

## A Study on Significance of Behavioural Competencies for research Scholars

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**ABSTRACT:** *Rather than focusing on the technical aspects of a job or activity, behavioural competence looks at the individual factors (such as motives, attitudes, and beliefs) that explain its execution. Personal traits such as flexibility, honesty, collaboration, and self-confidence are more transferable to other work contexts than a single set of technical procedures or body of knowledge. The author outlines four core behavioural competences based on his research: communicative, cognitive, emotional, and interpersonal. Both primary and secondary sources were consulted for this article's reporting. Primary data was collected using an online survey sent to 62 research scholars. The author draws on the work of two researchers, one a full-time professor and the other a part-time student. Cronbach's Alpha was used by the researcher as a means of ensuring the uniformity of the survey. The data analysis software utilized is IBM SPSS 23.*

**Keywords:** - Research scholars, Competencies, Behavioural competencies, skills.

### INTRODUCTION:

There are several advantages of adopting behavioural competence in research disciplines. According to study undertaken by Harvard University, the Carnegie Foundation, and the Stanford Research Center, 85% of employment performance is attributable to well-developed behavioural competencies and interpersonal abilities, whereas just 15% is attributable to technical skills and knowledge.

### Behavioural competency in research field.

Evaluating one's own strengths and limitations and participating in continuous self-development and improvement; retaining effectiveness in the face of change or ambiguity.

1. Evaluates and supervises oneself to preserve one's effectiveness.

Research scholars should know their own strengths, weaknesses, and Prioritizes and juggles many tasks to satisfy obligations. They should be able to identify knowledge and skill gaps and strive to close them by self-learning and/or requesting assistance, guidance, or coaching, as well as take advantage of learning opportunities and continuously apply new information and learning to enhance research work. Demonstrates flexibility and adaptability in the face of change and strives to strike a balance between professional and personal obligations. Maintains a cheerful and productive attitude despite failures and difficulties; avoids cynicism.

2. Seeks to improve and maintain personal effectiveness in high demand situations.

Recognizes personal limits and work capability, and changes tasks appropriately (e.g. delegate, modify priorities). Strives to satisfy obligations in conditions of high demand or stress. Effectively manages time and priorities to satisfy personal and team obligations. Maintains efficacy, self-control, and a professional demeanor under challenging or high-demand, ambiguous, or uncontrollable circumstances. Establishes for oneself demanding objectives and standards of excellence. • Designs personal learning goals based on expected future requirements of the work unit, research centre, and NRC. • Seizes opportunities presented by change to acquire new skills and information.

3. Impacts on effectiveness of others

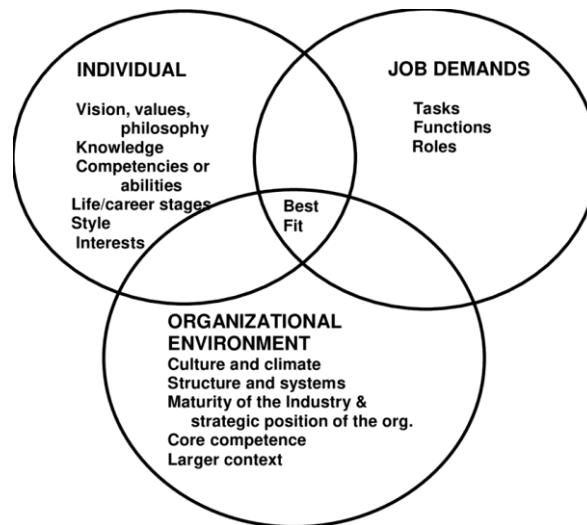
Maintains effective judgements, decision-making, and responses to others under high-demand, challenging, or stressful events or times. Influences people positively by being motivated, enthusiastic, and self-assured in the face of challenging and protracted job demands.

This study aims to assess the behavioural competence of research scholars based on four distinct competency qualities. Additionally, to examine the demographic determinants' impact on these abilities in terms of specialized competence and overall behavioural competency.

### LITERATURE REVIEW:

Boyatzis (1982) says that a person's competency is a set of skills that leads to behaviour that meets the needs of the job within the limits of the organizational environment and gets the results that are wanted. Today, competency-based human resource management is used by almost every company

with more than 300 employees. The study showed a diagram of an integrated system with concentric circles. At the center of the diagram were the person's unconscious motives and trait tendencies. These influenced and were influenced by the next circle of a person's values and sense of self. The skill level was written in the circle around it. In the circle around it, there were things that had been seen. Together, the circles show an organization's most important skills.



**Figure 2.1 The Theory of Action and Job Performance**

**Weinhart (2001)** put competencies into six groups, which are as follows: - a. General cognitive competences, which include cognitive skills and abilities (like intelligence); b. Specialized cognitive competence in a certain area (like playing chess or the piano);

c. The competence-performance model, which distinguishes between language skills (competence) and the ability to write an infinite number of new, correct sentences (performance);

d. Changes to the competence-performance model that assume that the relationship between competence and performance is moderated by other factors like cognitive style, familiarity with the requirements, and other personal factors (i.e. conceptual, procedural, and performance competence);

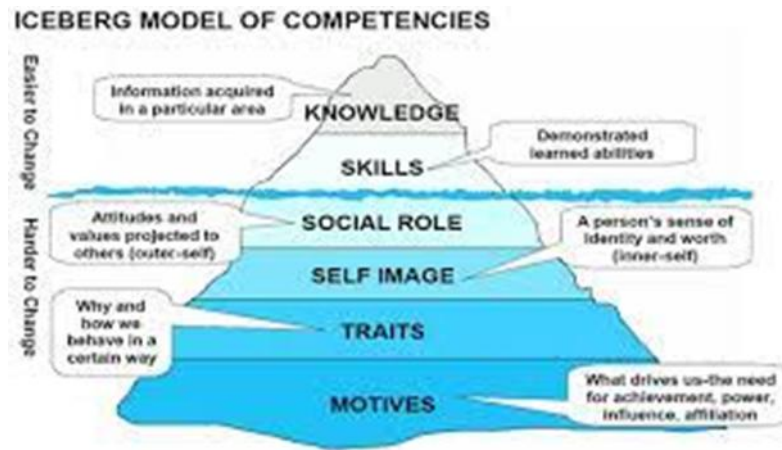
e. cognitive competences and motivational action tendencies to help the person interact well with his or her environment; i.e., competence is a combination of motivation and ability.

f. Differences between performance and performance dispositions based on the ideas of objective and subjective competencies.

**Hay Group (2003)** says that a competency-based approach looks at how the best people in the job do their jobs as a point of comparison. By hiring people with these skills, organizations can improve their overall performance. It's important to look beyond the basic skills and knowledge needed to do a job well and into deep-rooted competencies, which are the best way to find candidates with high potential. It involves evaluating each person based on the following behavioural functions, which can be shown as:

$$f = \{K, A, S, H, V, A, T, M\}$$

Where K: Knowledge; A: Abilities; S: Skills; H: Habits; V: Values; A: Attitudes; T: Traits and M: Motives. This function is demonstrated with the use of the Iceberg Model of Competencies as illustrated below



**Figure 2.2 The Iceberg Model of Competencies**

**Rothwell and Wellins (2004)** suggest competencies as a way to help people think about themselves and talk about their careers with mentors or bosses. A more formal method uses organised tools like 360-degree assessments, assessment centres, and work samples to measure the skills of each person. The results of these kinds of evaluations will show which strengths should be used and which areas need more professional development. Once these behavioural skills have been identified, they can be written down and used to create an individual development plan. The plan can also make it easier to hold people accountable by making it clear what the learning strategies, support, and measurement of results are.

**THEORETICAL BACKGROUND:**

The term "behavioural competence" is used to define the individual traits (such as motivations, attitudes, and values) that characterize the manner in which a job or activity is carried out as opposed to its specifics. Competencies, in contrast to technical skills or knowledge, are more general and may be utilized in a variety of contexts. These include things like adaptability, honesty, teamwork, and self-assurance.

**1. Communication Competencies: -**

Communication may seem to be an insignificant soft talent. However, communication is not only essential for maintaining healthy professional relationships and departmental culture, but it also has a direct impact on our bottom line. Ineffective communication might lead to expensive errors. It is possible for abrasive communication to result in a bad departmental atmosphere and an increase in employee turnover. Employees who are unsure of where they should focus their efforts may get irritated as a consequence of unclear communication. Communication skills may be acquired, which is fantastic news! Ombuds Office, Organizational and Employee Development, and Faculty Relations are wonderful campus tools for improving communication skills. "Here are a few signs of effective communication skills: - 1.Expresses ideas clearly to others.2.Listens carefully while other workers are speaking.3.Receives feedback from supervisor's effectively.4.Processes input and learn from it. 5. Has good public speaking abilities 6.Effectively resolves disagreement via dialogue 7.Capable of communicating effectively orally and in writing. 8. Capable of confronting people with difficult information without provoking confrontation. 9. Remembers what other workers have said. 10. Captures the audience's attention while speaking.

**2. Cognitive Competency: -**

The idea of Cognitive Competence is cumulative and integrative. Some writers define cognitive competence as the capacity to do a task "necessary for independent life in society" (Willis, 1996). Other scholars add, "it also involves comprehending the viewpoint of others, behavioural standards, and self-awareness" (The W.T. Grant Consortium, 1992). These perspectives illustrate a social dimension of cognitive skills. Cognitive competencies are often researched by professionals in the context of academic and intellectual accomplishment, and according to their definitions, cognitive competences are the application of logic, analytical abilities, and abstract thinking (Catalano et al., 2002). Some writers add argumentation abilities to the latter definition (Yanklowitz, 2013). Nonetheless, some writers define cognitive abilities as "drawing accurate conclusions from knowledge" (Moshman, 1998). Psychologists link cognitive abilities to thinking in their works. According to Rachel C. F. Sun and co-authors, cognitive abilities encompass logical, critical, and

creative thinking. According to them, decision making should also be seen as an element of cognitive abilities (Sun & Hui, 2012). According to the above definitions, cognitive abilities are often considered as a blend of basic and sophisticated forms of cognitive activity. Despite the diversity of these definitions, their link to the phenomena of problem resolution remains unaltered. The manifestation of cognitive competences is the development of problem-solving skills.

### **3. Emotional intelligence competencies: -**

The self-awareness cluster is about being aware of your own feelings, preferences, resources, and instincts. One competency is in the self-awareness cluster: Emotional self-awareness is being aware of your own feelings and how they affect you. Self-management cluster means being able to control your own feelings, urges, and resources. There are four skills in the self-management cluster: 1. Controlling your emotions and impulses: making sure they don't get in the way of your life. 2. The ability to deal with change in a flexible way. 5. A focus on success, which means trying to get better or meeting a standard of excellence. 4. Having a positive outlook means seeing the good in things and in the future...

### **4 Interpersonal competencies:-**

Interpersonal competence means having the skills you need to deal with other people, mostly one-on-one. Many people's ways of talking to each other show that they assume they know how to communicate well even though they don't. They take these skills for granted. People must make a conscious effort to improve their social skills by doing their jobs well and being clear at all times. The performance should stay the same until they can do the task perfectly. Interpersonal competence can be improved, just like any other skill, by making an effort. To communicate well with others, you need to often act like them while also doing the opposite of what they do. Any person-to-person contact that has a chance of being successful must have a goal, and every effort must be made to avoid win-lose situations as much as possible.

### **Objectives of the Study**

The research study was undertaken with the following objectives

- To study the demographic factors of research scholars.
- To assess the Behavioural competencies of research Scholars.
- To understand the influence of demographic variables on behavioural competencies.

### **HYPOTHESES:**

### **RESEARCH METHODOLOGY:**

**Research Design:** The researchers have employed a descriptive research design.

**Sampling Method:** Convenience sampling method was used for data collection.

**Sample Size:**62

**Sources of Data:** Primary and secondary sources of data were used for the study.

- **Primary Data:** The instrument used for collection of primary sources of data was 1structured questionnaires a. Questionnaire A: Consisting of 27 questions, divided into Part A (Personal profile: 10 questions); Part B (Questions for behavioral competency mapping: 18 questions. Statements relating to behavioral competencies were measure on a 5-point Likert scale ranging from 5: Very High; 4: High; 3: Neutral; 2: Very Low; 1: Low The questionnaire was administered to 62scholars. The questionnaire was floated via Google Docs online. A total of 62 responses were. The reliability of the Survey instrument was ensured using Cronbach's alpha.

- **Secondary Data:** The secondary sources of data comprised of various journals, newspaper reports, online web pages, books and e-libraries.

**Statistical Tools** The statistical tools used for the analysis of the data are as follows Descriptive Statistics, chi-square test.

**Software Used For the purpose of analysis,** IBM SPSS 23 software was used.

**DATA ANALYSIS AND FINDINGS**

**Reliability Test**

Cronbach's Alpha	Cronbach's Alpha on Standardized Items	N
.725	.838	28

Reliability Test

The instrument reliability was ensured using Cronbach's Alpha. The overall reliability was measured at 0.725. Hair et.al (1998) stated that reliability estimates between 0.70 to 0.80 represent a good level of acceptability in qualitative research. From the table 5.1 Cronbach alpha value is .725 which is acceptable.

**Test for normality**

Variable	Kolmogorov-Smirnov <sup>b</sup>			Shapiro-Wilk			Result
	Statistic	df	Sig.	Statistic	df	Sig.	
CC1	.249	18	.004	.833	18	.005	Null hypothesis is rejected
CC2	.259	20	.001	.806	20	.001	Null hypothesis is rejected
CC3	0.283	20	0	0.808	20	0.001	Null hypothesis is rejected
CC4	.308	30	.000	.817	30	.000	Null hypothesis is rejected
CG1	.342	10	.002	.682	10	.001	Null hypothesis is rejected
CG2	.236	24	.001	.853	24	.003	Null hypothesis is rejected
CG3	.249	18	.004	.833	18	.005	Null hypothesis is rejected
CG4	.332	24	.000	.758	24	.000	Null hypothesis is rejected
CG5	.296	18	.000	.726	18	.000	Null hypothesis is rejected
EC1	.277	18	.001	.825	18	.004	Null hypothesis is rejected
EC2	.221	16	.035	.865	16	.023	Null hypothesis is rejected
EC3	.357	14	.000	.735	14	.001	Null hypothesis is rejected
EC4	.203	22	.018	.853	22	.004	Null hypothesis is rejected
IC1	.292	16	.001	.812	16	.004	Null hypothesis is rejected
IC2	.292	16	.001	.812	16	.004	Null hypothesis is rejected
IC3	.311	20	.000	.760	20	.000	Null hypothesis is rejected
IC4	.376	20	.000	.724	20	.000	Null hypothesis is rejected

**Test for normality**

According to Kolmogorov-Smirnov test and Shapiro-Wilk normality test for all the variables p significance value is  $> 0.05$ , hence the null hypothesis is rejected. The data is not normally distributed. From the above Table Normality Test results from SPSS shows that the p value is less than .05 and hence the data is not normally distributed.

**DESCRIPTIVE ANALYSIS:**

**Demographic Analysis of Samples:**

**1. Gender**

Variable	Particular	Frequency	Percentage
Gender	Male	30	48.4
	Female	32	51.6

**Frequency and Percentage distribution of Gender**

**Interpretation:** From the above table, 48.4% respondents are male and 51.6% respondents are female.

**2. Age**

Variable	Particular	Frequency	Percentage
Age	Below 25	0	0
	26-30	28	45.2
	31-35	20	32.2
	36-40	08	12.9
	Above 41	06	9.7

**Frequency and Percentage distribution of Age**

**Interpretation:** From the above table, 45.2% of the research scholars are in the age group 26-30, 32.2% are in age group 31-35, 12.9% are in the age group of 36-40 and 9.7% are above 41 years. Here we can see most of the respondents are youngsters.

**3. PhD (Parttime/ Fulltime)**

Variable	Particular	Frequency	Percentage
PhD parttime/fulltime)	Part Time	30	48.4
	Full Time	32	51.6

**Frequency and Percentage distribution Ph.D. Course Type**

**Interpretation:** From the above table, 51.6% of research scholars are pursuing research full time and 48.4% are pursuing research part time.

**4. PhD Pursuing year**

Variable	Particular	Frequency	Percentage
PhD pursuing Year	1yr	16	25.8
	2yr	6	9.7
	3yr	22	35.5
	4yr	14	22.6
	5yr& Above	4	6.5

**Frequency and Percentage distribution Ph.D. Pursuing Year**

**Interpretation:** From the above table, 35.5% of the scholars are in 3year of their PhD journey, 25.6% and 22.6 of scholars are in 1<sup>st</sup> year and 4<sup>nd</sup> year respectively, 9.7% scholars are in 2<sup>nd</sup> year and 6.5% scholars are in 5yera and above.

**5. Total work Experience**

Variable	Particular	Frequency	Percentage
Total work experience	nil	10	16.1
	Below 3yr s	18	29.0
	3yrs – 6yrs	6	9.7
	7yrs – 9yrs	6	9.7
	Above 9yrs	22	35.5

**Frequency and Percentage distribution Work Experience**

**Interpretation:** From the above table, 16.1% of scholar is with zero experience, 29.0% are scholars are with below 3yrs of experiences, 9.7% are with 3-6yrs of experience, 9.7% are with 7-9yrs of experience and 35.5% of the scholars are having experience more than 9yrs.

**6. Fellowship available**

Variable	Particular	Frequency	Percentage
Fellowship available	No	40	64.5
	yes	22	35.5

**Frequency and Percentage distribution of Fellowship availability**

**Interpretation:** From the above table, 64.5% of the research scholars are not getting fellowship and 35.5% of the research scholars are getting fellowship.

**7. Monthly Income in Rupees**

variable	Particular	Frequency	Percentage
Monthly Income in Rupees	below 10,000	16	25.8
	10,000 - 20,000	6	9.7
	20,001-30,000	18	29.0
	30,001-40,000	12	19.4
	40001 and above	10	16.1

**Frequency and Percentage distribution of Monthly Income**

**Interpretation:** From the above table, 25.8% of scholar’s income is below Rs.10, 000. 9.7% of the scholar is in Rs. 10,000 to 20,000 income level, 29% of the scholars are in Rs. 20,001 to 30,000 income level, 19.4% of the scholars are in Rs. 30,001 to 40,000 income level and 16.1% scholar are getting income more than Rs 40,001.

**8. Competency Level Analysis:**

Competency	Very Low	Low	Average	High	Very High
CC1 Communicating Fluently	-	-	29.03	58.06	12.90
CC2 Effective Verbal presentation	-	-	32.25	54.84	12.90
CC3 Listen to others opinions	-	-	32.25	25.81	41.94
CC4 Convincing Skill	-	3.23	48.39	29.03	19.35
CG1 Performing tasks on priority basis	-	3.23	16.13	51.61	29.03
CG2 Bringing innovation to work process	-	-	38.71	41.93	19.35
CG3 Finding alternatives for solving problems	-	3.23	29.03	45.16	22.58
CG4 Managing Time	-	3.23	38.71	32.26	25.81
CG5 Keeping accurate records	-	3.23	29.03	38.71	29.03
EC1 work under pressure	-	3.23	29.03	54.84	12.90
EC2 Adopt to any work environment	-	6.45	25.81	38.70	29.03
EC3 Flexibility in workplace	-	-	22.58	45.16	32.26
EC4 Always making sure the Research environment is safe	3.23	3.23	35.48	38.71	19.35
IC1 Owning and Sharing Data	-	-	25.81	54.84	19.35
IC2 Asking for feedback to continuous developing	-	3.23	25.81	41.94	29.03
IC3 upholding behaviour protocol and performance standard of being a researcher	-	3.23	32.26	38.71	25.81
IC4 Compiling with institutional Rules, Regulation and Norms	-	3.23	32.26	29.03	35.48
Overall Behavioural Competency	6.45	3.23	16.13	54.84	19.35

**Competency Level in Percentage**

**Interpretation:** Table shows the competency level in percentage, 9.03, 58.06 and 12.9 percent of respondents possess very low, low, average, high and very high level of CC1 Communicating Fluently respectively. 32.25, 54.84 and 12.9 percent of respondents possess average, high and very high level of CC2 Effective Verbal presentation respectively. 32.25, 25.81 and 41.94 percent of respondents possess average; high and very high level of CC3 Listen to others opinions respectively. 3.23, 48.39, 29.03 and 19.35 percent of respondents possess low, average, high and very high level of CC4 Convincing Skill respectively.

3.23, 16.13, 51.61 and 29.03 percent of respondents possess low, average, high and very high level of CG1 Performing tasks on priority basis Competency respectively. 38.71, 41.93 and 19.35 percent of respondents possess average, high and very high level of CG2 Bringing innovation to work process Competency respectively. 3.23, 29.03, 45.16 and 22.58 percent of respondents possess low, average, high and very high level of CG3 Finding alternatives for solving problems Competency respectively. 3.23, 38.71, 32.26 and 25.81 percent of respondents possess low, average, high and very high level of CG4 Managing Time Competency respectively. 3.23, 29.03, 38.71 and 29.03 percent of respondents possess low, average, high and very high level of CG5 Keeping accurate records Competency respectively.

3.23, 29.03, 54.84 and 12.9 percent of respondents possess low, average, high and very high level of EC1 work under pressure Competency respectively. 6.45, 25.81, 38.7 and 29.03 percent of respondents possess low, average, high and very high level of EC2 Adopt to any work environment Competency respectively. 22.58, 45.16 and 32.26 percent of respondents possess average, high and very high level of EC3 Flexibility in workplace Competency respectively. 3.23, 3.23, 35.48, 38.71 and 19.35 percent of respondents possess very low, low, average, high and very high level of EC4 Always making sure the Research environment is safe Competency respectively.

25.81, 54.84 and 19.35 percent of respondents possess average, high and very high level of IC1 Owning and Sharing Data Competency respectively. 3.23, 25.81, 41.94 and 29.03 percent of respondents possess low, average, high and very high level of IC2 Asking for feedback to continuous developing Competency respectively. 3.23, 32.26, 38.71 and 25.81 percent of respondents possess low, average, high and very high level of IC3 upholding behavior protocol and performance standard of being a researcher Competency respectively. 3.23, 32.26, 29.03 and 35.48 percent of respondents possess low, average, high and very high level of IC4 Compiling with institutional Rules, Regulation and Norms Competency respectively.

6.45, 3.23, 16.13, 54.84 and 19.35 percent of respondents possess very low, low, average, high and very high level of Overall Behavioural Competency respectively.



**HYPOTHESES TESTING:****Chi-square Test**

Pearson Chi-Square						
Sl. No	Independent Variable	Dependent Variable	Value	Df	Asymptotic Significance (2-Sided)	Hypothesis Result
1	Age	Overall Communication Competencies	18.947 <sup>a</sup>	24	.755	Null Hypothesis Accepted
2		Overall Cognitive Competencies	22.825 <sup>a</sup>	24	.530	Null Hypothesis Accepted
3		Overall Emotional Competencies	18.441 <sup>a</sup>	24	.781	Null Hypothesis Accepted
4		Overall Interpersonnel Competencies	22.777 <sup>a</sup>	24	.533	Null Hypothesis Accepted
5		Overall Behavioral Competency	136.919 <sup>a</sup>	48	.000	Null Hypothesis Rejected
6	Gender	Overall Communication Competencies	2.546 <sup>a</sup>	2	.280	Null Hypothesis Accepted
7		Overall Cognitive Competencies	3.733 <sup>a</sup>	2	.155	Null Hypothesis Accepted
8		Overall Emotional Competencies	.676 <sup>a</sup>	2	.713	Null Hypothesis Accepted
9		Overall Interpersonnel Competencies	3.398 <sup>a</sup>	2	.183	Null Hypothesis Accepted
10		Overall Behavioral Competency	11.799 <sup>a</sup>	4	.019	Null Hypothesis Rejected
11	Ph.D. Pursuing Year	Overall Communication Competencies	3.729 <sup>a</sup>	8	.881	Null Hypothesis Accepted
12		Overall Cognitive Competencies	3.628 <sup>a</sup>	8	.889	Null Hypothesis Accepted
13		Overall Emotional Competencies	6.227 <sup>a</sup>	8	.622	Null Hypothesis Accepted
14		Overall Interpersonnel Competencies	8.559 <sup>a</sup>	8	.381	Null Hypothesis Accepted
15		Overall Behavioral Competency	54.986 <sup>a</sup>	16	.000	Null Hypothesis Rejected
16	Total Work Experience	Overall Communication Competencies	5.008 <sup>a</sup>	8	.757	Null Hypothesis Accepted
17		Overall Cognitive Competencies	8.617 <sup>a</sup>	8	.376	Null Hypothesis Accepted
18		Overall Emotional Competencies	11.767 <sup>a</sup>	8	.162	Null Hypothesis Accepted
19		Overall Interpersonnel Competencies	6.955 <sup>a</sup>	8	.542	Null Hypothesis Accepted
20		Overall Behavioral Competency	48.858 <sup>a</sup>	16	.000	Null Hypothesis Rejected

p significant value for the chi square test is less than .05. Hence, Age, Gender, PhD Pursuing year and work experience has significant influence on overall behavioral competency. Rest of the other cases shows p value greater than .05 hence null hypotheses is accepted. There is no significant influence of the demographics on specific competencies.

**Hypotheses Results:**

Age, Gender, PhD pursuing year and work experience has significant influence on overall behavioral competency.

**CONCLUSION:**

The knowledge, abilities, attitudes, and behaviours that define great performers are referred to as behavioural competencies. Through a competency framework, behavioural types, indicators, and recommended questions to assess those competencies, "Behavioral Competencies at Work" describes an organised hiring procedure. When selecting key talent, behavioural competencies should serve as the foundation for human resource development and significantly contribute to competence frameworks. Using behavioural skills has advantages for all businesses, regardless of their form, size, or function. In this study the attempt has been made to understand the influence of demographics on behavioral competency also to access the behavioral competency of Research Scholars. According to the study's findings, The percentage of respondents that had very low, low, medium, high, or very high levels of overall behavioural competency is, in order: 6.45, 3.23, 16.13, 54.84, and 19.35 percent. The Chi Square test results show that age, gender, the year a PhD is being pursued, and job experience all significantly affect behavioural competence as a whole. The management team of a firm may acquire a better notion of the specific abilities they need to assist their workers grow and enhance their productivity by doing research on the behavior-based competencies that are the most relevant for each unique function inside the organization.

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