# Analysis and Interpretation of Repeated Measures ANOVA

## CHAPTER V

## ANALYSIS AND INTERPRETATION OF REPEATED MEASURES ANOVA

Like any ANOVA procedure, Repeated Measures ANOVA tests the equality of means. However, Repeated Measures ANOVA is used when all the subjects of a random sample are measured at different times. That is when the measurement of the dependent variable is repeated. Regular ANOVA in this case may not be appropriate here since it will not address the correlations between the repeated measures. Repeated Measures ANOVA has been used often in biological experiments and survey-type data.

This approach is used here for several reasons. First, some research hypotheses require repeated measures. For example, Knowledge scores of faculty are measured from the respondent faculty, peers, Head of the Department (HOD), as well as the students for the same faculty. In this case, the type of respondent (Student/peers/HOD/faculty) would be a repeated factor. Second, in cases where there is a great deal of variation between sample respondents, error variance estimates from standard ANOVAs are large. Repeated measures of each type of sampled respondent provide a way of accounting for this variance, thus reducing error variance. Third, when sample respondents are selected based on certain criteria and are difficult to find enough respondents, repeated measures designs are economical because each respondent's performance is measured from a different set of respondents.

For example, considering the research objectives in the study, a set of research questions can be framed as follows:

1. For example, Does Gender influence Knowledge score? That is, does mean Knowledge scores differ between Male and Female respondents? (This is the test for a within-subjects main effect).

2. For example, Does Knowledge scores of Faculty (self) respondents and Students differ significantly? (This is the test for a within-subjects main effect).

3. Does the influence of Gender on Knowledge scores depend upon the type of respondent (Faculty i.e, Self and Students). That is, does the nature of differences between mean knowledge scores for Male and Female respondents change based on the type of respondent (Self or Student)? (This is the test for Within-Subjects by Between-Subjects Interaction Effects)

The relevant null hypotheses with respect to these questions were framed and the Repeated Measures ANOVA was conducted for selected independent variables. The results of Repeated Measure ANOVA are split into three parts. In the first part, comparison is made within groups of selected personal and job-related variables. The second, comparison of self-evaluation competency scores of faculty respondents and assessment made by students/peers/HOD. Thirdly, the comparison between groups of selected personal and job-related variables and their interaction effect with the type of respondent, faculty (self) and student/peers/HOD are reported.

**SECTION – D COMPARISON BETWEEN FACULTY (SELF) AND PEERS**

Peers of the faculty (respondents), evaluated the faculty through questionnaires on all five competencies. This was compared with the self-evaluation given by the faculty respondents. The questionnaires' were coded and the ratings given by the faculty and peers were kept confidential.

The results of Repeated Measure ANOVA are split into three parts. In the first part comparison is made within group of selected personal and job-related variables. The second, comparison of competency scores as assessed by faculty (self) and peers assessment. Thirdly, the comparison between groups of selected personal and job-related variables and their interaction effect with the type of respondent, faculty (self) and peers are reported. The results are tabulated below.

**Table 5.1 - Comparison between Faculty (Self) and Peers for the five Competencies with Gender**

| Competency | Designation | Faculty (Self) Score | | Peers Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Male | 24.71 | 3.77 | 23.44 | 3.02 |
| | Female | 24.21 | 3.39 | 23.75 | 3.25 |
| Skill | Male | 33.99 | 4.19 | 27.72 | 3.30 |
| | Female | 34.38 | 4.15 | 28.35 | 3.66 |
| Motive | Male | 51.69 | 6.48 | 49.54 | 5.16 |
| | Female | 52.41 | 6.03 | 50.45 | 6.03 |
| Traits | Male | 42.76 | 5.70 | 44.98 | 5.83 |
| | Female | 43.28 | 5.17 | 46.08 | 5.63 |
| Self-Concept | Male | 37.92 | 5.20 | 36.47 | 4.09 |
| | Female | 38.13 | 4.75 | 37.08 | 4.63 |

(Source : Primary Data)

Table 5.1 shows the comparison of gender with the mean competency scores between faculty (self) and peers.

The table shows that the mean knowledge score for male is 24.71 which is greater than the mean knowledge scores of females which is 24.21 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by peers for the same faculty, it is found that the mean knowledge scores for male faculty is 23.44 and female faculty are rated higher at 23.75, the peers rating is lower than the self-evaluation for both male and female faculty.

The mean skill score for male is 33.99 which is less than the mean skill scores of females which is 34.38 when evaluated by faculty (Self) respondents. The same skill score when evaluated by peers for the same faculty, it is found that the mean skill scores for male faculty is 27.72 and for female faculty is 28.35, the female faculty are rated higher and the peers rating is lower than the self-rating for both male and female faculty.

The mean motive score for male is 51.69 which is less than the mean motive scores of females which is 52.41 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the peers for the same faculty, it is found that the mean motive scores for male faculty is 49.54 and for female faculty is 50.45, the female faculty are rated higher and the peers rating is lower than the self-rating for both male and female faculty.

The mean traits score for male is 42.76 which is less than the mean traits scores of females which is 43.28 when evaluated by faculty (Self) respondents. The same traits score when evaluated by the peers for the same faculty, it is found that the mean traits scores for male faculty is 44.98 and for female faculty is 46.08, the female faculty are rated higher and the peers rating is lower than the self-rating for both male and female faculty.

The mean self-concept score for male is 37.92 which is less than the mean self-concept scores of females which is 38.13 when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the peers for the same faculty , it is found that the mean self-concept scores for male faculty is 36.47 and for female faculty is 37.08, the female faculty are rated higher and the peers rating is lower than the self-rating for both male and female faculty.

**To conclude**, the peer's rating is lower than the self-evaluation score of the faculty for four competencies – knowledge, skill, motive and self-concept but higher for the traits competency. For most of the competencies the female faculty have been rated higher than the male faculty by both, self and peers respondents.

**Table 5.2 - Repeated Measures ANOVA for the Five Competency Scores by Gender and Faculty (Self) Respondents with Peers Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Gender | 0.075 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 6.772 | 6.710 | ** |
| | Faculty/Peer vs Gender | 1.884 | 3.869 | Ns |
| Skill | Between Gender | 1.768 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 486.79 | 6.710 | ** |
| | Faculty/Peer vs Gender | 0.127 | 3.869 | Ns |
| Motive | Between Gender | 1.744 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 23.81 | 6.710 | ** |
| | Faculty/Peer vs Gender | 0.037 | 3.869 | Ns |
| Traits | Between Gender | 2.113 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 48.682 | 6.710 | ** |
| | Faculty/Peer vs Gender | 0.386 | 3.869 | Ns |
| Self-Concept | Between Gender | 0.791 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 11.112 | 6.710 | ** |
| | Faculty/Peer vs Gender | 0.231 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.2 shows gender on the mean scores for the five competencies that are rated by Faculty (Self) and Peers and the interaction for the same.

**Ho11(a).** The competency scores of knowledge, skill, motive, traits and self-concept do not vary significantly between genders.

It is seen from the above table that the calculated F-ratio, for between Gender for knowledge is 0.075, skill is 1.768, motive is 1.744, traits is 2.113, and self-concept is 0.791 which tests for the equality of mean among the Male and Female respondents. The F-ratio is less than the table value of 3.869 at 5% level of significance. This shows

that the competency scores for all five competencies do not vary significantly between genders.

**Ho11(a) Result:** It can be inferred that the competency scores do not vary significantly between gender. Hence Ho11(a) is accepted.

**Ho11(b) :** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peers respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and peers are knowledge 6.772, skill 486.79, motive 23.81, traits 48.68, and self-concept 11.11, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peers respondents.

**Ho11(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and that of peers. Hence Ho11(b) is rejected for all five competencies.

**Ho11(c).** There is no interaction effect between the respondents of faculty (Self) or peers with respect to gender and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of Gender on the five competency scores depends upon the type of respondents (Self and Peers) is tested and the corresponding F-ratio for knowledge is 1.884, skill 0.127, motive 0.037, traits 0.386, and self-concept 0.231, which are less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for the two genders do not vary significantly based on Faculty (Self) or Peer.

**Ho11(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for the two genders do not vary significantly based on Faculty (Self) or Peer. Hence, Hypothesis Ho11(c) is accepted.

**Table 5.3 - Comparison between Faculty (Self) and Peers for the Five Competencies with Medium of Instruction in School**

| Competency | Medium of School Education | Faculty (Self) Score | | Peers Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | English | 24.31 | 3.46 | 23.73 | 3.16 |
| | Vernacular | 24.33 | 3.55 | 23.48 | 3.43 |
| Skill | English | 34.35 | 4.13 | 28.28 | 3.53 |
| | Vernacular | 34.05 | 4.28 | 27.94 | 3.85 |
| Motive | English | 52.27 | 6.10 | 50.28 | 5.91 |
| | Vernacular | 52.21 | 6.27 | 50.19 | 5.65 |
| Traits | English | 43.21 | 5.24 | 45.94 | 5.75 |
| | Vernacular | 43.00 | 5.49 | 45.41 | 5.38 |
| Self-Concept | English | 38.16 | 4.71 | 36.97 | 4.58 |
| | Vernacular | 37.74 | 5.42 | 36.86 | 4.27 |

(Source : Primary Data)

Table 5.3 shows the comparison of 'medium of instruction' in school with the mean competency scores between faculty (Self) and peers.

The table shows that the mean knowledge score for faculty with English as medium of instruction in school is 24.31 which is similar to the mean knowledge scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school, which is 24.33 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the peers for the same faculty, it is found that the mean knowledge scores for faculty with English as medium of instruction in school is 23.73 and for faculty of with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 23.48. Peers have rated the faculty with English as the medium of instruction in school, higher.

The mean skill score for faculty with English as medium of instruction in school is 34.35 which is higher than the mean skill scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school which is 34.05 when

evaluated by faculty (Self) respondents. The same skill score  when evaluated by the peers for the same faculty, it is found that the mean skill scores for faculty with English as medium of instruction in school is 28.28 and for faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 27.94. In both cases the faculty with English as the medium of instruction in school is higher.

The mean motive score for faculty with English as medium of instruction in school is 52.27 which is less than the mean motive scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school which is 52.21 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the peers for the same faculty, it is found that the mean motive scores for faculty with English as medium of instruction in school is 50.28 and for faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 50.19, here the faculty with English as the medium of instruction in school is higher

The mean traits score for faculty with English as medium of instruction in school is 43.21 which is higher than the mean traits scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school which is 43.00 when evaluated by faculty (Self) respondents. The same traits score  when evaluated by the peers for the same faculty, it is found that the mean traits scores for faculty with English as medium of instruction in school is 45.94 and for faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 45.41. In both cases the faculty with English as the medium of instruction in school is higher

The mean self-concept score for faculty with English as medium of instruction in school is 38.16 which is higher than the mean self-concept scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school which is 37.74 when evaluated by faculty (Self) respondents. The same self-concept score  when evaluated by the peers for the same faculty, it is found that the mean self-concept scores for faculty with English as medium of instruction in school is 36.97 and for faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 36.86. In both cases the faculty with English as the medium of instruction in school is higher.

**To conclude,** the rating given by faculty (Self) and peers are similar. The peer's rating is lower than the self-evaluation score of the faculty for four competencies – knowledge, skill, motive and self-concept but higher for the traits competency.

**Table 5.4 - Repeated Measures ANOVA for the Five Competency Score by Medium of Instruction in School and Faculty (Self) Respondents with Peers Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between medium of instruction in school | 0.120 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 6.739 | 6.710 | ** |
| | Faculty/Peer vs medium of instruction in school | 0.185 | 3.869 | Ns |
| Skill | Between medium of instruction in school | 0.594 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 486.61 | 6.710 | ** |
| | Faculty/Peer vs medium of instruction in school | 0.002 | 3.869 | Ns |
| Motive | Between medium of instruction in school | 0.012 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 23.81 | 6.710 | ** |
| | Faculty/Peer vs medium of instruction in school | 0.001 | 3.869 | Ns |
| Traits | Between medium of instruction in school | 0.388 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 48.64 | 6.710 | ** |
| | Faculty/Peer vs medium of instruction in school | 0.105 | 3.869 | Ns |
| Self-Concept | Between medium of instruction in school | 0.285 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 11.109 | 6.710 | ** |
| | Faculty/Peer vs medium of instruction in school | 0.124 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)       (Source : Primary Data)

Table 5.4 shows 'medium of instruction' in school (English/vernacular) on the mean scores for the five competencies that are rated by Faculty (Self) and Peers and the interaction for the same.

**Ho12(a).** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'medium of instruction' in school (English/Vernacular).

It is seen from the above table that the calculated F-ratio, between 'the medium of instruction in school' for the competency of knowledge is 0.120, skill is 0.594, motive is 0.012, traits is 0.388 and self-concept is 0.285 which tests for the equality of mean among the respondents' from English and Vernacular medium of instruction in school. The F-ratio is less than the table value of 3.869 at 5% level of significance. This shows that the knowledge, skill, Motive, traits and self-concept scores do not vary significantly between 'the medium of instruction' in school.

**Ho12(a) Result**: It can be inferred that the competency scores do not vary significantly between 'the medium of instruction' in school. Hence, Ho12(c) is accepted.

**Ho12(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peer respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and peers are - knowledge 6.739, skill 486.61, motive 23.81, traits 48.64, and self-concept 11.109, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peers respondents

**Ho12(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and peers respondents. Hence Ho12(b) is rejected for all five competencies.

**Ho12(c):** There is no interaction effect between the respondents of faculty (Self) or peers with respect to 'medium of instruction' in school and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of the 'medium of instruction' in school of the faculty depends upon the type of respondent (Self and Peer), is tested and the corresponding F-ratio for knowledge is 0.185, skill is 0.002, for motive is 0.001, for traits 0.105, and for self-concept is 0.124, which are less than the table value of 3.869 at 5% level of significance. That is, the differences between the mean competency scores of knowledge, skill, motive, traits and self-concept for the 'medium of instruction in school' do not vary significantly based on Faculty (Self) or Peers.

**Ho12(c) Result:** It can be inferred that for the interaction effect, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'the medium of instruction in school', do not vary significantly based on Faculty (Self) or peers. Hence, hypothesis Ho12(c) is accepted.

**Table 5.5 - Comparison between Faculty (Self) and Peers for the five competencies with Educational Qualification**

| Competency | Educational Qualification | Faculty (Self) Score | | Peers Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Post Graduate | 23.20 | 3.57 | 22.36 | 3.54 |
| | M.Phil. | 24.11 | 3.59 | 23.58 | 3.22 |
| | Ph.D. | 24.92 | 3.18 | 24.21 | 2.99 |
| Skill | Post Graduate | 33.00 | 4.17 | 26.70 | 4.01 |
| | M.Phil. | 34.11 | 4.27 | 28.05 | 3.62 |
| | Ph.D. | 34.93 | 3.89 | 28.88 | 3.29 |
| Motive | Post Graduate | 50.26 | 6.27 | 48.70 | 8.12 |
| | M.Phil. | 51.96 | 6.43 | 49.91 | 5.62 |
| | Ph.D. | 53.24 | 5.47 | 51.19 | 5.35 |
| Traits | Post Graduate | 41.74 | 5.04 | 44.39 | 7.28 |
| | M.Phil. | 42.51 | 5.29 | 45.46 | 5.72 |
| | Ph.D. | 44.50 | 5.09 | 46.80 | 5.00 |
| Self-Concept | Post Graduate | 36.37 | 4.37 | 34.91 | 5.61 |
| | M.Phil. | 37.92 | 4.86 | 36.75 | 4.42 |
| | Ph.D. | 38.78 | 4.84 | 37.79 | 4.15 |

(Source : Primary Data)

Table 5.5 shows the comparison of 'educational qualification' with the mean competency scores between faculty (Self) and peers.

The table shows that the mean knowledge score for faculty with only post-graduation is 23.20, the mean knowledge score for faculty with M.Phil. is 24.11 and

the mean knowledge score for faculty with Ph.D. is the highest 24.92 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the peers for the same faculty, it is found that the mean knowledge scores for faculty with only post-graduation is 22.36, the mean knowledge score for faculty with M.Phil. is 23.58 and the mean knowledge score for faculty with Ph.D. is the highest 24.21 when evaluated by the peers. The faculty and peers have rated the faculty with Ph.D. the highest.

The table shows that the mean skill score for faculty with only post-graduation is 33.00, the mean skill score for faculty with M.Phil. is 34.11 and the mean skill score for faculty with Ph.D. is the highest 34.93 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the peers for the same faculty, it is found that the mean skill scores for faculty with only post-graduation is 26.70, the mean skill score for faculty with M.Phil. is 28.05 and the mean skill score for faculty with Ph.D. is the highest 28.88 when evaluated by the peers. The faculty and peers have rated the faculty with Ph.D. the highest.

The table shows that the mean motive score for faculty with only post-graduation is 50.26, the mean motive score for faculty with M.Phil. is 51.96 and the mean motive score for faculty with Ph.D. is the highest 53.24 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the peers for the same faculty, it is found that the mean motive scores for faculty with only post-graduation is 48.70, the mean motive score for faculty with M.Phil. is 49.91 and the mean motive score for faculty with Ph.D. is the highest 51.19 when evaluated by the peers. The faculty and peers have rated the faculty with Ph.D. the highest.

The table shows that the mean traits score for faculty with only post-graduation is 41.74, the mean traits score for faculty with M.Phil. is 42.51 and the mean traits score for faculty with Ph.D. is the highest 44.50 when evaluated by faculty (Self) respondents. The same traits score when evaluated by the peers for the same faculty, it is found that the mean traits scores for faculty with only post-graduation is 44.39, the mean traits score for faculty with M.Phil. is 45.46  and the mean traits score for faculty with Ph.D. is the highest 46.80 when evaluated by the peers. The faculty and peers have rated the faculty with Ph.D. the highest

The table shows that the mean self-concept score for faculty with only post-graduation is 36.37, the mean self-concept score for faculty with M.Phil. is 37.92 and the mean self-concept score for faculty with Ph.D. is the highest 38.78 when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the peers for the same faculty, it is found that the mean self-concept scores for faculty with only post-graduation is 34.91, the mean self-concept score for faculty with M.Phil. is 36.75 and the mean self-concept score for faculty with Ph.D. is the highest 37.79 when evaluated by the peers. The faculty and peers have rated the faculty with Ph.D. the highest

**To conclude**, the highest rating was given to faculty with Ph.D. by both self and peers. The peer's rating is lower than the self-evaluation score of the faculty for four competency – knowledge, skill, Motive, and self-concept but higher for the traits competency.

**Table 5.6 - Repeated Measures ANOVA for the five competency score by Educational Qualification and faculty (Self) respondents with Peers respondents (Includes interaction effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Educational Qualification | 8.247 | 4.668 | ** |
| | Between Faculty (Self) and Peers | 6.719 | 6.710 | ** |
| | Faculty/Peer vs Educational Qualification | 0.103 | 3.02 | Ns |
| Skill | Between Educational Qualification | 7.770 | 4.668 | ** |
| | Between Faculty (Self) and Peers | 485.28 | 6.710 | ** |
| | Faculty/Peer vs Educational Qualification | 0.036 | 3.02 | Ns |
| Motive | Between Educational Qualification | 5.837 | 4.668 | ** |
| | Between Faculty (Self) and Peers | 23.750 | 6.710 | ** |
| | Faculty/Peer vs Educational Qualification | 0.066 | 3.02 | Ns |
| Traits | Between Educational Qualification | 8.573 | 4.668 | ** |
| | Between Faculty (Self) and Peers | 48.577 | 6.710 | ** |
| | Faculty/Peer vs Educational Qualification | 0.326 | 3.022 | Ns |
| Self-Concept | Between Educational Qualification | 8.838 | 4.668 | ** |
| | Between Faculty (Self) and Peers | 11.078 | 6.710 | ** |
| | Faculty/Peer vs Educational Qualification | 0.084 | 3.022 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)          (Source : Primary Data)

Table 5.6 shows 'Educational Qualification' on the mean scores for the five competencies that are rated by Faculty (Self) and Peers and the interaction for the same.

**Ho13(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'educational qualification'.

It is seen from the above table that the calculated F-ratio, between 'educational qualification' for the competency of knowledge is 8.247, skill is 7.770, motive is 5.837, traits 8.573, and self-concept is 8.838, which tests for the equality of mean scores among the respondents' educational qualification. The F-ratio is more than the table value of 4.668 at 1% level of significance. This shows that the knowledge, skill, Motive, traits and self-concept scores vary significantly between 'educational qualifications'.

**Ho13(a) Result:** It can be inferred that the competency scores vary significantly between 'educational qualification'. Hence Ho13(a) is rejected for all five competencies.

**Ho13(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peer respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and peers are- knowledge 6.719, skill 485.28, motive23.750, traits 48.577, and self-concept 11.078, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peers respondents.

**Ho13(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and that of peers. Hence Ho13(b) is rejected for all five competencies.

**Ho13(c):** There is no interaction effect between the respondents of faculty (Self) and peers with respect to 'educational qualification' and the mean competencies of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'educational qualification' on competency scores depends upon the type of respondent (Self and Peers) is tested and the corresponding F-ratio for knowledge is 0.103, for skill is 0.036, for motive is 0.066, for traits is 0.326 and for self-concept is 0.084, which is less than the table value of 3.022 at 5% level of significance. That is, the differences between the mean knowledge scores,

skill scores, motive scores, traits scores and self-concept scores for the 'educational qualification' do not vary significantly based on Faculty (Self) or Peers.

**Ho13(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'educational qualification' do not vary significantly based on Faculty (Self) or peers. Hence, Hypothesis Ho13(c) is accepted.

**Table 5.7 Comparison between Faculty (Self) and Peers for the Five Competencies with Additional Qualification**

| Competency | Additional Qualification | Faculty (Self) Score | | Peers Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | None | 24.39 | 3.62 | 23.50 | 3.36 |
| | SLET | 24.14 | 2.96 | 24.20 | 2.27 |
| | NET | 23.26 | 2.82 | 24.01 | 3.21 |
| | Any other | 25.37 | 3.39 | 24.22 | 2.80 |
| Skill | None | 34.40 | 4.11 | 28.10 | 3.76 |
| | SLET | 34.03 | 3.88 | 28.53 | 2.44 |
| | NET | 32.74 | 4.43 | 28.29 | 3.79 |
| | Any other | 35.93 | 3.95 | 28.72 | 3.08 |
| Motive | None | 52.30 | 6.19 | 50.22 | 5.96 |
| | SLET | 52.81 | 5.04 | 50.15 | 4.41 |
| | NET | 50.34 | 6.56 | 50.07 | 7.21 |
| | Any other | 53.89 | 5.93 | 51.06 | 4.67 |
| Traits | None | 43.11 | 5.27 | 45.75 | 5.87 |
| | SLET | 43.76 | 4.82 | 45.59 | 4.28 |
| | NET | 41.68 | 5.76 | 45.70 | 6.77 |
| | Any other | 45.00 | 4.92 | 47.24 | 3.83 |
| Self-Concept | None | 38.40 | 4.87 | 37.10 | 4.57 |
| | SLET | 38.05 | 4.36 | 37.03 | 3.71 |
| | NET | 35.79 | 4.39 | 36.43 | 5.31 |
| | Any other | 38.56 | 5.21 | 36.22 | 3.96 |

(Source : Primary Data)

Table 5.7 shows the comparison of 'additional qualification' with the mean competency scores between faculty (Self) and peers.

The table shows that the mean knowledge score for faculty with other qualifications like B.Ed., MBA, etc. have the highest score of 25.37 and the least mean knowledge score is for faculty with NET qualification at 23.26 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the peers for the same faculty, it is found that the mean knowledge scores for faculty with other qualifications like B.Ed., MBA, etc. is the highest at 24.22 and the least mean knowledge score is for faculty with no additional qualifications at 23.50.

The mean skill score for faculty with other qualifications like B.Ed., MBA, etc. have the highest score of 35.93 and the least mean skill score is for faculty with NET qualification at 32.74 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the peers for the same faculty, it is found that the mean skill scores for faculty with other qualifications like B.Ed., MBA, etc. is the highest at 28.72 and the least mean knowledge score is for faculty with no additional qualifications at 28.10.

The table shows that the mean motive score for faculty with other qualifications like B.Ed., MBA, etc. have the highest score of 53.89 and the least mean motive score is for faculty with NET qualification at 50.34 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the peers for the same faculty, it is found that the mean motive scores for faculty with other qualifications like B.Ed., MBA, etc. is the highest at 51.06 and the least mean motive score is for faculty with NET qualifications at 50.07.

The table shows that the mean traits score for faculty with other qualifications like B.Ed., MBA, etc. have the highest score of 45.00 and the least mean traits score is for faculty with NET qualification at 41.68 when evaluated by faculty (Self) respondents. The same traits score when evaluated by the peers for the same faculty, it is found that the mean traits scores for faculty with other qualifications like B.Ed., MBA, etc. is the highest at 47.24 and the least mean traits score is for faculty with SLET at 45.59.

The table shows that the mean self-concept score for faculty with other qualifications like B.Ed., MBA, etc. have the highest score of 38.56 and the least mean

self-concept score is for faculty with NET qualification at 35.79 when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the peers for the same faculty, it is found that the mean self-concept scores for faculty with no additional qualification is the highest at 37.10 and the least mean self-concept score is for faculty with other qualifications like B.Ed., MBA, etc at 36.22.

**To conclude**, the peer's rating is lower than the self-evaluation score of the faculty for the competencies of skill and Motive, but higher for the traits competency. For the competency of Knowledge, the peers have rated the faculty with SLET and NET qualification higher than the self-evaluation. For the self-concept competency, the faculties with NET qualification have been rated higher by the peers.

**Table 5.8 - Repeated Measures ANOVA for the Five Competency Score by Additional Qualification and Faculty (Self) Respondents with Peers Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Additional Qualification | 1.295 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 6.810 | 6.710 | ** |
| | Faculty/Peer vs Additional Qualification | 1.924 | 2.631 | Ns |
| Skill | Between Additional Qualification | 2.030 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 492.65 | 6.710 | ** |
| | Faculty/Peer vs Additional Qualification | 2.074 | 2.631 | Ns |
| Motive | Between Additional Qualification | 1.297 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 23.85 | 6.710 | ** |
| | Faculty/Peer vs Additional Qualification | 0.868 | 2.631 | Ns |
| Traits | Between Additional Qualification | 1.878 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 48.62 | 6.710 | ** |
| | Faculty/Peer vs Additional Qualification | 0.657 | 2.631 | Ns |
| Self-Concept | Between Additional Qualification | 2.467 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 11.17 | 6.710 | ** |
| | Faculty/Peer vs Additional Qualification | 1.404 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)       (Source : Primary Data)

Table 5.8 shows 'Additional Qualification' on the mean scores for the five competencies that are rated by Faculty (Self) and Peers and the interaction for the same.

**Ho14(a)**. The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'additional qualifications'.

It is seen from the above table that the calculated F-ratio, between 'additional qualification' for the competency of knowledge is 1.295, for skill is 2.030, motive is 1.297, traits is1.878, and self-concept is 2.467, which tests for the equality of mean among the respondents' additional qualification. The F-ratio is less than the table value of 2.63 at 5% level of significance. This shows that the competency scores do not vary significantly between 'additional qualifications'.

**Ho14(a) Result:** It can be inferred that the competency scores do not vary significantly between 'additional qualification'. Hence Ho14(a) is accepted.

**Ho14(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peer respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and peer are, for knowledge is 6.810, skill is 492.65, motive is 23.85, traits is 48.62, and self-concept is 11.17, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peer respondents.

**Ho14(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and Peers respondents. Hence Ho14(b) is rejected for all five competencies.

**Ho14(c)**: There is no interaction effect between the respondents of faculty (Self) and peers with respect to 'additional qualification' and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'additional qualification' on competency score depends upon the type of respondent, (Self and Peer) is tested and the corresponding F-ratio for knowledge is 1.924, skill is 2.074, motive is 0.868, traits is 0.657, and self-concept is 1.404, which is less than the table value of 2.631 at 5% level of significance. That is, the differences between mean competency scores of knowledge,

skill, Motive, traits and self-concept for 'additional qualification' do not vary significantly based on Faculty (Self) or Peer.

**Ho14(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'additional qualification' do not vary significantly based on Faculty (Self) or peers. Hence, Hypothesis Ho14(c) is accepted.

**Table 5.9 - Comparison between Faculty (Self) and Peers for the Five Competencies with Category of Employment**

| Competency | Category of Employment | Faculty (Self) Score | | Peers Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Aided college | 25.59 | 2.86 | 24.36 | 3.71 |
| | Self-financed college | 24.13 | 3.52 | 23.59 | 3.12 |
| Skill | Aided college | 35.52 | 3.59 | 28.80 | 4.06 |
| | Self-financed college | 34.12 | 4.20 | 28.13 | 3.51 |
| Motive | Aided college | 53.98 | 5.22 | 50.69 | 7.09 |
| | Self-financed college | 52.01 | 6.22 | 50.20 | 5.67 |
| Traits | Aided college | 44.68 | 4.47 | 46.23 | 6.60 |
| | Self-financed college | 42.95 | 5.36 | 45.79 | 5.55 |
| Self-Concept | Aided college | 38.84 | 4.02 | 37.31 | 4.98 |
| | Self-financed college | 37.97 | 4.95 | 36.89 | 4.46 |

(Source : Primary Data)

Table 5.9 shows the comparison of 'Category of employment' with the mean competency scores, between faculty (Self) and peers

The table shows that the mean knowledge score for aided college faculty is 25.59 which is higher than 24.13 the mean knowledge scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the Peers is lower than the self-evaluation score for the same faculty, for both aided and self- finance colleges.

The mean skill score for aided college faculty is 35.52 which is higher than 34.12 the mean skill scores for self-finance college faculty, when evaluated by faculty (Self) respondents. The same skill score when evaluated by the Peers is lower than the self-evaluation score for the same faculty, for both aided and self- finance colleges.

The mean motive score for aided college faculty is 53.98 which is higher than 52.01 the mean motive scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same motive score when evaluated by the peers is lower than the self-evaluation score for the same faculty, for both aided and self- financed college.

The mean traits score for aided college faculty is 44.68 which is higher than 42.95 the mean traits scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same traits score when evaluated by the Peers is lower than the self-evaluation score for the same faculty, for both aided and self- financed college.

The mean self-concept score for aided college faculty is 38.84 which is higher than 37.97 the mean self-concept scores for self-finance college faculty, when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the peers is lower than the self-evaluation score for the same faculty, for both aided and self- financed college.

**To conclude**, the aided college faculty are rated higher than the self-financed college faculty by both the respondents, self and peers. The Peers rating is lower than the self-evaluation score of the faculty for all five competencies – knowledge, skill, Motive, traits and self-concept.

**Table 5.10 - Repeated Measures ANOVA for the Five Competency Score by Category of Employment and Faculty (Self) Respondents with Peers Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Category of employment | 7.951 | 6.710 | ** |
| | Between Faculty (Self) and Peers | 6.753 | 6.710 | ** |
| | Faculty/Peer vs   Category of employment | 0.904 | 3.869 | Ns |
| Skill | Between Category of employment | 4.832 | 3.869 | * |
| | Between Faculty (Self) and Peers | 487.78 | 6.710 | ** |
| | Faculty/Peer vs   Category of employment | 0.815 | 3.869 | Ns |
| Motive | Between Category of employment | 2.714 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 23.91 | 6.710 | ** |
| | Faculty/Peer vs   Category of employment | 1.455 | 3.869 | Ns |
| Traits | Between Category of employment | 2.591 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 48.81 | 6.710 | ** |
| | Faculty/Peer vs   Category of employment | 1.288 | 3.869 | Ns |
| Self-Concept | Between Category of employment | 1.310 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 11.11 | 6.710 | ** |
| | Faculty/Peer vs   Category of employment | 0.204 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)      (Source : Primary Data)

Table 5.10 shows 'Category of employment' on the mean scores for the five competencies that are rated by Faculty (Self) and Peers and the interaction for the same.

**Ho15(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between aided and self-financed colleges

It is seen from the above table that the calculated F-ratio for knowledge competency between aided and self-financed college faculty is 7.951 and F-ratio for skill is 4.832 which tests for the equality of mean among aided and self-financed colleges. The F-ratios are higher than the table value of 6.710 at 1% level of significance. This shows that the competency scores of knowledge and skill, vary significantly between 'category of employment'.

The F-ratio for motive is 2.714, traits is 2.591, and self-concept is 1.310, which is less than the table value of 3.869 at 5% level of significance. This shows that the competency scores for the competencies of Motive, traits and self-concept do not vary significantly between 'category of employment'.

**Ho15(a) Result: :** It can be inferred that the hypothesis Ho15(a) is rejected for the competencies of knowledge and skill with regard to 'Category of employment '.

**Ho15(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peers respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and peers are, for knowledge is 6.753, skill is 487.78, motive is 23.91, traits is 48.81, and self-concept is 11.11, which is higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peer respondents.

**Ho15(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and peers respondents. Hence Ho15(b) is rejected for all five competencies.

**Ho15(c):** There is no interaction effect between the respondents of faculty (Self) and peers with respect to 'category of employment' and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of category of employment on competency scores depends upon the type of respondent, (Self and Peers) is tested and the corresponding F-ratio for knowledge is 0.904, for skill is 0.815, for motive is 1.455, for traits is 1.288, and for self-concept is 0.204, which is less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'category of employment' do not vary significantly based on Faculty (Self) or Peers.

**Ho15(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for the two 'category of employment' do not vary significantly based on Faculty (Self) or peers. Hence, hypothesis Ho15(c) is accepted for all five competency.

**Table 5.11 - Comparison between Faculty (Self) and Peers for the Five Competencies with Designation**

| Competency | Designation | Faculty (Self) Score | | Peers- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Assistant Professor | 24.31 | 3.47 | 23.74 | 3.13 |
| | Associate Professor | 24.38 | 3.56 | 23.36 | 3.65 |
| Skill | Assistant Professor | 34.37 | 4.02 | 28.26 | 3.53 |
| | Associate Professor | 33.85 | 4.88 | 27.95 | 3.98 |
| Motive | Assistant Professor | 52.47 | 6.01 | 50.39 | 5.90 |
| | Associate Professor | 50.96 | 6.72 | 49.45 | 5.61 |
| Traits | Assistant Professor | 43.24 | 5.07 | 45.98 | 5.68 |
| | Associate Professor | 42.73 | 6.48 | 45.03 | 5.68 |
| Self-Concept | Assistant Professor | 38.16 | 4.67 | 36.95 | 4.50 |
| | Associate Professor | 37.63 | 5.83 | 36.92 | 4.73 |

(Source : Primary Data)

Table 5.11 shows the comparison of 'designation' with the mean competency scores, between faculty (Self) and peers.

The mean knowledge score for assistant professor is 24.31 which is less than the mean knowledge scores for associate professor which is 24.38 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the Peers is lower than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

The mean skill score for assistant professor is 34.37 which is higher than the mean skill scores for associate professor which is 33.85 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the Peers is lower than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

The mean motive score for assistant professor is 52.47 which is higher than the mean motive scores for associate professor which is 50.96 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the Peers is lower than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

The mean traits score for assistant professor is 43.24 which is higher than the mean traits scores for associate professor which is 42.73 when evaluated by faculty (Self) respondents. The same traits score when evaluated by the Peers is higher than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

The mean self-concept score for assistant professor is 38.16 which is higher than the mean self-concept scores for associate professor which is 37.63 when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the Peers is lower than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

**To conclude**, the Peers rating is lower than the self-evaluation score of the faculty for the competencies of knowledge, skill, Motive, and self-concept but higher only for the traits competency.

**Table 5.12 Repeated Measures ANOVA for the Five Competency Score by Designation and Faculty (Self) Respondents with Peers Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Designation | 0.156 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 6.743 | 6.710 | ** |
| | Faculty/Peer vs Designation | 0.406 | 3.869 | Ns |
| Skill | Between Designation | 0.829 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 486.71 | 6.710 | ** |
| | Faculty/Peer vs Designation | 0.065 | 3.869 | Ns |
| Motive | Between Designation | 2.903 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 23.827 | 6.710 | ** |
| | Faculty/Peer vs Designation | 0.233 | 3.869 | Ns |
| Traits | Between Designation | 1.256 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 48.64 | 6.710 | ** |
| | Faculty/Peer vs Designation | 0.156 | 3.869 | Ns |
| Self-Concept | Between Designation | 0.274 | 3.869 | Ns |
| | Between Faculty (Self) and Peers | 11.11 | 6.710 | ** |
| | Faculty/Peer vs Designation | 0.256 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)          (Source : Primary Data)

Table 5.12 shows 'Designation' on the mean scores for the five competencies that are rated by Faculty (Self) and Peers and the interaction for the same.

**Ho16(a).** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between assistant professors and associate professors.

It is seen from the above table that the calculated F-ratio, between 'designation' for the competency of knowledge is 0.156, skill is 0.829, motive is 0.39, traits is 1.256, and self-concept is 0.274, which tests for the equality of mean competency scores among the assistant professors and associate professors. The F-ratio is less than the table value of 3.869 at 5% level of significance. This shows that the competency scores do not vary significantly between designations.

**Ho16(a) Result:** It can be inferred that the competency scores do not vary significantly between designations. Hence Ho16(a) is accepted for all five competencies.

**Ho16(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peers respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and peers are, for knowledge 6.743, skill 486.71, motive23.827, traits 48.64, and self-concept 11.11, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peer respondents.

**Ho16(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and peer respondents. Hence Ho16(b) is rejected for all five competencies

**Ho16(c).** There is no interaction effect between the respondents of faculty (Self) and peers with respect to designation and the five competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'designation' on competency score depends upon the type of respondent (Self and Peers) is tested and the corresponding F-ratio for knowledge is 0.406, skill is 0.065, motive is 0.233, traits is 0.156, and self-concept is 2.75, which is less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge,

skill, Motive, traits and self-concept for assistant and associate professors do not vary significantly based on Faculty (Self) or Peers.

**Ho16(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'designation' do not vary significantly based on Faculty (Self) or peers. Hence, hypothesis Ho16(c) is accepted for all five competency.

**Table 5.13 - Comparison between Faculty (Self) and Peers for the Five Competencies with Teaching Experience**

| Competency | Teaching Experience | Faculty (Self) Score | | Peers Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | 1-5 years | 24.35 | 3.21 | 23.42 | 3.48 |
| | 6 - 10 years | 24.27 | 3.62 | 23.49 | 2.78 |
| | 11 - 15 years | 24.00 | 3.32 | 24.65 | 2.72 |
| | 16 and above | 24.86 | 3.83 | 23.55 | 4.22 |
| Skill | 1-5 years | 34.57 | 3.57 | 27.97 | 3.78 |
| | 6 - 10 years | 34.14 | 4.37 | 27.89 | 3.18 |
| | 11 - 15 years | 34.39 | 3.78 | 29.34 | 3.16 |
| | 16 and above | 34.05 | 5.20 | 28.24 | 4.66 |
| Motive | 1-5 years | 52.80 | 5.70 | 50.32 | 6.42 |
| | 6 - 10 years | 51.89 | 6.46 | 49.80 | 5.59 |
| | 11 - 15 years | 52.19 | 5.43 | 51.22 | 4.71 |
| | 16 and above | 52.36 | 6.99 | 50.25 | 6.87 |
| Traits | 1-5 years | 43.10 | 4.94 | 46.02 | 6.10 |
| | 6 - 10 years | 42.62 | 5.33 | 45.53 | 5.48 |
| | 11 - 15 years | 44.26 | 4.56 | 46.74 | 4.61 |
| | 16 and above | 43.55 | 6.63 | 45.19 | 6.75 |
| Self-Concept | 1-5 years | 38.13 | 4.44 | 36.59 | 4.63 |
| | 6 - 10 years | 37.76 | 4.90 | 36.65 | 4.46 |
| | 11 - 15 years | 38.81 | 4.23 | 38.27 | 3.59 |
| | 16 and above | 37.98 | 6.25 | 36.83 | 5.43 |

(Source : Primary Data)

Table 5.13 shows the comparison of 'teaching experience' with the mean competency scores, between faculty (Self) and peers

The table shows that the mean knowledge score for faculty with more than 16 years of teaching experience had the highest score of 24.86 and the least mean knowledge score is for faculty with 11-15 years of teaching experience at 24.00 when evaluated by faculty (Self). The same knowledge score when evaluated by the Peers for the same faculty, it is found that the mean knowledge scores for faculty with 11-15 years of teaching experience is the highest at 24.65 and the least mean knowledge score is for faculty with 1-5 years of teaching experience at 23.42.

The table shows that the mean skill score for faculty with teaching experience 1-5 years have the highest score of 34.57 and the least mean skill score is for faculty with 16 years and above teaching experience at 34.05 when evaluated by faculty (Self). The same skill score when evaluated by the peers for the same faculty, it is found that the mean skill scores for faculty with 11-15 years of teaching experience is the highest at 29.34 and the least mean skill score is for faculty with 6-10 years of teaching experience at 27.89.

The table shows that the mean motive score for faculty with teaching experience of 1-5 years have the highest score of 52.80 and the least mean motive score is for faculty with 6-10 years of teaching experience at 51.89 when evaluated by faculty (Self). The same motive score when evaluated by the peers for the same faculty, it is found that the mean motive scores for faculty with 11-15 years of teaching experience is the highest at 25.12 and the least mean motive score is for faculty with 1-5 years of teaching experience at 24.59.

The table shows that the mean traits score for faculty with 11-15 years of teaching experience have the highest score of 44.26 and the least mean traits score is for faculty with 6 - 10 years of teaching experience at 42.62 when evaluated by faculty (Self). The same traits score when evaluated by the peers for the same faculty, it is found that the mean traits scores for faculty with 11-15 years of teaching experience is the highest at 46.74 and the least mean traits score is for faculty with 16 and above years of teaching experience at 45.19.

The table shows that the mean self-concept score for faculty with teaching experience 11-15 years have the highest score of 38.81and the least mean self-concept score is for faculty with 6-10 years of teaching experience at 37.76 when evaluated by faculty (Self). The same self-concept score  when evaluated by the peers for the same faculty, it is found that the mean self-concept scores for faculty with 11-15 years of teaching experience is the highest at 38.27 and the least mean knowledge score is for faculty with 1-5 years of teaching experience at 36.59.

**To conclude,** the peers' assessment showed that, the faculty with 11-15 years of teaching experience had the highest mean competency. The peers rating are lower than the self-evaluation score of the faculty for the competencies of knowledge, skill, Motive, and self-concept but higher only for the traits competency.

**Table 5.14 - Repeated Measures ANOVA for the Five Competency Score by Teaching Experience and Faculty (Self) Respondents with Peers Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Teaching Experience | 0.629 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 6.829 | 6.710 | ** |
| | Faculty/Peer vs  Teaching Experience | 2.245 | 2.631 | Ns |
| Skill | Between Teaching Experience | 1.224 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 489.29 | 6.710 | ** |
| | Faculty/Peer vs  Teaching Experience | 1.290 | 2.631 | Ns |
| Motive | Between Teaching Experience | 0.703 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 23.77 | 6.710 | ** |
| | Faculty/Peer vs  Teaching Experience | 0.514 | 2.631 | Ns |
| Traits | Between Teaching Experience | 1.693 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 48.51 | 6.710 | ** |
| | Faculty/Peer vs  Teaching Experience | 0.397 | 2.631 | Ns |
| Self-Concept | Between Teaching Experience | 2.266 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 11.07 | 6.710 | ** |
| | Faculty/Peer vs  Teaching Experience | 0.323 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)        (Source : Primary Data)

Table 5.14 shows 'teaching experience' on the mean scores for the five competencies that are rated by Faculty (Self) and Peers and the interaction for the same.

**Ho17(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between the teaching experience(in years).

It is seen from the above table that the calculated F-ratio, between the number of years of teaching experience, for the competency of knowledge is 0.629, skill is 1.224, motive is 0.703, traits 1.693, and self-concept is 2.266, which tests for the equality of mean competency scores among the teaching experience of faculty respondents'. The F-ratio is less than the table value of 2.631 at 5% level of significance. This shows that the competency scores for all five competencies do not vary significantly between 'teaching experience'.

**Ho17(a) Result:** It can be inferred that the competency scores do not vary significantly between teaching experience. Hence Ho17(a) is accepted.

**Ho17(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peers respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and peers are - knowledge 6.829, skill 489.29, motive23.77, traits 48.51, and self-concept 11.07, which is higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peers respondents.

**Ho17(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and peers respondents. Hence Ho17(b) is rejected for all five competencies.

**Ho17(c):** There is no interaction effect between the respondents of faculty (Self) and peers with respect to teaching experience and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of teaching experience on competency score depends upon the type of respondent (Self and Peer) is tested and the corresponding F-ratio for knowledge is 2.245,  skill is 1.290, motive is 0.514, traits is 2.631, and self-concept is 0.323, which is less than the table value of 2.631 at 5% level of

significance. That is, the differences between mean competency scores for the number of years of teaching experience do not change significantly based on Faculty (Self) or peer respondents.

**Ho17(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for teaching experience do not vary significantly based on Faculty (Self) or peers. Hence, hypothesis Ho17(c) is accepted

**Table 5.15 - Comparison between Faculty (Self) Respondents and Peer Respondents for the Five Competencies with Industrial Experience**

| Competency | Industrial Experience | Faculty (Self) Score | | Peer- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Nil | 24.47 | 3.45 | 23.69 | 3.32 |
| | 1 - 2 years | 24.24 | 3.35 | 23.25 | 3.16 |
| | 3 - 4 years | 23.27 | 4.16 | 24.40 | 2.68 |
| | 5 and above | 24.26 | 2.99 | 23.74 | 2.72 |
| Skill | Nil | 34.49 | 4.01 | 28.23 | 3.72 |
| | 1 - 2 years | 34.04 | 4.53 | 27.82 | 3.56 |
| | 3 - 4 years | 33.43 | 4.73 | 28.75 | 3.03 |
| | 5 and above | 34.09 | 3.98 | 28.30 | 3.01 |
| Motive | Nil | 52.56 | 5.90 | 50.42 | 6.04 |
| | 1 - 2 years | 51.72 | 6.22 | 49.22 | 5.63 |
| | 3 - 4 years | 50.90 | 7.05 | 51.80 | 4.43 |
| | 5 and above | 52.26 | 6.96 | 49.02 | 5.80 |
| Traits | Nil | 43.32 | 5.17 | 45.99 | 5.80 |
| | 1 - 2 years | 43.72 | 4.87 | 45.26 | 5.73 |
| | 3 - 4 years | 41.77 | 6.02 | 46.70 | 3.97 |
| | 5 and above | 42.13 | 6.20 | 44.67 | 6.33 |
| Self-Concept | Nil | 38.22 | 4.76 | 37.12 | 4.59 |
| | 1 - 2 years | 38.48 | 4.60 | 36.24 | 4.65 |
| | 3 - 4 years | 36.10 | 5.68 | 37.63 | 3.55 |
| | 5 and above | 38.30 | 4.74 | 35.96 | 4.60 |

(Source : Primary Data)

Table 5.15 shows the comparison of 'industrial experience' with the mean competency scores, between faculty (Self) and peers

The table shows that the mean knowledge score for faculty with no industrial experience has the highest score of 24.47 and the least mean knowledge score is for faculty with 3 - 4 years of industrial experience at 23.27 when evaluated by faculty (Self). The same knowledge score when evaluated by the peers for the same faculty, it is found that the mean knowledge scores for faculty with 3 - 4 years industrial experience is the highest at 24.40 and the least mean knowledge score is for faculty with 1 - 2 years of industrial experience at 23.25.

The table shows that the mean skill score for faculty with no industrial experience has the highest score of 34.49 and the least mean skill score is for faculty with 3 - 4 years industrial experience at 33.43 when evaluated by faculty (Self). The same skill score when evaluated by the peers for the same faculty, it is found that the mean skill scores for faculty with 3 - 4 years of industrial experience is the highest at 28.75 and the least mean skill score is for faculty with 1 - 2 years of industrial experience at 27.82.

The table shows that the mean motive score for faculty with no industrial experience has the highest score of 52.56 and the least mean motive score is for faculty with 3 - 4 years of industrial experience at 50.90 when evaluated by faculty (Self). The same motive score when evaluated by the peers for the same faculty, it is found that the mean motive scores for faculty with 3 – 4 years of  industrial experience is the highest at 51.80 and the least mean motive score is for faculty with 5 years and above of industrial experience at 49.02.

The table shows that the mean traits score for faculty with 1 – 2 years of industrial experience has the highest score of 43.72 and the least mean traits score is for faculty with 3 – 4 years of industrial experience at 41.77 when evaluated by faculty (Self).The same traits score when evaluated by the peers for the same faculty, it is found that the mean traits scores for faculty with 3 -4 years of industrial experience is the highest at 46.70 and the least mean traits score is for faculty with 5 and above years of industrial experience at 44.67.

The table shows that the mean self-concept score for faculty with industrial experience 1-2 years has the highest score of 38.48 and the least mean self-concept score is for faculty with 3-4 years of industrial experience at 36.10 when evaluated by faculty (Self). The same self-concept score when evaluated by the peers for the same faculty, it is found that the mean self-concept scores for faculty with 3 - 4 years of industrial

experience is the highest at 37.63 and the least mean knowledge score is for faculty with 5 years and above of industrial experience at 35.96.

**To conclude,** self-evaluation showed that faculty with no industrial experience or less than 2 years of industrial experience had the highest score but peer-evaluation showed the highest score for faculty with 3 -4 years of industrial experience. The peers evaluation scores were marginally lower than the self-evaluation scores but higher only for the traits competency.

**Table 5.16 - Repeated Measures ANOVA for Different Competencies by Industrial Experience and Faculty (Self) Respondents with Peers Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Industrial experience | 0.317 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 6.801 | 6.710 | ** |
| | Peers/Faculty vs Industrial experience | 1.777 | 2.631 | Ns |
| Skill | Between Industrial experience | 0.355 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 487.55 | 6.710 | ** |
| | Peers/ Faculty vs Industrial experience | 0.886 | 2.631 | Ns |
| Motive | Between Industrial experience | 0.848 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 24.047 | 6.710 | ** |
| | Peers/Faculty vs Industrial experience | 1.789 | 2.631 | Ns |
| Traits | Between Industrial experience | 0.673 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 48.979 | 6.710 | ** |
| | Peers/Faculty vs Industrial experience | 1.488 | 2.631 | Ns |
| Self-Concept | Between Industrial experience | 0.632 | 2.631 | Ns |
| | Between Faculty (Self) and Peers | 11.303 | 6.710 | ** |
| | Peers/Faculty vs Industrial experience | 2.685 | 2.631 | * |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)        (Source : Primary Data

Table 5.16 shows 'industrial experience' on the mean scores for the five competencies that is rated by Faculty (Self) and Peers and the interaction for the same.

**Ho18(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between industrial experience(in years).

It is seen from the above table that the calculated F-ratio, between the number of years of industrial experience, for the competency of knowledge is 0.317, skill 0.355, motive0.848, traits 0.673, and self-concept 0.632, which tests for the equality of mean competency scores among the faculty respondents'. The F-ratio is less than the table value of 2.631 at 5% level of significance. This shows that the competency scores do not vary significantly between 'industrial experience'.

**Ho18(a) Result:** It can be inferred that the competency scores do not vary significantly between 'industrial experience'. Hence Ho18(a) is accepted.

**Ho18(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peers respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and peers are - knowledge 6.801, skill 487.55, motive24.047, traits 48.979, and self-concept is 11.303, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peer respondents.

**Ho18(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and peers respondents. Hence Ho27(b) is rejected for all five competencies.

**Ho18(c):** There is no interaction effect between the respondents of faculty (Self) and peers with respect to industrial experience and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of industrial experience on competency score depends upon the type of respondent (Self and peer) is tested and the corresponding F-ratio for knowledge is 1.777, skill is 0.886, motive is 1.789, and traits is 1.488, which are less than the table value of 2.631 at 5% level of significance. That is, the differences between mean knowledge, skill, Motive, and traits scores for the number of years of 'industrial experience' do not differ significantly based on Faculty (Self) or peer.

The interaction effect, that is the influence of 'industrial experience' on self-concept score depends upon the type of respondent (Self and Peer) is tested and the corresponding

F-ratio is 2.685 which is higher than the table value of 2.631 at 5% level of significance. That is, the differences between mean self-concept scores for the number of years of 'industrial experience' differ significantly based on Faculty (Self) or peers respondents.

**Ho18(c) Result:** The differences between mean competency scores of self-concept for 'industrial experience' vary significantly based on Faculty (Self) or Peers. Hence, Hypothesis Ho18(c) is rejected only for self-concept and accepted for the competencies of knowledge, skill, motive and traits.

**Table 5.17 - Comparison between Faculty (Self) Respondents and Peer Respondents for the Five Competencies with Number of Registered Research Scholars**

| Competency | No. of Registered Research Scholars | Faculty (Self) Score | | Peer - Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | None | 24.26 | 3.48 | 23.54 | 3.23 |
| | 1 - 2 scholars | 24.73 | 4.25 | 25.03 | 2.89 |
| | 3 - 4 scholars | 25.64 | 2.94 | 24.73 | 2.39 |
| | 5 and above | 23.90 | 2.56 | 25.15 | 2.89 |
| Skill | None | 34.23 | 4.14 | 28.06 | 3.61 |
| | 1 - 2 scholars | 34.80 | 5.33 | 29.50 | 3.51 |
| | 3 - 4 scholars | 35.36 | 3.80 | 29.27 | 2.94 |
| | 5 and above | 34.40 | 3.20 | 29.95 | 3.12 |
| Motive | None | 52.22 | 6.04 | 50.05 | 5.97 |
| | 1 - 2 scholars | 52.33 | 7.99 | 52.10 | 4.03 |
| | 3 - 4 scholars | 53.18 | 6.98 | 52.45 | 3.92 |
| | 5 and above | 52.40 | 5.46 | 51.50 | 5.94 |
| Traits | None | 43.01 | 5.16 | 45.63 | 5.82 |
| | 1 - 2 scholars | 44.40 | 6.81 | 47.50 | 3.41 |
| | 3 - 4 scholars | 46.09 | 4.95 | 47.95 | 3.84 |
| | 5 and above | 43.00 | 6.51 | 47.55 | 5.29 |
| Self-Concept | None | 38.06 | 4.77 | 36.79 | 4.59 |
| | 1 - 2 scholars | 38.13 | 6.74 | 38.80 | 3.24 |
| | 3 - 4 scholars | 38.27 | 4.86 | 37.41 | 3.24 |
| | 5 and above | 38.40 | 4.58 | 38.60 | 4.68 |

(Source : Primary Data)

Table 5.17 shows the comparison of 'number of research scholars' registered under the faculty, with the mean competency scores, between faculty (Self) and peers.

The table shows that the mean knowledge score for faculty with 3-4 registered research scholars had the highest score of 25.64 and the least mean knowledge score is for faculty with 5 scholars and more at 23.90 when evaluated by faculty (Self). The same knowledge score when evaluated by the peers for the same faculty, it is found that the mean knowledge scores for faculty with more than 5 scholars is the highest at 25.15 and the least mean knowledge score is for faculty with no scholars at 23.54.

The table shows that the mean skill score for faculty with 3-4 registered research scholars has the highest score of 35.36 and the least mean knowledge score is for faculty with no research scholars at 34.23 when evaluated by faculty (Self). The same skill score when evaluated by the peers for the same faculty, it is found that the mean skill scores for faculty with more than 5 scholars is the highest at 25.15 and the least mean skill score is for faculty with no scholars at 28.06

The table shows that the mean motive score for faculty with 3-4 registered research scholars has the highest score of 53.18 and the least mean motive score is for faculty with no research scholars at 52.22 when evaluated by faculty (Self). The same motive score when evaluated by the peers for the same faculty, it is found that the mean motive scores for faculty with 3- 4 scholars is the highest at 52.45 and the least mean motive score is for faculty with no scholars at 50.05.

The table shows that the mean traits score for faculty with 3-4 registered research scholars has the highest score of 47.95 and the least mean traits score is for faculty with more than  5 scholars at 43.00 when evaluated by faculty (Self). The same traits score when evaluated by the peers for the same faculty, it is found that the mean traits scores for faculty with 3- 4 scholars is the highest at 47.95 and the least mean traits score is for faculty with no scholars at 45.63.

The table shows that the mean Self-Concept score for faculty with more than five registered research scholars has the highest score of 38.40 and the least mean Self-Concept score is for faculty with no registered research scholars at 38.06 when evaluated by faculty (Self). The same Self-Concept score when evaluated by the peers for

the same faculty, it is found that the mean Self-Concept scores for faculty with 1 - 2 scholars is the highest at 38.80 and the least mean Self-Concept score is for faculty with no scholars at 36.79.

**To conclude,** self-evaluation showed that faculty with few research scholars, that is less than 4 scholars had the highest competency scores. Faculty with no registered research scholars had the least competency scores. Majority of the peer-evaluation scores were marginally lower than the self-evaluation scores but higher only for the traits competency.

**Table 5.18 - Repeated Measures ANOVA for Different Competencies by Number of Registered Research Scholars and Faculty (Self) Respondents with Peer Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between number of scholars | 1.793 | 2.631 | Ns |
| | Between Faculty (Self) and Peer | 6.747 | 6.710 | ** |
| | Faculty/Peer vs number of scholars | 0.865 | 2.631 | Ns |
| Skill | Between number of scholars | 1.424 | 2.631 | Ns |
| | Between Faculty (Self) and Peer | 485.85 | 6.710 | ** |
| | Faculty/Peer vs number of scholars | 0.490 | 2.631 | Ns |
| Motive | Between number of scholars | 0.769 | 2.631 | Ns |
| | Between Faculty (Self) and Peer | 23.775 | 6.710 | ** |
| | Faculty/Peer vs number of scholars | 0.495 | 2.631 | Ns |
| Traits | Between number of scholars | 2.252 | 2.631 | Ns |
| | Between Faculty (Self) and Peer | 48.470 | 6.710 | ** |
| | Faculty/Peer vs number of scholars | 0.303 | 2.631 | Ns |
| Self-Concept | Between number of scholars | 0.744 | 2.631 | Ns |
| | Between Faculty (Self) and Peer | 11.10 | 6.710 | ** |
| | Faculty/Peer vs number of scholars | 0.617 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)       (Source : Primary Data)

Table 5.18 shows 'number of research scholars' registered under the faculty, on the mean scores for the five competencies that are rated by Faculty (Self) and Peers and the interaction for the same.

**Ho19(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between the 'number of research scholars' registered under the faculty.

It is seen from the above table that the calculated F-ratio, between 'number of research scholars registered' under the faculty for the competency of knowledge is 1.793, for skill is 1.424, motive is 0.769, traits is 2.252, and self-concept is 0.744, which tests for the equality of mean among the respondents'. The F-ratio is less than the table value of 2.631 at 5% level of significance. This shows that the competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'number of research scholars' registered under the faculty.

**Ho19(a) Result: :** It can be inferred that the competency scores do not vary significantly with the 'number of research scholars' registered under the faculty. Hence Ho19(a) is accepted.

**Ho19(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and peers respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and Peers are - knowledge 6.747, skill 485.85, motive 23.775, traits 48.470, and self-concept 11.10, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and peer respondents.

**Ho19(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and peers respondents. Hence Ho19(b) is rejected for all five competencies.

**Ho19(c):** There is no interaction effect between the respondents of faculty (Self) and peers with respect to the 'number of research scholars' registered under the faculty and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of the 'number of research scholars registered under the faculty' on competency score depends upon the type of respondent (Self and Peer) is tested and the corresponding F-ratio for knowledge is 0.865, skill is 0.490, motive is 0.495, traits is 0.303, and self-concept is 0.617, which are less than the table value of 2.631 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits, and self-concept for the 'number of research scholars' registered under the faculty do not vary significantly based on Faculty (Self) or Peers.

**Ho19(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for the 'number of research scholars' registered under the faculty do not vary significantly based on Faculty (Self) or peers. Hence, hypothesis Ho19(c) is accepted.

There is a significant difference between self-evaluation and peer evaluation, with the peer evaluation being lower than the self-evaluation. Similar results were revealed in the studies conducted by Berbee (1993) and John Paul (2015), where the peer evaluation was marginally lower than self-evaluation.

## SECTION – E COMPARISON BETWEEN FACULTY (SELF) AND HOD

HOD of the faculty (respondents) evaluated the faculty through questionnaires on all five competencies. This was compared with the self-evaluation given by the faculty respondents. The questionnaires' were coded and the ratings given by the faculty and HOD were kept confidential.

The results of Repeated Measure ANOVA are split into three parts. In the first part comparison is made within groups of selected personal and job-related variables. The second, comparison of competency scores as evaluated by faculty (Self) and HOD evaluation. Thirdly, the comparison between groups of selected personal and job-related variables and their interaction effect with the type of respondent, faculty (Self) and HOD are reported. The results are tabulated in the following pages.

**Table 5.19 - Comparison between Faculty (Self) and HOD for the Five Competency with Gender**

| Competency | Gender | Faculty (Self) Score | | HOD - Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Male | 16.21 | 2.69 | 15.06 | 3.36 |
| | Female | 15.90 | 2.41 | 14.70 | 3.04 |
| Skill | Male | 33.99 | 4.19 | 30.63 | 6.59 |
| | Female | 34.38 | 4.15 | 31.46 | 5.53 |
| Motive | Male | 38.47 | 5.17 | 34.49 | 8.68 |
| | Female | 39.06 | 4.67 | 35.00 | 7.46 |
| Traits | Male | 20.72 | 3.13 | 18.74 | 4.76 |
| | Female | 20.83 | 3.10 | 18.94 | 3.94 |
| Self-Concept | Male | 29.28 | 4.06 | 25.49 | 6.05 |
| | Female | 29.56 | 3.76 | 26.19 | 5.30 |

(Source : Primary Data)

Table 5.19 shows the comparison of gender with the mean competency scores, between faculty (Self) and HOD.

The mean knowledge score for males is 16.21 which is greater than the mean knowledge score of female which is 15.90 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, both male and female.

The mean skill score for male is 33.99 which is less than the mean skill score of female which is 34.38 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the HOD is lower than the self-evaluation score for the same faculty both male and female.

The mean motive score for male is 38.47 which is less than the mean motive scores of females which is 39.06 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the HOD for both male and female it is found to be lower than the self-evaluation score.

The mean traits score for male is 20.72 which is less than the mean traits scores of females which is 20.83 when evaluated by faculty (Self) respondents. The same trait

score when evaluated by the HOD for both male and female it is found to be lower than the self-evaluation score.

The mean self-concept score for male is 29.28 which is less than the mean self-concept scores of females which is 29.56 when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the HOD for both male and female it is found to be lower than the self-evaluation score.

**To conclude**, the male faculty had been rated higher by both self and HOD for the knowledge competency and the female faculty had been rated higher by both self and HOD for the competencies of skill, Motive, traits and self-concept. Also, the HOD rating is lower than the self-evaluation score of the faculty for all five competencies – knowledge, skill, Motive, traits and self-concept.

**Table 5.20 - Repeated Measures ANOVA for Different Competencies by Gender and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Gender | 1.539 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 32.440 | 6.710 | ** |
| | Faculty/HOD vs Gender | 0.008 | 3.869 | Ns |
| Skill | Between Gender | 1.657 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 62.86 | 6.710 | ** |
| | Faculty/HOD vs Gender | 0.217 | 3.869 | Ns |
| Motive | Between Gender | 0.759 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 75.03 | 6.710 | ** |
| | Faculty/HOD vs Gender | 0.004 | 3.869 | Ns |
| Traits | Between Gender | 0.209 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 48.80 | 6.710 | ** |
| | Faculty/HOD vs Gender | 0.021 | 3.869 | Ns |
| Self-Concept | Between Gender | 1.257 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 89.86 | 6.710 | ** |
| | Faculty/HOD vs Gender | 0.217 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)      (Source : Primary Data)

Table 5.20 shows gender on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho20(a).** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between Male and Female respondents.

It is seen from the above table that the calculated F-ratio, between Gender for knowledge is 1.539, skill is 1.657, motive is 0.759, traits is 0.209, and self-concept is 1.257, which tests for the equality of mean among the Male and Female respondents. The F-ratio is less than the table value of 3.869 at 5% level of significance. This shows that the competency scores for all the 5 competencies do not vary significantly between gender.

**Ho20(a) Result:** It can be inferred that the competency scores do not vary significantly between the gender. Hence Ho20(a) is accepted.

**Ho20(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and HOD respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and HOD are - knowledge 32.440, skill 62.86, motive 75.03, traits 48.80, and self-concept 89.86, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho20(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and HOD respondents. Hence Ho20(b) is rejected for all five competencies.

**Ho20(c).** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to gender and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of Gender on the five competency scores depends upon the type of respondents (Self and HOD) is tested and the corresponding F-ratio for knowledge is 0.008, skill is 0.217, motive is 0.004, traits is 0.021, and self-concept is 0.217, which are less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge,

skill, Motive, traits and self-concept for the two genders do not vary significantly based on Faculty (Self) or HOD.

**Ho20(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for the two genders do not vary significantly based on Faculty (Self) or HOD. Hence, Hypothesis Ho20(c) is accepted.

**Table 5.21 -   Comparison between Faculty (Self) and HOD for the Five Competencies with Medium of Instruction in School**

| Competency | Medium of School Education | Faculty (Self) Score | | HOD Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | English | 15.95 | 2.48 | 14.91 | 3.15 |
| | Vernacular | 16.03 | 2.46 | 14.11 | 2.86 |
| Skill | English | 34.35 | 4.13 | 31.45 | 5.72 |
| | Vernacular | 34.05 | 4.28 | 30.51 | 5.99 |
| Motive | English | 38.94 | 4.75 | 35.19 | 7.51 |
| | Vernacular | 38.93 | 4.94 | 33.51 | 8.58 |
| Traits | English | 20.81 | 3.04 | 18.98 | 4.13 |
| | Vernacular | 20.79 | 3.39 | 18.56 | 4.11 |
| Self-Concept | English | 29.50 | 3.73 | 26.16 | 5.42 |
| | Vernacular | 29.49 | 4.23 | 25.46 | 5.71 |

(Source : Primary Data)

Table 5.21 shows the comparison of 'medium of instruction' in school with the mean competency scores between faculty (Self) and HOD.

The mean knowledge score for faculty with English as medium of instruction in school is 15.95 which is similar to the mean knowledge scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school, which is 16.03 when evaluated by faculty (Self) respondents. The same knowledge score  when evaluated by the HOD for the same faculty, it is found that the mean knowledge scores for faculty with English as medium of instruction in school is 14.91 and for faculty of with vernacular

127

(Tamil/Malayalam etc.) as medium of instruction in school is 14.11. HOD had rated the faculty with English as the medium of instruction in school, higher.

The mean skill score for faculty with English as medium of instruction in school is 34.35 which is higher than the mean skill scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school which is 34.05 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the HOD for the same faculty, it is found that the mean skill scores for faculty with English as medium of instruction in school is 31.45 and for faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 30.51. In both cases the faculty with English as the medium of instruction in school is higher.

The mean motive score for faculty with English as medium of instruction in school is 38.94 which is similar to the mean motive scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school which is 38.93 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the HOD for the same faculty, it is found that the mean motive scores for faculty with English as medium of instruction in school is 35.19 and for faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 33.51, here the faculty with English as the medium of instruction in school is higher

The mean traits score for faculty with English as medium of instruction in school is 20.81which is similar to the mean traits scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school which is 20.79 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the HOD for the same faculty, it is found that the mean traits scores for faculty with English as medium of instruction in school is 18.98 and for faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 18.56. In both cases the faculty with English as the medium of instruction in school is higher

The mean self-concept score for faculty with English as medium of instruction in school is 29.50 which is similar to the mean self-concept scores of faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school which is 29.49 when evaluated by faculty (Self) respondents. The same self-concept score when

evaluated by the HOD for the same faculty, it is found that the mean self-concept scores for faculty with English as medium of instruction in school is 26.16 and for faculty with vernacular (Tamil/Malayalam etc.) as medium of instruction in school is 25.46. In both cases the faculty with English as the medium of instruction in school is higher.

**To conclude,** the rating given by faculty (Self) are similar for either English or vernacular medium of instruction in school. The self-evaluation is higher than that given by the HOD for all five competencies for both English and vernacular medium of instruction in school.

**Table 5.22 -** **Repeated Measures ANOVA for the Five Competency Score by Medium of Instruction in School and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between medium of instruction in school | 1.534 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 32.69 | 6.710 | ** |
| | Faculty/ HOD vs medium of instruction in school | 2.65 | 3.869 | Ns |
| Skill | Between medium of instruction in school | 1.502 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 62.89 | 6.710 | ** |
| | Faculty/ HOD vs medium of instruction in school | 0.41 | 3.869 | Ns |
| Motive | Between medium of instruction in school | 1.57 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 75.45 | 6.710 | ** |
| | Faculty/ HOD vs medium of instruction in school | 1.914 | 3.869 | Ns |
| Traits | Between medium of instruction in school | 0.35 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 48.84 | 6.710 | ** |
| | Faculty/ HOD vs medium of instruction in school | 0. 29 | 3.869 | Ns |
| Self-Concept | Between medium of instruction in school | 0.58 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 89.94 | 6.710 | ** |
| | Faculty/ HOD vs medium of instruction in school | 0.53 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)        (Source : Primary Data)

Table 5.22 shows 'medium of instruction' in school, on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho21(a)**. The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between the medium of instruction in school (English/Vernacular).

It is seen from the above table that the calculated F-ratio, between 'the medium of instruction in school' for the competency of knowledge is 1.534, skill is 1.502, motive is 1.57, traits is 0. 35 and self-concept is 0.58 which tests for the equality of mean among the respondents' from English and Vernacular medium of instruction in school. The F-ratios are lower than the table value of 3.869 at 5% level of significance. This shows that the knowledge, skill, Motive, traits and self-concept scores do not vary significantly between 'the medium of instruction in school'.

**Ho21(a) Result:** It can be inferred that the competency scores do not vary significantly between the 'medium of instruction in school'. Hence, Ho21(a) is accepted.

**Ho21(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and HOD respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and HOD are - knowledge 32.69, skill 62.89, motive75.45, traits 48.84, and self-concept 89.94, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho21(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and HOD respondents. Hence, Ho21(b) is rejected for all five competencies.

**Ho21(c):** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'medium of instruction' in school and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'medium of instruction in school' on the five competency scores depends upon the type of respondent (Self and HOD), is tested and the corresponding F-ratio for knowledge is 2.65, skill is 0.41, for motive is

1.914, for traits 0.29, and for self-concept is 0.53, which are less than the table value of 3.869 at 5% level of significance. That is, the differences between the mean knowledge, skill, Motive, traits and self-concept scores for the 'medium of instruction' in school do not vary significantly based on Faculty (Self) or HOD.

**Ho21(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for the 'medium of instruction' in school do not vary significantly based on Faculty (Self) or HOD. Hence, hypothesis Ho21(c) is accepted for all 5 competencies.

**Table 5.23 - Comparison between Faculty (Self) and HOD for the Five Competencies with Educational Qualification**

| Competency | Educational Qualification | Faculty (Self) Score | | HOD - Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Post Graduate | 15.14 | 2.50 | 14.26 | 3.17 |
| | M.Phil. | 15.86 | 2.57 | 14.59 | 3.21 |
| | Ph.D. | 16.34 | 2.25 | 15.17 | 2.92 |
| Skill | Post Graduate | 33.00 | 4.17 | 30.83 | 5.54 |
| | M.Phil. | 34.11 | 4.27 | 30.81 | 5.86 |
| | Ph.D. | 34.93 | 3.89 | 32.08 | 5.66 |
| Motive | Post Graduate | 37.37 | 4.94 | 35.14 | 6.56 |
| | M.Phil. | 38.73 | 5.04 | 34.33 | 7.48 |
| | Ph.D. | 39.65 | 4.24 | 35.62 | 8.33 |
| Traits | Post Graduate | 19.97 | 2.99 | 18.54 | 3.63 |
| | M.Phil. | 20.33 | 3.26 | 18.60 | 4.24 |
| | Ph.D. | 21.72 | 2.68 | 19.43 | 4.06 |
| Self-Concept | Post Graduate | 27.94 | 3.18 | 25.91 | 5.27 |
| | M.Phil. | 29.41 | 3.88 | 25.61 | 5.56 |
| | Ph.D. | 30.06 | 3.79 | 26.68 | 5.37 |

(Source : Primary Data)

Table 5.23 shows the comparison of 'educational qualification' with the mean competency scores between faculty (Self) and HOD.

The mean knowledge score for faculty with only post-graduation is the lowest with 15.14, for faculty with M.Phil. is 15.8 6and for faculty with Ph.D. is the highest with 16.34 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, in all three groups.

The table shows that the mean skill score for faculty with only post-graduation is lowest with 33.00, for faculty with M.Phil. is 34.11 and for faculty with Ph.D. is the highest with 34.93 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, in all three groups.

The table shows that the mean motive score for faculty with only post-graduation is the lowest with 37.37, for faculty with M.Phil. is 38.73 and for faculty with Ph.D. is the highest with 39.65 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, in all three groups.

The table shows that the mean traits score for faculty with only post-graduation is the lowest with 19.97, for faculty with M.Phil. is 20.33 and for faculty with Ph.D. is the highest with 21.72 when evaluated by faculty (Self) respondents. The same traits score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, in all three groups.

The table shows that the mean self-concept score for faculty with only post-graduation is the lowest with 27.94, for faculty with M.Phil. is 29.41 and for faculty with Ph.D. is the highest with 30.06 when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, in all three groups.

**To conclude**, the faculty with Ph.D. qualification had been rated highest by both self and HOD for all five competencies. Also, the HOD's ratings are lower than the self-

evaluation scores of the faculty for all five competencies – knowledge, skill, Motive, traits and self-concept with regard to 'educational qualification' of the faculty.

**Table 5.24 - Repeated Measures ANOVA for Different Competencies by Educational Qualification and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between educational qualification | 4.726 | 4.668 | ** |
| | Between Faculty (Self) and HOD | 32.371 | 6.710 | ** |
| | Faculty/HOD vs educational qualification | 0.146 | 3.022 | Ns |
| Skill | Between educational qualification | 4.411 | 3.022 | * |
| | Between Faculty (Self) and HOD | 62.79 | 6.710 | ** |
| | Faculty/HOD vs educational qualification | 0.433 | 3.022 | Ns |
| Motive | Between educational qualification | 2.405 | 3.022 | Ns |
| | Between Faculty (Self) and HOD | 75.22 | 6.710 | ** |
| | Faculty/HOD vs educational qualification | 0.934 | 3.022 | Ns |
| Traits | Between educational qualification | 7.858 | 4.668 | ** |
| | Between Faculty (Self) and HOD | 48.84 | 6.710 | ** |
| | Faculty/HOD vs educational qualification | 0.631 | 3.022 | Ns |
| Self-Concept | Between educational qualification | 3.873 | 3.022 | * |
| | Between Faculty (Self) and HOD | 90.07 | 6.710 | ** |
| | Faculty/HOD vs educational qualification | 1.017 | 3.022 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)          (Source : Primary Data)

Table 5.24 shows 'educational qualification', on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho22(a): The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'educational qualification'.**

It is seen from the above table that the calculated F-ratio, between 'educational qualification' for the competency of knowledge is 4.726, for traits is 7.858, which tests for the equality of mean scores among the respondents' educational qualification. The F-ratio is higher than the table value of 4.668 at 1% level of significance. The F-ratio for skill competency is 4.411, and for self-concept is 3.873, which tests for the equality of mean scores among the respondents' educational qualification. The F-ratio is higher than the table value of 3.022 at 5% level of significance. This shows that the competency scores for knowledge, skill, traits and self-concept competencies vary significantly between 'educational qualifications'.

The calculated F-ratio, motive is 2.405, which is less than the table value of 3.022 at 5% level of significance. This shows that motive competency scores do not vary significantly between 'educational qualifications'.

**Ho22(a) Result:** It can be inferred that the hypothesis Ho22(a) is rejected for the competencies of knowledge, skill, traits and self-concept with regard to the 'educational qualification' and accepted for the motive competency.

**Ho22(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and HOD respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and HOD are- knowledge 32.371, skill 62.79, motive 75.22, traits 48.84, and self-concept 90.07, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho22(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and that of HOD. Hence Ho22(b) is rejected for all five competencies.

**Ho22(c):** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'educational qualifications' and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of educational qualification on competency scores depends upon the type of respondent, (Self and HOD) is tested and the corresponding F-ratio for knowledge is 0.146, for skill is 0.433, for motive is 0.934,

for traits is 0.631, and for self-concept is 1.017, which is less than the table value of 3.022 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'educational qualification' do not vary significantly based on Faculty (Self) or HOD.

**Ho22(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'educational qualification' do not vary significantly based on Faculty (Self) or HOD. Hence, hypothesis Ho22(c) is accepted.

**Table 5.25 - Comparison between Faculty (Self) and HOD for the Five Competencies with 'Additional Qualification'**

| Competency | Additional Qualification | Faculty (Self) Score | | HOD Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | None | 16.02 | 2.60 | 14.60 | 3.17 |
| | SLET | 15.81 | 2.04 | 15.24 | 2.71 |
| | NET | 15.24 | 1.95 | 15.13 | 3.46 |
| | Any other | 16.67 | 2.35 | 15.11 | 2.56 |
| Skill | None | 34.40 | 4.11 | 31.08 | 5.74 |
| | SLET | 34.03 | 3.88 | 31.59 | 5.71 |
| | NET | 32.74 | 4.43 | 31.50 | 6.70 |
| | Any other | 35.93 | 3.95 | 32.33 | 4.86 |
| Motive | None | 38.97 | 4.82 | 35.00 | 7.47 |
| | SLET | 39.19 | 4.12 | 34.27 | 8.69 |
| | NET | 37.55 | 5.20 | 34.71 | 8.41 |
| | Any other | 40.22 | 4.39 | 35.07 | 7.95 |
| Traits | None | 20.80 | 3.08 | 18.97 | 4.15 |
| | SLET | 20.84 | 2.95 | 18.62 | 4.00 |
| | NET | 20.16 | 3.22 | 19.03 | 4.13 |
| | Any other | 21.74 | 3.22 | 18.52 | 4.26 |
| Self-Concept | None | 29.78 | 3.82 | 26.10 | 5.43 |
| | SLET | 29.51 | 3.51 | 25.92 | 5.49 |
| | NET | 27.53 | 3.46 | 25.82 | 5.84 |
| | Any other | 29.74 | 4.12 | 25.96 | 5.51 |

(Source : Primary Data)

Table 5.25 shows the comparison of 'additional qualification' with the mean competency scores between faculty (Self) and HOD.

The mean knowledge score for faculty with other qualifications like B.Ed., MBA, etc. had the highest score of 16.67 and the least mean knowledge score is for faculty with NET qualification at 15.24 when evaluated by faculty (Self) respondents. The same knowledge scores when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for all four groups.

The table shows that the mean skill score for faculty with other qualifications like B.Ed., MBA, etc. have the highest score of 35.93 and the least mean skill score is for faculty with NET qualification at 32.74 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for all four groups.

The table shows that the mean motive score for faculty with other qualifications like B.Ed., MBA, etc. have the highest score of 40.22 and the least mean motive score is for faculty with NET qualification at 37.55 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for all four groups.

The table shows that the mean traits score for faculty with other qualifications like B.Ed., MBA, etc. have the highest score of 21.74 and the least mean traits score is for faculty with NET qualification at 20.16 when evaluated by faculty (Self) respondents. The same traits score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for all four groups.

The table shows that the mean self-concept score for faculty with no other qualifications like B.Ed., MBA, NET etc. have the highest score of 29.78 and self-concept the least mean self-concept score is for faculty with NET qualification at 27.53 when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for all four groups.

**To conclude**, self-evaluation shows the highest rating is for faculty with other qualifications like B.Ed., MBA, etc. The HODs' rating is lower than the self-evaluation

score of the faculty for all five competencies – knowledge, skill, Motive, traits and self-concept with regard to 'additional qualifications' of the faculty.

**Table 5.26 - Repeated Measures ANOVA for Different Competencies by Additional Qualification and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Additional qualification | 0.821 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 32.73 | 6.710 | ** |
| | Faculty/HOD vs Additional Qualification | 1.689 | 2.631 | Ns |
| Skill | Between Additional qualification | 1.719 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 63.06 | 6.710 | ** |
| | Faculty/HOD vs Additional Qualification | 1.112 | 2.631 | Ns |
| Motive | Between Additional qualification | 0.589 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 74.93 | 6.710 | ** |
| | Faculty/HOD vs Additional Qualification | 0.524 | 2.631 | Ns |
| Traits | Between Additional qualification | 0.261 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 48.93 | 6.710 | ** |
| | Faculty/HOD vs Additional Qualification | 0.971 | 2.631 | Ns |
| Self-Concept | Between Additional qualification | 1.642 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 90.03 | 6.710 | ** |
| | Faculty/HOD vs Additional Qualification | 0.964 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)      (Source : Primary Data)

Table 5.26 shows 'additional qualification', on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho23(a).** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between the 'additional qualifications'.

It is seen from the above table that the calculated F-ratio, between 'additional qualification' for the competency of knowledge is 0.821, for skill is 1.719, motive is 0.589, traits is 0.261, and self-concept is 1.642, which tests for the equality of mean among the respondents' additional qualification. The F-ratio is less than the table value of 2.63 at 5% level of significance. This shows that the 5 competency scores do not vary significantly between 'additional qualifications'.

**Ho23(a) Result:** It can be inferred that the competency scores do not vary significantly between 'additional qualification'. Hence Ho23(a) is accepted

**Ho23(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and HOD respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and HOD are, for knowledge is 32.73, skill is 63.06, motive is 74.93, traits is 48.93, and self-concept is 90.03, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho23(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and HOD respondents. Hence Ho23(b) is rejected for all five competencies.

**Ho23(c):** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'additional qualification' and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'additional qualification' on the five competency scores depend upon the type of respondent, (Self and HOD) is tested and the corresponding F-ratio for knowledge is 1.689, skill is 1.112, motive is 0.524, traits is 0.971, and self-concept is 0.964, which is less than the table value of 2.63 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'additional qualification' do not vary significantly based on Faculty (Self) or HOD.

**Ho23(c) Result: :** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'additional qualification' do not vary significantly based on Faculty (Self) or HOD. Hence, hypothesis Ho23(c) is accepted

**Table 5.27 -   Comparison between Faculty (Self) and HOD for the Five Competencies with Category of Employment**

| Competency | Category of Employment | Faculty (Self) Score | | HOD - Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Aided college | 16.73 | 2.13 | 15.36 | 3.04 |
| | Self-finance college | 15.85 | 2.50 | 14.68 | 3.12 |
| Skill | Aided college | 35.52 | 3.59 | 32.23 | 6.25 |
| | Self-finance college | 34.12 | 4.20 | 31.14 | 5.69 |
| Motive | Aided college | 40.34 | 3.98 | 35.82 | 9.16 |
| | Self-finance college | 38.73 | 4.86 | 34.76 | 7.50 |
| Traits | Aided college | 21.43 | 2.75 | 19.30 | 3.70 |
| | Self-finance college | 20.72 | 3.14 | 18.84 | 4.18 |
| Self-Concept | Aided college | 30.09 | 3.26 | 26.70 | 5.30 |
| | Self-finance college | 29.41 | 3.89 | 25.94 | 5.49 |

(Source : Primary Data)

Table 5.27 shows the comparison of 'category of employment' with the mean competency scores between faculty (Self) and HOD.

The mean knowledge score for aided college faculty is 16.73 which is higher than 15.85 the mean knowledge scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for both aided and self-finance colleges.

The mean skill score for aided college faculty is 35.52 which is higher than 34.12 the mean skill scores for self-finance college faculty, when evaluated by faculty (Self) respondents. The same skill score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for both aided and self- finance colleges.

The mean motive score for aided college faculty is 40.34 which is higher than 38.73 the mean motive scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same motive score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for both aided and self- financed college.

The mean traits score for aided college faculty is 21.43 which is higher than 20.72 the mean traits scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same traits score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for both aided and self- financed college.

The mean self-concept score for aided college faculty is 30.09 which is higher than 29.41 the mean self-concept scores for self-finance college faculty, when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the HOD is lower than the self-evaluation score for the same faculty, for both aided and self- finance college.

**To conclude**, the aided college faculty had been rated higher than the self-financed college faculty by both self and HOD for all five competencies. Also, the HOD's rating is lower than the self-evaluation score of the faculty for all five competencies – knowledge, skill, Motive, traits and self-concept.

**Table 5.28 - Repeated Measures ANOVA for Different Competencies by Category of Employment and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between category of employment | 5.654 | 3.861 | * |
| | Between Faculty (Self) and HOD | 32.44 | 6.710 | ** |
| | Faculty/HOD vs category of employment | 0.102 | 3.861 | Ns |
| Skill | Between category of employment | 4.657 | 3.861 | * |
| | Between Faculty (Self) and HOD | 62.83 | 6.710 | ** |
| | Faculty/HOD vs category of employment | 0. 079 | 3.861 | Ns |
| Motive | Between category of employment | 3.046 | 3.861 | Ns |
| | Between Faculty (Self) and HOD | 75.06 | 6.710 | ** |
| | Faculty/HOD vs category of employment | 0. 155 | 3.861 | Ns |
| Traits | Between category of employment | 1.887 | 3.861 | Ns |
| | Between Faculty (Self) and HOD | 48.81 | 6.710 | ** |
| | Faculty/HOD vs category of employment | 0. 102 | 3.861 | Ns |
| Self-Concept | Between category of employment | 1.840 | 3.861 | Ns |
| | Between Faculty (Self) and HOD | 89.80 | 6.710 | ** |
| | Faculty/HOD vs category of employment | 0.006 | 3.861 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)      (Source : Primary Data)

Table 5.28 shows 'category of employment', on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho24(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between aided and self-financed colleges.

It is seen from the above table that the calculated F-ratio for knowledge competency between aided and self-financed college faculty is 5.654 and for skill is 4.657, which tests for the equality of mean among aided and self-financed college faculty. The F-ratio is higher than the table value 3.861of at 5% level of significance. This shows that the competency scores of knowledge and skill vary significantly between 'category of employment'.

F-ratio for motive is 3.046, for traits is 1.887 and self-concept is 1.840, which is lower than the table value of 3.86 at 5% level of significance. This shows that the competency scores of Motive, traits and self-concept do not vary significantly between 'category of employment'.

**Ho24(a) Result: :** It can be inferred that the hypothesis Ho24(a) is rejected for the competencies of knowledge and skill, with regard to the 'category of employment' and accepted for the competencies of Motive, traits and self-concept.

**Ho24(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and HOD respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and HOD are, for knowledge is 13.96, skill is 58.43, motive is 52.85, traits is 49.80 and self-concept is 63.96, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho24(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and HOD respondents. Hence Ho24(b) is rejected for all five competencies.

**Ho24(c):** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to category of employment and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of category of employment on competency scores depends upon the type of respondent, (Self and HOD) is tested and the corresponding F-ratio for knowledge is 0.25, for skill is 0.08, for motive is 0.29, for traits is 0.14 and for self-concept is 0.16, which is less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'category of employment' do not vary significantly based on Faculty (Self) or HOD.

**Ho24(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'category of employment' do not vary significantly based on Faculty (Self) or HOD. Hence, hypothesis Ho24(c) is accepted.

**Table 5.29 - Comparison between Faculty (Self) and HOD for the Five Competencies with Designation**

| Competency | Designation | Faculty (Self) Score | | HOD- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Assistant Professor | 15.96 | 2.48 | 14.79 | 3.15 |
| | Associate Professor | 15.98 | 2.41 | 14.67 | 2.91 |
| Skill | Assistant Professor | 34.37 | 4.02 | 31.27 | 5.95 |
| | Associate Professor | 33.85 | 4.88 | 31.38 | 4.59 |
| Motive | Assistant Professor | 39.09 | 4.70 | 34.83 | 7.69 |
| | Associate Professor | 38.02 | 5.18 | 35.27 | 7.98 |
| Traits | Assistant Professor | 20.77 | 3.07 | 18.84 | 4.15 |
| | Associate Professor | 21.08 | 3.31 | 19.25 | 3.95 |
| Self-Concept | Assistant Professor | 29.55 | 3.70 | 26.00 | 5.57 |
| | Associate Professor | 29.17 | 4.54 | 26.27 | 4.88 |

(Source : Primary Data)

Table 5.29 shows the comparison of 'designation' with the mean competency scores between faculty (Self) and HOD.

The mean knowledge score for assistant professor is 15.96 which is less than the mean knowledge scores for associate professor which is 15.98 when evaluated by self (faculty respondents. The same knowledge score when evaluated by the HOD for the same faculty, it is found that the mean knowledge scores for assistant professor is 14.79 and  for associate professor is 14.67.

The mean skill score for assistant professor is 34.37 which is higher than the mean skill scores for associate professor which is 33.85 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the HOD for the same faculty, it is found that the mean skill scores for assistant professor is 31.27 and for associate professor is 31.38.

The mean motive score for assistant professor is 39.09 which is higher than the mean motive scores for associate professor which is 38.02 when evaluated by faculty (Self) respondents. The same motive score when evaluated by the HOD for the same faculty, it is found that the mean motive scores for assistant professor is 34.83 and  for associate professor is 35.27.

The mean traits score for assistant professor is 20.77 which is lower than the mean traits scores for associate professor which is 21.08 when evaluated by faculty (Self) respondents. The same traits score when evaluated by the HOD for the same faculty, it is found that the mean traits scores for assistant professor is 18.84 and for associate professor is 19.25.

The mean self-concept score for assistant professor is 29.55 which is higher than the mean self-concept scores for associate professor which is 29.17 when evaluated by faculty (Self) respondents. The same self-concept score  when evaluated by the HOD for the same faculty, it is found that the mean self-concept scores for assistant professor  is 26.00 and   for associate professor is 26.27, both groups of respondents have rated associate professors higher

**To conclude**, the HOD rating is lower than the self-evaluation score of the faculty for all five competencies. The HOD had rated the associate professors higher than the assistant professors for the competencies of skill, Motive, Traits and Self-concept and lower for only knowledge competency.

**Table 5.30 - Repeated Measures ANOVA for different Competencies by Designation and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Designation | 0.026 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 32.44 | 6.710 | ** |
| | Faculty/HOD vs Designation | 0.056 | 3.869 | Ns |
| Skill | Between Designation | 0.132 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 62.88 | 6.710 | ** |
| | Faculty/HOD vs Designation | 0.327 | 3.869 | Ns |
| Motive | Between Designation | 0.176 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 75.31 | 6.710 | ** |
| | Faculty/HOD vs Designation | 1.259 | 3.869 | Ns |
| Traits | Between Designation | 0.781 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 48.80 | 6.710 | ** |
| | Faculty/HOD vs Designation | 0.013 | 3.869 | Ns |
| Self-Concept | Between Designation | 0. 013 | 3.869 | Ns |
| | Between Faculty (Self) and HOD | 89.90 | 6.710 | ** |
| | Faculty/HOD vs Designation | 0.393 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)      (Source : Primary Data)

Table 5.30 shows 'designation' on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho25(a).** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between assistant professor and associate professor.

It is seen from the above table that the calculated F-ratio, between 'designation' for the competency knowledge is 0.026, for skill is 0.132, motive is 0.176, traits is 0.781, and self-concept is 0.013, which tests for the equality of mean among the respondents' additional qualification. The F-ratio is less than the table value of 3.869 at 5% level of

significance. This shows that the 5 competency scores do not vary significantly between 'designations'.

**Ho25(a) Result:** It can be inferred that the competency scores do not vary significantly between 'designations'. Hence Ho25(a) is accepted for all five competencies.

**Ho25(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and HOD respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are, for knowledge 32.44, skill 62.88, motive75.31, traits 48.80, and self-concept 89.90, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho25(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and HOD. Hence Ho25(b) is rejected for all five competencies

**Ho25(c).** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to designation and the five competencies of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'designation' on competency score depends upon the type of respondent (Self and HOD) is tested and the corresponding F-ratio for knowledge is 0.056, skill is 0.327, motive is 1.259, traits is 0.013, and self-concept is 0.393, which is less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for assistant and associate professors do not vary significantly based on Faculty (Self) or HOD.

**Ho25(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'designation' do not vary significantly based on Faculty (Self) or HOD. Hence, hypothesis Ho25(c) is accepted.

**Table 5.31 - Comparison between Faculty (Self) and HOD for the Five Competencies with Teaching Experience**

| Competency | Teaching Experience | Faculty (Self) Score | | HOD Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | 1-5 years | 15.97 | 2.25 | 14.69 | 3.13 |
| | 6 - 10 years | 15.95 | 2.56 | 14.47 | 3.18 |
| | 11 - 15 years | 15.69 | 2.48 | 15.73 | 3.08 |
| | 16 and above | 16.38 | 2.67 | 14.55 | 2.67 |
| Skill | 1-5 years | 34.57 | 3.57 | 31.22 | 5.98 |
| | 6 - 10 years | 34.14 | 4.37 | 31.01 | 6.00 |
| | 11 - 15 years | 34.39 | 3.78 | 31.84 | 5.50 |
| | 16 and above | 34.05 | 5.20 | 31.50 | 4.96 |
| Motive | 1-5 years | 39.31 | 4.34 | 34.56 | 7.71 |
| | 6 - 10 years | 38.62 | 5.14 | 34.43 | 8.02 |
| | 11 - 15 years | 38.98 | 4.36 | 35.82 | 7.22 |
| | 16 and above | 39.05 | 5.18 | 35.83 | 7.53 |
| Traits | 1-5 years | 20.59 | 3.17 | 18.56 | 3.93 |
| | 6 - 10 years | 20.49 | 3.08 | 18.69 | 4.19 |
| | 11 - 15 years | 21.58 | 2.45 | 20.05 | 4.23 |
| | 16 and above | 21.24 | 3.65 | 18.69 | 4.02 |
| Self-Concept | 1-5 years | 29.49 | 3.54 | 26.00 | 5.60 |
| | 6 - 10 years | 29.31 | 3.88 | 25.52 | 5.65 |
| | 11 - 15 years | 30.05 | 3.34 | 26.82 | 5.18 |
| | 16 and above | 29.33 | 4.85 | 26.69 | 4.91 |

(Source : Primary Data)

Table 5.31 shows the comparison of 'teaching experience' with the mean competency scores between faculty (Self) and HOD.

The mean knowledge score for faculty with teaching experience 16 years and above have the highest score of 16.38 and the least mean knowledge score is for faculty with 11-15 years of teaching experience at 15.69 when evaluated by faculty (Self). The same knowledge score when evaluated by the HOD for the same faculty, it is found that the mean knowledge scores for faculty with 11-15 years of teaching experience is the highest at 15.73 and the least mean knowledge score is for faculty with 6-10 years of teaching experience at 14.47.

The table shows that the mean skill score for faculty with teaching experience 1-5 years have the highest score of 34.57 and the least mean skill score is for faculty with 16 years and above teaching experience at 34.05 when evaluated by faculty (Self). The same skill score when evaluated by the HOD for the same faculty, it is found that the mean skill scores for faculty with 16years and above of teaching experience is the highest at 35.83 and the least mean skill score is for faculty with 6-10 years of teaching experience at 31.01.

The table shows that the mean motive score for faculty with teaching experience of 1-5 years have the highest score of 39.31 and the least mean motive score is for faculty with 6-10 years of teaching experience at 34.43 when evaluated by faculty (Self). The same motive score when evaluated by the HOD for the same faculty, it is found that the mean motive scores for faculty with teaching experience of 16 years and above is the highest at 35.83 and the least mean motive score is for faculty with 6-10 years of teaching experience at 34.43.

The table shows that the mean traits score for faculty with 11-15 years of teaching experience have the highest score of 21.58 and the least mean traits score is for faculty with 6 - 10 years of teaching experience at 20.49 when evaluated by faculty (Self). The same traits score when evaluated by the HOD for the same faculty, it is found that the mean traits scores for faculty with 11-15 years of teaching experience is the highest at 20.05 and the least mean traits score is for faculty with 1-5 years of teaching experience at 18.56.

The table shows that the mean self-concept score for faculty with teaching experience 11-15 years have the highest score of 30.05 and the least mean self-concept

147

score is for faculty with 6-10 years of teaching experience at 29.31 when evaluated by faculty (Self). The same self-concept score when evaluated by the HOD for the same faculty, it is found that the mean self-concept scores for faculty with 11-15 years of teaching experience is the highest at 26.82 and the least mean knowledge score is for faculty with 6-10 years of teaching experience at 25.52.

**To conclude**, it can be noted that the highest mean competency score for teaching experience when evaluated by HOD it is for the faculty with teaching experience of 11-15 years but when evaluated by faculty (Self) it varies for each competency. The HODs' evaluation is lower than the self-evaluation score of the faculty for all five competencies.

**Table 5.32 - Repeated Measures ANOVA for different Competencies by Teaching Experience and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Teaching experience | 0.897 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 33.04 | 6.710 | ** |
| | Faculty/HOD vs Teaching experience | 2.783 | 2.631 | * |
| Skill | Between Teaching experience | 0.362 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 62.58 | 6.710 | ** |
| | Faculty/HOD vs Teaching experience | 0.238 | 2.631 | Ns |
| Motive | Between Teaching experience | 0.700 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 74.97 | 6.710 | ** |
| | Faculty/HOD vs Teaching experience | 0.574 | 2.631 | Ns |
| Traits | Between Teaching experience | 3.681 | 2.631 | * |
| | Between Faculty (Self) and HOD | 48.67 | 6.710 | ** |
| | Faculty/HOD vs Teaching experience | 0.378 | 2.631 | Ns |
| Self-Concept | Between Teaching experience | 1.457 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 89.54 | 6.710 | ** |
| | Faculty/HOD vs Teaching experience | 0.343 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)        (Source : Primary Data)

Table 5.32 shows 'teaching experience', on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho26(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'teaching experience'(in years).

It is seen from the above table that the calculated F-ratio, between number of years of teaching experience, for the competency of knowledge is 0.897, skill is 0.362, motive is 0.700, and self-concept is 1.457, which tests for the equality of mean competency scores. The F-ratio is less than the table value of 2.631 at 5% level of significance. This shows that the competency scores of knowledge, skill, motive and self-concept do not vary significantly between 'teaching experience'.

F-ratio for traits is 3.681, which tests for the equality of mean which is higher than the table value of 2.631 at 5% level of significance. This shows that the traits competency scores vary significantly between 'teaching experience'.

**Ho26(a) Result:** It can be inferred that the hypothesis Ho26(a) is accepted for the competencies of knowledge, skill, motive and self-concept with regard to 'educational qualification' and rejected for the traits competency.

**Ho26(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and HOD are - knowledge 33.04, skill 62.58, motive74.97, traits 48.67, and self-concept 89.54, which is higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho26(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and HOD. Hence Ho26(b) is rejected for all five competencies.

**Ho26(c):** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'teaching experience' and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of teaching experience on competency score depends upon the type of respondent (Self and HOD) is tested and the corresponding F-ratio for knowledge is 2.783, which is higher than the table value of 2.631 at 5% level of significance. That is, mean knowledge competency score for the number of years of 'teaching experience' change significantly based on Faculty (Self) or HOD respondents.

The interaction effect, that is the influence of teaching experience on competency score depends upon the type of respondent (Self and HOD) is tested and the corresponding F-ratio for skill is 0.238, motive is 0.574, traits is 0.378, and self-concept is 0.343, which is less than the table value of 2.631 at 5% level of significance. That is, the differences between mean competency scores of skill, Motive, traits, and self-concept for the number of years of 'teaching experience' do not change significantly based on Faculty (Self) or HOD respondents.

**Ho26(c) Result:** It can be inferred that the hypothesis Ho26(c) is accepted for the competencies of skill, Motive, traits and self-concept with regard to the 'teaching experience' of the faculty and rejected for the knowledge competency.

**Table 5.33 - Comparison between Faculty (Self) Respondents and HOD Respondents for the Five Competencies with Industrial Experience**

| Competency | Industrial Experience | Faculty (Self) Score | | HOD - Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Nil | 16.04 | 2.47 | 14.82 | 3.04 |
| | 1 - 2 years | 16.00 | 2.35 | 15.02 | 3.24 |
| | 3 - 4 years | 15.27 | 2.86 | 14.90 | 2.94 |
| | 5 and above | 16.00 | 2.20 | 13.52 | 3.64 |
| Skill | Nil | 34.49 | 4.01 | 31.66 | 5.84 |
| | 1 - 2 years | 34.04 | 4.53 | 30.85 | 4.32 |
| | 3 - 4 years | 33.43 | 4.73 | 31.37 | 5.93 |
| | 5 and above | 34.09 | 3.98 | 28.35 | 7.15 |

| Competency | Industrial Experience | Faculty (Self) Score | | HOD - Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Motive | Nil | 39.13 | 4.65 | 35.05 | 7.74 |
| | 1 - 2 years | 38.46 | 4.92 | 35.50 | 7.14 |
| | 3 - 4 years | 38.30 | 5.23 | 35.00 | 7.59 |
| | 5 and above | 38.87 | 5.27 | 31.74 | 8.74 |
| Traits | Nil | 20.80 | 3.13 | 18.99 | 4.13 |
| | 1 - 2 years | 21.26 | 2.80 | 19.19 | 3.49 |
| | 3 - 4 years | 20.03 | 3.38 | 18.80 | 4.63 |
| | 5 and above | 20.83 | 3.10 | 17.43 | 4.70 |
| Self-Concept | Nil | 29.60 | 3.75 | 26.26 | 5.56 |
| | 1 - 2 years | 29.65 | 3.68 | 25.98 | 4.61 |
| | 3 - 4 years | 28.00 | 4.58 | 25.97 | 5.55 |
| | 5 and above | 30.04 | 3.64 | 23.96 | 6.15 |

(Source : Primary Data)

Table 5.33 shows the comparison of 'industrial experience' with the mean competency scores between faculty (Self) and HOD.

The mean knowledge score for faculty with no industrial experience has the highest score of 16.04 and the least mean knowledge score is for faculty with 3 - 4 years of industrial experience at 15.27 when evaluated by faculty (Self). The same knowledge score when evaluated by the HOD for the same faculty, it is found that the mean knowledge scores for faculty with 1 - 2 years industrial experience is the highest at 15.02 and the least mean knowledge score is for faculty with more than 5 years of industrial experience at 13.52.

The table shows that the mean skill score for faculty with no industrial experience has the highest score of 34.49 and the least mean skill score is for faculty with 3 - 4 years industrial experience at 33.43 when evaluated by faculty (Self). The same skill score when evaluated by the HOD for the same faculty, it is found that the mean skill scores for

faculty with no industrial experience is the highest at 31.66 and the least mean skill score is for faculty with more than 5 years of industrial experience at 28.35.

The table shows that the mean motive score for faculty with industrial experience 5 years and above has the highest score of 39.13 and the least mean motive score is for faculty with 3 - 4 years of industrial experience at 38.30 when evaluated by faculty (Self). The same motive score when evaluated by the HOD for the same faculty, it is found that the mean motive scores for faculty with 1 - 2 years industrial experience is the highest at 35.50 and the least mean motive score is for faculty with more than 5 years of industrial experience at 31.74.

The table shows that the mean traits score for faculty with 1 – 2 years of industrial experience has the highest score of 19.19 and the least mean traits score is for faculty with more than 5 years of industrial experience at 17.43 when evaluated by faculty (Self). The same traits score when evaluated by the HOD for the same faculty, it is found that the mean traits scores for faculty with 1 – 2 years of industrial experience is the highest at 19.19 and the least mean traits score is for faculty with more than 5 years of industrial experience at 17.43.

The table shows that the mean self-concept score for faculty with more than 5 years of industrial experience has the highest score of 30.04 and the least mean self-concept score is for faculty with 3-4 years of industrial experience at 28.00 when evaluated by faculty (Self). The same self-concept score when evaluated by the HOD for the same faculty, it is found that the mean self-concept scores for faculty with no industrial experience is the highest at 26.26 and the least mean knowledge score is for faculty with 5 years and above of industrial experience at 23.96.

**To conclude,** the HOD's evaluation scores showed that faculty with more than 5 years of industrial experience had the least competency scores. The HOD rating is lower than the self-evaluation score of the faculty for all five competencies.

**Table 5.34 - Repeated Measures ANOVA for Different Competencies by Industrial Experience and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Industrial experience | 1.031 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 32.64 | 6.710 | ** |
| | Faculty/HOD vs Industrial experience | 1.371 | 2.631 | Ns |
| Skill | Between Industrial experience | 2.261 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 63.22 | 6.710 | ** |
| | Faculty/HOD vs Industrial experience | 1.400 | 2.631 | Ns |
| Motive | Between Industrial experience | 1.017 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 75.48 | 6.710 | ** |
| | Faculty/HOD vs Industrial experience | 1.346 | 2.631 | Ns |
| Traits | Between Industrial experience | 1.231 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 48.89 | 6.710 | ** |
| | Faculty/HOD vs Industrial experience | 0.887 | 2.631 | Ns |
| Self-Concept | Between Industrial experience | 1.186 | 2.631 | Ns |
| | Between Faculty (Self) and HOD | 90.59 | 6.710 | ** |
| | Faculty/HOD vs Industrial experience | 1.661 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.34 shows 'industrial experience', on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho27(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'industrial experience'(in years).

It is seen from the above table that the calculated F-ratio, between the number of years of industrial experience, for the competency of knowledge is 1.031, skill 2.261, motive1.017, traits 1.231, and self-concept 1.186, which tests for the equality of mean competency scores among the faculty respondents'. The F-ratio is less than the table

value of 2.631 at 5% level of significance. This shows that the competency scores do not vary significantly between 'industrial experience'.

**Ho27(a) Result:** It can be inferred that the competency scores do not vary significantly between industrial experience. Hence Ho27(a) is accepted.

**Ho27(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and HOD respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and HOD are - knowledge 32.64, skill 63.22, motive75.48, traits 48.89, and self-concept is 90.59, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho27(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and HOD. Hence Ho27(b) is rejected for all five competencies.

**Ho27(c):** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'industrial experience' and the mean competency score of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of industrial experience on competency score depends upon the type of respondent (Self and HOD) is tested and the corresponding F-ratio for knowledge is 1.371, skill is 1.400, motive is 1.346, traits is 0.887, and self-concept is 1.661, which is less than the table value of 2.631 at 5% level of significance. That is, the differences between mean knowledge, skill, Motive, traits scores and self-concept for the 'number of years of industrial experience' do not vary significantly based on Faculty (Self) or HOD.

**Ho27(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for number of years of industrial experience do not vary significantly based on Faculty (Self) and HOD. Hence, Hypothesis Ho27(c) is accepted.

**Table 5.35 - Comparison between Faculty (Self) Respondents and HOD Respondents for the Five Competencies with Number of Registered Research Scholars**

| Competency | No. of Registered Research Scholars | Faculty (Self) Score | | HOD - Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | None | 15.91 | 2.46 | 14.69 | 3.16 |
| | 1 - 2 scholars | 16.27 | 3.10 | 15.93 | 2.31 |
| | 3 - 4 scholars | 17.09 | 2.39 | 15.45 | 2.54 |
| | 5 and above | 15.80 | 1.69 | 14.70 | 3.16 |
| Skill | None | 34.23 | 4.14 | 31.05 | 5.86 |
| | 1 - 2 scholars | 34.80 | 5.33 | 33.73 | 3.83 |
| | 3 - 4 scholars | 35.36 | 3.80 | 32.27 | 5.52 |
| | 5 and above | 34.40 | 3.20 | 33.50 | 4.84 |
| Motive | None | 38.91 | 4.71 | 34.69 | 7.69 |
| | 1 - 2 scholars | 38.93 | 6.04 | 37.27 | 7.94 |
| | 3 - 4 scholars | 39.27 | 6.28 | 34.82 | 8.75 |
| | 5 and above | 39.50 | 3.75 | 37.60 | 7.43 |
| Traits | None | 20.67 | 3.10 | 18.71 | 4.18 |
| | 1 - 2 scholars | 21.93 | 3.35 | 21.67 | 2.44 |
| | 3 - 4 scholars | 22.36 | 2.50 | 19.36 | 2.80 |
| | 5 and above | 21.60 | 2.76 | 20.10 | 4.15 |
| Self-Concept | None | 29.48 | 3.75 | 25.88 | 5.54 |
| | 1 - 2 scholars | 29.60 | 5.33 | 28.20 | 4.38 |
| | 3 - 4 scholars | 29.55 | 4.11 | 26.36 | 5.14 |
| | 5 and above | 29.80 | 3.61 | 27.30 | 4.99 |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.35 shows the comparison of 'number of registered research scholars' registered under the faculty, with the mean competency scores between faculty (Self) and HOD

The mean knowledge score for faculty with 3-4 registered research scholars has the highest score of 17.09 and the least mean knowledge score is for faculty with 5 scholars and more at 15.80 when evaluated by faculty (Self). The same knowledge score when evaluated by the HOD for the same faculty, it is found that the mean knowledge scores for faculty with 1 - 2 scholars is the highest at 15.93 and the least mean knowledge score is for faculty with no scholars at 14.69.

The table shows that the mean skill score for faculty with 3-4 registered research scholars has the highest score of 35.36 and the least mean knowledge score is for faculty with no research scholars at 34.23 when evaluated by faculty (Self). The same skill score when evaluated by the HOD for the same faculty, it is found that the mean skill scores for faculty with 1 - 2 scholars is the highest at 33.73 and the least mean skill score is for faculty with no scholars at 31.05.

The table shows that the mean motive score for faculty is similar when evaluated by faculty (Self). The same motive score when evaluated by the HOD for the same faculty, it is found that the mean motive scores for faculty with more than 5 scholars is the highest at 37.60 and the least mean motive score is for faculty with no scholars at  34.69.

The table shows that the mean traits score for faculty with 3-4 registered research scholars has the highest score of 22.36 and the least mean traits score is for faculty with no scholars at 20.67 when evaluated by faculty (Self). The same traits score when evaluated by the HOD for the same faculty, it is found that the mean traits scores for faculty with 1- 2 scholars is the highest at 21.67 and the least mean traits score is for faculty with no scholars at 18.71.

The table shows that the mean Self-Concept score for faculty with or without registered scholars is similar when assessed by faculty (Self). The same Self-Concept score when evaluated by the HOD for the same faculty, it is found that the mean Self-Concept scores for faculty with 1-2 scholars is the highest at 28.20 and the least mean Self-Concept score is for faculty with no scholars at 25.88.

**To conclude,** the HOD evaluation was highest for faculty with 1-2 scholars and the HOD's evaluation were lower than the faculty (Self) evaluation scores for all five competencies.

**Table 5.36 - Repeated Measures ANOVA for Different Competencies by Number of Registered Research Scholars and Faculty (Self) Respondents with HOD Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between number of scholars | 1.486 | 2.631 | Ns |
|  | Between Faculty (Self) and HOD | 32.33 | 6.710 | ** |
|  | Faculty/ HOD vs number of scholars | 0.301 | 2.631 | Ns |
| Skill | Between number of scholars | 1.674 | 2.631 | Ns |
|  | Between Faculty (Self) and HOD | 62.86 | 6.710 | ** |
|  | Faculty/ HOD vs number of scholars | 0.740 | 2.631 | Ns |
| Motive | Between number of scholars | 0.766 | 2.631 | Ns |
|  | Between Faculty (Self) and HOD | 75.01 | 6.710 | ** |
|  | Faculty/ HOD vs number of scholars | 0.633 | 2.631 | Ns |
| Traits | Between number of scholars | 4.256 | 3.840 | ** |
|  | Between Faculty (Self) and HOD | 48.83 | 6.710 | ** |
|  | Faculty/ HOD vs number of scholars | 0.733 | 2.631 | Ns |
| Self-Concept | Between number of scholars | 0.858 | 2.631 | Ns |
|  | Between Faculty (Self) and HOD | 89.73 | 6.710 | ** |
|  | Faculty/ HOD vs number of scholars | 0.585 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)       (Source : Primary Data)

Table 5.36 shows 'number of research scholars registered' under the faculty, on the mean scores for the five competencies that are rated by Faculty (Self) and HOD and the interaction for the same.

**Ho28(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'number of research scholars registered' under the faculty.

It is seen from the above table that the calculated F-ratio, between 'number of research scholars registered' under the faculty for the competency of knowledge is 1.486, for skill is 1.674, motive is 0.766, traits is 4.256, and self-concept is 0.858, which tests for the equality of mean. The F-ratio is less than the table value of 2.631 at 5% level of significance. This shows that the competency scores of knowledge, skill, Motive, and self-concept do not vary significantly with the 'number of research scholars registered' under the faculty.

The calculated F-ratio, between 'number of research scholars registered' under the faculty for the traits competency is 4.256, which tests for the equality of mean which is more than the table value of 3.840 at 1% level of significance. This shows that the traits competency scores vary significantly between 'number of research scholars registered'

**Ho28(a) Result:** It can be inferred that the hypothesis Ho28(a) is accepted for the competencies of knowledge, skill, motive and self-concept with regard to the 'number of research scholars registered' with the faculty and rejected for the traits competency.

**Ho28(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and HOD respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and HOD are - knowledge 6.747, skill 485.85, motive23.775, traits 48.470, and self-concept 11.10, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and HOD respondents.

**Ho28(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and HOD respondents. Hence Ho28(b) is rejected for all five competencies.

**Ho28(c):** There is no interaction effect between the respondents of faculty (Self) and HOD with respect to the 'number of research scholars registered' under the faculty and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of the 'number of research scholars registered under the faculty' on competency score depends upon the type of respondent (Self and HOD) is tested and the corresponding F-ratio for knowledge is 0.865, skill is 0.490, motive is 0.495, traits is 0.303, and self-concept is 0.617, which are less than the table value of 2.631 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits, and self-concept for the 'number of research scholars registered' under the faculty do not vary significantly based on Faculty (Self) or HOD.

**Ho28(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'number of research scholars registered' under the faculty do not differ significantly based on Faculty (Self) and HOD. Hence, Hypothesis Ho28(c) is accepted.

There is a significant difference between self-evaluation and HOD evaluation, with the HOD evaluation being lower than the self-evaluation. Similar results were revealed in the studies conducted by Berbee (1993) and John Paul (2015), where the superior's evaluation was found to be marginally lower than self-evaluation.

**SECTION F - COMPARISON BETWEEN FACULTY (SELF) AND STUDENTS**

Students of the faculty (respondents) evaluated the faculty through questionnaires on all five competencies. This was compared with the self-evaluation given by the faculty respondents. The questionnaires' were coded and the ratings given by the faculty and students were kept confidential.

The results of Repeated Measure ANOVA are split into three parts. In the first part comparison is made within groups of selected personal and job-related variables. The second, comparison of competency scores as evaluated by faculty (Self) and student evaluation. Thirdly, the comparison between groups of selected personal and job-related variables and their interaction effect with the type of respondent, faculty (Self) and student are reported. The results are tabulated in the following pages.

**Table 5.37 - Comparison between Faculty (Self) Respondents and Student Respondents with Gender for all Five Competencies -** Table 5.37

| Competency | Gender | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Male | 17.04 | 2.35 | 16.40 | 2.39 |
| | Female | 16.63 | 2.27 | 15.98 | 2.44 |
| Skill | Male | 29.57 | 3.69 | 27.78 | 4.08 |
| | Female | 29.93 | 3.68 | 27.66 | 4.18 |
| Motive | Male | 26.46 | 3.27 | 24.86 | 3.30 |
| | Female | 26.64 | 3.15 | 24.85 | 3.36 |
| Traits | Male | 26.38 | 3.42 | 25.36 | 2.77 |
| | Female | 26.94 | 3.03 | 25.19 | 3.28 |
| Self-Concept | Male | 21.32 | 2.94 | 19.88 | 2.83 |
| | Female | 21.73 | 2.63 | 20.09 | 2.90 |

(Source : Primary Data)

Table 5.37 shows the comparison of gender with the mean competency scores, between faculty (Self) and students.

The mean knowledge score for male is 17.04 which is greater than the mean knowledge score for female, which is 16.63 when evaluated by faculty (Self) respondents. The students had also rated the male faculty higher than the female faculty.

The mean skill score for male is 29.57 which is less than the mean skill score for female which is 29.93 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the students, the male faculty are rated higher.

The mean motive score for male is 26.46 which is less than the mean motive scores for female which is 26.64 when evaluated by faculty (Self) respondents. When evaluated by the students, both male and female faculties have received similar scores.

The mean traits score for male is 26.38 which is less than the mean traits scores for female which is 26.94 when evaluated by faculty (Self) respondents. The same trait score when evaluated by the students, male faculty had been rated higher than the female faculty.

The mean self-concept score for male is 21.32 which is less than the mean self-concept scores for females which is 21.73 when evaluated by faculty (Self) respondents. The students had also rated the female faculty higher than the male faculty.

**To conclude** the self-evaluation score of male and female faculty were similar but the students' rating are lower than the self-evaluation scores of the faculty for all the five competencies of knowledge, skill, Motive, traits and self-concept. The students have evaluated the male faculty higher than the female faculty for most of the competencies.

**Table 5.38 - Repeated Measures ANOVA for different Competencies by Gender and Faculty (Self) Respondents with Student Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Gender | 3.339 | 3.869 | Ns |
| | Between Faculty (Self) and student | 13.95 | 6.710 | ** |
| | Faculty/student vs Gender | 0.001 | 3.869 | Ns |
| Skill | Between Gender | 0.097 | 3.869 | Ns |
| | Between Faculty (Self) and student | 58.50 | 6.710 | ** |
| | Faculty/student vs Gender | 0.489 | 3.869 | Ns |

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Motive | Between Gender | 0.078 | 3.869 | Ns |
| | Between Faculty (self) and student | 52.82 | 6.710 | ** |
| | Faculty/student vs Gender | 0.102 | 3.869 | Ns |
| Traits | Between Gender | 0.403 | 3.869 | Ns |
| | Between Faculty (Self) and student | 50.03 | 6.710 | ** |
| | Faculty/student vs Gender | 1.766 | 3.869 | Ns |
| Self-Concept | Between Gender | 1.292 | 3.869 | Ns |
| | Between Faculty (Self) and student | 63.86 | 6.710 | ** |
| | Faculty/student vs Gender | 0.161 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.38 shows gender on the mean scores for the five competencies that are rated by Faculty (Self) and students and the interaction for the same.

**Ho29(a).** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between Male and Female.

It is seen from the above table that the calculated F-ratio, between Gender for knowledge is 3.339, skill is 0.09, motive is 0.07, traits is 0.40, and self-concept is 1.29 which tests for the equality of mean among the Male and Female. The F-ratio is less than the table value of 3.869 at 5% level of significance. This shows that the competency scores for all five competencies do not vary significantly between genders.

**Ho29(a) Result:** It can be inferred that the competency scores do not vary significantly between Male and Female. Hence Ho29(a) is accepted.

**Ho29(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are - knowledge 13.95, skill 58.50, motive52.82, traits 50.03, and self-concept 63.86, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and students respondents.

**Ho29(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and students respondents. Hence Ho29(b) is rejected for all five competencies.

**Ho29(c).** There is no interaction effect between the respondents of faculty (Self) and students with respect to gender and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of Gender on the five competencies depend upon the type of respondent (Self and Student) is tested and the corresponding F-ratio for knowledge is 0.001, skill is 0.48, motive is 0.10, traits is 1.76 and self-concept is 0.16, which are less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for the two genders do not vary significantly based on Faculty (Self) or Student.

**Ho29(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for the two genders do not vary significantly based on Faculty (Self) or Student. Hence, Hypothesis Ho29(c) is accepted.

**Table 5.39 - Comparison between Faculty (Self) and Students for the Five Competencies with Medium of Instruction in School**

| Competency | School Education | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | English | 16.74 | 2.28 | 16.24 | 2.33 |
| | Vernacular | 16.64 | 2.38 | 15.24 | 2.75 |
| Skill | English | 29.90 | 3.66 | 27.97 | 4.00 |
| | Vernacular | 29.67 | 3.81 | 26.38 | 4.63 |
| Motive | English | 26.57 | 3.16 | 25.00 | 3.28 |
| | Vernacular | 26.74 | 3.23 | 24.16 | 3.57 |
| Traits | English | 26.85 | 3.14 | 25.29 | 3.20 |
| | Vernacular | 26.69 | 3.04 | 24.93 | 3.07 |
| Self-Concept | English | 21.65 | 2.60 | 20.20 | 2.77 |
| | Vernacular | 21.61 | 3.13 | 19.34 | 3.30 |

(Source : Primary Data)

Table 5.39 shows the comparison of 'medium of instruction' in school (English/vernacular) with the mean competency scores, between faculty (Self) and students.

The self-evaluation scores of the faculty are similar for both English medium and vernacular medium of instruction but the rating given by the faculty from English medium is higher in most of the competencies except for motive competency, where it is marginally lower. The students have rated the faculty from English medium higher for all 5 competencies and also the students rating is lower than the self-rating in all the categories.

The table shows that the mean knowledge score for faculty with English as the medium of instruction in school is 16.74 which is similar to 16.64 which is the mean knowledge score for faculty from a vernacular(Tamil/Malayalam etc.) medium of instruction in school when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the students is lower than the self-evaluation score for the same faculty in both groups.

The mean skill score for faculty with English as the medium of instruction in school is 29.90 which is higher than the mean skill scores of faculty with a vernacular (Tamil/Malayalam etc.) medium of instruction in school which is 29.93 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the students is lower than the self-evaluation score for the same faculty in both groups.

The mean motive score for faculty with English as the medium of instruction in school is 26.57 which is less than the mean motive scores of faculty with vernacular (Tamil/Malayalam etc.) medium of instruction in school which is 26.74 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the students is lower than the self-evaluation score for the same faculty in both groups.

The mean traits score for faculty with English as the medium of instruction in school is 26.85 which is higher than the mean skill scores of faculty with vernacular (Tamil/Malayalam etc.) medium of instruction in school which is 26.69 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the students is lower than the self-evaluation score for the same faculty in both groups.

The mean self-concept score for faculty with English as the medium of instruction in school is 21.65 which is higher than the mean self-concept scores of faculty with vernacular (Tamil/Malayalam etc.) medium of instruction in school which is 21.61 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the students is lower than the self-evaluation score for the same faculty in both groups.

**To conclude**, the self-evaluation score of faculty with English as the medium of instruction in school and vernacular (Tamil/Malayalam etc.) medium of instruction in school were similar but the students' rating were lower than the self-evaluation scores of the faculty for all five competencies of knowledge, skill, Motive, traits and self-concept.

**Table 5.40 - Repeated Measures ANOVA for Different Competencies by Medium of Instruction in School and Faculty (Self) with Student Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between languages | 5.198 | 3.869 | * |
| | Between Faculty (Self) and student | 14.119 | 6.710 | ** |
| | Faculty/student vs language | 3.983 | 3.869 | * |
| Skill | Between languages | 4.887 | 3.869 | * |
| | Between Faculty (Self) and student | 59.00 | 6.710 | ** |
| | Faculty/student vs language | 3.429 | 3.869 | Ns |
| Motive | Between languages | 1.033 | 3.869 | Ns |
| | Between Faculty (Self) and student | 53.21 | 6.710 | ** |
| | Faculty/student vs language | 2.618 | 3.869 | Ns |
| Traits | Between languages | 0.607 | 3.869 | Ns |
| | Between Faculty (Self) and student | 49.79 | 6.710 | ** |
| | Faculty/student vs language | 0.110 | 3.869 | Ns |
| Self-Concept | Between languages | 2.393 | 3.869 | Ns |
| | Between Faculty (Self) and student | 64.29 | 6.710 | ** |
| | Faculty/student vs language | 2.450 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)      (Source : Primary Data)

Table 5.40 shows 'medium of instruction' in school (English/Vernacular), on the mean scores for the five competencies that are rated by Faculty (Self) and students and the interaction for the same.

**Ho30(a)**. The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'medium of instruction' in school (English/Vernacular).

It is seen from the above table that the calculated F-ratio, between 'the medium of instruction in school' for the competency of knowledge is 5.19 and for skill is 4.88 which tests for the equality of mean and is higher than the table value of 3.869 at 5% level of significance. This shows that the knowledge and skill scores vary significantly between 'medium of instruction in school'.

The calculated F-ratio, between 'the medium of instruction in school' for the competency of motive is 1.03, for traits is 0.60, for self-concept is 2.39, which are less than the table value of 3.869 at 5% level of significance. This shows that motive, traits and self-concept competency scores do not vary significantly between 'the medium of instruction' in school.

**Ho30(a) Result:** It can be inferred that the hypothesis Ho30(a) is rejected for the competencies of knowledge and skill with regard to the medium of instruction in school (English/vernacular) and accepted for the competencies of motive, traits and self-concept.

**Ho30(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are - knowledge 14.119, skill 59.00, motive 53.21, traits 49.79 and self-concept 64.29, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that there is a significant difference between the scores of faculty (Self) and student respondents.

**Ho30(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and students respondents. Hence Ho30(b) is rejected for all five competencies.

**Ho30(c):** There is no interaction effect between the respondents of faculty (Self) and students with respect to 'medium of instruction' in school and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, of 'medium of instruction in school' of the faculty that is the influence of knowledge score depends upon the type of respondent (Self and Student), is tested and the corresponding F-ratio is 3.98 which is higher than the table value of 3.869 at 5% level of significance. That is, the differences between mean knowledge scores for the medium of instruction in school vary significantly based on Faculty (Self) or Student.

The interaction effect, of the 'medium of instruction' in school of the faculty that is the influence of the different competency score depends upon the type of respondent (Self and Student), is tested and the corresponding F-ratio for skill is 3.42, for motive is 2.61, for traits 0.11 and for self-concept is 2.45, which are less than the table value of 3.869 at 5% level of significance. That is, the differences between the mean skill scores, motive scores, traits scores and self-concept scores for the 'medium of instruction' in school do not vary significantly based on Faculty (Self) or Student.

**Ho30(c) Result:** The differences between mean knowledge scores for 'medium of instruction' in school vary significantly based on Faculty (Self) or Student. The differences between mean competency scores of skill, Motive, traits and self-concept for 'medium of instruction' in school do not vary significantly based on Faculty (Self) or Student.

Hence, hypothesis Ho30(c) is rejected for the knowledge competency and accepted for the competencies of skill, Motive, traits and self-concept.

**Table 5.41 - Comparison between Faculty (Self) and Students for the five competencies with Educational Qualification**

| Competency | Educational Qualification | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Post Graduate | 16.00 | 2.38 | 15.99 | 3.06 |
| | M.Phil. | 16.60 | 2.35 | 16.01 | 2.39 |
| | Ph.D. | 17.09 | 2.13 | 16.17 | 2.32 |
| Skill | Post Graduate | 28.89 | 3.55 | 27.09 | 5.76 |
| | M.Phil. | 29.69 | 3.79 | 27.72 | 3.93 |
| | Ph.D. | 30.36 | 3.50 | 27.81 | 3.96 |
| Motive | Post Graduate | 25.71 | 3.44 | 24.09 | 5.03 |
| | M.Phil. | 26.46 | 3.31 | 24.85 | 2.92 |
| | Ph.D. | 27.06 | 2.83 | 25.06 | 3.32 |
| Traits | Post Graduate | 26.14 | 3.11 | 24.09 | 4.86 |
| | M.Phil. | 26.59 | 3.04 | 25.20 | 2.80 |
| | Ph.D. | 27.34 | 3.18 | 25.58 | 3.06 |
| Self-Concept | Post Graduate | 20.66 | 2.33 | 19.25 | 4.15 |
| | M.Phil. | 21.53 | 2.76 | 19.93 | 2.80 |
| | Ph.D. | 22.08 | 2.64 | 20.43 | 2.53 |

(Source : Primary Data)

Table 5.41 shows the comparison of 'Educational qualification' with the mean competency scores between faculty (Self) and students.

The table shows that the mean knowledge score for faculty with only post-graduation is 16.00, for faculty with M.Phil. is 16.60 and for faculty with Ph.D. is the highest at 17.09 when evaluated by faculty (Self) respondents. The same knowledge score, when evaluated by the students, is lower than the self-evaluation score for the same faculty, in all three groups.

The table shows that the mean skill score for faculty with only post-graduation is 28.89, for faculty with M.Phil. is 29.69 and for faculty with Ph.D. is the highest 30.36 when evaluated by faculty (Self) respondents. The same skill score, when evaluated by the students, is lower than the self-evaluation score for the same faculty, in all three groups.

The table shows that the mean motive score for faculty with only post-graduation is 25.71, for faculty with M.Phil. is 26.46 and for faculty with Ph.D. is the highest 27.06 when evaluated by faculty (Self) respondents. The same motive score, when evaluated by the students, is lower than the self-evaluation score for the same faculty, in all three groups.

The table shows that the mean traits score for faculty with only post-graduation is 26.14, for faculty with M.Phil. is 26.59 and for faculty with Ph.D. is the highest 27.34 when evaluated by faculty (Self) respondents. The same traits score, when evaluated by the students, is lower than the self-evaluation score for the same faculty, in all three groups.

The table shows that the mean self-concept score for faculty with only post-graduation is 20.66, for faculty with M.Phil. is 21.53 and for faculty with Ph.D. is the highest 22.08 when evaluated by faculty (Self) respondents. The same self-concept score, when evaluated by the students, is lower than the self-evaluation score for the same faculty, in all three groups.

**To conclude**, the self-evaluation and student evaluation show that faculty with Ph.D. had the highest competency rating for all five competencies. The students' evaluation is lower than the self-evaluation scores of the faculty for all five competencies – knowledge, skill, Motive, traits and self-concept.

**Table 5.42 - Repeated Measures ANOVA for Different Competencies by Highest Educational Qualification and faculty (Self) Respondents with Student Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between educational qualification | 2.348 | 3.022 | Ns |
| | Between Faculty (Self) and student | 14.01 | 6.710 | ** |
| | Faculty/student vs educational qualification | 1.164 | 3.022 | Ns |
| Skill | Between educational qualification | 2.037 | 3.022 | Ns |
| | Between Faculty (Self) and student | 58.44 | 6.710 | ** |
| | Faculty/student vs educational qualification | 0.569 | 3.022 | Ns |
| Motive | Between educational qualification | 3.475 | 3.022 | * |
| | Between Faculty (Self) and student | 52.74 | 6.710 | ** |
| | Faculty/student vs educational qualification | 0.301 | 3.022 | Ns |
| Traits | Between educational qualification | 5.164 | 4.668 | ** |
| | Between Faculty (Self) and student | 49.79 | 6.710 | ** |
| | Faculty/student vs educational qualification | 0.533 | 3.022 | Ns |
| Self-Concept | Between educational qualification | 6.071 | 4.668 | ** |
| | Between Faculty (Self) and student | 63.67 | 6.710 | ** |
| | Faculty/student vs educational qualification | 0.057 | 3.022 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.42 shows 'educational qualification', on the mean scores for the five competencies that are rated by Faculty (Self) and students and the interaction for the same.

**Ho31(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between 'educational qualification'.

It is seen from the above table that the calculated F-ratio, between 'educational qualification' for the competency of knowledge is 2.34, for skill is 2.03, which tests for the equality of mean scores among the respondents' educational qualification. The F-ratios are less than the table value of 3.02 at 5% level of significance. This shows that the knowledge and skill scores do not vary significantly between educational qualifications.

The calculated F-ratio, between 'educational qualifications' for the competency of motive is 3.47, which is higher than the table value of 3.022 at 5% level of significance. The calculated F-ratio, between 'educational qualification' for the competency of traits is 5.16 and for self-concept is 6.07, which tests for the equality of mean scores among the respondents' educational qualification. The F-ratio is higher than the table value of 4.668 at 1% level of significance. This shows that the motive, traits and self-concept scores vary significantly with the educational qualification.

**Ho31(a) Result:** It can be inferred that the hypothesis Ho31(a) is rejected for the competencies of motive, traits and self-concept with regard to the 'educational qualifications' and accepted for the competencies of knowledge and skill.

**Ho31(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are- knowledge 14.01, skill 58.44, motive 52.74, traits 49.79 and self-concept 63.67, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and student respondents.

**Ho31(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and student respondents. Hence Ho31(b) is rejected for all five competencies.

**Ho31(c):** There is no interaction effect between the respondents of faculty (Self) and students with respect to educational qualification and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of educational qualification on competency scores depends upon the type of respondent, (Self and Student) is tested and the corresponding F-ratio for knowledge is 1.16, for skill is 0.56, for motive is 0.30, for traits is 2.62 and for self-concept is 0.05, which is less than the table value of 3.02 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'educational qualification' do not vary significantly based on Faculty (Self) or Student.

**Ho31(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'educational qualification' do not vary significantly based on Faculty (Self) or Student. Hence, hypothesis Ho31(c) is accepted.

**Table 5.43 - Comparison between Faculty (Self) and Students for the Five Competencies with Additional Qualification**

| Competency | Additional Qualification | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | None | 16.80 | 2.36 | 16.03 | 2.53 |
| | SLET | 16.41 | 2.05 | 16.18 | 2.39 |
| | NET | 16.11 | 1.89 | 16.40 | 1.93 |
| | Any other | 17.26 | 2.41 | 15.71 | 2.35 |
| Skill | None | 29.94 | 3.64 | 27.69 | 4.35 |
| | SLET | 29.57 | 3.38 | 27.14 | 4.26 |
| | NET | 28.47 | 3.96 | 28.40 | 2.92 |
| | Any other | 31.44 | 3.51 | 27.45 | 3.78 |
| Motive | None | 26.54 | 3.25 | 24.82 | 3.40 |
| | SLET | 27.27 | 2.53 | 24.55 | 4.05 |
| | NET | 25.71 | 3.25 | 25.47 | 2.33 |
| | Any other | 27.52 | 2.93 | 24.73 | 2.98 |
| Traits | None | 26.72 | 3.12 | 25.19 | 3.28 |
| | SLET | 27.51 | 2.72 | 25.16 | 3.25 |
| | NET | 26.00 | 3.57 | 25.68 | 2.14 |
| | Any other | 27.96 | 2.49 | 24.99 | 3.43 |
| Self-Concept | None | 21.78 | 2.74 | 20.06 | 3.01 |
| | SLET | 21.65 | 2.32 | 20.15 | 2.85 |
| | NET | 20.63 | 2.49 | 20.21 | 2.12 |
| | Any other | 21.85 | 2.89 | 19.58 | 2.77 |

(Source : Primary Data)

Table 5.43 shows the comparison of 'Additional qualification' with the mean competency scores between faculty (Self) and students.

The table shows that the mean knowledge score for faculty with other qualifications like B.Ed., MBA, etc. has the highest score of 17.26 and the least mean knowledge score is for faculty with the NET qualification at 16.11 when evaluated by faculty (Self) respondents. The same knowledge score when evaluated by the students is lower than the self-evaluation score for the same faculty.

The table shows that the mean skill score for faculty with other qualifications like B.Ed., MBA, etc. has the highest score of 31.44 and the least mean skill score is for faculty with the NET qualification at 28.47 when evaluated by faculty (Self) respondents. The same skill score when evaluated by the students is lower than the self-evaluation score for the same faculty.

The table shows that the mean motive score for faculty with other qualifications like B.Ed., MBA, etc. has the highest score of 27.52 and the least mean motive score is for faculty with the NET qualification at 25.71when evaluated by faculty (Self) respondents. The same motive score when evaluated by the students is lower than the self-evaluation score for the same faculty.

The table shows that the mean traits score for faculty with other qualifications like B.Ed., MBA, etc. has the highest score of 27.96 and the least mean traits score is for faculty with the NET qualification at 26.00 when evaluated by faculty (Self) respondents. The same traits score when evaluated by the students is lower than the self-evaluation score for the same faculty.

The table shows that the mean self-concept score for faculty with other qualifications like B.Ed., MBA, etc. has the highest score of 21.85 and the least mean self-concept score is for faculty with the NET qualification at 20.63 when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the students is lower than the self-evaluation score for the same faculty.

**To conclude**, self-evaluation shows the highest rating for faculty with other qualifications like B.Ed., MBA, etc. and lowest for the faculty with the NET

qualification. The students' evaluation is lower than the self-evaluation score of the faculty for all five competencies– knowledge, skill, Motive, traits and self-concept.

**Table 5.44 - Repeated Measures ANOVA for Different Competencies by Additional Qualification and Faculty (Self) Respondents with Students Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Additional qualification | 0.166 | 2.631 | Ns |
| | Between Faculty (Self) and student | 14.134 | 6.710 | ** |
| | Faculty/student vs Additional Qualification | 2.120 | 2.631 | Ns |
| Skill | Between Additional qualification | 0.916 | 2.631 | Ns |
| | Between Faculty (Self) and student | 59.73 | 6.710 | ** |
| | Faculty/student vs Additional Qualification | 3.229 | 2.631 | * |
| Motive | Between Additional qualification | 0.402 | 2.631 | Ns |
| | Between Faculty (Self) and student | 53.69 | 6.710 | ** |
| | Faculty/student vs Additional Qualification | 2.566 | 2.631 | Ns |
| Traits | Between Additional qualification | 0.695 | 2.631 | Ns |
| | Between Faculty (Self) and student | 50.64 | 6.710 | ** |
| | Faculty/student vs Additional Qualification | 2.627 | 2.631 | Ns |
| Self-Concept | Between Additional qualification | 0.662 | 2.631 | Ns |
| | Between Faculty (Self) and student | 64.41 | 6.710 | ** |
| | Faculty/student vs Additional Qualification | 1.695 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.44 shows 'additional qualification', on the mean scores for the five competencies that are rated by Faculty (Self) and students and the interaction for the same.

**Ho32(a)**. The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between the 'additional qualifications'.

It is seen from the above table that the calculated F-ratio, between 'additional qualification' for the competency of knowledge is 0.16, for skill is 0.91, motive is 0.40, traits is 0.69 and self-concept is 0.66, which tests for the equality of mean among the respondents' additional qualification. The F-ratio is less than the table value of 2.63 at 5% level of significance. This shows that the competency scores do not vary significantly between 'additional qualifications'

**Ho32(a) Result: :** It can be inferred that the competency scores do not vary significantly between 'additional qualification'. Hence Ho32(a) is accepted.

**Ho32(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are, for knowledge is 14.134, skill is 59.73, motive is 53.69, traits is 50.64 and self-concept is 64.41, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and student respondents.

**Ho32(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and students respondents. Hence Ho32(b) is rejected for all five competencies.

**Ho32(c):** There is no interaction effect between the respondents of faculty (Self) and student with respect to 'additional qualification' and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'additional qualification' on competency score depends upon the type of respondent, (Self and Student) is tested and the corresponding F-ratio for knowledge is 2.12, motive is 2.56, traits is 2.62 and self-concept is 1.69, which is less than the table value of 2.63 at 5% level of significance. That is, the differences between mean competency scores of knowledge, Motive, traits and self-concept for 'additional qualification' do not vary significantly based on Faculty (Self) or Student.

The interaction effect, that is the influence of 'additional qualification' on skill competency score depends upon the type of respondent (Self and Student) is tested and the corresponding F-ratio for skill is 3.22 which is higher than the table value of 2.63 at 5% level of significance. That is, the differences between mean skill scores for the 'additional qualification' vary significantly based on Faculty (Self) or Student.

**Ho32(c) Result:** It can be inferred that for the interaction effect of 'additional qualification' the hypothesis Ho32(c) is rejected only for skill competency and accepted for the competencies of knowledge, motive, traits and self-concept.

**Table 5.45 - Comparison between Faculty (Self) and Students for the Five Competencies with Category of Employment**

| Competency | Category of Employment | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Aided college | 17.55 | 1.93 | 16.66 | 1.85 |
| | Self-finance college | 16.60 | 2.32 | 15.98 | 2.50 |
| Skill | Aided college | 30.93 | 3.23 | 28.55 | 3.21 |
| | Self-finance college | 29.70 | 3.72 | 27.56 | 4.27 |
| Motive | Aided college | 27.27 | 2.78 | 25.86 | 3.05 |
| | Self-finance college | 26.50 | 3.22 | 24.70 | 3.36 |
| Traits | Aided college | 28.00 | 2.50 | 26.18 | 2.93 |
| | Self-finance college | 26.65 | 3.17 | 25.09 | 3.19 |
| Self-Concept | Aided college | 22.07 | 2.07 | 20.90 | 2.40 |
| | Self-finance college | 21.58 | 2.77 | 19.92 | 2.93 |

(Source : Primary Data)

Table 5.45 shows the comparison of 'Category of employment' with the mean competency scores between faculty (Self) and students.

The table shows that the mean knowledge score for aided college faculty is 17.55 which is higher than 16.60 the mean knowledge scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same knowledge score when evaluated

by the students is lower than the self-evaluation score for the same faculty, for both aided and self-financed colleges.

The mean skill score for aided college faculty is 30.93 which is higher than 29.70 the mean skill scores for self-finance college faculty, when evaluated by faculty (Self) respondents. The same skill score when evaluated by the students is lower than the self-evaluation score for the same faculty, for both aided and self-financed colleges.

The mean motive score for aided college faculty is 27.27 which is higher than 26.50 the mean motive scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same motive score when evaluated by the students is lower than the self-evaluation score for the same faculty, for both aided and self- financed college.

The mean traits score for aided college faculty is 28.00 which is higher than 26.65 the mean traits scores for self-finance college faculty when evaluated by faculty (Self) respondents. The same traits score when evaluated by the students is lower than the self-evaluation score for the same faculty, for both aided and self- financed college.

The mean self-concept score for aided college faculty is 22.07 which is higher than 21.58 the mean self-concept scores for self-finance college faculty, when evaluated by faculty (Self) respondents. The same self-concept score when evaluated by the students is lower than the self-evaluation score for the same faculty, for both aided and self- financed college.

**To conclude**, the students' evaluation is lower than the self-evaluation score of the faculty for all five competencies – knowledge, skill, Motive, traits and self-concept. The aided college faculties are rated higher than the self-financed faculty by both faculty (Self) and student respondents.

**Table 5.46 -** **Repeated Measures ANOVA for Different Competencies by the Category of Employment and Faculty (Self) Respondents with Student Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between category of employment | 8.775 | 6.710 | ** |
| | Between Faculty (Self) and student | 13.96 | 6.710 | ** |
| | Faculty/student vs category of employment | 0.257 | 3.869 | Ns |
| Skill | Between category of employment | 5.594 | 3.869 | * |
| | Between Faculty (Self) and student | 58.43 | 6.710 | ** |
| | Faculty/student vs category of employment | 0.087 | 3.869 | Ns |
| Motive | Between category of employment | 6.385 | 3.869 | * |
| | Between Faculty (Self) and student | 52.85 | 6.710 | ** |
| | Faculty/student vs category of employment | 0.295 | 3.869 | Ns |
| Traits | Between category of employment | 10.61 | 6.710 | ** |
| | Between Faculty (Self) and student | 49.80 | 6.710 | ** |
| | Faculty/student vs category of employment | 0.146 | 3.869 | Ns |
| Self-Concept | Between category of employment | 4.773 | 3.869 | * |
| | Between Faculty (Self) and student | 63.96 | 6.710 | ** |
| | Faculty/student vs category of employment | 0.699 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.46 shows the influence of 'category of employment' on the five competencies and the interaction between educational qualification and that with faculty (Self) and Students.

**Ho33(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between aided and self-financed college faculty.

It is seen from the above table that the calculated F-ratio for knowledge competency between aided and self-financed college faculty is 8.77 and for traits is 10.61 which tests for the equality of mean among aided and self-financed college faculty.

The F-ratio is higher than the table value of 6.710 at 1% level of significance. F-ratio for skill is 5.59, for motive is 6.38, and self-concept is 4.77, which is higher than the table value of 3.86 at 5% level of significance. This shows that the competency scores for all the five competencies of knowledge, skill, Motive, traits and self-concept vary significantly between categories of employment.

**Ho33(a) Result:** It can be inferred that the competency scores vary significantly with the category of employment of the faculty. Hence Ho33(a) is rejected for all five competencies.

**Ho33(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are, for knowledge is 13.96, skill is 58.43, motive is 52.85, traits is 49.80 and self-concept is 63.96, which is higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and student respondents.

**Ho33(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and students respondents. Hence Ho33(b) is rejected for all five competencies.

**Ho33(c):** There is no interaction effect between the respondents of faculty (Self) and students with respect to category of employment and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'category of employment' on competency scores depends upon the type of respondent, (Self and Student) is tested and the corresponding F-ratio for knowledge is 0.25, for skill is 0.08, for motive is 0.29, for traits is 0.14 and for self-concept is 0.16, which is less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'category of employment' do not vary significantly based on Faculty (Self) or Student.

**Ho33(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'category of employment' do not vary significantly based on Faculty (Self) or Student. Hence, hypothesis Ho33(c) is accepted.

**Table 5.47 - Comparison between Faculty (Self) and Students for the Five Competencies with Designation**

| Competency | Designation | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Assistant Professor | 16.71 | 2.29 | 16.02 | 2.45 |
| | Associate Professor | 16.77 | 2.36 | 16.32 | 2.35 |
| Skill | Assistant Professor | 29.92 | 3.57 | 27.62 | 4.17 |
| | Associate Professor | 29.48 | 4.31 | 28.10 | 4.09 |
| Motive | Assistant Professor | 26.71 | 3.09 | 24.81 | 3.35 |
| | Associate Professor | 25.94 | 3.58 | 25.11 | 3.32 |
| Traits | Assistant Professor | 26.95 | 2.92 | 25.16 | 3.23 |
| | Associate Professor | 26.04 | 4.06 | 25.62 | 2.84 |
| Self-Concept | Assistant Professor | 21.72 | 2.61 | 19.99 | 2.92 |
| | Associate Professor | 21.19 | 3.15 | 20.41 | 2.66 |

(Source : Primary Data)

Table 5.47 shows the comparison of designation with the mean competency scores between faculty (Self) and students.

The mean knowledge score for assistant professors is 16.71 which is less than the mean knowledge score for associate professors which is 16.77 when evaluated by faculty (self). The same knowledge score when evaluated by the students for the same faculty, it is found that the mean knowledge score for the assistant professor is 16.02 and for the associate professor is 16.32, both groups of respondents have rated associate professors higher.

The mean skill score for the assistant professor is 29.92 which is higher than the mean skill scores for the associate professor which is 29.48 when evaluated by faculty (self).

The same skill score when evaluated by the students is lower than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

The mean motive score for the assistant professor is 26.71 which is higher than the mean motive scores for the associate professor which is 25.94 when evaluated by faculty (self). The same motive score when evaluated by the students is lower than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

The mean traits score for the assistant professor is 26.95 which is higher than the mean traits scores for the associate professor which is 26.04 when evaluated by faculty (self). The same traits score when evaluated by the students is lower than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

The mean self-concept score for the assistant professor is 21.72 which is higher than the mean self-concept score for the associate professor which is 21.19 when evaluated by faculty (self). The same self-concept score when evaluated by the students is lower than the self-evaluation score for the same faculty, for both assistant professors and associate professors.

**To conclude**, in the faculty's self-evaluation score, the assistant professors had higher rating. Students had rated the associate professors higher than the assistant professors and students rating are lower than the self-evaluation score of the faculty for all five competencies– knowledge, skill, Motive, traits and self-concept.

**Table 5.48 - Repeated Measures ANOVA for Different Competencies by Designation and Faculty (Self) Respondents with Student Respondent (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Designation | 0.451 | 3.869 | Ns |
| | Between Faculty (Self) and student | 13.96 | 6.710 | ** |
| | Faculty/student vs Designation | 0.228 | 3.869 | Ns |
| Skill | Between Designation | 0.002 | 3.869 | Ns |
| | Between Faculty (Self) and student | 58.63 | 6.710 | ** |
| | Faculty/student vs Designation | 1.283 | 3.869 | Ns |
| Motive | Between Designation | 0.399 | 3.869 | Ns |
| | Between Faculty (Self) and student | 53.18 | 6.710 | ** |
| | Faculty/student vs Designation | 2.435 | 3.869 | Ns |
| Traits | Between Designation | 0.378 | 3.869 | Ns |
| | Between Faculty (Self) and student | 50.43 | 6.710 | ** |
| | Faculty/student vs Designation | 4.451 | 3.869 | * |
| Self-Concept | Between Designation | 0. 031 | 3.869 | Ns |
| | Between Faculty (Self) and student | 64.35 | 6.710 | ** |
| | Faculty/student vs Designation | 2.752 | 3.869 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.48 shows the influence of designation on the five competencies and the interaction between designation and that with faculty (Self) and Students.

**Ho34(a).** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between assistant professor and associate professor faculty.

It is seen from the above table that the calculated F-ratio, between 'designation' for the competency of knowledge is 0.45, skill is 0.002, motive is 0.39, traits is 0.37, and self-concept is 0. 03, which tests for the equality of mean competency scores among the assistant professor and associate professor faculty respondents' The F-ratio is less than

the table value of 3.869 at 5% level of significance. This shows that the competency scores do not vary significantly between 'designations'.

**Ho34(a) Result:** It can be inferred that the competency scores do not vary significantly between designations. Hence Ho34(a) is accepted for all five competencies.

**Ho34(b) :** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are, for knowledge 13.96, skill 58.63, motive53.18, traits 50.43 and self-concept 64.35, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and student respondents.

**Ho34(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and students respondents. Hence Ho16(b) is rejected for all five competencies

**Ho34(c).** There is no interaction effect between the respondents of faculty (Self) and students with respect to designation and the five competencies of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'designation' on competency score depends upon the type of respondent (Self and Student) is tested and the corresponding F-ratio for knowledge is 0.22, skill is 1.28, motive is 2.43, and self-concept is 2.75, which is less than the table value of 3.869 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, and self-concept for assistant and associate professors do not vary significantly based on Faculty (Self) or Student.

The interaction effect, that is he influence of 'designation' on traits score depends upon the type of respondent (Self and Student) is tested and the corresponding F-ratio is 4.45 which is higher than the table value of 3.869 at 5% level. That is, the differences between mean traits scores for assistant and associate professors change significantly based on Faculty (Self) or Student.

**Ho34(c) Result:** The differences between mean competency scores of traits for designation vary significantly based on Faculty (Self) or Student. Hence, Hypothesis Ho34(c) is rejected only for traits and accepted for the competencies of knowledge, skill, motive and self-concept.

**Table 5.49 - Comparison between Faculty (Self) and Students for the Five Competencies with Teaching Experience**

| Competency | Teaching Experience | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | 1-5 years | 16.66 | 2.24 | 15.58 | 2.86 |
| | 6 - 10 years | 16.74 | 2.36 | 16.27 | 2.20 |
| | 11 - 15 years | 16.52 | 2.05 | 16.42 | 2.01 |
| | 16 and above | 17.07 | 2.55 | 16.00 | 2.57 |
| Skill | 1-5 years | 30.07 | 3.17 | 26.94 | 4.67 |
| | 6 - 10 years | 29.74 | 3.89 | 27.96 | 3.84 |
| | 11 - 15 years | 29.92 | 3.39 | 28.43 | 3.64 |
| | 16 and above | 29.67 | 4.50 | 27.45 | 4.44 |
| Motive | 1-5 years | 27.10 | 3.04 | 24.59 | 3.71 |
| | 6 - 10 years | 26.39 | 3.20 | 24.99 | 3.10 |
| | 11 - 15 years | 26.32 | 2.87 | 25.12 | 2.94 |
| | 16 and above | 26.57 | 3.75 | 24.60 | 3.78 |
| Traits | 1-5 years | 27.07 | 2.83 | 24.94 | 3.60 |
| | 6 - 10 years | 26.52 | 3.13 | 25.25 | 3.08 |
| | 11 - 15 years | 27.11 | 2.93 | 25.50 | 2.57 |
| | 16 and above | 26.81 | 3.92 | 25.43 | 3.31 |
| Self-Concept | 1-5 years | 21.86 | 2.47 | 19.61 | 3.23 |
| | 6 - 10 years | 21.55 | 2.75 | 20.06 | 2.77 |
| | 11 - 15 years | 21.74 | 2.42 | 20.50 | 2.43 |
| | 16 and above | 21.33 | 3.38 | 20.33 | 2.98 |

(Source : Primary Data)

Table 5.49 shows the comparison of 'teaching experience' with the mean competency scores between faculty (Self) and students.

The table shows that the mean knowledge score for faculty with teaching experience 16 years and above has the highest score of 17.07 and the least mean knowledge score is for faculty with 11-15 years of teaching experience at 16.52 when evaluated by faculty (Self). The same knowledge score when evaluated by the students for the same faculty, it is found that the mean knowledge scores for faculty with 11-15 years of teaching experience is the highest at 16.42 and the least mean knowledge score is for faculty with 1-5 years of teaching experience at 15.58.

The table shows that the mean skill score for faculty with teaching experience 1-5 years has the highest score of 30.07 and the least mean skill score is for faculty with 16 years and above teaching experience at 29.67 when evaluated by faculty (Self). The same skill score  when evaluated by the students for the same faculty, it is found that the mean skill scores for faculty with 11-15 years of teaching experience is the highest at 28.43 and the least mean skill score is for faculty with 1-5 years of teaching experience at 26.94.

The table shows that the mean motive score for faculty with teaching experience of 1-5 years has the highest score of 27.10 and the least mean motive score is for faculty with 11-15 years of teaching experience at 26.32 when evaluated by faculty (Self). The same motive score when evaluated by the students for the same faculty, it is found that the mean motive scores for faculty with 11-15 years of teaching experience is the highest at 25.12 and the least mean motive score is for faculty with 1-5 years of teaching experience at 24.59.

The table shows that the mean traits score for faculty with 11-15 years of teaching experience has the highest score of 27.11 and the least mean traits score is for faculty with 6-10 years of teaching experience at 26.52 when evaluated by faculty (Self). The same traits score when evaluated by the students for the same faculty, it is found that the mean traits scores for faculty with 11-15 years of teaching experience is the highest at 25.50 and the least mean traits score is for faculty with 1-5 years of teaching experience at 24.94.

The table shows that the mean self-concept score for faculty with teaching experience 1-5 years has the highest score of 21.86  and the least mean self-concept score

is for faculty with 16 years and above of teaching experience at 21.33 when evaluated by faculty (Self). The same self-concept score when evaluated by the students for the same faculty, it is found that the mean self-concept scores for faculty with 11-15 years of teaching experience is the highest at 20.50 and the least mean knowledge score is for faculty with 1-5 years of teaching experience at 19.61.

**To conclude** it can be noted that the highest mean competency score for teaching experience when evaluated by students is for the faculty with teaching experience of 11-15 years but when evaluated by faculty (Self) it varies for each competency. The students' evaluation is lower than the self-evaluation score of the faculty for all five competencies– knowledge, skill, Motive, traits and self-concept.

**Table 5.50 - Repeated Measures ANOVA for Different Competencies by Teaching Experience and Faculty (Self) Respondents with Student Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Teaching experience | 1.156 | 2.631 | Ns |
| | Between Faculty (self) and student | 14.06 | 6.710 | ** |
| | Faculty/student vs Teaching experience | 1.573 | 2.631 | Ns |
| Skill | Between Teaching experience | 0.770 | 2.631 | Ns |
| | Between Faculty (self) and student | 58.96 | 6.710 | ** |
| | Faculty/student vs Teaching experience | 1.723 | 2.631 | Ns |
| Motive | Between Teaching experience | 0.142 | 2.631 | Ns |
| | Between Faculty (self) and student | 53.24 | 6.710 | ** |
| | Faculty/student vs Teaching experience | 1.613 | 2.631 | Ns |
| Traits | Between Teaching experience | 0.478 | 2.631 | Ns |
| | Between Faculty (self) and student | 49.86 | 6.710 | ** |
| | Faculty/student vs Teaching experience | 0.868 | 2.631 | Ns |
| Self-Concept | Between Teaching experience | 0. 470 | 2.631 | Ns |
| | Between Faculty (self) and student | 64.36 | 6.710 | ** |
| | Faculty/student vs Teaching experience | 1.604 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)     (Source : Primary Data)

Table 5.50 shows the influence of teaching experience on the five competencies and the interaction between teaching experience and that with faculty (Self) and Students.

**Ho35(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between the teaching experience(in years) of the faculty.

It is seen from the above table that the calculated F-ratio, between the number of years of teaching experience, for the competency of knowledge is 0.52, skill is 0.30, motive is 0.14, traits 0.47, and self-concept is 0.47, which tests for the equality of mean competency scores among teaching experience in years. The F-ratios are less than the table value of 2.631 at 5% level of significance. This shows that the competency scores do not vary significantly between 'teaching experience'.

**Ho35(a) Result:** It can be inferred that the competency scores do not vary significantly between teaching experience. Hence Ho35(a) is accepted

**Ho35(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are - knowledge 14.06, skill 58.96, motive53.24, traits 49.86, and self-concept 64.36 which is higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and student respondents.

**Ho35(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and students respondents. Hence Ho35(b) is rejected for all five competencies.

**Ho25(c):** There is no interaction effect between the respondents of faculty (Self) and students with respect to teaching experience and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of teaching experience on competency score depends upon the type of respondent (Self and Student) is tested and the corresponding F-ratio for knowledge is 0.93, skill is 0.76, motive is 1.61, traits is 0.86, and self-concept is 1.60 which is less than the table value of 2.631 at 5% level of significance. That is, the differences between mean competency scores for the number of

years of teaching experience do not vary significantly based on Faculty (Self) or Student respondents.

**Ho35(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for number of years of teaching experience do not vary significantly based on Faculty (Self) and Student. Hence, Hypothesis Ho35(c) is accepted.

**Table 5.51 - Comparison between Faculty (Self) Respondents and Students Respondents for the five Competencies with Industrial Experience**

| Competency | Industrial Experience | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | Nil | 16.81 | 2.30 | 16.03 | 2.43 |
| | 1 - 2 years | 16.69 | 2.24 | 16.34 | 1.71 |
| | 3 - 4 years | 16.17 | 2.61 | 16.24 | 2.44 |
| | 5 and above | 16.61 | 1.88 | 15.50 | 3.68 |
| Skill | Nil | 30.00 | 3.55 | 27.67 | 4.13 |
| | 1 - 2 years | 29.65 | 4.06 | 28.01 | 3.23 |
| | 3 - 4 years | 29.13 | 4.26 | 27.92 | 4.44 |
| | 5 and above | 29.78 | 3.38 | 26.84 | 5.83 |
| Motive | Nil | 26.74 | 3.01 | 24.88 | 3.33 |
| | 1 - 2 years | 26.30 | 3.28 | 24.87 | 2.42 |
| | 3 - 4 years | 25.87 | 3.88 | 24.92 | 3.44 |
| | 5 and above | 26.91 | 3.58 | 24.45 | 5.01 |
| Traits | Nil | 26.99 | 2.97 | 25.35 | 3.16 |
| | 1 - 2 years | 26.94 | 3.05 | 25.20 | 2.41 |
| | 3 - 4 years | 26.10 | 3.55 | 25.28 | 2.84 |
| | 5 and above | 25.78 | 3.98 | 23.98 | 4.86 |
| Self-Concept | Nil | 21.73 | 2.65 | 20.11 | 2.86 |
| | 1 - 2 years | 21.78 | 2.76 | 20.30 | 2.10 |
| | 3 - 4 years | 20.83 | 3.03 | 19.93 | 3.23 |
| | 5 and above | 21.57 | 2.52 | 19.00 | 4.02 |

(Source : Primary Data)

Table 5.51 shows the comparison of 'industrial experience' with the mean competency scores between faculty (Self) and students.

The table shows that the mean knowledge score for faculty with no industrial experience has the highest score of 16.81 and the least mean knowledge score is for faculty with 3 - 4 years of industrial experience at 16.17 when evaluated by faculty (Self). The same knowledge score when evaluated by the students for the same faculty, it is found that the mean knowledge scores for faculty with 1 - 2 years industrial experience is the highest at 16.34 and the least mean knowledge score is for faculty with 5 years and more of industrial experience at 15.50.

The table shows that the mean skill score for faculty with no industrial experience has the highest score of 30.00 and the least mean skill score is for faculty with 3 - 4 years industrial experience at 29.13 when evaluated by faculty (Self). The same skill score when evaluated by the students for the same faculty, it is found that the mean skill scores for faculty with 1 - 2 years of industrial experience is the highest at 28.01 and the least mean skill score is for faculty with 5 years and above of industrial experience at 26.84.

The table shows that the mean motive score for faculty with industrial experience of 5 years and above has the highest score of 26.91 and the least mean motive score is for faculty with 3 - 4 years of industrial experience at 25.87 when evaluated by faculty (Self). The same motive score when evaluated by the students for the same faculty, it is found that the mean motive scores for faculty with no industrial experience is the highest at 24.88 and the least mean motive score is for faculty with 5 years and above of industrial experience at 24.45.

The table shows that the mean traits score for faculty with no industrial experience has the highest score of 26.99 and the least mean traits score is for faculty with 5 years and above of industrial experience at 25.78 when evaluated by faculty (Self). The same traits score when evaluated by the students for the same faculty, it is found that the mean traits scores for faculty with no industrial experience is the highest at 25.35 and the least mean traits score is for faculty with 5 years and above of industrial experience at 23.98.

The table shows that the mean self-concept score for faculty with industrial experience 1-2 years has the highest score of 21.78 and the least mean self-concept score is for faculty with 3-4 years of industrial experience at 20.83 when evaluated by faculty

(Self). The same self-concept score when evaluated by the students for the same faculty, it is found that the mean self-concept scores for faculty with 1-2 years of industrial experience is the highest at 20.30 and the least mean knowledge score is for faculty with 5 years and above of industrial experience at 19.00.

To conclude it can be noted that the highest and the lowest mean competency score for industrial experience when assessed by faculty (Self) and students varies for each competency. The students rating is lower than the faculty (Self) evaluation score, for all five competencies– knowledge, skill, Motive, traits and self-concept.

**Table 5.52 - Repeated Measures ANOVA for Different Competencies by Industrial Experience and Faculty (Self) Respondents with Student Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between Industrial experience | 0.523 | 2.631 | Ns |
| | Between Faculty (Self) and student | 13.98 | 6.710 | ** |
| | Faculty/student vs Industrial experience | 0.935 | 2.631 | Ns |
| Skill | Between Industrial experience | 0.306 | 2.631 | Ns |
| | Between Faculty (Self) and student | 58.46 | 6.710 | ** |
| | Student/ Faculty vs Industrial experience | 0.765 | 2.631 | Ns |
| Motive | Between Industrial experience | 0.360 | 2.631 | Ns |
| | Between Faculty (Self) and student | 52.80 | 6.710 | ** |
| | Faculty/student vs Industrial experience | 0.658 | 2.631 | Ns |
| Traits | Between Industrial experience | 2.337 | 2.631 | Ns |
| | Between Faculty (Self) and student | 49.65 | 6.710 | ** |
| | Faculty/student vs Industrial experience | 0.868 | 2.631 | Ns |
| Self-Concept | Between Industrial experience | 1.298 | 2.631 | Ns |
| | Between Faculty (Self) and student | 63.96 | 6.710 | ** |
| | Faculty/student vs Industrial experience | 0.892 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)        (Source : Primary Data)

Table 5.52 shows the influence of industrial experience on the five competencies and the interaction between teaching experience and that with faculty (Self) and Students.

**Ho36(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between industrial experience(in years) of the faculty.

It is seen from the above table that the calculated F-ratio, between the number of years of industrial experience, for the competency of knowledge is 0.52, skill 0.30, motive0.36, traits 2.33, and self-concept 1.29, which tests for the equality of mean competency scores among the faculty respondents'. The F-ratio is less than the table value of 2.631 at 5% level of significance. This shows that the competency scores do not vary significantly between 'industrial experience' of the faculty.

**Ho36(a) Result:** It can be inferred that the competency scores do not vary significantly between  the number of years of industrial experience. Hence Ho36(a) is accepted.

**Ho36(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are - knowledge 13.98, skill 58.46, motive52.80, traits 49.65, and self-concept is 63.96, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and student respondents.

**Ho36(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and students respondents. Hence Ho36(b) is rejected for all five competencies.

**Ho36(c):** There is no interaction effect between the respondents of faculty (Self) and students with respect to industrial experience and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of industrial experience on competency score depends upon the type of respondent (Self and Student) is tested and the corresponding F-ratio for knowledge is 0.93 skill is 0.76, motive is 0.65, traits is 0.86, and self-concept is 0.89 which are less than the table value of 2.631 at 5% level of

significance.. That is, the differences between mean competency scores for the number of years of industrial experience do not vary significantly based on Faculty (Self) or Student.

**Ho36(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for number of years of industrial experience do not vary significantly based on Faculty (Self) and Student. Hence, Hypothesis Ho36(c) is accepted

**Table 5.53 - Comparison between Faculty (Self) Respondents and Students Respondents for the five Competencies with Number of Registered Research Scholars**

| Competency | No. of Registered Research Scholars | Faculty (Self) Score | | Student- Score | |
|---|---|---|---|---|---|
| | | Mean | S.D | Mean | S.D |
| Knowledge | None | 16.69 | 2.30 | 16.00 | 2.45 |
| | 1 - 2 scholars | 17.00 | 2.73 | 16.17 | 2.31 |
| | 3 - 4 scholars | 17.45 | 1.86 | 17.66 | 2.43 |
| | 5 and above | 16.30 | 1.70 | 16.08 | 1.55 |
| Skill | None | 29.81 | 3.66 | 27.56 | 4.20 |
| | 1 - 2 scholars | 30.20 | 4.84 | 28.32 | 4.02 |
| | 3 - 4 scholars | 30.82 | 3.43 | 29.95 | 3.52 |
| | 5 and above | 29.81 | 3.66 | 27.56 | 4.20 |
| Motive | None | 26.58 | 3.16 | 24.73 | 3.36 |
| | 1 - 2 scholars | 26.60 | 4.07 | 25.80 | 2.84 |
| | 3 - 4 scholars | 27.45 | 2.30 | 26.98 | 2.78 |
| | 5 and above | 26.20 | 3.08 | 24.73 | 3.31 |
| Traits | None | 26.79 | 3.00 | 25.08 | 3.20 |
| | 1 - 2 scholars | 27.00 | 4.23 | 26.43 | 2.37 |
| | 3 - 4 scholars | 28.36 | 3.26 | 27.70 | 2.79 |
| | 5 and above | 25.90 | 4.33 | 25.28 | 2.79 |
| Self-Concept | None | 21.63 | 2.67 | 19.91 | 2.91 |
| | 1 - 2 scholars | 22.13 | 3.36 | 20.42 | 2.71 |
| | 3 - 4 scholars | 21.45 | 2.66 | 22.36 | 1.83 |
| | 5 and above | 21.50 | 2.84 | 21.08 | 2.11 |

(Source : Primary Data)

Table 5.53 shows the comparison of 'number of research scholars' registered under the faculty with the mean competency scores between faculty (Self) and students.

The table shows that the mean knowledge score for faculty with 3-4 registered research scholars has the highest score of 17.45 and the least mean knowledge score is for faculty with 5 scholars and more at 16.30 when evaluated by faculty (Self). The same knowledge score when evaluated by the students for the same faculty, it is found that the mean knowledge scores for faculty with 3- 4 scholars is the highest at 17.66 and the least mean knowledge score is for faculty with no scholars at 16.00.

The table shows that the mean skill score for faculty with 3-4 registered research scholars has the highest score of 30.82 and the least mean knowledge score is for faculty with 5 scholars and more and no research scholars at 29.81 when evaluated by faculty (Self). The same skill score when evaluated by the students for the same faculty, it is found that the mean skill scores for faculty with 3- 4 scholars is the highest at 29.95 and the least mean skill score is for faculty with no scholars and faculty with 5 or more scholars at 27.56.

The table shows that the mean motive score for faculty with 3-4 registered research scholars has the highest score of 27.45 and the least mean motive score is for faculty with more than 5 scholars at 26.20 when evaluated by faculty (Self). The same motive score when evaluated by the students for the same faculty, it is found that the mean motive scores for faculty with 3- 4 scholars is the highest at 26.98 and the least mean motive score is for faculty with no scholars and faculty with 5 or more scholars at 24.73.

The table shows that the mean traits score for faculty with 3-4 registered research scholars has the highest score of 28.36 and the least mean traits score is for faculty with 5 scholars and more at 25.90 when evaluated by faculty (Self). The same traits score when evaluated by the students for the same faculty, it is found that the mean traits scores for faculty with 3- 4 scholars is the highest at 27.70 and the least mean traits score is for faculty with no scholars at 25.08.

The table shows that the mean Self-Concept score for faculty with 1 - 2 registered research scholars has the highest score of 22.13 and the least mean Self-Concept score is

192

for faculty with 3 - 4 scholars at 21.45 when evaluated by faculty (Self). The same Self-Concept score when evaluated by the students for the same faculty, it is found that the mean Self-Concept scores for faculty with 3- 4 scholars is the highest at 22.36 and the least mean Self-Concept score is for faculty with no scholars at 19.91.

**To conclude** it can be noted that the least mean competency score for the variable of number of research scholars registered under the faculty when evaluated by students is for faculty with no research scholars. The students rating is lower than the faculty (Self) assessment score, for all five competencies– knowledge, skill, Motive, traits and self-concept.

**Table 5.54 - Repeated Measures ANOVA for Different Competencies by Number of Registered Research Scholars and Faculty (Self) Respondents with Student Respondents (Includes Interaction Effect)**

| Competency | Source | F-Ratio | Table Value | Sig. |
|---|---|---|---|---|
| Knowledge | Between number of scholars | 1.866 | 2.631 | Ns |
| | Between Faculty (Self) and student | 13.91 | 6.710 | ** |
| | Faculty/Student vs number of scholars | 0.343 | 2.631 | Ns |
| Skill | Between number of scholars | 1.365 | 2.631 | Ns |
| | Between Faculty (Self) and student | 58.23 | 6.710 | ** |
| | Faculty/Student vs number of scholars | 0.320 | 2.631 | Ns |
| Motive | Between number of scholars | 1.764 | 2.631 | Ns |
| | Between Faculty (Self) and student | 52.77 | 6.710 | ** |
| | Faculty/Student vs number of scholars | 0.592 | 2.631 | Ns |
| Traits | Between number of scholars | 3.434 | 2.631 | * |
| | Between Faculty (Self) and student | 49.81 | 6.710 | ** |
| | Faculty/Student vs number of scholars | 0.744 | 2.631 | Ns |
| Self-Concept | Between number of scholars | 1.437 | 2.631 | Ns |
| | Between Faculty (Self) and student | 64.68 | 6.710 | ** |
| | Faculty/Student vs number of scholars | 2.164 | 2.631 | Ns |

(Ns – Not Significant, *- Significant at 5% level, ** - Significant at 1% level)        (Source : Primary Data)

Table 5.54 shows the influence of industrial experience on the five competencies and the interaction between teaching experience and that with faculty (Self) and Students.

**Ho37(a):** The competency scores of knowledge, skill, Motive, traits and self-concept do not vary significantly between the 'number of research scholars registered' under the faculty.

It is seen from the above table that the calculated F-ratio, between 'number of research scholars registered' under the faculty for the competency of knowledge is 1.866, for skill is 1.365, motive is 1.764, and self-concept is 0.66, which tests for the equality of mean among the respondents. The F-ratio is less than the table value of 2.631 at 5% level of significance. This shows that the competency scores of knowledge, skill, Motive, and self-concept do not vary significantly between 'number of research scholars registered' under the faculty.

It is seen from the above table that the calculated F-ratio, between 'number of research scholars registered' under the faculty for the traits competency is 3.434 which tests for the equality of mean among the respondents'. The F-ratio is higher than the table value of 2.631 at 5% level of significance. This shows that the traits competency score vary significantly between 'number of research scholars registered' under the faculty.

**Ho37(a) Result:** It can be inferred that the hypothesis Ho37(a) accepted for the competencies of knowledge, skill, Motive, and self-concept with regard to the 'number of research scholars registered' under the faculty and rejected for the traits competency.

**Ho37(b):** The competency scores for knowledge, skill, Motive, traits and self-concept do not vary significantly between faculty (Self) and students respondents.

The F-ratio comparing the mean competency scores between faculty (Self) and students are - knowledge 13.91, skill 58.23, motive 52.77, traits 49.81, and self-concept 64.68, which are higher than the table value of 6.710 at 1% level of significance. Hence, it can be inferred that the competency scores for all five competencies vary significantly between faculty (Self) and student respondents.

**Ho37(b) Result:** It can be inferred that the competency scores vary significantly between faculty (Self) and students respondents. Hence Ho37(b) is rejected for all five competencies.

**Ho37(c):** There is no interaction effect between the respondents of faculty (Self) and students with respect to 'number of research scholars registered' under the faculty and the mean competency scores of Knowledge, Skill, Motive, Traits and Self-concept.

The interaction effect, that is the influence of 'number of research scholars registered under the faculty' on competency score depends upon the type of respondent (Self and Student) is tested and the corresponding F-ratio for knowledge is 0.343, skill is 0.320, motive is 0.592, traits is 0.744 and self-concept is 2.164, which are less than the table value of 2.631 at 5% level of significance. That is, the differences between mean competency scores of knowledge, skill, Motive, traits, and self-concept for 'number of research scholars registered' under the faculty do not vary significantly based on Faculty (Self) or Student.

**Ho37(c) Result:** The differences between mean competency scores of knowledge, skill, Motive, traits and self-concept for 'number of research scholars registered' under the faculty do not differ significantly based on Faculty (Self) and Student. Hence, Hypothesis Ho37(c) is accepted.

There is a significant difference between self-evaluation and student evaluation, with the students' evaluation being lower than the self-evaluation. This is similar to the outcome of the study conducted by Berbee (1993). However, this is in contrast with the results of the study of John Paul (2015), where the subordinate's evaluation was higher than the self-evaluation.