

A Study on the impact of Educator Competencies on Organisation Commitment and Effectiveness in Higher Education Institutions

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Abstract

The study looks into the effect of Educator Competencies on Organisation Commitment and Effectiveness in Higher Education Institutions. The study analyses the nature of influence of the competencies possessed by the educators on their commitment to their organisation and the effectiveness of the organisation as a whole . The basic and most essential competencies are considered for the study. The existing levels of organisation commitment and effectiveness are also studied. The study indicates that the higher the level of educator competencies the higher the levels of organisation commitment and effectiveness.

Key Words Educator Competencies, Organisation Commitment, Organisation Effectiveness

Introduction

Educators are the persons who teach students and coach them for the successful completion of the course they undergo. Hence it becomes obligatory on the part of the educators to possess the required skills, knowledge and ability. The educators must be competent enough to teach the students and lead them to success. Competency is having the knowledge and skills to carry out the duties of an educator O'Reilly & Chatman (1986) argue that commitment is best defined as the basis of an individual's psychological attachment to the organization. Cameron (1978) pointed out that organizational effectiveness is the proficiency of the organization at having access to the essential resources. However, McCann (2004) noted it as the criterion of the organization's successful fulfilment of their purposes through core strategies. A successful educator is one who possess the minimum essential competencies. The importance of educator competencies become greater especially in higher education sector. The success of any organisation largely depends on the commitment of its employees to their organisation. The higher level of educator competencies and organisation commitment will have a positive influence on the organisation effectiveness.

Objectives

1. To study about the Competencies possessed by the Educators.
2. To ascertain the Levels of Organisation Commitment and Organisation Effectiveness in Higher Education Institutions.
3. To study the impact of Educator competencies on the perceived Organisation Commitment .

4. To study the effect of Educator competencies on the perceived Organisation Effectiveness.

Hypothesis

1. Educator competencies have effect on perceived organizational commitments in Higher Education Institutions.
2. Educator competencies have effect on perceived organizational effectiveness.

Methodology of the study

The Research Methodology adopted for the Study is given below:

Type of Study

The method of study adopted is descriptive, where an attempt is made to define a situation as it is. The described situation is analysed to find out emerging patterns. Essentially it is Descriptive Study with an Analytical and Exploratory Approach.

Type of Data

Both Primary and Secondary Data were used for the study. Primary data were collected from the samples of Educators in Higher Education Institutions in Kerala. All of the available sources of secondary data were used for the study.

Sampling Unit

The Sampling Unit for the Study is an Educator in the Higher Education Institution in Kerala. Aided Arts and Science Colleges in Private Sector constitute the Higher Education Institution in Kerala. An Educator includes Head of Department, Associate Professor, Assistant Professor and Guest Lecturer in the Arts and Science Colleges.

Sampling Frame

The State of Kerala is a long greenery strip of land stretching from south to north. On the basis of this geographic peculiarity, the State is divided into three regions or zones, namely, Southern region or south zone, Central region or central zone and Northern region or north zone. One leading University representing each Region or Zone is taken for the study. Kerala University from South, Mahatma University from Central and Calicut University from North Regions are considered for the study. Thus the Sampling Frame or population of the Study may include all the educators who are working in the Arts and Science Aided Colleges in the state of Kerala. There is a total of 138 colleges affiliated to three leading Universities, namely Kerala University, Calicut University and Mahatma Gandhi University in Kerala. All those Professors, Associate Professors, Assistant Professors and Guest Lecturers who are working in the Aided Private Arts and Science Colleges in the three Universities thus constitute the Sampling Frame for the Study.

Sampling Size

The Sampling size of Colleges is fixed at 50. The sampling size of Educators is determined finally at 317. Initially data were planned to be collected from a total of 350 Educators among whom Questionnaires were distributed. However only 317 Educators filled in the Questionnaires promptly and 33 Questionnaires were either incomplete or not returned.

Selection of Samples

Thus the total respondents constitute 350 professors from 50 Arts and Science Aided colleges in the Higher Education Sector in Kerala.

Details of Arts and Science Aided Colleges under Study.

University	Total No. of Aided Colleges	Samples	
		Colleges	Educators
Kerala	37	13	91
Mahatma Gandhi	54	20	140
Calicut	47	17	119
Total	138	50	350

From each of the above sample college, 7 Educators are selected for collecting the Primary Data. The Educators include Associate Professors, Assistant Professors and Guest Lecturers. The Associate Professors also include the Head of the Departments in the selected Colleges

Tools for Data Collection

In this study Educator Competencies levels (Microsoft Corporation, 2013 and Cheryl Crosthwait 2010) are taken as the basis for analysing the existing levels of Competencies. Mowday et al.'s (1979) instrument was developed and used for Organisational Commitment.

In this study the nine dimensions of Organizational Effectiveness initially developed by Cameron (1978) for colleges and universities are measured.

Analysis and Interpretation

1.To study about the Competencies possessed by the Educators

In the study competency is made of 13 different dimensions which are based on the review of literature. The mean value for the different dimensions are shown in the table below:

Table 1: Mean Value of Competencies

	Minimum	Maximum	Mean
Compassion	1	4	2.52
Integrity	1	4	2.56
Interpersonal Skill	1	4	2.59
Listening	1	4	2.62
Personal Learning	1	4	2.54
Valuing Diversity	1	4	2.41
Presentation Skill	1	4	2.41
Written Communication	1	4	2.44
Creativity	1	4	2.43
Intellectual Acumen	1	4	2.52
Time Management	1	4	2.52
Functional Skill	1	4	2.44
Learning	1	4	2.44

In the study researcher tries to compare the mean value of all dimensions of the competency to find the mostly acquired competency. The table shows that out of all the competencies, Listening competency is at the highest level of acquisition followed by Interpersonal Skill and Integrity. The least acquired and the least important competency from the view point of educators is Presentation and Valuing Diversity.

2. To ascertain the Levels of Organisation Commitment and Organisation Effectiveness in Higher Education Institutions.

	N	Mean	Std. Deviation
OC	317	4.0166	.47327
OE	317	3.0206	.15005
Valid N	317		

The analysis of the data shows that mean value of Organization Commitment is 4.01 on the scale of 1 to 7. Further the mean value of organizational effectiveness is 3.02 on the scale of 1 to 5. The standard deviation is also very small.

Organizational Commitment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	154	48.6	48.6	48.6
	High	163	51.4	51.4	100.0
	Total	317	100.0	100.0	

The data for organization commitment is divided into two groups as high and low for the purpose of comparison with the mean for Organization Commitment as computed above. The

data shows that 154 respondents are having low Organisation Commitment and 163 respondents as high Organisation Commitment.

It shows that 48.6 % of the educators have low level of organization commitment as against 51.6 % who have a higher level of organizational commitment to their Institution.

Organisation Effectiveness

	Frequency	Percent	Valid Percent	Cumulative Percent
Less	141	44.5	44.5	44.5
Valid More	176	55.5	55.5	100.0
Total	317	100.0	100.0	

The data for Organization Effectiveness is divided into two groups as more and less for comparing with the mean for organization effectiveness as calculated above .The data shows that 141 educators perceive as having lesser effectiveness of their Organisation and 176 perceive as having more Organization Effectiveness. It shows that 44.5 % of the respondents consider organization effectiveness as lesser and 55.5 % of organizational effectiveness as more.

3. To study the impact of Educator competencies on the perceived Organisatin Commitment

Hypothesis :- Educator competencies have effect on perceived organizational commitments in Higher Education Institutions.

The hypothesis that the education competencies of the educators in the education sector have an effect on the perceived organizational commitment of the employees is checked with regression analysis.

Analyses clearly convey that the aspect of education competencies of the educators has effect on organizational commitment of the employees at 5% level of significance. Regression analysis further reveals that education competencies contribute towards the creation and augmentation of organizational commitment. Education competencies have thus strong positive effect on the creation of organizational commitment among the employees.

Table 5.15. Multiple regression analysis results for education competencies on organisational commitment.

Variables	Beta Value	Std Error	Collinearity		Sig.
			Tolerance	VIF	
Compassion	0.043	0.102	0.528	1.894	0.07
Integrity	0.62	0.146	0.906	1.103	0.000*
Interpersonal Skill	1.039	0.109	0.527	1.898	0.000*
Listening	0.249	0.136	0.528	1.894	0.007
Personal Learning	0.38	0.095	0.906	1.103	0.00*
Valuing Diversity	1.039	0.109	0.527	1.898	0.000*
Presentation Skill	0.249	0.136	0.528	1.894	0.007
Written Communication	0.38	0.095	0.906	1.103	0.00*
Creativity	0.579	0.101	0.527	1.898	0.00*
Intellectual Acumen	0.043	0.102	0.528	1.894	0.001
Time Management	0.62	0.146	0.906	1.103	0.000*
Functional Skill	0.039	0.109	0.527	1.898	0.000*
Learining	0.039	0.109	0.527	1.898	0.000*

(* indicates items significant at 5% significance level)

Assumptions for the regression analysis are tested using the multicollinearity test, Durbin-Watson coefficient, histogram and scattered diagram for verifying the multicollinearity, autocorrelation and homoscedasticity of the regression analysis. From the table it is noted that all the values of VIF (Variance Inflation Factor) are fewer than 5, suggesting the absence of high multicollinearity. The Durbin-Watson coefficient was given as 1.739 showing no significant autocorrelation.

Fig. Histogram error plot for organizational commitment

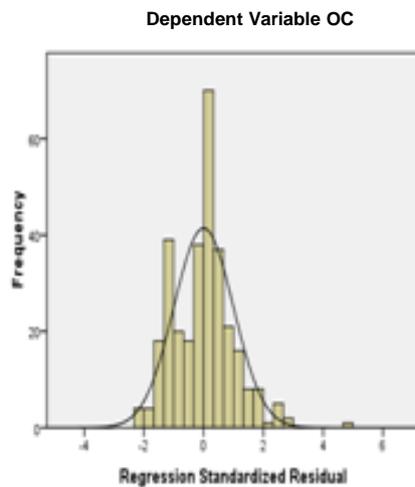
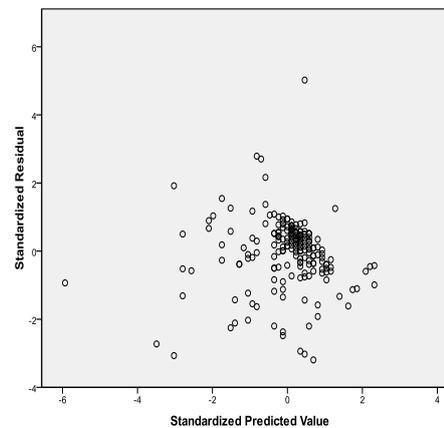


Fig. Scatter diagram for organizational commitment



The figure above show the histogram of standardized residuals which produce a roughly normal curve indicating normally distributed residual error. In the figure scatter plot of the dependent variable of organisation commitment shows no significant pattern for data points, hence the regression model could be considered as homoscedastic. Thus all the four important assumptions for regression analysis hold good.

Further, table shown above with the values obtained from regression analysis, at 5% significance level, support the hypothesis that there is positive relation between the competencies of the educators and the dependent variable of organisation commitment have strong positive relation on organization commitment of employees.

4.To study the effect of Educator competencies n the perceived Organisation Effectiveness .

Hypothesis : - Educator competencies have effect on perceived organizational effectiveness .

The hypothesis that the education competencies of the educators in the education sector have effect on the organizational effectiveness is checked with regression analysis.

Analyses clearly convey that education competencies of the educators have effect on organizational effectiveness at 5% level of significance. Regression analysis further reveals that education competencies contribute towards creation of organizational effectiveness. Education competencies have strong positive effect on the creation of organizational effectiveness.

Table. Multiple regression analysis results for education competencies on organisational effectiveness

Variables	Beta Value	Std Error	Collinearity		Sig.
			Tolerance	VIF	
Compassion	1.045	.024	0.528	1.894	0.47
Integrity	.041	.024	0.906	1.103	0.01*
Interpersonal Skill	1.014	.025	0.527	1.898	0.00*
Listening	.008	.024	0.528	1.894	0.07
Personal Learning	1.022	.025	0.906	1.103	0.000*
Valuing Diversity	1.016	.024	0.527	1.898	0.000*
Presentation Skill	.030	.024	0.528	1.894	0.007
Written Communication	.010	.024	0.906	1.103	0.00*
Creativity	.012	.023	0.527	1.898	0.00*
Intellectual Acumen	.009	.024	0.528	1.894	0.001
Time Management	1.041	.023	0.906	1.103	0.000*
Functional Skill	1.019	.024	0.527	1.898	0.000*
Learining	.000	.024	0.527	1.898	0.000*

(*indicates items significant at 5% significance level)

Assumptions for the regression analysis are tested using the multicollinearity test, Durbin-Watson coefficient, histogram and scattered diagram for verifying the multicollinearity, autocorrelation and homoscedasticity of the regression analysis. From the table it is noted that all the values of VIF (Variance Inflation Factor) are fewer than 5, suggesting the absence of high multicollinearity. The Durbin-Watson coefficient was given as 1.739 showing no significant autocorrelation.

Fig. Histogram error plot for organizational effectiveness
Dependent Variable OE

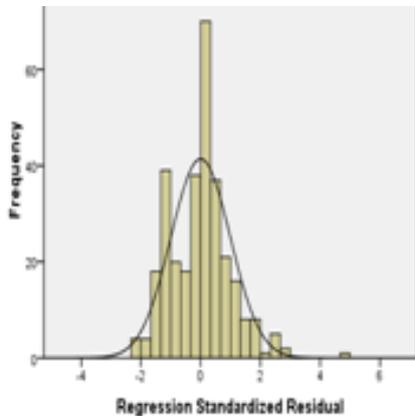
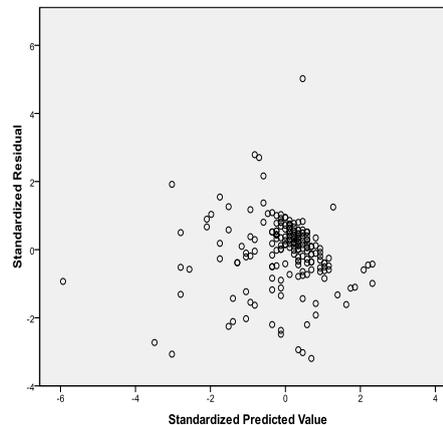


Fig. Scatter diagram for organizational effectiveness



The figure above shows the histogram of standardized residuals which produce a roughly normal curve indicating normally distributed residual error. In the figure scatter plot of the dependent variable job satisfaction shows no significant pattern for data points hence the regression model could be considered as homoscedastic. Thus all the four important assumptions for regression analysis hold good. Further, table shown above with the values obtained from regression analysis, at 5% significance level, supports the hypothesis that there is positive relation between the competencies of the education employees and the dependent variable have strong positive relation on organization effectiveness.

Findings of the Study

- 1.The analysis shows that out of all the competency, the Listening competency is the mostly acquired one which is the highest followed by Interpersonal Skill and Integrity. The least important competency is Presentation and Valuing Diversity.
- 2.48.6 % of the educators have the level of organization commitment as low and 51.6 % of organizational commitment as having high. level of commitment to the institution.
3. It reveals that educator competencies contribute towards creation of organizational commitment. Educator competencies have strong positive effect on the creation of organizational commitment among the educators of higher education sector.
- 4.It also reveals that educator competencies contribute towards creation of organizational effectiveness. Educator competencies have strong positive effect on the creation of organizational effectiveness for the education institution.

Conclusion

It is inevitable for the educators in the higher education sector to possess some essential competencies especially the basic ones in order to determine the success of their teaching profession. The educators should be committed to their institution and the institution should be effective enough to attract its required resources.

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