.571	17.273	4.957
df	2	2	2	2	2
Asymp. Sig.	.092	.001	.005	.000	.084

Test Statistics^{a,b}					
	Ability to communicate clearly in the language of instruction orally	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Chi-Square	18.358	11.481	8.974	2.361	18.221
df	2	2	2	2	2
Asymp. Sig.	.000	.003	.011	.307	.000

Test Statistics^{a,b}					
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities	To prioritize work and allocate the time accordingly
Chi-Square	10.905	.765	2.065	9.600	11.375
df	2	2	2	2	2
Asymp. Sig.	.004	.682	.356	.008	.003

Test Statistics^{a,b}					
	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour	To inspire good qualities in students	To gain classroom attention
Chi-Square	13.125	11.476	8.383	5.660	.674
df	2	2	2	2	2
Asymp. Sig.	.001	.003	.015	.059	.714

Test Statistics^{a,b}					
	To gain students participation in the class	To avoid any form of discrimination	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding
Chi-Square	13.462	1.037	2.936	8.055	1.662
df	2	2	2	2	2
Asymp. Sig.	.001	.596	.230	.018	.436

Test Statistics^{a,b}					
	To respond to students requests promptly	To co-operate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Chi-Square	.207	12.891	19.975	9.866	2.702
df	2	2	2	2	2
Asymp. Sig.	.902	.002	.000	.007	.259

Test Statistics^{a,b}					
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching	To be punctual in all the activities
Chi-Square	.146	.078	7.072	2.054	15.398
df	2	2	2	2	2
Asymp. Sig.	.930	.962	.029	.358	.000

Test Statistics^{a,b}					
	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement	Level of Acceptance of Responsibility	Family and Personal Relationships
Chi-Square	17.683	5.281	9.640	4.500	3.036
df	2	2	2	2	2
Asymp. Sig.	.000	.071	.008	.105	.219

Test Statistics^{a,b}					
	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies	Teaching Experience	Amount of Workload
Chi-Square	3.532	3.317	5.609	8.472	8.972
df	2	2	2	2	2
Asymp. Sig.	.171	.190	.061	.014	.011

Test Statistics^{a,b}					
	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources	Feedback of students	Job Position and Responsibility
Chi-Square	6.848	2.214	16.389	4.293	.463
df	2	2	2	2	2
Asymp. Sig.	.033	.331	.000	.117	.793

Test Statistics^{a,b}					
	Flexibility in the functioning	Educational Qualifications	Daily working hours	Work Environment	Training & Developmental Programs
Chi-Square	3.383	9.338	8.172	5.809	.259
df	2	2	2	2	2
Asymp. Sig.	.184	.009	.017	.055	.879

Test Statistics^{a,b}					
	Performance Appraisal Process	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Chi-Square	.435	.573	.116	3.011	6.906
df	2	2	2	2	2
Asymp. Sig.	.804	.751	.944	.222	.032

Test Statistics^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	6.093	.175
df	2	2
Asymp. Sig.	.048	.916

a. Kruskal Wallis Test

b. Grouping Variable: Income

Interpretation: As the p-value of the statements, “Educational Qualifications”, “To develop subject content”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, “To design and use various evaluation procedures”, “To list out achievable goals”, “To demonstrate interest in and understanding of own”, “Subject knowledge”, “Ability to communicate clearly in the language of instruction orally”, “Ability to communicate clearly in the language of instruction in writing”, “To teach through diverse modes, including new technologies”, “To plan, organize and supervise a class effectively”, “To be attentive and solve problems”, “The ability to deal with multifunctional and cross functional activities”, “To prioritize work and allocate time accordingly”, “To handle emotions in workplace”, “To show enthusiasm towards the work”, “To have sense of humour”, “To gain participation in class”, “To collaborate with other members of the staff in the functional activities”, “To cooperate for meeting term goals”, “To be achievement oriented”, “To show consistency in the work allotted”, “To have sympathetic attitude towards students”, “To be punctual in all the activities”, “To be relaxed and composed”, “Attitude of management towards goal achievement”, “Teaching experience”, “Amount of work load”, “Type of subjects allocated to the individual”, “Infrastructure facilities and resources”, “Educational Qualification”, “Daily working hours”, “The quality of students”, “Distance of the institution and living place”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Income of respondents on perception towards these statements.

- As the mean rank value of the statement, “Educational Qualification” is 213.13 and 162.93 for the income group above 5 lakh and between 3-5 lakh it can be concluded that the respondents in the income group above 5 lakh are of the opinion that Educational Qualification is a very important teaching competency, compared to the other groups.
- As the mean rank value of the statement, “To develop the subject content” is 191.13 and 159.06 for the income group below 3 lakh and above 5 lakh it can be

concluded that the respondents in the income group below 3 lakh are of the opinion that developing subject content is an very important teaching competency, compared to the other groups.

- As the mean rank value of the statement, “To cite appropriate examples” is 207.61 and 170.39 for the group having income below 3 lakh and between 3-5 lakh, it can be concluded that the respondents of the income group below 3 lakh, feel that citing appropriate examples is very important teaching competency.
- As the mean rank value of the statement, “To use various teaching aids and methodologies”, is 230.42 and 163.28 for the income groups below 3 lakh and between 3-5 lakh, it can be concluded that the group having income below 3 lakh, feel that using various teaching aids and methodologies is very important teaching competency.
- As the mean rank value of the statement, “To design and use various evaluative procedures”, is 231.98 and 163.56 for the groups having income below 3 lakh and between 3-5 lakh respectively, it can be concluded that designing and using various evaluative procedures is regarded as an important teaching competency by the group having income below 3 lakh rupees.
- As the mean rank value of the statement, “To list our achievable goals”, is 188.37 and 160.63 for the groups having income between 3-5 lakh and above 5 lakh respectively, it can be concluded that listing achievable goals is regarded as an important teaching competency by the group having income between 3-5 lakh rupees.
- As the mean rank value of the statement, “To demonstrate interest in and understanding of own and different cultures”, is 234.81 and 168.76 for the income groups below 3 lakh and 168.76 for the income group between 3-5 lakh, it can be concluded that demonstrating interest in and understanding of cultures is considered as a teaching competency by the income group below 3 lakh rupees.
- As the mean rank value of the statement, “Subject Knowledge”, is 189.03 and 139.32 for the income groups between 3-5 lakh and below 3 lakh respectively, it

can be concluded that subject knowledge is considered as a teaching competency by the income group between 3-5 lakh rupees.

- As the mean rank value of the statement, “Ability to communicate clearly in the language of instruction orally”, is 206.87 and 166.49 for the income groups below 3 lakh and between 3-5 lakh respectively, it can be concluded that Ability to communicate clearly in the language of instruction orally is considered as a teaching competency by the income group below 3 lakh rupees.
- As the mean rank value of the statement, “Ability to communicate clearly in the language of instruction in writing”, is 203.09 and 169.44 for the income groups above 5 lakh and between 3-5 lakh respectively, it can be concluded that Ability to communicate clearly in the language of instruction in writing is considered as a teaching competency by the income group above 5 lakh rupees.
- As the mean rank value of the statement, “To teach through diverse modes, including new technology” is 218.60 and 170.40 for the income groups below 3 lakh and between 3-5 lakh, it can be concluded that the income group below 3 lakh, feel that teaching through diverse modes is more important.’
- As the mean rank value of the statement, “To plan, organize and supervise a class effectively” is 195.01 and 115.87 for the income groups above 5 lakh and below 3 lakh, it can be concluded that the income group above 5 lakh, feel that planning, organizing and supervising a class effectively is more important.’
- As the mean rank value of the statement, “To be attentive and solve problems” is 184.89 and 128.71 for the income groups 3-5 lakh and below 3 lakh, it can be concluded that the income group 3-5 lakh, feel that to be attentive and solving problems is a very important teaching competency.
- As the mean rank value of the statement, “The ability to deal with multifunctional and cross functional activities”, is 231.10 and 170.13 for the income groups below 3 lakh and above 5 lakh, it can be concluded that respondents with income below 3 lakh, feel that as a teacher one should be able to deal with multifunctional and cross functional responsibilities.

- As the mean rank of the statement, “To prioritize work and allocate time accordingly”, is 229.92 and 169.33 for the income group below 3 lakh and 169.33, it can be concluded that the respondent in the income group of below 3 lakh, feel that as a teacher it is important to prioritize work and allocate time accordingly to different activities.
- As the mean rank of the statement, “To handle emotions in work place”, is 230.87 and 168.04 for the income groups below 3 lakh and between 3-5 lakh respectively, it can be concluded that the respondents with income below 3 lakh, feel that it is very important to handle emotions at work place.
- As the mean rank of the statement, “To show enthusiasm towards work”, is 233.97 for the group with below 3 lakh income and 171.91 for the group between 3-5 lakh income, it can be concluded that the respondents with income less than 3 lakh, feel that it is very important to show enthusiasm towards work.
- As the mean rank of the statement, “To have sense of humour”, is 224.60 and 171.95 for the income groups below 3 lakh and between 3-5 lakh, it can be concluded that the respondents with below less than 3 lakh income feel that it is very important to have sense of humour.
- As the mean rank of the statement, “To gain students participation in class”, is 190.21 and 151.94 for the income groups between 3-5 lakh and below 3 lakh and, it can be concluded that the respondents between 3-5 lakh income feel that it is very important to gain students participation in class.
- As the mean rank of the statement, “To collaborate with other members of the staff in the functional activities”, is 208.11 and 170.22 for the income groups below 3 lakh and between 3-5 lakh, it can be concluded that the respondents having income below 3, feel that it is very important to collaborate with other members of the staff in functional activities.
- As the mean rank of the statement, “To cooperate for meeting term goals”, is 189.68 and 129.27 for the income groups between 3-5 lakh and below 3 lakh, it can be concluded that the respondents having income between 3-5 lakh, feel that it is very important to cooperate for meeting term goals.

- As the mean rank of the statement, “To be achievement oriented”, is 186.42 and 111.44 for the income groups between 3-5 lakh and below 3 lakh, it can be concluded that the respondents having income between 3-5 lakh, feel that it is very important to be achievement oriented.
- As the mean rank of the statement, “To show consistency in the work allotted”, is 188.61 and 140.85 for the income groups between 3-5 lakh and below 3 lakh, it can be concluded that the respondents having income between 3-5 lakh, feel that it is very important to show consistency in the work allotted.
- As the mean rank of the statement, “To have sympathetic attitude towards students”, is 220.40 and 173.07 for the income groups below 3 lakh income and between 3-5 lakh income respectively, it can be concluded that the respondents having income less than 3 lakh, feel that it is very important to have sympathetic attitude towards students.
- As the mean rank value of the statement, “To be punctual in all the activities”, is 235.94 and 167.64 for the income groups below 3 lakh and 3-5 lakh respectively, it can be concluded that respondent of the group below 3 lakh income feel that it is a important teaching competency to be punctual in all the activities.
- As the mean rank value of the statement, “To be relaxed and composed”, is 248.65 and 172.19 for the income groups below 3 lakh and 3-5 lakh respectively, it can be concluded that respondent of the group below 3 lakh income feel that it is an important teaching competency to be relaxed and composed.
- As the mean rank value of the statement, “Attitude of management towards goal achievement”, is 205.23 and 168.94 for the income groups below 3 lakh and 3-5 lakh respectively, it can be concluded that respondent of the group below 3 lakh income feel that attitude of management towards goal achievement is an important factor affecting teaching competency.
- As the mean rank value of the statement, “Teaching Experience”, is 188.62 and 153.24 for the income groups’ 3-5 lakh and below 3 lakh and respectively, it can be concluded that respondent of the group between 3-5 lakh income feel that Teaching experience is an important factor affecting teaching competency.

- As the mean rank value of the statement, “Amount of workload”, is 187.87 and 160.84 for the income groups between 3-5 lakh and below 3 lakh respectively, it can be concluded that the group having income between 3-5 lakh, feel that teaching competency can be affected by amount of workload.
- As the mean rank value of the statement, “type of subjects allocated to the individual”, is 183.30 and 140.37 for the income groups above 5 lakh and below 3 lakh respectively, it can be concluded that the group having income above 5 lakh, feel that teaching competency can be affected by type of subjects allocated to the individual.
- As the mean rank value of the statement, “Infrastructure facilities and resources”, is 240.44 and 167.76 for the income groups below 3 lakh and between 3-5 lakh respectively, it can be concluded that the group having income below 3 lakh, feel that teaching competency can be affected by the infrastructure facilities and resources.
- As the mean rank value of the statement, “Educational Qualifications”, is 189.63 and 158.30 for the income groups between 3-5 lakh and above 5 lakh respectively, it can be concluded that the group of respondents belonging to the income group between 3-5 lakh, feels that Educational Qualification is an important factor that affects the teaching competency.
- As the mean rank value of the statement, “Daily working hours”, is 224.48 and 169.97 for the income groups below 3 lakh and above 5 lakh respectively, it can be concluded that the group of respondents belonging to the income group below 3 lakh, feels that Daily working hours is an important factor that affects the teaching competency.
- As the mean value of the statement, “The quality of students”, is 183.53 and 145.95 for the income groups between 3-5 lakh and below 3 lakh, it can be concluded that quality of students is very important factor affecting the teaching competency as per the respondents having income between 3-5 lakh.
- As the mean value of the statement, “Distance of the institution and living place” is 214.97 and 171.91 for the income groups below 3 lakh and between 3-5 lakh,, it can be concluded that the respondents having income below 3 lakh feel that Distance of the institution and living place is an important factor affecting the teaching competency.

4.2.2: Non- Parametric Test (Kruskal-Wallis Test)

4.2.2.8 Hypothesis

H_0 : There is no significant influence of Institute Timings on the Teaching Competencies and Factors affecting Teaching Competencies

H_9 : There is significant influence of Institute Timings on the Teaching Competencies and Factors affecting Teaching Competencies

	Institute Timings	N	Mean Rank
Educational Qualification	Morning Shift	14	203.04
	General Shift	340	177.65
	Afternoon Shift	4	254.00
	Total	358	
Intelligence	Morning Shift	14	189.71
	General Shift	340	178.89
	Afternoon Shift	4	196.00
	Total	358	
To develop the subject content (matter)	Morning Shift	14	192.50
	General Shift	340	179.03
	Afternoon Shift	4	174.25
	Total	358	
To plan and prepare teaching plan	Morning Shift	14	228.93
	General Shift	340	178.00
	Afternoon Shift	4	133.88
	Total	358	
To have the art of posing questions	Morning Shift	14	253.07
	General Shift	340	177.04
	Afternoon Shift	4	131.50
	Total	358	
To cite appropriate Examples	Morning Shift	14	250.32
	General Shift	340	175.55
	Afternoon Shift	4	267.25
	Total	358	

	Institute Timings	N	Mean Rank
To use various teaching aids and methodologies	Morning Shift	14	198.57
	General Shift	340	177.91
	Afternoon Shift	4	247.75
	Total	358	
To design and use various evaluative procedures	Morning Shift	14	207.50
	General Shift	340	178.35
	Afternoon Shift	4	179.25
	Total	358	
To seek feedback and consider it carefully	Morning Shift	14	170.25
	General Shift	340	180.10
	Afternoon Shift	4	160.63
	Total	358	
To list out achievable goals	Morning Shift	14	168.46
	General Shift	340	180.08
	Afternoon Shift	4	169.25
	Total	358	
To be creative and have original thinking	Morning Shift	14	176.46
	General Shift	340	178.94
	Afternoon Shift	4	238.00
	Total	358	
To demonstrate interest in and understanding of own	Morning Shift	14	248.68
	General Shift	340	176.07
	Afternoon Shift	4	229.25
	Total	358	
To assign formal authority and responsibility for completion	Morning Shift	14	261.04
	General Shift	340	175.33
	Afternoon Shift	4	249.00
	Total	358	
Subject Knowledge	Morning Shift	14	110.57
	General Shift	340	182.46
	Afternoon Shift	4	168.88
	Total	358	
Quick Thinking	Morning Shift	14	241.25
	General Shift	340	176.71
	Afternoon Shift	4	200.25
	Total	358	

	Institute Timings	N	Mean Rank
Ability to communicate clearly in the language of instruction orally	Morning Shift	14	231.50
	General Shift	340	177.27
	Afternoon Shift	4	187.00
	Total	358	
Ability to communicate clearly in the language of instruction in writing	Morning Shift	14	219.29
	General Shift	340	177.24
	Afternoon Shift	4	232.00
	Total	358	
To teach through diverse modes, including new technologies	Morning Shift	14	240.79
	General Shift	340	177.15
	Afternoon Shift	4	164.50
	Total	358	
To foster students' creative and analytical thinking skills	Morning Shift	14	214.18
	General Shift	340	177.73
	Afternoon Shift	4	208.50
	Total	358	
To plan, organize and supervise a class effectively	Morning Shift	14	124.54
	General Shift	340	181.38
	Afternoon Shift	4	212.13
	Total	358	
To be attentive and solve problems	Morning Shift	14	120.36
	General Shift	340	182.80
	Afternoon Shift	4	105.88
	Total	358	
To encourage students to monitor their own progress against goals	Morning Shift	14	182.11
	General Shift	340	179.83
	Afternoon Shift	4	142.38
	Total	358	
To give effective and timely feedback to the students	Morning Shift	14	220.11
	General Shift	340	178.31
	Afternoon Shift	4	138.13
	Total	358	
The ability to deal with multifunctional and cross functional activities	Morning Shift	14	247.18
	General Shift	340	176.46
	Afternoon Shift	4	200.75
	Total	358	

	Institute Timings	N	Mean Rank
To prioritize work and allocate the time accordingly	Morning Shift	14	208.11
	General Shift	340	177.87
	Afternoon Shift	4	218.13
	Total	358	
To handle emotions in work place	Morning Shift	14	282.00
	General Shift	340	174.61
	Afternoon Shift	4	236.38
	Total	358	
To show enthusiasm towards the work	Morning Shift	14	221.79
	General Shift	340	176.92
	Afternoon Shift	4	250.50
	Total	358	
To have a sense of humour	Morning Shift	14	244.18
	General Shift	340	175.49
	Afternoon Shift	4	293.75
	Total	358	
To inspire good qualities in students	Morning Shift	14	183.86
	General Shift	340	179.49
	Afternoon Shift	4	164.75
	Total	358	
To gain classroom attention	Morning Shift	14	187.68
	General Shift	340	178.32
	Afternoon Shift	4	251.50
	Total	358	
To gain students participation in the class	Morning Shift	14	127.14
	General Shift	340	181.62
	Afternoon Shift	4	182.75
	Total	358	
To avoid any form of discrimination	Morning Shift	14	203.11
	General Shift	340	178.11
	Afternoon Shift	4	215.00
	Total	358	
To cooperate with institution staff, parents and students	Morning Shift	14	220.25
	General Shift	340	176.62
	Afternoon Shift	4	281.50
	Total	358	

	Institute Timings	N	Mean Rank
To collaborate with other members of the staff in the functional activities	Morning Shift	14	235.32
	General Shift	340	176.71
	Afternoon Shift	4	221.25
	Total	358	
To be friendly and understanding	Morning Shift	14	187.64
	General Shift	340	179.14
	Afternoon Shift	4	181.50
	Total	358	
To respond to students requests promptly	Morning Shift	14	176.14
	General Shift	340	180.32
	Afternoon Shift	4	121.50
	Total	358	
To co-operate for meeting team goals	Morning Shift	14	147.82
	General Shift	340	180.70
	Afternoon Shift	4	188.25
	Total	358	
To be achievement oriented	Morning Shift	14	113.57
	General Shift	340	182.57
	Afternoon Shift	4	149.38
	Total	358	
To show consistency in the work allotted	Morning Shift	14	175.79
	General Shift	340	179.56
	Afternoon Shift	4	187.75
	Total	358	
To have willingness for professional and personal growth	Morning Shift	14	210.50
	General Shift	340	177.31
	Afternoon Shift	4	257.50
	Total	358	
To feel as a contributor towards the students growth	Morning Shift	14	198.36
	General Shift	340	178.92
	Afternoon Shift	4	163.00
	Total	358	
To have a feeling of responsibility towards the students	Morning Shift	14	206.00
	General Shift	340	178.52
	Afternoon Shift	4	170.00
	Total	358	

	Institute Timings	N	Mean Rank
To have sympathetic attitude towards students	Morning Shift	14	205.93
	General Shift	340	177.58
	Afternoon Shift	4	249.88
	Total	358	
To be sincere towards teaching	Morning Shift	14	163.25
	General Shift	340	180.14
	Afternoon Shift	4	181.63
	Total	358	
To be punctual in all the activities	Morning Shift	14	229.11
	General Shift	340	176.46
	Afternoon Shift	4	264.63
	Total	358	
To be relaxed and composed	Morning Shift	14	221.18
	General Shift	340	177.72
	Afternoon Shift	4	185.00
	Total	358	
To be strict and aggressive for the outcomes	Morning Shift	14	222.00
	General Shift	340	177.88
	Afternoon Shift	4	168.88
	Total	358	
Attitude of Management towards goal achievement	Morning Shift	14	235.57
	General Shift	340	177.10
	Afternoon Shift	4	187.00
	Total	358	
Level of Acceptance of Responsibility	Morning Shift	14	235.14
	General Shift	340	176.98
	Afternoon Shift	4	199.25
	Total	358	
Family and Personal Relationships	Morning Shift	14	252.71
	General Shift	340	176.29
	Afternoon Shift	4	195.75
	Total	358	
Satisfaction from teaching job	Morning Shift	14	180.50
	General Shift	340	178.89
	Afternoon Shift	4	227.75
	Total	358	

	Institute Timings	N	Mean Rank
Gender	Morning Shift	14	192.39
	General Shift	340	179.02
	Afternoon Shift	4	174.88
	Total	358	
The extent and Willingness to Learn new methodologies	Morning Shift	14	136.54
	General Shift	340	181.09
	Afternoon Shift	4	194.75
	Total	358	
Teaching Experience	Morning Shift	14	152.21
	General Shift	340	181.06
	Afternoon Shift	4	142.75
	Total	358	
Amount of Workload	Morning Shift	14	146.43
	General Shift	340	182.02
	Afternoon Shift	4	80.75
	Total	358	
Type of Subjects allocated to the Individual	Morning Shift	14	140.89
	General Shift	340	182.55
	Afternoon Shift	4	55.63
	Total	358	
Age	Morning Shift	14	191.39
	General Shift	340	179.47
	Afternoon Shift	4	140.38
	Total	358	
Infrastructure facilities and resources	Morning Shift	14	246.68
	General Shift	340	175.73
	Afternoon Shift	4	265.00
	Total	358	
Feedback of students	Morning Shift	14	205.43
	General Shift	340	177.81
	Afternoon Shift	4	232.75
	Total	358	
Job Position and Responsibility	Morning Shift	14	224.32
	General Shift	340	177.71
	Afternoon Shift	4	175.00
	Total	358	

	Institute Timings	N	Mean Rank
Flexibility in the functioning	Morning Shift	14	222.00
	General Shift	340	177.46
	Afternoon Shift	4	204.00
	Total	358	
Educational Qualifications	Morning Shift	14	196.11
	General Shift	340	178.96
	Afternoon Shift	4	167.25
	Total	358	
Daily working hours	Morning Shift	14	186.29
	General Shift	340	179.51
	Afternoon Shift	4	154.50
	Total	358	
Work Environment	Morning Shift	14	154.86
	General Shift	340	180.79
	Afternoon Shift	4	156.50
	Total	358	
Training & Developmental Programs	Morning Shift	14	137.18
	General Shift	340	181.87
	Afternoon Shift	4	126.13
	Total	358	
Performance Appraisal Process	Morning Shift	14	182.36
	General Shift	340	179.21
	Afternoon Shift	4	193.75
	Total	358	
Knowledge, Skills and Attitude	Morning Shift	14	209.61
	General Shift	340	178.11
	Afternoon Shift	4	192.50
	Total	358	
Interpersonal Relationships	Morning Shift	14	175.11
	General Shift	340	179.00
	Afternoon Shift	4	237.38
	Total	358	
Salary and wages	Morning Shift	14	131.64
	General Shift	340	181.66
	Afternoon Shift	4	163.25
	Total	358	

	Institute Timings	N	Mean Rank
The quality of students	Morning Shift	14	157.89
	General Shift	340	181.55
	Afternoon Shift	4	80.75
	Total	358	
Distance of the institution and living place	Morning Shift	14	223.00
	General Shift	340	178.24
	Afternoon Shift	4	134.13
	Total	358	
The career choice of Teaching as a Profession	Morning Shift	14	176.64
	General Shift	340	179.73
	Afternoon Shift	4	170.38
	Total	358	

Test Statistics ^{a,b}					
	Educational Qualification	Intelligence	To develop the subject content (matter)	To plan and prepare teaching plan	To have the art of posing questions
Chi-Square	3.799	.370	.311	4.915	8.981
df	2	2	2	2	2
Asymp. Sig.	.150	.831	.856	.086	.011

Test Statistics ^{a,b}					
	To cite appropriate Examples	To use various teaching aids and methodologies	To design and use various evaluative procedures	To seek feedback and consider it carefully	To list out achievable goals
Chi-Square	11.441	2.590	1.186	.321	.258
df	2	2	2	2	2
Asymp. Sig.	.003	.274	.553	.852	.879

Test Statistics^{a,b}					
	To be creative and have original thinking	To demonstrate interest in and understanding of own	To assign formal authority and responsibility for completion	Subject Knowledge	Quick Thinking
Chi-Square	1.905	8.225	12.188	14.407	6.333
df	2	2	2	2	2
Asymp. Sig.	.386	.016	.002	.001	.042

Test Statistics^{a,b}					
	Ability to communicate clearly in the language of instruction orally	Ability to communicate clearly in the language of instruction in writing	To teach through diverse modes, including new technologies	To foster students' creative and analytical thinking skills	To plan, organize and supervise a class effectively
Chi-Square	5.992	5.231	6.389	2.291	5.871
df	2	2	2	2	2
Asymp. Sig.	.050	.073	.041	.318	.053

Test Statistics^{a,b}					
	To be attentive and solve problems	To encourage students to monitor their own progress against goals	To give effective and timely feedback to the students	The ability to deal with multifunctional and cross functional activities	To prioritize work and allocate the time accordingly
Chi-Square	9.230	.691	3.427	7.148	1.861
df	2	2	2	2	2
Asymp. Sig.	.010	.708	.180	.028	.394

Test Statistics^{a,b}					
	To handle emotions in work place	To show enthusiasm towards the work	To have a sense of humour	To inspire good qualities in students	To gain classroom attention
Chi-Square	17.231	5.142	12.409	.148	2.755
df	2	2	2	2	2
Asymp. Sig.	.000	.076	.002	.929	.252

Test Statistics^{a,b}					
	To gain students participation in the class	To avoid any form of discrimination	To cooperate with institution staff, parents and students	To collaborate with other members of the staff in the functional activities	To be friendly and understanding
Chi-Square	6.399	1.670	8.172	6.486	.162
df	2	2	2	2	2
Asymp. Sig.	.041	.434	.017	.039	.922

Test Statistics^{a,b}					
	To respond to students requests promptly	To co-operate for meeting team goals	To be achievement oriented	To show consistency in the work allotted	To have willingness for professional and personal growth
Chi-Square	1.765	1.713	8.588	.060	4.474
df	2	2	2	2	2
Asymp. Sig.	.414	.425	.014	.971	.107

Test Statistics^{a,b}					
	To feel as a contributor towards the students growth	To have a feeling of responsibility towards the students	To have sympathetic attitude towards students	To be sincere towards teaching	To be punctual in all the activities
Chi-Square	.798	1.299	3.486	.630	7.035
df	2	2	2	2	2
Asymp. Sig.	.671	.522	.175	.730	.030

Test Statistics^{a,b}					
	To be relaxed and composed	To be strict and aggressive for the outcomes	Attitude of Management towards goal achievement	Level of Acceptance of Responsibility	Family and Personal Relationships
Chi-Square	2.772	2.841	5.491	5.569	8.847
df	2	2	2	2	2
Asymp. Sig.	.250	.242	.064	.062	.012

Test Statistics^{a,b}					
	Satisfaction from teaching job	Gender	The extent and Willingness to Learn new methodologies	Teaching Experience	Amount of Workload
Chi-Square	1.067	.248	3.164	2.257	10.021
df	2	2	2	2	2
Asymp. Sig.	.587	.883	.206	.323	.007

Test Statistics^{a,b}					
	Type of Subjects allocated to the Individual	Age	Infrastructure facilities and resources	Feedback of students	Job Position and Responsibility
Chi-Square	11.255	.840	10.114	2.292	3.083
df	2	2	2	2	2
Asymp. Sig.	.004	.657	.006	.318	.214

Test Statistics^{a,b}					
	Flexibility in the functioning	Educational Qualifications	Daily working hours	Work Environment	Training & Developmental Programs
Chi-Square	3.307	.575	.357	1.292	4.308
df	2	2	2	2	2
Asymp. Sig.	.191	.750	.837	.524	.116

Test Statistics^{a,b}					
	Performance Appraisal Process	Knowledge, Skills and Attitude	Interpersonal Relationships	Salary and wages	The quality of students
Chi-Square	.109	1.616	1.594	8.171	8.351
df	2	2	2	2	2
Asymp. Sig.	.947	.446	.451	.017	.015

Test Statistics^{a,b}		
	Distance of the institution and living place	The career choice of Teaching as a Profession
Chi-Square	3.670	.076
df	2	2
Asymp. Sig.	.160	.963

a. Kruskal Wallis Test

b. Grouping Variable: Institute Timings

Interpretation: As the p-value of the statements, “To have the art of posing questions”, “To cite appropriate examples”, “To demonstrate interest in and understanding of own culture”, “To assign formal authority and responsibility for completion”, “Subject knowledge”, “Quick thinking”, “To teach through diverse modes, including new technologies”, “To be attentive and solve problems”, “The ability to deal with multifunctional and cross functional activities”, “To handle emotions in workplace”, “To have sense of humour”, “To gain participation in class”, “To cooperate with institution staff, parents and students”, “To collaborate with other members of the staff in the functional activities”, “To be achievement oriented”, “To be punctual in all the activities”, “Family and personal relationships”, “Amount of work load”, “Type of subjects allocated to the individual”, “Infrastructure facilities and resources”, “Salary and wages”, “The quality of students”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Institute timings of respondents on perception towards these statements.

- As the mean rank value of the statement, “To have the art of posing questions” is 253.07 and 131.50 for the respondents having institute shift as morning shift and afternoon shift respectively, it can be concluded that the respondents in the morning shift are of the opinion that art of posing questions is an very important teaching competency, compared to the other groups.
- As the mean rank value of the statement, “To cite appropriate examples” is 267.25 for the afternoon shift and 175.55 for the general shift, it can be concluded that the respondents of the afternoon shift feel that, citing appropriate examples is very important teaching competency.
- As the mean rank value of the statement, “To demonstrate interest in and understanding of own and different cultures”, is 248.68 and 176.07 for the morning shift and general shift respectively, it can be concluded that demonstrating interest in and understanding of cultures is considered as a teaching competency by the respondents of morning shift.

- As the mean rank value of the statement, “To assign formal authority and responsibility for completion”, is 261.04 and 175.33 for the morning shift and general shift respectively, it can be concluded that assigning formal authority and responsibility is considered as a teaching competency by the respondents of morning shift.
- As the mean rank value of the statement, “Subject Knowledge”, is 182.46 and 110.57 for the respondent having general shift and morning shift, it can be concluded that subject knowledge is considered as a teaching competency by the respondents having general shift.
- As the mean rank value of the statement, “Quick Thinking”, is 241.25 and 176.71 for the respondent having morning shift and general shift, it can be concluded that quick thinking is considered as a teaching competency by the respondents having morning shift.
- As the mean rank value of the statement, “To teach through diverse modes, including new technology” is 240.79 and 164.50 for the respondents of morning shift and afternoon shift, it can be concluded that the respondents of morning shift, feel that teaching through diverse modes is more important.’
- As the mean rank value of the statement, “To be attentive and solve problems” is 182.80 and 105.88 for the general and afternoon shift, it can be concluded that the group of respondents having general shift feel that to be attentive and solving problems is a very important teaching competency.
- As the mean rank value of the statement, “The ability to deal with multifunctional and cross functional activities”, is 247.18 and 176.46 for the respondents of morning and general shift, it can be concluded that respondents with morning shift, feel that as a teacher one should be able to deal with multifunctional and cross functional responsibilities.
- As the mean rank of the statement, “To handle emotions in work place”, is 282.00 and 174.61 for the morning shift and general shift, it can be concluded that the respondents with morning shift, feel that it is very important to handle emotions at work place.

- As the mean rank of the statement, “To have sense of humour”, is 293.75 and 175.49 for the respondents having afternoon shift and general shift respectively, it can be concluded that the respondents having afternoon shift feel that it is very important to have sense of humour.
- As the mean rank of the statement, “To gain students participation in class”, is 182.75 and 127.14 for the respondents of afternoon and morning shift respectively, it can be concluded that the respondents of afternoon shift feel that it is very important to gain students participation in class.
- As the mean rank of the statement, “To cooperate with institution staff, parents and students”, is 281.50 and 176.62 for the respondents of afternoon and general shift respectively, it can be concluded that the respondents of afternoon shift feel that it is very important to cooperate with institution staff, parents and students.
- As the mean rank of the statement, “To collaborate with other members of the staff in the functional activities”, is 235.32 and 176.62 for the respondents of morning and general shift, it can be concluded that the respondents having morning shift, feel that it is very important to collaborate with other members of the staff in functional activities.
- As the mean rank of the statement, “To be achievement oriented”, is 182.57 and 113.57 for the respondents of general and morning shift respectively, it can be concluded that the respondents having general shift feel that, it is very important to be achievement oriented.
- As the mean rank value of the statement, “To be punctual in all the activities”, is 264.63 and 176.46 for respondents of afternoon shift and general shift respectively, it can be concluded that respondent of the afternoon shift feel that it is a important teaching competency to be punctual in all the activities.
- As the mean rank value of the statement, “Family and personal relationships”, is 252.71 and 176.29 for respondents of morning shift and general shift respectively, it can be concluded that respondent of the morning shift feel that family and personal relationships is an important factor that affects the teaching competency.

- As the mean rank value of the statement, “Amount of workload”, is 182.02 and 80.75 for general and afternoon shift respectively, it can be concluded that the group having general shift, feel that teaching competency can be affected by amount of workload.
- As the mean rank value of the statement, “type of subjects allocated to the individual”, is 182.55 and 55.63 for the general and afternoon shift, it can be concluded that the group having general shift, feel that teaching competency can be affected by type of subjects allocated to the individual.
- As the mean rank value of the statement, “Infrastructure facilities and resources”, is 265.00 and 175.73 for the afternoon and general shift, it can be concluded that the group having afternoon shift, feel that teaching competency can be affected by the infrastructure facilities and resources.
- As the mean rank value of the statement, “Salary”, is 181.66 and 131.64 for the general shift and morning shift, it can be concluded that the group having general shift, feel that teaching competency can be affected by Salary and wages.
- As the mean value of the statement, “The quality of students”, is 181.55 and 80.75 for the respondents having general and afternoon shift respectively, it can be concluded that quality of students is very important factor affecting the teaching competency as per the respondents having general shift.

4.2.3 FACTOR ANALYSIS FOR FACTOR AFFECTING TEACHING COMPETENCIES

Factor analysis is used to reduce a large number of variables into fewer numbers of factors. This technique extracts maximum common variance from all variables and puts them into a common score. As an index of all variables, we can use this score for further analysis.

In the current study 25 were stated related to the factors which affect the teaching competencies. Exploratory factor analysis was used to reduce the data. The main objective here is to identify the key factors which affect the competencies of a teacher. KMO test was run to check the sampling adequacy before factor analysis.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.654
Bartlett's Test of Sphericity	Approx. Chi-Square	2353.607
	df	300
	Sig.	.000

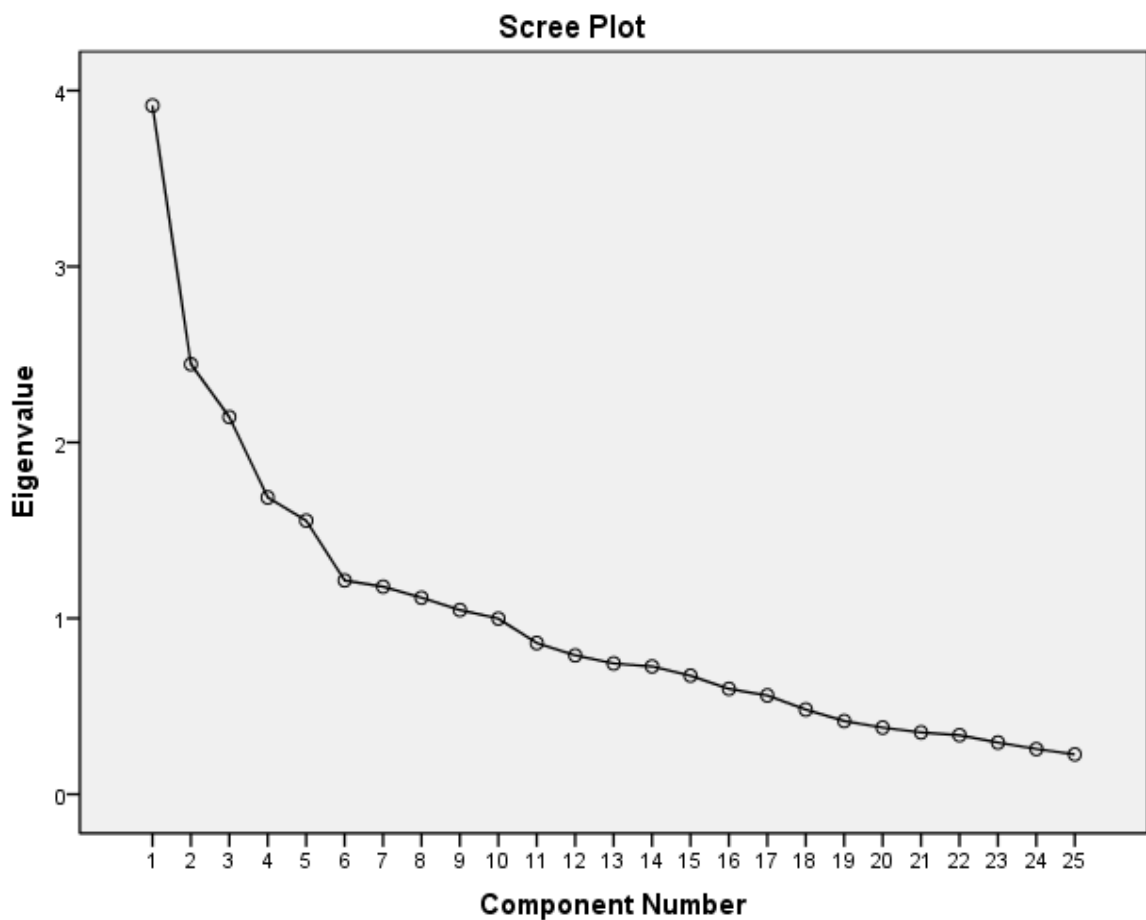
Kaiser-Meyer-Olkin Measure of Sampling Adequacy should be greater than .70 indicating sufficient items for each factor. In table 4.24, the result of the KMO is 0.654 which is considered to mediocre. Bartlett's Test of Sphericity should be significant (less than .05), indicating that the correlation matrix is significantly different from an identity matrix, in which correlations between variables are all zero. Here, Bartlett's test of Sphericity (Significance – 0.000) indicates that factor analysis done with 25 variables is significant. Thus Factor analysis is an appropriate test for the data analysis in this research.

Communalities		
	Initial	Extraction
Attitude of Management towards goal achievement	1.000	.460
Level of Acceptance of Responsibility	1.000	.760
Family and Personal Relationships	1.000	.631
Satisfaction from teaching job	1.000	.581
Gender	1.000	.706
The extent and Willingness to Learn new methodologies	1.000	.706
Teaching Experience	1.000	.729
Amount of Workload	1.000	.796
Type of Subjects allocated to the Individual	1.000	.619
Age	1.000	.725
Infrastructure facilities and resources	1.000	.646
Feedback of students	1.000	.737
Job Position and Responsibility	1.000	.829
Flexibility in the functioning	1.000	.670
Educational Qualifications	1.000	.606
Daily working hours	1.000	.646
Work Environment	1.000	.666
Training & Developmental Programs	1.000	.692
Performance Appraisal Process	1.000	.598
Knowledge, Skills and Attitude	1.000	.707
Interpersonal Relationships	1.000	.578
Salary and wages	1.000	.505
The quality of students	1.000	.632
Distance of the institution and living place	1.000	.580
The career choice of Teaching as a Profession	1.000	.502
Extraction Method: Principal Component Analysis.		

Total Variance Explained				
Component	Initial Eigen values			Extraction Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total
1	3.915	15.660	15.660	3.915
2	2.444	9.778	25.438	2.444
3	2.144	8.577	34.015	2.144
4	1.687	6.749	40.764	1.687
5	1.556	6.223	46.986	1.556
6	1.215	4.861	51.848	1.215
7	1.180	4.720	56.567	1.180
8	1.117	4.469	61.036	1.117
9	1.047	4.189	65.224	1.047
10	.998	3.994	69.218	
11	.860	3.439	72.657	
12	.790	3.158	75.815	
13	.743	2.973	78.788	
14	.727	2.907	81.695	
15	.674	2.696	84.391	
16	.599	2.396	86.787	
17	.562	2.247	89.034	
18	.481	1.924	90.958	
19	.416	1.665	92.623	
20	.379	1.516	94.139	
21	.351	1.406	95.545	
22	.336	1.344	96.888	
23	.294	1.177	98.065	
24	.257	1.028	99.093	
25	.227	.907	100.000	

Total Variance Explained					
Component	Extraction Sums of Squared Loadings		Rotation Sums of Squared Loadings		
	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	15.660	15.660	2.540	10.158	10.158
2	9.778	25.438	2.255	9.019	19.177
3	8.577	34.015	2.199	8.797	27.974
4	6.749	40.764	1.949	7.795	35.768
5	6.223	46.986	1.638	6.553	42.321
6	4.861	51.848	1.578	6.313	48.634
7	4.720	56.567	1.413	5.654	54.287
8	4.469	61.036	1.411	5.644	59.931
9	4.189	65.224	1.323	5.293	65.224
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
Extraction Method: Principal Component Analysis.					

The Total Variance Explained table shows how the variance is divided among the 5 possible factors. Note that three factors have **eigenvalues** (a measure of explained variance) greater than 1.0, which is a common criterion for a factor to be useful. When the Eigen value is less than 1.0, this means that the factor explains less information than a single item would have explained. Most researchers would not consider the information gained from such a factor to be sufficient to justify keeping that factor. Thus, if you had not specified otherwise, the computer would have looked for the best four-factor solution by "rotating" four factors. Because we specified that we wanted only three factors rotated, only three will be rotated. It can be concluded that these five factors extracted from the 25 variables are explaining about 42.32% variance of total variance.



Extraction Method: Principal Component Analysis.

a. 9 components extracted.

Rotated Component Matrix for Factors affecting Teaching Competencies						
	Component					
	1	2	3	4	5	6
Age	.786					
Gender	.756					
Distance of the institution and living place	.655					
Infrastructure facilities and resources	.582					
Level of Acceptance of Responsibility		.775				
Family and Personal Relationships		.672				
Daily working hours		.583				
Flexibility in the functioning		.512				
Educational Qualifications		.500				
Feedback of students			.841			
Job Position and Responsibility			.816			
Satisfaction from teaching job			.514			
Training & Developmental Programs				.781		
Work Environment				.772		
Performance Appraisal Process				.510		
Amount of Workload					.857	
Teaching Experience					.786	
The quality of students						.786
Salary and wages						.654
The career choice of Teaching as a Profession						
Attitude of Management towards goal achievement						
Knowledge, Skills and Attitude						
The extent and Willingness to Learn new methodologies						
Type of Subjects allocated to the Individual						
Interpersonal Relationships						

Rotated Component Matrix^a			
	Component		
	7	8	9
Age			
Gender			
Distance of the institution and living place			
Infrastructure facilities and resources			
Level of Acceptance of Responsibility			
Family and Personal Relationships			
Daily working hours			
Flexibility in the functioning			
Educational Qualifications			
Feedback of students			
Job Position and Responsibility			
Satisfaction from teaching job			
Training & Developmental Programs			
Work Environment			
Performance Appraisal Process			
Amount of Workload			
Teaching Experience			
The quality of students			
Salary and wages			
The career choice of Teaching as a Profession	.658		
Attitude of Management towards goal achievement	-.516		
Knowledge, Skills and Attitude		.821	
The extent and Willingness to Learn new methodologies			.663
Type of Subjects allocated to the Individual			-.560
Interpersonal Relationships			.527

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 13 iterations.

The Rotated Factor Matrix table, which contains these loadings, is key for understanding the results of the analysis. Note that the computer has sorted the 10 facilities required in trading software into three overlapping groups of items, each which has a loading of $|\geq .50|$ or higher ($|\geq .50|$ means the absolute value, or value without considering the sign, is greater than $.50$). Actually, every item has some loading from every factor, but there are blanks in the matrix where weights were less than $|\geq .50|$. Within each factor (to the extent possible), the items are sorted from the one with the highest factor weight or loading for that factor to the one with the lowest loading on that first factor.

Component Transformation Matrix							
Component	1	2	3	4	5	6	7
1	.662	.406	.467	.313	-.158	-.126	-.073
2	-.087	.517	-.286	.391	.526	.341	.307
3	-.057	.489	.234	-.544	.190	.188	-.404
4	-.500	-.087	.646	.235	.221	-.115	.085
5	.209	-.396	.392	-.098	.115	.711	.209
6	-.478	.246	.166	.083	-.268	.079	-.234
7	.111	.024	.002	-.542	.363	-.146	.131
8	.110	-.227	.116	.126	.601	-.451	-.177
9	.074	-.227	-.181	.267	.187	.286	-.764

Component Transformation Matrix		
Component	8	9
1	.136	.127
2	.048	.007
3	-.361	-.204
4	-.231	.383
5	.156	-.223
6	.695	-.248
7	.514	.508
8	.144	-.538
9	.056	.368

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

4.2.3.1 Result for Factor Analysis

The rotated component matrix, sometimes referred to as the loadings, is the key output of principal components analysis. It contains estimates of the correlations between each of the variables and the estimated components. Based on the literature review a set of 25 factors were identified as factors affecting teaching competencies in this study. Through factor analysis the most important factors will be identified.

Factor 1: The first factor is a combination of the statements number 10, 5, 24, 11. The statements are Age, Gender, Distance of Institution & living place and Infrastructure facilities and resources. These variables can be grouped under “Personal Factors”.

Factor 2: The second factor is a combination of the statements number 2, Level of Acceptance of Responsibility, Relationships, Daily working hours, Flexibility in functioning, Educational Qualification requirements. These variables can be grouped under “Organizational Factors”.

Factor 3: The third factor is a combination of the statements number 12, 13 and 4. The statements are Feedback of students, Job position and responsibility and Satisfaction from teaching job. These variables can be grouped under the “Job related Factors”.

4.2.4 Structural Equation Modelling for identifying the linkages of Teaching competencies

SEM is a widely used multivariate statistical method in the area of research in social science. It is a popular term that represents a family of concepts and methods such as construct analysis, confirmatory factor analysis, path analysis and partial least square (PLS) etc. The major strength of SEM is its ability to use latent variables (constructs) in dependence models. SEM is mainly used to test the theoretical relationships among sets of constructs. The basic objective of research is to draw concrete conclusion, which has to be reliable and validated. SEM helps a researcher in providing justice to his/her research with proper care given to constructs. There are many fields where SEM is proving its credentials, e.g. sociology, psychology and marketing. It is a logical instrument used specifically for evaluating the relations among latent variables and testing theoretical models.

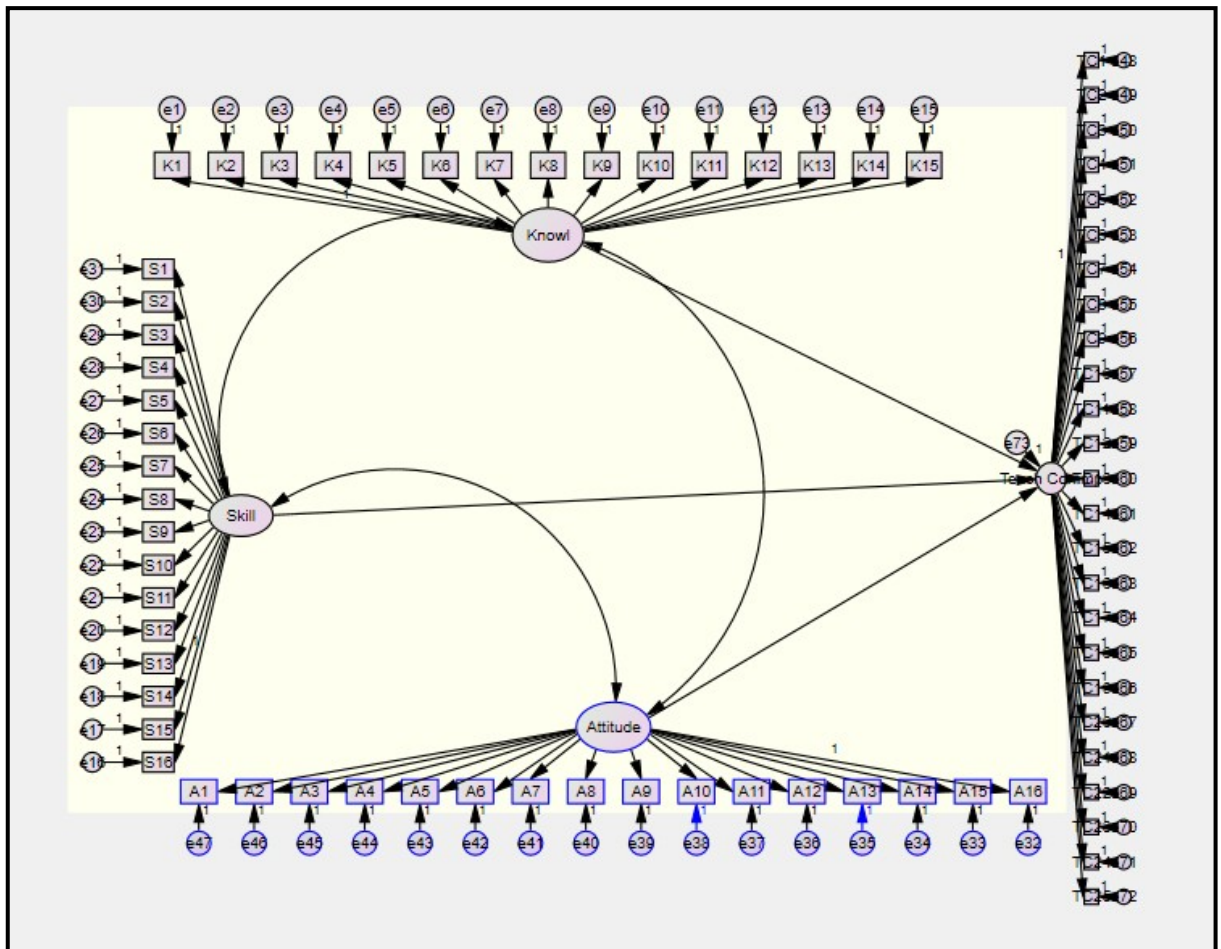


Figure 4.62: Structural Equation Modelling

A hypothesized Model was tested using structural equation modelling using AMOS 18 software.

The hypotheses are:

Linkage 1:

H1. Knowledge positively and directly affects Teaching Competencies

Linkage 2:

H2. Skill positively and directly affects Teaching Competencies

Linkage 3:

H3. Attitude positively and directly affects Teaching Competencies

Table 4.101: Hypothesis and the P values studied under SEM

Relation Between Constructs	Estimate	P Value	Null Hypothesis
Knowledge → Teaching Competence	0.193	0.000	Reject
Skill → Teaching Competence	5.250	0.781	Accept
Attitude → Teaching Competence	0.053	0.031	Reject

Examination of the path coefficients and the significance level between the constructs in the model were used to test the hypotheses. The analysis in above table shows that Knowledge has a positive significant relationship on Teaching Competence. Skill does not significantly affect Teaching Competence. Attitude has a positive significant relationship on Teaching Competence.

Notes for Model (Default model)

Table 4.102: Computation of degrees of freedom (Default model)

Number of distinct sample moments:	2628
Number of distinct parameters to be estimated:	150
Degrees of freedom (2628 - 150):	2478

Table 4.103: Result (Default model)

Chi-square = 9381.164

Degrees of freedom = 2478

Probability level = .000

As the p-value of Chi-Square is less than 0.05 which means that null hypothesis is rejected and relationship exists between this constructs.

Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Table 4.104: Regression Weights: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Teach Commp	<---	Knowl	.193	.046	4.224	***	
Teach Commp	<---	Skill	5.250	18.900	.278	.781	
Teach Commp	<---	Attitude	.053	.025	2.155	.031	
K1	<---	Knowl	1.000				
K2	<---	Knowl	.000	.067	.004	.997	
K3	<---	Knowl	-.138	.081	-1.700	.089	
K4	<---	Knowl	.209	.101	2.062	.039	
K5	<---	Knowl	.893	.141	6.356	***	
K6	<---	Knowl	1.491	.169	8.819	***	
K7	<---	Knowl	1.548	.175	8.871	***	
K8	<---	Knowl	1.664	.183	9.072	***	
K9	<---	Knowl	.269	.121	2.218	.027	
K10	<---	Knowl	.302	.125	2.420	.016	
K11	<---	Knowl	-.395	.095	-4.157	***	
K12	<---	Knowl	1.781	.194	9.157	***	
K13	<---	Knowl	1.912	.201	9.499	***	
K14	<---	Knowl	-.065	.064	-1.026	.305	
K15	<---	Knowl	1.452	.174	8.325	***	
S16	<---	Skill	1.000				
S15	<---	Skill	14.285	51.451	.278	.781	
S14	<---	Skill	58.264	209.134	.279	.781	
S13	<---	Skill	77.477	278.056	.279	.781	
S12	<---	Skill	77.142	276.852	.279	.781	
S11	<---	Skill	100.833	361.853	.279	.781	
S10	<---	Skill	104.199	373.932	.279	.781	
S9	<---	Skill	85.848	308.093	.279	.781	
S8	<---	Skill	20.837	74.939	.278	.781	

			Estimate	S.E.	C.R.	P	Label
S7	<---	Skill	14.726	53.008	.278	.781	
S6	<---	Skill	-7.117	25.823	-.276	.783	
S5	<---	Skill	9.896	35.795	.276	.782	
S4	<---	Skill	53.253	191.174	.279	.781	
S3	<---	Skill	44.157	158.499	.279	.781	
S2	<---	Skill	8.074	29.086	.278	.781	
S1	<---	Skill	8.735	31.454	.278	.781	
A16	<---	Attitude	1.000				
A15	<---	Attitude	2.203	.307	7.176	***	
A14	<---	Attitude	1.880	.266	7.066	***	
A13	<---	Attitude	.298	.095	3.138	.002	
A12	<---	Attitude	.991	.168	5.895	***	
A11	<---	Attitude	.135	.100	1.350	.177	
A10	<---	Attitude	.241	.111	2.163	.031	
A9	<---	Attitude	.698	.147	4.751	***	
A8	<---	Attitude	.154	.106	1.462	.144	
A7	<---	Attitude	.088	.120	.735	.462	
A6	<---	Attitude	.131	.111	1.176	.239	
A5	<---	Attitude	.212	.098	2.172	.030	
A4	<---	Attitude	.149	.090	1.662	.097	
A3	<---	Attitude	.350	.112	3.134	.002	
A2	<---	Attitude	.028	.087	.321	.748	
A1	<---	Attitude	-.143	.084	-1.704	.088	
TC1	<---	Teach Commp	1.000				
TC2	<---	Teach Commp	1.197	.342	3.495	***	
TC3	<---	Teach Commp	2.290	.537	4.261	***	
TC4	<---	Teach Commp	3.054	.675	4.522	***	
TC5	<---	Teach Commp	5.812	1.180	4.927	***	

			Estimate	S.E.	C.R.	P	Label
TC6	<---	Teach Commp	2.124	.507	4.194	***	
TC7	<---	Teach Commp	-1.117	.328	-3.404	***	
TC8	<---	Teach Commp	-.924	.279	-3.307	***	
TC9	<---	Teach Commp	-.043	.217	-.200	.842	
TC10	<---	Teach Commp	3.728	.805	4.630	***	
TC11	<---	Teach Commp	4.104	.848	4.838	***	
TC12	<---	Teach Commp	2.580	.606	4.259	***	
TC13	<---	Teach Commp	2.824	.642	4.400	***	
TC14	<---	Teach Commp	1.945	.481	4.044	***	
TC15	<---	Teach Commp	.002	.279	.008	.994	
TC16	<---	Teach Commp	1.590	.430	3.700	***	
TC17	<---	Teach Commp	.952	.330	2.882	.004	
TC18	<---	Teach Commp	1.347	.407	3.306	***	
TC19	<---	Teach Commp	.493	.315	1.564	.118	
TC20	<---	Teach Commp	.937	.319	2.935	.003	
TC21	<---	Teach Commp	-.451	.275	-1.639	.101	
TC22	<---	Teach Commp	-.651	.193	-3.377	***	
TC23	<---	Teach Commp	-.399	.219	-1.821	.069	
TC24	<---	Teach Commp	3.894	.809	4.815	***	
TC25	<---	Teach Commp	-.338	.258	-1.307	.191	

Table 4.105: Co variances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Knowl	<-->	Skill	.003	.009	.278	.781	
Skill	<-->	Attitude	.002	.009	.278	.781	
Knowl	<-->	Attitude	.055	.016	3.535	***	

Table 4.106: Variances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
Knowl			.213	.042	5.087	***	
Skill			.000	.001	.139	.889	
Attitude			.196	.054	3.639	***	
e73			.009	.004	2.444	.015	
e1			.538	.043	12.570	***	
e2			.298	.022	13.360	***	
e3			.425	.032	13.341	***	
e4			.654	.049	13.332	***	
e5			.860	.066	12.967	***	
e6			.646	.054	11.891	***	
e7			.673	.057	11.839	***	
e8			.674	.058	11.605	***	
e9			.934	.070	13.327	***	
e10			.980	.074	13.321	***	
e11			.510	.039	13.231	***	
e12			.724	.063	11.487	***	
e13			.626	.058	10.859	***	
e14			.266	.020	13.354	***	
e15			.833	.068	12.283	***	
e16			.415	.031	13.360	***	
e17			.630	.047	13.308	***	
e18			.827	.065	12.687	***	
e19			.745	.062	12.034	***	
e20			.663	.056	11.880	***	
e21			.609	.057	10.592	***	
e22			.661	.062	10.639	***	
e23			.799	.067	11.840	***	
e24			.817	.062	13.274	***	

			Estimate	S.E.	C.R.	P	Label
e25			.568	.043	13.298	***	
e26			.474	.036	13.343	***	
e27			.656	.049	13.336	***	
e28			1.004	.078	12.898	***	
e29			.502	.039	12.724	***	
e30			.214	.016	13.311	***	
e31			.224	.017	13.305	***	
e32			1.041	.080	12.938	***	
e33			.266	.053	5.023	***	
e34			.490	.052	9.341	***	
e35			.450	.034	13.276	***	
e36			.662	.052	12.696	***	
e37			.581	.044	13.347	***	
e38			.685	.051	13.324	***	
e39			.786	.060	13.090	***	
e40			.647	.049	13.345	***	
e41			.866	.065	13.357	***	
e42			.725	.054	13.350	***	
e43			.526	.039	13.324	***	
e44			.462	.035	13.340	***	
e45			.621	.047	13.276	***	
e46			.452	.034	13.360	***	
e47			.402	.030	13.339	***	
e48			.318	.024	13.164	***	
e49			.542	.041	13.195	***	
e50			.783	.061	12.941	***	
e51			.900	.071	12.709	***	
e52			1.026	.091	11.269	***	

			Estimate	S.E.	C.R.	P	Label
e53			.743	.057	12.979	***	
e54			.519	.039	13.210	***	
e55			.392	.030	13.224	***	
e56			.400	.030	13.360	***	
e57			1.075	.086	12.547	***	
e58			.735	.062	11.911	***	
e59			.997	.077	12.941	***	
e60			.957	.075	12.837	***	
e61			.761	.058	13.049	***	
e62			.662	.050	13.360	***	
e63			.766	.058	13.154	***	
e64			.641	.048	13.272	***	
e65			.835	.063	13.224	***	
e66			.771	.058	13.341	***	
e67			.588	.044	13.267	***	
e68			.580	.043	13.339	***	
e69			.182	.014	13.214	***	
e70			.359	.027	13.333	***	
e71			.714	.059	12.020	***	
e72			.534	.040	13.347	***	

Model Fit Summary**Table 4.107: CMIN**

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	150	9381.164	2478	.000	3.786
Saturated model	2628	.000	0		
Independence model	72	12810.482	2556	.000	5.012

Focusing on the first set of fit statistics, it is seen that the labels NPAR (number of parameters), CMIN (minimum discrepancy), DF (degrees of freedom), P (probability value), and CMIN/DF. The value of **9381.164**, under CMIN, represents the discrepancy between the unrestricted sample covariance matrix S , and the restricted covariance matrix $\Sigma(\theta)$, and, in essence, represents the Likelihood Ratio Test statistic, most commonly expressed as a χ^2 statistic. In general, $H_0: \Sigma = \Sigma(\theta)$ is equivalent to the hypothesis that $\Sigma - \Sigma(\theta) = 0$; the χ^2 test, then, simultaneously tests the extent to which all residuals in $\Sigma - \Sigma(\theta)$ are zero. (Bollen, 1989a). The test of our H_0 , Technology Acceptance Model fits the data, yielded a χ^2 value of **9381.164**, with **2478** degrees of freedom and a probability of less than **.000** ($p < .0001$), thereby suggesting that the fit of the data to the hypothesized model is not entirely adequate. Because the χ^2 statistic equals $(N-1)F_{min}$, this value tends to be substantial when the model does *not* hold and when sample size is large (Joreskog & Sorbom, 1993). Yet, the analysis of covariance structures is grounded in large sample theory. As such, large samples are critical to the obtaining of precise parameter estimates, as well as to the tenability of asymptotic distributional approximations (MacCallum et al., 1996). Thus, findings of well-fitting hypothesized models, where the χ^2 value approximates the degrees of freedom, have proven to be unrealistic in most SEM empirical research. One of the first fit statistics to address this problem was the χ^2 /degrees of freedom ratio (Wheaton, Muthen, Alwin, & Summers, 1977), which appears as CMIN/DF, and is presented in the first cluster of statistics which is **3.786** (Standard Recommended Value ≤ 5)

Table 4.108: RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.086	.542	.514	.511
Saturated model	.000	1.000		
Independence model	.166	.368	.350	.358

Turning now to the next group of statistics, we see the labels *RMR*, *GFI*, *AGFI*, and *PGFI*. The root mean square residual (RMR) represents the average residual value derived from the fitting of the variance–covariance matrix for the hypothesized model $\Sigma(\theta)$ to the variance–covariance matrix of the sample data (S). However, because these residuals are relative to the sizes of the observed variances and covariance's, they are difficult to interpret. Thus, they are best interpreted in the metric of the correlation matrix (Hu &

Bentler, 1995; Joreskog & Sorbom,1989). The standardized RMR, then, represents the average value across all standardized residuals, and ranges from zero to 1.00; in a well-fitting model, this value will be small (say, .05 or less). The value of **0.086** shown in above table represents the unstandardized residual value. The Goodness-of-Fit Index (GFI) is a measure of the relative amount of variance and covariance in S that is jointly explained by Σ . The Adjusted Goodness-of-Fit Index (AGFI) differs from the GFI only in the fact that it adjusts for the number of degrees of freedom in the specified model. As such, it also addresses the issue of parsimony by incorporating a penalty for the inclusion of additional parameters. The GFI and AGFI can be classified as absolute indices of fit because they basically compare the hypothesized model with no model at all (see Hu & Bentler,1995). Although both indices range from zero to 1.00, with values close to 1.00 being indicative of good fit. In our model GFI = **0.542** and AGFI = **0.514** which is considered to be moderate fit.

Table 4.109: Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.268	.245	.332	.306	.327
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

The next set of goodness-of-fit statistics (baseline comparisons), can be classified as incremental or comparative indices of fit (Hu & Bentler, 1995; Marsh et al., 1988). As with the GFI and AGFI, incremental indices of fit are based on a comparison of the hypothesized model against some standard. However, whereas this standard represents no model at all for the GFI and AGFI, it represents a baseline model typically, the independence or null model noted above for the incremental indices).For the better part of a decade, Bentler and Bonett's (1980) Normed Fit Index (NFI) has been the practical criterion of choice, as evidenced in large part by the current "classic" status of its original paper (see Bentler, 1992;Bentler & Bonett, 1987). However, addressing evidence that the NFI has shown a tendency to underestimate fit in small samples, Bentler (1990)revised the NFI to take sample size into account and proposed the Comparative Fit Index (CFI; see last column). Values for both the NFI and CFI range from zero to 1.00 and are derived from the comparison of a hypothesized model with the independence (or null) model, as described earlier. As such, each provides a measure of complete covariation in the data. Although a value $> .90$ was originally considered representative of a well-fitting model

(see Bentler, 1992), a revised cut-off value close to .95 has recently been advised (Hu & Bentler, 1999). Based on the NFI and CFI values reported in above table (**0.268 and 0.248**, respectively), it can once again be concluded that our hypothesized model fits the sample data moderately.

The Relative Fit Index (RFI; Bollen, 1986) represents a derivative of the NFI; as with both the NFI and CFI, the RFI coefficient values range from zero to 1.00, with values close to .95 indicating superior fit (see Hu & Bentler, 1999). The Incremental Index of Fit (IFI) was developed by Bollen (1989b) to address the issues of parsimony and sample size which were known to be associated with the NFI. As such, its computation is basically the same as that of the NFI, with the exception that degrees of freedom are taken into account. Thus, it is not surprising that our finding of IFI of **.332** is consistent with that of the CFI in reflecting a well-fitting model. Finally, the Tucker-Lewis Index (TLI; Tucker & Lewis, 1973), consistent with the other indices noted here, yields values ranging from zero to 1.00, with values close to .95 (for large samples) being indicative of good fit (see Hu & Bentler, 1999). **Our model has RFI = 0.245, IFI = 0.335 and TLI = 0.306 which again shows that our model fits moderately.**

Table 4.110: Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.969	.260	.317
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

The next cluster of fit indices relates to the issue of model parsimony. The first fit index (PRATIO) relates to the initial parsimony ratio proposed by James et al. (1982). More appropriately, however, the index has subsequently been tied to other goodness-of-fit indices (see, e.g., the PGFI noted earlier). Here, it is computed relative to the NFI and CFI. In both cases, as was true for PGFI, the complexity of the model is taken into account in the assessment of model fit (see James et al.; Mulaik et al., 1989). Again, a PNFI of **0.260** and PCFI of **0.317** fall in the range of expected values.

Table 4.111: NCP

Model	NCP	LO 90	HI 90
Default model	6903.164	6609.767	7203.435
Saturated model	.000	.000	.000
Independence model	10254.482	9904.575	10611.118

The next set of fit statistics provides us with the no centrality parameter (NCP) estimate. In our initial discussion of the χ^2 statistic, we focused on the extent to which the model was tenable and could not be rejected. Now, however, let's look a little more closely at what happens when the hypothesized model is incorrect [i.e., $\Sigma \neq \Sigma(\theta)$]. In this circumstance, the χ^2 statistic has a noncentral χ^2 distribution, with a noncentrality parameter, λ , that is a fixed parameter with associated degrees of freedom, and can be denoted as χ^2 (df, λ) (Bollen, 1989a; Hu & Bentler, 1995; Satorra & Saris, 1985). Turning to above table, we find that our hypothesized model yielded a noncentrality parameter of **6903.164**. This value represents the χ^2 value minus its degrees of freedom (**9381.164-2478**). The confidence interval indicates that we can be 90% confident that the population value of the noncentrality parameter (λ) lies between **6609.767 and 7203.435**.

Table 4.112: FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	26.278	19.337	18.515	20.178
Saturated model	.000	.000	.000	.000
Independence model	35.884	28.724	27.744	29.723

Table 4.113: RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.088	.086	.090	.000
Independence model	.106	.104	.108	.000

The next set of fit statistics focuses on the root mean square error of approximation (RMSEA) also called Badness of Fit Index. Although this index, and the conceptual framework within which it is embedded, was first proposed by Steiger and Lind in 1980, it has only recently been recognized as one of the most informative criteria in covariance structure modelling. This discrepancy, as measured by the RMSEA, is expressed per degree of freedom, thus making it sensitive to the number of estimated parameters in the model (i.e., the complexity of the model); values less than .05 indicate good fit, and values as high as .08 represent reasonable errors of approximation in the population (Browne & Cudeck, 1993). MacCallum et al. (1996) have recently elaborated on these cut points and noted that RMSEA values ranging from .08 to .10 indicate mediocre fit, and those greater than .10 indicate poor fit. Although Hu and Bentler (1999) have suggested a value of .06 to be indicative of good fit between the hypothesized model and the observed data. Our model is having RMSEA is **0.088** which suggests good fit. **The 90 percent confidence**

interval for the RMSEA is between a LO of 0.086 and a HI of 0.090. Thus, even the upper bound is close to .09. In addition to reporting a confidence interval around the RMSEA value, AMOS tests for the closeness of fit (PCLOSE). That is, it tests the hypothesis that the RMSEA is “good” in the population (specifically, that it is $< .05$). Joreskog and Sorbom (1996a) have suggested that the p-value for this test should be $> .50$.

Table 4.114: AIC

Model	AIC	BCC	BIC	CAIC
Default model	9681.164	9758.276	10263.244	10413.244
Saturated model	5256.000	6607.014	15454.041	18082.041
Independence model	12954.482	12991.496	13233.881	13305.881

The first of these is Akaike’s (1987) Information Criterion (AIC), with Bozdogan’s (1987) consistent version of the AIC (CAIC) shown at the end of the row. Both criteria address the issue of parsimony in the assessment of model fit; as such, statistical goodness-of-fit as well as the number of estimated parameters are taken into account.

Table 4.115: ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	27.118	26.296	27.959	27.334
Saturated model	14.723	14.723	14.723	18.507
Independence model	36.287	35.307	37.286	36.391

The Expected Cross-Validation Index (ECVI) is central to the next cluster of fit statistics. The ECVI was proposed, initially, as a means of assessing, in a single sample, the likelihood that the model cross-validates across similar-sized samples from the same population (Browne & Cudeck, 1989).

Table 4.116: HOELTER

Model	HOELTER .05	HOELTER .01
Default model	99	101
Independence model	75	76

CHAPTER – 5

FINDINGS

CHAPTER 5

Findings

This chapter presents the key findings of the research after the data analysis with the help of various statistical tools and techniques. The research was aimed at identifying the competencies of teachers teaching in management institutes across Gujarat. The study also focussed on the factors affecting these competencies. The findings are presented to meet the objectives of the study.

Findings of the objectives under study:

5.1 Objective 1: To Identify The Essential Teaching Competencies as Reported in The National and International Journals of Repute.

This objective was fulfilled through collecting and analyzing secondary data. Literature review was done focusing more than 100 National as well as International researchers in the area of Competency Mapping in Educational sector. After studying an extensive literature, the essential teaching competencies list was prepared. This also formed the basis of the questionnaire.

Based on literature review, the several competencies were identified and they were shortlisted into total 47 statements which were identified as the essential teaching competencies. These aspects were categorized under Knowledge, Skills and Attitude parameters. Knowledge was defined with 15 variables, while Skill with 16 variables and Attitude with 15 variables. The statements included under Knowledge were: Educational Qualification; Intelligence; To develop the subject content; To plan and prepare teaching plan; To have the art of posing questions; To cite appropriate examples; To use various teaching aids and methodologies; To design and use various evaluative procedures to assess student learning; To seek feedback & consider it carefully; To list out achievable goals; To be creative & have original thinking; To demonstrate interest in & understanding of own and other cultures; To assign formal authority and responsibility for completion of specific activities to students; Subject Knowledge and Quick Thinking. The variables

grouped under Skill included: Ability to communicate clearly in the language of instruction orally; Ability to communicate clearly in the language of instruction in writing; To teach through diverse modes including new technologies; To foster students creative and analytical thinking skills; To plan, organize & supervise a class effectively; To be attentive & solve problems; To encourage students to monitor their own progress against goals; To give effective and timely feedback to the students; The ability to deal with multifunctional and cross functional activities; To prioritize work and allocate the time accordingly; To handle emotions in the work place; To show enthusiasm towards the work; To have sense of humour; To inspire good qualities in students; To gain classroom attention; To gain students participation in the class. The variables included under the Attitude parameter are To avoid any form of discrimination towards students, parents or colleagues; To cooperate with institutions staff, parents and students; To collaborate with other members of the staff in the functional activities; To be friendly and understanding; To respond to students requests promptly & to treat all students with respect; To cooperate for meeting team goals even at expense of personal preferences; To be achievement oriented; To show consistency in the work allotted; To have willingness for professional and personal growth; To feel as a contributor towards the students growth; To have a feeling of responsibility towards the students; To have sympathetic attitude towards students; To be sincere towards teaching; To be punctual in all the activities; To be relaxed and composed; To be strict & aggressive for the outcomes.

These 47 statements served as the basis of further study and analysis.

5.2 Objective 2: To study the perception of faculties teaching at Management Institutions towards essential teaching competencies.

The essential teaching competencies identified from extensive Literature review were classified under three major Factors, ie Knowledge, Skill and Attitude. 15, 16 and 16 variables were classified under Knowledge, Skill and Attitude Factors respectively. It is important to know the most important competencies among all the 47 identified through literature review. After analyzing the data collected from 358 Faculties teaching at different Management Institutions, the weighted mean value was calculated. The findings are as follows classified under Knowledge, Skill and Attitude.

5.2.1 Knowledge

The results indicated that respondents have strongly agreed that Subject Knowledge(M=4.78), Intelligence(M=4.64), Creative & Original thinking(M=4.55), To develop subject content (M=4.49), Educational Qualification(M=4.41), Seek feedback & consider it carefully(M=4.3), list out achievable goals (M=4.28), To plan and prepare teaching plan(M=4.26), Quick Thinking (M=4.09) are important variables in Knowledge out of the total 15 factors listed.

5.2.2 Skill

The respondents strongly agree that Ability to communicate clearly in the language of instruction orally(M=4.7), Ability to communicate clearly in the language of instruction in writing (M=4.7), To gain students participation in class (M=4.68), To be attentive and solve problems (M=4.5), To gain class room attention (M=4.47), To plan, organize & supervise a class effectively (M=4.45), To inspire good qualities in students (M=4.37), To encourage students to monitor their own progress (M=4.21), To give effective & timely feedback (M=4.2), To teach through diverse modes (M=4.06) and To foster students' creative and analytical thinking skills(M=4.03) are important variables under Skill Factor out of the total 16 factors.

5.2.3 Attitude

The respondents strongly agree that the statements To be sincere towards teaching (M=4.67), To be friendly and understanding(M=4.67), To respond to students requests promptly(M=4.52), To avoid any form of discrimination (M=4.51), To feel as a contributor towards the students growth (M=4.48) , To be achievement oriented (M=4.41), To show consistency in the work allotted (M=4.49), To have a feeling of responsibility towards the students (M=4.47), To cooperate with institution staff, parents and students (M=4.35), To co-operate for meeting team goals (M=4.17), To have sympathetic attitude towards students (M=4.15), To collaborate with other members of the staff in the functional activities (M=4.14), To have willingness for professional and personal growth (M=4.08)

are very important compared to the rest of the statements under Attitude Factor out of the total 16 factors.

5.3 To find out the perception of faculties teaching towards the important factors affecting teaching competencies in Management Institutes.

Based on various literature surveys by national and international researchers, 25 factors were identified as factors which affect the teaching competencies in Educational Institutions. Out of 25 factors, it was essential to study the most important factors affecting the teachers teaching at Management Institutions. Thus the perception of faculties teaching in Management institutions was taken regarding the most important factors.

5.3.1 Findings

The weighted mean average result indicates that the respondents strongly agree that Salary and Wages (M=4.83), Amount of Workload (M=4.7), The quality of students (M=4.72), The career choice of Teaching as a Profession (M=4.64), Type of Subjects allocated to the Individual (M=4.58), Teaching Experience (M=4.56), Educational Qualifications (M=4.47), Attitude of Management towards goal achievement (M=4.43), Knowledge, Skills and Attitude (M=4.33), Interpersonal Relationships (M=4.32), Level of Acceptance of Responsibility (M=4.31), Performance Appraisal Process (M=4.28), Satisfaction from teaching job (M=4.19), Work Environment (M=4.12), Daily working hours (M=4.06), Training & Developmental Programs (M=4.01), The extent and Willingness (M=4.0) are the most important factors that affect Teaching Competencies out of the initially identified 25 factors.

5.3.2 Findings using Factor Analysis

The data was analyzed using Factor Analysis after checking the reliability and validity measures. Based on the literature review a set of 25 factors were identified as factors

affecting teaching competencies in this study. Through factor analysis the most important factors will be identified.

Factor 1: The first factor is a combination of the statements number 10, 5, 24, 11. The statements are Age, Gender, Distance of Institution & living place and Infrastructure facilities and resources. These variables can be grouped under “Personal Factors”.

Factor 2: The second factor is a combination of the statements number 2, Level of Acceptance of Responsibility, Relationships, Daily working hours, Flexibility in functioning, Educational Qualification requirements. These variables can be grouped under “Organizational Factors”.

Factor 3: The third factor is a combination of the statements number 12, 13 and 4. The statements are Feedback of students, Job position and responsibility and Satisfaction from teaching job. These variables can be grouped under the “Job related Factors”.

5.4 To Study The Influence of Demographic Variables on The Factors Affecting The Teaching Competencies.

The influence of all the 9 demographic variables on factors affecting teaching competencies was analyzed using the test Mann-Whitney U test and Kruskal Wallis test.

5.4.1 Variable: Gender

Interpretation: As the p-value of the statements, “Satisfaction from teaching job”, “Teaching Experience”, “Feedback of students”, “Job Position and Responsibility”, “Educational Qualifications”, “Training & Developmental Programs”, “Knowledge, Skills and Attitude” is less than 0.05, so we reject Null Hypothesis at 5% level of significance and conclude that there is a significant influence of Gender on these statements.

From the findings it can be established that perception towards variables of factors affecting teaching competencies is different for Male and Female, especially for Satisfaction from teaching job; Teaching Experience; Feedback of students; Job Position and Responsibility; Educational Qualifications; Training & Developmental Programs and Knowledge, Skills & Attitude. These factors are considered important by males compared to females. Females feel that Educational Qualification is important factor, compared to Males.

5.4.2 Variable: Age

Interpretation: As the p-value of the statements, “Level of acceptance of responsibility”, “Amount of work load”, “Type of subjects allocated to individual”, “Age”, “Feedback of students”, “Job position and responsibility”, “Educational Qualifications”, “Work Environment”, “Salary and wages” is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of age on perception towards these statements.

It can be established from the above findings that different age groups have different perception towards the teaching competencies. Respondents of the age group 20-30 years feel that Salary & Wages, Educational Qualification and Amount of work load are important factors affecting teaching competencies. Respondents of age group 31-40 feel that Work Environment, Job position and responsibility and Level of acceptance & responsibility are the most important factors. Respondents of age group 41-50 feel that Age is an important factor affecting the teaching competencies, while respondents of age group more than 50 years are of the opinion, that Type of subjects allotted and Feedback of students are important factors affecting teaching competencies.

5.4.3 Variable: Marital Status

Interpretation: As the p-value of the statements, “Level of acceptance of responsibility”, “Satisfaction from teaching job”, “Amount of work load”, “Type of subjects allocated to individual”, “Feedback of students”, “Job position and responsibility”, “Educational Qualifications”, “Work Environment”, “Performance Appraisal process”, is less than 0.05,

so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Marital Status on perception towards these statements.

The findings show that Marital status has an effect on the perception towards factors affecting teaching competencies. Level of acceptance of responsibility; Satisfaction from teaching job; Feedback of the students; Job position and responsibility and Work environment are important factors affecting teaching competencies as per Married respondents, while the unmarried respondents feel that Amount of workload; Type of subjects allotted to individual; Educational Qualification and Performance Appraisal process are important.

5.4.4 Variable: Teaching Experience

Interpretation: As the p-value of the statements, “Satisfaction from teaching job”, “Gender”, “Teaching Experience”, “Amount of work load”, “Infrastructure facilities and resources”, “Feedback of students”, “Knowledge, Skill and Attitude”, “Interpersonal Relationships”, “Salary and wages”, “Distance of the institution and living place”, “The career choice of Teaching as a Profession”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Teaching Experience on perception towards these statements.

It can be established from the findings that respondents of the experience group of 6-10 years feel that Teaching experience, Amount of work load; Interpersonal relationships and Salary & Wages are important factors affecting teaching competencies. Respondents of age group 16-20 years feel that Satisfaction from teaching job; the career choice of teaching as a Profession; Distance of the institution & living place; Knowledge, Skill & Attitude and Infrastructure facilities and resources are important factors affecting teaching competencies. The respondents above the experience of more than 20 years feel that Gender and Feedback of students are important factors affecting teaching competencies.

5.4.5 Variable: Non-Teaching Experience

Interpretation: As the p-value of the statements, “Level of acceptance of responsibility”, “Amount of work load”, “Type of subjects allocated to the individual”, “Age”, “Feedback of students”, “Job position and responsibility”, “Educational Qualification”, “Work environment”, “Interpersonal Relationships”, “Salary and wages”, “The quality of students”, “Distance of the institution and living place”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Non-Teaching Experience on perception towards these statements.

It can be established from the data that respondents having 0-5 year’s non-teaching experience; Quality of students; Salary & wages; Work Environment; Educational Qualification and Type of subject are the important factors affecting the teaching competencies. Respondents of the experience group 6-10 years feel that Interpersonal relationship; Job position & responsibility and Amount of Workload are important factors affecting the Teaching competencies. 11-15 years non teaching experience respondents feel that Level of acceptance & responsibility is an important factor, while respondents having non teaching experience of 16-20 years feel that Distance of institution & Living place and Age factors are important. Respondents having more than 20 years non teaching experience are of the opinion that Feedback of students are most important factor affecting teaching competency.

5.4.6 Variable: Educational Qualification

Interpretation: As the p-value of the statements, “Level of acceptance of responsibility”, “Gender”, “Amount of work load”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Academic Qualification on perception towards these statements.

It can be established from the above findings that for respondents who are Doctorates, Level of acceptance of responsibility, Gender and Amount of Workload are important factors which affect teaching competencies.

5.4.7 Variable: Designation

Interpretation: As the p-value of the statements, “Gender”, “Amount of work load”, “Salary and wages”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Designation on perception towards these statements.

The findings can be summarized as respondents who are Assistant Professors feel that Salary & Wages and Amount of Workload are important factors affecting teaching competencies, while Readers feel that Gender is an important factor.

5.4.8 Variable: Income

Interpretation: As the p-value of the statements, “Attitude of management towards goal achievement”, “Teaching experience”, “Amount of work load”, “Type of subjects allocated to the individual”, “Infrastructure facilities and resources”, “Educational Qualification”, “Daily working hours”, “The quality of students”, “Distance of the institution and living place”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Income of respondents on perception towards these statements.

For the respondents earning below 3 lakh income group, Attitude of Management, Infrastructure facilities & resources, Daily working hours and Distance of the institution & living place are important factors affecting teaching competencies. The respondents earning between 3-5 lakh feel that Teaching Experience, Amount of work load, Educational Qualification and Quality of students are important factors affecting teaching competencies. The respondents having income above 5 lakh are of the opinion that Type of subjects allocated to the individual is an important factor affecting the teaching competencies.

5.4.9 Variable: Institute Timings

Interpretation: As the p-value of the statements, “Family and personal relationships”, “Amount of work load”, “Type of subjects allocated to the individual”, “Infrastructure facilities and resources”, “Salary and wages”, “The quality of students”, is less than 0.05,

so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Institute timings of respondents on perception towards these statements.

Interpretation: It can be established from the data that respondents having morning shift feel that Family and personal relationship is an important factor that affects teaching competency. The respondents of general shift believe that amount of workload, Salary & Wages and Quality of students are the important factors that affect teaching competencies, while respondents of afternoon shift believe that Infrastructure facilities & resources are important.

5.5 To Identify The Influence of Demographic Variables on Knowledge, Skill and Attitude Variables of Teaching Competencies.

The influence of all the 9 demographic variables on teaching competencies was analyzed using the test Mann-Whitney U test and Kruskal Wallis test.

5.5.1 Variable: Gender

Interpretation: As the p-value of the statements, “Educational qualification”, “To use various teaching aids and methodologies”, “To seek feedback and consider it carefully”, “To be creative and have original thinking”, “Quick Thinking”, “Ability to communicate clearly in the language of instruction orally”, “Ability to communicate clearly in the language of instruction in writing”, “To teach through diverse modes including new technologies”, “To show enthusiasm towards the work”, “To have a sense of humour”, “To avoid any form of discrimination”, “To co-operate for meeting team goals”, “To be punctual in all the activities”, “To be relaxed and composed”, is less than 0.05, so we reject Null Hypothesis at 5% level of significance and conclude that there is a significant influence of Gender on these statements.

The Male respondents feel that to be relaxed & composed, To be punctual in all the activities, To cooperate for meeting term goals, To avoid any form of discrimination, Quick Thinking, To use various teaching aids & methodologies and Educational qualification are important competencies. While the female respondents feel that to have sense of humour, To show enthusiasm towards work, To teach through diverse modes of teaching, ability to communicate clearly in the language of instruction in writing, ability to communicate clearly in the language of instruction orally, To be creative and have original thinking, To seek feedback and consider it carefully are important teaching competencies.

5.5.2 Variable: Age

Interpretation: As the p-value of the statements, “Educational Qualifications”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, “To seek feedback and consider it carefully”, “To list out achievable goals”, “To demonstrate interest in and understanding of own and other cultures”, “To assign formal authority and responsibility for completion”, “To teach through diverse modes, including new technologies”, “To plan, organize and supervise a class effectively”, “The ability to deal with multifunctional and cross functional activities”, “To handle emotions in workplace”, “To gain classroom attention”, “To avoid any form of discrimination”, “To cooperate with institution staff, parents and students”, “To respond to students request promptly”, “To have feeling of responsibility towards the students”, “To be punctual in all the activities”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of age on perception towards these statements.

The respondents of age group 20-30 years are of the perception that To respond to students request promptly, To plan, organize and supervise a class effectively, To list out achievable goals are important competencies of a teacher. The respondent of age group 31-40 feels that to have feeling of responsibility towards the students, To be punctual in all the activities, To cooperate with institution staff, parents and students, To avoid any form of discrimination, To gain classroom attention, To handle emotions in workplace, The ability to deal with multifunctional and cross functional activities, To teach through diverse modes, including new technologies, To assign formal authority and responsibility for completion, To demonstrate interest in and understanding of own and other cultures, To

seek feedback and consider it carefully, To use various teaching aids and methodologies, To cite appropriate examples and Educational Qualifications are important teaching competencies according to respondents above the age of 50 years.

5.5.3 Variable: Marital Status

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, “To seek feedback and consider it carefully”, “To list out achievable goals”, “To assign formal authority and responsibility for completion”, “To plan, organize and supervise a class effectively”, “To give effective and timely feedback to the students”, “The ability to deal with multifunctional and cross functional activities”, “To handle emotions in workplace”, “To gain classroom attention”, “To gain participation in class”, “To avoid any form of discrimination”, “To cooperate with institution staff, parents and students”, “To respond to students request promptly”, “To be strict and aggressive for outcomes”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Marital Status on perception towards these statements.

The Married respondents feel that To be strict and aggressive for the outcome, To cooperate with the institution staff, parents and students, To handle emotions at work place, To assign formal authority and responsibility, To use various teaching aids and methodologies, To cite appropriate examples and Educational Qualifications are important teaching competencies. While the Unmarried respondents feel that to respond to students request promptly, To avoid any form of discrimination, To gain students participation in the class, To gain classroom attention, The ability to deal with multifunctional and cross functional activities, To give effective and timely feedback to the students, To plan, organize and supervise a class effectively, To list out achievable goals, To seek feedback and consider it carefully and Intelligence are important teaching competencies.

5.5.4 Variable: Teaching Experience

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To develop the subject content”, “To plan and prepare teaching plan”, “To have the art of posing questions”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”“To seek feedback and consider it carefully”, “To be creative and have original thinking”, “To demonstrate interest in and understanding of own”, “To assign formal authority and responsibility for completion”, “Quick thinking”, “Ability to communicate clearly in language of instructions orally”, “ To communicate clearly in the language of instruction in writing”, “To foster students creative and analytical thinking skills”, “To be attentive and solve problems”, “To give effective and timely feedback to the students”, “The ability to deal with multifunctional and cross functional activities”, “To prioritize work and allocate time accordingly”, “To handle emotions in workplace”, “To inspire good qualities in students”, “To cooperate with institution staff, parents and students”, “To be achievement oriented”, “To have willingness for professional and personal growth”, “To feel as a contributor towards the students growth”, “To be sincere towards teaching”, “To be punctual in all the activities”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Teaching Experience on perception towards these statements.

The respondents having teaching experience 0-5 years feel that to seek feedback and consider it carefully and to have the art of posing questions are important teaching competencies. The respondents having 6-10 years consider to feel as a contributor towards the students’ growth and To be attentive and solve problems as important teaching competencies. The respondents having teaching experience between 11-15 years consider to inspire good qualities in students as important teaching competency. The respondents having teaching experience between 16-20 years feel the important teaching competencies are to have willingness towards professional and personal growth, To foster students creative and analytical thinking skills, Quick Thinking, To be creative and have original thinking, To use various teaching aids and methodologies. As per the respondents having more than 20 years teaching experience to be punctual in all the activities, To be sincere towards teaching, To be achievement oriented, To cooperate with institution staff, parents and students, To handle emotions in work place, To prioritize work and allocate time

accordingly, The ability to deal with multifunctional and cross functional activities, To give effective and timely feedback to the students, Ability to communicate in writing, Ability to communicate orally, To assign formal authority and responsibility for completion, To demonstrate interest in and understanding of own and different cultures, To design and use various evaluative procedures, To cite appropriate examples, To plan and prepare teaching plan, To develop the subject content and Educational Qualification are the important teaching competencies.

5.5.5 Variable: Non-Teaching Experience

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”“To seek feedback and consider it carefully”, “To demonstrate interest in and understanding of own”, “To assign formal authority and responsibility for completion”, “To teach through diverse modes, including new technologies”, “To foster students creative and analytical thinking skills”, “To be attentive and solve problems”, “To give effective and timely feedback to the students”, “The ability to deal with multifunctional and cross functional activities”, “To prioritize work and allocate time accordingly”, “To handle emotions in workplace”, “To show enthusiasm towards the work”, “To have sense of humour”, “To inspire good qualities in students”, “To gain classroom attention”, “To avoid any form of discrimination”, “To respond to students requests promptly”, “To be punctual in all the activities”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Non-Teaching Experience on perception towards these statements.

Respondents between 0-5 years non-teaching experience feel that to respond to students request promptly is important teaching competency. For the respondents having non-teaching experience of 11-15 years, to inspire good qualities in students, To foster students creative and analytical thinking skills are important teaching competencies. For the respondents having non- teaching experience 16-20 years, to be punctual in all the activities, To avoid any form of discrimination, To gain classroom attention, To have sense of humour, To show enthusiasm towards work, To handle emotions in work place, To prioritize work and allocate time accordingly, To give effective and timely feedback to the

students, To be attentive and solve problems, To teach through diverse modes, including new technology, To assign formal authority and responsibility for completion, To seek feedback and consider it carefully, To use various teaching aids and methodologies are important teaching competencies. The teaching competencies important according to respondents having more than 20 years non-teaching experience are, to cooperate with institution staff, parents and students, The ability to deal with multifunctional and cross functional activities, To demonstrate interest in and understanding of own and different cultures, To design and use various evaluative procedures, To cite appropriate examples, Intelligence and Educational Qualification.

5.5.6 Variable: Educational Qualifications

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To plan and prepare teaching plan”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”, “Ability to communicate clearly in the language of instruction orally”, “Ability to communicate clearly in the language of instruction in writing”, “To teach through diverse modes, including new technologies”, “To prioritize work and allocate time accordingly”, “To gain classroom attention”, “To show consistency in the work allocated”, “To be punctual in all the activities”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Academic Qualification on perception towards these statements.

The respondents who are Doctorates feel that, To be punctual in all the activities, To show consistency in the work allocated, To gain classroom attention, To prioritize work and allocate time accordingly, To teach through diverse modes, including new technologies, Ability to communicate clearly in the language of instruction in writing, Ability to communicate clearly in the language of instruction orally, To design and use various evaluative procedures, To use various teaching aids and methodologies, To cite appropriate examples, To plan and prepare teaching plan, Intelligence and Educational Qualification are important teaching competencies.

5.5.7 Variable: Designation

Interpretation: As the p-value of the statements, “Educational Qualifications”, “Intelligence”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”, “To demonstrate interest in and understanding of own”, “To assign formal authority and responsibility for completion”, “Ability to communicate in the language of instruction orally”, “Ability to communicate in the language of instruction in writing”, “To foster students creative and analytical thinking skills”, “To prioritize work and allocate time accordingly”, “To handle emotions in workplace”, “To gain student participation in class”, “To cooperate with institution staff, parents and students”, “To be punctual in all the activities”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Designation on perception towards these statements.

The respondents who are Assistant Professors feel that, to gain students participation in the class is important teaching competency. The Associate Professors feel that, to cooperate with institution staff, parents and students is an important teaching competency. The respondents having their designation as Professor feel that, To prioritize work and allocate time accordingly, To foster students creative and analytical thinking skills, Quick Thinking, To assign formal authority and responsibility for completion, To demonstrate interest in and understanding of own and different cultures, To cite appropriate examples are important teaching competencies. For the respondents who are Directors, to be punctual in all the activities, To handle emotions in work place, Ability to communicate clearly in the language of instruction in writing, Ability to communicate clearly in the language of instruction orally, To design and use various evaluative procedures, To use various teaching aids and methodologies, Intelligence and Educational Qualification are important teaching competencies.

5.5.8 Variable: Income

Interpretation: As the p-value of the statements, “Educational Qualifications”, “To develop subject content”, “To cite appropriate examples”, “To use various teaching aids and methodologies”, , “To design and use various evaluation procedures”, “To list out achievable goals”, “To demonstrate interest in and understanding of own”, “Subject

knowledge”, “Ability to communicate clearly in the language of instruction orally”, “Ability to communicate clearly in the language of instruction in writing”, “To teach through diverse modes, including new technologies”, “To plan, organize and supervise a class effectively”, “To be attentive and solve problems”, “The ability to deal with multifunctional and cross functional activities”, “To prioritize work and allocate time accordingly”, “To handle emotions in workplace”, “To show enthusiasm towards the work”, “To have sense of humour”, “To gain participation in class”, “To collaborate with other members of the staff in the functional activities”, “To cooperate for meeting term goals”, “To be achievement oriented”, “To show consistency in the work allotted”, “To have sympathetic attitude towards students”, “To be punctual in all the activities”, “To be relaxed and composed”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Income of respondents on perception towards these statements.

The respondents having Income below 3 lakh feel the competencies to be relaxed and composed, To be punctual in all the activities, To have sympathetic attitude towards students, To collaborate with other members of the staff in the functional activities, To have sense of humour, To show enthusiasm towards work, To handle emotions in work place, To prioritize work and allocate time accordingly, The ability to deal with multifunctional and cross functional activities, To teach through diverse modes, including new technology, Ability to communicate clearly in the language of instruction orally, To demonstrate interest in and understanding of own and different cultures, To design and use various evaluative procedures, To use various teaching aids and methodologies, To cite appropriate examples, To develop the subject content as important teaching competencies. The respondents having income between 3-5 lakh are of the perception that to show consistency in the work allotted, To be achievement oriented, To cooperate for meeting term goals, To gain students participation in class, To be attentive and solve problems, Subject Knowledge, To list our achievable goals are important teaching competencies. The respondents having income above 5 lakh feel that to plan, organize and supervise a class effectively, Ability to communicate clearly in the language of instruction in writing, Educational Qualification.

5.5.9 Variable: Institute Timings

Interpretation: As the p-value of the statements, “To have the art of posing questions”, “To cite appropriate examples”, “To demonstrate interest in and understanding of own culture”, “To assign formal authority and responsibility for completion”, “Subject knowledge”, “Quick thinking”, “To teach through diverse modes, including new technologies”, “To be attentive and solve problems”, “The ability to deal with multifunctional and cross functional activities”, “To handle emotions in workplace”, “To have sense of humour”, “To gain participation in class”, “To cooperate with institution staff, parents and students”, “To collaborate with other members of the staff in the functional activities”, “To be achievement oriented”, “To be punctual in all the activities”, is less than 0.05, so we reject the Null Hypothesis at 5% level of significance and conclude that there is significant effect of Institute timings of respondents on perception towards these statements.

The respondents having morning shift feel that to collaborate with other members of the staff in the functional activities, To handle emotions in work place, The ability to deal with multifunctional and cross functional activities, To teach through diverse modes, including new technology, Quick Thinking, To assign formal authority and responsibility for completion, To demonstrate interest in and understanding of own and different cultures and To have the art of posing questions are important teaching competencies. The respondents having General shift feel that to be achievement oriented, to be attentive & solve problems and Subject Knowledge are important teaching competencies. The respondents having afternoon shift feel that to be punctual in all the activities, To cooperate with institution staff, parents and students To gain students participation in class, To have sense of humour To cite appropriate examples are important teaching competencies.

5.6 To Study The Linkages of Factors Affecting Teaching Competencies on Knowledge, Skill and Attitude Variables

A hypothesized Model was tested using structural equation modelling using AMOS 18 software. The Teaching competencies and the Factors were considered as variables under

the study. The linkages were tested among Knowledge & Teaching Competencies, Skill & Teaching Competencies and Attitude & Teaching Competencies. Examination of the path coefficients and the significance level between the constructs in the model were used to test the hypotheses. The analysis shows that Knowledge has a positive significant relationship on Teaching Competence. Skill does not significantly affect Teaching Competence. Attitude has a positive significant relationship on Teaching Competence.

CHAPTER – 6

***CONCLUSION, MAJOR
CONTRIBUTION & SCOPE OF
FURTHER WORK***

CHAPTER 6

Conclusions, Major Contributions and Scope of Further Work

This chapter deals with the conclusions of the findings obtained through data analysis. The chapter is divided into Conclusion, Major contributions, Limitations of Study and Scope of Further Work.

6.1 Conclusion

The major objective of the research study was to identify the essential teaching competencies for faculties teaching at Management Institutions. The study identifies 47 competencies after extensive literature survey carried out by national and international researchers, which were further focussed to 33 competencies by 358 faculties of selected Management Institutions in Gujarat. An influence of demographic variables like Teaching Experience, Non-Teaching experience and Income was also found on the Teaching Competencies. Thus through this study a list of 33 competencies was concluded, which are essential for faculties teaching at Management Institutions.

The other important objective was also to identify the factors affecting the teaching competencies. This study also was useful in indentifying the major factors which could be grouped under three main factors namely Personal, Organizational and Job Related Factors. It was found that demographic variables like Teaching Experience, Non-Teaching experience, Age, Income and Marital Status had an influence on the factors affecting the teaching performance. Out of the 25 factors, the respondents agreed highly to 17 key factors which affected the teacher's performance, mainly which were Salary & Wages, Amount of Workload, Quality of students, Career Choice, Type of subjects allocated and Teaching Experience. It was concluded that the teaching competencies are being affected by main factors. These factors if taken into consideration by Educational Institutions can definitely help to upgrade the teacher's performance.

6.2 Major Contribution

Constant updating and refinement in knowledge, skill, and positive attitude towards profession is becoming inevitable to create not only educated youths but to create employable youths. Unless capable and committed are teachers in service, the education system cannot become a suitable and potential instrument of National development. Hence, this study has made an effort to understand the most essential teaching competencies needed by faculties teaching at MBA institutes. These competencies can be targeted upon to ensure an effective teaching and learning process, ultimately resulting in employable and successful students. This study also helps to identify factors which influence the competencies of a teacher. The findings can help the educational institutions to create a satisfied working environment through targeting a satisfied work force which delivers efficient and effective performance. Thus this study contributes to the education institutions in enhancing the competencies of a teacher, selecting a right teacher for a right job and ensuring that the human resource based activities like training, development, performance appraisal and succession planning is based on the right set of competencies.

6.3 Limitations of the Study

- This study is limited only to the selected Management Institutions across Gujarat and has taken into account 358 faculties as respondents. There has been very less study in the area of teaching competencies and factors affecting them especially in Educational Institutions in Gujarat. Hence there is not much background analysis or support to the conclusion which are drawn during this study.
- The study is focused on the responses of faculties teaching at Management Institutions only, and thus cannot be generalized across all disciplines in Educational Institutions.
- The study was carried out in a limited time frame and taking the help of responses from teachers in Educational Institutions. The study variables have been considered under that particular time frame only and hence cannot be generalized over institutions, time or place.

- The variables developed under the study were framed from the extensive literature review analyzed. The scale may differ based on different literatures not included in this study.
- The study is limited to indentifying the teaching competencies and factors affecting them only, in the Educational Institutions. No other variables are taken into major consideration.
- The responses are collected across different demographic variables and are based on the personal perception towards the topic of study and hence cannot be generalized.

6.4 Future Scope of Research

This study has focussed on the teaching competencies required by faculties teaching at Management Institutions. The future research can be carried out for identifying competencies required by faculties in different disciplines of study. Also the same study can focus on the perception of faculties based on different geographical and cultural backgrounds. A study can be aimed at preparing a Competency Based Framework for Teachers, which can be used by Educational Institutions for different functions.

6.5 Recommendations

It is concluded from this study that the competencies under Skill factors is not influencing the overall competency of a Management Institute teacher compared to Knowledge and Attitude Factors. Hence it is recommended that the Educational Institutions can consider upgrading the competencies listed under the Knowledge and Attitude factor for effective teaching performance. The list of essential competencies can also be used for Recruitment & Selection, Training & Development, Performance Appraisal process and Succession Planning in Educational Institutions. Also, it is recommended through this study to focus on the three main groups of factors, namely Personal, Organizational and Job Related factors to attain the best performance of teachers and improved satisfaction level for both Organization and individual.

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15. <http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=18619211&site=ehostlive>
16. <http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=4519388&site=e-host-live>
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APPENDIX

APPENDIX – A

Copies of papers published and a list of all publications arising from the thesis

Sr. No.	Title	Journal/Conference	Remark
1	“Is Talent Management Accentuated by Competency Mapping?” with reference to Educational Sector	International Journal of Social Sciences and Interdisciplinary Research, Vol.1, Issue 11, Nov. 2012	ISSN 22773630 IF-3.503
2	To find out the importance of Teaching Competencies as a Factor for Teaching Effectiveness in Higher Education	Indian Journal Of Research, Vol.4, Issue: 11, November 2015	ISSN-2250-1991 IF- 3.4163
3	A study on perception of Graduate and Post graduate students towards Ethical Branding of Educational Institutions	Sankalpa: Journal of Management and Research, Vol.5, Feb. 2015	ISSN No. 2231-1904 IF- 2.372
4	Employability Gap: A Bottle Neck in the Progress of Organizations; A study to find out the opinion of Employers regarding Employability Skills for Management students in the State of Gujarat.	Global Journal For Research Analysis; Vol.4, Issue 10, October-2015	ISSN No: 2277-8160 IF- 3.1218
5	“To study the perception of Faculties towards the Factors affecting Teaching Competencies in Educational Sector”	Sankalpa: Journal of Management and Research, Vol.5, Feb. 2015	ISSN No. 2231-1904 IF- 2.372
6	A discussion of literature review focussing on identifying teaching competencies	International Education and Research Journal, Vol. 2, Issue 4, April 2016	E-ISSN No. 2454-9916 IF- 3.563

APPENDIX – B

QUESTIONNAIRE

Dear Sir/Madam,

As part of my doctoral research from Gujarat Technological University and under the guidance of Dr. Satendra Kumar, I, Preeti Nair, am undertaking a survey on “*A study on identifying Teaching competencies and factors affecting Teaching Competencies with special reference to MBA Institutes in Gujarat.*”

I would be grateful to you if you could spare some time out of your busy schedule to respond to this questionnaire. Your response will be of immense contribution to the area of my research. I assure you that the information provided would be kept purely confidential and would be used for only academic purpose.

Thanking you,

Yours sincerely,

Preeti Nair

PhD Scholar

Enrollment No: 119997392024

Gujarat Technological University, Ahmedabad

Note: The questionnaire has been divided into 3 major areas:

- I) Demographic Data
- II) Identifying Teaching Competencies based on importance
- III) Factors affecting Teaching Competencies

Instructions:

- 1) Please respond to all the questions and tick accordingly. Do not leave it blank.
- 2) Please avoid taking a neutral stand to the maximum extent.
- 3) Do not tick more than one option in each question.

PART I: DEMOGRAPHIC DATA

Kindly tick the appropriate.

1) Gender

- a) Male b) Female

2) Age in completed years

- a) 20-30 years b) 31-40 years c) 41-50 years d) Above 50 years

3) Marital Status

- a) Married b) Unmarried c) Widow d) Widower e)
Divorcee

4) Teaching Experience in completed years

- a) 0-5 years b) 6-10 years c) 11-15 years d) 16- 20 years
e) Above 20 years

5) Non-Academic Experience in completed years

- a) 0-5 years b) 6-10 years c) 11-15 years d) 16- 20 years
e) Above 20 years

6) Highest Academic Qualifications with Specialization

- a) Graduate b) Post-Graduate c) Doctorate d) Others if any ____
a) Marketing b) Human Resource c) Finance

7) Designation as on present

- a) Asst. Professor b) Reader c) Assoc. Professor d) Professor
e) Director f) Any other _____

8) Income

- a) Below 3 lakhs b) 3- 5 lakhs c) Above 5 lakhs

9) Institute Timings:

- a) Morning shift b) General shift c) Afternoon shift d) Rotating

10) Coordinating Duties other than Academic Responsibilities (Tick more than 1 if applicable)

- a) Sports b) Cultural c) Events d) Placement
e) Any or all of the above as an when assigned

PART - II) COMPETENCIES REQUIRED BY FACULTIES
TEACHING AT MANAGEMENT INSTITUTIONS

Kindly tick the importance of each variable affecting the Teaching competencies. Also please rank the highest 5 variables in order of their importance. Rank 1 shall be the most important followed by others.

A) KNOWLEDGE

Not At All Important (NI)	Less Important (LI)	Neutral (N)	Important (I)	Very Important (VI)
------------------------------	------------------------	----------------	------------------	------------------------

Sr. No.	Variables	NI	LI	N	I	VI	Rank 1 to 15
1	Educational Qualification						
2	Intelligence						
3	To develop the subject content (matter)						

Sr. No.	Variables	NI	LI	N	I	VI	Rank 1 to 15
4	To plan and prepare teaching plan						
5	To have the art of posing questions						
6	To cite appropriate Examples						
7	To use various teaching aids and methodologies						
8	To design and use various evaluative procedures to assess student learning						
9	To seek feedback and consider it carefully						
10	To list out achievable goals						
11	To be creative and have original thinking						
12	To demonstrate interest in and understanding of own and other cultures						
13	To assign formal authority and responsibility for completion of specific activities to students						
14	Subject Knowledge						
15	Quick Thinking						

B) SKILLS

Kindly tick the importance of each variable affecting the Teaching competencies. Also please rank the highest 5 variables in order of their importance. Rank 1 shall be the most important followed by others.

Not At All Important (NI)	Less Important (LI)	Neutral (N)	Important (I)	Very Important (VI)
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Sr. No.	Variables	NI	LI	N	I	VI	Rank 1 to 16
1	Ability to communicate clearly in the language of instruction orally						
2	Ability to communicate clearly in the language of instruction in writing						

3	To teach through diverse modes, including new technologies						
4	To foster students' creative and analytical thinking skills						
5	To plan, organize and supervise a class effectively						
6	To be attentive and solve problems						
7	To encourage students to monitor their own progress against goals						
8	To give effective and timely feedback to the students						
9	The ability to deal with multifunctional and cross functional activities						
10	To prioritize work and allocate the time accordingly						
11	To handle emotions in work place						
12	To show enthusiasm towards the work						
13	To have a sense of humour						
14	To inspire good qualities in students						
15	To gain classroom attention						
16	To gain students participation in the class						

C) ATTITUDE

Kindly tick the importance of each variable affecting the Teaching competencies. Also please rank the highest 5 variables in order of their importance. Rank 1 shall be the most important followed by others.

Not At All Important (NI)	Less Important (LI)	Neutral (N)	Important (I)	Very Important (VI)
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Sr. No.	Variables	NA	LI	N	I	VI	Rank 1 to 16
1	To avoid any form of discrimination towards students, parents or colleagues						
2	To cooperate with institution staff, parents and students						

3	To collaborate with other members of the staff in the functional activities						
4	To be friendly and understanding						
5	To respond to students requests promptly and to treat all students with respect						
6	To co-operate for meeting team goals even at expense of personal preferences						
7	To be achievement oriented						
8	To show consistency in the work allotted						
9	To have willingness for professional and personal growth						
10	To feel as a contributor towards the students growth						
11	To have a feeling of responsibility towards the students						
12	To have sympathetic attitude towards students						
13	To be sincere towards teaching						
14	To be punctual in all the activities						
15	To be relaxed and composed						
16	To be strict and aggressive for the outcomes						

PART - III) FACTORS INFLUENCING COMPETENCIES OF FACULTIES TEACHING AT MANAGEMENT INSTITUTIONS

Kindly tick the options as per their relevance. Also please rank the highest 10 variables in order of their importance. Rank 1 shall be the most important followed by others.

No extent at all (NE)	Small extent (SE)	Moderate extent (ME)	Large extent (LE)	Very large extent (VLE)
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No	Variable	NE	SE	ME	LE	VLE	Rank 1 to 25
1	Attitude of Management towards goal achievement						
2	Level of Acceptance of Responsibility						
3	Family and Personal Relationships						
4	Satisfaction from teaching job						
5	Gender						
6	The extent and Willingness to Learn new methodologies						
7	Teaching Experience						
8	Amount of Workload						
9	Type of Subjects allocated to the Individual						
10	Age						
11	Infrastructure facilities and resources						
12	Feedback of students						
13	Job Position and Responsibility						
14	Flexibility in the functioning						
15	Educational Qualifications						
16	Daily working hours						
17	Work Environment						

18	Training & Developmental Programs						
19	Performance Appraisal Process						
20	Knowledge, Skills and Attitude						
21	Interpersonal Relationships						
22	Salary and wages						
23	The quality of students						
24	Distance of the institution and living place						
25	The career choice of Teaching as a Profession						

THANK YOU

APPENDIX – C

RESEARCH PAPER - 1

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International Journal of Social Science & Interdisciplinary Research
Vol.1 Issue 11, November 2012, ISSN 2277 3630

IS TALENT MANAGEMENT ACCENTUATED BY COMPETENCY MAPPING ? : WITH SPECIAL REFERENCE TO EDUCATIONAL SECTOR

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ABSTRACT

The linkage between talent and an organization's business challenges and strategies is that effective strategy execution requires sufficient numbers of the right people with the right skills and knowledge, in the right roles. Competency mapping tailored to one's organization is necessary to train, define and retain talent in a company. This research paper made an attempt to identify whether competency mapping can be beneficial for talent acquisition, talent development and retention of faculties in higher education sector. The research also examined the factors affecting the recruitment and selection process in the educational sector. The paper has also tried to highlight the advantages of using competency mapping for talent management in educational system. Descriptive research design was used for a population consisting of faculties of higher educational institutions in Baroda city. Statistical techniques like Weighted Mean Value and Ranking method were used for data analysis. The study revealed that Competency mapping can be a talent management strategy for effective recruitment and selection, training, career development and succession planning and organizational development. The respondents also agreed that alignment of employee competencies with job description can be effective for better retention of employees

KEYWORDS: Competency Mapping, Educational sector and Talent Management.

1. INTRODUCTION

“The person who was able to solve yesterday's problem is not necessarily the right person to solve tomorrow's problem”

Companies need to learn to manage tomorrow's opportunities as competently as they manage today's businesses. It is the top management's responsibility to inspire the organization with a view of distinct goals and help them to achieve and reach the set target (Hamel and Prahalad, 1991). Building core competence becomes essential to competitive advantage building, because

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advantages emanating from the product-price-performance-tradeoffs are almost short term. Especially in an era where technologies are altering the existing boundaries of business; advantage can last only through competence enjoyed at the very roots of products. So while employees need to understand how to be more effective in their current roles, deliver specific business challenges, and pull together a personal development plan for shaping future careers, organizations too have to strategize how best to utilize the people's talents and identify areas for internal development necessary for ensuring future success.

❖ TALENT MANAGEMENT

In a knowledge and service based sector, the quality of skills and talent is almost the only point of leverage that a firm has to create competitive advantage. The purpose of talent management is to ensure that a firm has the right talent with the right skills at the right time. If professional firms are to respond to the changes in their market and business environment, they will need to identify the type of staff and the skills they require in the future and these may be very different to those required in the past.

Effective recruiting is the beginning of effective retention. Matching between tasks and talents is a challenging problem and it is essential for allocation efficiency that people get allocated to right occupations. Effective recruitment may include identification of key positions and turnover risks associated with these positions, and competency/behavioral-based selection criteria that support the retention strategy and business drivers.

❖ COMPETENCY MANAGEMENT

First discussed and assessed by McClelland in the early 1970s, competencies, or individual characteristics, were recognized as significant predictors of employee performance and success, equally as important as an individual's academic aptitude and knowledge content as indicated by tests scores or results (Lucia & Lepsinger, 1999; McClelland, 1973). A competency is the capability of applying or using knowledge, skills, abilities, behaviors, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position. Personal characteristics may be mental/intellectual/cognitive, social/emotional/attitudinal, and physical/psychomotor attributes necessary to perform the job (Dubois, 1993; and Lucia & Lepsinger, 1999). Boyatzis (1982) and Fogg (1999) extend this definition to include both internal and external constraints, environments, and relationships related to the job or occupation. Motivations and perceptions of the work and one's self or talent also are viewed as influential in competently and successfully performing in a position (Boyatzis, 1982; Fulmer & Conger, 2004; Gangani, McLean, & Braden, 2006; and Sandberg, 2000).

Core competency can refer to either an organization or an individual and resource-based analysis (Lado and Wilson, 1994) suggests a tight link between individual and organization core competencies is a good way to achieve sustained competitive advantage. One definition of employee core competency, suggests "(it is) a principal or critically essential competency for successful job performance for a given job at a given level in an organization hierarchy" (Dubois, 1993).

The process of determining competencies required for a job is referred to as competency profiling, and the process of comparing jobholders' competencies against the targeted

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competencies is called competency mapping. The process of mapping an individual against the ideal set is one where a great deal of sensitivity is required by the organization.

A competency model is a descriptive tool that identifies the competencies needed to operate in a specific role within a(n) job, occupation, organization, or industry. Simply stated, a competency model is a behavioral job description that must be defined by each occupational function and each job (Fogg, 1999). Depending on the work and organizational environment, a group of 7 to 9 total competencies are usually required of a particular job and depicted in a competency model (Shippman, et. al., 2000).

❖ USEFULNESS OF COMPETENCY MANAGEMENT

Observable abilities, skills, knowledge, motivations or traits defined in terms of the behaviors are needed for successful performance. Competencies and competency frameworks are proven tools for translating the strategic vision of an organization into the behaviors, employees must display for the organization to be successful.

HR Organizational Goal	How Competency Frameworks Contribute
Productivity Gains	<ul style="list-style-type: none"> • Organizations improve efficiency not only as employees learn 'what' they are expected to do, but even more as they understand 'how' they are expected to perform tasks • Desired organizational behaviors are documented, making it possible to communicate these standards • Required skills, traits, and attributes for all positions are defined, making it possible to measure and correct for skill deficiencies
Grow, Retain, and Attract the Right Talent	<ul style="list-style-type: none"> • Understanding and define the talent needed and available to accomplish the organizational mission • Define organizational culture to maximize the ability to hire for fit and attitude • Objectively identify the individuals the organization must retain to maintain an optimal talent pool • Create living HR plans that move with business needs • Competency Based HR Management enables the organization to define a skills road map, which empowers individuals to manage and achieve their own development
Improve Performance	<ul style="list-style-type: none"> • Identify gaps between requirements and capabilities • Define expectations for employees, in a way that is measurable, objective, and defensible • Set behavioural targets to encourage employees to go above and beyond expectations

❖ COMPETENCY MAPPING IN EDUCATION

Competency models can be used to guide individual professional development, as well as assist educators and trainers in developing curricula that meets the needs of employers (Rothwell, & Wellins, 2004). Paulson (2001) contends that competencies can be used to prepare graduates of postsecondary institutions for entry into the performance-driven labor market. Competency models are guides or maps for guiding education and training and professional development. In the Federal public sector, OPM has instituted career banding to demonstrate jobs based on shared or like competencies and assist employees with understanding the competencies required for progression in the same or alternative job families (Rodriguez, Patel, Bright, Gregory, & Gowing, 2002). Maynard and Furlong (1995) describe another competency-based method of training that uses mentoring to instruct teaching students. In this instructional situation, competency models are used as a guide for systematic training or practical teaching.

❖ TALENT MANAGEMENT AND COMPETENCY MANAGEMENT

Talent in itself has little meaning unless it is woven into the weft and warp of the corporate strategy. The need for talent arises directly out of the business strategy adopted. Of major importance are the competencies required to meet the future challenges of the organization. It is essential that these are identified and form the basis of appointments, personal career development and are closely related to the key result areas required by people in different roles in the organization. "Competency modeling identifies the precise set of competencies and proficiency levels needed for every role in the organization. This system helps identify specific areas of training and maps employee growth to strategic business needs.," notes Narendra Raje, director - learning and development, Unisys. Competency mapping is becoming an important HR tool today. According to Ajay Trehan, founder, CEO, AuthBridge "There is always a need to have the best quality manpower. More and more companies are using competency mapping tools to screen and hire people with specific competencies."

CBay Systems has the advantage of employees delivering and exceeding requisite performance levels since the former has mapped out competencies that are required to perform specific roles. "New hires are pegged against these that are required for the role before being hired to ensure they fit as per their deliverables. Existing employees are periodically reviewed with the help of assessment tools and based on the gap analysis we provide them necessary training and development to hone the requisite competency," confirms Shanmugam, vice president - human resources, CBay Systems.

1. RESEARCH GAP

It has been observed from various studies that competency management is important today for competitive advantage of the organization. Competency of teachers assumes a lot of importance in this context. In India however competency development and mapping still remains an unexplored process. The institutions of higher education are facing many challenges and are undergoing significant changes from time to time. The need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization has necessitated such marked changes in the Indian higher education scenario. Many Studies have not been carried out on use of competency mapping in educational sector specifically focusing on framing a competency

model or identifying the importance and advantage of using competency management in the area of education. So this area has been taken into consideration

2. LITERATURE REVIEW

Pooja Tripathi et. al. (2010) discovered a development of the new tool for the performance assessment and the quality enhancement of the educational institutions. They described a PAKS (Personality, Ability, Knowledge, Skills) based competence model for the assessment of faculty members in academia. They authenticated the usage of the PAKS based model and challenge that this was a very rare model available for the performance enhancement in academics. They believed that if PAKS based model was incorporated in any academic institution for the competence management, fruitful results would be obtained for the up gradation of faculty and the institution.

V.Raji Sugumar (2009): Competency of teachers assumes a lot of importance in the era of knowledge society who are expected to produce students of high calibre. In India however competency development and mapping still remains an unexplored process. Not much study has been done on competency mapping in higher education sector, thus the present study is ventured upon. The study was carried out in Bharathidasan Govt. College for Women, an Accredited Autonomous College affiliated to Pondicherry University, which is the first and the biggest college in Puducherry. The competency gap was negligible indicating a higher performance level.

Lucian Cernusca, Cristina Dima (2008): The essay explains the concept of competency and how competency is linked to performance and one's career development. The authors also looked into some models of competency mapping and appraisal tools for performance management. A business might possess extremely capable human resources, but they might not work on the positions that suit them. This is where competency mapping and appraisal tools come to help the HR experts choose who should work on what positions.

Vukica Jovanovic, Mileta Tomovic (2008): As product design and realization process are changing constantly due to new challenges in the global working environment, highly skilled workers are needed by companies who want to stay competitive. Those engineers need some new skills that are being identified as missing by the Society of Manufacturing Engineers and National Association of Manufacturers. The project named Midwest Coalition for Comprehensive Design Education involves five different colleges which are working on the development of a new program that would bridge the competency gap that currently exists in the education of design and manufacturing engineers..

Claudla Ogrean, Mihaela Herclu and Lucian Belascu (2009) The resource-based view of the firm (which was launched decades ago) betted on resources, capabilities and competencies in order to obtain sustainable competitive advantage. Firm management had to identify the core competencies that defined the entity and then to manage them efficiently and with efficiency. Recently, some major challenges occur, bringing with them a whole series of opportunities and threats. At least two major shifts have to take place: from the resource based management to competency-based management, and from cultural specific competencies to global competencies. These changes ask for a completely new strategic management approach. By this

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paper, we would like to revise the existing literature in the field (which is very fragmentary), in order to draw and launch after that a unique discussion framework, able to bring together all the above-mentioned aspects.

Jehad S. Bani-Hani , Faleh, Abdelgader AlHawary (2009)This study examines the impact of core competencies on competitive advantage and it applied on Jordanian insurance organizations. The population for this study consisted of all the Jordanian insurance organizations heads. The findings indicated that there is a significant positive relationship between core competencies and competitive advantage from the sample point view. The study also showed that the core competencies had a significant impact on competitive advantage.

Study of (Kak, 2002) aimed to examine the potential of an organization's sustainable competitive advantage depends on the rareness and imitability of its resources and capabilities. The less imitable a competitive advantage is, the more cost disadvantage is faced by the competitor in imitating these competencies. Thus, core competence is an important source of sustained competitive advantage for corporate success and greater is its economic return. The literature has been reviewed for the sources of core competence, role of core competence for competitive advantage, and formulation of strategy with core competence and flexibility in a more focussed manner. The organizational learning, strategic flexibility, effective technology management, and people provide the important sources of core competence

3. OBJECTIVE OF STUDY:

1. To find out whether competency mapping is being practiced in educational sector
2. To find out the areas in which competency mapping can be helpful.
3. To find out the factors important for recruitment, development and retention of employees.
4. To find out the ranking of core competencies by faculties

5. RESEARCH METHODOLOGY

1. **POPULATION:** Faculties teaching at various graduate and post graduate colleges in Baroda city, Gujarat.

2. **SOURCES OF INFORMATION**

Primary sources: The data has been collected from faculties teaching at various graduate and post graduate colleges in Baroda city.

Secondary sources: The researcher has made use of secondary sources that will include research journals, research articles, reports and magazines and other relevant information from websites

3. **RESEARCH INSTRUMENT**

This study will make use of structured non-disguised Questionnaire as research instrument in collection of primary data

The Questionnaire used for the research has been divided into 5 areas:

- a) Importance and need for Competency Mapping

- b) Competency mapping in the area of Talent acquisition
- c) Competency mapping in the area of Talent development
- d) Competency mapping in the area of Talent retention
- e) The identification of key competencies by faculties.

4. RESEARCH DESIGN

Descriptive research design has been used.

5. SAMPLING DECISIONS:

- **SAMPLING METHOD:** To choose a representative sample the researcher has used a non-probability convenience sampling.
- **SAMPLE SIZE:** The questionnaire was addressed to 65 faculties out of which 50 fully filled questionnaires were accepted as representative sample.

6. LIMITATIONS:

- The study is limited to few graduation and post graduation colleges in Baroda city and thus cannot be generalized.
- The study has not taken the external factors affecting the talent management strategies into consideration.
- Lack of time has been responsible for the small sample size.

6. DATA ANALYSIS AND DATA INTERPRETATION

1. To understand the importance of Competency Mapping

The following Table 1 indicates the various factors highlighting the need for competency mapping at organizational level.

TABLE 1: COMETENCY MAPPING		
Factors	WMV	Ranking
Your organization has high competition for talented people	3.56	4
Your organization values talent and excellence	2.76	5
Your organization's performance is dependent on the performance of talented employees	3.92	3
Jobs in your organization requires different competencies for different tasks	4.32	2
Competency mapping is helpful for organizational development	4.38	1
Job description in your organization is based on specific set of competencies	2.7	6

It is evident from the above table that highest rank is allotted to the view that Competency Mapping is helpful for organizational development with WMV of 4.38. The result also indicates that a job in the organization requires different competencies for different tasks which is given rank 2 with WMV of 4.32.

2. To understand the use of Competency Mapping for Talent Acquisition

The following Table 2 indicates the need and use of Competency Mapping in Talent Acquisition

TABLE 2: TALENT ACQUISITION		
Factors	WMV	Ranking
Recruitment and selection is based on acquiring definite competencies based on job description	3.06	4
Your competencies are in sync with your job description	3.16	3
Identification of key competencies required can help in better selection of employees	4.6	2
Competency Mapping can improve Recruitment and Selection	4.46	1

The above Table 2 indicates that Respondents feel that Competency Mapping can improve Recruitment and Selection by giving an WMV score of 4.46. The data of WMV score of 4.6 also shows that identification of key competencies can help in better selection of employees.

3. To understand the use of Competency Mapping for Talent Development

The following Table 3 below highlights the need and use of Competency Mapping for Talent Development.

TABLE 3: TALENT DEVELOPMENT		
Factors	WMV	Ranking
Competencies can be developed through training and development	4.12	3
Competency gap analysis will help in identifying the training need analysis	4.38	2
Training in your organization is based on competency needs	2.5	4
Competency mapping plays important role for Career and Succession Planning	4.44	1

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The survey data shows that respondents have given WMV score of 4.44 and thus indicating that Competency Mapping is important for Career and Succession Planning. The data and score of 4.38 WMV indicate that competency gap analysis will help in identifying training need analysis.

4. To understand the use of Competency Mapping for Talent Retention

The following Table 3 below highlights the need and use of Competency Mapping for Talent Retention.

Factors	WMV	Ranking
Performance assessment is done on basis of individual competencies	2.1	6
Promotion policies require some form of competency assessment	4.18	3
Your organization recognizes and retains people through mechanisms other than promotions	2.5	5
You believe in using multi-rater assessment or 360 Competency Mapping degree feedback for employee development	4.36	1
Performance development through bridging talent gaps are more effective	4.14	4
Alignment of employee competencies and job description can help in better retention of employees	4.22	2

The above Table 4 shows that respondents believe in using multi-rater assessment or 360 Competency Mapping degree feedbacks for employee development. This has been supported by WMV of 4.36. The data and score of WMV 4.22 explains that Alignment of employee competencies and job description can help in better retention of employees.

5. To understand the criteria for talent acquisition

The following Table 5 tries to identify the criteria used for talent acquisition.

Factors	WMV	Ranking
Educational Qualifications and grade	3.44	4
Experience	3.02	3
Research details	2.02	2
Teaching skills	1.52	1

The Table 5 data shows a WMV of 3.44 to the factor of Educational Qualifications and grade highlighting it to be the most important criteria for selection process. WMV of 3.02 given to

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Experience indicates that respondents feel it is being given the second important criteria. The least WMV is assigned to Teaching skills which indicates that least priority of all is being given to teaching skills during talent acquisition.

7. To know the ranking of the generic competencies in sync with the job description

The following Table 6 indicates the ranking of respondents for the generic competencies in sync with the job description.

Factors	WMV	Ranking
Human	4.16	3
Communication	4.38	1
Interpersonal effectiveness/ Team working	4.26	2
Influencing ability	3.24	4
Networking ability	2.62	5
Achievement orientation	2.2	6

The above Table shows that WMV of 4.38 is being given to Communication thus indicating that this generic competency is being accepted as the most important among the rest. The next competency is Interpersonal effectiveness/ Team working indicated by WMV of 4.26.

7. To know the ranking of the managerial competencies in sync with the job description

The following Table 7 indicates the ranking of respondents for the managerial competencies in sync with the job description

Factors	WMV	Ranking
Customer Orientation	7.86	1
Organizing Skills	5.04	8
Cross functional Perspective	2.3	10
Planning Skills	6.76	2
Execution Skills	6.44	3
Analytical Skills	5.34	6
Decision Making	6.18	5
Delegation	5.3	7
Leadership	6.4	4
Developing and supporting subordinates for effectiveness	3.38	9

The above Table 7 shows a WMV of 7.86 given to Customer orientation indicating it to be the highest ranked managerial competency required. The second rank is being given to Planning a skill which has a WMV of 6.76. The least WMV of 2.3 is given to Cross functional Perspective indicating it to be least ranked among all the managerial competencies.

8. To know the priorities of the functional competencies in sync with the job description by faculties

The following Table 8 indicates the ranking of respondents for the managerial competencies in sync with the job description

TABLE 8: FUNCTIONAL COMPETENCIES		
Factors	WMV	Ranking
Business awareness	2.12	1
Business skill	1.84	3
Technical skills	2.04	2

The above Table 8 shows data of WMV 2.12 being given to Business Awareness thus ranking it as the foremost required functional competency. The next required competency is Technical or functional skill which has been given WMV of 2.04.

7. FINDINGS OF THE STUDY

1. It is evident from the study that respondents feel that competency mapping is important for organizational development.
2. It is also observed that respondents are in view that different jobs require different competencies.
3. The study indicates that the respondents feel that the organizations performance is affected by talented employees.
4. The study shows that job description as per the respondents is not based on specific set of competencies.
5. The respondents are of the opinion that competency mapping can improve Recruitment and selection.
6. Respondents disagree that the recruitment and selection process is based on acquiring definite set of competencies based on job description.
7. It is observed from the data analysis that respondents strongly agree that Competency mapping plays an important role for career and succession planning.

8. Respondents also feel that Competency gap analysis will help in identifying the training need analysis.
9. The survey indicates that training needs are not based on the competency needs.
10. The respondents agree that competencies can be developed through training and development.
11. The respondents agree that 360 multi-rater assessment or Competency Mapping feedbacks can be used for employee development.
12. The data analysis indicates that respondents agree that alignment of employee competencies and job description can help in better retention of employees.
13. The respondents also agree that promotion policies require some form of competency assessments.
14. The survey and data analysis indicate that respondents disagree that performance assessment is done on basis of individual competencies.
15. The respondents agree that Performance development through bridging the talent gaps are more effective.
16. The data reveal that the criteria used for Talent acquisition focus mainly on Educational Qualification, Experience, Research details and lastly the teaching competencies.
17. The generic competencies identified by respondents are Communication skills which have been given the first ranking, seconded by Interpersonal effectiveness/ team working.
18. The survey indicates that the priority of the managerial competencies have been given to Customer orientation.
19. Respondents strongly agree that Planning skills and Executions skill among the Managerial competencies are important.
20. The data indicate that the least importance was given to Cross functional perspective among the other managerial competencies indicating that respondents consider that they generally may not possess knowledge and skills for teaching other subjects not pertaining to their area
21. The respondents favour Business awareness as the most important functional competencies compared to Business skills and the Technical/Functional skills.

8. SUGGESTIONS

1. The research survey indicates that respondents agree that organizations performance is based on the performance of talented people but they disagree that organization is not valuing talent and excellence, hence it is suggested that if focus is made on talent valuation and development the success of organization may improve.
2. It is also observed from data that respondents feel that competency mapping is helpful for organization development, so adopting the competency management in the Educational sector will certainly prove beneficial for its development.
3. The respondents agree that Competency Mapping can improve Recruitment and Selection by identifying the key competencies; hence Talent Acquisition through Competency Mapping can be practiced in Educational sector which can ensure right talent at right place.

4. It is also suggested to prepare the job description based on the identified generic, managerial and functional competencies for effective and right talent acquisition.
5. The survey highlights that respondents agree on usefulness of Competency Mapping for Career and Succession planning. Respondents also feel that competencies (talent) can be developed through effective training and development based on competency gap analysis. Hence Competency Mapping if used for Talent Management can prove to be effective for Educational sector.
6. The research survey indicates the view of respondents for agreeing to use of multirater or 360 Competency Mapping degree feedback for employee development, thus suggesting that Performance Management can be done through Competency Mapping and hence ensure effective Talent Retention of employees.
7. It is also suggested on basis of survey results that Alignment of employee competencies and job description can help in better retention of employees indicating that Educational sector can make use of Competency Mapping for identifying the right competencies.
8. It is also suggested to make the use of Competency Management for promotions and growth of employees.
9. The research data shows that talent acquisition is focussing not effectively on the teaching skills. It is suggested to identify the basic competencies and prepare a job description based on these competencies, to ensure effective talent acquisition.
10. It is suggested that Competency Mapping if used for Talent Acquisition, Talent Management and Talent Retention through effective Performance Management can ensure development for Educational Institutions.

9. CONCLUSION

Talents constitute the prime resource needed to reach the destination laid out in the organizational goals and vision. Competencies, defined in terms of different levels required by different roles, can be considered essential criteria for success in the various roles or positions in the organization. It can be concluded from the study undertaken that Competency Mapping can definitely help in identifying the right talent, developing the available talent based on their skill gaps and retaining the right talent for organization growth and success. Thus it is indicated from the study that Competency Mapping can definitely accentuate the Talent Management and lead to organizational development.

The above study also indicates that Competency Mapping if used in Educational institutions can help in the identifying the core competencies needed by the faculties for their job description thus helping the management for effective recruitment and selection based on the right competencies. This will ensure right person for the right job. It is said that effective recruitment is the right step towards effective retention, so identifying the right candidate helps. Talent retention can also be ensured by providing the employees with the right career development and succession planning through Performance Management based on the Competency Framework and gap analysis. Thus, Competency Mapping if used in Education sector for training and development can also improve the performance and development of faculties.

It is cited that the future of the nation is dependent on the youth and the future of the youth is dependent on the faculties who educate them. So hiring, developing and retaining the right

IRJC

International Journal of Social Science & Interdisciplinary Research
Vol.1 Issue 11, November 2012, ISSN 2277 3630

faculty is very important today which can be ensured by using Talent Management through Competency Mapping in Educational sector.

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International Journal of Social Science & Interdisciplinary Research
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RESEARCH PAPER - 2

Volume : 4 | Issue : 11 | November 2013

ISSN - 2250-1991



Research Paper

Management

“To Find out the Importance of Teaching Competencies as a Factor for Teaching Effectiveness in Higher Education”

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ABSTRACT

Competency Identification is an important tool for the process of Selection, Recruitment, Training and Development, Performance Appraisal and Career Progression. Competency Management is not practiced to a large extent in Educational Sector. Hence a need arises to understand the application of competencies identification to the Educational Sector. This paper with the help of insights of different researchers tries to identify the importance of identifying good teaching competencies and to find out how it affects the effectiveness of teachers. Also an effort has been made to classify the teaching competencies into broad areas with the help of secondary data. This work shall be useful to prepare a detail list of competencies of teachers required for effective performance.

KEYWORDS

Teaching Competencies, Higher Education Sector

INTRODUCTION

The term that has been used over the past few years to render the matter of teachers' qualifications is "competence". In India however competency development and mapping still remains an unexplored process. Not much study has been done on competency mapping in higher education sector (V.Raji Sugumar 2009). But it is necessary to understand the qualities of a good teacher as Kagan (1992) reiterated that students always bear in memory their days as students and impressions of good teachers. Government of the Punjab (1999) conducted a study to identify the required competencies of elementary teachers, secondary teachers and teacher's trainers. They found that indispensable personal competencies & professional competencies required for secondary school teachers. Hollingsworth (1989) in their studies revealed that in the perception of pre-service teacher's content, knowledge and ability to communicate form the foundation of good teaching. It is established beyond doubt that there lies a strong relationship between teacher competence and effective teaching.

SIGNIFICANCE OF STUDY

But the question remains as to which of the combination of these competencies are influencing the teaching effectiveness the most. Omare, C & Iyamu O.S (2006) based on their study "Assessment of the affective evaluation competencies of social studies teachers in secondary schools in Western Nigeria" reveal that nature and objectives of Social Studies in Nigerian Secondary schools indicate the affective orientation of the subject. It was found that professionally qualified non-graduate teachers demonstrated more competence than their graduate counterparts. So the research gap remains as to which of the competencies are the most important parameters affecting the teaching effectiveness specifically in higher education.

RESEARCH METHODOLOGY

This paper is a conceptual paper incorporating the discussions based on the researches carried out by different researchers in the area of teaching competencies. The period of research included is from the year 1954 to 2013. The objective is to find out the relevance of teaching competencies on teaching effectiveness and also identify the most important teaching competencies influencing teaching effectiveness.

Objectives of the study:

To examine the contributions of different researchers in the area of identifying teaching competencies.

To find out the competencies which are considered to be influencing teaching effectiveness

DISCUSSION ON THE OPINION OF RESEARCHERS ON TEACHING COMPETENCIES

Thinking and Imagination

Dosajh (1956) using teacher trainees as sample reported that imagination and maturity were indicative of success in the teaching profession. Banerji (1956) while observing the classroom behavior of successful teachers arrived at the conclusion that successful teaching requires qualities like quick thinking, ready wit, easy adaptability and humor on the part of the teacher. Bhagoliwal (1982) found that more effective teachers were characterized by fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking.

Good Attitude, Equal treatment and Attention to students

Deva (1966) reported that personality was the most important Daivel & Rao (1968) observed that a good teacher as viewed by the students teaches well, inspires good qualities in the students, re-teaches lesson when not understood, treats students alike without prejudice, tries to reform problem students and acts as a guide to the student. Ojha (1969) found that students perceived ten most characteristic qualities in successful teachers as generous, honest, forgiving, man of character, punctual, clear in expression, wise, scholar, friendly and well-wisher. Debnath (1971) undertook a research study with a view of finding out the determinants of teaching efficiency. It was found that knowledge of the Subject matter, academic qualifications, sympathetic attitude towards student mastery of the method of teaching, sincerity in teaching, proper use of aids and appliances in teaching and the art of questioning were the important correlates of teaching efficiency. Mann (1980) established that more successful teachers in comparison to less successful teachers were significantly more expressive, ready to cooperate, attentive to people, generous in personal relation, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life and effective in adjustment. Pachauri (1983) found that reserved, relaxed, adjusted and controlled teachers were more proficient in teaching than those who were outgoing, tense and possessed more anxiety. Further, less intelligent, imaginative and trusted teachers with high aggression were better in teaching. 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.

Achievement orientation, Participation and Nurturance

Singh (1970) reported that most prominent needs of superiors or teachers were nurturance, achievement, counteraction anti

aggression. He found that inferior teachers, in comparison to superior teachers lack self-confidence in teaching and solving problems. **Sharma & Kumar (1992)** reported Promoting pupil participation, Using teaching aids, Questioning as important. According to **Sadker and Sadker (1997)** good teachers know their subject matter, are organized, spend the major part of class time on academic activities, structure learning experiences carefully, clearly present both directions and content information, maintain high student interest and engagement, ensure that students have sufficient time to practice skills, involve all students in discussions, ask both higher and lower order questions as appropriate to objectives of the lesson, use adequate wait time, provide clear academic feedback, teach content at a level that ensures a high rate of success, vary student activities procedures, hold high expectation for students, are enthusiastic about teaching and their subject matter, have high record for students and treat them with respect, connect new learning to prior knowledge, develop rather than shallow knowledge, and build classroom-learning communities.

Communication, Presentation, Intelligence & Subject knowledge

Sherry (1954) found that intelligence was most important to success in teaching. **George (1975)** enumerated teaching competencies as, gaining pupils attention, explaining and narrating, giving directions, asking and adapting questions to pupils, recognizing pupils difficulties of understanding, quality of voice and speech habits, use of non-verbal cues, holding pupils' attention, gaining pupils participation, controlling pupils and use of aids (blackboards and illustrating material). In 1975 the Council on Teacher Education (COTE) identified 5 major categories namely communication skills, basic knowledge, technical skills, administrative skills and interpersonal skills. **Gupta (1976)** found that high effective teachers were more affective, more intelligent, having more ego strength, and more surgent, more self sentiment, less guilt prone and less radical. **Jain (1977)** reported that intelligence; creativity and interests were characteristically inter-related in promotion of proficiency of teaching. **Balachandran (1981)** arrived at subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating, concern for the student's progress and informal academic help. **Tharyani (1986)** studied that intelligence and knowledge in their Subject areas was found to be the best predictors of teacher effectiveness. **Callahan (1987)** explained there are certain characteristics intelligent, command of his subject, how to communicate, is able to establish and reach objectives, uses method effectively, varies instruction to hold student interest and to allow for individual differences, understands and likes students, is able to motivate students, can accurately appraise student readiness for learning, plans effectively and has an effective teaching personality. **Bennett (1988)** identified the skills and competencies like to be thoroughly conversant with the subject matter, to be skilled in diagnosis of children's understanding and misconceptions, to differenti-

ate curriculum in relation to the range of pupil attainment, to be skilled in task design and choice of tasks whose intellectual demands are appropriate to each child capabilities, to portray curriculum in representations adequate to each child, to organize classroom settings conducive to high pupil involvement, to monitor a variety of classroom events simultaneously and act accordingly, to create and maintain good social relationships and to relate and work with parents. **Powell (1992); Wade and Moor (1992)** stated that teachers need knowledge of pedagogy and training to develop themselves as adept teachers confident of their own ability and with a faith on the potential of the students. **Raju, P.V.S.R. (1994)** found planning, presentation of lesson, closing, evaluation and managerial dimensions were the best predictors of teachers' teaching. **SBEP support to basic education project (2006)** researched that Generic competencies consist of six main competencies, "Personal and Professional Values-Professional Development", "Knowing the Student", "Learning and Teaching Process", "Monitoring and Evaluation of Learning and Development", "School-Family and Society Relationships", "Knowledge of Curriculum and Content".

Technical Skills, Administrative skills, Interpersonal skills, Planning skills, Managerial skills, Evaluation skills

Passi and Lalitha (1976) in addition to the studies conducted abroad have identified twenty one teaching competencies in Indian situation. These twenty one teaching competencies were grouped under the following major headings: Planning skills, Presentation skills, Managerial skills, Closure skills and Evaluation Skills. **Ing. Katarina Krajčovičová, Ing. Miloš Šambál, CSc. (2012)** defined a managerial competency is important to achieve both the mission and vision in creating added value and improve business performance and especially the development of their own people. **Kanupriya M. Bakru, Dr. Seema Sanghi, Dr. Y. Medury (2013)** carried out a study resulting in the identification of fifteen management teaching competency areas; and were explained in terms of 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.

CONCLUSION

It can be concluded from the above discussion on the literature surveys that there is no particular competency that is the best, but it is a group of important competencies which play role in effective teaching. This literature review has certainly led us to a definite set of competencies desired for effective teaching. The final outcome can be achieved by finding out the rating of competencies as per their importance for effective teaching.

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