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Impact of Workplace Influencer on faculty Performance- A study on Indian Management Education Institution.

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Abstract:

Higher education in India is evolving and general programmes are a thing of the past. Specialized degree and programmes are the flavor of the day. This necessitates that faculty must possess specialized knowledge in one or main domains. This involves in- depth learning and assimilation of skills that need to be transferred to students pursuing management education. The role of the faculty is crucial in not just developing graduates but also fostering citizens who are valued across nations. Faculty can be focused only when the workplace is filled with positive vibes and ambience. This paper analyses various workplace influencers to determine the level of impact on faculty performance. The primary data was obtained from 229 faculty and regression applied to decode the impact.

Keywords: Performance, Workplace, Influencers. Higher Education institute

I. INTRODUCTION

Higher education is highly valued as it serves as a platform to foster knowledge, skills, wisdom and experiences. Many management programmes involve a good amount of live exposure to the functioning of corporate and other entities. Graduates are expected to lead companies toward growth and profitability. Some graduates establish their own organizations and this serves to boost employment and the economy.

II. NEED FOR THE RESEARCH

Management education has been evolving and general management programmes are a thing of the past. Specialized management programmes are the flavor of the day. This necessitates that faculty must possess specialized knowledge in one or main domains. This involves in depth learning and assimilation of skills that need to be transferred to students pursuing management education. The role of the faculty is crucial in not just developing graduates but also fostering citizens who are valued across nations. Faculty can be focused only when the workplace is filled with positive vibes and ambience. Hence, research is required to analyses various workplace influencers to determine the level of impact on faculty performance.

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III. REVIEW OF LITERATURE

III.1. Mentoring and Leadership: Gilavand et al. (2018) attempted to measure the psychological empowerment of faculty members in Iran. This study showed that faculty members are believed as the main element in teaching activities. This study highlighted that psychological empowerment has positive connection with original leadership, organizational behaviour, career growth, information technology, and transformational leadership. Results also indicated that knowledge management, emotional intelligence, occupation stress and job satisfaction are the parameter involved in psychological empowerment. Findings of the study revealed that empowerment create leadership qualities among the faculty members. It was also found that faculty empowerment is main element of education so as to attain quality in higher education. It was concluded that psychological empowerment directly contribute for the development of faculty members in educational institutions.

III,2. Equality and Justice: Hanaysha and Majid (2018) examined the employee motivation and its role in improving the productivity and organizational commitment at higher education institutions. This study stressed that equal opportunity, justice and fairness in work can enhance the faculty motivation in workplace. It was found that fairness in work place among the faculty members will establish better work culture and lead to increase commitment in work. Moreover, dedication and involvement can also be increased due to existence of equality in workplace. Results showed that teacher motivation has significant and positive impact on job productivity. Findings also showed that highly motivated employee may work better and increase organizational productivity, efficiency and effectiveness. Recognition, rewards, remuneration, and employee welfare are also better motivational techniques. It was concluded that motivation improves organizational commitment and productivity of faculty members.

III.3. Exchange of Information and Thoughts: Dhanaseelan and Prabakaran (2018) aimed to measure the faculty members' knowledge in information and communication technology. This study showed that information and communication technology enhance variety of education service, opportunities to get information, and promotes technology literacy. It was found that faculty members have to exchange much information with higher authorities, colleagues, students and others. Effective communication improves the reputation of educational institutions. Findings also showed that sharing of information through internet helps to achieve faster communication. There are different kind of channels are available for communication of academic information. Findings showed that faculty members have sufficient knowledge on emerging technologies in communication. Moreover, they are keen in updating communication modes as per changing technology. It was concluded that information and communication technology is the most effective tool for sharing of information.

Rodrigues et al. (2018) analyzed the employee perception of internal communication processes and satisfaction in higher education institution. This study showed that effective communication hastens the work flow in the educational institutions. In this manner, internal

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communication smoothens the task assignment, sharing information, monitoring progress and controlling internal affairs. Results revealed that employee perception in higher educational institutions is concerned with satisfaction in communication, integration, information, and personal feedback. It was found that positive and direct association has been found between the employee performance and internal communication. Findings showed that educational institutions should change employee perception through the implementation of welfare activities and increasing job satisfaction. In conclusion, it was found that internal communication and communication satisfaction have changed the employee perception in higher educational institutions.

III.4. Contributions and Freedom: Kingi and Kalai (2018) analysed the effect of teacher participation in management of physical and material resources on their motivation. This study showed that teachers are mostly involved in material and physical resource management. Participative management makes the way to innovate and contribute towards the academic routines. Results indicated that teacher participation in material and physical resource management has significant influence on motivation of teachers. It was found that there is need to embrace participative structures that motivate teacher contribution in management of material and physical resources. Findings showed that the access of physical and material resources is highly required to perform routine work in job. It can be concluded that educational institutions need to embrace participative activities so as to motivate teacher participation.

Odero and Makori (2018) investigated the employee involvement and employee performance among part time lecturers in universities. This study revealed that employee involvement is the key factor for educational institutions. It was found that involvement concerned with teacher participation in routine work, decision making, and more autonomy in work process. Employee involvement confirms their attachment and participation in work. Participation in work increases the productivity and job satisfaction of employees. This study also revealed that employee participation is important for executing new management strategies and determining the quantum of job satisfaction. Findings also indicated that significant positive association found between employee involvement and performance among the part time lecturers. It was concluded that employee involvement improves employee performance in universities.

III.5. Empathy and Backing: Abdu and Nzilano (2018) examined the influence of teachers' job satisfaction and commitment in teaching public primary schools in Tanzania. Teachers working in tight schedule and have to fulfil the needs of students and educational institutions. Therefore, different factors such as accommodation, transport, working hours, over workload and other complications affect the job satisfaction and commitment of teachers. Findings showed that institutions have to make efficient strategies to cope with the teachers needs, especially teachers with less commitment and job satisfaction. It was also found that support through non-monetary form, better remuneration, and mentoring system in working conditions are highly required to make commitment among teachers. Furthermore, provision of transport and accommodation, performance appraisal and training and development may

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increase their capability. It was concluded that institutional support has positive association with job satisfaction and commitment of teachers.

Ipek et al. (2018) investigated the relationship between occupational stress and teacher self-efficacy. Stress is unavoidable in current situations to the teachers in educational institutions. Occupational stress has many negative consequences in teacher performance in workplace. Results showed that external factor may render key role than individual factors in terms of teacher self-efficacy and occupational stress. It was found that educational institutions could have main influence on regulating the working level and affect the quantum of occupational stress of teachers. Therefore, faculty health consideration and supportive measures to increase their involvement in work may develop them. Findings showed that overall stress can be reduced by offering teacher welfare-based activities in the institution. Findings also concluded that low stress may bring high self-efficacy among the teachers.

III.6. Encouragement: Kirillov et al. (2018) aimed to measure the teacher rating for motivation management in higher educational institutions. This study showed that teacher believes that rating is a significant tool in moral simulation of their work. Teachers believe that teacher rating is the better way to enhance their involvement in job. The adjustment of teacher in their job involves constant effort to realize the student in a healthier way, which develops their attitude towards job. The teacher really interested to select this profession in school should possess pleasing positive attitude, healthy values, attention, adjustment qualities, strong motivation, tolerance and so forth. If the teacher feels motivated and satisfied in their work, they show better engagement and contribution in the work. Therefore, teacher rating forms favorable behavior which directly yields positive motivation. It was concluded that motivation is the outcome teacher rating in job.

Pandey and Kumar (2018) intended to measure motivation and effective performance of employees in university. This study stressed that designation, achievement recognition, award, appreciation; innovation and creativity are the important motivations to the lecturers. It was also found that provision of sufficient chances for professional growth and facilities increase the lecturer performance in universities. Results of the study showed that implementation of motivational techniques among teachers increases job performance. However, in order to get better results with motivation technique, institutions should realize tasks, needs, values, and satisfaction of teachers so as to increase teacher performance and productivity. Findings suggested institutions should provide sufficient motivational resources to its work force to improve performance. It was concluded that motivation has direct relationship with performance.

III.7. Faculty Performance: Chaubey et al. (2018) investigated the attributes of good teaching in engineering education. It was found that good teaching attributes is concerned with pedagogical knowledge, personal attributes, and professional competencies. This study revealed that knowledge of curriculum design; subject matter and key concepts, available resources and technology, and learning style are the elements of pedagogical knowledge. Personal attribute is related with responsible behavior, personal presentation, self-insight,

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passionate, empathy, and nurturing of teachers. Professional competencies associated with time management, reflective practice, constructive criticism, and professional behaviour of teachers. Findings indicated that good teaching attribute develop teacher knowledge and efficiency which leads to attain better performance. It was concluded that pedagogical knowledge, personal attributes, and professional competencies effectively contribute for better work performance.

Sedanza (2018) aimed to analyze research and extension participation, performance and motivation of university faculties. This study emphasized that research and extension render main role in faculty members. It was found that most of the faculties are satisfied with participation and performance in research and extension activities. It was found that most of the faculty members agree the statement of intrinsic and extrinsic motivations. Results showed that universities should make a plan to disseminate research knowledge and exposure through setting up of research hub. Faculty members have wide area to conduct research and offering solutions to the society. Findings revealed that proper recognition, funding support, and resource accessibility will improve faculty performance. It was concluded that motivational measures have direct relationship with faculty performance.

IV. METHODOLOGY

The objective was to ascertain the level of impact of workplace influencers on performance of management education faculty. Analytical descriptive research design was utilized. The population comprised management education faculty imparting knowledge for Masters courses in management disciplines. The frame comprised management education faculty imparting knowledge for Masters courses in management disciplines serving in institutions affiliated to Chhattisgarh Swami. Vivekananda technical University, Chhattisgarh, Calcutta University (WB), Rajasthan University, and Madras University. Judgmental sampling resulted in the survey of 229 faculty. Six workplace influencers and the dependant variable are presented in Table 1. The variables were inspired / adapted from research undertaken by web 1, Kakada and Deshpande (2018), Chanprasert (2018), Rao et al. (2017), Karthikeyan and Balaji (2016).

Table 1: Research Variables

Workplace Influencer	Dependant Variable
Mentoring and Leadership (WI_1)	Faculty Performance
Equality and Justice (WI_2)	
Exchange of Information and Thoughts (WI_3)	
Contributions and Freedom (WI_4)	
Empathy and Backing (WI_5)	
Encouragement (WI_6)	

V. ANALYSIS AND RESULTS

Regression revealed the coefficients of the independent influencer variables (Table 2).

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Table 2: Outcome of Regression

Variables	Unstandardised Values	p
Constant	0.266	0.024*
Mentoring and Leadership (WI_1)	0.236	0.000**
Equality and Justice (WI_2)	0.099	0.008**
Exchange of Information and Thoughts (WI_3)	0.153	0.001**
Contributions and Freedom (WI_4)	0.085	0.044*
Empathy and Backing (WI_5)	0.172	0.000**
Encouragement (WI_6)	0.174	0.000**

* $p < 0.05$; ** $p < 0.01$

$$\mathbf{Y = 0.266 + 0.236}WI_1 + \mathbf{0.099}WI_2 + \mathbf{0.153}WI_3 + \mathbf{0.085}WI_4 + \mathbf{0.172}WI_5 + \mathbf{0.174}WI_6$$

Faculty performance would be augmented 0.236 times subsequent to a unit increase in Mentoring and Leadership; by 0.099 times subsequent to a unit increase in Equality and Justice; by 0.153 times subsequent to a unit increase in Exchange of Information and Thoughts; by 0.085 times subsequent to a unit increase in Contributions and Freedom; by 0.172 times subsequent to a unit increase in Empathy and Backing; and by 0.174 times subsequent to a unit increase in Encouragement. Thus, mentoring and leadership at the workplace was observed to be the most significant influencer of faculty performance followed by encouragement.

VI. CONCLUSION

Faculty can enjoy development only when they are pushed to achieve greater heights. This necessitates good leadership and continuous mentoring along the way. Encouragement to enter unchartered territories would foster building of better self-confidence and invaluable learning experience. This in turn would reflect on the efforts of faculty to deliver and prepare students for the future.

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