

Role of Organizational Dynamics in the Performance of Arts and Science College Students in Tirunelveli

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ABSTRACT

Introduction: Dynamic capabilities implies the professional functions by which an organization initiates carrying out self-adjustment and self-improvement thereby improving the efficiency and growth of the organization itself. Higher education institutions can be described as complex adaptive systems that change their behaviour as needed in order to survive, thrive & avoid deterioration. HEI in developing countries are required to increase performance to enlarge their contribution to socio-economic development. Organizational capacity is considered a pre-requisite for this performance. Organizational dynamics is enhanced by capacity development processes and activities. Performance measures must be based on a set of objectives that are linked to the mission of the organisation and its vision for the future.

Objectives: The research aims to find out the relationship between perception of the respondents on their organisational dynamics and performances and course stream. This study investigates the role of organizational dynamics in the performance of the respondents.

Methods: Organisational Leadership & Organisational Culture was considered to be the precedents of Organisational Dynamics and Organisational Capacity, Organisational Competency, Organisational Environment, Organisational Development and Organisational Motivation were taken as the measures of Organisational Dynamics. The primary data were collected through questionnaire and analysed using statistical tools.

Results: Based on SEM analysis using data from 203 respondents studying in arts and science colleges in Tirunelveli, it is shown that that measures of Organisational Dynamics has a mediating role on the performance of students.

Conclusions: The study aimed at analysing the influence of measures of organisational dynamics on the performance of students specifically academic and research performance. It opens ground for further research in the dimension of the relationship between organisational dynamics and faculty performance which is relatively focussed less.

Keywords: Organizational Dynamics, Higher education institution, Performance

1. INTRODUCTION

People constitute an Organization and Organizational behaviour comprises their behaviour. The ultimate target of organizational dynamics is to enhance the effectiveness and productivity of an organization. This can be achieved by creating teamwork, improving communication, and encouraging leadership skills.

Organizational dynamics also aims to understand how organizations work through examination of their structures, processes, culture, and history. We are living in a dynamic era where the space we are living in should be dynamic as well, adjustable to our needs that are ever changing, to our concept of design and moods. The dynamic component of organizations is defined as open

systems: entities that take resources from the environment, process them, and give back to the environment an output.

Dynamic capabilities refer to the professional functions by which an organization itself takes the initiative in carrying out self-adjustment and self-improvement through analyzing the factors of competition and challenges while encountering both internal innovatory needs and external environment changes in order to improve the efficiency and to maintain the persistent growth of the organization itself. Dynamic capabilities are defined in various aspects: (1) Teece (1997) believes that dynamic capabilities are those abilities of a business organization to conduct resource integration, any reconfiguration, and strategy adjustment in response to rapid changes in the environment; (2) Eisenhardt and Martin (2000) proclaimed that dynamic capabilities are self-responding abilities of an organization to integrate, reconfigure, gain, and release resources for grasping the pulse and trend of industry and social development in the course of emerging market opportunities, internal and external conflicts, and environmental turbulence; (3) Luo (2000) believes that dynamic capabilities are the dynamic abilities to create resources and improve internal performance and resource structure in order to maintain constant competitive advantages; and (4) Zollo and Winter (2002) believe that dynamic capabilities are created through organizational members' learning, and are continuing processes which cause the organization to integrate, construct, and reconfigure its own resources for rejuvenating functions.

Higher education is essential for public welfare and it being a public responsibility, the pressure is continuously on the demand for maximum effectiveness and efficiency in the management of resources and in the search for quality assurance, and the organization itself is the first instance where evaluation processes should be established. The Colleges need to provide their students with the skills and knowledge appropriate to the job market and create knowledge.

McConnell has pointed out the paucity of studies on the functioning of colleges as an

organisation. He has stressed that very little research has been undertaken on the organisation and administration of colleges and universities. It has remained an untouched field.

Studies undertaken focusing on higher education institutions concentrated on certain characteristics & functions of the organisation namely leadership and role of its members. There is a lacuna of a systematic analysis of precedents and factors of organisational dynamics and its role in enhancing the student performance.

HEI in developing countries face the requirement to increase performance and improve results to enlarge their contribution to socio-economic development and poverty reduction. Organizational capacity is considered a pre-requisite for this performance. Organizational dynamics is enhanced by capacity development processes and activities. This article tries to establish college as a special case which deserves serious consideration as to which dimension of organisational dynamics impacts the performance of students.

This study describes the organisational dynamics of the arts and science colleges in Tirunelveli. The intention of the research is to examine the organisational dynamics of the arts and science colleges in Tirunelveli. . Colleges are interesting and are characterized by:

- a) Faculty : who are knowledge powerhouses and entrusted with the job of knowledge dissemination and creation besides training
- b) Students: recipient of knowledge and also co-creators of knowledge,
- c) Staff: important stakeholders who support the administrative processes and act as facilitators.

Teachers who are socially and emotionally competent set the tone for the classroom by creating positive and supportive relationships with students, creating lessons that build on students' strengths and abilities, setting and implementing behavioral guidelines that encourage intrinsic motivation, guiding students through challenging situations, promoting collaboration among students, and providing a model of respectful and appropriate

communication, and exhibiting pro-social behavior, all of which contribute to an optimal social and emotional classroom climate and student outcomes. An optimal classroom climate is defined by low levels of conflicts and disruptive behavior, seamless transitions from one activity to the next, appropriate expression of emotions, respectful communication, problem-solving, strong interest and concentration on the task at hand, and support and responsiveness to students' individual differences and needs.

In this research Organisational dynamics was studied from the student perspective. Organisational Leadership & Organisational Culture were considered to be the precedents of Organisational Dynamics and Organisational Capacity, Organisational Competency, Organisational Environment, Organisational Development and Organisational Motivation were taken as the measures of Organisational Dynamics.

HEIs will need to evolve into learning organizations, just like other businesses, in order to accomplish their strategic goals. Learning organizations aim to achieve excellence and transformation through an organizational renewal process. HEIs will need to evolve into learning organizations, just like other businesses, in order to accomplish their strategic goals.

Senge (1990) clarified that learning organizations usually develop five capacities - or as the author designates them, nuclear disciplines - such as learning systems, personal domain, mental models, shared vision and team learning. Learning organizations aim to achieve excellence and transformation through an organizational renewal process. An excellent management system is needed in colleges that could give confidence to students, a management system that could explore the hidden capabilities of students, a system that could be easily adopted by students and students should feel comfortable, a management system controlling all aspects of institution like academics, sports, public relations etc. The extent to which Student's perception of their learning environment and the dynamics of their institution directly impact on their academic outcomes or whether the process involves a more indirect or mediated path of perceptions

influencing approaches, which in turn influence academic outcomes remains unclear. Academic achievement refers to performance outcomes that show the extent to which a student has achieved the specific objectives that were the focus of educational environments. Most institutional systems define intellectual objectives that either span multiple subjects or involve knowledge and comprehension in a particular intellectual field. Academic achievement should be seen as a multi-dimensional construct that includes different areas of learning. Students' academic achievement is a very broad field that encompasses a wide range of educational outcomes, and it is characterized by the indicators that are used to evaluate it. Hence a need for the study.

Moos' (1980) model of classroom environment showed four interacting domains structure and organisation, cognitive processes, student characteristics, and teacher characteristics being important in determining student outcomes of cognitive, affective and social types. William G. Tierney (1988) in his article Organisational Culture in Higher Education views that studying the cultural dynamics of higher educational institutions and systems can equip us to understand and hopefully reduce adversarial relationships. Jann E. Freed & Marie R. Kulgman (1996) in their paper titled Higher Education Institutions as learning Organisations: The Quality Principles & Practices in Higher Education have inferred that quality make the institutions dynamic & committed to learning. Maimunah Sapri et al., (2009) have explained in their study Factors that influence Students' level of satisfaction with regards to higher educational facilities services that factors associated with teaching & learning were the most important factors that could have influenced students' level of satisfaction. Also they have pointed out that teaching & learning factor was not only focusing on course materials or subject contents but also teaching staff capability in delivering teaching & learning services. Haim Hilman & Mohammed Siam (2014) in their research titled The influence of Organisational Structure & Organisational Culture on the Organisational Performance of higher educational institutions : the moderating role of strategy communication infer that

Organisational Structure and Organisational Culture are significantly related to the performance of higher education institution in Palestine. Also their study revealed that strategy communication failed to moderate the influence of both organization structure and organization culture on the organizational performance. Mingchang Wu et al., (2015) in their study on Dynamic Capabilities in higher Education Institutions- Examination on the variation of business organizations from educational settings have identified that the proactive mechanism for self-positioning is proved as the essential factor initiating dynamic capabilities for educational improvement. Tatiana Fumasoli & Bjorn Stensaker (2013) in their paper *Organisational Studies in Higher Education : A reflection on Historical Themes & Prospective trends* have discussed the need to systematize Organisational research around distinctive analytical dimensions. They hold that an Organisational perspective on higher education research could make an important contribution and provide insight on how activities like teaching, research and services are carried out. In the end it helps to understand how reforms produce intended & unexpected outcomes. According to them organizational perspective could allow for delving into the factors, dynamics & outcomes of breakdown while at the same time could better detect, by comparison the determinants of success. Umit S. Bititci, et al (2006) points out in their work *Dynamics of performance measurement and organisational culture* that Organisational culture and management style seem to be interdependent throughout the lifecycle of the performance measurement system. Their opinion is that a better understanding of management styles and organisational culture will allow practitioners to better assess the organisations' readiness to implement performance measurement systems. Timothy Besley, et al (2022) in their study *Organizational dynamics: culture, design, and performance* attempt to develop a tractable dynamic model of organizational culture, design, and performance. In particular, the model conveys four new substantive insights. First, the organization's culture may drive both its design and performance, producing a "spurious

correlation" between decentralization (centralization) and good (bad) performance. Second, a strong organizational culture can be both a virtue and a vice: it allows the organization to exploit the performance gains from decentralization in a stable environment, but it can prevent or slow down adjustments when the environment changes. Third, cultural path dependence may explain the common observation that organizations can develop different authority structures and performance levels in the same environment. Fourth, leadership traits are important for long-run cultures and performance: a charismatic leader who influences management can circumvent the downside of entrenched cultures, but this is more difficult with dysfunctional tribal cultures. A study titled, *The Impact of Dynamic Capabilities on Organizational Effectiveness* (2019) carried out by Mohanad Ali Kareem and Alaa Abdulameer Ahmed Alameer aims to investigate the impact of dynamic capabilities constructs i.e. sensing capability, learning capability, and reconfiguration capability on organizational effectiveness in the selected Iraqi public universities context. The results indicate that sensing capability does not have a positive impact on organizational effectiveness while learning capability and reconfiguration capability have a positive impact on organizational effectiveness. According to Bowen et al. (2007), if HEIs are thought of as learning organizations, this could lead to the release of innovative processes and dynamics that enable substantial changes, addressing the fresh and expanding difficulties that higher education faces in the pursuit of a personal as well as academic accomplishment. These authors make it clear that learning organizations are able to redefine and assess strategies to accomplish specific goals by appreciating, acquiring, and using information that comes from the organization and its personnel. The authors claim that an organization that exhibits a number of traits or attributes can be classified as a learner and categorized based on particular behaviours and emotions. Martinez-Costa and Jimenez-Jimenez (2009) assert that firms hoping to apply TQM principles should acknowledge organizational learning as a critical concern. The authors highlight that Total Quality

Management (TQM) creates an atmosphere that is conducive to organizational learning, which is the initial stage of building learning organizations. A effective TQM process leads to organizational learning, according to other conclusions (Martinez-Costa and Jimenez-Jimenez, 2009). Because they are both concerned with achieving a competitive advantage and continual development, total quality management and organizational learning capacity are linked ideas. Alan C. Maltz, et al (2001) in their study attempt to organize and integrate the empirical literature on performance measures as seen through five research streams and suggest a new framework for further investigation. They identified that Short-term financial measures as typically used in performance assessment provide indications of the recent past and at best the very near-term, they do not help define the future. For survival in the long term, firms must create the future as seen by potential needs of their customers and have the foresight to create and dominate emerging opportunities. Oncioiu, et al (2022) in their study Managing and measuring performance in organizational development aimed to contribute to the understanding of the effects of implementing optimized solutions to increase the performance of a company. Research results revealed that successful performance management is important for the survival and success of any organization in today's environment, which is highly competitive and continuously evolving. Vundla B (2012) points out that shortage of well trained teachers, inadequate teaching facilities, fund shortages for the purchase of necessary equipments, poorly motivated teachers, absence of laboratories and libraries, poorly coordinated supervisory activities and lack of suitable classrooms correlated with student performance.

The literature reviewed makes it clear that the earlier studies have focused only on few components of Organisational Dynamics like Organisational Commitment, Communication and Culture.

2. OBJECTIVES

This research strives to fill the identified research gaps. The study aims to identify the

prime factor influencing the choice of institution for study and to find out the role of measures of Organizational Dynamics on student's performance. The research attempts to find out the relationship between perception of the respondents on their organisational dynamics and performances and course stream. This study investigates the role of organizational dynamics in the performance of the respondents.

3. METHOD

The Study tries to explore associations between students' perceptions of their organisational dynamics and understand the role of the measures of organisational dynamics on the performance of students of arts and science colleges in Tirunelveli. These purposes were translated into the questionnaire. The study sample constituted 203 respondents. The questionnaires were mailed to the respondents who came out with a wide range of responses.

3.1 Measurement

The constructs were developed based on the reviews of literature. Academic performance and Research Performance are the dependent variables. The precedents of Organisational Dynamics namely Organisational Leadership & Organisational Culture are the independent variables. The mediating role of the measures of organisational dynamics consisting of five constructs namely organisational capacity, organisational competency, organisational environment, organisational development, organisational motivation are studied.

3.2 Data analysis

This study adopted the SPSS 18.0 and AMOS statistical analysis software to carry out the reliability and validity analyses, and descriptive statistics analyses

3.3 Descriptive statistics

Higher education institutions (HEIs) around the world are facing increased competition, which has made them concerned about the necessity to implement management strategies to raise the caliber of their study programs and services (Telford and Masson, 2005; Yeo, 2005). Furthermore, higher education

institutions (HEIs) have adopted a more proactive stance than in the past, emphasizing not only services but also important environmental aspects and how they affect prospective students. Numerous elements influence the quality of higher education; in particular, the quality of HEIs should be taken into consideration while evaluating the institution, as faculty performance, student support services, and other factors all play a role. The table summarizes features of information regarding factors for choosing the institution for pursuing education by the students

Many factors play vital role in the respondents' action of choosing an institution for pursuing education. Ten predominant factors are taken in the table and are analysed according to their importance gained from the respondents and ordered in rank. These factors are Repute, Result, Placement, Experienced faculties, Exposure, Infrastructure, Quality, Transport, Curriculum and Extracurricular activities. The table no. 1 presents the ranking of these factors

Table No. 1 Ranking of Factors for Choosing the Institution for Study

Weight		10	9	8	7	6	5	4	3	2	1	Total	Rank
Rank		1	2	3	4	5	6	7	8	9	10		
Repute	N	32	8	10	36	13	14	23	8	38	21	1085	VIII
	WS	320	72	80	252	78	70	92	24	76	21		
Result	N	32	18	20	35	4	23	9	17	20	25	1178	II
	WS	320	162	160	245	24	115	36	51	40	25		
Placement	N	23	30	24	8	23	4	20	33	7	31	1130	IV
	WS	230	270	192	56	138	20	80	99	14	31		
Experienced Faculties	N	7	13	23	35	22	28	28	10	27	10	1094	V
	WS	70	117	184	245	132	140	112	30	54	10		
Exposure	N	12	27	14	41	37	32	13	10	7	10	1250	I
	WS	120	243	112	287	222	160	52	30	14	10		
Infrastructure	N	23	18	8	22	35	50	12	8	9	18	1178	II
	WS	230	162	64	154	210	250	48	24	18	18		
Quality Certification	N	18	8	37	15	23	8	35	30	4	25	1094	V
	WS	180	72	296	105	138	40	140	90	8	25		
Transport	N	13	31	29	3	8	12	27	55	13	12	1081	IX
	WS	130	279	232	21	48	60	108	165	26	12		
Curriculum	N	26	12	15	4	21	23	13	25	34	30	982	X
	WS	260	108	120	28	126	115	52	75	68	30		
Extracurricular activities	N	17	38	23	4	17	9	23	7	44	21	1093	VII
	WS	170	342	184	28	102	45	92	21	88	21		

Note: N – No. of Respondents, WS – Weighted Score

Source : Primary Data

From Table No. 1 it is evinced that amidst the ten factors, the most important factor standing first is 'Exposure'. Colleges that create opportunities to bring their students under the limelight grab the huge attention of the respondents. Exposing Students to new academic Challenges and achievements and other important details plays major role in obtaining the attention of the respondents and allows them to pick the college for their study. Second rank is grabbed by the factor namely 'Infrastructure'. Next to exposure, colleges are selected by the respondents by keeping the infrastructure facility in their mind. Result attained by the college also takes the second place. Colleges producing good result enable the students and scholars to proceed better in their future career and hence grabs the attention of the respondents in choosing college for their course. Placement produced by the college for its students is another important factor in the fourth place. Remaining factors listed according to their rank order are quality and Experienced Faculties (Rank V), Extracurricular activities (Rank VII), Repute (Rank VIII), Transport Facilities (Rank IX) and Curriculum (Rank X). Through the rank order list it is visible that the respondents show less preference towards these

factors especially transportation and curriculum. While selecting the college, the respondents are giving much importance to exposure offered by the college, its infrastructure, result and placement. Though respondents' preference is less in case of quality certification obtained by the college, its faculties' experience, extracurricular activities and reputation, they never mind about the transportation facility and curriculum. Effective leadership is necessary at every level of the institution. The most successful leaders will assist people in coordinating and integrating their various styles through an applied creative process that involves continuously identifying and defining new challenges, resolving these problems, and putting new solutions into practice.

3.4 Testing the hypotheses and discussion

In order to test the hypothesis Mann-Whitney U test was applied.

H_0 – There is no significant difference in the opinion of the respondents on their Organisational Dynamics and Performances irrespective of their course stream.

Table No. 2 Relationship between Perception of the respondents on their Organisational Dynamics and Performances and course stream

Course stream		Mean Rank	Sum of Ranks	Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
Organisational leadership	Aided	120.55	12175.50	3277.500	8530.500	-4.537	.000
	Self Financing	83.63	8530.50				
Organisational culture	Aided	106.35	10741.50	4711.500	9964.500	-1.101	.271
	Self Financing	97.69	9964.50				
Organisational capacity	Aided	118.80	11999.00	3454.000	8707.000	-4.068	.000
	Self Financing	85.36	8707.00				
Organisational competency	Aided	100.59	10160.00	5009.000	10160.000	-.349	.727
	Self Financing	103.39	10546.00				
Organisational environment	Aided	110.36	11146.50	4306.500	9559.500	-2.025	.043
	Self Financing	93.72	9559.50				

Organisational development	Aided	120.81	12202.00	3251.000	8504.000	-4.593	.000
	Self Financing	83.37	8504.00				
Organisational motivation	Aided	104.18	10522.50	4930.500	10183.500	-.532	.595
	Self Financing	99.84	10183.50				
Academic performance	Aided	103.81	10485.00	4968.000	10221.000	-.443	.658
	Self Financing	100.21	10221.00				
Research performance	Aided	110.16	11126.00	4327.000	9580.000	-1.981	.048
	Self Financing	93.92	9580.00				

Source : Primary Data

Considering the organisational performance of respondents those who are studying in Self-Financing and in Aided streams it is visible from Table No. 2 that Organisational culture, Organisational competency, Organisational motivation, Academic performance and Research performance received the p values of .271, .727, .595, .658 and .048 respectively. Hence all these factors' p values are greater than 0.05. It confirms the fact that null hypothesis is not rejected by 5 percent and there is no statistical mean significant difference among the opinions and performance of both the respondents those who have studied in Aided stream and respondents studied in Self-Financing stream on organisational dynamics and performance.

The remaining factors namely Organisational leadership, Organisational capacity, Organisational environment (p value=.043) and Organisational development grabbed the p value of .000 which is less than 0.05. Hence the null hypothesis is rejected and the existence of statistical mean significant difference is proved. There are changes between the opinion of aided respondents and self-financing respondents. Here respondents studying in Aided stream show high opinion on organisational dynamics and performances. In case of the above listed factors

highest mean scores attained by the Aided stream studying respondents are Organisational leadership (mean score=120.55), Organisational capacity (mean score=118.80), Organisational environment (mean score=110.36) and Organisational development (mean score=120.81) respectively and the least mean scores attained by the self-financing course type studying respondents are 83.63, 85.36, 93.72 and 83.37. Since higher education is viewed as a public good and is therefore a public responsibility, there is constant pressure to manage resources as effectively and efficiently as possible in order to ensure quality, and the organization itself should be the first to establish evaluation procedures.

Structural Equation Modeling (SEM) is an extremely broad and flexible framework for data analysis. Structural equation models are often used to assess unobservable 'latent' constructs. They often invoke a measurement model that defines latent variables using one or more observed variables, and a structural model that imputes relationships between latent variables. The following model in Fig No. 1 tries to establish the relationship between precedents of organisational dynamics and performance and also the effect of measures of organisational dynamics on performance.

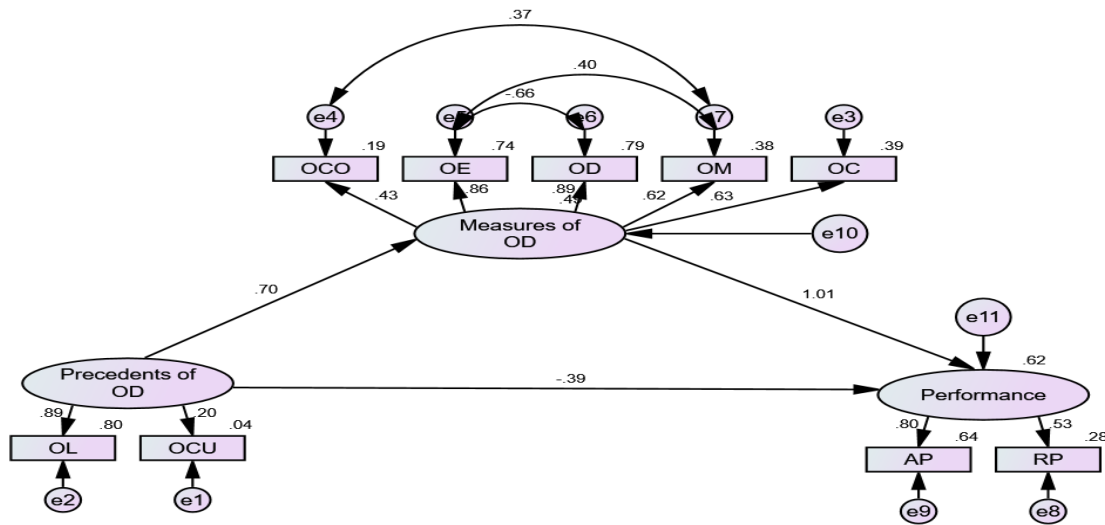


Fig. No. 1: Standardized Estimates of SEM

Source : Primary Data

Table No. 3

a. CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	24	53.560	21	.021	2.550
Saturated model	45	.000	0		
Independence model	9	691.093	36	.020	19.197

Source : Primary Data

Table No. 4

b. RMR, GFI

Model	RMR	GFI	AGFI	PGFI
Default model	.023	.948	.889	.443
Saturated model	.000	1.000		
Independence model	.152	.465	.332	.372

Source : Primary Data

Table No. 5

c. RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.058	.059	.117	.018
Independence model	.300	.281	.320	.000

Source : Primary Data

Table No. 6

d. Regression Weights:

D.V		I.V	Estimate	S.E.	C.R.	P
Measures of O.D	<---	Precedents of O.D	1.592	.678	2.348	.019
Performance	<---	Measures of O.D	1.490	.463	3.217	.001
Performance	<---	Precedents of O.D	-1.321	.906	-1.458	.145
OCU	<---	Precedents of O.D	1.000			
OL	<---	Precedents of O.D	4.405	2.163	2.037	.042
OCO	<---	Measures of O.D	1.000			
OE	<---	Measures of O.D	2.061	.337	6.115	***
OD	<---	Measures of O.D	1.469	.237	6.198	***
OM	<---	Measures of O.D	1.361	.202	6.750	***
RP	<---	Performance	1.000			
AP	<---	Performance	1.092	.183	5.974	***
OC	<---	Measures of O.D	.955	.167	5.718	***

Source : Primary Data

The Chi-square df value is 2.550 which is less than 3 and that indicates this is a good model. Similarly, from Table No. 3, the p-value is 0.021 which is less than 0.05 and hence the null hypothesis is not rejected. It also indicates that the model is a good fit. From Table No. 4, the GFI value is 0.948 which is greater than 0.90 and AGFI value is 0.889 which again is greater than 0.80 which indicates that the model is fit. From Table No.5, the error value RMR is 0.023 and RMSEA value is 0.058 and both are less than 0.06 which again indicates that the model is good fit.

Table No. 7

e. Standardized Total Effects:

	Precedents of O.D	Measures of O.D	Performance
Measures of O.D	.699	.000	.000
Performance	.313	1.012	.000

Source : Primary Data

Table No. 8

f. Standardized Direct Effects:

	Precedents of O.D	Measures of O.D	Performance
Measures of O.D	.699	.000	.000
Performance	-.394	1.012	.000

Source : Primary Data

Table No. 9

g. Standardized Indirect Effects:

	Precedents of O.D	Measures of O.D	Performance
Measures of O.D	.000	.000	.000
Performance	.708	.000	.000

Source : Primary Data

The above Tables 6, 7 and 8 talks about the total, direct and indirect effects between precedents of organizational dynamics and students' performance. The total effect between precedents of organizational dynamics and the students' performance is 0.313*** ($p < 0.001$). When the mediator of measures of organizational dynamics come between the precedents of organizational dynamics and the students' performance, the direct effect is -0.394^{Ns} ($p > 0.05$) and from table no. 9, the indirect effect is 0.708*** ($p < 0.001$). Here the full mediation effect is present, and therefore the mediation of the measure of organizational dynamic is playing an important role for students' performance.

4. RESULTS

This research enables to develop an understanding about the relationship between Organisational Dynamics and Performances with reference to their course stream. Based on Structural Equation Modelling it is found that full mediation effect is present and the measures of Organisational Dynamics is playing an important role in student's performance. The management of higher educational institutions may adopt a balanced approach in focussing on Organisational Capacity, Organisational Competency, Organisational Environment, Organisational Development and Organisational Motivation. A phased all round development of the above said factors can lead to increased performance. Teacher-related concerns such as initiative, resourcefulness, teaching methods and strategies, teacher voice and tone, teacher's mastery of lessons, classroom atmosphere and grooming and teacher's personality play an important role in motivating students to perform at their best. Therefore, such concerns need to be strengthened by teachers. Lifelong learning is the only way to adapt to a changing environment. Educational institutions need to be able to support knowledge acquisition in addition to having a wide range of competencies to solve social and economic environmental concerns. An institution can expand the breadth and depth of its knowledge through learning. In actuality, an institution's competitiveness and inventiveness will increase with its capacity for learning.

5. DISCUSSIONS

The study aimed at analysing the influence of measures of organisational dynamics on the performance of students specifically academic and research performance. It opens ground for further research in the dimension of the relationship between organisational dynamics and faculty performance which is relatively focussed less.

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