Adaptability as Competitiveness mean for Small Manufacturers and Latin American Entrepreneurs

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Abstract:

This article analyses the theoretical background of the adaptability concept, applied across the academic manufacturing ambience, seen as a critical ingredient in the long-term small didactic strategies, which represents a challenge for this industry due to the dynamic environment in which they are living. From here the origin of study focuses along the Higher Education Institutions (HEIs) best practices stimuli and the determination of how this industry makes adjustments according to their own expectations in terms of innovation, cost, products, services among others. And so the same how it responds to its market and its social environment.

Key Terms of the Investigation: World Class Standards, Adaptability, Performance, Entrepreneurship.

Investigations Main Objective:

The determination of the impact generated by the (Higher Education Institutions) HEIs Professor´s satisfaction over the attainment of Superior Tertiary Education Standards.

Investigations Secondary Objectives:

- The determination of the correlation between Professor satisfaction and the HEIs Performance
- Identify the most sensitive and adjustable KPIs of the HEIs Human Capital Key Performance Indicators.

Variables in Study:

Employee Satisfaction   Educational Performance
Adaptability

Variable Parameterization:

This segment proposes a general description of each of the variables in analysis, by unfolding their dimensions and clearly identifying the features examined.

Parting from the above, it is worth mentioning that on the academic context there are seven dimensions that condense the study of professor satisfaction, who are covered by the survey tool on this investigation, with an Alpha Cronbach indicator of 0.81 (demonstrating a strong statistic liability).

Despite the fact that both variables count with several dimensions or classifications, it is worth mentioning that for the variable defined as Employee Satisfaction, only the:

- Salary Satisfaction
- Job Conditions Satisfaction
- General Job Satisfaction Conditions

Layers or dimensions are taken in consideration on this study, where parting from the above… one may state that the variable´s classifications are focused upon the professor´s individual satisfaction levels.

On the other hand, it its worth mentioning that from the second variable defined as Educational Performance, subdivided in the following categories: Presage, Processes and Products, the investigation is only taking into consideration the performance the following:

On the Process Dimension:

- The effects of a research environment
- Reputation

o Peer Quality Ratings

The components for each variable, are identified on tables No 1 and 2 respectively.

Table No 1 Employee Satisfaction Variable Dimensioning

Employee Satisfaction:	**Salary Satisfaction**
	Conditions Satisfaction
	Job Satisfaction
	Faculty Management Satisfaction
	University Management Satisfaction
	Professional Satisfaction
	Collegue Relations Satisfaction

Source: Self Interpretation, of the "Dimensions of employee satisfaction: A state university Example, Fatma Küskü, İstanbul Technical University, Faculty of Management, Spor Cd., No.2, 80680, Maçka, İstanbul , Turkey.

Table No 2 Educational Performance Variable Dimensioning

Educational Performance:	**Presage**	**Funding**
		Staff:Student Ratios
		The Quality of Teaching Staff
		The Quality of Students
	Process	**Educational Effectiveness of Class Size**
		Class Contact Hours
		Independent Study of Hours and Total Hours
		The Quality of Teaching
		The Effects of a Research Enviorment
		The Level of Intellectual Challenge and Student Engaging
		Formative Assesment and Feedback
		Reputation
		Peer Quality Ratings
		Quality Enhance Processes
	Products	**Student Performance and Degree Classifications**
		Student Retentions and Persistance
		Employability and Graduate Destination

Source: "Dimensions of Quality", Graham Gibbs, the Higher Education Academy, September 2010.

Methodology:

The present investigation describes the incidence of the variable define as "Professor Satisfaction Level" and "University Performance" measured through their peer international ratings in the year of 2013, over: The National Autonomous University of Honduras (UNAH) context.

This investigation resembles a 5 step development process, where its progress was held as follows as follows:

- ➤ The 1st stage requires an exploration of the theoretical background related to the Higher Education Institutions performance attainment through professor satisfaction.
- ➤ The 2nd stage, requires the UNAH professor´s satisfaction survey,
- ➤ The 3rd stage requires the UNAH international diagnose around the most trustful tertiary education indicators.
- ➤ The 4th stage demanded the analysis of the professor satisfaction incidence over educational performance.
- ➤ The 5th stage, states the conclusions arrived through the investigation results.

Introduction:

The entitlement and existence of World class universities is now a days a common success denomination, most notably in the US, and the presence of these institutions is felt globally. Clearly, there are lessons to be learned from the Honduran approach in terms of university management, funding, academic governance, research and teaching. Some countries, besides the United States of America (US) and United Kingdom (UK) have world class universities, although not as much as one would desire, nonetheless emerging countries such as China and others in the Asian-Pacific location are preparing to ensure that their institutions are world class, as a strategic response to globalization.

Within the broad thinking about higher education, these views are not unique to the US or UK but are central to what is widely held to be the purpose of universities today.

However, and most importantly, other countries have adopted different strategies to achieve these objectives, often with greater success and with greater (or lesser) impact. It would certainly be a mistake to approach the question of world class universities, and the steps taken by other countries, perhaps more successfully, without learning from the actions of others, and even be prepared to jettison thinking which clearly does not work in this respect (Davenport, 2010).

Parting from the above this research takes into consideration the Philip Altbach and Jamil Salmi analysis: "The Road to Academic Excellence: The making of World Class Research Universities", where several successful experiences are compiled and analyze from a very subjective perspective in order to define and outstand the core characteristics of becoming a World Class University. It is worth mentioning that this research contemplates academic institutions outside the US and UK, with the objective of making a point that a World Class Organization con evolve despite their location and/or exogenous conditions; Particularly among the procurement and maintenance of the most suitable Professional Talents (Altbach & Salmi, 2011).

This study focuses on the upgrading of academic standards through the professor satisfaction stimuli, in order to evaluate effectiveness of the Universities endogenous internationalization policies (Coggins, 1999).

What is a World Class University?

"To be a world-class university is to excel on a number of fronts, rather than demonstrate excellence in specific or a narrow range of activities". (Nussbaum, 1997)
World class universities, as research institutions provide resources to support leading edge research, employ outstanding individuals, and maintain large, diverse and complete libraries. They have modern equipment, often unique. World class universities are seen as research universities foremost, since it is with these institutions, if you like the knowledge value chain begins; these are the incubators of future possibilities, while other institutions may excel at teaching for instance, they transmit what others have already uncovered. Thereby the academic staff of World Class Universities is generally required to make significant contributions on their fields and they are suitably recognized for their contributions with time and incentives (Sample, 1998).

UNAH International Diagnose

The SCImago Rankings reflect that the Universidad Nacional Autonoma de Honduras despite its current internationalization investments faces a significant decline of its professor´s investigational and academic performance, by presenting the following statistics posted on its official website:

Table No 1 SCImago Statistics

Country	Documents	Citable documents	Citations	Self-Citations	Citations per Document	H index
Honduras	692	675	7.265	370	12,48	39
Costa Rica	6.491	6.319	86.713	9.95	16	103
Brazil	461.118	446.892	3.363	1.151	10	305

Source: The SCImago Rankings official site, 2013 statistics: www.scimago.com
When comparing the local results with the best Latin American research country (according to the SCImago scales) which is Brazil and with the best Central American research country (according to the SCImago scales), referring to Costa Rica, were the Honduran investigations represents only the 10% of the Costa Rican research production.

On the other hand It is of great importance to monitor the evolution of the Honduran research and academic allocation through time in order to infer over the efficiency of the contemporary University policies (please revise table No 2).

Table No 2 Honduras Latin America Positioning Timeline in terms of Citable Documents, Self-citations and Citations per document

Years in study SCImago Indicator	Latin American Research and Academic Positioning
2007	26
2008	27
2009	23
2010	23
2011	24
2012	25

Source: The SCImago Rankings official site, 2013 statistics: www.scimago.com

Results obtained through the survey

Question No 1, refers to the overall satisfaction levels of the UNAH surveyed professors, who in general terms presented a highly satisfied perception of the institution´s academic context (with an average rate of 7 out of 7 satisfaction levels on the HEI).

Question No 2, refers to the communication and project management tasks, promoted by the UNAH authorities, who in general terms… describe a strong acceptance towards the projects and processes developed by the current university authorities (with an average rate of 4 out of 5 level satisfaction level).

Question No 3, refers to how secure and comfortable does the professor feel about the tasks they are performing, where parting from the results obtained one may infer that most of the professors surveyed are very satisfied with the activities they are performing (with an average rate of 5 out of 5 satisfaction level).

Question No 4, refers to the institution´s corporate culture maintenance along their employees, where across the surveyed professors, the study revealed a highly satisfied personnel within the universities current policies (with an average rate of 4 out of 5 satisfaction level). Reflecting a low satisfaction frequency within the communication channeling occurrence.

Question No 5, who refers to the relationship of the university professors with the UNAH authorities, where it reflected a moderate satisfaction level of articulation within the UNAH professors in relation to the institutions managers, auditors and supervisors (with an average rate of 3 out of 5). Rated particularly low within the decision taking policies and instruction freedom.

Question No 6, refers to the training opportunities offered by the UNAH to their employees, where the results depict a very low satisfaction rate (with an average rate of 3 out of 5), particularly along the:

- The Universities time to get settled In a specific work environment
- The minimum gadgets to properly perform the tasks assigned.

Question No 7, which refers to the Salary and additional Benefits offered by the UNAH to their personnel, despite the fact that professors are moderately satisfy with their salaries (the most rated frequency was of 4 out of 7), their satisfaction level was proven not be influence in this characteristic.

Question number 8, addressed specific satisfaction features of UNAH context, who again revealed a low satisfaction rate upon its teachers (with an average rate of 4 out of 5), nonetheless their over satisfaction level was proven not to be influenced by this features.

Question number 9, asked the UNAH professors confirmed the answers received from question number 1, where its purpose was to gather the dichotomy state of satisfaction, as if either they were satisfied with their current professional situation or not. Revealing… that once again despite other issues they are satisfied with the Universities policies.

Question number 10, referred to the enrichment of the UNAH´s professional experiences on their careers and resume, where once again the results presented a moderate acceptance, parallel to the overall satisfaction level (with an average rate of 5 out of 7).
Another analysis within the UNAH personnel satisfaction levels was developed, who drew out a specific scenario, please revise table No 1 below.

Other Analysis on the survey revealed the following:

When comparing with the overall satisfaction level of the UNAH professors with specific features of the institutions politics and general characteristics, table No 3 depicted the correlations gathered from the study, outstanding the following:

- The component with the lowest correlation coefficient with the Satisfaction Levels registered on the survey is the Corporate Culture.

- The component with the second lowest correlation coefficient with the Satisfaction Levels registered on the survey is the Relationship with your immediate supervisor.
- The component with the highest correlation coefficient is the Role in the University.

Table No 3 Research Statistics:

Areas in comparison	CORELATION COEFICIENT	AREAS correlated with Job Satisfaction
Overall Job Satisfaction	0.29120894	Communication and Planning
	0.369408799	Role in the University
	-0.010331483	Corporate Culture
	0.144329344	Relations with your immediate supervisor
	0.395083809	Training Program in your University
	0.244123098	Pay and Benefits
	0.282925049	Specific facts
	0.008613012	Other Benefits
	0.275553047	professional experience

Source: Authors Self Interpretation

Despite the fact that the UNAH professors manifest a great enthusiasm and satisfaction towards the Institutional politics and specific features, the UNAH´s International positioning/rank isn´t reflecting a true performance upgrade, despite the contemporary internationalization efforts, developed by the Universities new authorities, where its current position upon one of the most trustful global academic indicators (SCImago Ranking) reflected that the UNAH occupies place number 393 in Latin America from the 1219 taken into account and 492 from the Iberia American context out of the 1369 participating.

Nonetheless it is worth mentioning that the UNAH international positioning on the SCImago scales has slightly declined since the year 2011, without a significant advance regardless of the current internationalization investments (please revise table No 2).

Conclusions:

The low research and academic evolution of the Universidad Nacional Autonoma de Honduras revealed on the SCImago scale, demonstrates the neutral impact of the professor satisfaction over the Educational Performance, reflected by a trustable international performance instance.

It is worth mentioning that despite the high satisfaction levels reflected by the surveyed UNAH personnel, the internationalization investment strategies have had a poor impact over the Honduran research and academic fields in the Latin America contexts. Thereby it is imperative to revise and reconfigure the strategies recently deployed.

So for the Honduran local context, there is no evidence of a positive impact derived out of the professor satisfaction.

Instrument Applied on the Investigation:
Professor Satisfaction Survey:

1) **Overall, how satisfied are you with your job as a Professor? (Please circle one number)**
   Very Dissatisfied   Very Satisfied
       1   2   3   4   5   6   7
   How do you feel towards each of the following matters in the University you work for?

2) **Communication and Planning (Please circle on number for each statement)**

	Disagree Strongly				Agree Strongly
I Understand the long term strategy of the University	1	2	3	4	5
I have confidence in the leadership of the University	1	2	3	4	5
I have confidence in the top management of the University	1	2	3	4	5

3) **Please do mention your role in the University (Please circle on number for each statement)**

	Disagree Strongly				Agree Strongly
I Understand the long term strategy of the University	1	2	3	4	5
I like my role as a professor	1	2	3	4	5
I believe my job is secure	1	2	3	4	5

4) **Corporate Culture (Please circle on number for each statement)**

	Disagree Strongly				Agree Strongly
The University Authorities communications is frequent enough	1	2	3	4	5
I feel I can trust what the University is telling me	1	2	3	4	5
I believe there is a spirit of cooperation along the University	1	2	3	4	5

5) **Your Relations with your immediate supervisor (Please circle on number for each statement)**

	Disagree Strongly				Agree Strongly
My Supervisor treats me fairly	1	2	3	4	5
My Supervisor asks me for my Input to help make decisions	1	2	3	4	5
My Supervisor gave me full freedom to To take any decision	1	2	3	4	5

6) **Training Program in your** University **(Please circle on number for each statement)**

	Disagree Strongly				Agree Strongly
The University has provided enough Initial training As I needed	1	2	3	4	5
The University has provided enough time to get settled In the work environment	1	2	3	4	5
I am provided with the minimum gadgets to perform					

The tasks assigned   1   2   3   4   5

7)   **Pay and Benefits (Please circle on number for each statement)**

My Salary is fair for my teaching and research responsibilities?
Very Dissatisfied   Very Satisfied
     1   2   3   4   5   6   7

8)   **Specifically, Iam satisfied with (Please circle on number for each statement)**

	Disagree Strongly				Agree Strongly
The Amount of Vacation days	1	2	3	4	5
Work Environment	1	2	3	4	5
Challenging job	1	2	3	4	5
Work Timings and work culture	1	2	3	4	5
Salary	1	2	3	4	5

9)   **Are there any specific benefits you would like to add to the company? (Please circle on number for each statement)**

Yes……What would like to be added
No…….

10)   **My professional experience as a professor has enriched and boosted my career over the specific fields of study, do to the research abilities acquired?**
Very Dissatisfied   Very Satisfied
     1   2   3   4   5   6   7

Are there any suggestions to improve your job satisfaction?
_____
_____

Theoretical Background Revised

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