Summary of Findings, Suggestions and Conclusion

CHAPTER VI

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

The study concentrates on an important aspect of human resources i.e. competencies of teaching faculty in Higher Education institutions through 360-degree feedback, also known as multi-rating feedback. The teaching faculties in Arts and Science Colleges in Coimbatore city have been considered as the respondents for the study.

Primary data for the study had been collected, through well-structured questionnaires. Since the study is a 360-degree feedback, multiple feedbacks had to be collected for each faculty. For the collection of data, prior permission was sought from the Principal of all the institutions selected for the study. Only those departments in the educational institution which had a minimum of 3 faculty members and department head were selected for the study. Questionnaires were distributed to three faculty members (including their own self-evaluation and peer evaluation), the head of the department (HOD), and four students from the final semester. The questionnaires were personally delivered; a clear explanation was given on how to fill it and collected from all these respondents.

6.1 FINDINGS OF THE STUDY

The findings for the first objective, namely the socio-economic and job-related profile of the target faculty are given below.

SOCIO-ECONOMIC PROFILE OF THE RESPONDENTS – Table 4.1

The socio-economic profile of the respondents helps understand the economic profile of the faculty.

Majority (78.9%) of the faculty are females, 58.84% of the faculty are less than 35 years, 85.1% of the faculty are married, 65.5% live in nuclear families in urban areas. Majority of the faculty (73.4%), earn a monthly salary of less than Rs30,000 and also had another earning member in the family. Majority of the faculty (82.2%), studied in English medium school.

JOB RELATED PROFILE OF THE RESPONDENTS - Table 4.2

The job-related profile of the respondents helps to understand the educational qualification and the career progress of the faculty.

Majority of the faculty (87.1%) are working in self-financed colleges, 52.6% of the faculty are M.Phil. qualified and 70.2% do not possess any other additional qualification like NET/SLET etc. Majority of the faculty (86.0%), are assistant professors, with less than 10 years of teaching experience and no industrial experience. Majority of the faculty (89.5%), are not guiding any research scholars, 85.7% of the faculty have a workload of 16-20 teaching hours per week. All the faculty members are involved in non-academic duties and a majority of them (83.9%), had attended more than two faculty development programs.

The findings for the second objective namely, the expected competencies of faculty are given below.

IMPORTANT COMPETENCIES OF FACULTY- Table 4.3 and Table 4.4

The important competencies required for the faculty in Arts and Science College were ranked by both faculty respondents and the heads of departments (HOD).

Both groups of respondents ranked subject knowledge as the most important competency, followed by teaching ability and communication skill. The competencies with the least ranking were flexibility, personal involvement in research, research skills and awareness about industrial requirements.

The Kendall's Coefficient of Concordance value was 0.459 for the rankings given by faculty respondents and 0.513 for the rankings given by HOD's. This indicates that there is a moderate level of similarity in the ranking order of the competencies by the respondents.

RESULTS OF THE ANOVA TEST APPLIED TO STUDY THE FIVE COMPETENCY SCORES BY SOCIO-ECONOMIC AND JOB-RELATED PROFILE

The findings for the third objective namely, influence of the personal profile of target faculty on his/her competency are given below.

KNOWLEDGE BY PERSONAL SOCIO-ECONOMIC PROFILE (Table- 4.5)

The result shows that there is a significant difference in the knowledge scores of the faculty and the socio-economic profile variables of age and educational qualification.

There is no significant difference between the knowledge scores of the faculty and the variables of gender, personal monthly income, residential area, medium of instruction in school and additional qualification.

KNOWLEDGE BY JOB RELATED PROFILE (Table 4.6)

There is a significant difference between the knowledge scores of the faculty working in an aided college and that of faculty working in a self-financed college.

There is no significant difference between the knowledge scores of the faculty and the job related variables of designation, teaching experience, industrial experience, number of registered research scholars, number of teaching hours/week, non-academic duties and number of faculty development programmes attended by the faculty.

SKILL BY PERSONAL SOCIO-ECONOMIC PROFILE (Table 4.7)

There is a significant difference between mean skill scores and the socio-economic variables namely age, educational qualifications and additional qualifications.

There is no significant difference between mean skill scores and the socio-economic variables namely gender, personal monthly income, residential area and medium of instruction in school.

SKILL BY JOB RELATED PROFILE (Table-4.8)

There is a significant difference between the mean skill scores of the faculty working in an aided college and that of faculty working in a self-financed college.

There is no significant difference between the skill scores of the faculty and the job related variables of designation, teaching experience, industrial experience, number of registered research scholars, number of teaching hours/week, non-academic duties and number of faculty development programmes attended by the faculty.

MOTIVE BY PERSONAL SOCIO-ECONOMIC PROFILE (Table 4.9)

There is a significant difference between mean motive scores and the socio-economic variables namely age and educational qualification.

There is no significant difference between mean skill scores and the socio-economic variables namely gender, personal monthly income, residential area, medium of instruction in school and additional qualification.

MOTIVE BY JOB RELATED PROFILE (Table 4.10)

There is a significant difference between the mean motive scores of the faculty working in an aided college and that of faculty working in a self-financed college.

There is no significant difference between the motive scores of the faculty and the job related variables of designation, teaching experience, industrial experience, number of registered research scholars, number of teaching hours/week, non-academic duties and number of faculty development programmes attended by the faculty.

TRAITS BY PERSONAL SOCIO-ECONOMIC PROFILE (Table 4.11)

There is a significant difference between mean traits scores and the socio-economic variables namely age and educational qualifications.

There is no significant difference between mean traits scores and the socio-economic variables namely gender, personal monthly income, residential area, medium of instruction in school and additional qualifications.

TRAITS BY JOB RELATED PROFILE (Table 4.12)

There is a significant difference between the mean traits scores of the faculty working in an aided college and that of faculty working in a self-financed college.

There is no significant difference between the traits scores of the faculty and the job related variables of designation, teaching experience, industrial experience, number of registered research scholars, number of teaching hours/week, non-academic duties and number of faculty development programmes attended by the faculty.

SELF-CONCEPT BY SOCIO-ECONOMIC PROFILE (Table 4.13)

There is a significant difference between mean self-concept scores and the socio-economic variables of educational qualifications and additional qualifications.

There is no significant difference between mean self-concept scores and the socio-economic variables namely age, gender, personal monthly income, residential area and medium of instruction in school.

SELF-CONCEPT BY JOB RELATED PROFILE (Table 4.14)

There is no significant difference between the mean self-concept scores of the faculty and the job related variables of category of employment, designation, teaching experience, industrial experience, number of registered research scholars, number of teaching hours/week, non-academic duties and number of faculty development programmes attended by the faculty.

CORRELATION BETWEEN THE COMPETENCIES – (Table 4.15)

The correlation table shows that there is high correlation between the five competencies, the highest correlation being 0.821, between motive and traits and a lesser correlation of 0.673 between knowledge and traits. The correlation scores for all the five competencies are higher than 0.6 which indicates that there is a high level of positive correlations between the five competencies at a 1% level of significances.

COMPARISON OF MEAN COMPETENCY SCORES BETWEEN FACULTY (Self) AND PEERS FOR SELECTED VARIABLES

The findings for the fourth objective namely, the difference between self-evaluation and evaluation by peers are given below.

Peers of the faculty assessed the faculty through questionnaires on all five competencies. The questionnaires were coded and the ratings given by the peers were kept confidential. This was compared with the self-evaluation given by the faculty respondents. The self-evaluation and peer evaluation scores are similar for both genders (Table 5.1) and for the medium of instruction in school whether English or vernacular (Table 5.3). The faculty with Ph.D. had been rated the highest by both faculty (Self) and peers (Table 5.5). The self-evaluation and peer evaluation show that the majority of the respondents had rated the faculty with other qualifications like B.Ed., MBA etc. the highest (Table 5.7).

The aided college faculty were rated higher than the self-financed faculty by both faculty (Self) and peer respondents (Table 5.9). Peers had rated the assistant professors higher than the associate professors (Table 5.11). The highest mean competency score for teaching experience when evaluated by peers was for the faculty with teaching experience of 11-15 years but when evaluated by faculty (Self) it varies for each competency (Table 5.13). The highest peer-evaluation score was for faculty with 3 – 4 years of industrial experience (Table 5.15). The least mean competency score for 'number of research scholars registered' under the faculty when evaluated by peers was for faculty with no research scholars (Table 5.17).

Majority of the peers' evaluation scores were marginally lower than the faculty's self-evaluation scores but peers' evaluation was higher only for the traits competency for the above variables.

REPEATED MEASURES ANOVA FOR DIFFERENT COMPETENCIES BY SELECTED VARIABLES

GENDER (Table 5.2)

The five competency scores do not vary significantly between genders.

The five competency scores vary significantly between faculty (Self) and peers.

There is no interaction effect between the respondents of faculty (Self) and peers with respect to gender and the five competencies of Knowledge, Skill, Motive, Traits and Self-concept.

MEDIUM OF INSTRUCTION IN SCHOOL (Table 5.4)

The five competency scores do not vary significantly between 'the medium of instruction in school' (English/vernacular).

The five competency scores vary significantly between faculty (Self) and peers.

There is no interaction effect between the respondents of faculty (Self) and peers with respect to 'the medium of instruction in school' (English/vernacular) of the faculty and the five competencies of Knowledge, Skill, Motive, Traits and Self-concept.

HIGHEST EDUCATIONAL QUALIFICATION (Table 5.6)

All five competencies of knowledge, skill, motive, traits and self-concept vary significantly between the highest 'educational qualifications'.

The five competency scores vary significantly between faculty (Self) and peers.

There is no interaction effect between the respondents of faculty (Self) and peers with respect to highest educational qualification and the five competencies of Knowledge, Skill, Motive, Traits and Self-concept.

ADDITIONAL QUALIFICATION (Table 5.8)

The five competency scores do not vary significantly between the 'additional qualifications'

The five competency scores vary significantly between faculty (Self) and peers.

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

CATEGORY OF EMPLOYMENT (Table 5.10)

The competencies of Knowledge and skill vary significantly between the 'Category of employment'.

The competencies of motive, traits and self-concept do not vary significantly between the 'Category of employment'.

The five competency scores vary significantly between faculty (Self) and peers.

There is no interaction effect between the respondents of faculty (Self) and peers with respect to 'Category of employment' and the competencies of knowledge, skill, motive, traits and self-concept.

DESIGNATION (Table 5.12)

The five competency scores do not vary significantly between designations.

The five competency scores vary significantly between faculty (Self) and peers.

There is no interaction effect between the respondents of faculty (Self) and peers with respect to 'additional qualification' and the competencies of knowledge, skill, motive traits and self-concept.

TEACHING EXPERIENCE (Table 5.14)

The five competency scores do not vary significantly between 'teaching experience' in years.

The five competency scores vary significantly for teaching experience (in years) between faculty (Self) and peers.

There is no interaction effect between the respondents of faculty (Self) and peers with respect to teaching experience (in years) and the competencies of knowledge, skill, motive, traits and self-concept.

INDUSTRIAL EXPERIENCE (Table 5.16)

The five competency scores do not vary significantly between the 'Industrial experience (in years)'.

The five competency scores vary significantly for 'Industrial experience (in years)' between faculty (Self) and peers.

For **t**he interaction effect, **t**he differences between mean competency scores of self-concept on 'Industrial experience (in years)' vary significantly based on Faculty (Self) or peers.

There is no interaction effect between the respondents of faculty (Self) and peers with respect to 'Industrial experience (in years)' and the competencies of knowledge, skill, motive and traits.

NUMBER OF REGISTERED RESEARCH SCHOLARS (Table 5.18)

The five competency scores do not vary significantly between the 'number of research scholars registered' under the faculty.

The five competency scores vary significantly for 'number of registered research scholars' between faculty (Self) and peers.

There is no interaction effect between the respondents of faculty (Self) and peers with respect to 'number of research scholars registered' and the competencies of knowledge, skill, motive, traits and self-concept.

COMPARISON OF MEAN COMPETENCY SCORES BETWEEN FACULTY (SELF) AND HOD FOR SELECTED VARIABLES

The findings for the fifth objective namely, the difference between self-evaluation and evaluation by HOD are given below. HOD of the faculty, evaluated the faculty through questionnaires on all five competencies. The questionnaires were coded and the ratings given by the HOD were kept confidential. This was then compared with the self-evaluation given by faculty.

The self-evaluation and HOD evaluation scores are similar for both genders (Table 5.19) and for the medium of instruction in school whether English or vernacular (Table 5.21). Faculty with Ph.D. had been rated the highest by both faculty and HOD (Table 5.23). Faculty 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. HOD evaluation does not show any pattern and varies for each competency (Table 5.25). The aided college faculty were rated higher than the self-financed faculty by both faculty (Self) and HOD respondents (Table 5.27). The self-evaluation and HOD evaluation scores are similar for both assistant professors and associate professors (Table 5.29). The highest mean competency score for teaching experience, when evaluated by HODs, is for the faculty with teaching experience of 11-15 years but when evaluated by faculty (Self) it varies for each competency (Table 5.31). The HOD's evaluation was the least for faculty with more than 5 years of industrial experience. The self-evaluation showed the least mean competency score were for faculty with 3 - 4 years of industrial experience (Table 5.33). The highest mean competency score for the variable 'number of registered research scholars' under the faculty when evaluated by HOD is for faculty with 1 -2 research scholars (Table 5.35).

The HOD's evaluation was lower than the self-evaluation scores of the faculty for all the five competencies of knowledge, skill, motive, traits and self-concept, for all the above variables.

REPEATED MEASURES ANOVA FOR DIFFERENT COMPETENCIES BY SELECTED VARIABLES

GENDER (Table 5.20)

The five competency scores do not vary significantly between Male and Female.

The five competency scores vary significantly between faculty (Self) and HOD.

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

MEDIUM OF INSTRUCTION IN SCHOOL (Table 5.22)

The five competency scores do not vary significantly between the medium of instruction in school (English/vernacular).

The five competency scores vary significantly between faculty (Self) and HOD.

There is no interaction effect between the respondents of faculty (Self) and HOD with respect the 'medium of instruction in school' (English/vernacular) and the five competencies of Knowledge, Skill, Motive, Traits and Self-concept.

HIGHEST EDUCATIONAL QUALIFICATION (Table 5.24)

The competencies of knowledge, skill, traits and self-concept vary significantly between the highest 'educational qualifications'.

The competencies of motive do not vary significantly between the highest 'educational qualifications'.

The five competency scores vary significantly between faculty (Self) and HOD.

There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'highest educational qualification' and the five competencies of Knowledge, Skill, Motive, Traits and Self-concept.

ADDITIONAL QUALIFICATION (Table 5.26)

The five competency scores do not vary significantly between the 'additional qualifications'.

The five competency scores vary significantly between faculty (Self) and HOD.

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

CATEGORY OF EMPLOYMENT (Table 5.28)

The competencies of Knowledge and skill vary significantly between the 'Category of employment'.

The competencies of motive, traits and self-concept do not vary significantly between the 'Category of employment' of the faculty.

The five competency scores vary significantly between faculty (Self) and HOD.

There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'Category of employment' and the competencies of knowledge, skill, motive, traits and self-concept.

DESIGNATION (Table 5.30)

The five competency scores do not vary significantly between 'designation'.

The five competency scores vary significantly between faculty (Self) and HOD.

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.

TEACHING EXPERIENCE (Table 5.32)

The competency scores of knowledge, skill, motive and self-concept do not vary significantly between the 'teaching experience (in years)'.

The competency scores of traits vary significantly between the 'teaching experience (in years)'.

The five competency scores vary significantly for 'teaching experience(in years)' between faculty (Self) and HOD.

For **t**he interaction effect, **t**he differences between mean competency scores of knowledge on 'teaching experience (in years)' vary significantly based on Faculty (Self) or HOD.

There is no interaction effect between the respondents of Faculty (Self) and HOD with respect to 'teaching experience (in years)' and the competencies of skill, motive, traits and self-concept.

INDUSTRIAL EXPERIENCE (Table 5.34)

The five competency scores do not vary significantly between the 'Industrial experience (in years)'.

The five competency scores vary significantly for 'Industrial experience (in years)' between faculty (Self) and HOD.

There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'Industrial experience (in years)' and the five competencies of knowledge, skill, motive, traits and self-concept.

NUMBER OF REGISTERED RESEARCH SCHOLARS (Table 5.36)

The traits competencies vary significantly between the 'number of research scholars registered' under the faculty.

The competencies of knowledge, skill, motive, and self-concept do not vary significantly between the 'number of registered research scholars' under the faculty.

The five competency scores vary significantly for 'number of research scholars registered' between faculty (Self) and HOD.

There is no interaction effect between the respondents of faculty (Self) and HOD with respect to 'number of research scholars registered' and the five competencies of knowledge, skill, motive, traits and self-concept.

COMPARISON OF MEAN COMPETENCY SCORES BETWEEN FACULTY (Self) AND STUDENTS FOR SELECTED VARIABLES

The findings for the sixth objective namely, the difference between self-evaluation and evaluation by students are given below. Students of the faculty assessed the faculty through questionnaires on all five competencies. The questionnaires were coded and the ratings given by the students were kept confidential. This was then compared with the self-evaluation given by faculty.

The self-evaluation and students' evaluation score are similar for both gender (Table 5.37) and for medium of instruction in school whether English or vernacular (Table 5.39). Faculty with Ph.D. have been rated the highest by both faculty and students (Table 5.41). Faculty 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 (Table 5.43).

The aided college faculty were rated higher than the self-financed faculty by both faculty (Self) and student respondents (Table 5.45). In the faculty's self-evaluation score, assistant professors have a higher rating whereas students had rated the associate professors higher than the assistant professors (Table 5.47). 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 (Table5.49). There were no similarities in the self-evaluation and student-evaluation scores for the industrial experience of the faculty (Table 5.51). The least mean competency score for the variable 'number of research scholars registered' under the faculty, when evaluated by students is for faculty with no registered research scholars (Table 5.13).

The students' evaluations were lower than the self-evaluation scores of the faculty for all the five competencies of knowledge, skill, motive, traits and self-concept and for all the above variables.

REPEATED MEASURES ANOVA FOR DIFFERENT COMPETENCIES BY SELECTED VARIABLES

GENDER (Table-5.38)

The five competency scores do not vary significantly between genders.

The five competency scores vary significantly between faculty (Self) and students.

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

MEDIUM OF INSTRUCTION IN SCHOOL (Table-5.40)

The competencies of knowledge and skill vary significantly between the medium of instruction in school (English/vernacular).

The competencies of motive, traits and self-concept do not vary significantly between the medium of instruction in school (English/vernacular).

The five competency scores vary significantly between faculty (Self) and students

For **t**he interaction effect, differences between mean competency scores of knowledge on the medium of instruction in school (English/vernacular) vary significantly based on Faculty (Self) or Student.

There is no interaction effect between the respondents of faculty (Self) and students with respect to medium of instruction in school (English/vernacular) and the competencies of Skill, Motive, Traits and Self-concept.

HIGHEST EDUCATIONAL QUALIFICATION (Table-5.42)

The competencies of knowledge and skill do not vary significantly between highest 'educational qualifications'.

The competencies of motive, traits and self-concept vary significantly between highest 'educational qualifications'.

The five competency scores vary significantly between faculty (Self) and students.

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

ADDITIONAL QUALIFICATION (Table-5.44)

The five competency scores do not vary significantly between 'additional qualifications'.

The five competency scores vary significantly between faculty (Self) and students.

For **t**he interaction effect, **t**he differences between mean competency scores of skill on 'additional qualification' vary significantly based on Faculty (Self) or Student.

There is no interaction effect between the respondents of faculty (Self) and students with respect to 'additional qualification' and the competencies of knowledge, Motive, Traits and Self-concept.

CATEGORY OF EMPLOYMENT (Table-5.46)

The five competency scores vary significantly between the 'Category of employment'.

The five competency scores vary significantly between faculty (Self) and students.

There is no interaction effect between the respondents of faculty (Self) and students with respect to 'Category of employment' and the competencies of knowledge, skill, motive, traits and self-concept.

DESIGNATION (Table-5.48)

The five competency scores do not vary significantly between 'designation'.

The five competency scores vary significantly between faculty (Self) and students.

For **t**he interaction effect, **t**he differences between mean competency scores of traits on 'designation' vary significantly based on Faculty (Self) or Student.

There is no interaction effect between the respondents of faculty (Self) and students with respect to 'designation' and the competencies of knowledge, skill, motive and self-concept.

TEACHING EXPERIENCE (Table-5.50)

The five competency scores do not vary significantly between the 'teaching experience (in years)'.

The five competency scores vary significantly for 'teaching experience (in years)' between faculty (Self) and students.

There is no interaction effect between the respondents of faculty (Self) and students with respect to 'teaching experience (in years)' and the competencies of knowledge, skill, motive, traits and self-concept.

INDUSTRIAL EXPERIENCE (Table-5.52)

The five competency scores do not vary significantly between the 'Industrial experience (in years)'.

The five competency scores vary significantly for 'Industrial experience (in years)' between faculty (Self) and students.

There is no interaction effect between the respondents of faculty (Self) and students with respect to 'Industrial experience (in years)' and the competencies of knowledge, skill, motive, traits and self-concept.

NUMBER OF REGISTERED RESEARCH SCHOLARS (Table-5.54)

The traits competencies vary significantly between the 'number of research scholars registered' under the faculty.

The competencies of knowledge, skill, motive, and self-concept do not vary significantly between the 'number of research scholars registered' under the faculty.

The five competency scores vary significantly for 'number of research scholars registered' between faculty (Self) and students.

There is no interaction effect between the respondents of faculty(Self) and students with respect to 'number of registered research scholars' and the competencies of knowledge, skill, motive, traits and self-concept.

6.2 SUGGESTIONS

The following suggestions are made based on the analysis of this study to enhance the competency of the teaching faculty.

- Institutions may adopt multi-rating feedback for the faculty so that the evaluation is comprehensive and unbiased. Once the multi-rating feedback is adopted the management should communicate the same to the faculty in order to encourage them and also assist them in improving their competency.
- As per the result of the study, faculty with Ph.D. had the highest competence rating but majority of the faculty are only M.Phil. qualified. Hence, educational

institutions must encourage the faculty by providing the necessary environment for faculty to pursue Ph.D.

- Self-financed college faculty had a lower competency rating than aided college faculty. Hence, initiatives should be undertaken by institutions to enhance the competency of self-financed college faculty.
- The study showed that faculty engaged in research had higher competency rating. Hence, financial incentives could be provided to faculty working in self-financed colleges to encourage them to engage in research activities.
- The study shows that least importance is given to industrial training; on the contrary, industrial requirement should be included in the syllabus content itself in order to ensure the students are industrially oriented.
- Studies have shown that faculty that undertakes research activities, like paper publications, grant based projects and guidance of Ph.D. scholars; have improved levels of competency. Hence, institutions should provide special incentives to encourage such activities.
- The institution should organize more number of faculty development programs, skill development program and training for NET/SLET in their own campus.

6.3 CONCLUSION

This study contributes to understanding the variables that lead to better competency of teaching faculty. HOD and faculty members had ranked subject knowledge as the most important competency, followed next by teaching ability and communication skill. The competencies were categorised into five, namely knowledge, skill, motive, traits, and self-concept and there was a high correlation between the five competencies. Age of the faculty influenced the competency level of the faculty, and faculty between the age group of 36 to 40 years had the highest level of competency.

The faculty who had completed Ph.D., faculty with 11-15 years of teaching experience and faculty teaching in aided colleges had the highest competency rating. There is a significant difference between self-evaluation and the evaluation with that of peers, HOD and students. The peers' evaluations were marginally lower for the

competencies of knowledge, skill, motive and self-concept but marginally higher for traits competency. The evaluations given by students and HOD are lower than the self-evaluation made by the faculty respondent.

Repeated Measures ANOVA was conducted to find out whether competency scores of the faculty can be attributed towards the type of respondent or based on personal/job-related variables of the faculty, or with interaction of both.

Peers

All five competencies are significantly affected by the educational qualification of the faculty. Knowledge and skill competencies are significantly affected by the category of employment whether aided or self-financed.

The self-evaluation of the faculty was compared with the evaluation made by the peers of the faculty. This showed that the peer-evaluation of the faculty was lower than the faculty's self-evaluation.

Only one interaction was found to exist for the self-concept competency between industrial experience and the type of respondent whether self or peers.

HOD

Knowledge, skill, traits, and self-concept competencies are significantly affected by the educational qualifications of the faculty. The knowledge and skill competencies are significantly affected by the category of employment of the faculty whether aided/self-financed. The traits competency is significantly affected by teaching experience and the number of research scholars registered under the faculty.

Only one interaction was found to exist for the knowledge competency between teaching experience and the type of respondent whether self or HOD.

Students

The competency scores of knowledge and skill are significantly affected by the medium of instruction in school (English/Vernacular) and educational qualification of the faculty. All five competencies are significantly affected by category of employment whether aided or self-financed. The competency score of traits is significantly affected by the number of research scholars registered under the faculty.

Self-evaluation of faculty was compared with the evaluation made by students of the faculty. For all five competencies knowledge, skill, trait, motive, and self-concept; students' evaluation of the faculty was lower than the faculty's self-evaluation.

In addition to the above main effects, three interactions were found to exist. There is an interaction effect for knowledge competency between the medium of instruction in school and the type of respondent whether self or student; for skill competency between the additional educational qualification and the type of respondent; and for traits competency between the designation and the type of respondent.

To conclude, it can be said that 360 degree feedback gives a comprehensive assessment of the competencies of faculty and reduces bias in evaluation.

6.4 SCOPE FOR FURTHER STUDIES

- Competency mapping could be done for the teaching faculty in educational institutions and this would help in understanding the change in the faculty competency requirement under the current scenario, thereby helping in the hiring and training process of faculty.
- The impact of research done by faculty and the influence of additional qualifications like B.Ed., NET, SLET on the change in the competency level of the faculty can be studied.
- Similar studies can be undertaken in professional colleges to understand the competency levels of faculty and to identify areas of improvement.
- Considering the pandemic situation online teaching and assessment have gained significance. An evaluation of the online teaching skills maybe included as a prerequisite in the evaluation methodology.

The purpose of education is to make good human beings with skill and expertise.

Enlightened human beings can be created by teachers

– A.P.J. Abdul Kalam