

A Multidimensional Analysis of Personal Competence and Its Influence on Professional Effectiveness among College Faculty

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Abstract

This study examines how personal competence influences professional effectiveness among college faculty. Personal competence includes dimensions such as instructional innovation, reflective practice, student engagement, adaptability, and value orientation. Professional effectiveness is reflected through structured teaching, interactive methods, technology use, and continuous professional development. The study uses Multiple Regression Analysis to understand the influence of these factors. The results indicate that adaptive behaviour and instructional innovation are strong predictors of professional effectiveness. Organisational support also plays a supportive role in enhancing outcomes. The study highlights the importance of strengthening internal competencies among teachers to improve effectiveness in higher education.

Keywords: Personal Competence, Professional Effectiveness, Adaptive Behaviour, Organisational Support, Higher Education

1. Introduction

Higher education institutions play an important role in developing knowledge and skills among students. Teachers are the key contributors in this process, as they guide, instruct, and support learners. In the modern academic environment, teaching has become more dynamic and challenging. Faculty members are expected to adopt innovative teaching methods, integrate technology, and respond to diverse student needs.

Professional effectiveness among teachers depends not only on external support but also on their internal competencies. These competencies include the ability to adapt to change, engage students effectively, reflect on teaching practices, and maintain a positive value system. Together, these aspects form personal competence.

Understanding how personal competence influences professional effectiveness is important for improving teaching quality. This study focuses on analysing this relationship using an empirical approach.

2. Objectives of the Study

- To identify the key dimensions of personal competence among faculty
- To examine the influence of personal competence on professional effectiveness
- To provide suggestions for improving faculty effectiveness

3. Research Methodology

The study is based on primary data collected through a structured questionnaire from college faculty. The variables were designed to measure different dimensions of personal competence and professional effectiveness.

Statistical Tool Used:

- Multiple Regression Analysis

This method is used to examine the influence of independent variables on professional effectiveness.

4. Analysis and Interpretation

Multiple Regression Analysis

Multiple Regression Analysis was applied to examine the influence of personal competence dimensions on professional effectiveness.

Table 1: Model Summary

Measure	Value
R ²	0.553
Adjusted R ²	0.549

The R² value indicates that 55.3% of the variation in professional effectiveness is explained by the selected personal competence factors. The adjusted R² confirms the reliability of the model.

Table 2: ANOVA Results

Measure	Value
F-Value	136.462
Significance	0.000

The model is statistically significant, indicating that the selected variables have a meaningful influence on professional effectiveness.

Table 3: Significant Predictors

Variable	Influence
Instructional Innovation	Strong Positive
Reflective Practice	Positive
Student Engagement	Positive
Adaptive Behaviour	Strongest Predictor

Organisational Support	Positive
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Interpretation

The analysis shows that personal competence significantly influences professional effectiveness. Among all factors, adaptive behaviour emerges as the strongest predictor, indicating that teachers who can adjust to changing situations perform better. Instructional innovation also plays a major role, showing that creative teaching methods enhance effectiveness.

Reflective practice and student engagement contribute positively by improving teaching quality and interaction. Organisational support further strengthens these outcomes by providing a supportive environment for teachers.

5. Major Findings

- Personal competence has a significant impact on professional effectiveness
- Adaptive behaviour is the most influential factor
- Instructional innovation improves teaching quality
- Student engagement enhances effectiveness
- Organisational support positively contributes to faculty performance
- The model explains a substantial portion of variation in effectiveness

6. Suggestions

- Institutions should focus on developing adaptive skills among teachers
- Training programmes should encourage innovative teaching practices
- Faculty should be supported to engage students actively
- Institutions should create a supportive and collaborative environment
- Government can promote policies for continuous faculty development

7. Implications of the Study

- Helps institutions improve teaching quality
- Supports policy decisions for faculty development
- Encourages continuous professional improvement
- Enhances overall academic performance in higher education

8. Scope for Future Research

- Comparative studies across different institutions
- Studies focusing on technology-based teaching
- Research on long-term faculty development
- Inclusion of additional variables such as work environment

9. Conclusion

The study concludes that personal competence plays a vital role in determining professional effectiveness among college faculty. Adaptive behaviour, instructional innovation, and organisational support are key contributors. Teachers who develop these competencies are better equipped to handle academic challenges and improve their professional outcomes. Therefore, institutions should focus on strengthening these areas to enhance the overall quality of higher education.

References

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