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## Analyzing the Impact of Educational Qualification and Administrative Competencies of the Employees' on the Overall Career Satisfaction

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### ABSTRACT

Chennai is one of the most important places for various industries. Chennai has been quite successful in developing both its soft and hard infrastructure. This study carried out in an MNC that has its operations office in Chennai. So the researcher finds Chennai as the most suitable place to conduct this analysis. An employee's administrative competencies do impact positively on his/her career satisfaction and there's a positive relationship between an employee's educational qualification and his/her career satisfaction. This study was merely exploratory. The researcher had collected data through simple descriptive survey questionnaires. Likert scale used to collect and measure the data. The purpose of this research is to analyze the relationship between the educational qualification and administrative competencies of the middle level management force on their overall career satisfaction. To test the hypothesis, Chi-Square and ANOVA were used. This analysis undoubtedly can create an employee perceive that one's educational qualification and administrative competencies will offer him/her career satisfaction in the long run. So, every employee ought to upgrade himself/herself in terms of education and skills to do career success and satisfaction.

**Keywords:** Administrative competency, Educational Qualification, Competencies, Career Satisfaction.

### 1. INTRODUCTION

The word "Career" is both a descriptive and evaluative term (Super 1980). Career success defined as the positive psychological or work related achievements that the person accumulates as a result of work experience (Seibert, Crant & Kraimer, 1999). Career success defined as the accumulation of psychological

outcomes that result from one's work performance (Callanan, 2003). Individual's career success is a set of desired outcomes. The success of an individual in his/her career to bring an overwhelming feeling of not only achievement but also satisfaction (Akhtar, 2010).

**Competence** is an ability of an individual to do a job properly. A **competency** is a set of defined behaviors that offer a structured guide enabling the identification, evaluation and development of the behaviors in each employee. According to Peri Rosenfeld, Lindsay S. Pyc, Robert J. Rosati, and Joan M. Marren (2012), the term *competency* may be defined as "the state of having the knowledge, judgment, skill, energy, experience and enthusiasm required to respond adequately to the demands of one's professional responsibilities."

According to Georg Spöttl ; Sven Schulte (2012), the term "competence" also encompasses a person's knowledge, abilities and skills. However, these properties represent "dispositions of self-organized acting". Another definition describes competence as "availability and adequate use (motor, cognitive and emotional) behavior for an effective performance in concrete (occupational) situations".

Competency is inextricably linked to performance, and performance is necessary for career advancement (Chong, 2011). In a research 10,624 physicians, Litanen, Ruskoaho, Vanska, Halila and Patja (2011) described as to why professional competencies change during the physician's career? The present study employs two dimensions of competency development: (i) Employee participation and (ii) perceived support. These dimensions are in line with De Vos, De Hauw and Van der Heijin (2011) survey on 561 employees of a large financial institution. Employee participation informs the organization to develop the employees in the shape of training, on-the-job learning and career development. The second dimension perceived support informs the employees about being aware of the organizational support provided for the growth of one's competencies (Schneider, Brief & Guzzo, 1996). It concludes that competency development shows a positive relationship with career success.

This study carried out to analyze the relationship between the educational qualification and administrative competencies of the middle level management force on their overall career satisfaction.



## 2. LITERATURE REVIEW

Competency-based HR is viewed as the best HR. In India, in any case, competency advancement mapping still remains an unexplored procedure in most IT organizations in spite of the developing level of mindfulness. All things considered, Level 3 of PCMM is centered on the competency structure in an organization. Is the fundamental standard of competency mapping pretty much finding the ideal individuals for the correct occupation? The issue is considerably more unpredictable than it shows up, and most HR offices have been attempting to plan the correct system for their organization.

**Competence** is the capacity of a person to carry out a job properly. A **competency** is an arrangement of characterized practices that give an organized guide empowering the recognition, assessment and advancement of the practices in individual representatives. As per Peri Rosenfeld, Lindsay S. Pyc, Robert J. Rosati, and Joan M. Marren (2012), the term competency might be characterized as "the condition of

having the learning, judgment, expertise, vitality, experience and inspiration required to react enough to the requests of one's expert obligations.”

Judith G. Calhoun, PhD, MBA, Rosemarie Rowney, MPH, RN, Emilie Eng, MPH, and Yael Hoffman (2005) expound on cutting edge designers who had characterized “competency” as an unpredictable mix of information, aptitudes, and capacities—regularly alluded to as KSAs in the instructive and instructional improvement and estimation writing. These are basic to the compelling and effective working of the organization.

As indicated by Dr. Ramakrishnan (2006), Competency alludes to the learned person, administrative, social and enthusiastic competency. Abilities are gotten from particular occupation families inside the organization and are frequently assembled around classes, for example, technique, connections, development, administration, chance taking, basic leadership, passionate knowledge, and so forth. Rajkumar and Viji Vinod (2015) stated that to share information equally to integrate their systems for effective research and an effective learning system.

Fotis Draganidis, Paraskevi Chamopoulou, Gregoris Mentzas, (2008) composes that competency based methodologies have turned out to be a basic instrument in numerous hierarchical capacities, for example, workforce and progression arranging, execution evaluation and so on. The fundamental explanations behind selecting these methodologies are the accompanying:

- They can give distinguishing proof of the abilities, learning, practices and capacities expected to meet present and future staff choice needs, in arrangement with the separations in techniques and authoritative needs; and
- They can center the individual and gathering advancement arrangements to wipe out the crevice between the abilities asked for by a venture, work part, or undertaking procedure and those accessible.

### **Statement of the Problem**

To analyze the impact of the administrative competency of the middle level management force on their overall career satisfaction and to examine the contribution of employees' educational qualification towards employee career satisfaction is the statement of the problem.

### **Methods (Data and Sample)**

This study carried out in the construction and manufacturing organizations in and around the city of Chennai. The researcher had collected data through simple descriptive survey questionnaires. Likert scale used to collect and measure the data. A total of 70 questionnaires were given to the respondents out of which 47 have been collected with complete information and while screening it was found that 23 were incomplete. Thus the final sample size was 47. The sources of data collection consist of both primary and secondary sources. Data analysis was done by with SPSS 20.0 version. The data descriptive statistics frequency analysis, percentage analysis for categorical variables and the mean and S.D for continuous variables will applied. To find the reliability of the questionnaire will be verified with Cronbach Alpha Test. In all the above statistical tools the probability value 0.05 is considered as significant level. To test the hypothesis, Chi-Square and ANOVA were used. This study carried out to analyze the relationship between

the educational qualification and administrative competencies of the middle level management force on their overall career satisfaction.

### 3. RESULTS AND DISCUSSION

#### Formulation of Hypotheses

Based on the literature available in the field of employee competencies, educational qualification and Career Satisfaction, the researcher has formulated the following null hypotheses and they are:

1. There is no significant relationship between employee administrative competency and employee career satisfaction.
2. There is no significant relationship between educational qualification and career satisfaction.

**Table 7.1**  
**Distribution of Gender**

	<i>Frequency</i>	<i>Percent</i>
Male	31	29.5
Female	16	15.2
Total	47	44.8

Among 47 organization participants participated in the questionnaire, 29.5% were male and 15.2% were female as shown in Table 7.1.

**Table 7.2**  
**Distribution of Marital Status**

	<i>Frequency</i>	<i>Percent</i>
Single	6	5.7
Married	41	39
Total	47	44.8

Among 47 organization participants participated in the questionnaire, 39% were married and 5.7% were unmarried as shown in Table 7.2.

**Table 7.3**  
**Distribution of Age Group**

	<i>Frequency</i>	<i>Percent</i>
30-35	20	19
36-45	20	19
46-55	5	4.8
56 and above	2	1.9
Total	47	44.8

Among 47 organization participants participated in the questionnaire, 19% were in the age group of 30-35 years and 36-45 years, 4.8% were in the age group of 46-55 years and 1.9% were in the age group of 56 and above years as shown in Table 7.3.

**Table 7.4**  
**Distribution of Educational Qualification**

	<i>Frequency</i>	<i>Percent</i>
Diploma	3	2.9
Graduate	27	25.7
Post Graduate	17	16.2
Total	47	44.8

Among 47 organization participants participated in the questionnaire, 25.7% were graduate, 16.2% were post graduate, and 2.9% were diploma course studied as shown in Table 7.4.

**Table 7.5**  
**Distribution of Current Experience position in years**

	<i>Frequency</i>	<i>Percent</i>
5-15	34	32.4
16-25	5	4.8
26-34	6	5.7
35 and above	2	1.9
Total	47	44.8

Among 47 organization participants participated in the questionnaire, 32.4% were in the current experience in years group between 5-15, 5.7% were in the current experience in years group between 26-34 years, 4.8% were in the current experience in years group between 16-25 years and 1.9% were in the current experience in years group between 35 and above years as shown in Table 7.5.

**Table 7.6**  
**Mean and Standard Deviation of administrative Skills and career Satisfaction**

	<i>Mean</i>	<i>Std. Deviation</i>
Administrative Skills	3.72	0.694
Career Satisfaction	3.28	0.824

Based on the mean score administrative skills (3.72) are the most important factor on the level of analyze the relationship between the educational qualification and administrative competencies and the least is career satisfaction (3.28) are the most factor on the level of analyze the relationship between the educational qualification and career satisfaction (3.28) as shown in Table 7.6.

#### 4. HYPOTHESIS

##### **Employee Administrative Competencies Skills and Career Satisfaction**

**H<sub>0</sub>**: There is no significant difference between employee administrative competencies and employee career satisfaction.

**H<sub>1</sub>**: There is a significant difference between employee administrative competencies and employee career satisfaction.

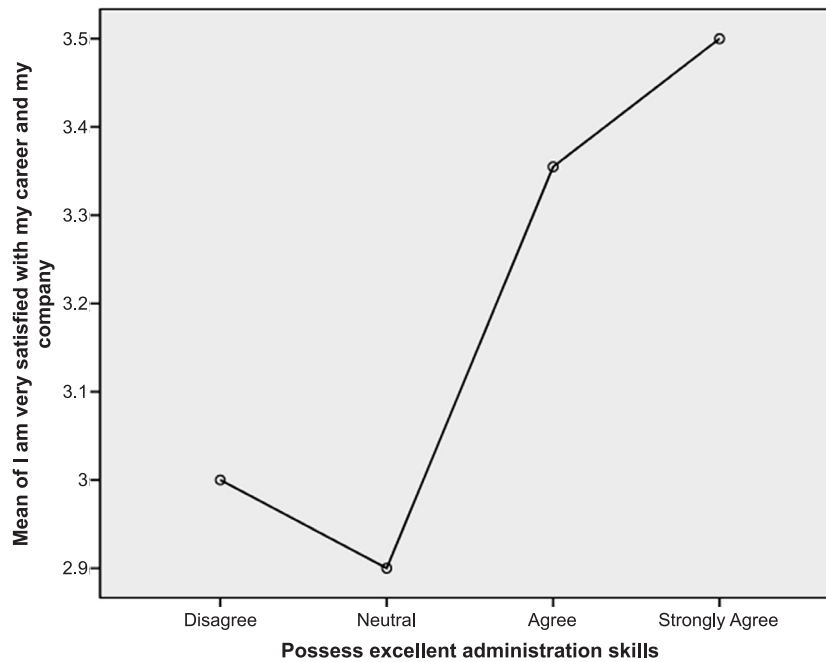
**Table 7.7**  
Multiple comparison between Administrative Skills

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	1.939	3	0.646	0.842	0.478
Within Groups	32.997	43	0.767		
Total	34.936	46			

**Table 7.8**  
Post hoc between Administrative Skills

<i>Administration skills</i>	<i>N</i>	<i>Subset for alpha = 0.05</i>
		<i>1</i>
Neutral	10	2.90
Disagree	2	3.00
Agree	31	3.35
Strongly Agree	4	3.50
<i>Sig.</i>		.355

Means for groups in homogeneous subsets are displayed.



**Figure 7.1: Means Plots for Administrative Skills**

Based on the result generated, the significant value is 0.478 and it is higher than 0.05. So, upon accepting the null hypothesis, there is a relationship between an employee’s administrative skills and his/her career satisfaction as shown in Table 7.7 and 7.8.

### Employee Educational Qualification and Career Satisfaction

**H<sub>0</sub>**: There is no significant relationship between educational qualification and career satisfaction.

**H<sub>1</sub>**: There is a significant relationship between educational qualification and career satisfaction.

**Table 7.9**  
**Educational Qualification \* Career Satisfaction**

		<i>Career Satisfaction</i>			<i>Total</i>
		<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	
Educational Qualification	Diploma	2	0	1	3
	Graduate	7	5	15	27
	Post Graduate	4	4	9	17
Total		13	9	25	47

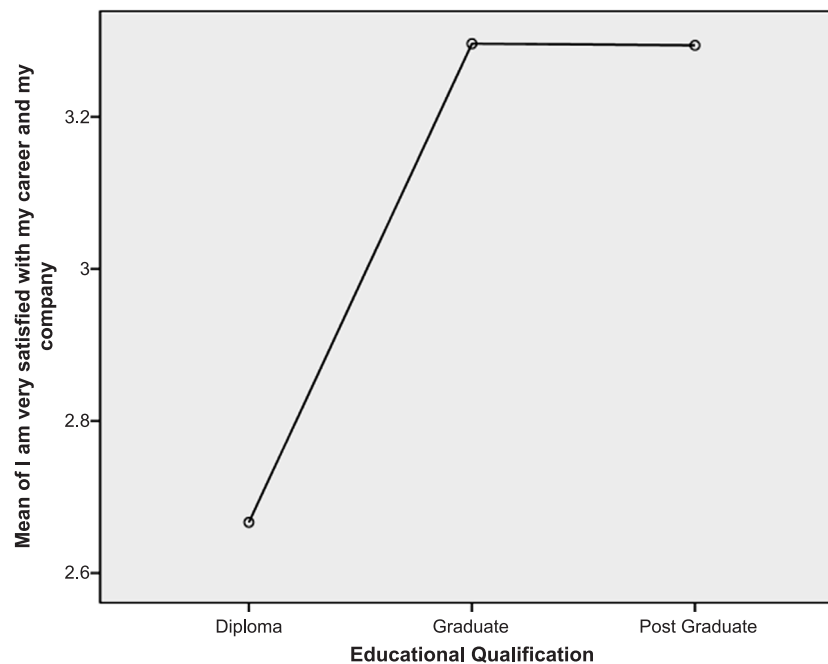
**Table 7.10**  
**Multiple comparison between Educational Qualifications**

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	1.110	2	.555	.722	.491
Within Groups	33.826	44	.769		
Total	34.936	46			

**Table 7.11**  
**Post hoc between Educational Qualification**

<i>Educational Qualification</i>	<i>N</i>	<i>Subset for alpha = 0.05</i>
		<i>1</i>
Diploma	3	2.67
Post Graduate	17	3.29
Graduate	27	3.30
<i>Sig.</i>		.212

Means for groups in homogeneous subsets are displayed.



**Figure 7.2: Means Plots for Educational Qualifications**

Based on the result generated, the significant value is 0.491 and it is higher than 0.05. So, upon accepting the null hypothesis, there is a relationship between an employee's educational qualification and his/her career satisfaction as shown in Table 7.10 and 7.11.

**Table 7.12**  
**Chi-Square Tests**

	<i>Value</i>	<i>df</i>	<i>Asymp. Sig. (2-sided)</i>
Pearson Chi-Square	2.786 <sup>a</sup>	4	.594
Likelihood Ratio	2.917	4	.572
Linear-by-Linear Association	.489	1	.484
N of Valid Cases	47		

The calculated value is (278.6) is greater than the table value (18.467) at degrees of freedom 4 in the .594 level of significance in the chi-square table. So, we can reject the null hypothesis and accept the alternative hypothesis. So, there is a significant relationship between the educational qualification of an employee and the employee's career satisfaction as shown in Table 7.12.

## 5. DISCUSSION

After reviewing the findings above, we are able to conclude that educational qualification and administrative competencies of an employee in fact support his/her career satisfaction and success. Higher educational qualification leads to greater career satisfaction. Similarly, higher levels of administrative competencies will lead to greater career satisfaction. This is purely logical. So, each employee should always try upgrading his or her educational status and also his or her administrative competencies in order to achieve his or her career satisfaction in the long run.

## 6. CONCLUSION

After reviewing the findings above, we can sustain the fact that an employee's educational qualification and administrative skills support one's career satisfaction. So, each employee should sincerely upgrade himself/herself in terms of education and administrative competencies so as to achieve overall career success and satisfaction. There are various ways provided by the organization wherein one can upgrade his or her competencies. So, each employee should avail career growth opportunities provided by the organization. One can even opt for higher studies opportunities provided by one's organization and achieve career success and satisfaction.

It is worthwhile to work with a larger sample to understand the impact from a wider perspective and in general. Organizations are giving ample opportunities to its employees to learn, grow and be successful. So, employees should make use of such opportunities and attain success and satisfaction in their career. Further research can be done specifically to find the relationship between various competencies and career satisfaction. Research can also be replicated with a larger sample size.

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