

Perceived Importance of Effective Teaching Competencies Used in Management Education

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Abstract

This paper produces data on what competencies in today's academic market place produces effective teachers in management education. The present study is exploratory by nature and has followed combination of quantitative and qualitative research approach. The research is an evaluation of a set of competencies, which include a teacher's skills, abilities, and knowledge required at various levels of teaching. The study presents a competency framework for the teachers of management education in UGC management recognized institutes. Research Instrument used is a questionnaire having 5-item rating scale pertaining to teacher competencies. The questionnaire assessed the competence characteristics of a teacher in following areas such as Analytical Thinking, Conceptual Thinking, Meta Qualities, Communication, Knowledge and Information Orientation, Self Control and Persistence, Self Confidence, Flexibility, Achievement and Action, Openness and Receptiveness, Planning and Organizing, Interpersonal Management, Impact and Influence, Being directive and Commitment to Profession.

Keywords: Management teachers, Competency, Perceived importance, Effectiveness, Ranking

Introduction

Management education is in great demand these days especially after the change towards liberalization, privatization and globalization. Along with the great demand there are several challenges that Management education is facing these days. Management education need to be made value based, rather than money based. India is facing a crisis of quality management education. As compared to international standards the Indian management institutions (with a few exceptions) are far behind. There is a need to fill this gap. Teachers should react to the changing scenario and equip themselves to meet the need of the hour. Especially, the Management teachers, at this crucial juncture, should play a vital role in bridging the gap between what is now available in the form of curriculum and the demands of the corporate world. Hence the research will identify competencies (behavioral indicators) required for an effective teaching in management programs according to the changing scenario.

Therefore, this paper produces data on what attributes in today's academic market place and in particular in classroom produces effective management teachers. The theory being, the more effective the teacher the better prepared the student is for tomorrow's challenges and the more competitive business school can make itself.

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Author is grateful to the anonymous referees for comments and suggestions for improving the text and contents of the paper. Author alone is responsible for any errors/mistakes still remaining in the paper.

Objectives of the Study

- To identify the competencies required for effective teaching in management institutes.
- To validate and rank the identified set of competencies with the opinions of practicing management teachers of NCR.

Literature Review

First it is important to understand the word competency. A competency is an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation [1]

- Underlying characteristic means the competency is a fairly deep and enduring part of person's personality and can predict behaviour.
- Causally related means that a competency causes or predicts behaviour and performance.
- Criterion-referenced means that the competency actually predicts who does something well or poor, as measured on a specific criterion or standard.

The history of competency can be traced to the early 1970s when industrial psychologists and human resource managers were seeking ways to predict job performance. There was significant evidence to show that personality testing was very poor at predicting job performance (about 10 percent success rate was achievable). In 1973, David McClelland, Professor of Psychology at Harvard University wrote a seminal paper "Testing for Competence Rather than for Intelligence," which appeared in *American Psychologist* in 1973 [2], that created a stir in the field of psychology (McClelland, 1973). According to his research, traditional academic aptitude and knowledge content tests seldom predict on-job performance. He went on to argue that the real predictors of job performance are a set of underlying personal characteristics or 'competencies'. McClelland's concept of competency has been the key driver of the competency movement and competency-based education.

Attempts to define teacher behaviors blossomed into a movement known as Competency-based teacher education (or Performance based Teacher Education). The State of Florida has been a leader in identification of generic teaching competencies and in the movement of competency-based teacher education. In 1975 the Council on Teacher Education (COTE), spearheaded a project to identify those competencies which are most essential to all teachers. The State of Florida included 23 generic competencies in state policy requiring all persons to demonstrate them in order to be certified as a teacher in state [3]. The 23 generic Competencies were grouped into five major categories: Communication skills, basic knowledge, technical skills, administrative skills, and interpersonal skills.

Teachers Competency has been defined in a research paper as any particular knowledge, skill, or attitude or any set or combination of them that we may choose to specify. The knowledge specified may involve subject-matter knowledge, general knowledge, knowledge of psychology, sociology or one of the other disciplines, knowledge of pedagogy-any knowledge that may enhance teacher performance. Skills specified may also relate to content, to writing and speaking skills, to skills in arithmetic, they may be perpetual or diagnostic in nature, they

may be performance skills such as those involved in lecturing, leading a discussion or planning instruction, they may be related to deployment of knowledge and skills of other types, or to the integration and implementation of complex strategies. Attitudes specified may pertain to the self, to pupils, to colleagues and to the profession, to values, or whatever [4].

Another study by Karacaoglu (2008) aimed to determine the teacher's competencies Turkey needs in the European Union harmonization process [5]. The research used Delphi technique to determine the teacher's competencies. Delphi application was completed by participation of 37 experts. As a result of analysis of the third round data removal of items with a standard deviation above 1 and arithmetic average below 6, 142 competency items were obtained. Removal and combination of overlapping opinions was done and hence 137 competency items were obtained. The competencies were divided into four competency categories which are as follows:

- Competencies Regarding Professional Knowledge
- "Competencies Regarding Field Knowledge",
- "Competencies Regarding Improving Oneself",
- "Competencies Regarding National and International Values".

A study by Hamdan et al studied the teaching competency and dominant characteristics of 309 teachers from different secondary / primary schools in Johor Bahru [6]. Their competencies were determined through teaching skills, concern for school, concern for students and concern for self, forming a comprehensive and practical model of teachers' competency characteristics. Factor analyses of the instrument with various samples revealed 19 stable subscales. Skills Scales were divided into seven sub-scales. There were scales on Subject Knowledge, Teaching Prowess, Classroom Management, Updating Knowledge, Instructional Planning, Teaching Effectiveness; and Teaching and Learning's Progress Evaluation. Concern for School Scales was divided into five sub-skills. There were testing on teachers' concern on School Vision and Mission, Objectives and Goals, School Policy and System, Collegiality and Commitment. Scales on Concern for Student were divided into four sub-scales. There were testing on teachers' concern on Student Needs, Academic Performance, Motivation and Behavior. Concern for Self Scales was divided into three sub-scales. There were testing on teachers' concern on Self-Development, Self Management and Performance Standard. The most dominant competency of the teachers was in concern for school scales followed by skills, concern for self and concern for students. The result showed that there is significant relationship between gender and teaching competency. The result for the ethnic and teaching competency showed that there is no relationship between ethnic and teaching competency in this study. The data analysis showed that there is no relationship between teaching experience and teaching competency. The result also showed that there is no significant relationship between academic qualification and teaching competency. Thus, it can be summarized that, teachers with higher academic qualification does not mean more competent in teaching.

The research study by Achwarin aimed to determine the teacher competence level and investigate the relationship between teacher qualification, teaching experience, and school size and teacher competence of teachers at schools in the three southern border provinces of Thailand [7]. The method of survey research

was used through questionnaire. The unit of analysis was teachers, 750 were selected by simple random sampling methods from nine educational regions, 18 secondary schools, under the Basic Education Commission of Thailand (OBEC) at Narathiwat, Pattani, and Yala province. The instrument used for collecting data was a questionnaire, constructed by the researcher, employing the professional standards of knowledge and experience from the Teacher Council of Thailand (2005) containing nine competence areas. The Cronbach's Alpha coefficient for the reliability was 0.96. The content validity was evaluated by five experts in the field of Educational Administration. The findings revealed 'Teachership' was the highest teacher competence. In order from the highest to the lowest of nine competence areas, the ranking was teachership; psychology for teachers; educational measurement and evaluation; classroom management; learning management; educational innovation and information technology, language and technology for teachers; curriculum development; and educational research.

A study by Simendinger (2009) examined the most important attributes of effective business teachers [8]. The focus groups data were used to design a variety of questions to examine the observations of administrators, faculty and students in three categories, 1) class delivery, 2) class preparation and design, 3) instructor traits and personal characteristics. The study produced 5 most important attributes which were as follows:

- Illustrates current knowledge of the subject matter
- Is fair when dealing with students
- Creates an atmosphere where students are comfortable asking question
- Provides information that is worthwhile and applicable to students
- Provides practical examples and applications

In addition to it, reviewing the past literature in particular, student evaluations have received the most attention- this statement shows the gap that competencies derived about the teachers were basically based on student perception not on the basis of management, professor and industry professions.

Tennant & Lawrence (1975) focused upon teaching strategies and scheduled class hours and their effects upon instructor and course evaluations, student performance, and student absenteeism [9]. The study indicated that discipline teaching strategy produced much better student academic performance. This study indicates that in those situations in which student performance was considered a primary goal, a discipline teaching strategy should be adopted. In all cases the finding suggests that a discipline teaching strategy will improve both attendance and performance. In this multisession course, classes scheduled at good hours had higher student attendance, better student performance, and more favorable teacher evaluation by students.

Read, Rama & Raghunandan (2001) surveyed administrators of accounting programs from a cross-section of schools and programs to determine whether there is an association between the weight given to teaching and the weight assigned to SEs [10]. The respondents were asked to allocate 100 points among research, service and teaching representing the weights that were attached to each in decision on tenure and promotion to full professor in their institution. The Result showed a statistically

significant inverse relationship between the weight given to SEs and the weight assigned to teaching in faculty evaluations for tenure and promotion to full professor. This suggests that as institutions increase the relative emphasis on teaching in their tenure decision and promotion to full professor decision, they place significantly less weight on Student Evaluation.

Stumpf et al investigated the relationships among several variables outside of the instructor's classroom control and student ratings of teaching effectiveness are investigated in a causal network [11]. The student ratings are relatively independent of external variables. Variables external to the construct of student perceived learning include: (a) variables that students do not agree relate to their learning, (b) variables that the instructor cannot control with his or her instructional efforts within a class (e.g., instructor sex, class size), and (c) variables that students cannot observe and thus cannot accurately evaluate. A hierarchical multiple regression analysis was performed; the six independent variables account for a statistically insignificant 9% of rating variance. The set of six external variables were then entered into a regression equation already containing the three intrinsic variables (instructor in class, instructor in general and graded assignments). The additional variance accounted for is .6%, indicating that no unique contribution is made by any or all of the external variables. The variables were instructor sex, the year the instructor received her/his last degree, instructor rank, proportion of required courses that an instructor taught over the two semester period and class size.

Isely & Singh analyzed different factors that influence student evaluations, based on large set of data, reveals that class size, the difficulty of the class, the percentage of students responding, and the length of class are important determinants of students perception [12]. Moreover, although higher expected grades results in more favorable student evaluations, this relationship is significantly different depending upon faculty rank. Based on these findings, the author makes two policy recommendations. First, student evaluations of teaching should be adjusted for specific major determinants to obtain less biased estimates. Second, evaluating teaching effectiveness by a broad teaching portfolio that includes actual grades given to students and other teaching supplements may discourage faculty from exploiting the relationship between higher expected grades and favorable student evaluations.

Whitworth et al analyzed 12,153 student faculty evaluations to investigate the effects of: (a) Faculty member gender (b) Course type (required business core courses, classes within designated majors, or graduate classes) (c) Course level (graduate versus undergraduate classes) on student faculty evaluations [13]. The authors explored the effect of these three factors on students' perceptions of how much they learned in particular classes. They found that female instructors rated better than male ones and that rating differed significantly by course type and by students' perceived amount of learning. Graduate students tended to give higher scores than undergraduates. These findings could indicate that comparing evaluation data across different courses might not produce valid overall effectiveness rankings.

Peterson et al conducted a study within a large department of a business school and recommends that the process used be adapted by other business school departments and other

academic units across the university and at other universities to ensure a more universally appropriate usage of students' ratings [14]. The central objective of the research was to identify variables that provide a valid rationale for assigning faculty into norming groups for the purpose of comparing one member of that group to all other members of that group. Given the objective and the data set they had available, they selected the following six variables to explore: Semester Effect, Course Session Effect, Faculty Type Effect, Course Level Effect, Course Focus Effect & Course Type. Overall, this study makes two primary contributions to the literature. First, it provides an empirical examination of the factors that might be influencing students' ratings. Second, it offers suggestions on how these ratings might be used by administrators.

Research Methodology

The present study is exploratory by nature; survey technique and content analysis were adopted. The study followed combination of quantitative and qualitative research approaches. A random sample of 60 teachers was selected from UGC recognized management institutes of NCR. The sample of 60 teachers was selected by simple random sampling methods. The research is an evaluation of a set of competencies, which include a teacher's skills, abilities, and knowledge required at various levels of teaching.

Content Analysis

A content analysis was made on available literature in order to evolve a set of competencies required for effective teaching in management education institutes and 63 teaching competencies were identified.

Factor Analysis

Subsequently, a self-administered structured survey questionnaire was used to collect primary data from management teachers. Principal Component Analysis was used for finding clusters of related variables and thus reducing 63 variables into a more easily understood framework. 15 factors that were ultimately extracted which included factors having loadings more than 0.4 and have been referred to as dimensions of Management Teaching Competency in the further analysis.

Research Instrument

A 5-item rating scale questionnaire pertaining to teacher competencies was finally developed. The rating involved the respondents to decide whether the variable is "Not Important (1)", "Less Important (2)", "Fairly Important (3)", "Very Important (4)" and "Extremely Important (5)". The questionnaire consisted of two parts:

Part I consist of demographics variables such as Age, Gender, Years of Experience, Academic Qualification, Type of Organization and designation.

Part II consisted of items designed to assess the competence characteristics of a teacher in following 15 Competency Dimensions 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 and receptive, Planning and Organizing, Interpersonal Management, Impact and influence,

Discipline And Delegation, Occupational Attachment & Organizational Setting.

Sampling

The Higher education institutes can be categorized under MHRD as follows: Institutes from Central, State, Private and Deemed Universities, AICTE approved institutes and Institutes of National Importance like IITs and IIMs. The study covers 4 Central Universities, 5 State Universities, 7 Private Universities and 6 Deemed Universities, 1 Institute of National Importance and 20 AICTE NBA Accredited institutes in NCR.

Table 1: Universe

Type	Sub Type	No of institutes
AICTE	NBA Accredited	20
UGC	Central	4
	State	134
	Private	6
	Deemed	6
IIT		1

The sample covers teachers from all the institutes of Central, Private, Deemed Universities, and Institute of National Importance (IIT) and AICTE NBA Accredited institutes. In addition, random sample method was adopted to select institutes from State Universities. 60 teachers responded to the survey with the following response rate:

Table 2: Response Rate

	No of Response	Response Rate %
Institute of National Importance	1	1.66%
Central University	3	5.0%
State University	5	8.33%
Deemed University	10	16.66%
Private University	21	35.0%
AICTE NBA Accredited	20	33.33%

Sample Demographics

Total respondents were 60 teachers. Gender was split with female at 33 responses (55%) and male at 27 (45%). Experience ranged from 2 years to 40 years. Lecturers/Sr Lecturers composed 5 responses (8.33%), Assistant Professor composed 28 responses (46.66%), Associate Professor composed 17 responses (28.33%) and Professor composed 10 responses (16.66%). Out of 50 teachers only 45% were PhD holders and rest 55% Masters. Age of the teachers ranged from 25 to 65 years.

Data Analysis

The descriptive statistics of mean and percentage has been used in the research. It is interesting to note that all the scores were relatively high, with the lowest mean score being 3.64. Therefore, it can be stated that the respondents believed all 15 dimensions of competencies were important.

Result and Discussion

The table below depicts the mean importance of the 15 Dimensions of Management Teaching Competency as perceived by management teachers of NCR.

Table 3: Rank and Average Mean Score of Competencies

RANK	CLUSTERS	MEAN
1	Impact and Influence	4.27
2	Occupational Attachment & Organizational Setting	4.11
3	Knowledge and Information Oriented	4.11
4	Discipline And Delegation	4.06
5	Communication Skills	4.04
6	Being Open and Receptive	4.01
7	Emotion Handling & Persistence	3.92
8	Interpersonal Management	3.91
9	Mental Skills	3.88
10	Concern for Standard & Achievement	3.86
11	Planning and Organizing	3.80
12	Conceptual Thinking	3.78
13	Self Dependence & Confidence	3.75
14	Analytical & Problem Solving	3.66
15	Adaptability	3.64

Impact and influence Dimension has four sub-competencies such as Collaborative Influence, Impression Management, Inspirational Leadership and motivating others. With the mean importance of 4.27 it is the most important dimension as perceived by management teachers of NCR. This Dimension emphasizes on individual's concern for others and how effectively one can handle others.

Occupational Attachment & Organizational Setting Dimension has four sub-competencies such as Occupational Preference, Organizational Awareness, Political Astuteness and Value system-Integrity and ethical conduct. With the mean importance of 4.11 it is the second most important dimension as perceived by management teachers. As the name implies this dimension emphasizes ones attachment towards his/her profession and how well one is able to cope up with Organization Settings.

Knowledge and information orientation Dimension has four sub-competencies such as Command over his/her subject, Expertise in Technology, Information Seeking and Learning orientation. With the mean importance of 4.11 it is also second most important dimension as perceived by management teachers. This Dimension emphasizes on Knowledge and Information seeking aspect of a teacher.

Discipline And Delegation Dimension has three sub-competencies such as Assertiveness, Delegation and Firmness for Self and Others Discipline. With the mean importance of 4.06 it is an important dimension as perceived by management

teachers. This Dimension emphasizes on one's ability to control people.

Communication Skills Dimension has four sub-competencies such as Listening skills, Precision in verbal communication, Precision in written communication and Presentation skill. Though a very important dimension but having a mean importance of 4.04 it is an important dimension as perceived by management teachers but its importance is less compared to highest ranked dimensions. This Dimension emphasizes on one's ability to effectively express him/her.

Being open and receptive Dimension has four sub-competencies such as Composure, Humor, Patience and Personal Disclosure. With the mean importance of 4.01 and having a mean greater than 4 it is among the dimensions considered important. As the name implies this Dimension emphasizes on how much an individual is open and receptive to others.

Emotion Handling & Persistence Dimension has three sub-competencies such as Being not easily provoked, Persistence and Resistance to Stress. With the mean importance of 3.92 this dimension is perceived important by management teachers but it ranks low compared to most important dimensions. This Dimension emphasizes on one's ability to handle his/her emotion and stress also being persistent in his/her work irrespective of stress.

Interpersonal Management Dimension having a mean importance of 3.91 has four sub-competencies such as Approachability, Networking and Sociability, Relationship Management and Sensitivity to Others. This Dimension emphasizes on how well a person can build relationships with others basically talking about social aspects of an individual.

Mental Skills Dimension having a mean importance of 3.88 has four sub-competencies such as Creativity, Grasping ability, Judgment making skill and Self Knowledge. This Dimension emphasizes on mental astuteness of an individual.

Concern for Standard & Achievement Dimension having a mean importance of 3.86 has three sub-competencies such as Concern for standard, Result Orientation/ Target Orientation and Risk Taking ability. As the name implies this Dimension emphasizes on ones concern for standards and his/her achievement orientation.

Panning and Organizing Dimension having a mean importance of 3.80 has four sub-competencies such as Planning & Organizing, Priority Setting, Proactiveness and Time Management. This Dimension emphasizes on how well an individual plans and organizes his/her work.

Conceptual Thinking Dimension having a mean importance of 3.78 has three sub-competencies such as Ability to Generate Theories, Insight and Using of Concepts in analyzing situation. This Dimension emphasizes how well a teacher uses his/her concepts or theories in teaching.

Self Dependence & Confidence Dimension having a mean importance of 3.75 has four sub-competencies such as Independence, Initiativeness, Strong Self-Concept and Willingness to take responsibility. This Dimension emphasizes

on how much self confidence an individual has and how well one can use that confidence.

Analytical & Problem Solving Dimension having a mean importance of 3.66 has three sub-competencies such as Analyzing and Solving Problems, Dealing with Complexity comfortably and Practical Intelligence. This Dimension emphasizes on analytical and problem solving abilities of an individual.

Adaptability Dimension having a mean importance of 3.64 has three sub-competencies such as Ability to Change and adapt, Complaisant and Resilience. This Dimension emphasizes on how well an individual is able to adapt and change as per the situation.

Managerial Implications

This study is important because it deals with the competency requirements of the management education teachers of UGC recognized institutes in NCR. The findings of the study provide useful and practical information to the UGC recognized institutes to improve the competencies of the management education teachers.

The study reveals that management education teachers of UGC recognized institutes require a special set of competencies. It is hoped that with their proficiency in the set of competencies identified by the study, they will be able to function more efficiently in their teaching assignments. With their functioning with greater awareness of their special requirements, the overall competency of the learners is likely to improve; resulting in a better teaching-learning ambience in UGC recognized institutes.

The findings from this research will enable administrators, policy makers, and teachers understand thoroughly the aspects of teacher competence to indicate plans and programs for teacher competency development.

Limitations and Further Research

1. The research study does not measure a level of teacher competence of teachers as perceived by other stakeholders in teaching profession such as administrators and students. A suggestion would be to replicate the study but also include the measurement of teacher competence as perceived by administrators and students. Thus, the study could compare and confirm the perception from teachers, students and administrators and results will indicate whether there is discrepancy between them.
2. Also a larger randomized sample of institutions from all over India should be surveyed to make the results more reliable.

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