AC-ESI-2017

ACADEMIC
CONFERENCE ON
EDUCATIONAL &
SOCIAL INNOVATIONS

AC-ESI

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INTERNATIONAL COLLEGE
SUAN SUNANDHA RAJABHAT UNIVERSITY,
BANGKOK, THAILAND

RUSSIAN PRESIDENTIAL ACADEMY OF NATIONAL
ECONOMY AND PUBLIC ADMINISTRATION
SOUTH RUSSIA INSTITUTE OF MANAGEMENT,
ROSTOV-ON-DON, RUSSIA

CO-SPONSORED:
"THE EURASEANS -
JOURNAL ON GLOBAL SOCIO-ECONOMIC DYNAMICS"
Dear ladies and gentleman, participants of Academic Conference on Educational & Social Innovations, academics and scholars, presenters of research centers, educational institutes and business!

In the era of globalization, spreading of modern knowledge and forms of education, re-evaluation of human resources for global competitiveness and self-sufficiency, an effectiveness of international collaboration in discussing on actual educational and social issues and challenges, searching for maximum effective solutions of local, regional and global development is timely increasing.

And I would like to express my deep gratitude to partnered journals, educational institutions of Thailand, Russia, Ukraine, Indonesia, Hungary and other countries whose efforts made possible this meeting of scholars and businessmen, interested in effective solution of global economy challenges using local resources of competitiveness and economical, social, cultural and innovative success.

And, of course, I would like to thank all participants for coming here, for their wonderful and useful research. I want to say, that Suan Sunandha Rajabhat University – as a leading public University of Thailand – is very proud to be an organizer of this significant and important conference.

To each participant I wish success, finding a new colleagues and friends, development of scientific and business contacts, new scientific discoveries that are benefit for society, business and government. And also enjoy your time in “golden city of Prague”.

Dr. Luedech Girdwichai, professor
President of Suan Sunandha Rajabhat University
Bangkok, Thailand

On behalf of the Organizational Committee, I welcome you to the 2017 Academic Conference on Educational & Social Innovations, in the world most beautiful and interest city of Prague! Our conference always attracts researchers, educators and practitioners in all economic fields and related disciplines in the world.

Participants have found in these meetings an excellent opportunity to share their experiences with colleagues from distance places and often continued to cooperate with them on their subjects of interest.

The AC-ESI – 2017 has been established on a global basis. We have received more than 90 submissions from 7 countries, each submission was peer-reviewed by at least two anonymous reviewers and a total of 55 papers were accepted for presentation in the conference.

Accepted papers are scheduled for presentation in 6 sessions. We would like to express our sincere appreciation to all the reviewers and chairs and members of various committees of AC-ESI -2017 conferences for their precious time and expertise. The welcoming dinner provides the opportunity to honor the best papers and to recognize the contributions of many of the people who made this meeting possible.

Lastly, I would like to express our sincere gratitude to everyone involved in making the joint conference a success. Many thanks go to the organizing committee, keynote speaker and special session organizers, and the organizational committees and reviewers, the conference participants, and of course, to all the contributing authors who will be sharing the results of their research. It is our great pleasure to have you with us at the joint conference, where I hope new ties will be made and existing ones renewed and strengthened.

Please accept our best wishes for a wonderful stay in Prague!

Asst.Prof. Dr. Krongthong Khairtree
Director (Dean) of International College
Suan Sunandha Rajabhat University
Bangkok, Thailand
Dear friends and colleagues!

This conference is a meaningful crystallization of international initiatives among the number of institution towards practical cooperation in interdisciplinary studies, which will be contribute to the strengthening of the national educational systems.

The characteristic of the education in our era is change at the speed of light, which led us to the consensus that experts from many countries and many different disciplines must meet and discuss the phenomena, and then suggest solutions. We should be able to delve deeper by discussing problems across different disciplines as widely as possible, and thus grasping more profound solutions and suggestions.

The motivation for this conference is to help one’s country through offering individual expertise and point of view based on one’s individual discipline. As we gather from many different countries and many different disciplines, I believe that we should be able to expand the scope of our efforts and must aim at more challenging global contributions.

I hope all the participants of this conference will enjoy and get opportunities to enhance relationships of knowledge exchange.

I would like to extend my sincere gratitude to the organizing committee and especially to my Thai colleagues for given abilities to be a co-organizer and member of organizational board of AC-ESI – 2017, to be involved in the process of new international tradition formation!

Dr. Elena Zolochevskaya
Russian Presidential Academy of National Economy and Public Administration, South Russia Institute of management, Rostov-on-Don, Russia

Dr. Muhammad Imtiaz Subhani (Director Research Innovation & Commercialization, Iqra University, Pakistan)

Dr. Blanka Pocztaková (VŠB -Technical University Ostrava, Czech Republic)

Dr. Vladimir Bandurin (Stanie Science-Research Institute of system analyze of Account Chamber of the Russian Federation, Moscow, Russia)

Dr. Yusifov Sabuhi (Azerbaijan Technology University, Azerbaijan)

Dr. Evelyn Chiloane-Tsoka (University South Africa, South Africa)

Dr. Raeni Dwi Santy (University Komputer, Bandung, Indonesia)

Dr. Aleksey Arkhipov (South Federal University, Rostov-on-Don, Russia)
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Akaphon Themabut
Taksa Boonbut
International College
Swan Sunandha Rajabhat University
Bangkok, Thailand

This study aims to analyze the relationship between lecturers’ performance and their teaching competence, measured by antecedent variables of organizational learning and need for achievement. It used the Structure Equation Model as data analysis technique, and the random sampling method to collect data from 70 lecturers of universities in Central Thailand. The findings showed a positive significant relationship between the lecturers’ capability and performance. It reveals the valuable determinant of teaching competence in mediating the relationship between organizational learning and the performance. This study originally contributes significantly to the creation and transfer of knowledge in academic milieu, especially in higher education institutions.

Key-words: higher education, teaching competence, education performance

Introduction

Organizational learning as an internally dynamic process of organization aims to create organizational knowledge and integrate resource capabilities (Lopez et al., 2005). The term ‘organizational learning’ mainly focuses on creating knowledge of knowledge acquisition and cognitive process (see: Skerlavaj and Dimovski, 2006; Wittrock, 1992). It is of considerably significant role of analyzing the knowledge-acquisition in learning processes (e.g. Wittrock, 1992), especially in the classroom setting (Osborne and Wittrock, 1992). The organizational learning processes emphasize the individual or group involvement, interactions, participation and networking (Engle, 2006; Lewis, Pea and Rosen, 2010; Houvar and Uhr, 1993; Kouliris and Wittrock, 1992).

However, it is probably worth considering that though organizational learning is a concept having attracted much attention from scholars in their studies, it actually is not a practical term, and indeed has relatively indirect effect on teaching practices. In other words, to borrow a phrase of Wittrock (1992, p. 531), organizational learning ‘does not transform input into output’. It is only a form of internal processes of cognitive and brain functions, albeit perceived as to be able to actively generate plans of action (Wittrock, 1992). This fact probably leads to the tentative assumption why there are scarcely studies examining the effect of organizational learning on the teaching practices and the consideration of direct relationship between organizational learning and individual performance. Some examinations have been conducted in the context of relationship of organizational learning as of process of creating and transferring knowledge on behavioural patterns.

Skerlavaj and Dimovski (2006), Tabatabaei and Ghorbi (2014) find a significant positive effect, while Choy Chong et al. (2011) contrastly find a significantly negative effect. Accordingly, these findings can be a considerable basis for further examination. Additionally, some (e.g. Montes, Moreno and Morales, 2005; March, 1991; LePine, LePine and Jackson, 2004) emphasize the need to involve the organizational tangible resource that is perceived as able to transform the cognitive results of organizational learning into behavioural output and performance-based activities.

Organizational Learning

In organizational learning processes, organizational members need to have cooperative relationship in cross-functional responsibilities, by social learning and interaction to transform accumulated tacit knowledge of individuals into explicit organizational knowledge, which is known as the process of externalization. This process, which is characterised by organizational learning and social interaction among organizational member, is more likely able to practically change the tacit ideas and cognitive process of individuals into informative and explicit knowledge and contextualize social relationship among them (Nonaka et al., 2005; Sessa and London 2006). During the process, an individual’s tacit knowledge is shared and embedded into organizational knowledge repository to form a relatively fixed model of continuous organizational learning (Sessa and London, 2006; Ramamurthy, 2003). Additionally, the learning process involving a variety of functional capabilities is likely to increase the effectiveness and efficiency of organizational management (Schroeder et al., 2002). Individually, this capability is characterized by the extent to which the organizational members are willing to contribute to promoting performance and achieving organizational goals.

Group learning involves a variety of individual activities for acquiring experience, and sharing knowledge within an organization. The collaboration of individuals likely promotes the degree of explicit and tacit knowledge (Argote et al., 2001). Organizational learning is positively related to the quality of the team cooperation (Sessa et al., 2011). Hence, organizational learning being associated with cognitive, social, and pedagogical capability positively correlates with innovative behavior (Kululanga, 2009).

H1: Organizational learning has a positive significant effect on teaching competence.

Chaston and Badger (1999) highlight the importance of organizational learning in establishing the personal or group capability within an organization. The higher capability enables individuals to continuously voluntarily apply the knowledge and skill achieved on organizational strategic issues. In this context, an organization can function the knowledge, skills, and initiative of the members as well as provide the organizational values, motivation and self-control (Sinnott, et al. 2002).

More specifically, in the higher education context, a lecturer’s performance is apparently measured by his or her teaching, research, community service performance, and other supporting and developmental activities. Likewise, Skerlavaj and Dimovski (2006) find that organizational learning positively affects performance. Hence, the improvement of organizational member capability needs the process of constantly renewing the methods and processes, which is in turn expected to positively increase both individual organizational effectiveness and outcomes.
H2: Organisational learning has a positive significant effect on lecturer performance

Achievement. Alongside the need for affiliation and power, the need for achievement is a form of motivational dimensions. The theory generally states that motivated persons are willing to use appropriate behavior in satisfying their needs. Hence, the objectives, as the cognitive representation (Harackiewicz, Barron, and Elliott 1998), are the main determinants of behavioral patterns, incorporating how they think, feel, and behave in pursuit of the objectives. The objectives provide them with the specific competencies in achieving the goals (Hulleman et al., 2010).

Moreover, the different objectives will lead individuals to the different cognitive, affective, and behavioral patterns. Motivational factors personally reflect the inner desire and attitude, built as a basis for further action to achieve the goals (Chang et al., 2007). Wu et al., (2007) find that the need for achievement positively affects entrepreneurial persistence. Lekshmi (2001) shows a positive but weak correlation between the need for achievement and scientific work productivity, measured by the number of papers published. The result of these empirical studies empirically indicates that motivation for achievement is perceived to have considerable effects on capability and performance.

H3: The need for achievement has a positive significant effect on teaching competence

The need for achievement is directly related to job achievement. Schultheis and Brunstein (2005) state that the need for achievement as the degree of tendency to respond to difficult tasks. It is also often defined as a capacity to set a positive behavior in facing difficult tasks (Baumann & Scheffer) and responsiveness (Schultheis et al., 2014). Sheldon and Cooper (2008) find that capability likely improves personal motivation. Some suggest the direct positive correlation between motivation for the teacher capability and achievement (Negovan and Bogdan, 2013; Weindog, 2005; Rice, 2009). Moreover, Bipp and van Dam, (2014) state that the need for achievement is a positive predictor of students’ academic achievement, which is directly associated with adaptive learning strategies (Michou et al., 2013; Michou et al., 2014).

Discussion

The significant role of mediation variable of teaching competence in bridging the relationship between organizational learning and lecturer performance confirms the impetus of having involved in the organizational learning and need for achievement. This can be achieved, for instance, by lecturer readiness to receive and enthusiastically accomplish the challenging tasks.

This is more effectively to lead to an individual’s satisfaction at a task completion. Hence, the role of management of higher education institutions is profoundly required to provide a conducive work culture for both individual and organizational development continuous growth. In the context of education emphasizing the cooperativeness of the teachers, the organizational support in terms of providing motivation and organizational learning is to overcome the negative impacts of individualism and high aggressiveness of individuals. Hence, the management necessarily needs to give a relatively equal competitive reward system and qualified leadership. The competitive reward is considered more likely capable of stimulating individual desires to perform the best teaching practices; while on the other hand, equal treatment is also required as it is capable of providing comfortable environment to create and disseminate the knowledge among members.

In addition, the qualified transformational leadership is more likely able to create new ideas, which are useful for the sustainable improvement of teaching practices and organizational learning individually, lecturer professionalism profoundly requires the capabilities that are relevant to the professional duties of teaching. Practically, this can be achieved by accessing available organizational resources, such as information, facilities and infrastructure, research opportunities, and community service. This enables them to improve lecturers’ capabilities, beside the professional qualification being obliged to be fulfilled, including pedagogical, professional, social, and personal capabilities.

Conclusion

The result of this study statistically shows the significant and positive effect of organizational learning and need for achievement on teaching competence and lecturer performance. Most importantly, the result reveals the significance of the mediating variable of teaching competence in strengthening the relationship between organizational learning and lecturer performance, that eventually leads to the conclusion that this study is capable of fulfilling the previous theoretical gap. These results theoretically have implications that the lecturers who can develop higher level of organizational learning and encouragement of need for higher achievement are more likely to effectively improve their pedagogical, professional, social, and personal competence. This thereby ultimately improves the lecturer performance and contribution in terms of teaching practices, research, community services, and other supporting developmental programs.

References


