

Faculty leadership through self-assessment.Dr. S.Srividhya¹, P. Viji²

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Abstract : Basically, an assessment on faculty's performance involves assessing of competencies in needed domains of the profession. Indeed, outside of the teaching competencies and different skilled responsibilities that facilitate outline what makes a good faculty; a college should even have sure traits or characteristics that area unit imperative to form his or her teaching effective. The absence or lack of such traits might spell the distinction between success and failure in transfer regarding the specified learning outcomes in students. The performance of the faculty is also influenced by several factors like family and monetary background; expertise and exposure. For this study, 168 faculty members were hand-picked from the engineering schools attached to Anna University of Technology, Coimbatore, across nine zones. A group of visible and invisible competencies were derived from previous studies. "T" check and confirmative co relational analysis were made to make sure the validity and dependability of the constructs. A positive association with age, family size and family financial gain and also the competencies possessed were found.

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Introduction

A teaching process can be viewed as a well thought of series of steps or action to facilitate learning and teaching effectiveness can be measured by the degree to which the expected learning takes place (De La Rosa, 2001). Danielson and Mc Greal (2000) proposed a model containing four domains embodying the components of specialized practice. These are planning and training, the classroom location, instruction, and specialized responsibilities. This model highlights the fact that faculty's functions and responsibilities are varied and encompasses several areas of competencies. Competencies in these domains can serve as criteria of faculty's performance and effectiveness. Meanwhile, Tigelaar, et al., (2004) proposed an outline of teaching effectiveness with the following major domains – person as a faculty, expert on content knowledge, facilitator of knowledge processes, organizer, and scholar/all-time student. The most important addition in this outline is the authors' giving importance on aspects of a faculty's personality that are conducive to learning by proposing the domain of 'person as a faculty'.

Self assessment in teacher performance

An alternative approach in assessing teacher performance is self-assessment – where faculty's rate and evaluate themselves based on a well-defined set of competencies or characteristics. Nhundu (1999) argues that self-evaluation have the greatest potential of producing changes in teaching practice because

they provide teachers with the rare opportunity to reflect on their teaching and modify accordingly. Ross and Bruce (2005) projected a model of self-assessment comprised of three processes:

- i. Self-observation
- ii. Self-judgment,
- iii. Self-reaction.

Objectives of the study

1. To reveal the profile of the teachers chosen for the study.
2. Exhibit the self-assessment of faculty's competencies among them.
3. Association between the profile of the faculties and visible and invisible competencies.

Need for the Study

While studying the competency mapping of faculties, it is imperative to select the faculty working in various engineering colleges since there is a mushroom growth of engineering colleges and also the number of faculty working. A portion of young post-graduates in engineering get their employment at various engineering colleges. They study only technical papers in their curriculum, but not pedagogy. Since the faculty members are fresh and lesser experienced, they are struggling to enrich their competencies according to the need of their stakeholders. Hence, this critical area has been chosen for research to provide a solution to enrich their competencies.

Research methodology

A sample size of 168 teachers were selected using simple random sampling technique, from the population of 168 engineering colleges affiliated to Anna University of Technology, Coimbatore. An Interview Schedule was used for the study.

Tools for analysis

1. Confirmatory factor analysis was administered to examine the reliability and validity of the variables included in each construct.
2. 'T' test has been administered to find out the significant difference between the two means among the male and female stakeholders in the colleges.
3. One way analysis of variance has been applied to analyze the association between the profile of the faculty and their views on the various competency dimensions.

In this paper, two important aspects have been discussed. One is invisible competencies which have equipped skills, administration, headship, people skills, principled and social responsibilities, participative and scholarship ethnicity, directorial skills, industry knowledge and self-effectiveness. Another is visible competencies which include journal publication, professional presentation, instructional method, institutional support, professional service and college/university service.

Initially, the background of the faculties has been examined with the help of their important profiles. The important profiles included are gender, age, marital status, and nature of family, family size, number of dependent population, years of experience,

personal earnings per month, and family earnings per month.

Invisible Competencies among the faculties

The highly possessed variable in management leadership among the male and female faculties is helps in making action plans and support to achieve organization objectives since their mean scores are 3.9884 and 3.7719 in that order. On the topic of the level of variables in management leadership, the significant difference among the male and female faculties has been identified in the case of taking more research oriented activities. Since its T-statistics is significant at five percent stage. The extremely view variables in peoples skills among the male and female faculties is encouraging high performance since their mean scores are 3.7332 and 3.2083 respectively.

In the case of ethical and social responsibilities, these are inculcates social orientation and inspire to take initiatives since their mean scores are 3.8884 and 3.1539 respectively. Regarding the possession of participative and learning culture, the highly possessed variables among the male and female faculties are to facilitate open communication and facilitating improvements in performance since their mean scores are 3.7085 and 3.2664 correspondingly. Regarding the level of possession of variables in people skill, ethical and social responsibilities and participative and learning culture, the significant difference among the male and female faculties have been noticed in all variables included in the above said three dimensions. The results are shown in the table-1.

Table-1: Self assessment on invisible competencies among the faculties (SAICF)

S.No	Variables in SAICF	Mean score among		T-statistics
		Male	Female	
I	Management leadership			
1	Helps in making action plans	3.9884	3.6082	1.5441
2	Promotes goal setting process	3.7032	3.4501	1.6088
3	Support to achieve organizational objectives	3.6639	3.7719	-0.3889
4	Encourage frank discussions	3.7144	3.4332	1.4991
5	Take more research oriented activities	3.6603	3.2115	2.0165*
II	People skills			
1	Periodic performance appraisal	3.4432	3.0884	2.1773*
2	Strengthening relationship with peer groups	3.6609	3.1176	2.3508*
3	Encouraging high performance	3.7332	3.2083	2.6676*
III	Ethical and social responsibilities			
1	Inculcates social orientation	3.8884	3.0446	3.4517*
2	Inspires to take initiatives	3.7032	3.1559	3.5083*
3	Honesty in implementation of program	3.6568	3.1108	3.0117*
IV	Participative and learning culture			
1	Participative approach in designing T&D plans	3.5508	3.0084	2.8586*
2	Facilitating improvements in performance	3.6673	3.2664	2.1447*
3	Facilitate open communication	3.7085	3.1089	2.7667*

*Significant at five percent level.

The highly possessed variable in organizational skills among the male and female faculties is promotes the growth and learning and promotes transparency since their mean scores are 3.7309 and 3.5887 respectively. Regarding the industrial knowledge these variables are provision of consultation activities and participation and arrangement of MOU with industries since their mean scores are 3.8646 and 3.2146 respectively. In the case of self effectiveness, these variables are assessing the self development plans since their mean scores are 3.4177 and 2.7336 respectively. Regarding the possession of variables the significant difference among the male and female faculties has been noticed in the possession of all variables included in industry knowledge, prepared skills and self efficiency. The results are shown in table 2.

Table-2: Self-assessment on invisible competencies among the faculties (SAICF)

S.No	Variables in SAICF	Mean score among		T-statistics
		Male	Female	
V	Organizational skills			
1	Promotes transparency	3.3446	3.5887	-0.7389
2	Helps to set objectives	3.6607	3.3816	1.3865
3	Promotes the growth and learning culture	3.7309	3.2117	2.4508*
VI	Industrial knowledge			
1	Arrangement of industry tie up programs	3.6608	3.0218	2.5991*
2	Participation in institutional building activities	3.7334	3.1771	2.7667*
3	Provision of consultation activities	3.8646	3.2084	2.8081*
4	Participation and arrangement of MOU with industries	3.7029	3.2146	2.5084*
VII	Operational skills			
1	Knowing the SWOT of institutions	3.8441	3.0864	3.1171*
2	Knowing the way to improve faculties competencies	3.4667	3.1133	1.6646
3	Promotion of creativity and innovations in Pedagogy	3.5087	2.9087	2.7817*
IV	Self-effectiveness			
1	Assessing the self-development needs	3.3088	2.6605	2.9108*
2	Assessing the self-development plans	3.4177	2.7336	3.0911*
3	Implementation of self-appraisal	3.2667	2.5085	3.1787*
4	Implementation of self-correction practices	3.3085	2.6887	3.0942*

*Significant at five percent level.

Association between the profile of faculties and their possession of invisible competencies

Regarding the possession of management leadership, the significantly associating profile variables are marital status, number of dependent population, years of experience and family income whereas in the possession of people skills, these profile variables are age, number of dependent population, years of experience and personal income per month. The significantly associating profile variables with the possession of ethical and social responsibility are age, years of experience, personal income per month and family income per month, whereas regarding the possession of participative and learning culture, the profile variables are personal income and family income per month. The results are given in table-3.

Table 3: Association between profile of faculties and their invisible competencies

S.No.	Profile variables	F Statistics			
		Management leadership	People skills	Ethical and Social responsibility	Participative and learning culture
1	Age	2.5889	2.7887*	2.8085*	2.3664
2	Marital status	3.1178*	2.4518	2.0339	2.7317
3	Nature of family	3.0093	3.3887	3.5884	3.2088
4	Family size	2.1173	2.5082	2.4482	2.1997
5	Number of dependent population	3.2344*	3.6677*	2.9969	2.8734
6	Years of experience	2.6679*	2.8242*	2.7069*	2.1183
7	Personal income per month	2.0442	2.6096*	2.6993*	2.5083*
8	Family income per month	2.6649*	2.2144	2.8868*	3.0989*

*Significant at five percent level

Regarding the possession of organizational skills, significantly associating profile variables is personal income per month whereas regarding the possession of industry knowledge, the significantly associating profile variables are family size and years of experience. The significantly associating profile variables with the possession of operational skills are number of dependent population, years of experience and family income per month whereas

regarding the possession of self-effectiveness, these profile variables are age, number of dependent population, years of experience and family income per month. The results are given in table-4.

Table 4: Association between profile of faculties and their invisible competencies

S.No	Profile Variables	Organizational skills	Industry knowledge	Operational skills	Selfw-effectiveness
1	Age	2.0097	2.3446	2.5417	2.7394*
2	Marital status	2.1173	2.6544	2.8603	2.9143
3	Nature of family	3.0849	3.3817	3.5209	3.6674
4	Family Size	2.4146	2.7997*	2.1177	2.3367
5	Number of dependent population	2.6334	2.9336	3.0991*	3.3996*
6	Years of experience	2.0244	2.8968*	2.9945*	3.1147*
7	Personal income per month	2.4667*	2.1089	2.2682	2.2996
8	Family income per month	2.1143	2.0667	2.4587*	2.5889*

*Significant at five percent level.

Visible Competencies among the faculties:

The visible competencies among the faculties are the competencies which can be explicitly seen by others or the competencies which can be proved by with the certificates. The visible competencies among the faculties have been measured under six dimensions. The results are given in table 5.

The highly possessed variable in journal publication among the male and female faculties is books reviewed and non-referred publication since their mean scores are 3.1788 and 3.1789 respectively. Regarding the possession of the variables in journal publication, the significant differences among the male and female faculties are seen in the case of book publication and book reviewed since their 'T' statistics are significant at five percent level. In the case of professional presentation, the significant difference among the male and female faculties has been identified in the case of national, regional and state/local conferences.

The highly possessed variable in instructional method among the male and female faculties is student's evaluation since their mean scores are 3.6441 and 3.1942 respectively. The significant difference among the male and female faculties has been noticed in the possession of two variables in it. Regarding the possession of instructional support, the highly possessed variable among the male and female faculties are students organization participated and Ph.D., committees since their mean scores are 3.5441 and 3.0092 respectively. The significant difference among the male and female faculties has been found in the possession of all three variables in it.

The highly possessed variable in the professional service among the male and female faculties is meeting activities since their mean scores are 3.4543 and 2.9969 respectively. The significant difference among the male and female faculties has been noticed in meeting activities, elected position and honors received. The highly possessed variable in college /university service among male and female faculties is college committees since their mean scores are 3.8188 and 3.5886 respectively. Regarding the possession of variables in college/university service, a significant difference among the male and female faculties has been seen in university committees.

Table 5: Self-assessment of variables on visible competencies among faculties (SAVCF)

S.No	SAVCF	Mean score among faculties in		T-statistics
		Male	Female	
I	Journal Publication			
1	Referred publication	2.2667	2.0688	0.6814
2	Non-Referred Publication	3.0996	3.1789	-0.7797
3	Book publication	3.1448	2.6841	2.0446*
3	Chapters publication	3.0247	2.7347	1.3456
4	Book reviewed	3.1788	2.6024	2.1779*
II	Professional Presentation			
1	International Conferences	2.9884	2.6436	1.2147
2	National Conferences	3.1667	2.4887	2.4334*
3	Regional Conferences	3.3089	2.9024	1.9969*
4	State/Local conferences	3.5508	3.0149	2.1144*
III	Instructional Method			
1	Students Evaluation	3.6441	3.1942	2.6842*
2	New Courses taught	3.3997	2.8609	2.3919*
IV	Instructional Support			
1	Students Organization participated	3.5441	2.9081	2.7319*
2	Ph. D. Committees	3.4992	3.0092	2.4089*
3	M.S. Committees	3.3809	2.7459	2.0667*

V	Professional Service			
1	Service related activities	2.6671	2.4508	0.6447
2	Meeting activities	3.4543	2.9969	2.3891*
3	Elected positions	3.1708	2.5641	2.5667*
4	Honors received	3.0996	2.5049	2.4118*
VI	College/University Service			
1	College Committees	3.8188	3.5886	0.9667
2	University Committees	3.0242	2.4544	2.3818*

*Significant at five percent level.

Association between the profile of faculties and their level of visible competencies:

Regarding the possession of journal publication related competencies, the significantly associating profile variables are age, number of dependent population, years of experience and family income whereas in the possession of professional presentation, these variables are age and years of experience. The significantly associating profile variables in the possession of instructional method are age, years of experience and family income whereas in the possession of instructional support, it is family income. Regarding the possession of professional service, the significantly associating profile variables are age, number of dependent population, years of experience and family income whereas in the possession of College/University service, these are age and family size. The results are given in table 6.

Table 6: Association between profile of faculties and their visible competencies (SAVCF)

S.No	Profile variables	Journal publication	Professional presentation	Instructional method	Instructional support	Professional service	College/University service
1	Age	2.88*	2.99*	2.66*	1.85*	2.90*	2.91*
2	Marital status	2.01	1.86	2.4	2.51	2.67	2.34
3	Nature of family	3.45	3.04	3.27	3.39	3.55	3.48
4	Family size	2.48	2.00	2.51	2.11	2.31	2.96*
5	Number of dependent population	3.14*	2.51	2.22	2.66	3.79*	2.06
6	Years of experience	2.45*	2.68*	2.59*	2.05	2.80*	2.91*
7	Personal income per month	2.03	2.21	2.08	1.99	2.11	1.84
8	Family income per month	2.44*	2.05	2.66*	2.58*	2.84*	2.07

*Significant at five percent level.

Conclusion and suggestions:

Both invisible and visual competencies of the colleges square measure equally vital. Whereas for measuring the invisible competencies, fair hearing is crucial. The judgment supported proof ought to be equally treated to avoid personal prejudices, biased results. The linkage between competency of the faculties and their career accomplishment may also be evaluated. Establishment of Key Performance Indicators may be created.

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