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A STUDY ON MANAGERIAL COMPETENCIES OF COLLEGE TEACHERS AT ARTS AND SCIENCE COLLEGES IN TIRUCHIRAPALLI.

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ABSTRACT

Education is the most powerful instrument whose effectual use requires the strength of will, committed work and sacrifice. Since this tool is in the hands of teachers, they must possess qualities for its effective use. Education inculcates desirable habits, skills and attitudes which make an individual a good citizen. The importance of education is quite strong. Education is the knowledge of putting one's abilities to maximum use. This study has been undertaken to identify those managerial competencies of college teachers in Arts and Science Colleges. A thorough study and extensive literature helped to identify three main competencies for the college teachers - Teaching competence, Managerial competence and Professional competence out of which this paper deals with the Managerial competence. Colleges can create a model which would help them in Recruitment, Selection, Training and Development and Succession planning.

INTRODUCTION

Superior training within the pruning aspect was imparted in India in 1857. From that point on, our educational structure has played a comparative, striking melody without a goal. The only alternative to this is its length and variety. On the way to the end of a quarter of a century, we find that the number of other students, educated and universities as well as admissions taken is about fifteen times flooded. The data confirms that while a public movement such as training reports a period of rapid growth, a beautiful development in the trend remains.

In fact, there has been an almost total general neglect of quality in college education. A great deal has been written about the prevailing shortcomings and defects of our system. Teaching is not imparting mere knowledge alone. Teaching includes creating awareness, arousing interests and inculcating ethics

to become a better human and a good citizen. The quality and effectiveness of teaching has been talked about and the ways and means of improving the quality of teaching has been the prime important duty among the education policy makers.

From the nature of preparation and the many factors that influence its commitment to public change. Teacher excellence, ability and personality are actually of paramount importance. Teacher skills can be viewed in unique ways, including: B. Curriculum talent, socio-social skills, enthusiastic skills, communication skills, etc. Educator skills influence college qualifications, practices, points and practices. Training points change rapidly depending on the requirements of how long those requirements have a framework of direct educational effects. The instructor is responsible for implementing the educational framework. You need stable and effective educational skills. The trainer's skills should be considered, delicate and based on overall human lifestyle improvement and training. The educator's executive function is to plan, implement academic programs, pursue career paths, and advise, organize, coordinate, and manage the company.

LITERATURE REVIEW

Whitty (1996) He was diagnosed with talented health, including adolescents and their knowledge, topical information, educational programs, guidance frameworks, facts and understanding of the trainer's profession. Talented abilities required additional talents such as applying concerns, classroom approaches, executive study rooms, assessments and records, and especially large task assignments.

Dolmans and Vleuten (2004) Conducted a tour of activities review and form approval to demonstrate advanced training skills. The reasoning factor is to create and support some form of display of skills in the training that the liner is targeting. The location of the study indicated that the mix of character traits, know-how, skills and prospects was becoming risky. Regardless, in many areas the results show that things that are more integrated and radically characterized are more important than more serious things, which makes them useful as a starting point for trainers' assessment.

Monica et al., (2008) described skills growing as another worldview knowledge acquisition, in which student-centered methods are constantly expanding. The interaction was completed to identify their own non-exclusive skills file, clarifying their institutions between learning outcomes, grades, descriptors, credits, strategy, acquisition of physical activity and evaluation.

Selvi (2010) Investigated the general instrument of teachers' abilities and suggested 9 points of view such as: essay functionality, research accuracy, in-depth knowledge, correspondence skills, educational programs, use of

passionate skills and green skills.

Preeti Nair (2017) in her study "Identifying teaching competencies and factors affecting teaching competencies with extraordinary links with Gujarat MBA agencies" protected the opinion of 358 professors training in selected MBA foundations across the state of Gujarat, referring to each of the academic skills and variables that influence them. and 9 items as variables that influence them. It has been gathered under three essential additives, for example, male or female, authoritative and associated with work that influences teaching skills. There was an impact of phase factors in the raising of skills and additives influencing them, especially phase factors such as party display, no-show, satisfaction and payment with much prescribed through 0 survey on the three fundamental additive groupings, particularly close to home, variables hierarchical and work-related to obtain the individual.

OBJECTIVES OF THE STUDY

1. To study prevalent level of competencies of the college teachers in Arts and Science Colleges.
2. To know about the impact of socio-demographic profile on Managerial competence.

HYPOTHESES

1. There is a significant correlation between years of experience of college teachers and managerial competency.
2. There is a significant difference between gender of the college teachers with regard to their managerial competency.

METHODOLOGY

The research project is a descriptive curriculum. The questionnaire contained a qualification criterion designed as an indication of the meeting guide (Monini, Bobsa and Obonio, 2003) and (Rima and Anita, 2014). Matters in each aspect were deliberately investigated, modified according to the importance of the examination, and ninety-eight declarations were resolved to examine the elements. Dimensions measure 3 types of competencies, especially gifted functionality, academic ability and managerial competence that highly qualified neighborhood teachers desire. Executive ability includes planning and implementing educational software, career path and advice, organization, coordination, and work management. To draw this example, an unbalanced layout was applied to the unusual examination approach. A large number of 311 examples were obtained from a variety of arts and sciences universities in Thiruvananthapuram.

ANALYSIS AND INTERPRETATION

Prevalent level of Competencies

Factors	Mean
Teaching competence	3.93
Professional competence	4.56
Managerial competence	4.68

Table 1.1

The table shows that the average rating of educational qualification ($m = 9.3$) is the maximum that decreases, followed by the use of expert skills ($m = 6.66$) and markers for management aptitude ($m = 68.6868$). The tool uses a self-view of the builds, so estimates of strategies are enhanced based on male or female instincts. However, the general impression of the three types of health reflects that respondents were particularly certain of being close to the administration's potential views. Sub-factors of management capacity are the design and implementation of educational software, business management and advice, planning, pioneering and project planning. Therefore, the elements of the leadership of the university professors seem particularly positive.

Table 1.2 Difference between Experience of the College teachers with regard to their Managerial Competence

Sl. No.	Managerial Competencies	Correlation Values	Statistical Inference
1	Experience of the College teachers and their Designing and Implementing Curriculum	.114	P < 0.05 Significant
2	Experience of the College teachers and their Career Guidance and Counselling	.054	P > 0.05 Not Significant
3	Experience of the College teachers and their Planning, Organizing and Guiding the Project	.094	P > 0.05 Not Significant

COLLEGES IN TIRUCHIRAPALLI	4	Experience of the College teachers and their Managerial Competencies	.108	P > 0.05 Not Significant
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From the desk it's miles accumulated that there exists a huge connection between Teaching experience and Designing & Implementing of Curriculum. Teacher's experience seems to influence the way they design and implement curriculum as this may be due the fact that with experience comes knowledge. This is substantiated by Borko, H., (2004) in which he says that "A strong belief about pedagogical approaches impacted the decisions teachers took about the kind of activities that they designed and enacted".

Table 1.3 Difference between Gender of the College teachers with regard to their Managerial Competence

S. No.	Gender	Mean	Std. Deviation	Statistical Inference
1.	Designing and Implementing Curriculum			Z = -0.074 P > 0.05 Not Significant
	Male	41.09	5.181	
2.	Career Guidance and Counselling			Z = -1.362 P > 0.05 Not Significant
	Male	29.68	3.356	
3.	Planning, Organizing and Guiding the Project			Z = -1.636 P > 0.05 Not Significant
	Male	8.42	1.448	
4.	Managerial Competence			Z = -0.811 P > 0.05 Not Significant
	Male	79.19	8.576	
	Female	79.99	8.556	

The table above indicates that there are no major differences in management skills, such as the gender and curriculum of college teachers, career guidance and counseling, planning, organization and mentoring. This finding is similar to that of Akiri and Yogurgubo (2008), who also stated that there is no major link between male and female teachers' management skills. The clearing that can be obtained behind this conclusion can lead to the conclusion that the level of responsibility of the chosen career may affect their performance. (Okoro, 2008).

CONCLUSION

Teachers' role has always been imparting knowledge in classrooms, designing syllabus and assessing students objectively. But today the role of teachers have become more multidimensional. In addition to the basic skills a

COLLEGES IN TIRUCHIRAPPALLI has to have a command over definite skills which are concerned with the teaching-learning process, classroom management, handling academic issues, using technology for teaching, knowledge of various electronic gadgets, etc. Therefore, there is a necessitate to understand these competencies. The

Managerial competence in educational organizations may not be directly related to classroom management but indirectly help in teaching process. The concept of teacher as manager is established as a noteworthy one in successful teaching.

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