

Competency-Based Tests as a Tool for Teacher Evaluation in Higher Education Institutions

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Abstract

Purpose: This study aims to verify the quality of the teacher competency inventory as a pedagogical competencies measure of teachers in higher education institutions.

Design methodology: The development and testing of the teacher competency inventory covered three phases: (1) item generation, (2) dimension identification and data reduction (factor analysis), and (3) scale evaluation. The current study tests its construct validity, using an independent samples t-test, variance analysis, and Anova in two different environments.

Findings: Results indicate that the inventory measures unitary constructs and provide its predictive capacity. The developed instrument measures levels of future-oriented pedagogical competencies with comparable reliability and validity.

Practical implications: Teacher competency inventory may be applied to teachers' recruitment, selection, development, and performance evaluation with the goal to identify current and required levels of competencies. The inventory allows one to compare teacher competencies with the expected competency profile. Possible differences may indicate deficits or overruns in relation to the expected profile.

Originality: Teacher competency inventory is a meaningful tool to improve human resource practices – including recruitment, selection, and teacher performance monitoring – and to indicate the current and required level of competencies. The identified competency gap can help plan teacher development to increase job performance.

Keywords: competency test, HR practice, assessment, self-evaluation, teacher evaluation.

JEL: M12

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