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Model to evaluate faculty competence in higher education of educational city

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Abstract
Today country success in economic, social, political , cultural and tendencies are the hostages and pawns of coherent and dynamic didactic system and approved; The education and didactic programs for qualification improvement and dynamism need to evaluate and scrutiny quantitatively and qualitatively. Current study started with the goal of presenting faculty competency evaluation for the reason of qualitative improvement of Islamic Azad University. Research in term of how to collect and compilation the data is descriptive-survey and in term of goal and target type is practical that by doing general scrutiny in literature and subject history and past, we drawled the theoretical frame and conceptual model in this study. Nominee educational members opinions (faculty members (self- assessment), supervisors (superiors), students (clients) of Fars stat Islamic Azad different universities, are the research society. In this research with researcher evaluation in 24 active units in Fars state, approximately 125000 persons examined. That sample volume selected by the clustered random sampling method (kerjesi and Morgan formula), 380 persons, for the reason of collecting dates we used a researcher questionnaire that its validity confirmed by the specialists and its stability calculated by using the Kronbakh's Alfa method 0.84.Researche questionnaire includes effective component in competency in five general axis, collects the data. Then with using 360 degree evaluation method, executed. For the data analysis me used descriptive statistic method and elicitation statistic (fact oral analysis, vilkakson and Friedman) that the results of the study as follows: 1.drawing the model of competency evaluation of faculty (main dimension of evaluation indexes of faculty competency's).2.in the field of evaluation of current situation from the dimensions and competence skill parameters, ethical values, role, personal, favorable status exists. But in the performance and functional dimension and its subcomponents unfavorable status and lower than average level evaluated and the results of ranking of evaluation of dimensions of competency's of faculty in order the most priority is related to skill dimension and the least priority is related functional and performance dimension.

Key words: *competency, faculty, evaluation, educational city*

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Introduction

According to society gradual conversion to knowledge base society, social request for know ledge and skills has increased. And universities throughout the world inevitable have spreads qualitatively and quantitatively. (noorshahi, 1387). With growing the importance of higher education (palpitate heart and society development motor) and its high development in societies and doing various apostolate, the more of the have reached the point that university means faculty. This work led to decrease the options level of faculty and also power of the faculty in the main operation of the university (ferasatkhah, 1388) so faculty as a undertaking main educational pillar and effective in the higher education system operation and its targets substantiation counts. In the other hand, education system of every country by accompanishing with evaluation, research, examination processes can be able to protect and develop the performance and effectiveness and answerable to needs of labor market and accountable to labor market, and accountable to procedure of growth of economical , social , cultural pillars of society. Thus a faculty evaluation is a way to increase the universities quality and societies progress and develop.

Evaluation is an aspect and of course important aspect of educational activities, and we can realize the shortcomings and strengths points of the educational plans and offer suitable solutions to solve the educational plan problems.

In this case teacher evaluation is an important strategy for education quality improves, attractive for the universities, for this reason, higher education centers determine some criterion for detecting the teacher competency and hereby and in this way, with a good process will evaluate the performance of them. Pundits have offered that for final augmentation, pay attention to different aspects of evaluation that the affair needs a general pattern (moosapour, 1381, p120).

Jirouk and coworkers (1998) have scurried the evaluation reliability and validity of teachers from students and got this result that student's evaluation depends to teachers coaching ability and detectable teaching ability and detectable teaching skills (jafary, hedyat, 1393, p 5).

It's necessary to have faculty competency model for hinting employment, instruction and evaluation in the universities, and can be framework for management in the basis of competency in organization for improvement. A competency evaluation pattern includes table of competency's that are prepared from looking at satisfactory performance for a special job. This pattern can detect the competency's that persons should develop for improving the performance in their current job and, or for promotion or transferring to the other jobs. This pattern also can, in skills fracture analysis, means compartment between available competencies' and needed competencies, be profitable (moosapour, 1381, p 119).

Texts scrutiny shows that special evaluation model for faculty competency evaluation in the higher education system of Iran does not exist and the important benefits are as the follows:

Level and size of vocational and personal competency in the higher education system can be determined prepress a framework to evaluate their performance quality.

Prepress limits to employ new ones;

Basis for vocational and personal growth;

Can from strategically plans for general system and reference system (Islamic Azad University and Iran higher education system) and huge system of country.

The role of higher education in country development is so important (society's development motor).

Main component of the universities is faculty.

The faculty competency levels have a lot of affections on higher education performance. Faculty competency's influence on learning level, progress, and satisfactory of the students according to qualitative problems of Iran higher education and cheap upper cases,

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the researcher likes to draw and illustrate the faculty evaluation model in the Islamic al in the country. The data's of the model are useable for all zones of decision and in this way in the future we will see qualitative progress in the higher education system of Iran and the various problems decrease the wishing goal of this study, is to promote higher education quality in Iran by making the faculty competency evaluation model in the Islamic azad university.

History

The most important done insider and outsiders evaluations in the study subject are as the follows:

Robert and colleagues (2009) believe that the teaching competency's of the members of the faculty are included with seven dimensions: to prepare favorable learning environment, to get involve the students actively, know ledge evaluation, students skill and view, easy access to the educational goals for the students, giving the feed back to the students, competency level awareness, self- teaching ability awareness, self-directed training and lifetime learning.

Vishan (1999): six skill dimensions: vocational know (edge, planning for teaching and education, execution of educational strategies, resource and manpower management , student learning level evaluation, vocational responsibility are the important skills for effective teaching.

Patrice and smart (1989) believe that effectiveness of the faculty members in the classroom, includes various dimensions, that includes sole dimension like: to respect to the students, ability to challenge the students, mind stimulation of the students, lesson organization, speech skills, representation of reviewing the lectures.

Zachary smith (2010) gained the competency parameters from fact oral analysis . He refined in the basis of reviewing the texts, primary study, feedback from elites, questionnaire in this corrected competency model on the basis of empirical datas for higher education leader presented. This model presents fire distinct and separate competency dimension: (HELC)

1. Analytical dimension
2. communications
3. Affairs related to the student-dimension.
4. Behavioral relationship dimension.
5. 5.external relationship dimension

Analytical competencies

w.brad. jonson (2003) presented triangular structure competency for teacher. This model includes three main components:

1. dentinal / operational competency;
2. behavioral or personal competency;
3. cognitive/ knowledge competency;
4. Ethical competency.

Miller (2006) believes types of competence are Necessary for university professors, as follows:

a. Technical competence and ability. (Science and skill in teaching lessen);

b.Vocational competence and ability. (plan awareness, educational and evaluation and presentation);

c.personal and sole competence (personal properties effective behavior in training and upbringing process)

cambro john (1996) in a study with the subject : worldwide view on educational goal , teaching and evaluation goal gain the results that world higher educational system going through quality of faculty member teaching. So it is required to make the mechanisms for evaluating the teaching quality in a standard mode. One of the important indexes of education evaluation is the faculty teaching quality.

Hojjati, z (1378) approved that evaluation of members of faculty for teaching quality has more importance because making professional forces for the future generation requires storng faculty in the universities which either in the education and their in research own knowledge, view , conversance.

Reputation and reliability of higher education institutes depend on reliability and performance of their faculty's workers performance evaluation influences on efficiency level promotion.

Jebeli (1383) illustrated that effort and stimu-

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lus of professors and teachers of university, in the case that exist an index for comparing themselves to the other colleagues is better and more favorable. Whereas lack of these systems has resulted that there is no difference between performances of professors and their salaries and benefits. And at the result of that, the better performance stimulus decreases. Human resources performance is the main pillar to protect and survive any organization.

Bazargan (1384) showed that universities as the organizations that have the goal to make professional and special human resource beside and next to producing science, more than any othe organization requires to evaluate their faculty members performance. Faculty evaluation results appearing the weakness and strength points and is the start to science development and achieving university goals.

Araste (1384) proved that a general system and a precise system of faculty members performance evaluation can have favorable various effects such as: education requirements determination human resources requirements, how to promote, sway and benefits determination of faculty members.

Study question

1.what are the main parameters of faculty competency evaluation model at Islamic azad university system? 2.how much are the parameters at current status of faculty of Islamic azad university? 3.how much is the coordination degree of offered model in specialists opinion?

Method of research (statistic society, sample, method of sampling)

Type of target of this study is practical, and how to collect the data is descriptive – evaluating. According to this subject that the goal of this subject that the goal of this study is practical scientific knowledge, the researches practical (sarmad, bazargan, majazi, 1378. P 72).

With paying attention to the goal of this study which is compiling a model for evaluating the faculty competency in first region (zone=number 1) of Islamic Azad university, the standardizing and compiling of these dimensions are at the local level . because the researcher uses 360 degree feedback evaluating method, the statistic society of the study forms by educational stakeholders opinions (faculty members (examed) , supervisors (group managers, educational assistants), students), students (clients) in various Fars state units of Islamic Azad universities that with primary researcher evaluations at 24 active units at Fars state it became approximately 125000 persons. In this study, korjesi and morganas formula is used to determine the sample volume and for primary evaluation, 380 persons are estimated. To select statistical samples, local random sampling method is used. Fist Fars state was divided to 5 zone, north, east, west, south and center and then between the related units of each zone selected the members of the wanted sampling society by using random sampling methods. table1 shows zones and sample size in selected units.

Data collecting tools (validity and reliability)

Researcher questionnaire is used to collect the data's, in this study so in the direction of the goals a questionnaire is marked and performed and performed. If is required to mention that internet network is used to determine the faculty competency evaluations and dimensions, with considering the past studies and researches and professors opinion and specialists, and to search in databases. And factors and parameters as a researches questionnaire are defined. For one by one of the parameters some index as s sub parameter is considered , total of indexes is 5 main dimensions at 110 secondary parameter validity of measurement tool is the other important items in the method of research. Reliability of the measurement tool determined nominal by using item analyze.

For nominal validity we consulate with professors and specialists and brought their opinions in the questionnaire eleven professor and specialist confirmed and verified the validity of the tool containing. Furthermore, to assure from tool structure validity, after collecting the

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Geographic zone	Selected units	Statistic sampling volume	percent	Sample Size
North	Abade	28047	21.5	82
South	Larestan	16958	16	60
East	Neiriz	26170	20.5	78
West	Shiraz	41510	28	107
Center	jahrom	12811	14	53
total		125496	100	380

zones and sample size in selected units.

row	Sab parameter	validity	Meaningful ness level
1	Performance	0.55-0.65	Meaning fullness level
2	Skill	0.48-0.56	0.0001
3	Ethical	0.54-0.60	0.0001
4	Role	0.48-0.56	0.0001
5	Personal and sole	0.55-0.65	0.0001
	Total grade	0.54-0.62	0.0001

Table 1. Tool validity table for faculty competency's

data's, we evaluated with fact oral analysis. The results gained from item analysis are in the 3.3 table.

We can see easily that all evaluation tool items of faculty competences in the organization is between 0.54 to 0.62 and at the meaningful level is 0.0001.

And with the total grade of the faculty competences have positive relation and meaningful relation that illustrate high validity of these items.

One of the important, subjects in t study method is stability of the measurement tool. Measurement tool stability is a degree that gained result could be resulted from repeating measurements. In the other word, to use measurement tool in the same statuses and situations, the to evaluate the questionnaire reliability, kronbakh Alfa test is used. This test calculates the internal harmony in the questionnaire. At this method after using spss software, kronbakh Alfa test was calculated.

First 30 questionnaires were distributed between some persons of statistical society randomly. And at 2 week distance time and again the questionnaire was given to them.

And then after using kronbakh Alfa, reliability coordinate was calculated. The results of questionair test performing showed that questionnaire questions have high kronbakh coordinate. The results relate to kronbakh Alfa test are in 4.3 tables.

This table shows that the questions in the questionnaire were in the direction and subject of the study and had good containing

Data analysis

After making questionnaire's and collecting the answers, to analyze the gained data we used the descriptive statistic methods like, abundance, abundance percent, abundance percent graph standard average, elicitation statistic (factor analysis, Wilkinson and Friedman). Data analysis processes and statistical tests were done by spss 19 software.

Discussion and interpretation:

First study question

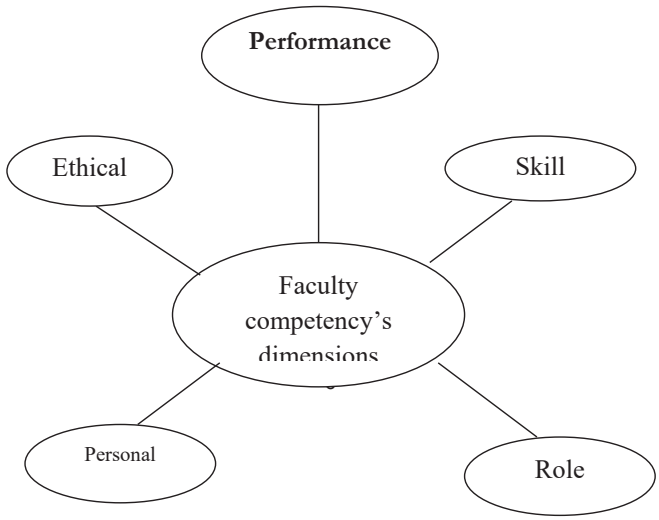
What are the main parameters of faculty competency evaluation at Islamic Azad university system?

For answering above question, with scrutiny The subject literature and history and past, five main dimensions of competency with special approach of this study defined, its parameters by factor analysis test (bartlet test, know, sub-

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parameters	1	2	3	4	5	summation
Reliability coordinate	0.79	0.83	0.93	0.76	0.86	0.84

Table 2. Kronbakh Alfa results table



Diag 1. Performance dimension

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scriptions table, component rotated matrix, factor naming) detected that indexes or its sub parameters as follows:

Parameter 1: educational planning

Indexes:

•Ability to plan or the basis of orders and students scientific expectations.

•Ability to plan to get evolve student's knowledge, skills, thinking processes.

•Using strategies and suitable processes and various evaluations on educational plan.

•Preparing the education physical environment according to education type and learning type.

•Plan to use technology as a tool to increase leering.

•Using the university references and society references that support students to learn on educational plan.

•Using empirical educations that urge the student for versatility, flexibility, being consumed, and creativity.

Parameter 2: leading the education

Indexes:

•Effective resources management ability to stable education development

•Detecting ability for various learning methods.

•Harmonizing ability for stakeholders in university to access to high standards as a result for education.

•To detect the causes of students misbehavior and doing something to correct it.

•Supporting the standard upbringing and education on vocational development activities.

•Presenting multiple learning opportunities, suitable for any persons.

•Managing ability and educational study guiding determine the habits to learn longtime.

Parameter 3: educational organizing

Indexes

•having skill to create learn- educate environment for effective learning

•Using multiple intelligent theory and information ethnology effect on educating and learning.

•Learning strategies developing ability.

Parameter4: education evaluation

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Indexes:
•Ability to use error concepts and valid concepts of evaluation to make or choose the evaluation
•Skill to choose the methods for suitable evaluation for educations related to teaching
•Skill to tell the evacuation results to the student and the others
-parameter 5: consultation
Indexes:
•Ability to analyze and recognize questions, problems and deduction
•Ability to experiment or feel all human emotions like sadness, hope luch and serendipity feel , sincerity
•Ability to speech in the mass, speech in front of the others
Parameter 6: education control
•Making the standards for student's behaviors in a class.
•Detecting and or developing a system for record class progress and each stud4ent progress.
Parameter 7: researching
•having politic and researching ethic
•Ability to cooperate and to make the researching networks.
•ability to reinforce the researching competency's, specially related to effectiveness and interdisciplinary studies
2. skill dimension
Parameter 1: perceptual
•Ability to percept and analyze the complex grower problems
•ability to percept the environmental problems and to recognize and analyze inter and outer environmental
•Mind and physical ability
•To recognize and percept self-status for realizing the organization goal and targets.
Parameter 2: human
•Ability to communicate friendly
•Ability to solve the group problems and preparing cooperative environment between students.
•Ability to making good relations with all persons.
Parameter 3: technical (knowledge and awareness)
•Awareness of physical and social development patterns between studnts.
•Ability to detect knowledge and or students skill for educational goals by using detect test, watching and student's mote.
•Choosing and developing cases needed and required in order to educational goals , student's learning needs.
Parameter 4: problem solving.
•Ability to define the question.
•Ability to make substitution AL solvation's
•Ability to decide about what is the best solvation.
•Ability to performing and executing the solutions and evaluate the results.
•Ability to finish the solution and resulting and conclusion.
Parameter 5: goal making
•Ability to make operational challenging goal
•Ability to harmonize short time and longtime goals.
•Ability to harmonize previous goals with new conditions and new data's
3- Ethical dimension
Parameter 1: belief
•Paying attention to religious believes at work
•Working in the way of god satisfactory
•Considering god in all affairs
•Obligation to good and prohibition to bad, believes
•Origin of the universe and the other world after death belief
•Responsibility in front of god and Islam
Parameter 2: Islamic behavior
•Having Islamic ethics in the university environment
•Attention to Islamic ethics and government Islamic values.
Parameter 3: responsibility
•Being at the correct time at sessions, appointments, classes
•Responsible o do the work duty
•Sensible to the organization further and fate.

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•Seriousness, speed, in the works and jobs

Parameter 4: Islamic educational environment reinforcement.

•Trying to perform fundamentals of religious and belief

•Trying to train the Goodman's

•Trying to prepare good environment for religious training and university ethical growth

•Trying to transform to practical Muslim teacher pattern.

Parameter 5: justice

•Behavior in the justice way are equal to all students and colleagues

•Considering the rights and performing the justice

•Respecting to self- rights and the others rights.

4- Role dimension

Parameter 1: decision

•Using awareness procedure and logical procedure at the decision

•To be calm at quick decisions

•Consulting to the others for deciding

•Thinking about the future and seeing all the advantages and disadvantations of got decisions.

•Having stronger precept to answering and being responsible to decisions and works.

Parameter 2: critics' management

•Ability to plan to prevent in the conditions of the time befor coitic.

•Ability to organize and manage the resources that are require to answer to the critics.

•Ability to form and lead the critic team.

•To helping the others after solvation of the critic

•Ability to make the executing orders versus the critics

•Ability to communicate to stakeholders to inform them , the critic results and affections

Parameter 3: relation and communication

•Ability to give the data in a special subject logically

•Ability to right simply and logically in the suitable formation and structwer and easy to understand to all readers

•Ability to read , study , percept, the special cases interpret communication and group work skill

Parameter 4: information

•Effective performing of all rules , orders

•Using valid and various data references

•Using data's to learn in the lifetime

•Propagating the data's effected and useable

5-personel dimension and sole dimension

Parameter 1: stimulus

•Feeling safe and there's nothing to worry about the mistakes

•Ability to finish the started jobs

•Job and position of job satisfactory

•Doing work and jobs alone and solely

Parameter 2: creativity and invention

•Being comfortable with changes

•Ability to design the environment that stimulates creativity and new thoughts

•Showing creativity and invention intelligence to increase the level of invention.

Parameter 3: elites gift from god

•Ability to percept comprehension and resulting and deduction and proving the texts

•Ability to percept the text interconceptual and education and analysis them

•Ability to find the correlations and rules between changing parameters

•Ability to do numerical method calculations and mathematics

Parameter 4: self – management

•Having the special goals righted to perform

•Self- encourage, after successful jobs

•Thinking to self beliefs and self-assumptions when the conditions are hard

•To open the assumptions and evaluating them in case of regretting by the others

Parameter 5: compatibility

•Job condition sati's factory and unlike to changing the job

•Ability to accept leader role and duty at social, planning, and juicing the person's work as a session boss, team group

In the case, compatibility of results in this study with last research results is compared:

As we mentioned, we detected five main di-

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Faculty competency dimensions	Average grade
performance	1.38
Skill	3.95
Ethical	3.63
Duty	2.92
personal	2.65

Table 3. Grading result of faculty competency dimensions

Faculty competency dimensions	Average grade
performance	1.38
Skill	3.95
Ethical	3.63
Duty	2.92
personal	2.65

Table 4. Grading results of subparameters of performance dimension

skill dimension sub parameter	Average grade
conceptual	3.08
human	2.85
technical	3.17
Problem solving	3.78
Goal making	2.12

Table 5. The results of grading the skill dimension sub parameter

skill dimension sub parameter	Average grade
Faith and belief	3.02
Islamic behavior	2.86
responsibility	2.80
Islamic education environment reinforcement	2.77
justice	3.55

Table 6. Ethical dimension sub parameter

mensions for the faculty competency's that include parameters and sub parameters and like history and literature of the study, the results of same studies in the outside and inside of the boundaries of Iran in this field as follows:

It's necessary to mention, the advantages of this study, are views and new vies to defining faculty competency's using 360 degree feedback , that are completely updated and suitable for current status of our country.

a.in the first dimension case of faculty competency model that is performance:

Seven parameters: planning , leading, organizing, monitoring, evaluation , consultation, researching by help of fact oral analysis are defined that after evaluating the history we realized that upper parameters in the researches of these men: graham chitham (1996), wishan (1999), Robert and colleagues (2009) , roohollahi and colleagues (1393) jahanian (1392) , salehi and rezvanfar (1389), saeed khadmi (1388), araste and mahmoudi (1382)

b.in the second dimension case of faculty competency model that is skill:

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Duty dimension sub parameter	Average grade
Decision making	2.66
Critic management	2.97
communication	2.96
Data-information	3.88
consultation	2.52

Table 7. grading results of duty dimension sub parameter

Personel sub paramenter	Average grade
Stimulus	2.72
Creativity and inventing	2.89
Eliteness	2.96
Self- managing	3.88
compatibility	2.55

Table 8. Grading results of personal sub parameter

Five parameter: perceptual, humanity, technical, problem solving, making goals is defined by fact oral analysis that with evaluating the history we realized that these parameters was brought in study of these men: sylviachung (2009), akram abedian (1390), jafary and colleagues (1388) khadiv Azde (1388), gorji and siami (1387)

c. in the third dimensiaon case of faculty competency model that is ethical dimension:

Five parameters: faith and belif , islamci behavior, onus, reinforcement of islamic educational enuironment, justice are defined by fact oral analysis that with evaluating the history we realized that theses parameters was brought in the studies of these men: w.brad jonson (2003), hedayat jafari (1393) moradi and doliskani (1393), chitsaz (1390) , movahed and colleagues (1388) , torkman nezhad and colleague (1388).

d. in the forth dimension case of faculty competency model that is duty and role:

Five parameters: descriptive, information, communication, critic management and consultation are defined by fact oral analysis that with evaluation the history we realized that these parameters 3 were brought in the study of these men: Peter, f, elivia (2011), bright man (1993) and asefzade (1388).

e.In the fifth dimension case of faculty competency model that is personnel sole:

Five parameters: producing stimulus, creativity and inventing brilliance, self- management and compatibility are defined by fact oral analysis that with evaluation the history we realized that, these parameters was brought in the study of these men:

Patric and smart (1989), ramezan fatehi (1392), jezni and colleague (1388), ebrahim gharam and colleagues (1388) and hoseini and colleagues (1388)

Second question of the research

How much are the current status of the parameters in the faculty of university?

In the evaluati8on of faculty competency at Fars state Islamic azad university units and evaluating the results of wilkakson test we understood that all dimensions of faculty sufficiency were suitable and appropriate but performance and the average put (3). For grading the dimensions of competency and also grading the sub parameters of competency dimensions we used freedman test that detected results as follows:

According to the table3 the maximum priority belongs to skill dimension and the minimum priority belongs to performance dimension. (Annex paper)

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According to the table 4 the maximum priority belongs to monitoring and the above table the minimum priority belongs to planning.

Maximum priority: problem solving subs parameter minimum priority: goal making sub parameter; the result of grading the ethical dimension sub parameter:

Maximum priority: faith and belief sub parameter; Minimum priority: justice sub parameter

Maximum priority: data and information sub parameter; Minimum priority: consultation sub parameter

Maximum priority: self- managing sub parameter; Minimum priority: compatibility sub parameter

The third question of the study

What is the level of coordination degree of offered model from specialists view?

To answer to this study question, designed model associated with details, was given to eleven professors. Nine professors verified the model and the others believed that, the other effective dimensions exist and should be considered. Thus, according to these offers and suggestion, 90% percent of specialists verified the above model and its validity.

And it is a suitable tool for evaluating the faculty sufficiency.

Conclusion

Today mankind society development has close relationship with outputs of higher education. One of the big challenges that today higher education systems hare, is quality and its promotion; improvement, guarantee; every organization that can determine the quality and meseare it and reach it, has gained a computational advantage and with this tool stables that organization. According to international quality test network in higher education, quality is: evaluating higher education with a standards (indexes detected before, b) duty, goals, and respects. For designing favorable higher education system in Iran, according to Iranian- Islamic civilization pattern they have tried to protect Islamic university values and ethics practically. To achieve these goals with attention to Islamic Iranian back grounds, universities move to sufficient system like views of Islamic system leader. Meritocracy requires some scientific and political consideration that can summarize them to five indexes; sufficient upbringing , sufficient detecting, sufficient choosing , sufficient wanting, sufficient protecting and the first step for having meritocracy system is to define efficiencies. In this study researcher has tried to evaluate the faculty sufficiency in a different way and also he tried to era and illustrate dimensions, parameters and indexes to prepare, improvement of quality and higher education progress. According to the result from the study choosing and hiring sufficient faculty in the higher education system and especially in the Islamic Azad University is so important and guarantee achieving and accessing to the organizations goals and targets. General model of competency evaluation can in the various parts of the country like government part quality increase and improvement and development of the organization. Finding the updated indexes of faculty competency's evaluation are referring to updated models and using the results in the practical way, in fact, are the step toward above goals and targets according to the study, we offer to do these studies:

1. Evaluate and determine the competence of faculty of the other academic regions.
2. Evaluate and compare faculty competence in iran with the other developed countries.
3. Preparing field, helps, financial helps and support in fundamental researches and practical studies related to competence development and the educational factors and items.
4. Evaluate the needs and requirement of education at regional needed competence.
5. evaluate all (the other) effective parameters on competences development

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