Research competence of University Faculty members in relation to Organisational Ethos

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ABSTRACT: Organisational ethos gains the interest and attention of the educational institutions. The university has to develop their research competence in increasing intelligent behaviour or actions with organisational ethos. The paper introduces the idea of organisational ethos systems in exploring the new potentialities for research competence within the universities. As the nexus of research competence and the learning of knowledge are changing rapidly the universities have to respond to the technological advancement as the essential paradigm. The telecommunication advancement has introduced the new path through innovation and knowledge in research competence within the universities in the field of how and where to develop the capacity of doing the research. This paper also tries to explore the advantages and challenges of organisational ethos in relation to research competence among universities.

I.   INTRODUCTION

The development of organisational ethos and research competence of university teachers enables the university teachers to innovate and discover the solution of novel problems and it overall helps to develop our societal infrastructure. Research competence in education enhances the systematic analysis and describes the statistics scientifically. This helps to develop the professionals, useful for the resolution of the problem from our society. Involvement of the teachers into research can play a significant role in the coupling of research as a core activity into teaching. This will create a novel understanding, helpful for the improvement of intellectuality. Moreover, research and organisational ethos based teaching may able to solve the long standing socio-economical problem from our society.

The education system in universities is changing since the 1990s. There is a need in the new infrastructure to develop the new approaches which enhance the value of innovation and knowledge. The organisational ethos of universities has the main challenge to evaluate how to develop the research competence, on what to teach and what medium to use, and how it will be effective. The education system in the modern university is based on telecommunications through the internet and World Wide Web (WWW)(Tiffin and Rajasingham, 1995).

The traditional universities help the learner to solve the research problems through the help of the teacher to provide the sufficient knowledge by bits of information. The future universities will depend on the Internet space without walls where the teachers and learners communicate through cable and satellite for the content.

The paradigm of research competence is changing along with the organisational ethos in the complex technology. However, the universities have to develop and expand the research competence of researcher in Internet capabilities. It has to understand the need of new economic realities and conduct the research to solve the problems related to the organisational ethos and research competence with human environments.

The purpose of a university is to address the great issues of the time (Georgette Wang,1994). The present university has to deal with the problems of expanding the research competence within the university teachers as the need for verifying, authentication and filtering the content related to research. The access to the internet through computer-processing and technical limitation creates hurdles in developing the efficiency of organisation ethos and research competence.

II. REVIEWS RELATED TO ORGANISATIONAL ETHOS

The organisational ethos of the university provides the opportunity to process the research function. The traditional department brought different intellectuals with their personal ambitions and interests on the basis of which the university has been built (Clark, 1998). University becomes the "academic core" where academic programmes are being offered and knowledge is being produced (Cloete et al., 2011).

In the context of private universities, the research productivity faces the hindrances as unavailability of incentives for PhD mentoring programmes, use of refereed journals in research dissemination and absence of research funds (Cloete et al., 2011). However, research productivity is influenced by the organisational factor as the availability of student research assistants, research expectations from the institution, access to external and internal research and financial incentives for conducting research etc. (Fairweather, 1999; McGill and Settle, 2012; Azad and Seyyed, 2007).

Somprach, Prasertcharoensuk, and Ngang (2015) have addressed the issue of organizational culture in the article which highlights the rapid change of the world in which learning society should be encouraged. The study investigates the impact of organizational culture on teachers' as they play a great role in students' learning to make the effective learners. Narayanana and Sekar (2009) have proposed that the role of work culture in the organization and the interaction of Person-Organisation fit with teacher's job satisfaction, which intends to remain their willingness with the organisation.

Organisational culture has a significant relationship with organisational values and individual values that affect employee performance and job satisfaction (Kreitner and Kinicki, 1995). It also found that organisational performance can be upgraded through organisational culture (Kotter, 1995). Yadav (2014) has observed the importance of organizational culture with OCTAPCE which provides the opportunities to the universities to nurture the caretakers of the business world of tomorrow. Imam et al. (2013), also tries to find out the mediating role of individual readiness for change which highlights the relationship between organizational performance and organizational culture of higher educational institutions.

III. RESEARCH COMPETENCE

Research competence is the integral quality of personality and this mainly reflects the willingness and ability to independently find solutions to novel problems. This is able to transform the knowledge, capabilities, intellectual skills and socio-economic values (Ushakov, 2008). It is a complex, stable, multi-formation in the psyche of the individual, which is acquired during a specially crafted learning process, which allows understands the objectives through scientific instruments, and has more or less reliable information about it.

The economic and sustainable development of the country depends on the academic research and implementation of research into productivity through industrialization. Research competence is associated with the capacity and willingness to find the meaning solution of the novel problems through intellectual skills and knowledge.

The research competence of academic staff of universities is the most important factor to gain the research funding, needful consultancy and opportunity to recruit the competent students for sustainable output. It is known that research performance of the universities is primary factor which is related to establish the ranking (Williams and Dyke, 2008). High impact publication and scholarly productivity have become important criteria to reward the performance of academic staff in the universities (Erero, 2000). Research competence increases the efficiency of academic staff to do more productive research in universities/institutions (Wodarski, 2001).

At present, the reputation of teachers' are declining due to the lack of research knowledge which leads to being unproductive in the development of academic education (Pitiyanuwat, 1999). The new paradigm of development can be achieved through enriching the research competency of teachers through various training process as it has been mentioned earlier (Pachanawan, 2009). Lovat, Davies, and Plotnikoff (1995) addressed the importance of integrating research skills into the pre service teacher education program has the positive effect on teachers.

Research competence has more effect on faculty members to increase their research productivity and it is a functional system of the research knowledge, skills and ability to evaluate and analyze the scientific material (Plotnikova, 2007). Sahan and Tarhan (2015) identify that the teachers' attitude towards scientific research and research skills has a negative effect on the perspective of teachers in gaining the scientific research methods course. However, it will also help to understand that academic staff is satisfied with the current research development strategies or it should be modified or improved in the future. Bell (2016) examines the difficulties faced in developing the research competencies. The study determines that centred approach has a significant relationship on leaner's performance in comparison with traditional semester approach and it helps in developing the research competencies within learners.

Challenges in increasing Organisational Ethos and Research Competence within the Universities:
- There is a need to develop organisational ethos with research competence that affects the teachers' research competence.
- There is a need to develop the relationship with research competence and organisational ethos for the sustainable existence in readiness of the teachers in ever-changing situations with technology.
- There is a need to develop the research competence and organisational ethos in designing the research tools to process and evaluate the data effectively and safely to promote the productive research in universities.

Improving Organisational Ethos and Research Competence within the Universities:
- Performance-based budgeting for research: There is a need of centralized performance-based budgeting, including internal standards and external performance measurements based on academic programmes, research activities, financial resources, cost control and year-over-year improvement in the standard should be achieved.
- Core fund: Universities have to strengthen their relationships with industry and corporate sector and raise resources to meet various capital expenditure requirements for conducting research on artificial intelligence and to enhance the research competence and also to create a core fund which can be used to offer merit awards or scholarship to students purely on merit-based and should be sufficient to meet at least 20% to 25% of the fee requirements of the students.
- Use of technology: Virtual classroom, video conferencing and flipped classroom in the universities can improve the research outcomes and can share the faculty resources with universities and other state universities which minimises the cost.
- Online Courses for conducting research: Universities can offer such programmes in collaboration with IGNOU. This conserves the faculty and physical resources and also facilitates standardization across the course content and evaluation.
- Capital expenditure: The government may take up proposals from each university for meeting the minimum requirement of basic infrastructure for conducting the research on artificial intelligence and a one-time grant may be provided to clear the whole backlog of pending capital expenditure requirements.
- Public-Private Partnership: Government can explore the possibility of creating the infrastructure to enhance the research capacity of the universities and promote the research in artificial intelligence.

IV. CONCLUSION

The present article explores the importance of research competence and organisational ethos as it has significant potential to improve the research capacity of a university in creating and processing the application of knowledge to real-life problems in the culturally diverse global knowledge economy. The present study proposes to describe the relevant information which is required to develop the research competence and use of organisational ethos in the teaching-learning process. This is linked to promoting the skilled intellectual and experts. It is shown that students' intellectual development is associated with promoting the research competency of the teachers in the classroom.

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