

A Tool to Measure the Behavioural Competency of Under Graduate Students

P. Vijay¹, T. Thilagavathy²

¹Ph. D Student, Department of Education, Annamalai University, Annamalai Nagar, Tamil Nadu, India

²Associate Professor, Department of Education, Annamalai University, Annamalai Nagar, Tamil Nadu, India

Abstract: Behavioural competency refers to personal attributes or characteristics (i.e. motives, attitudes, values) that describe how a job or task is performed as opposed to the particulars of the job or task. For instance, competencies like flexibility, integrity, team work or self- confidence are personal characteristics, demonstrated through on-the-job behaviours, which can be applied in any number of job-related situations as compared to a specific technical skill or knowledge set. Graduate students are lying in the important stage to take decision about their career. They begin to find their way in life during graduation period. They discover their interests, aptitudes, goals and dreams. Therefore graduate students should equip themselves to enter into a good job after finishing graduate degree. They must develop their behavioural competencies for their career. This necessitated the researcher to develop a research tool to measure the behavioural competency of under graduate students. Initially the tool was constructed with 48 statements and administered to 200 under graduate students. In order to standardize the tool the researcher applied Cronbach's Alpha test and 't' test. After the item analysis 40 statements were considered for the final tool.

Keywords: Behavioural Competency, Cronbach's Alpha, Under Graduate Students, 't' test, split half

1. Introduction

A competency could most easily be described as a type of behaviour. It is ability and something rarely learnt or acquired. Behavioural competency refers a person how to approach an activity or situation. Behavioural competencies describe how we do something, such as manage our jobs, our homes or our lives generally, and the behaviours we use, such as decision making, information gathering and wider thinking.

Competencies are descriptions of behaviours systematically associated with achieving results on the job. A competency is behavioural when it involves only observable behaviours that require no inference, assumptions, or interpretation. Psychological abstractions, trait-based descriptions, educational backgrounds, or experience levels are not part of behavioural competencies. In addition to avoiding psychological abstractions, competencies should not include the results or outcomes of performance—competencies are the means by which an outcome is obtained, not the outcome itself.

Competencies can be used to define behaviourally the future that organizational leaders expect and thus help employees focus on the skills or behaviours they will need to develop. Used in this manner, competencies can help drive the acquisition of behaviours needed in an organization by guiding the allocation of training, development, and recruiting resources. Organizational leaders who know that innovation will become increasingly important to the continued success of the organization can, once they define "innovation" behaviourally, therefore graduate students must have these qualities for their future. In this manner the investigator developed a tool to measure behavioural competency of graduate students.

2. Definition of the Terms

Under Graduate Students

The students who are in the process of obtaining a under graduate course certificate in arts and science colleges.

Behavioural Competency

Entrepreneurial Behaviour refers to the different actions taken by the individuals that give rise to the creation of a venture. The behaviour of a person is the means through which all his dreams, thoughts, intentions, motivations and his will and pleasure come true and this gets communicated to the rest of the world in the form of products and services. Therefore behaviour is the effective platform for all his thoughts, intentions, likes and dislikes that are expressed to some target groups or to a general public at large. Researchers have discovered that people are more likely to behave according to their attitudes under certain conditions.

3. Objectives of the Study

The purpose of this study was to develop a research tool to measure behavioural competency of under graduate students. As such it seems that there is no research tool to measure the behavioural competency of under graduate students and that necessitated the researcher to construct a tool.

4. Methodology

To construct the tool entitled, 'Behavioural competency of under graduate students' at the initial stage, the researcher referred to the books, journals and discussed with experts in the factors like creativity and innovation, critical and systematic thinking, environmental acumen, honesty and integrity, judgement, and leadership, in this background as many as 48 statements were developed. All statements are positive. The response of the tool was at five point Likert scale with the responses always, often, sometimes, rarely

and never. The responses were given with weightage 5, 4, 3, 2, and 1 for always, often, sometimes, rarely and never for respectively. The tool was administered on 200 under graduate students from 4 colleges. The 200 under graduate students were selected at random. The entire 200 questionnaire, collected from them were scored carefully. The statements scores were arranged in the ascending order from the lowest to highest. The lowest 27% and highest 27% of the respondents were taken for item analysis. Accordingly 54 cases from the lowest group and 54 cases from the highest group were considered. Totally 108 cases were taken in to consideration for the analysis. In order to select the reliable items the researcher has used two statistical measures namely i) 't' value, ii) Cronbach's Alpha test.

The Cronbach's Alpha value was calculated for the two set of scores for each statement. The item with the Cronbach's Alpha value greater than 0.6 were retained and less than 0.6 were not considered. Further, to establish the significance of the test items, the 't' value were calculated. The 't' value for the statements greater than the table value at 0.05 level were considered for the final tool and the values are given in the Table 1.

Table 1: Behavioural competency of under graduate students
(Values of the statements are given below)

1	2.987 0.925	Selected	25	1.774 0.924	Not Selected
2	5.595 0.923	Selected	26	2.827 0.923	Selected
3	2.935 0.924	Selected	27	2.651 0.924	Selected
4	5.212 0.923	Selected	28	5.097 0.923	Selected
5	1.606 0.925	Not Selected	29	4.476 0.924	Selected
6	3.721 0.926	Selected	30	4.168 0.924	Selected
7	2.735 0.925	Selected	31	2.143 0.925	Selected
8	5.292 0.922	Selected	32	2.563 0.925	Selected
9	3.440 0.923	Selected	33	3.042 0.925	Selected
10	4.286 0.925	Selected	34	3.720 0.922	Selected
11	2.026 0.926	Selected	35	2.630 0.923	Selected
12	3.451 0.924	Selected	36	2.992 0.923	Selected
13	3.180 0.925	Selected	37	3.300 0.923	Selected
14	1.115 0.926	Not Selected	38	1.798 0.924	Not Selected
15	2.589 0.924	Selected	39	2.210 0.925	Selected
16	1.209 0.925	Not Selected	40	4.244 0.923	Selected
17	5.180 0.923	Selected	41	4.411 0.923	Selected
18	1.581 0.926	Not Selected	42	4.365 0.923	Selected
19	3.836 0.923	Selected	43	3.165 0.924	Selected
20	3.286 0.924	Selected	44	1.693 0.925	Not Selected
21	5.871 0.922	Selected	45	2.073 0.926	Selected
22	4.667 0.922	Selected	46	2.895 0.923	Selected
23	2.383 0.924	Selected	47	3.753 0.924	Selected
24	3.397 0.924	Selected	48	1.576 0.925	Not Selected

Statement 't' value Cronbach's Selected/ Alpha Not selected

Based on the statistical treatments presented in Table 1, namely Cronbach's Alpha test value ranging from 0.922 to 0.926, and 't' value ranging from 2.026 to 5.871 the statements of the final tool was established. Out of the 48 statements 40 statements were found to be statistically valid. The final version of the tool entitled "Behavioural

competency of under graduate students" consists of five point scale with a maximum score of 200 and a minimum of 40.

4.1 Validity

In the beginning of the process of tool construction the selected statements were given to experts and testing for their approval. They judged the appropriateness of the statements. The statements were modified with their suggestions prior to administration and thereby the content validity was ensured.

4.2 Reliability

The reliability coefficient of the tool was ascertained by using the split-half method, which was found to be 0.84.

5. Conclusion

This research tool focuses on gathering information about the behavioural competency of under graduate students. Behavioural competency plays a vital role in effective change of child's career and character. From the study it is revealed that, to measure the level of behavioural competency of under graduate students 40 statements were selected based on the statistical analysis. With use of this tool the behavioural competency of under graduate students should be evaluated.

6. Recommendations

This research tool will be of immense use for the educational administrators, teacher educators and teachers, which will throw light upon the behavioural competency of under graduate students. In turn it will help in measuring and developing proper behavioural competency of students.

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Author Profile



Vijay. P has done M.A, M. Ed. Presently he is a Ph. D Scholar in Department of Education Annamalai University, Chidambaram – 608002, Tamil Nadu.