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AN INTERACTION EFFECT OF ORGANIZATIONAL COMMITMENT

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ABSTRACT

There is a scarcity of research looking at the states of mind of workers toward their manager after end. We contend that post-end hierarchical duty by workers (as full of feeling responsibility and authoritative underwriting) is influenced by the past activities of the association, particularly those related with the procedure of end. This recommends associations can shape the states of mind that previous workers have toward the organization.

KEYWORDS:

organizational commitment, employees,

INTRODUCTION

Organizational commitment or employee loyalty is the degree to which an employee identifies with the organization and wants to continue participating actively in it.

Meyer and Allen (1991) have proposed three-component model of organizational commitment.

1. Affective Commitment: involves the employee's emotional attachment to, identification with and involvement in the organization.

2. Continuance Commitment: involves commitment based on the costs to leaving the organization (loss of friends, loss of pension benefit, loss of familiar environment, etc.) that outweigh the benefits of taking a new job in a different organization, or because there is a lack of alternative employment opportunities ("Continuance Commitment," 2008).

3. Normative Commitment: involves the employee's feeling of obligation to stay with the organization. According to Mowday, Steers, and Porter (1979) a strong organizational commitment is characterized by:

1. The extent to which an employee demonstrates a strong desire to remain with the organization;
2. The degree of willingness to exert considerable effort on behalf of the organization;
3. Belief in and acceptance of the organization's goals and values.

Noms and Niebuhr (2002) have studied professionalism, organizational commitment and job satisfaction in accounting organization. Data were collected from several field offices of a "Big Eight" U.S. accounting firm. The results showed that the accountants who reported high levels of professionalism also reported high levels of organizational commitment. Additionally, both professionalism and organizational commitment were strongly related to job satisfaction.

• **Job characteristics:** Research has shown that organizational commitment is affected by various jobs characteristics, for example, commitment tends to be greater when people have high levels of responsibility over the jobs they performed.

• **Nature of reward:** An employee's commitment is also likely to be influenced by the nature of rewards he

or she receive, for example, feeling of commitment is enhanced by the use of a profit-sharing plan.

• **The employment opportunities:** Organizational commitment is affected by the existence of alternative employment opportunities.

• **Personal characteristics:** Personal characteristics also influence organizational commitment, for example, people who have more tenure with their organization are more highly committed to them than those who have been employed for shorter periods

OBJECTIVES OF THE STUDY

The present study was designed with the following objectives in view :

1. To study the effect of Organizational Commitment on the tendency of proneness to Self-actualization ;
2. To study the effect of teachers' Work Values on the tendency of proneness to Self-actualization ;
3. To study the effect of Leadership Behaviour of principals on the tendency of proneness to Self-actualization ;
4. To study the interaction effect of Organizational Commitment X Work Values on the tendency of proneness to Self-actualization ;
5. To study the interaction effect of Organizational Commitment X Leadership Behaviour on the tendency of proneness to Self-actualization ;
6. To study the interaction effect of Work Values X Leadership Behaviour on the tendency of proneness to Self-actualization ;
7. To study the interaction effect of Organizational Commitment X Work Values X Leadership Behaviour on the tendency of proneness to Self-actualization ;
8. To compare the tendency of proneness to Self-actualization of teachers working in Degree level when they are classified according to types of management ;
9. To compare the tendency of proneness to Self-actualization of teachers working in Degree level when they are classified according to educational qualification ;
10. To compare the tendency of proneness to Self-actualization of teachers working in Degree level when they are classified according to gender

RESEARCH HYPOTHESES

Keeping in view the above Specific Objectives – 1 to 7, the following research hypotheses were framed :

1. Effect of high and low Organizational Commitment of Degree level teachers differ significantly in respect of their tendency for self-actualization.
2. Effect of high and low Work Values of Degree level teachers differ significantly in respect of their tendency for self-actualization.
3. Effect of high and low Leadership Behaviour of Degree level teachers differ significantly in respect of their tendency for self-actualization.
4. Interaction effect of Organizational Commitment X Work Values differ significantly in respect of their tendency for self-actualization.
5. Interaction effect of Organizational Commitment X Leadership Behaviour differ significantly in respect of their tendency for self-actualization.
6. Interaction effect of Work Values X Leadership Behaviour differ significantly in respect of their tendency for self-actualization.
7. Interaction effect of Organizational Commitment X Work Values X Leadership Behaviour differ significantly in respect of their tendency for self-actualization.

SCOPE OF THE STUDY

It was intended to study the self-actualization of Degree level teachers in relation to the organizational commitment, work values and leadership behaviour of principals. The dependent variable studied was self-actualization of Degree level teachers and the independent variables were Organizational Commitment, Work Values, and Leader Behaviour of principals. Demographic variables include gender, age, marital status, teaching experience, type of management and subject specialization of teachers.

Four tools were adapted and standardized by the investigator namely Organizational Commitment Questionnaire by Allen and Meyer, Work Values Scale by Wollack et al., Self-actualization

Inventory by K.N. Sharma and Leader Behaviour Descriptive Questionnaire (LBDQ) by Halpin and Winer. Self-constructed proforma was used to collect the information on biographical variables.

The researcher himself collected the data by personally visiting the colleges precautions were observed to restore normal condition while collecting data. The data were analyzed to test the hypothesis stated. Mainly the purposes of the study were to examine the independent variable that were significantly related to self-actualization of Degree level teachers and to find out whether the independent variable namely organizational commitment, work values, and leader behaviour of principals, gender, age, marital status, type of management and subject specialization accounted for significant differences on the dependent variable organizational commitment. It was also the intention of the investigator to identify the nature of interaction that existed between the independent variable and dependent variable.

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