

The Relationship between Employees ' Perspectives of their Organizational Commitment and the Management Core Competencies of their Managers

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Article History:

Received: 26/3/2025

Revised: 28/3/2025

Accepted: 12/4/2025

Published: 1/9/2025

Abstract

In today's competitive landscape, universities are increasingly reliant on competency management to enhance their academic and administrative processes. Many institutions struggle to fill managerial roles due to unclear competency requirements for these positions. Although no single manager is more important than another, each role requires specific competencies that align with job responsibilities. Research indicates that effectively utilizing core management competencies can improve employee performance and commitment, thereby aiding in the achievement of organizational goals.. **Aim:** *Identify the relationship between employees' Perspectives of their Organizational Commitment and the Management Core Competencies of their Managers.* **Settings:** *The study was carried out at the Faculty of Nursing, Alexandria University, Egypt.* **Subjects:** *The convenient sample includes all employees who are currently working in 21 administrative departments /units at the Faculty of Nursing, Alexandria university, (N= 273), with a minimum of one year of experience, both males and female.* **Tools:** *Two tools were used: Tool 1: Organizational Commitment Scale and Tool 2: Management Core Competencies Framework developed by the House of Commons (2021).* **Results:** *Employees perceive a moderate frequency of managerial acts related to core competencies, with a total mean percent score of 77.90%. This score indicates that these behaviors are considered critically relevant to the manager's current role. The level of organizational commitment among study participants is perceived as moderate, reflected in a mean percent score of 63.62%.* **Conclusion:** *These findings highlight the significance of core management behaviors in fostering a committed workforce.* **Recommendations:** *Managers need to actively engage in competency-related actions to enhance employee commitment.*

Keywords: Organization Commitment, Core Competencies, Manager's Competencies, Employees, Faculty of Nursing

Introduction

Effective academic management and administrative processes rely heavily on competency management, which is essential for universities in today's era. While all managers play an important role, they must possess different competencies tailored to the responsibilities of their respective positions (Council of the European Union, 2018; Moghaieb, 2019).

A competency is defined as a combination of skills, knowledge, attributes, and behaviors that enable an individual to perform a task or activity within a specific job. Competencies are observable and measurable behaviors, making them essential for retaining and developing staff (Chouhan & Srivastava, 2014).

Numerous studies have highlighted the importance of fundamental core competencies for managers, which play a crucial role in ensuring their effectiveness in the workplace. A clearly defined competency model, guide, or framework that outlines these core competencies and the corresponding effective behaviors can assist managers in acquiring the necessary skills, knowledge, and behavioral traits. This approach enables them to become more competency-based in their management practices (Boyatzis, 2008; Bucur, 2013; Dikic et al., 2019; Sengupta et al., 2013; Tyrańska, 2016).

Management Core Competencies Framework was developed by the House of Commons and revised in March 2021 (House of Commons, 2021). It aims to provide employees and managers with guidance for aligning individual employee performance with that of the organization. It comprises behavioral competencies categorized into three main dimensions: fostering trusted relationships, achieving results, and setting the stage for innovation and creativity.

Several studies revealed that applying the core management competencies of a manager can increase employees' performance and commitment to achieving organizational goals. Organization commitment (OC) refers to an employee's Willingness to work positively in an

organization and their continued willingness to work for it. (Haryanti, & Junaris, 2022); Katawneh, & Osman, 2014).

Meyer and Allen (1997), have defined three dimensions of OC; firstly, Affective Organization commitment (AOC) is related to the emotional attachment established between an employee and the organization, Secondly, Continuance Organization Commitment (COC), is related to the employees' perception of the cost associated with leaving the organization. Lastly, Normative Organization Commitment (NOC) is associated with the employee's moral duty to the organization and the surplus value received, which arouses the feeling of obligation of permanence.

Several studies revealed that applying the core management competencies of a manager can increase employees' performance and commitment in achieving organizational goals. Organizations can improve managerial effectiveness and enhance overall employee commitment, leading to a more productive and engaged workforce (Batra & Sharma, 2017; Franco & Franco, 2017; Katawneh & Osman, 2014).

Aims of the Study

Identify the relationship between employees' Perspectives of their organization's commitment and the Management Core Competencies of their Managers.

Research Question

- What is the relationship between employees' Perspectives of their organization's commitment and the Management Core Competencies of their Managers?

Materials and Methods

Materials

Design: A descriptive correlational research design was used to conduct this study.

Settings: This study was conducted at the Faculty of Nursing, Alexandria University. It is

an educational, research, and community-based governmental organization, consisting of 27 administrative departments and units.

Subjects: The study subjects include employees who are currently working at administrative departments /units at the Faculty of Nursing, Alexandria University (N=273), with the inclusion criteria of a minimum period of one year of experience, and both genders, not occupied managerial position and available at the time of data collection.

Tools: Two tools were used to collect the necessary data

Tool I: Organizational Commitment Scale:

This is a self-reporting scale developed by Meyer and Allen (1991) to measure employees' commitment to the organization. It was adapted by the researcher. This scale consists of two parts:

Part 1: Personal and professional work-related characteristics assessment tool. It was developed by the researchers and included personal-related items about the study subjects such as age, gender, marital status, level of education, and work-related items as, name of managerial unit, position, and work experience.

Part 2: It included 18 statements divided into three types of commitment, namely, affective commitment (6 statements), continuance commitment (6 statements); and normative commitment (6 statements). The responses were measured on a 5-point Likert scale ranging from (0) strongly disagree to (4) strongly agree. There is no overall scoring system for this scale because the conceptual model was based on the independence of the three components. The highest value obtained in the scales corresponds to the most evident OC type. However, scientific research has shown that there are correlations between these types (Karami et al., 2017).

Tool II: Management Core Competencies framework was developed, and modified by House of Commons (2021), it

was used in this study to determine the frequency and importance of doing managers for dimensions of core competencies management, sub-competencies of each dimension, and behavior descriptors for each in the previously mentioned administrative departments/units from employees' perspectives at the Faculty of Nursing, Alexandria University.

The tool was composed of Three Main dimensions of core competencies management, firstly, Fostering trusted relationships dimension, which included (4) sub-competencies, namely, Integrity and Trust, Service Excellence, Communication, and Collaboration, with several behavior descriptors for each. Secondly, the achieving results dimension included (3) sub-competencies, namely: Leading oneself and others, planning and prioritization, and problem solving, with several behavior descriptors for each. Thirdly, setting the stage for innovation and creativity, this dimension included (4) sub-competencies: empowerment and growth, change contributor, risk taking, and productive conflict, with several behavior descriptors for each. The responses were measured using two types of scales:

- A. How frequently the manager demonstrates the behavior from employees' perspectives using a 5-point Likert scale ranging from (0) Almost Never to (4) Almost Always.
- B. How important are these behaviors in a Manager's current role, using a 5-point Likert scale ranging from (0) Not Important, which reflects the behavior is not relevant in this role, to (4) Critical Important, which reflects that the role would be impossible to be successful without applying this behavior. Each dimension of core competencies management, related sub-competencies, and behavior descriptors for each will be summed up and converted into percentage scores, and will be classified as follows:

- Less than 50% = A low level of frequency of managers' acts of core competency behaviors from employees'

perspectives, and behaviors are not relevant to the manager's current role

- From 50- less than 75% = A moderate level of frequency of managers' acts of core competency behaviors from employees' perspectives, and behaviors are relevant to the manager's current role, but the manager can be successful without the application of this behavior
- More than 75% = A high level of frequency of managers' acts of core competency behaviors from employees' perspectives, and behaviors are critically relevant to the manager's current role.

Methods

- Approval of the Ethics Research Committee (ERC) of the faculty of nursing was obtained.
- Official approval to conduct this study was obtained after explaining the aim of the study.
- Consent form was obtained from the employees.
- The study tools were tested for content validity by 5 experts in the field of the study. The necessary modifications were done accordingly.
- A pilot study was carried out on 10% of the study subjects (n= 27) in order to test the clarity and applicability of the research tools.
- The reliability of the tools was tested using Cronbach's Alpha test, The reliability coefficient was 0.785 for tool I, and 0.990 for tool II, which are acceptable.

Data was collected by the researchers during the period from 15 July 2022 to 15 September 2022.

Data were gathered by the researcher through self-administered questionnaires, which were hand-delivered to the study subjects at their working settings. The subject was asked to return it to the researcher after a definite period at the study setting.

Statistical Analysis

The collected data were organized, tabulated, and statistically analyzed using the

statistical package for social studies (SPSS) Version 20.0. Data were described using numbers and percentages. Quantitative data were described as mean \pm standard deviation. Finally, analysis and interpretation of data were conducted. P-values of 0.05 or less were considered statistically significant.

Ethical considerations:

Written informed consent was obtained from employees after explaining the aim of the study and the right to refuse to participate in the study and/ or withdraw at any time was assured. Data confidentiality was maintained during the implementation of the study.

Results

Table 1 represents the distribution of employees based on personal and professional data. Employees' ages ranged from 23 to 58 years, with an average age of 38.32 years. About 41.8% were aged 25-34, and 5.5% were 55 or older. The highest percentage of employees 78% were female, while 22% were male. Regarding marital status, 20.1% were single, 74.7% were married, and 5.1% were divorced or widowed. In terms of education, 71.4% had a university degree, 17.2% had post-university education, and 11.4% had secondary or technical education. Regarding work experience, 25.6% had 5-10 years of experience.

Table 2: shows the total frequency of the core management score ranging from (0.0 to 224.0%), with a mean score and SD of (142.00 \pm 49.48) and a mean percent score of (63.39%). which indicates a moderate level of frequency of manager acts of core competency behaviors from employees' perspectives.

The table revealed the first dimension was "fostering trusted relationships" according to the mean percent score (65.33 %) followed by "achieving results" (62.86%) and finally "setting the stage for innovation" (61.95%).

Table 3 shows the total importance of the core management score ranging from 36.0 to 224.0%, with a mean score and SD of (174.50 \pm 41.97) and a mean percent score of

(77.90%). which indicates behaviors or competencies are critically relevant to the manager's current role from employees' perspectives. Critical importance reflects that the manager role would be impossible to be successful without application of these competencies. The table revealed the first dimension was "fostering trusted relationships" according to the mean percent score (79.49%) followed by "achieving results" (77.90%) and finally "setting the stage for innovation" (76.33%).

Table (4): Figure out the Mean score and standard deviation of studied employees' perception of the OC and its related dimensions. It reveals that the total OC was moderately perceived by the study subjects with a range from 33.0 to 82.0, with a mean score of 57.26 ± 9.643 and a mean percent score of 63.62 %. Continuance commitment was the highest and the first dimension with a mean score and SD of 19.89 ± 5.046 , and mean percent score of 66.30%, followed by affective commitment (62.57 %) with a mean of 18.77 ± 3.597 . while the Normative commitment got the lowest rank domain perceived by them (62.0 %). with a mean score and SD of 18.60 ± 4.263 .

Table 5 There were a strong positive correlation between OC (Affective, Continuous, and Normative) and the frequency and importance of managers' core competencies, fostering trusted relationships, achieving results, and setting the stage for innovation.

Regarding the importance of core management competencies of the manager, it was noticed in the **table 6** that employees' aged 35 years had higher mean score of perspectives about importance of the core competencies in comparison to the employees aged 55 years and more (187.15 ± 33.21 and 157.93 ± 42.83) respectively, with a statistically significant relationship between the employees' age and their perspectives about the importance of core competencies ($F = 2.751, P = 0.029$).

Moreover, male employees had a higher mean score of the perspectives about

the importance of core competencies in comparison to female employees (185.08 ± 34.29 and 171.52 ± 43.49), respectively, with a statistically significant relationship between the employees' sex and their perspectives ($t = 4.960, P = 0.027$).

Regarding frequency of core competencies it was noticed that employees with post-university education had the highest mean score of perspectives about the total frequency of core competencies of their managers (146.26 ± 38.40), followed by those with university education and secondary or technical education (145.67 ± 48.63 and 136.39 ± 30.25), respectively. With a statistically significant relationship between them ($F = 4.689, p = 0.003$).

Table 7 shows the relationship between the employees' mean score of total OC and their Personal – Professional work-related data. It was found that the employees aged less than 25 years had a lower total OC mean score compared to those aged 55 years and more (48.00 ± 6.164 and 59.20 ± 8.874 , respectively with a statistically significant relationship between the total organization commitment and the employees' age ($F = 3.736, P = 0.006$).

Moreover, male employees had a higher total organization commitment mean score (61.40 ± 10.98) compared to female employees (56.90 ± 8.918), with a statistically significant relationship between the employees' sex and the total OC ($t = 14.928, P = 0.000$).

Additionally, the employees with less than 5 years of experience had a lower total OC mean score compared to those employees with 15 years of experience and more (55.13 ± 7.515 and 62.03 ± 11.56 respectively), with a statistically significant relationship between the total OC and the employees' years of experience ($F = 4.238, P = 0.002$).

Discussion

The current study highlights a statistically significant relationship between employees' perspectives about the importance and frequency of core management

competencies of the managers and their OC, specifically, it found that effective management of core competencies positively influences various forms of OC, including Affective, Continuous, and Normative commitment among employees in the study setting.

These results from the researchers' point of view could be related to certain facts, as effective management of core competencies often leads to higher levels of employee engagement. When managers demonstrate strong competencies in their performance, employees are likely to feel more valued and engaged in their work. This engagement can translate into a stronger emotional attachment to the organization, which is a key component of Affective commitment. Moreover, the management of core competencies can also improve job satisfaction; employees who perceive their managers as competent are more likely to experience job satisfaction, which is closely linked to OC. Satisfied employees tend to develop a stronger commitment to their organization, as they feel their needs and expectations are being met.

Also, effective core competency management can lead to Continuous commitment, where employees feel a sense of obligation to remain with the organization due to the investments made in their development and the benefits they receive. This is particularly relevant in educational settings, where employees may feel a commitment to their institution based on the support and resources provided. Additionally, when managers effectively manage competencies, they foster a positive work environment that encourages loyalty and a sense of belonging among employees. This can lead to Normative commitment, where employees feel a moral obligation to stay with the organization (Chong, 2013).

These results were supported by Lee and Kim (2023) who stated that the positive influence of core competency management on employees' OC can be attributed to enhanced engagement, increased job satisfaction, retention factors, a supportive organizational culture, and reduced turnover

intentions. These elements collectively contribute to a stronger commitment among employees, particularly in the context of the education field.

Moreover, a study suggests that competency management is a vital component of modern human resources management. Evaluating the core competencies of managers from the employees' perspective can offer valuable insights into whether current or prospective managers have the essential skills required for their roles (Redman & Wiek, 2021).

The study findings revealed a moderate level of frequency and importance of manager acts of core competency behaviors from employees' perspectives. The study subjects ranked the importance and frequency of management core competencies of their managers similarly. Fostering trusted relationships was identified as the most crucial competency, followed by achieving results, while setting the stage for innovation was the least emphasized. From the researcher's point of view, this ranking could reflect a strategic management approach where trust and results are fundamental components that facilitate further innovation. Managers who are adept at cultivating relationships and delivering results foster an environment that supports innovation, even if it is not the primary focus.

This result is in line with Vanhala and Tzafrir (2021), who assert that trust serves as the foundation for collaboration, and communication, when managers build trust with their employees, it leads to increased engagement, loyalty, and a willingness to share ideas and feedback. So, trust is crucial for creating a positive work environment where employees feel safe expressing themselves and contributing to the organization's goals and success. The competency of achieving results is often prioritized in management because it directly correlates with organizational performance and success. Managers are typically evaluated based on their ability to meet targets and drive outcomes. Espinoza and Ukleja (2016) stated that when employees see their managers prioritizing results, it can motivate them to perform at their best, reinforcing the importance of this competency.

Regarding setting the stage for innovation, it may not always be perceived as an immediate priority compared to trust and results, but it frequently requires a foundation of trust and effective communication; without these, efforts at innovation may stumble. Therefore, while innovation is vital, it can be seen as a subsequent step that builds upon the established competencies of trust and results. Lindegaard (2010) indicates that behaviors or competencies are critically relevant to the manager's current role from employees' perspectives. Critically important reflects that the manager's role would be impossible to be successful without the application of these competencies.

The study findings revealed that the study subjects moderately perceived total OC, the continuance commitment domain came in first rank of OC, constituting more than two-thirds percent, followed by affective commitment, while the normative commitment got the least rank domain as perceived by them. The findings support Allen's model (2016), which posits that an employee's relationship with an organization can be influenced by multiple dimensions of commitment at the same time. Employees may perceive that the costs of leaving their job are too high, either due to significant investments made in their current role or difficulties in finding alternative employment. According to Lichtenstein et al. (2004), this relationship illustrates the extent to which an individual feels compelled to remain within an organization (Kowalczyk et al., 2017).

This result is contradicted by Katawneh and Osman (2014) study conducted at Mutah University in Jordan, which revealed that normative commitment was the highest dimension perceived by the study subjects, followed by affective commitment, and the last perceived domain was continuous commitment. The variation in determining dimensions of OC from respondents' perceptions may be due to their having different goals and trying to achieve them, leading to differing loyalties of individuals.

Concerning differences between the employees' perspectives for frequency and importance of core management competencies of the managers and their overall Personal, Professional work-related data, the findings revealed the employees aged 35 years had a

higher total frequency mean score perspectives about core management competencies of their manager in comparison to the employees aged 55 years and more. This could be attributed to generational differences in workplace values, which can influence perceptions of management competencies. Younger employees often value collaboration and innovation, while older managers may lean towards more traditional, hierarchical management styles. Potgieter et al. (2011) emphasized that the generational gap can result in employees perceiving their managers as less competent in areas that matter most to them.

Chi et al. (2013) claimed that younger employees are often at the beginning of their careers and may place a higher emphasis on the importance of core management competencies as they seek to develop their skills and advance professionally. Moreover, it was noticed that employees with higher university education had the highest mean score of perspectives about the total frequency of core competencies of their managers than those with less qualification. This result could be attributed to employees with post-university education often possessing advanced critical thinking and analytical skills, this educational background enables them to evaluate managerial competencies more effectively. Herbst and Conradie (2011) indicated that higher education levels correlate with improved cognitive abilities, allowing individuals to assess their managers' skills and competencies with greater depth and insight.

Moreover, male, married employees had a higher mean score of the perspectives about the importance of core competencies in comparison to female and single employees. These results are consistent with Samuel and Mokoaleli (2017) who indicated that gender dynamics significantly influence perceptions of managerial competencies, Men often occupy more leadership roles and may have more opportunities to interact with and evaluate managerial competencies whereas male employees perceive their managers as more competent due to shared experiences or similar communication styles, while women are often underestimated in their leadership potential, which can affect how female employees perceive the competencies of their managers.

Also, Hamilton Volpe and Marcinkus Murphy (2011) indicated that Married individuals often have stronger social support networks, which can influence their workplace experiences. This support can lead to a more favorable view of management, as married employees may feel more secure and valued in their roles. In contrast, single or unmarried employees might experience different social dynamics that could affect their perceptions of managerial effectiveness.

Regarding the differences between the total organization commitment and employees' personal, professional work-related data. It was found that the employees aged less than 25 years had a lower total OC mean score compared to those aged 55 years and older. This could be due to older employees preferring to stay in the organization rather than moving to a new place due to the requirement that a new job normally asks for a certain age limit. Moreover, employees who have been in an organization for certain years would voluntarily sacrifice their lives to meet the organization's objective because the longer they stay the higher the sense of belonging they have. This result matches with results of (Sikorska-Simmons, 2005), showed that old employees are more committed than young ones.

Moreover, male employees had a higher total organization commitment mean score compared to female employees. This finding is contradicted by earlier research reported that women were more committed than men (Mathieu & Zajac, 1990). Other studies, however, found no relationship between gender and OC (van der Velde et al., 2003).

Additionally, the employees with less than 5 years of experience had a lower total OC mean score compared to those employees with 20 years of experience and more. This could be attributed to the more experienced employees being emotionally bonded with the organization, and their attachment, loyalty, and attitude toward their organization become increasingly important. On the contrary, the study results showed no significant correlation between gender, marital status, and OC which is consistent with the study done by Tandon et al. (2020).

Conclusion:

The study results show a strong positive correlation between OC (Affective, Continuous, and Normative) and the frequency and importance of managers' core competencies, fostering trusted relationships, achieving results, and setting the stage for innovation.

Recommendations

Based on the current study's findings, the following recommendations can be made for improving managerial core competencies and OC.

For Faculty Administrators:

1. Focus on developing core competencies in managers through targeted training, emphasizing trust, results, and innovation.
2. Foster a culture of trust by engaging in transparent communication, offering regular feedback, and recognizing contributions.
3. Regularly evaluate managerial competencies to identify areas for improvement and measure their impact on employee commitment.

For Faculty Managers:

1. Set up recognition and reward systems to acknowledge employees' contributions, boosting morale.
2. Offer career development opportunities to help employees grow and advance.
3. Establish feedback channels for employees to voice their concerns.

Further Researches

- Exploring the impact of managerial core competencies on employee organizational commitment: a comparative study across various sectors.

- Explore the impact of management training on core competencies and employee commitment: a longitudinal study..

Table (1): Distribution of the studied employees according to their personal, and professional work-related characteristics:

Items	Total (N= 273)	
	No.	%
Age (years)		
▪ <25	5	1.8
▪ 25-	114	41.8
▪ 35-	62	22.7
▪ 45-	77	28.2
▪ ≥55	15	5.5
Min - Max	23.0 – 58.0	
Mean ± SD	38.32±9.400	
Sex		
▪ Male	60	22.0
▪ Female	213	78.0
Marital status		
▪ Single	55	20.1
▪ Married	204	74.7
▪ Divorced	8	2.9
▪ Widowed	6	2.3
Level of education		
▪ Secondary/Technical Education	31	11.4
▪ University education	195	71.4
▪ Post-university education	47	17.2
Years of experience		
▪ <5	60	22.0
▪ 5-	70	25.6
▪ 10-	46	16.8
▪ 15-	39	14.3
▪ ≥20	58	21.3

Table (2): Mean and Standard Deviation of employee perspectives for the frequency of management core competencies of their managers and its related dimensions:

Dimension of management core competencies	Mean Score of the Frequency of Management Core Competencies of the Managers			
	Min -Max	Mean \pm SD	Mean Percent Score	Rank
A. Fostering trusted relationships	0.0-76.0	49.65\pm17.56	65.33%	A
– Integrity and trust	0.0-24.0	16.06 \pm 5.915	66.92%	1
– Services excellence	0.0-16.0	10.28 \pm 4.561	64.25%	4
– Communication	0.0-24.0	15.48 \pm 6.374	64.50%	3
– Collaboration	0.0-12.0	7.840 \pm 3.378	65.33%	2
B. Achieving results	0.0-72.0	45.26\pm16.51	62.86%	B
– Leading oneself & others	0.0-24.0	14.81 \pm 6.027	61.71%	3
– Planning & prioritization	0.0-24.0	15.48 \pm 5.881	64.50%	1
– Problem solving	0.0-24.0	14.98 \pm 6.084	62.42%	2
C. Setting the stage for innovation	0.0-76.0	47.08\pm18.83	61.95%	C
– Empowerment and growth	0.0-28.0	16.77 \pm 7.501	59.89%	4
– Change contributors	0.0-16.0	10.41 \pm 4.359	65.06%	1
– Risk taking	0.0-16.0	10.19 \pm 4.110	63.69%	2
– Productive conflicts	0.0-16.0	9.710 \pm 4.348	60.69%	3
Overall frequency of core management	0.0-224.0	142.00\pm49.48	63.39%	

Table (3): Mean and Standard Deviation of employee's perspectives for the importance of management core competencies of their managers and its related dimensions:

Dimensions of management core competencies	Mean Score of the Importance of Management Core Competencies of the Managers			
	Min -Max	Mean \pm SD	Mean Percent Score	Rank
A. Fostering trusted relationships	18.0-76.0	60.41\pm13.52	79.49%	A
– Integrity and trust	6.0-24.0	18.89 \pm 4.643	78.71%	3
– Services excellence	0.0-16.0	13.03 \pm 2.991	81.44%	1
– Communication	0.0-24.0	19.12 \pm 4.912	79.67%	2
– Collaboration	0.0-12.0	9.360 \pm 2.549	78.00%	4
B. Achieving results	6.0-72.0	56.09\pm14.86	77.90%	B
– Leading oneself & others	2.0-24.0	18.91 \pm 5.224	78.79%	1
– Planning & prioritization	2.0-24.0	18.74 \pm 5.165	78.08%	2
– Problem solving	2.0-24.0	18.44 \pm 5.263	76.83%	3
C. Setting the stage for innovation	0.0-76.0	58.01\pm16.16	76.33%	C
– Empowerment and growth	0.0-28.0	21.33 \pm 6.618	76.18%	3
– Change contributors	0.0-16.0	12.09 \pm 3.686	75.56%	4
– Risk taking	0.0-16.0	12.22 \pm 3.814	76.37%	2
– Productive conflicts	0.0-16.0	12.37 \pm 3.291	77.31%	1
Overall Importance of Core Management	36.0-224.0	174.50\pm41.97	77.90%	

Table (4): Mean score and standard deviation of studied employees' perception of the organizational commitment and its related dimensions:

Dimensions of organizational commitment	Min -Max	Mean \pm SD	Mean Percent Score	Rank
Affective commitment	8.0-30.0	18.77 \pm 3.597	62.57%	2
Continuance commitment	7.0-30.0	19.89 \pm 5.046	66.30%	1
Normative commitment	8.0-30.0	18.60 \pm 4.263	62.0%	3
Overall Organizational Commitment	33.0-82.0	57.26\pm9.643	63.62%	

Table (5): Correlation coefficient of employees' perspectives for importance and frequency of core management competencies of the managers and their organizational commitment:

Frequency of core competencies		Affective commitment	Continuance commitment	Normative commitment	Overall organizational commitment
Fostering trusted relations	r	0.106	0.296	0.323	0.337
	P	0.079	0.000*	0.000*	0.000*
Achieving results	r	0.175	0.377	0.361	0.422
	P	0.004*	0.000*	0.000*	0.000*
Setting stage for innovation	r	0.120	0.403	0.387	0.427
	P	0.047*	0.000*	0.000*	0.000*
Overall frequency of core competencies	r	0.142	0.384	0.382	0.423
	P	0.019*	0.000*	0.000*	0.000*
Importance of core competencies					
Fostering trusted relations	r	0.172	0.051	0.207	0.182
	P	0.004*	0.404	0.001*	0.003*
Achieving results	r	0.062	0.092	0.163	0.143
	P	0.308	0.130	0.007*	0.018*
Setting stage innovation	r	0.116	0.157	0.343	0.277
	P	0.056	0.009*	0.000*	0.000*
Overall Importance of Core Competencies	r	0.122	0.109	0.256	0.216
	P	0.044*	0.072	0.000*	0.000*

R= correlation coefficient

* significant at $p \leq 0.05$

Table (6): Relation between the employees' perspectives for importance and frequency of core management competencies of the managers and their overall Personal – Professional work related data:

Items	Overall importance Mean \pm SD	Overall frequencies Mean \pm SD
Age (years)		
▪ <25	180.60 \pm 13.81	110.80 \pm 69.54
▪ 25-	168.28 \pm 46.17	141.97 \pm 40.96
▪ 35-	187.15 \pm 33.21	150.94 \pm 50.64
▪ 45-	176.36 \pm 40.63	140.00 \pm 56.17
▪ \geq 55	157.93 \pm 42.88	125.87 \pm 57.76
Test of significance	F=2.751 P= 0.029*	F= 1.442 P= 0.220
Sex		
Male	185.08 \pm 34.29	150.72 \pm 60.79
Female	171.52 \pm 43.49	139.54 \pm 45.66
Test of significance	t = 4.960 P= 0.027*	t = 2.401 P= 0.122
Marital status		
▪ Single	171.71 \pm 42.22	137.67 \pm 47.15
▪ Married	175.54 \pm 42.39	144.51 \pm 50.39
▪ Divorced	177.50 \pm 41.40	123.00 \pm 37.37
▪ Widowed	160.67 \pm 28.444	121.50 \pm 50.52
Test of significance	F= 0.352 P= 0.788	F= 1.052 P= 0.370
Cont. table 6		
Level of education		
▪ Secondary/Technical education	164.47 \pm 54.58	136.39 \pm 30.25
▪ University education	176.87 \pm 38.25	145.67 \pm 48.63
▪ Post university education	171.26 \pm 47.58	146.26 \pm 38.40
Test of significance	F = 0.881 P= 0.451	F = 4.689 P= 0.003*
Years of experience		
▪ <5	178.23 \pm 36.05	141.63 \pm 45.57
▪ 5-	168.39 \pm 49.06	145.86 \pm 44.85
▪ 10-	177.80 \pm 37.95	144.09 \pm 43.85
▪ 15-	186.36 \pm 41.75	138.59 \pm 65.98
▪ \geq 20	167.43 \pm 40.37	138.34 \pm 51.31
Test of significance	F = 1.771 P= 0.135	F = 0.250 P= 0.909

t = Student T test F= ANOVA test * Significant p at \leq 0.05

Table (7): Relation between the employees' mean score of total organization commitment and their Personal – Professional work-related data:

Items	Overall Organizational Commitment	Test of significance
	Mean \pm SD	
Age (years)		
▪ <25	48.00 \pm 6.164	F= 3.736 P= 0.006*
▪ 25-	55.31 \pm 8.619	
▪ 35-	59.19 \pm 10.91	
▪ 45-	58.81 \pm 9.631	
▪ \geq 55	59.20 \pm 8.874	
Sex		
▪ Male	61.40 \pm 10.98	t = 14.928 P= 0.000*
▪ Female	56.90 \pm 8.918	
Marital status		
▪ Single	55.20 \pm 8.782	F= 2.102 P= 0.100
▪ Married	58.03 \pm 9.956	
▪ Divorced	52.00 \pm 6.761	
▪ Widowed	56.67 \pm 4.546	
Level of education		
▪ Secondary/Technical education	57.68 \pm 5.515	F = 0.740 P= 0.529
▪ University education	57.37 \pm 9.780	
▪ Post university education	56.02 \pm 8.074	
Years of experience		
▪ <5	55.13 \pm 7.515	F = 4.238 P= 0.002*
▪ 5-	55.94 \pm 8.145	
▪ 10-	55.75 \pm 10.37	
▪ 15-	62.03 \pm 11.56	
▪ \geq 20	58.88 \pm 9.584	

t = Student T test F= ANOVA test * Significant p at \leq 0.05

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