

A Study of Competency Mapping and its Significance for Faculties

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Abstract

Skills are components of a job that are reflected in the behavior observed in a workplace. The most commonly mentioned common element is knowledge, skills, abilities, abilities, personal physical behavior and the impact on work performance. The main focus of organizations began to believe in excelling and not competing. Skill mapping affects employees' existing skills. As a result, the paper attempts to measure the role of skills mapping in the effective performance of faculties and to ascertain several functional areas where mapping of skills can be beneficial. The research of the study was based on primary data where data has been collected through a questionnaire that circulated to different faculties' member, located in different colleges. In the same way, the result of the study shows that skills mapping is necessary for the performance and future growth of the faculties and colleges, since the growth and development of each colleges is based on an efficient and satisfied faculties. I have try to connote the significance of competence-mapping in the professional up-gradation of the teaching staff's existing in numerous educational institutions with the help of eight selected competencies and find the mean score and standard deviation to identify the need of improvement and area for changes for the faculties and students.

Keywords: Faculties, Competency-Mapping, Skills, Teaching-Competency

1. Introduction

Teachers hold the major positions in the society. Teachers have the ability to generate finished goods by shaping the raw material, transforming students into professionals. As comparison to other sector the education sector have more importance. In recent years there have been lots of considerations concerning educational-reforms & advancing the educational eminence of schools (Maryam Ilanlou et al.; 2011) [1]. Patricia Mchagan in 1980,s introduce competency model to every management system as a key for planning, systematizing and developing (Mclagan; 1980). In UK Competency mapping was foremost used for handle the growth of job-related standard performance (Dr. Astee aggrawal et al.) [2]. Competency mapping is the practice to recognize and explain the competencies which are extra critical to get succeed at job-place (Dr. Shiv Kumar V et.al; 2021) [3].Spencer & Spencer describe competencies as underlying traits of a personality. Underlying traits imply the competencies that are reasonably deep and continuing part of someone's behavior and personality. Competency mapping is a highly developed association practice and tool that illustrate employee competency-mapping in such advance practices that is broadly exercise by organizations. In 2010, Chan categorize competency in 2-main group: firstly;

the teacher's skills, mental ability, education values, comprehended psychology, awareness of common and explicit subject and secondly those traits stream from the teacher attitude, personality, beliefs and interest, manners in working association with pupil's and other individual's. Competency mapping is a practice of recognizing the gap of an individual's performance (or) job-related proficiency and skills. Organization have to retain their prominent employee for enhancing their productivity and sustained in the market (M. Nagar et al., 2019) [4].

1.1 In academic institutions the need of competency-

Competency aims at giving students with knowledge, skills, approaches, and problem-solving. The main duty of every teacher is to render the lecture into significant succession (Albert. W. M. Hoogveld et.al; 2005) [5].

Stated by NAAC (2003) that:

"If we desire to harvest the gains of the investment that we made in education, our teachers ought to be empowering and confident to entrust, equally both professionally and personally, for the growth of all students with the intention that they can do well and be efficient in offering worthy education."

"Priority must be given to assess the explicit learning requirements and difficulties of teacher's and trainer's and the opportunity to create their work further attractive, comprising the incessant renewal of their proficiencies and resources. Teachers ought to be maintaining in their significant role as initiator and facilitator in the learning atmosphere. An organized framework is supposed to be considering for sustain the enhancement of the eminence and quality of education and guidance. "

In India, though, skills development & mapping stay as a virtual one. More than last decade, there have been mounting interests in teaching and skill programs in diverse field of education, guidance, and professional progress, especially in higher-education. Quality education & assessment program are opposed by the UGC.

1.2 Competency is obligatory for teaching Professionals: Why?

G.K. Chesterton-"A teacher who doesn't coerce him-self to be a teacher doesn't just teach." Personnel ability can be described by a personnel understanding, capability, and actions. To comprehend teacher essential skills, we have to foremost define the teacher's responsibility.

The teacher's work is coupled and ties with class-room. Recent classes ask for teachers to "prepare approximately every learner with the uppermost level of skills, practical thoughts, and aptitude" (Darling- Hammond, 2006).

Researcher's and practitioners are ever more aware that the spirit of the 21st era group of students – and thus the requirements of both students and teachers - is creating an immense variation.

As diverse analysis has been acknowledged for performance evaluating strategy, educator essential skills are anchored in the subsequent three aspects:

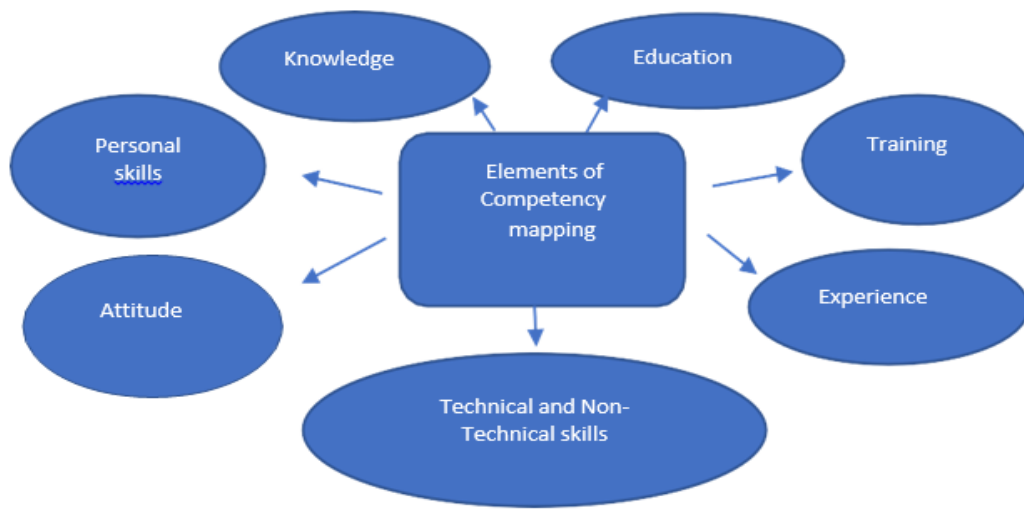
1. Leadership and management
2. Professional practice
3. Personal performance

When the three criterion mentions above are united with PMS (Performance Management System); organizations depict the comprehension, skill & professionalism of teachers in the diverse stages of their

employment. Good education doesn't occur in space. Each teacher is proficient and desires to have a firm set of ethics, skills and comprehension.

1.3 Vital essentials of competency that consider to map:

(Robyn A. McNamara) Mapping is the figure that demonstrates ideas & relationship amid boxes & arrows. Mapping is prepared at the ending of the semester via cluster-analysis & multi-dimensional scale. Few components of competencies are-



This research is constricted to 8-core competencies named as; Accountability, Decision making, Communication, Goal-Setting , Problem Solving, Sustaining Proficiency, Critical Thinking and Listening, Understanding and Responding. Above mention aspects have been covered under the selected and defined competencies and these aspects plays a vital role in mapping the competencies of fraternity of educator and teachers.

2. Literature Review

- The key behavior of employees is Competency in the sample organizations that allows the organizations as a whole to function well. (Nagaraju and Sathyanarayana Gowda; 2012) [6].
- The competency term included knowledge, attributes and skills constraints in detail as well as a gap analysis between existing and desired skills and an assessment of employees' training needs. (Dr. V. K. Jain; 2013).
- Competencies are knowledge, skills, and attitudes (KSA) connected to their job position, which are generally required to fulfill work role. Competency mapping is the most appropriate tool for analyzing the gap between employees' actual and expected levels of performance and addressing the identified gaps by developing tailor-made training and development programs to achieve the organization's overall vision and mission. (Bhasin and Sharma ; 2018) [7].
- It's determine that there is a gap in competency. As compare to Attitude and Knowledge Skill level was found to be comparatively lesser. This reveal the requisite for Continuous Education through training that will aid knowledge enhancement and skill improvement (Dr. Masood Ikram et.al. 2019).
- Thus, the clear meaning of competences is inside the learning process, particularly self-learning, and

can be quantified by task completion quality and objective achievement. (Mannayong & Haerul; 2020) [8].

- Competency Mapping examines the capacity to teach and communicate effectively using regional languages as needed, classroom preparation and session planning, performing FDPs, maintaining a worthy and controlled working environment, being a good listener, and being a good communicator. (Dr. Manodip Ray Chaudhuri and Sekh Raunak Mondal; 2022) [9].
- The term competence has adopted as the individual underlying characteristic who inadvertently relates to real or superior job performance. He emphasized these 19-generic management skills in five-different groups that are leadership, goal and action management, , subordinates management, human resource management, and focus on others’ (Boyatzis; 2007) [10].
- Competency mapping can be observed and measured by recognizing teachers’ soft & hard skills. Soft skills are allied to behavior. Emotional quotient, and inter-personal communication. While hard skills implicate fitness, forte, persistent, preparation, consolidating, designing, recitation, problem-solving, and attitude. Hard skills are treat as visible-competency while soft skills are treat as hidden-competency (Su-Chin et al.; 2012) [11].

3. Objectives of the Study

With the emergence of a changing economic and academic scenario, organization have now realized the need of skilled faculties in the institutions. As educational trends and systems have shifted, the focus of results has shifted from student output to teacher output. This has allowed for a more comprehensive understanding of the requirement for competency mapping and its impact on educational quality.

Given these views this paper attempts to explore the following objectives;-

- To study the theoretical context for competency mapping.
- To measure the expertise level of academic faculties
- To explore the prerequisites of faculties to ripen their skills for effective and efficient job performance.

4. Research Methodology

To attain the above goals the researches collected data from several academic faculties to quantify the role of competency mapping .This research study is constructed on primary data gathered by the average questionnaire of faculties from various academic institutions. The sample size of the study is 520.Secondary data are also collected to support the result based on primary data, the outcomes of the study indicate that the mapping of skills is necessary for the performance and future growth of the academic institutions because the growth and development of each academic institutions is based on the faculties efficiency and satisfaction.

DATA ANALYSIS AND INTERPRETATION

Table: Mean and Standard Deviation scores of Competency mapping factors

Factors	Statements	Mean Score	Standard Deviation Scores
Accountability	Take responsibility for job associated work and own actions	4.41	0.58

	Initiative taken for obtaining the goals	4.37	0.57
	Owning liability for outcome and performance of entire team(students)	4.24	0.73
		4.34	0.63
Communication	Clarity in speaking, writing and listening	4.43	0.56
	Conveying information properly, accurately and timely to others	4.29	0.60
		4.36	0.58
Decision Making	Precise decision are taken after examining the doubtful situation and assessing the risk associated	4.32	0.59
	Based on Information actions are planned	4.34	0.73
	Precise and meticulous decisions are made with available information	4.20	0.74
		4.28	0.69
Goal-setting	Aligning individual goals with team and organization	4.27	0.66
	Motivated and enthusiastic for achieving the extraordinary challenged goals	4.30	0.66
		4.29	0.66
Problem Solving	Problem or Issues are handled in sensible manner	4.32	0.65
	Initiatives are taken for resolving the issues among team for developing better environment.	4.17	0.70
		4.24	0.68
Sustaining Proficiency	Helping others in understanding the work aspects and other duties	4.22	0.64
	Awareness about ongoing factors related to social, economic and political that have effect on organization.	4.17	0.66
		4.20	0.65
Listening , Understanding and Responding	Having empathy for others	4.15	0.74
	Listen to others and respond accurately	4.27	0.66
	Able to give trustworthy advices to others which helps them in solving different issues	4.20	0.70
		4.21	0.70
Critical Thinking	Making the plan for unforeseen situations	4.16	0.80
	New methods and procedure are evolved for solving the problems	4.36	0.64
		4.26	0.73

The above table divulge that the response of the respondents on the various parameter of personal competencies.

5. Findings of the Study

- The mean score of accountability is 4.34 with the standard deviation of 0.63 shows that the faculties are quite good with knowing their responsibility as a faculty.

- With the parameters taken into consideration for competencies regarding communication skills and it is inferred that faculties are quite competent in communication skills as the mean score is 4.36 and Standard deviation is 0.58.
- It is observed that responses of the respondents on the Decision making parameter are 4.28 for mean score and 0.69 for SD.
- It is inferred that goal setting parameter also have good outcome as the mean score is 4.29 and SD is 0.66.
- The mean score for problem solving parameter is 4.24 and 0.68 is the SD that show that faculties have prominent problem solving competencies.
- Faculties' shows good response to the parameter sustaining proficiency as the mean score is 4.20 and SD is 0.65.
- The table above displays that the mean score for the parameter of Listening, Understanding and Responding is 4.21 and 0.70 is the SD.
- As the faculty of the academic institution they need to have personal competency of critical thinking and above table shows the faculties are quite competent as they have mean score of 4.26 with SD 0.73.

From the above table it's clear that total eight parameter that taken into account for competency mapping of academic institutions faculties are highly skilled in Accountability, Communication, Decision Making, Goal-setting and Critical Thinking. And the result indicate that the Problem Solving, Sustaining Proficiency and Listening, Understanding and Responding parameter need to be slightly improve to maintain cordial relations.

6. Suggestion of the Study

- Other than teaching, teachers should not be overburdened with activities that take extra time and energy. Teachers should not be assigned tasks connected to official, administrative, or admissions targets as far as viable.
- Teachers ought to be paid sufficiently in proportion to the current inflation and cost of living to be able to survive with their families and concentrate on effective teaching without worry or strain.
- The principal, college structure, and management should support the teacher by providing adequate resources to facilitate effective tutoring.
- If there is a gap between what is expected and what is delivered by teachers, the principal should establish official sessions with such teachers to solve the problem scientifically, providing all types of assistance needed to allow the teacher to develop and improve.
- Enroll the teacher in periodic FDPs to keep his or her knowledge up to date and to achieve the desired level of teacher competency.
- Create and implement a scientific process for evaluating teacher competence on a regular basis.
- Identify the accomplishment of excellence teachers in order to motivate and sustain the teaching competency level.

7. Conclusion of the Study

Charles Kuralt precisely quoted that –“Good Teachers know how to bring out the best in students” In competitive world today we must require the staff those are skillful of accomplishing outcomes in com-

petent and effective manner. In a country that dominated by the service sector where educational institutions are also a fragment and the significance of the human factor employed as the teaching staff is disregarded. We count on staff with the capability to create ROI in the usage of physical and technological resources. The skill mapping method has numerous potential advantages for both students and teachers. Of course, because staff and students have various goals in common, these benefits are not completely detachable; other aspects of mapping skills help both staff and students. Organizations must track skill acquisition and growth on a regular basis. The research suggest that academic institutions should adopt the competency model based on TAASK (Traits, Attitude, Ability, Strength, Knowledge) for faculties performance and increase their proficiency and satisfaction. If the competency mapping and the teacher development Model are used effectually inside the educational organization it will further develop and improve their professional aims and promotional agendas.

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