Development of a Situational Judgment Test for Assessment of Non-Academic Competencies of the Candidates Appearing for Faculty Positions in Higher Education Institutions in Pakistan

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Currently, teachers for employment in higher education institutions in Pakistan are selected as per eligibility criteria set by Higher Education Commission (HEC) of Pakistan and on knowledge-based testing. This recruitment criterion seems incomplete as it only judges the academic attainments and academic competences of the candidates applying for faculty positions. However, in the selection of appropriate faculty, other job-related non-academic competencies of the candidates such as interpersonal skills, personality, communication / motivation skills must be assessed and should be given due weightage in the selection process. This study presents development process of the situational judgment test (SJT) comprised of 20 situations with multiple responses devised per situation, for assessment of non-academic competencies of the short-listed candidates for faculty induction at the Higher Education Institutions (HEIs) in Pakistan. This paper presents six such situations. To test the feasibility of the application and to measure the reaction of the candidates on the developed SJT, a pilot study was carried out on a convenient sample of 143 candidates prior to their appearance before the Selection Board of Mehran University of Engineering & Technology Jamshoro for appointments as Lecturers and Assistant Professors in different disciplines. Results of the pilot study were highly encouraging, since 31 selected candidates who performed well in the developed SJT were also found superior in academic attainments. The significant positive correlation at 73% was achieved after statistical test conducted through SPSS software. Of the selected candidates, 27 were male and 04 were female. Reactions of male and female candidates towards the contents and use of the SJT as a recruitment tool were greatly satisfactory. Considering the viability of application and positive reactions of the candidates towards the SJT developed in this study, it is recommended to be adopted as a tool for assessing the non-academic competencies of the candidates aspiring for faculty positions in higher education institutions in Pakistan.

Introduction

Quality education in institutions of higher learning can only be achieved through training of quality teachers who possess both academic and non-academic competencies. These include thorough subject knowledge, ability to use technological teaching aids, teamworking and eagerness for professional development (Burroughs et al., 2019; Hanushek & Rivkin, 2012; Caena, 2011). The recruitment of potential teachers has been recognized as a correct measure to enhance teacher quality (Klassen et al., 2014) and hence standard of education.

Currently, teachers for employment in higher education institutions in Pakistan are selected as per eligibility criteria set by the Higher Education Commission (HEC) of Pakistan and on knowledge-based testing. This selection criterion, however, may not be adjudged as perfect one, as it only assesses academic attainments and the cognitive competencies of the candidates which according to Casey & Childs (2007), may not be the sole indicators of a good teacher. In the selection of suitable faculty, other job-related non-academic competencies of the candidates such as interpersonal skills, personality, communication / motivation skills are also required to be assessed and should be given due weightage in the recruitment process.

Situational Judgment Test (SJT) have been widely used by researchers to assess the most relevant job-related cognitive (e.g., educational skill, subject knowledge, pedagogical information) and non-cognitive (e.g., interactive capabilities, temperament, communication/ negotiation skills and enthusiasm) aptitudes of the applying candidates (Bardach, Rusby & Klassen,2021; Whetzel & McDaniel, 2009; Lievens, Peeters & Schollaert, 2008). These tests are now recognized as the valid assessment tools through which candidates can be gauged by presenting them imaginable on-the-job situations together with four or five response choices to select one which in their opinion would be the most appropriate action in response to the portrayed situation.

The aim of this study is to develop and test a Situational Judgment Test that can evaluate behavior-based, job-related non-academic competencies of short-listed candidates applying for faculty positions in higher education institutions in Pakistan.

Literature Review

A situational judgment test (SJT) is an assessment method that presents jobseekers with hypothetical workplace scenarios and situations and ask them to choose the most appropriate response or course of action they would prefer to take in response to portrayed situation. Situational judgment tests are commonly used in employee selection processes to identify top-performing applicants who possess the attributes that complement the knowledge and skills required for a specific profession (Smith et al. 2020).

The historical origins of SJT can be traced back to their use in civil service examinations in the United States of America. According to McDaniel (2001), the George Washington Social Intelligence Test described by Moss, 1926, was the first SJT that was widely used with closed-ended response options. DuBois (1970) for assessing an examiner of Trademarks (Patent Office) role, developed questions of a situational nature aiming to see what actions candidates would take following description of a brief scenario. These questions of DuBois constituted a situational interview (Latham & Saari, 1984) that needed an interviewer to describe job-related scenarios and then rank the candidate's responses. DuBois

developed questions can be recognized as a verbal form of the current typically written SJTs (Weekley & Gier, 1987).

Weekley and Ployhart (2006), pointed out that initial assessment methods lacked ways of handling or interpreting the answers of the candidates, hence, interpretation and marking was subjective and dependent upon the examiner. Research on the use and development of SJT remained scarce until the re-introduction of the ideas surrounding the SJT in the late 1990's. The concept of 'tacit knowledge' from Sternberg, Wagner & Okagaki (1993), and 'low fidelity simulations' (written format SJTs) by Motowidlo, Dunnette and Carter (1990), regained the interest of researchers in SJT as a tool of measurement/ assessment in the HRM and psychological literature.

The number of research papers published on SJT had doubled from 1999 to 2004, indicating the growing interest and faith of researchers in the potential of SJTs (Weekley & Ployhart, 2006). However, despite the widespread use and development of SJTs in many sectors including pharmacy (Smith et al., 2020), there are still theoretical gaps in understanding the underlying processes and a lack of a coherent theory to explain what triggers SJTs (Weekley & Ployhart, 2006).

Situational Judgment Tests have been previously used by many researchers to judge the most relevant job-related cognitive and non-cognitive abilities of candidates, such as educational skills, subject knowledge, pedagogical information, interactive capabilities, temperament, communication/ negotiation skills, and enthusiasm (Bardach, Rusby & Klassen,2021; Whetzel & McDaniel, 2009; Lievens, Peeters & Schollaert, 2008). Current SJTs are very much in line with an SJT assessment that deals with hypothetical encounters and situations in the workplace. In contemporary SJTs candidates are evaluated by presenting imaginable on-the-job situations together with multiple response choices to select one which in their opinion would be the most appropriate action in response to the situation presented. If any candidate performs well on SJT, the employer assumes that he/she would also perform well on-the-job (Sala-Roca et al., 2021).

Recruitment and Selection System in the Educational Sector

The effective employment of teaching staff in higher educational institutions has remained a serious concern in many countries owing to the lack of a clear methodology for inviting, selecting and staffing the right candidates (Pounder & Young, 1996). Ployhart (2006), based on his study claimed that the real selection of an employee becomes possible only when the employer has the competence to gather a larger number of probable candidates.

In Pakistan the lone source for inviting applications for recruitment against vacant faculty positions in HEIs is through advertisement in national newspapers. However, research has shown that the appearance of advertisements in different newspapers have least effectiveness to bring enough potential candidates for the correct selection of faculty in HEIs (Zolttoli & Wanous, 2001).

Candidates' awareness and feedback about the selection procedures have attracted enormous attention of researchers who wanted to study it from different viewpoints; amongst these the leading concern has been the impartiality of selection methods, ensuring that all candidates experience even treatment during the whole process of selection. Impartiality in the

selection process has a positive impact on both the administration's demand (Bauer et al., 2001) and the candidate's inspiration about a specific selection test (Chan et al., 1997). The first interaction between an organization and the candidate occurs during the staffing process when the applicant observes equality handling from the organization. This action has ongoing effects on the competitor after he joins the institute as an employee (Aylott, Finn and Tiffin, 2023). Fairly treated employees most often recommend the organization to other potential candidates. Contrary to this, if deserving candidates are not treated justly, they may file a lawsuit to seek redress for their grievance (Bauer et al., 2001).

Situational judgement tests, although in use over 70 years, had gained much popularity since the 1990s. These are now applied in the education sector to assess the most relevant job-related non-academic characteristics of the candidates appearing for teacher selection processes, since these characteristics along with cognitive capabilities are recognized as important for teacher effectiveness (Bardach & Klassen, 2020; Kim & Klassen 2019; Klassen et al., 2018; Klassen & Tze, 2014; Darling-Hammond, 1992, 2000). A valid assessment of non-academic attributes of the candidates is essential as these have been constantly connected to teaching performance (Kim & Klassen, 2019; Klassen & Tze, 2014) However, there are difficulties in the evaluation of non-academic characteristics of the candidates as these are not easily measurable and are liable to response prejudices and falsification (Olaru et al., 2019; Klassen & Kim, 2017; Johnson & Saboe, 2011).

In conclusion, SJTs are well suited for use in the recruitment of suitable teachers and for other professions for many reasons which include prognostic ability of work performance, satisfactory applicant responses, and the capability to explore manifold concepts (Heier et al., 2022).

Situational Judgment Tests compared to job knowledge tests (Lievens & Patterson, 2011) and personality tests (McDaniel et al., 2007) have higher validity in predicting job performance, have increased content validity (Motowidlo, Hanson, & Crafts, 1997) and decreased race-based adverse impact relative to cognitive measures (Whetzel, McDaniel, & Nguyen, 2008). Many researchers claim that SJTs elicit positive applicant reactions (Lievens & Patterson, 2011; Bauer & Truxillo 2006). Currently investigators are utilizing non-academic SJTs with high consistency and strong concurrent validity to assess the fairness of the selection process (Klassen et al., 2018, 2020; Gilliland 1993).

Situation Judgement Test (SJT)

Situation Judgment Tests are designed to evaluate short listed candidates by presenting them with different situations identical to situations they might meet during their career and observe their technical responsiveness as to how they will tackle these situations (Lievens & De Soete, 2012). For this purpose, models (Video-based SJTs) are thoughtfully prepared after extensive interviews with the senior faculty members to perceive that there happens a high level of link between the conditions in the model and those in the real career setting and responsibilities. However, preparation and administration costs of models are very high (high-

fidelity format), hence majority of SJTs prefer a low-fidelity format (written format SJTs) that mimics the conditions and offers multiple-choice responses (McDaniel, Hartman, Whetzel & Grubb, 2007; Weekley, Ployhart & Holtz, 2006). This study developed both the written and video based SJTs for 20 situations. Truly, the explanations given in SJTs aim to offer adequate contextualization so that the candidates can conceive the situation very well and make decisions as to how candidates would behave according to the demands of the portrayed situation (Richman Hirsch, Olson- Buchanan & Drasgow, 2000). It therefore depends on the creativity of test developer as to how he/she aligns behavioral response selection with job related situations. Since, each portrayed situation carries specific clues, which are interpreted by each test taker according to his/her previous knowledge/experiences/perception of the situation.

Three steps constitute the creation of contextualized SJTs (Lievens, Peeters & Schollaert, 2008; Motowidlo, Dunnette & Carter, 1990). The first of these steps is to develop the circumstances that will be portrayed in the SJT scenarios/situations. The second step involves the gathering of replies to choices, replies to orders and the reply format. The third and the last step includes the finalizing of the scoring key (Weekley and Ployhart, 2013). Though literature shares many studies and examples related to the induction of candidates in industries however this paper is contributing to the body of knowledge by developing and implementing the SJT for the faculty induction in the higher education institutes.

Research Methodology

A SJT for faculty induction in higher education institutions was developed to assess candidates' decision-making abilities in fictitious situations that they might face in real life as faculty members in future. For development of SJT scenarios / situations in this study, Model Based Method (MBM) was utilized (Labbe and Proulx, 1998). This method was preferred over Critical Incident Method (CIM) because of its efficiency and cost-effectiveness. In the MBM approach, usually a stem statement (situation) is written first, followed by the development of corresponding response options. These responses then serve as answer options for the test-takers.

This study design is qualitative and is based on interviews and focused groups discussions. The interviews were adopted for the development of multiple situations. The senior faculty members in six universities were interviewed to learn about their experience as faculty members and the situations they handled in their career. For interviews snowball sampling technique was adopted. Every interviewee shared different real-world situations they faced during their academic career. Resultantly nearly 51 situations and their multiple responses were development. However, only 20 of these 51 situations were chosen to develop the situation judgement for faculty induction. After interviews, multiple responses of same situations were collected. However, for the development of the answer key, a focus group discussion was adopted with the Vice chancellors of multiple universities. Nearly 16 Vice Chancellors participated in the focus group discussions, and they were divided into four teams. The animated videos and written situations were shared with them. On these situations through consensus the order of multiple options was developed. The reason behind the selection of Vice Chancellors as participants of the focus group discussion is their presence as chairpersons of their selection

board in the universities. As Vice chancellors decide which faculty should be inducted, they were considered as the most important participants in selecting the best option of the SJTs. All the participants of the interviews and the focus group discussion were considered as subject matter experts (SME). The pool of these SJTs developed after interviews were then tested with the population including applicants for the faculty positions of lecturers and assistant professors in different disciplines of Mehran University of Engineering and Technology, Jamshoro.

Development of SJT for faculty induction:

A situational judgment test that can assess the non-academic competencies of the candidates aspiring for faculty positions in Higher Education Institutions in Pakistan was developed with the help of 40 subject matter experts (SMEs). These SMEs were randomly divided into 2 distinct groups and each group was requested to help in the development of the SJT.

The first of SMEs consisted of 24 senior faculty members belonging to Mehran University of Engineering & Technology Jamshoro, University of Sindh, Sindh Agriculture University Tando Jam, Shah Abdul Latif University Khairpur, Sukkur IBA University and Isra University Hyderabad. These SMEs generously contributed their own workplace experiences and drew insights from the experiences of other renowned educationalists.

A second group of SMEs was comprised of 16 vice chancellors from public and private sector universities in Sindh province. These vice chancellors participated in an entire day's focus group discussion, the purpose of which was two-fold; first to validate the contents of 20 fictitious workplace situations and their underneath reply to options in the developed SJT, and second to generate consensus ratings for each reply option to serve as the answer key for assessing the answers of test-takers.

The 24 members of the first SME group underwent extensive face to face interviews to gather their experiences dealing with typical incidents they might have faced during their career at workplace, and how effectively they handled them. Thematic analysis (TA) of qualitative data collected from the first group of SMEs and review of pertinent literature (For example PhD thesis of Al Hashmi, 2018), was done to detect key ideas and patterns in the data for generating codes and themes. Thirteen themes representing different personality domains were generated and these served as the foundation for write up of imagined workplace situations. The pool of themes can be seen in the word cloud given in Figure 1. The content of each situation was meticulously refined with the help of the first group of SMEs, ensuring its alignment with the essential aspects of the described situation. A few of the members were sent emails for the finalized version of the fictitious situations and were requested to provide three to four reply options for each situation. The inputs received from them were utilized to construct multiple response options for each situation in the SJT.

For the focused group discussion to develop the answer key of 20 situations chosen by the first group, the second group of SMEs were randomly organized in the four teams. Every member of these four teams was provided a copy of the SJT booklet comprised of 20 fictitious

situations and corresponding replies to options. Every situation in the booklet was displayed through the animated video for clear understanding and opening a debate on these situations. The members of the second group of SMEs critically evaluated the contents and after detailed discussion reached consensus to choose the best option of every situation portrayed in the SJT booklet. In addition, they established consensus ratings for each reply option to be applied as the answer key for assessing the answers of test-takers.

Finally, the SJT situations were compiled in a form of a text-based format containing behavioral based instructions, for asking 143 candidates what they would most likely do in each portrayed situation. These text-based books were shared with the 143 candidates before their appearance in front of the selection board for an interview. They were informed that this test will help the members of the selection board to learn about their behavior, however, it was also informed that the results of the SJTs test will not affect the decisions of faculty induction. In total, from interviews 51 situations were developed, however, during focus group discussions the key of only 20 situations was devised. The six situations amongst those are given in this paper below as examples.

Figure.1 Words cloud to depict themes generated after semantic coding of interview transcripts.

Six examples of developed SJT

The six situations present the statements, along with five options and developed key ranking on a scale from most unlikely to most likely:

Situation 1: You have finished your class and crossed by another class before reaching your office, you noticed that the classroom is very disturbed and untidy with lots of papers on the

floor and students scattered in three groups. In the first group, students are sitting on a bench inattentively; in the second group, students are shouting at each other, and in the third group they are bullying and hitting each other.

Options	Most Unlikely	Unlikely	Likely	Most Likely
You will enquire from the students that what is problem with you people			X	
You will enter the classroom and talk to them about their behavior and class etiquette.		X		
You will stand at the rostrum and inform the students that this type of behavior is not bearable, so they must be careful in future.	X			
You will shout out to students and make them realize their mistake.	X			
You will ask the students to clean the classroom and show hope that they won't do it again.				X

Situation 2: You are teaching an undergraduate class and you have fixed the last fifteen minutes for the question-and-answer session. At the start of question-and-answer session one of your students starts asking multiple questions, ignoring the right of other students to ask the questions.

Options	Most Unlikely	Unlikely	Likely	Most Likely
You will tell the students that to give turn to other students for their queries one student should not ask more than two questions.			X	
You will try to answer the asked questions by ignoring the right of other students.	X			

You will try to engage other students in the discussion of the questions asked by one student.				X
You will give precise answers to every question asked.			X	
You will advise students to ask only those questions whose answers are not clear to them.		X		

Situation 3: In the institute you noticed that one of your senior colleagues tries to help those students out rightly who give gifts and arrange parties for him. Realizing that it is unethical and will create a bad name and impression of the teacher amongst the students.

Options	Most Unlikely	Unlikely	Likely	Most Likely
You will ignore the situation by thinking that it is none of your business.	X			
You will bring this to the knowledge of your head of department for his action.			X	
You will request to head of department to call a meeting of faculty to address that issue.				X
You will request your senior colleague to restrain himself from this unethical practice as it is creating bad name to him and institution.		X		
You will tell your senior colleague that junior faculty is closely watching your actions, some of them like to follow you while others hate your deeds.	X			

Situation 4: A postgraduate student showed willingness to do a PhD under your guidance. You consumed a lot of your time and energy to help him in the identification of the topic and

write up of research proposal. After passing the comprehensive examination your student submitted that research proposal signed by another supervisor ignoring even to inform you.

Options	Most Unlikely	Unlikely	Likely	Most Likely
You will write to new supervisor of the student that it is not fair that you have given consent to become supervisor of the student to whom you have helped in the identification of the topic and write up of research proposal.			X	
You will write to head of department to inform him about the matter and ask him to ensure fair play.				X
You will write to the Director of Postgraduate Research informing him that you have consumed a lot of your time and energy in the development of submitted research proposal.				X
You will ensure by getting in writing from the student to whom you are helping in search of a research topic and write up of a research proposal that he will continue to work under your guidance.		X		
You will write to head of the Department about the matter and will request him to give an explanation letter to the PG student for his misconduct,	X			

Situation 5: As a program coordinator you, with the permission of your director, announced a trial of the introduction of interactive sessions and flipped learning in the classroom. But faculty members are reluctant to adopt this change as they feel that it will be an extra workload for them. How will you motivate them?

Options	Most Unlikely	Unlikely	Likely	Most Likely
You will just make an announcement and let the faculty members know about			X	

it and come to you for any concerns.

You will call a meeting and let them know about the decision and ideas on how to make the sessions interactive.				X
You will personally contact every teacher to explain him/her the importance of conducting interactive sessions in the classroom.			X	
You will inform the teachers that they will be paid extra remuneration if justified.		X		
You will tell the teachers that they are bound to follow the instructions given to them from time to time for betterment of student education	X			

Situation 6: An assistant professor is mentally harassing a female student by calling her in person and texting her on cell phone. He follows her activities and shows his interest in marrying her. On refusal he threatens the student that he will ruin her carrier.

Options	Most Unlikely	Unlikely	Likely	Most Likely
You will register a complaint in the harassment cell of the institution for action as per law.				X
You will report this matter to the head of department for his role to play.			X	
You will advise the student to involve her parents in this matter as her career is at stake.			X	
You will request senior faculty members to come forward to play their constructive role in this matter.		X		

You will ask the student to lodge FIR against the assistant professor for his threatening behavior	X

SJT Results

To implement the developed SJT and check its feasibility and appropriateness, a textbook of 20 fictitious situations along with the multiple response options was compiled to be executed before the interviews for the induction of faculty members. As stated, that these situations were created with the purpose of assessing the job-related non-academic competencies such as interpersonal skills, personality and motivation of the candidates applying for faculty positions in Higher Education Institutions. To test the feasibility of the application and gauge the reactions of the candidates towards the developed SJT, a pilot study was conducted with a convenience sample of 143 candidates. This pilot study was conducted prior to the appearance of these candidates before the Selection Board of Mehran University of Engineering & Technology Jamshoro for their appointment as lecturers and assistant professors. Before piloting the SJT, candidates were advised to go through each fictional situation and the multiple response choices given underneath carefully and reply honestly what they would do most probably in response to the portrayed situation on a Likert-scale of 1 to 4, where 1 represents "most unlikely" and 4 represents "most likely".

Test-takers were also informed that their replies would be evaluated against a model response key developed by SMEs, to determine if they would be a good fit within the organization. But at the same time, they were given surety that the results of the SJT will not affect the decision of the selection board members. Results of the conducted pilot study on developed SJT were highly encouraging, since 31 candidates who performed well in the SJT were also seen to be superior in academic attainments. Furthermore, feedback from the test-takers regarding the content and utility of the developed SJT as a recruitment tool was overwhelmingly positive and satisfactory.

Table 1 shows correlation between the **SJT score** earned by candidates in the Situation Judgement test and their **interview results** through the members of the selection board. The positive correlation of 0.737 at the 0.00 significance level clearly shows that those who score closer to the responses of the answer key have also performed well during interviews. Those who showed good non-academic competences also proved themselves good in the academic competencies. Overall, this pilot study served as a testament to the potential effectiveness and relevance of the SJT in assessing the non-academic competencies of candidates for faculty positions in High Education Institutions, underlining its value as a valuable tool in the selection process.

Table 1. Correlation between and Interview results and SJT score

		Interview Results	SJT Score
Interview Results	Pearson Correlation	1	.737**
	Sig. (1-tailed)		.000
	N	143	143
SJT Score	Pearson Correlation	.737**	1
	Sig. (1-tailed)	.000	
	N	143	143

**. Correlation is significant at the 0.01 level (1-tailed).

In addition, at the end of the test, the candidates were asked for their feedback on the effectiveness of SJT. A few of their statements are given below.

"It is a very innovative way of conducting the psychology test and these must be part of the selection process".

"These situations must be taught during the faculty development programs. I feel it will guide the new faculty effectively".

"I like it too much. It is easy and effective way of judging."

Discussion

Effective employment of teaching staff in higher educational institutions has remained a serious concern owing to the lack of any outright methodology for inviting, selecting and retaining the right candidates (Pounder & Young, 1996). The two most studied and well-established assessment methods used previously by researchers in making selection of an employee were the psychometric procedures of temperament tests and intellectual ability tests. Both temperament and intellectual ability tests are currently recognized as the fundamentals of the Situational Judgment Test (Judge and Zapata, 2015).

In education sector, Situational Judgment Tests had been designed to evaluate short listed candidates with several situations identical to situations they might meet during their career and observe their technical responsiveness as to how they will tackle with those situations (Lievens & De Soete, 2012). However, none of these SJTs can measure long term aspiration of faculty members in terms of research capabilities and non-academic competencies like interpersonal skills, problem solving, communication/ negotiation skills and trustworthiness. It is now recognized that the appointment of proficient faculty who possesses both academic and non-academic competencies, in institutions of higher learning is obligatory for enhancing the quality of education and usefulness of the plans and activities offered by an institution (Burroughs et al., 2019; Hanushek & Rivkin, 2012; Caena, 2011).

Teachers who are selected solely based on their academic competencies often prove to be misfits within the organization. However, those selected based on both academic and non-academic competencies are found to be a good fit within the organization. This is because they, owing to their comprehensive knowledge, interpersonal skills, and abilities, can deliver excellent teaching and research services to their undergraduate and postgraduate students. Therefore, in this study, SJT booklet comprised of 20 fictitious situations was developed and tested with the aim to evaluate non-academic competences of the candidates wishing to be considered for faculty positions in higher education institutions.

To test the feasibility of application and measure the reactions of the test-takers towards the developed SJT, a pilot study was conducted on a convenience sample of 143 candidates, belonging multiple disciplines, prior to their appearance before the Selection Board of Mehran University of Engineering & Technology. Jamshoro. This diverse sample allowed us to gather valuable insights into the reactions and perceptions of both genders (73% males and 27% females) towards the developed SJT.

The results of the pilot study were highly encouraging, as those candidates who performed well in the SJT also demonstrated superior academic attainments. Furthermore, the candidates, irrespective of gender, expressed satisfactory reactions towards the contents of SJT due to its relevance to their future job roles. They found the SJT to be a novel, engaging, and effective tool for enhancing their exposure to workplace situations and appreciated that in future other situations can be taught during the faculty development programs. Because of the feasibility of application and the positive reactions of 143 candidates, the SJT which was developed through extensive 24 open ended interviews and with 16 Vice Chancellors focus group discussions, is recommended for adoption as a valuable additional tool for the member of selection board for their decision-making for induction of faculty members, having both the academic and non-academic capacities related to problem-solving and interpersonal skills. In addition, using the SJT's situations for the faculty development programs is also recommended.

Conclusion, Recommendations and Future direction

This paper bridges the knowledge gap exists due to the limitations in the SJT literature, through developing and implementing the situational judgement test for the induction of faculty members in the higher education institutions. The current research presents six situations sample from the test book and its key which can directly be applied by the higher education institutions at the time of faculty induction. As previously no well-suited test model for the faculty induction exist which can assess non-academic capabilities of the applying faculty members, this paper practically contributes to the existing body of knowledge. For validity the similar tests can be adopted during the selection process of other HEC recognized universities in Pakistan. The SJT implementation at other universities may validate its appropriateness and fairness in efficient faculty recruitment processes. Further validation across diverse educational settings can establish the broader utility and effectiveness of this valuable tool. In addition, the rest of the 31 situations can also be tested and key may be developed accordingly. At present, a sample of animated videos can be accessed through the youtube channel playlist of the coauthor available at

https://www.youtube.com/@arabellabhutto6186. These videos can be used during the conduct of Situational Judgement Test in the selection process and can also be used while giving training in the faculty development programs.

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