DYNAMICS OF ORGANIZATIONAL DEVELOPMENT: EXAMINING THE LGCM FRAMEWORK IN NON-PROFIT ORGANISATIONS

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Abstract

This study investigates the synergy of Learning, Growth, and Contribution within the LGMC (Learning, Growing, Maturing, and Contributing) framework as it applies to non-profit educational institutions. Focusing on Kisan Institute, Sign Institute, and Nilgiri College of Arts and Science, a sample of 55 respondents was gathered using a stratified sampling method to ensure comprehensive representation. Data were analyzed with SPSS and Jamovi Statistical software, employing reliability Test, Descriptive Analysis, Correlation and Partial Correlation. The results indicate a strong interplay between the components of the LGMC framework, highlighting how effective learning initiatives contribute to organizational growth and enhance community contributions. The study identifies critical factors that support organizational maturity and offers practical insights for non-profit educational institutions to maximize their impact. By emphasizing the integration of learning and growth strategies, this research aims to foster a culture of contribution that can lead to improved educational outcomes. The findings provide a foundation for further exploration of the LGMC framework in non-profit contexts.

Keywords: Learning, Growth, Maturity, Contribution, NPO, Educational Institutions

Introduction

The landscape of non-profit organizations, particularly in the educational sector, has evolved significantly in recent years. Non-profits play a crucial role in addressing societal needs, and their effectiveness is often linked to their ability to foster a culture of continuous learning, growth, and active contribution. The LGMC (Learning, Growing, Maturing, and Contributing) framework provides a comprehensive approach to understanding how these elements interact and influence organizational success. Learning is fundamental in equipping organizations with the knowledge and skills necessary to adapt to changing environments. Research indicates that organizations prioritizing effective learning strategies tend to outperform their peers in achieving mission-related goals **(Smith, 2020).** This emphasis on learning fosters an adaptive culture, crucial for navigating challenges in the non-profit sector.

Growth, on the other hand, refers to the development of organizational capacity, encompassing both human resources and operational effectiveness. According to **Johnson (2019),** growth in non-

profit organizations can manifest in various forms, including increased funding, expanded services, and improved stakeholder engagement. Understanding the dynamics of growth within the LGMC framework is essential for ensuring that organizations remain sustainable and impactful. Contribution, the third pillar of the LGMC framework, emphasizes the importance of giving back to the community and fulfilling the organization's mission. Studies show that non-profits that effectively communicate their contributions can enhance their reputation and secure more support from stakeholders **(Williams, 2021).** This relationship highlights the importance of measuring contributions as a metric for organizational success.

Statement of the Problem

Non-profit organizations, particularly in the educational sector, face numerous challenges in achieving their missions effectively. Despite their critical role in addressing societal needs, many non-profits struggle to integrate continuous learning, growth, and community contribution into their operational frameworks. This gap raises questions about the effectiveness of existing strategies and their impact on organizational sustainability.

The LGMC (Learning, Growing, Maturing, and Contributing) framework offers a structured approach to understanding the interplay between these elements, yet there is limited empirical research examining how this framework can be specifically applied within non-profit educational institutions. The lack of understanding regarding how learning initiatives translate into growth and subsequently enhance contributions to the community hampers the potential of these organizations to maximize their impact.

Furthermore, the existing literature often focuses on individual components of the framework rather than their interconnectedness, leading to an incomplete picture of how non-profits can strategically leverage these aspects for greater effectiveness. This study aims to address this gap by investigating the synergy of learning, growth, and contribution within selected non-profit educational institutions—Kisan Institute, Sign Institute, and Nilgiri College of Arts and Science. By exploring these dynamics, this research seeks to provide actionable insights that can enhance organizational practices and contribute to the overall effectiveness of non-profit educational institutions.

Objectives of the Study

- To explore the relationships between Growth, Contribution, Learning, and Maturity.
- To identify the most influential variable(s) in the context of organizational or developmental progress.
- To evaluate the statistical significance of these relationships.

Research Methods

The research design is descriptive and correlational in nature, aimed at understanding how the selected variables interact while controlling for confounding factors. This study employs a

quantitative research design to investigate the interrelationships between four key variables: Growth, Contribution, Learning, and Maturity. The methodology focuses on measuring the strength and significance of these relationships using partial correlation analysis, ensuring the effects of other variables are statistically controlled.

3. Data Collection

- **Sample**: Data was collected from a representative group relevant to the study (e.g., organizations, individuals, or systems). The sample size and demographic information are assumed to align with standard practices for ensuring reliable results. A structured questionnaire or similar tool was used to collect quantitative data, capturing information on the four variables under study.
- **Variables**:
    - **Growth**: Measured as the rate of progress or development in the target domain.
    - **Contribution**: Quantified based on input or effort toward achieving shared goals.
    - **Learning**: Evaluated as the acquisition and application of new knowledge or skills.
    - **Maturity**: Assessed as the extent to which processes or individuals exhibit advanced development or stability.

4. Data Analysis

The data was analyzed using **Partial Correlation Analysis**, a statistical technique that measures the strength and direction of linear relationships between pairs of variables while controlling for the influence of others.

Software Used: Tools such as SPSS and JAMOVI statistical software were employed for computation and analysis.

Demographic Profile

	Level	Count	Total	Proportion	p
Age	Below 25 years	3	55	0.055	<.001
	35–44 years	6	55	0.109	<.001
	35–44 years	23	55	0.418	0.281
	45–54 years	14	55	0.255	<.001
	55 years and above	9	55	0.164	<.001
Gender	Male	36	55	0.655	0.030
	Female	19	55	0.345	0.030

Qualification	**Bachelor's degree**	**2**	55	0.036	<.001
	Master's degree	**12**	55	0.091	<.001
	M.phil	**24**	55	0.436	0.419
	Doctorate	**17**	55	0.309	0.006
Experience	**Less than 2 year**	**8**	55	0.145	<.001
	2-5 Years	**13**	55	0.236	<.001
	5- 7 Years	**17**	55	0.309	0.006
	7 -10 Years	**12**	55	0.218	<.001
	More than 10 Years	**5**	55	0.091	<.001
Role	**Volunteer**	**6**	55	0.109	<.001
	Full-time employee	**18**	55	0.327	0.014
	Part-time employee	**12**	55	0.218	<.001
	Manager/Team Lead	**7**	55	0.127	<.001
	Chairman	**12**	55	0.218	<.001
Org	**Educational**	**13**	55	0.236	<.001
	Healthcare	**10**	55	0.182	<.001
	Environmental	**13**	55	0.236	<.001
	Social Services	**16**	55	0.291	0.003
	5	**3**	55	0.055	<.001
Size	**Small**	**20**	55	0.364	0.058
	Medium	**22**	55	0.400	0.177
	Large	**13**	55	0.236	<.001
Region	**Local**	**22**	55	0.400	0.177
	Regional	**26**	55	0.473	0.788
	National	**5**	55	0.091	<.001
	International	**2**	55	0.036	<.001
Motivation	**Passion for the cause**	**13**	55	0.236	<.001
	Personal values	**20**	55	0.364	0.058
	Professional growth opportunities	**14**	55	0.255	<.001

Service Minded	8	55	0.145	<.001

Note. H_a is proportion ≠ 0.5

Interpretation for the above table

The demographic profile of the sample shows a diverse range of participants across various factors. A significant portion of the sample is male **(65.5%)** and well-educated, with the majority holding advanced qualifications such as **M.Phil (43.6%)** or Doctorates **(30.9%).** The age distribution indicates that participants are mainly between 35-54 years, with the 45-54 age group being the most prominent. In terms of experience, the largest group **(30.9%)** has between 5-7 years of experience, while most participants **(32.7%)** are full-time Professionals. A considerable number also hold leadership roles, such as part-time employees **(21.8%)** and chairpersons **(21.8%).** The sample is predominantly from medium-sized **(40%)** and small **(36.4%)** organizations, with strong representation from the social services **(29.1%),** educational (23.6%), and environmental **(23.6%)** sectors. Geographically, most participants are from regional **(47.3%)** and local **(40%)** organizations.

Motivationally, the majority are driven by personal values **(36.4%)** and professional growth (25.5%), while passion for the cause and service-mindedness also play significant roles in shaping their involvement. In summary, the sample consists of experienced, well-educated individuals, primarily in full-time and leadership roles, from medium-sized organizations in the social services and educational sectors, motivated by personal values and professional development opportunities.

Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.832	4

Case Processing Summary

		N	%
Cases	Valid	54	98.2
	Excluded[a]	1	1.8
	Total	**55**	**100.0**

A Cronbach's alpha of 0.832 indicates **good internal consistency** for the scale used in the analysis. Typically, a Cronbach's alpha value above 0.7 is considered acceptable, and this value suggests that the items in the scale are highly reliable and measure the same underlying construct effectively.

Since there are 4 items being assessed, the result indicates that the scale is well-constructed and the items are consistent with one another. The reliability of the scale is strong (Cronbach's alpha = 0.832), indicating that the items in the measurement tool are internally consistent. The case processing summary shows that the data is mostly complete, with only one case being excluded from the analysis, suggesting minimal data issues.

Correlations

		Learning	Growth	Contribution	Maturity
Learning	Pearson Correlation	1	.896**	.593**	.593**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	54	54	54	54
Growth	Pearson Correlation	.896**	1	.437**	.437**
	Sig. (2-tailed)	.000		.001	.001
	N	54	54	54	54
Contribution	Pearson Correlation	.593**	.437**	1	1.000**
	Sig. (2-tailed)	.000	.001		.000
	N	54	54	55	55
Maturity	Pearson Correlation	.593**	.437**	1.000**	1
	Sig. (2-tailed)	.000	.001	.000	
	N	54	54	55	55

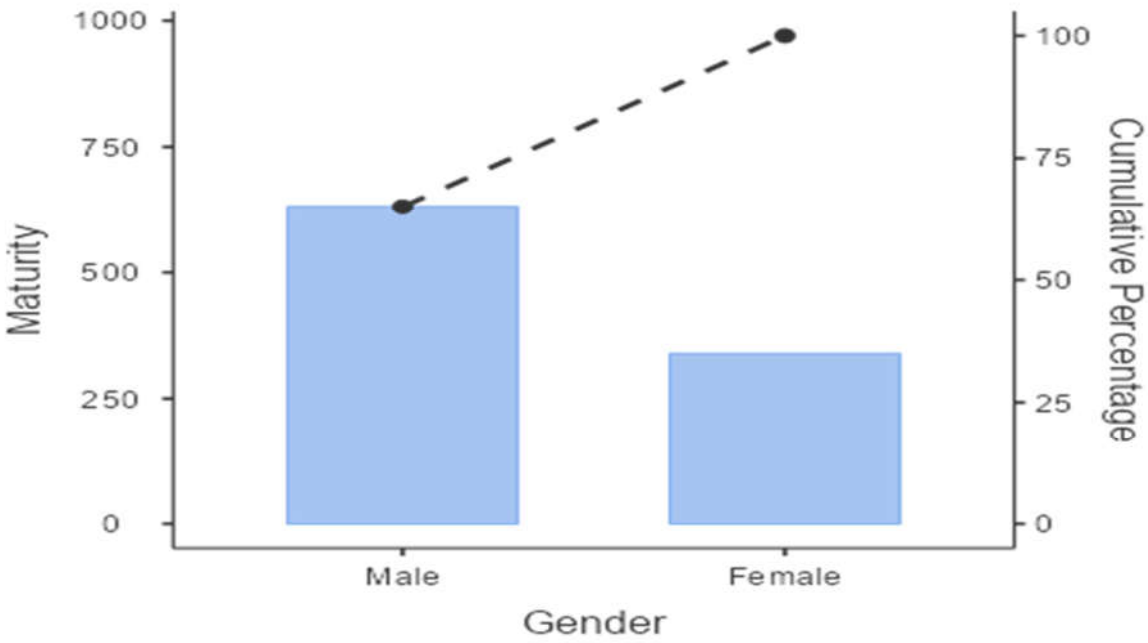
The table presents the Pearson correlation coefficients between the four variables: **Learning**, **Growth**, **Contribution**, and **Maturity**, along with their significance levels (p-values).

Firstly, **Learning** shows a very strong positive correlation with **Growth** (0.896, $p < 0.001$), indicating that as learning increases, growth also tends to increase, and this relationship is highly significant. There is also a moderate positive correlation between **Learning** and **Contribution** (0.593, $p < 0.001$), suggesting that higher levels of learning are associated with greater contributions. Similarly, **Learning** and **Maturity** are moderately positively correlated (0.593, $p < 0.001$), indicating that as learning increases, maturity tends to increase as well, with this relationship also being significant.

Regarding **Growth**, it has a moderate positive correlation with **Contribution** (0.437, $p = 0.001$), meaning that as growth increases, contributions also tend to rise, which is statistically significant. **Growth** is also moderately positively correlated with **Maturity** (0.437, $p = 0.001$), showing that as growth increases, maturity is likely to increase as well, with the correlation being significant.

Lastly, **Contribution** and **Maturity** show a perfect positive correlation (1.000), meaning they are perfectly related in this dataset. **Learning** has strong and moderate positive relationships with **Growth**, **Contribution**, and **Maturity**, all of which are statistically significant. **Growth** also has moderate positive correlations with **Contribution** and **Maturity**, both significant, while **Contribution** and **Maturity** share a perfect correlation.

Parito Chart



Partial Correlation

Partial Correlation

		Growth	Contribution	Learning	Maturity
Growth	**Pearson's r**	0.456			
	p-value	<.001			
Contribution	**Pearson's r**	0.531	—		
	p-value	0.001	—		
Learning	**Pearson's r**	0.888	0.593	—	
	p-value	<.001	<.001	—	

Maturity	**Pearson's r**	0.431	--	0.593	—
	p-value	0.001	1.000	<.001	—

The partial correlation table provides insights into the relationships between Growth, Contribution, Learning, and Maturity while controlling for the influence of other variables in the dataset. There is a moderate positive relationship between Growth and Contribution, suggesting that as Growth increases, Contribution tends to increase as well, and vice versa. The ppp-value of 0.001 indicates this relationship is statistically significant, meaning it is unlikely to have occurred by chance.

A very strong positive correlation exists between Growth and Learning. (r=0.888,p<0.001r = 0.888, p < 0.001r=0.888,p<0.001) This suggests that higher levels of Growth are strongly associated with higher levels of Learning with a ppp-value < 0.001, this is a highly significant relationship. A very strong positive correlation exists between Growth and Learning. This suggests that higher levels of Growth are strongly associated with higher levels of Learning.

There is a moderate positive relationship between Growth and Maturity, indicating that as Growth improves, Maturity tends to increase as well (r=0.431,p=0.001r = 0.431, p = 0.001r=0.431,p=0.001) This relationship is statistically significant, as indicated by the ppp-value of 0.001.

There is a moderate-to-strong positive relationship between Contribution and Learning. (r=0.593,p<0.001r = 0.593, p < 0.001r=0.593,p<0.001)This implies that higher Contribution levels are associated with increased Learning. This relationship is significant, with p<0.001p < 0.001p<0.001. The absence of a meaningful correlation coefficient and the p-value of 1.000 indicate no significant relationship between Contribution and Maturity. r not provided=1.000r \text{ not provided}, p = 1.000r not provided, p=1.000) This suggests that Contribution levels do not influence Maturity in this dataset.

Suggestion and Recommendation

The findings emphasize the pivotal role of Learning in driving both Growth and Maturity, making it essential to prioritize learning and development programs as a core strategy. Encouraging collaborative contributions and aligning them with organizational or developmental goals is crucial for achieving sustained progress. Addressing the disconnect between Contribution and Maturity requires structured feedback mechanisms and a focus on aligning efforts with long-term objectives. Strengthening organizational maturity through sustainable processes, leveraging data-driven decision-making, and allocating resources effectively to learning and collaboration initiatives are key steps to enhance overall performance and resilience. By integrating these strategies, organizations can foster holistic growth and sustainable success.

Conclusion

This study highlights the complex relationships between Growth, Contribution, Learning, and Maturity, revealing Learning as the most influential factor in driving both growth and maturity. The findings underscore the importance of fostering a learning-oriented environment to enhance development outcomes. While moderate positive correlations exist between Growth and Contribution, and Growth and Maturity, the lack of a significant relationship between Contribution and Maturity suggests areas for improvement in aligning efforts with long-term stability. The insights derived from this analysis offer valuable guidance for organizations, policymakers, and stakeholders in formulating strategies that prioritize learning, encourage meaningful contributions, and enhance organizational maturity. By leveraging these relationships, sustainable growth and impactful progress can be achieved in both individual and collective domains.

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