

## Academic Performance Indicators, A Tool for Competency Mapping of Teachers in Higher Education

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### Abstract

'Competency Mapping' is imperative for any organization as it provides insights into the level of subject knowledge, skills, attitudes and behaviour required to attain present and future workforce capabilities. Organizations seeking to establish a highly effective and efficient workforce must develop a competency mapping technique, designed to consistently measure and assess individual and group performance. Competencies in higher education also need to be identified and continuously assessed for continuous academic improvement in Universities and Colleges. The University Grants Commission, in an attempt to ensure academic quality notified in 2010 the "Regulations on Minimum Qualifications for appointment of teachers and other academic staff in Universities and Colleges" and made it mandatory for all Universities and Colleges to prepare Performance Based Appraisal in the prescribed format for applying to any teaching post or career advancement. This new tool or system of API considers various parameters while calculating the scores, thereby quantifying the competencies of teachers in higher education through Categories I, II and III. This paper attempts to find out the attitude of teachers towards API System as a tool for Competency Mapping among teachers of higher education. Using the three category model of competencies, namely, Professional, Social and Personal, this study was carried out. Data indicated that reportedly, Professional competencies were covered by the API system of teacher evaluation. However some social and personal competencies that are not covered and are important for the performance of teachers in class or dealings with students must also be considered as reported by the respondents.

**Keywords:** Competency Mapping, Academic performance Index, Quality Education.

### Introduction

Competency is an underlying characteristic of an individual that is related to criterion oriented effective performance in a job situation (Verinis JS, et al (1968)) and a set of skills, related knowledge and attributes that allow an individual to productively perform a task or an activity within a specific function or job (UNIDO, 2002). Effectiveness in a job and the realisation of organizational goals may be largely dependent on the competencies of the workforce. Thus, 'competency mapping' is imperative for any organization as it provides insights into the level of subject knowledge, skills, attitudes and behaviour required to attain present and future workforce capabilities. Competency mapping identifies employee's skills and attributes towards their performance by setting parameters (Brown & Dugid, 2000). Various organizations develop and employ tools to map competencies for the excellence in their respective areas of work. Organizations seeking to establish a highly effective and efficient workforce must develop a competency mapping technique, designed to consistently measure and assess individual and group performance. It is used to identify key attributes (knowledge, skills and attitudes) that are required to perform effectively in a job classification or an identified process. (RajiSugumar, 2015)

Competencies in higher education also need to be identified and continuously assessed for continuous academic improvement in Universities and Colleges. The University Grants Commission, in an attempt to ensure academic quality notified in 2010 the "Regulations on Minimum Qualifications for appointment of teachers and other academic

staff in Universities and Colleges” and made it mandatory for all Universities and Colleges to prepare Performance Based Appraisal in the prescribed format for applying to any teaching post or career advancement. This new tool or system of API considers various parameters while calculating the scores, thereby quantifying the competencies of teachers in higher education through Categories I, II and III. This UGC regulation was modified from time to time, 2011, 2013 and then again in 2016. The rationale for such modifications was perhaps to make the system more comprehensible and bring about ease of application. The goal remains the same, i.e. to maintain standards of teaching, learning and inculcate an overall quality of education in higher education through an increased focus on the competencies of teachers. The competencies have been translated into activities and quantified, and divided into three categories namely, Category I: pertaining to teaching, learning and evaluation related activities, Category II: pertaining to co-curricular, extension and professional development related activities and Category III: pertaining to research and academic contributions. (UGC, 2010)

## Review of Literature

Competencies are measurable human capabilities that are required for effective work performance demands (Marrelli, 1998), and are those characteristics, knowledge-skills, mindsets, thought patterns..., when used either singularly or in various combinations, result in successful performance. (Dubois, 1998). Competency is connected with Human Capital in an organization and a relationship exists among competency, training and learning (Nordhaug and Gronhaug, 1994). There are three key points in defining competency: 1) underlying qualification and attributes of a person, b) observable behaviours, and c) standard of individual performance outcomes (Hoffman, 1999)

‘Quality in higher education’ is a complex notion, it is dynamic, historically established, multilayered, multi-dimensional, multi-level, unstable (Sahney et al, 2001), it reflects different perspectives of individuals and society (Papadopoulos, 1994) and it is open to change and evolution due to the rise of new information, new contexts and understandings about the nature of challenges in education (UNICEF, 2000) Dedication, commitment and teacher compromise are highly relevant elements to factor in the success of education (Crosswell, 2006; Huberman, 1997; Nias, 1981; Malm, 2009). Core competencies of teachers identified were: compassion, creativity, developing others, integrity and trust, intellectual acumen, interpersonal skills, motivating others, personal learning and development, presentation skills, time management, valuing diversity, written communication and so on (Chellameena et al, 2014). Competencies of teachers may be grouped into broad categories namely; 1) professional competencies which include planning, analytical thinking, global perspective, generation of ideas, conflict handling, and so on, 2) social competencies like communication and influencing others, effective management

management, performance management, fairness, flexibility group building and so on; 3) personal competencies like self confidence, stress management, personal reliability, ethical behaviour, continuous self development and so on (Raji Sugumar, 2013; Goleman and Boyatzis, 2015; Woodcock and Francis, 1982)

It is difficult to understand a system where a teacher could be condemned to under performance in spite of achieving the maximum possible points under direct teaching and supervision. While UGC regulations require evidence and detailed documentation of all the activities under different categories, it may be noted that several academic activities cannot be quantified meaningfully and documented. Most Universities do not have sufficient resources and infrastructure to document these activities and documentation of some activities is really tedious, cumbersome and time consuming (UGC, 2016).

Another criticism of this system is that it compromises the autonomy and academic freedom, as each teacher must be free to decide her optimum allocation of time for research (Chandra, 2018).

The NAAC (National Assessment and Accreditation Council) in India has recommended institutes, both private and government, to conduct periodic performance evaluation of its teachers. In the US too, the Department of Education has made it compulsory for institutes across all states to submit teacher evaluation reports to the department annually. In Australia, the Teacher Performance and Development Framework highlights the need for regular teacher evaluation based on student outcomes and classroom observations (Bhombal, 2016)

There are two parts of teacher evaluation — development of teachers, and measuring their competence. Institutes may indulge in either or both types of evaluation. According to the Principal of a reputed college in Mumbai, India, evaluations are usually done for both measuring and developing teachers’ skills. As recommended by NAAC, a reviewing officer is appointed in colleges, who draws the statistics for each teacher and communicates their strengths and shortcomings to them. There is also a scheme called ‘pay for peak performance’, wherein teachers’ salaries and bonuses are impacted by their evaluations. According to NAAC officials, “All institutes submitted for accreditation under NAAC have to compulsorily conduct teacher evaluations. It is an important parameter considered while grading colleges.” In Baltimore, the union and district has introduced the concept of achievement units (AU). Teachers earn AUs through positive evaluations; higher AUs leads to higher salary increments. (Bhomal, 2016)

An important competency of a teacher is to build an autonomous platform and learning environment where students may conquer self determination, discipline, control on emotions and responsibilities of their own and others; organize testing and evaluation plan after identifying proper

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testing strategies and tools for evaluating student accomplishment (Fialho et al, 2012).

**Objective of the Study**

The question then is, whether this system of API based on Performance based Appraisal System introduced by UGC Regulation 2010, and further revised in UGC Regulations 2013, 2016 and again in 2018; effectively map the required competencies of teachers, thereby, maintaining high standards of higher education.

The objective of the present study is to find out the attitude of teachers towards API System as a tool for Competency Mapping among teachers of higher education.

**Research Methodology**

This is a descriptive study which was carried out in four Universities (two private and two Government) selected purposively. A total number of 180 respondents, comprising of Assistant Professors, Associate Professors and Professors participated in the study. The three category competency model (Balenzentis, 2006 ; Goleman and Boyatzis, 2007) was adopted. Competencies were broadly categorized

**Exhibit 1 : Coverage of Professional Competencies in the API based system of Teacher Evaluation in Higher Education – Teachers’ Perspective**

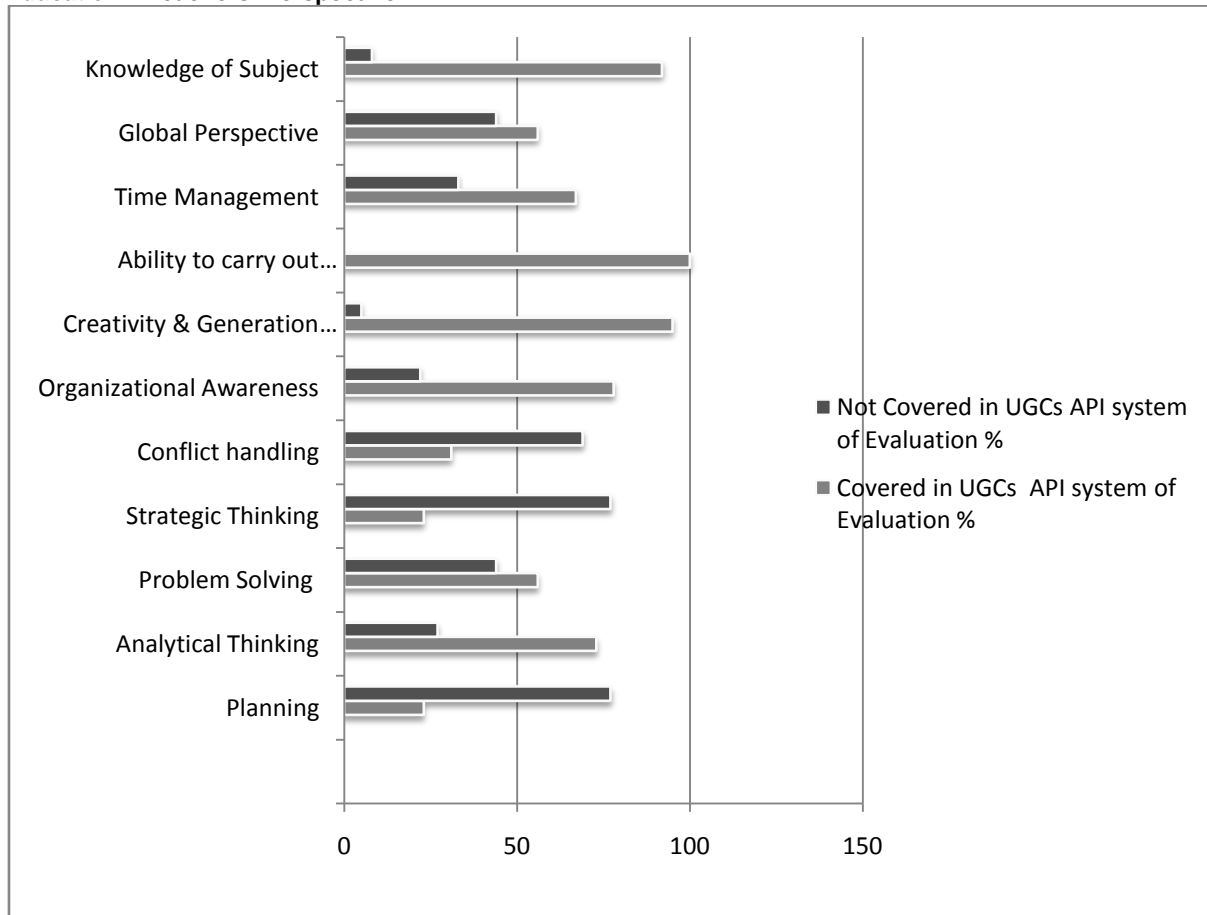


Exhibit 2 shows that respondents felt that social competencies are not adequately covered by the API system of evaluation in higher education.

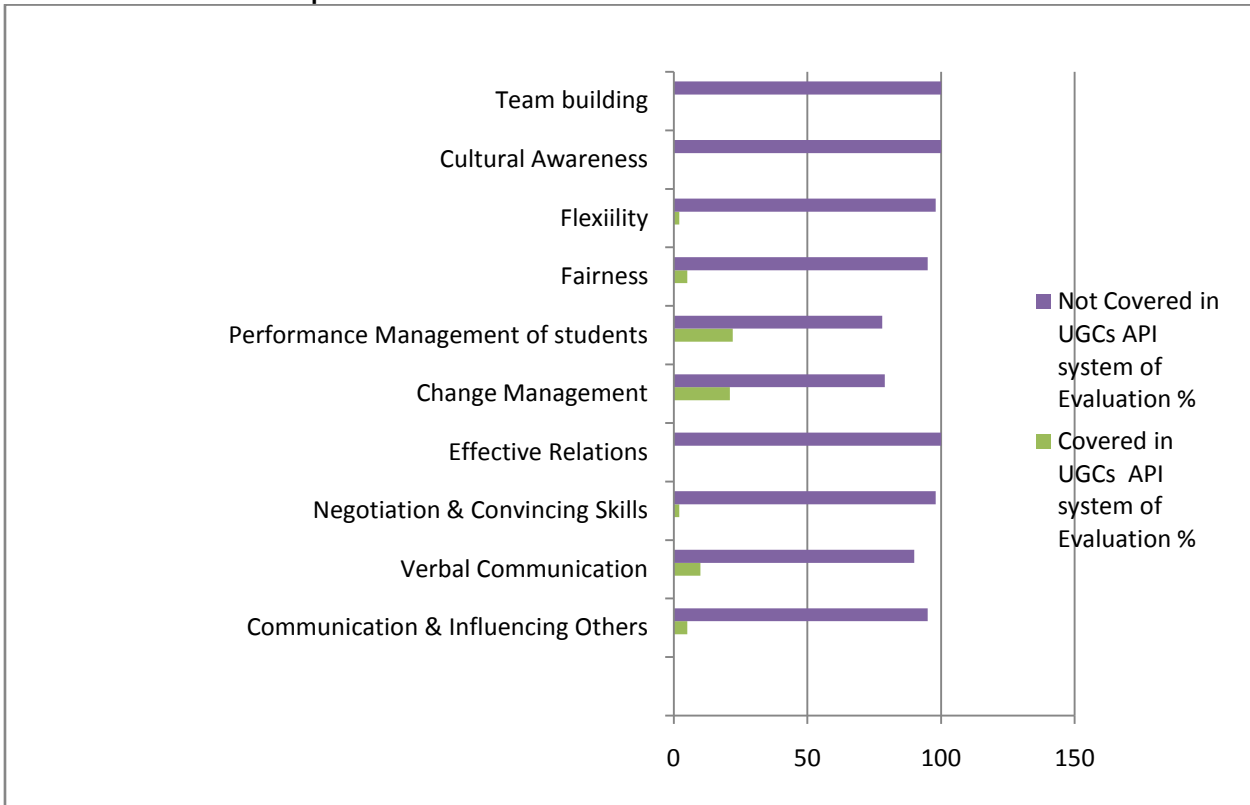
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into three parts namely, Professional , Social and Personal. Face validity of the tool (questionnaire) was established by a group of experts to suit the Indian context. A pilot study was conducted on a group of 25 faculty members. The questionnaire was further cleaned and several items modified after the pilot study. Reliability of the tool was calculated using Cronbach Alpha method. The value of Cronbach Alpha was 0.78.

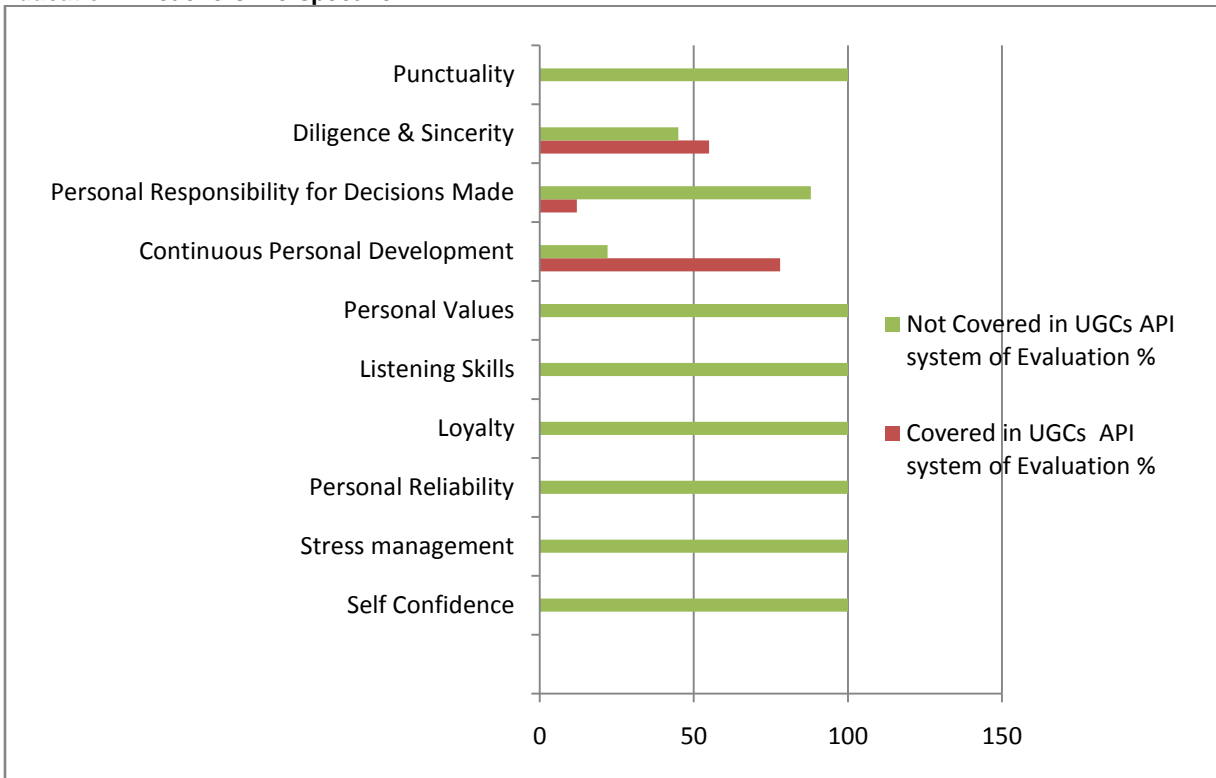
**Findings**

Exhibit 1 reveals that all faculty members felt that the API based system of evaluation covered research ability of teachers, however only 23 per cent of the respondents agreed that planning as competency was included in the assessment process. Similarly ‘Subject Knowledge’, ‘creativity and generation of ideas’ was agreed to be covered in assessment process through API system by 92 percent and 95 percent respectively. 77, 77, and 69 per cent of the respondents reportedly felt that ‘Planning’, ‘Strategic Thinking’ and ‘Conflict Handling’ was not covered by the assessment system under study.

**Exhibit 2: Coverage of Social Competencies in the API based system of Teacher Evaluation in Higher Education – Teachers’ Perspective**



**Exhibit 3: Coverage of Personal Competencies in the API based system of Teacher Evaluation in Higher Education – Teachers’ Perspective**



As implied by Exhibit 3 except Continuous Personal Development, all other Personal Competencies are reportedly ignored by the API evaluation System.

### Conclusion

Data indicates that Professional competencies are covered by the API system of teacher evaluation. However some social and personal competencies that are not covered and are important for the performance of teachers in class or dealings with students must also be considered.

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