



EFFECT OF ORGANIZATIONAL COMMITMENT, WORK VALUES AND LEADERSHIP BEHAVIOUR OF PRINCIPALS ON SELF-ACTUALIZATION OF PU TEACHERS

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ABSTRACT :

The study of organizations may be said to have begun with the pioneering work of Weber. But many writers have expanded this field. Barnard, parsons, March and Simons, Bakke, Hopkins and Etzioni, have all added insights into the nature of the complex phenomenon represented by modern organizations. The definitions of organization point out to the characteristics, such as, Collective identity, Coalition of groups, Tasks, Coordination system, Stable interactions.

KEYWORDS : *modern organizations , complex phenomenon , organization point.*

INTRODUCTION

Organizational Commitment

Educational organizations are set up for achieving particular purposes. They are social systems. If educational administrators have to work in them or manage them, it is necessary for them to understand their nature and their working. The functioning of organizations is so complex that it almost defies understanding. Yet, educational administrators have to understand them, as they have to use them for achieving certain well-defined goals. Schools, colleges, universities and professional training centres of a country are unique forms of organizations designed to achieve specific social, cultural and vocational goals. Understanding of educational institutions in the organizational perspective calls for a further discussion of the nature and characteristics of the organization as described by sociologists and management experts.

The concept organizational commitment has proved its usefulness not only as a theoretical construct and as an empirical predictor, but also as a powerful tool which can be used as an aid to achieve higher levels of performance and discipline in an organization. The construct has been found to be related to many important outcome variables like performance, absenteeism, personnel turnover, tenure, tardiness, etc. Lack of commitment is said to be behind the major problems faced by organizations like inefficiency and poor services (Sherwin, 1972). Moreover, it's a potentially powerful mechanism of social control (Salancik, 1977). The interest in the concept of commitment appears to stem from the realization that the problem of control in organizations is in large measure solved when the commitment of its members is high. Since organizational commitment is closely related to the morale of the workforce, organization commitment has come to be considered a desirable goal in itself and the characteristic of effective, healthy organization Katz and Khan (1978).

Work Values

As Moore (1961) has pointed out, the dynamics between organizational values and societal culture is like interface between sand and sea. Cultural values provide elaborate and generalized norms both for appropriate behaviour for the members and for activities and functions of the system (Enz, 1988 ; Chatman, 1991). The study of values gains further importance in the context of Indian organizations where cultural and social diversities are to be assimilated into a larger unity. The unity may be achieved by matching organizational context with the larger socio-cultural context and through integration of members into the general organizational culture.

Values are considered significant in organizational functioning for a variety of reasons. The most important reason is that they provide the basis for the design of human organizations. Efficient organizational functioning requires that the variability in the behaviour of organizational members should be kept at a minimum (Katz and Kahn, 1978). Various designs of organizations suggested by organization theorists actually seek to reduce the variability of human behaviour within organizations. Member integration can be achieved by bringing the personal values of organizational members in line with the organizational values (Schein, 1968, 1978). A large number of terms, such as cultural values, norms, normative beliefs, attitudes expectations and needs are interchangeably used with organizational values. Organizational values refer to preferences of a relatively stable nature, which result from the interactions among organizational members and their interactions with members of other organizations.

Leadership Behaviour

Leadership is a process in which a person attempts to influence another to accomplish goals. It is the principal dynamic force that motivates and coordinates the organization in the accomplishment of its objectives. The concept of leader and leadership has been defined in more different ways than almost any another concept associated with group structure. It has attracted the attention of sociologists, social psychologist and political scientist in various contexts. No unanimity is, however, found on the precise meaning of the term among the different social scientists. Accordingly, leadership has been defined as the act of organizing and directing the interests and activities of a group of persons, as associated in some project of enterprise, by a person who develops the co-operation through securing and maintaining their more or less voluntary approval of the ends and methods proposed and adopted in their association. Bernard Bass, preferred to define leadership thus : "Leadership is a kind of interaction between or among people. Any attempt on the part of group members to change the behaviour of one or more members of a group is an attempt of leadership.

Leadership is seen as a requisite to improve the development of human resources and organizational growth. It is being considered as a means of effectively reaching the organizational goals. The rationale of leadership is to search out an optimum effort out of every organizational member, willing to achieve effectively and successfully the goals of both the members and the thoughts, whereas leadership refers to the action from which a de-sired result has to be achieved. The intangibility of leadership remains to be a concept and the benchmark continue to vary among leaders. As James McGregor Burns (1978) has said, "if we know too much about our leaders, we know far too little about leadership."

Self-actualization

Human behaviour is the result of the motivating process. But how do we motivate employees to achieve the goals of an organization and at the same time satisfy the needs of employees? How to tap the latent human capability in organization endeavours? Motivation is an inspirational process which impels the members of the team, to pull their weight effectively to give their loyalty to the group, to carry out properly the task that they have accepted and generally to play an effective part in the job that the group has undertaken. The theory of human motivation as enunciated by Maslow (1943) examines the question why people work in terms of their need satisfaction or need deprivation. His theory postulates that human needs

can be organized into hierarchy or relative pre-potency with the physiological needs at the bottom and self-actualization at the top. In the Maslow's theory of motivation, needs are arranged in a hierarchy from lower order needs to higher order needs which means that the lower order needs ought to be satisfied before the higher order needs emerge. For instance, a hungry worker should satisfy his hunger before he could strive to satisfy higher order needs like need for status or esteem etc.

Maslow emphasized that the need for self-actualization is a healthy man's prime motivation. Self-actualization means actualizing ones potentials, becoming everything one is capable of becoming. He said, the person who has achieved this highest level is capable of using fully and exploiting his talents, capacities and potentialities. There are different specific forms of self-actualization varying from person to person.

Review

Tarr, Hope C. *et al.* (1993) examined commitment and satisfaction among elementary and secondary Catholic school lay teachers (n=1040 with 746 responding). The group was classified by commitment group (mission oriented or teaching oriented). Findings indicated that teacher ideology was important to both teacher satisfaction and organizational integrity.

Kumar and Patnaik (2002) conducted a study to investigate organizational commitment of teachers. Organizational Commitment was measured by Organizational Commitment Questionnaire (Mowday, Steers and Porter, 1979). Job satisfaction was measured by Job Diagnostic Survey Questionnaire (Hackman and

Investigators have examined work values as antecedents of organizational phenomena and/or as outcomes of demographic, environmental and even genetic determinants (Keller, Bouchard, Arvey, Segal and Dawis, 1992; Shapira and Griffith, 1990). Is there a genetic component in the development of work values? In one of the few studies to explore the issue of the origin of Work Values, Keller *et al.* (1992) administered a Work Value Questionnaire to 23 monozygotic and 20 dizygotic twin pairs who had been raised apart from each other the authors found that 40 per cent of the variance in measured work values was genetic in origin and 60 per cent was environmentally based. In particular the work values of achievement, comfort, status, safety and autonomy were observed to be significantly heritable. Nevertheless, the small sample size and the unstable indices of heritability somewhat limit the generalizability of the results. As Keller *et al.* (1992) indicated, more research on the influence of environment and heredity on work values are essential.

Sabapathy, Tara (2000) conducted a study to investigate factors affecting organizational commitment of primary school teachers of Bangalore city. The findings of the study reveals : (i) there was a significant and positive correlation between organizational commitment of primary school teachers and their work motivation, job satisfaction, morale and leadership behaviour of their school heads. (ii) highly motivated teachers were more committed than teachers with moderate and low levels of work motivation. (iii) highly satisfied teachers were more committed than moderately and less satisfied teachers. (iv) teachers with higher levels of morale were more committed than teachers with moderate and low morale.

Deb (1977) compared professional and clerical groups and found that needs for autonomy and self-actualization were of prime importance to professionals. For the non-professional group, the need for security was important.

Statement of the Problem

The main focus of the study was ***effect of Organizational Commitment, Work Values and Leadership Behaviour of Principals on Self-actualization of PU Teachers.***

Variables

- i. Independent Variables*** – Organizational Commitment, Work Values, and Leadership Behaviour
- ii. Dependent Variable*** – Self-actualization

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 ;

Research Hypotheses

Keeping in view the above Objectives, the following research hypotheses were framed :

1. Effect of high and low Organizational Commitment of PU level teachers differ significantly in respect of their tendency for self-actualization.
2. Effect of high and low Work Values of PU level teachers differ significantly in respect of their tendency for self-actualization.
3. Effect of high and low Leadership Behaviour of PU 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.

Method

The study undertaken was a *descriptive research* which attempts to describe and analyze the present conditions, with a view to have an accurate picture of the present which in turn forms the basis for future planning and policy-making.

Sample

The sample was drawn by employing a two stage stratified random sampling technique. The sample comprised 11 PU college teachers drawn from aided, unaided and government PU colleges in Dharwad District. 150 teachers were selected as sample.

Tools Used

For the purpose of the present study, the investigator has used the following four tools. The details are as follows :

Organizational Commitment Questionnaire by Allen and Meyer (1990). The questionnaire consists of 24 items. Item validity was established by selecting the items, which had significant 'r' values on item total correlation. All the items were significant at 0.01 level.

Work Values Scale by Wollock *et al.*, (1971) was used. The scale consisted of 50 items. Content Validity, Cross Validity and Item Validity were established by selecting the items, which had significant 'r' values on item total correlation. Co-efficient of stability found through test-retest method. Obtained 'r' value is 0.80.

Self-actualization Inventory by K.N. Sharma was used. The Inventory has 75 items. The test-retest reliability was found to be 0.79 after gap of one month between the two administrations. The resulted correlation was 0.89 this demonstrated validity of the Inventory.

Leader Behaviour Description Questionnaire (LBDQ) by Halpin and Winer, (1957) was used. The questionnaire consisted of 30 items. Content validity and item validity were established. The reliability of the LBDQ was established by using test-retest method. The 'r' value was found to be 0.82.

COLLECTION OF DATA

The Organizational Commitment Questionnaire by Allen and Meyer adapted and standardised by the investigator, Work Value scale by Wollack, *et al.*, adapted and standardized by the investigator, Self-actualization Inventory by K.N. Sharma translated and standardized by the investigator, Leader Behaviour Description Questionnaire by Halpin and Winer standardized by the investigator were administered. Directions were given to the teachers regarding how to respond to each of the statement.

Statistical Techniques

The 3-way ANOVA technique was used to find out the main and interaction effects of the independent variables on the dependent variable self-actualization.

Results

The data was organized, tabulated and analyzed according to the objectives of the study to test the stated hypotheses as follows:

Table – 1 : Summary of the Findings of ANOVA Technique

Source of Variation	df	SS	MSS	F-value	P-value	Signi.
Main Effects						
Organizational Commitment (OC)	1	12.9600	12.9600	0.0767	>0.05	NS
Work Value (WV)	1	1048.9750	1048.9750	6.2044	<0.05	Yes
Leadership Behaviour(LB)	1	1123.1570	1123.1570	6.6432	<0.05	Yes
2-way Interaction						
OC X WV	1	189.6070	189.6070	1.1215	>0.05	NS
OC X LB	1	103.8810	103.8810	0.6144	>0.05	NS
WV X LB	1	517.1890	517.1890	3.0590	<0.05	Yes
3-way Interaction						
OC X WV X LB	1	581.5480	581.5480	3.4397	<0.05	Yes
Error	142	24007.9116	169.0698			
Total	149	27585.2286	3746.3868			

NS : Not Significant

Table – 2 : Means and SD of Main Effects

Category	Organizational Commitment		Work Value		Leadership Behavior	
	Mean	SD	Mean	SD	Mean	SD
High	147.403	20.7594	152.0260	21.1455	144.5378	19.9903
Low	148.079	18.8253	143.8908	17.2743	150.9157	19.1478

It is evident for the above table that :

1. Teachers at the PU level with higher and lower organizational commitment do not differ significantly in respect of their tendency for self-actualization.
2. Teachers at the PU level with higher and lower work values differ significantly in respect of their tendency for self-actualization.

However, the means of teachers with higher and lower work values are 152.0260 and 143.8908 respectively. Since the two means clearly reveals that teachers with higher work values are more prone to the tendency of self-actualization than those teachers with lower work values.

Therefore, it can be interpreted that teachers at the PU level with higher work values are more prone to the tendency of self-actualization than those teachers with lower work values.

3. Teachers at the PU level with higher and lower leadership behaviour differ significantly in respect of their tendency for self-actualization

However, the means of teachers with higher and lower leadership behaviour are 150.9157 and 144.5378 respectively. Since the two means clearly reveals that teachers with lower leadership behaviour has a smaller mean than that of the mean of the teachers with higher leadership behaviour.

Therefore, it can be interpreted that teachers at the PU level with lower leadership behaviour are more prone to the tendency of self-actualization than those teachers with higher leadership behaviour.

4. Teachers at the PU level with higher/lower organizational commitment and higher/lower work value do not differ significantly in respect of their proneness to the tendency of self-actualization.
5. Teachers at the PU level with higher/lower organizational commitment and higher/lower leadership behaviour do not differ significantly in respect of their proneness to the tendency of self-actualization.
6. Teachers at the PU level with higher/lower work values and higher/lower leadership behaviour differ significantly in respect of their proneness to the tendency of self-actualization.
7. Teachers at the PU level with higher/lower organizational commitment, higher/lower work value and higher/lower leadership behaviour differ significantly in respect of their proneness to the tendency of self-actualization.

CONCLUSIONS

On the basis of the above findings, the following conclusions are drawn.

1. The tendency of self-actualization among PU teachers was affected by work values of teachers and leadership behaviour of principals
2. The tendency of self-actualization was affected by the interaction effect of two variables, such as, work experience and leadership behaviour of principals. Further, it was also affected by the interaction effect of all the three variables, viz., organizational commitment, work experience and leadership behaviour of principals
3. The tendency of self-actualization differs among PU teachers handling Arts and Commerce subjects.
4. The tendency of self-actualization differs significantly among PU teachers with lower and higher work values.
5. The tendency of self-actualization differs significantly among PU teachers with higher and lower leadership behaviour of principals.

EDUCATIONAL IMPLICATIONS

On the basis of above conclusions, the following educational implications are stated:

1. Employees who showed strong participatory values exhibited relatively high commitment, those with strong instrumental values showed relatively lower commitment, providing some support for the 'fit' model.
2. Today teachers suffer from anxieties, insecurity and frustrations in work spots and are dissatisfied a lot. College managements must empathetically examine the needs of teachers and find ways to satisfy them in order to have a good team of highly self-actualized teachers.
3. College principals should exhibit appropriate behaviour in order to increase commitment of teachers.
4. Principals used material rewards of symbolic significance to influence teachers' performance. These tangible rewards included gifts, special privileges and sponsoring social events.
5. Leadership is about having a vision and achieving that vision. Organization cannot run on one or two persons skills, it must depend on team effectiveness.
6. The primary responsibility of the leader lies in the act of energizing the efforts of teacher teams, towards creating and achieving institutional vision and goals.
7. Teachers' feelings and respecting their ideas would go along way in enhancing their commitment towards their organizations.
8. Educational administrators should provide women teachers with a conducive working environment and balanced workload. Empathetic attitudes, care, concern and understanding of the problems of women teachers would go a long way in solving commitment issues.
9. Time invested becomes a valued resource in itself, while the privileges associated with length of service make it easier to derive additional organizational rewards.
10. Self-appraisals, accountability, student evaluation of teachers and transferring teachers for indifference to their jobs is one way of achieving teacher commitment.

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