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RESEARCH ARTICLE

COMPETENCY SKILL OF TEACHER TOWARDS ORGANIZATIONAL COMMITMENT.

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Competencies and organizational commitment.

Abstract

Competencies are set of skills and abilities to attain not only desire level of performance but also commitment towards work. The main purpose of the study is to examine the influence of teacher competencies on organizational commitment in higher education sector. Variable used in the study is Dependent variable (organizational commitment) and independent variable (various competencies of teacher such as Academic Competencies, Behavioural Competencies, Managerial Competencies & Research Competencies). The conceptual framework for the study was arrived after incorporating major construct previously identified in the literature. Data is collected through Structured Questionnaire from 200 respondents. Data were analyzed through SPSS Software. The result of the research shows that the Behavioral Competencies, Research Competencies & Managerial Competencies have strong influence on organizational commitment whereas Academic competencies of teacher do not influence commitment. The result would help the teacher to develop required competencies for teaching which leads them to enhance organizational commitment.

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Introduction:-

Identification of competencies has become an integral part of HR functions. There is no particular competency that works effectively, but it is a cluster of competencies which works well. Hence final result can be arrived by ranking each competencies (Prof. Preeti Nair, 2015). For management teaching competency fifteen areas have been found out. They are Planning and Organizing, Conceptual thinking, Self Dependence & confidence, Communication skills, being open and receptive, Emotion handling, Mental skills, Adaptability, concern for standard, Knowledge & information, Analytical & Problem solving, Impact & influence, Discipline, Delegation of authority and Interpersonal management (Mr. Kanupriya Misra, M. Bakharu, 2015). The competencies such as knowledge, skills, ability, attitude and trait on individual have a strong effect on key performance in the organization. Therefore organizational objectives can be achieved when individual holds these competencies (J. Anitha, Reema P.M, 2014).

Competencies become a prominent feature of management policies & practices. But limelight falls on few HR functions which need to be focused (Vanka Sita & Anitha Pinapati, 2013). Competency mapping is not a kind of reward which is not only meant for permanent employee it can also be done for people who seek Job opportunities. So that they can bridge the gap between actual and expected level of competency (Dr. P. Suguna & T. Tamilselvi,

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2013). The term 'competency mapping' still remains an unplanted process and only little studies found on Competency mapping in higher education sector (V.Raji Sugumar, 2009).

Review of literature:-

Competency:-

Competence is knowledge, skills and experience to fulfill the demands of the role and expertise in industrial standards (Armstrong, 2003). Paloniemi (2006) defines competency is increasingly being highlighted in working life competence is crucial resources for individual, organization, and community on which they serve. Streuner and Bjourst (1998) found that competence is a knowledge, skill, and professional identity of an individual to perform the tasks being assigned. Competencies necessary for teacher in higher educational sector are Academic Competency, Behavioral Competency, Professional Competency, Research Competency and Managerial Competency. Academic Competency identified by different researchers are detailing ability, handling complexity, developing theories, analyzing situation, expertise in technology, and result orientation/ target orientation (Tournaki et al., 2009). Effective teacher should be able to create theories(Hong et al., 2010). A good teacher should have a ability to explain little thing in elaborate (Latterell, 2008). Behavioral Competency are personality, forgiving, honest, generous, punctual, man of character, wise, clear in expression, scholar, friendly and well-wisher, adjusted, relaxed, reserved and controlled teachers were more proficient in teaching(Deva 1966, Ojha 1969, Pachauri 1983). Research Competency is a link between research and the way of teaching (Jenkins 2005). It increases esteem & social acceptance in the society. Managerial Competency is Planning skills, Closure skills, Managerial skills, Presentation skills and Evaluation Skills (Passi and Lalitha 1976). Kanupriya M. Bakhru, Dr. Seema Sanghi, Dr. Y. Medury (2013) found Conceptual Thinking, Mental Skills, Communication Skills, Planning & Organizing and Interpersonal Management.

Organizational commitment:-

Commitment is the act of binding yourself (intellectually or emotionally) to a course of action. Organizational commitment is an employee favoring certain organizations as well as the objectives and the desire to maintain membership in the organization. Organizational commitment is the extent to which employees accept organizational goals, as well as the desire to stay with or leave a company (Mathis and Jackson.,2006). Organizational commitment is an attitude that reflects the extent to which an individual knows to the organization. An individual who has committed is likely to see himself as a true member of the organization (Griffin, 2005). Faculty commitment is a factor influencing teaching-learning process.

Relationship variable Competence to the variable Organizational Commitment:-

Nabila (2008) found that competence have significant relationship with organizational commitment. . Zahariah, et al., (2009), Monetje and Martins (2009), Sethela and Rosli (2011), Mujeeb, et al (2011), Selma (2011), Hueryren, et al., (2012), Simpson (2012), and Usman, et al., (2012) indicates that there is a direct and indirect relationship between competence (ability), motivation and organizational culture on organizational commitment. Ulrich (1998), that commitment without competence would lead to the failure to maintain a sustainable life of the organization. Hsiang Wu (2010), the analysis result that competency training was positively related to organizational commitment. Fadli, et al (2012), the competence of employees had positive influences on work commitments. It proves that there is a significant relationship between the competence of employees to work commitments, so competencies are strong enough to influence employee's work commitment. Competency of the lecturer does not have significant effect on organizational commitment at state university of East Kalimantan (Ana Srikaningsih & Prof. Dr. Djoko Setyadi, 2015)

Statement of problem:-

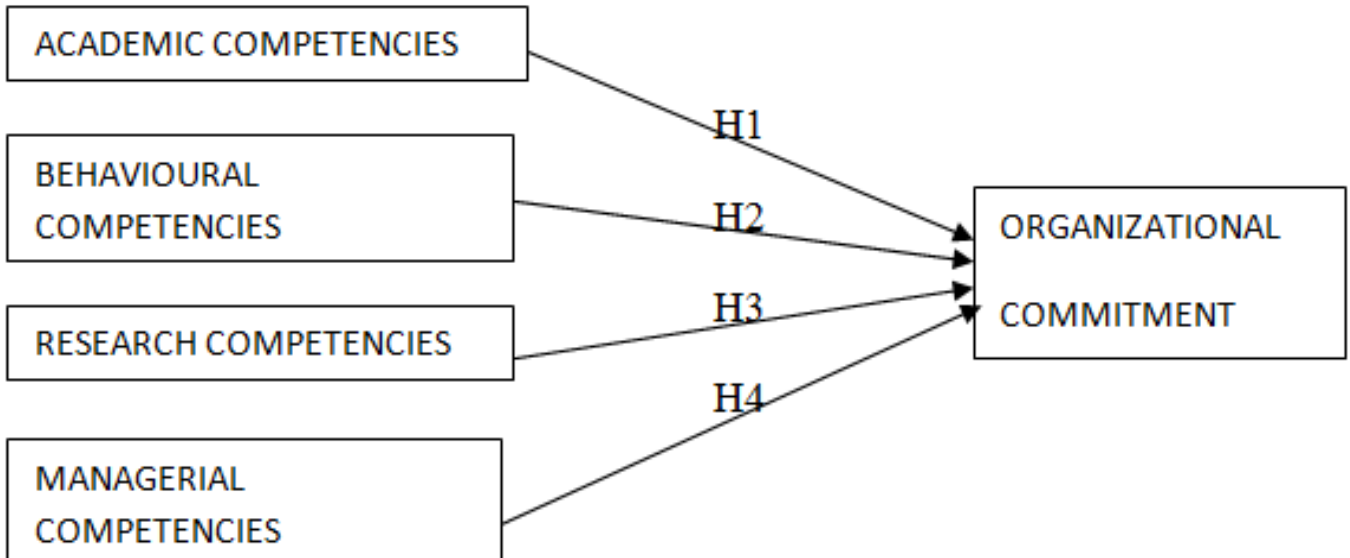
Only little research has developed a linkage between competency & organizational commitment among faculty in higher education sector. In Tamil Nadu, however most of the higher educational sectors are not assessing competencies of teacher. Competency is key performer for commitment towards Job or Organization. Competency & commitment of a teacher elicits a lot of importance in this context. One of the purposes of the present study is to describe the influence of each competency on organizational commitment.

Research objectives:-

1. To study Demographic profile of teachers in higher education sector
2. To identify the various competencies possessed by teacher

3. To find out the competencies which influence Organizational Commitment

Conceptual framework:-



A set of hypothesis linking all Four Competency group with Job Engagement:-

- H1: Possession of Academic competencies will have an influence on Organizational Commitment
 H2: Possession of Behavioural competencies will have an influence on Organizational Commitment
 H3: Possession of Research competencies will have an influence on Organizational Commitment
 H4: Possession of Managerial competencies will have an influence on Organizational Commitment

Research methodology:-

This paper is descriptive in nature. The sample comprised teachers working in higher education sector. The sample chosen for the study is 200. The selection of sample was done on the basis of convenience by convenient sampling. The variables in the present study are competency and Organizational Commitment. To produce reliable questionnaire primary data were collected. The survey employs a five-point Likert Scale with scale ranging from 1 to 5, 1 representing strongly disagree and 5 representing strongly agree. The scale consisted of 30 items. The scales of the instrument were reliable and fit. No item was dropped from the survey questionnaire because all the factors had high alpha reliability coefficients, ranging between 0.80 and 0.90. In the present study statistical tool used are descriptive statistic, factor analysis and multiple linear regression models. Descriptive statistic was employed for explaining demographic profile of the respondent. Factor Analysis was carried out through SPSS to simply and reduces the data. To investigate the underlying dimension of Competencies and Organizational commitment, a principal component factor analysis was conducted, using varimax rotation. Multiple Linear Regression Model was used to identify the influence of each competency on organizational commitment.

Results and Discussion:-

Measured variable:-

In this study the dependent or criterion variable is organizational commitment and independent or predictor variable is Academic competencies, Behavioral competencies, Research competencies and Managerial competencies

Table 1:- Demographic Background.

Sl.No	Attribute	Category	No. of Respondents	Percentage to Total
1	Age	BELOW 25	65	32.5
2		26-35	98	49
3		36-45	26	13
4		46-55	7	3.5
5		56 & ABOVE	4	2
1	Gender	Male	116	58
2		Female	84	42
1	Marital Status	Married	98	49
2		Unmarried	102	51
1	Location	Urban	123	61.5
2		Rural	77	38.5
1	Working Organization	Government	6	3
2		Aided	57	28.5
3		Self finance	137	68.5
1	Educational Background	M.Phil	99	49.5
2		Ph.D	12	6
3		Others	89	44.5
1	Experience	1-4 YRS	91	45.5
2		5-9 YRS	78	39
3		10-14 YRS	21	10.5
4		15-19 YRS	6	3
5		ABOVE 20 YRS	4	2
1	Designation	ASSISTANT PROFESSOR	165	82.5
2		ASSOCIATE PROFESSOR	31	15.5
3		PROFESSOR	4	2
1	Monthly income	BELOW 20000	72	36
2		21000-30000	49	24.5
3		31000-40000	61	30.5
4		ABOVE 40000	18	9
Total			200	100

Source: Primary Data

Table 1 shows the demographic background of teachers selected for the study from higher education sector. Regarding the age background, 49 percent are in the age group of 26-35, 58 percent of the respondents are Male compare to 42 percent of female. 51 percent of the respondent are unmarried. In terms of their educational background 49.5 percent are M.Phil qualified and 45.5 percent are having an experience of 1-4 years. It is observed that the 68.5 percent of the respondent are working in Self Finance College as Assistant Professor 82.5 percent. 61.5 percent are working in urban location with the monthly income of Rs. below 20000(36 percent)

The researcher has undertaken the principal component analysis with varimax rotation (Churchill procedure) to explore the significant competency attributes. To explore the number of factors, the study considered the most usual rule of Kaiser Criterion (selected the factors corresponding the to the Eigen values above 1.0). Only items with communality greater than 0.5 and the absolute value of their co-relation to an axis greater than 0.6 were retained. Then the Cronbach alpha was used to assess the reliability of the antecedents. The estimated coefficients can be described as acceptable as they are all above 0.70 (Peterson 1994).

From the below **Table 2** The Kaiser-Meyer-Olkin (KMO) value of 0.838, which is greater than 0.5 indicates the measure of sample adequacy which proves that the given primary data is fit for data analysis using factor analysis. Since the p-value is 0.000 i.e. the p-value is less than 0.05 which indicates that the correlation is significant. It is clear from the factor analysis that four factors F1- Academic Competencies, F2- Behavioural Competencies, F3- Research Competencies and F4- Managerial Competencies are the important Competency related constructs

comprises (23 constructs out of 23 Constructs) were extracted which cumulatively explains 68.839 per cent of the total variance. The rotated component matrix shows that the factor loading of the items on the factors.

Table 2:- Factor Analysis.

Factor Name	Statements	h^2 Communality	Reliability	Factor Loading	Eigen Values	% of Variance	Cumulative %
F1 (ACADEMIC COMPETENCIES)	Thoroughness and accuracy in accomplishing a task	.695	.893	.834	4.147	69.123	69.123
	Developing models and theories	.694	.893	.833			
	Updation in my discipline	.677	.895	.823			
	Measuring outcome of Students against standard	.757	.886	.870			
	New approach while teaching	.668	.897	.817			
	Learning new things even if it is not on my area	.656	.898	.810			
F2 (BEHAVIOURAL COMPETENCIES)	Adjustable style of work to meet the needs	.637	.914	.798	4.309	71.820	71.820
	Emotional stability	.632	.916	.795			
	Cool in conflict situation	.735	.905	.858			
	Strict discipline and compliances with order	.819	.895	.905			
	Listen others view with patience	.797	.898	.893			
	Reflective thinking when analyzing and making judgement about others	.689	.909	.830			
F3 (RESEARCH COMPETENCIES)	Interested to present papers	.667	.837	.817	3.276	65.528	65.528
	Capable of editing books & articles	.718	.826	.847			
	Participate in professional association	.699	.830	.836			
	Carrying out quality research	.678	.831	.823			
	Guiding student to get	.515	.864	.718			

	patent/copyright for project						
F4 (MANAGERIAL COMPETENCIES)	Provide others supportive and engaging environment	.577	.887	.760	3.955	65.913	65.913
	Resolve conflict	.690	.874	.831			
	Handling risk and uncertainty	.624	.882	.790			
	Decision by myself	.701	.873	.837			
	communicating information effectively	.664	.878	.815			
	Building Rapport with students and colleagues	.698	.873	.836			

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy= 0.838 Overall Cronbach Alpha (α) = 0.882, {(p=0.000)} ,Source: Primary Data

From the below **Table 3** The Kaiser-Meyer-Olkin (KMO) value of 0.875, which is greater than 0.5 indicates the measure of sample adequacy which proves that the given primary data is fit for data analysis using factor analysis. Since the p-value is 0.000 i.e. the p-value is less than 0.05 which indicates that the correlation is significant. It is clear from the factor analysis that one factor F1- organizational commitment is the important commitment related aspect comprises (7 constructs out of 7 constructs) were extracted which cumulatively explains 60.783 per cent of the total variance. The rotated component matrix shows that the factor loading of the items on the factors.

Table 3:- Factor Analysis.

Factor Name	Statements	h2 Communality	Reliability	Factor Loading	Eigen Values	% of Variance	Cumulative %
F1 (organizational commitment)	Whole career with this college	.690	.869	.831	4.255	60.783	60.783
	Discussing college with outsiders	.649	.873	.805			
	Don't feel Emotional tie with this college	.638	.874	.799			
	College has a great offer for me	.641	.873	.800			
	Difficulty to leave this college now	.542	.881	.736			
	Working with this college fulfill many needs	.554	.880	.745			
	Won't leave this college if I get better offer	.541	.881	.736			

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy= 0.875 Overall Cronbach Alpha (α) = 0.892, {(p=0.000)} ,Source: Primary Data

Regression Analysis for Competency related attributes influence on Job Engagement:-

Multiple linear regression (MLR) tests using enter regression method were subsequently conducted to find the level of influence of four Competence related factors (Academic Competencies, Behavioral

Competencies, Research Competencies & Managerial Competencies) on Organizational Commitment among teachers in higher education sector.

The **Table 4** shows the multiple regression model summary and over fit statistics. The adjusted R^2 of the model .328 with R^2 value of .341 that means the linear regression explained is 34.1 % of the variance in the data.

Table 4:-

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.584(a)	.341	.328	.82062049

- Predictors: (Constant), MANAGERIAL COMPETENCIES, RESEARCH COMPETENCIES, BEHAVIOURAL COMPETENCIES, ACADEMIC COMPETENCIES
- Dependent Variable: ORGANIZATIONAL COMMITMENT(7 constructs)

As per **Table 5** the F-test is highly significant, thus it proves that there is a linear relationship between the variables in our model.

Table 5:- ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	67.737	4	16.934	25.147	.000(a)
	Residual	130.643	194	.673		
	Total	198.380	198			

- Predictors: (Constant), MANAGERIAL COMPETENCIES, RESEARCH COMPETENCIES, BEHAVIOURAL COMPETENCIES, ACADEMIC COMPETENCIES
- Dependent Variable: ORGANIZATIONAL COMMITMENT

The **Table 6** shows the multiple linear regression estimates including the intercept and the significance levels. The independent variable Behavioural Competencies significantly influence on organizational commitment. One unit of Behavioural Competencies influence 0.251unit of organizational commitment. . The independent variable Research Competencies significantly influence on organizational commitment. One unit of Research Competencies influence 0.284 unit of organizational commitment. . The independent variable Managerial Competencies significantly influence on organizational commitment. One unit of Managerial Competencies influence 0.285 unit of organizational commitment. The other aspects like Academic Competencies does not significantly influence on organizational commitment.

Table 6:- Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta	B	Std. Error
1	(Constant)	.006	.058		.095	.924
	Academic Competencies	.020	.061	.020	.336	.737
	Behavioural Competencies	.251	.061	.251	4.138	.000
	Research Competencies	.283	.063	.284	4.503	.000
	Managerial Competencies	.286	.063	.285	4.538	.000

- Dependent Variable: ORGANIZATIONAL COMMITMENT

Conclusion:-

The present study reveals that Organizational commitment is influenced by the Behavioural Competencies, Research Competencies and Managerial Competencies. An academic competency does not influence organizational commitment. Hence to increase commitment, faculty must develop behavioural, research and managerial competencies. Always Competent faculty will have higher degree of commitment & intension to stay in same profession and thereby they can easily achieve organizational goals. Further research may also examine how academic competencies triggers Performance effectiveness, Job Satisfaction and Rewards.

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