International Multidisciplinary
Research Journal

Golden Research
Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

A COMPARATIVE STUDY OF SELF-ACTUALIZATION AMONG DEGREE COLLEGE TEACHERS IN TERMS OF ORGANIZATION COMMITMENT, WORK VALUES AND LEADERSHIP BEHAVIOUR

Vikram P. Hiremath
Asst Professor , Kotturswamy college of Teacher Education , Kappagal Road, Ballari,(Karnataka)

ABSTRACT

Organizational Commitment emerged as one of the most important variable in the areas of management and organizational behaviour. This is because of the growing evidence that there is a relationship between certain independent variables and commitment and certain outcome variables. The definitions given by various, researchers view organizational commitment as an attitudinal phenomenon and it is the loyalty that the employees show towards the organization to attain the goal and vision of the company and to remain in the organization. Several empirical studies reveal that there is a strong relationship between the demographic variables and organizational commitment, such as age, sex, pay and job tenure. The research also shows that the work rewards, values, motivation, culture, organizational climate, etc., are the main determinants of organizational commitment. Further, research evidence show that the turnover, absenteeism, job satisfaction, job involvement, job tension, job role, autonomy, personality factors, worker characteristics and role conflict are related to organizational commitment.

KEYWORDS : *Self-actualization , Organization Commitment, Work Values and Leadership Behaviour.*

INTRODUCTION :

In recent years there has been a growing interest among researchers in India in the study of the role of values and their relevance in understanding the functioning of organizations (Chakraborty, 1991 ; Datyal, 1977 ; Garg and Parikh, 1988 ; Gupta, 1991 ; Pareek, 1988 ; Prakash, 1982 ; D. Sinha, 1988 ; J.B.P. Sinha, 1990). A study of values is therefore necessary to understand organizational behaviours. From this perspective, culture, value systems and work-related values are interrelated with various organizational processes like communication, decision-making and leadership style. An organization is embedded in a social/cultural environment which exerts a pervasive influence on the organizational actors – employees and administrators alike–in terms of what they bring with them to the work situation – patterns of values, beliefs and social relationships.

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.

Self-actualization is essentially a Humanist concept. Humanism as an approach in psychology is a kin to existentialism as a school of philosophy. It considers and accepts man as essentially worthy and good. It is from his low level of existence that man has rise to truly human levels. And education is meant to facilitate this elevation. In this chapter, an attempt has been made to analyze the views of Abraham Maslow, Kurt Goldstein and Carl Rogers views regarding the process of self-actualization and to understand the role of education in its process. At the work place, self-actualization becomes a need which drives an individual to become 'everything that he is capable of being'. This driving force leads the individual toward reaching a job level consistent with his skills, abilities and aptitudes. When an employee is provided with such a working position, where he is able to exploit and utilize all his potentialities, the job itself can serve as a source of gratification for him. Much of man's behaviour is influenced by this driving force.

Review
Studies on Organizational Commitment

Sharif and Sulaiman (2011) explored the relationship between teachers' empowerment and their organizational commitment in rural secondary schools. The study indicated that in general, secondary school teachers in rural secondary schools possessed high levels of empowerment and organizational commitment. A positive and significant correlation between teachers' empowerment and organizational commitment was also reported. Khasawneh, Omari and Abu-Tineh (2012) determined the relationship between transformational leadership of school principals on teachers' organizational commitment. The findings indicated that a strong, positive and significant relationship existed between transformational leadership (overall) and the organizational commitment dimension.

Studies on Work Values

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.

Studies on Leadership Behaviour

Smith (2005) this study examines the leadership behaviours of one principal over a time period of five years and how he went about transforming the culture of the school. The study revealed strategies that brought success to a school leader and improved the climate and culture of the school setting. The study also provided the rich history of a school as well as revealed the concerns of staff during a time of turbulence and change and the feelings of pride and community during the tenure of the principal studied. Cokluk and Yilmaz (2010) focussed on the relationship between teachers' organizational commitment and school administrators' leadership behaviour. The study revealed a moderate positive relationship between the teachers' perceptions about organizational commitment and supportive leadership behaviour of school administrators but a moderate negative relationship was found between organizational commitment and directive leadership behaviour of school administrators.

Studies on Self-Actualization

Kaur (2008) study examined that relationship of Emotional Intelligence with Self-Actualization. It was found that there is a positive and significant correlation between Emotional Intelligence and Self-Actualization of secondary school teachers. Schruimpf, Michael; Hickman, Philip; Wedlock, Dave (2009) conducted research on a problem based learning project investigating the underlying dimensions of professional learning communities in public primary and secondary schools in the State of Missouri. Self-actualization plays a key role in creating and developing the holistic concept of student development. Development not related to physical characteristics, but to maturity, social interaction skills and the capability to better understand the self, is also known as self-actualization. Also, in their study they investigated how a student's hometown played a role on one's self-actualization. It can be suggested that whether a student comes from a metropolitan or non-metropolitan area is a significant factor in whether or not a student dropped out, transferred or remained at the same institution. Hometowns and students' levels of self-actualization revealed that there is no difference between students from rural and non-rural hometowns on self-actualization. Results did suggest differences for gender, year in school and race on self-actualization. Thus, the purpose was to compare the self-actualization of degree college teachers with respect to the variations in the levels of organization commitment, work values and leadership behaviour of principals.

Objectives

The study was designed with the following objectives in view :

1.To compare the self-actualization of degree college teachers when they are classified according to different levels of organizational commitment ;

2.To compare the self-actualization of degree college teachers when they are classified according to different levels of their work values ; and

3.To compare the self-actualization of degree college teachers when they are classified according to different levels of leadership behaviour principals.

Method : The present study is a descriptive study with a comparative analysis of selected criterion variable, self-actualization, in terms of different levels of variables, such as, organizational climate, work value, and leadership behaviour of principals.

Tools Used : The tools used in the collection of the data were : Organizational Commitment

Questionnaire by Allen and Meyer (1990), Work Values Scale by Wollock, et al., (1971), Self-actualization Inventory by K.N. Sharma and Leadership Behaviour Description Questionnaire (LBDQ) devised by the Bureau of Business Research, Ohio State University, (Halpin and Winer, 1957).

Sample : The sample was drawn by using random sampling technique. It consisted of 150 degree college teachers drawn from 11 government and private degree colleges.

Statistical Technique

t-test was used to find out the differences in the variables, namely, organizational commitment, work values, leader behaviour of principals would result in the difference in the self-actualization of degree college teachers.

Results

The findings of the analysis are presented in the following tables :

Table – 1 : Comparison of Self-actualization among Teachers with different levels of Organizational Commitment

Variable	High Organizational Commitment		Low Organizational Commitment		t-value	p-value	Signi.
	Mean	Std. Dev.	Mean	Std. Dev.			
Self-actualization	147.4034	20.7579	148.6788	18.8265	0.3946	>0.05	NS

Obtained 't' value is lesser than the tabled value (1.96) for df. 146 and at 0.05 level of significance. Therefore, the hypothesis that with higher and lower Organizational Commitment differ significantly in their tendency of proneness to self-actualization is rejected.

Table – 2 : Comparison of Self-actualization among Teachers with different levels of Work Value

Variable	High Work Value		Low Work Value		t-value	p-value	Signi.
	Mean	Std. Dev.	Mean	Std. Dev.			
Self-actualization	152.0254	21.1448	143.8912	17.2752	2.5748	<0.05	Yes

Obtained 't' value is greater than the tabled value (1.96) for df. 146 and at 0.05 level of significance. Therefore, the hypothesis that teachers with higher and lower Work Values differ significantly in their tendency of proneness to self-actualization is accepted.

Table – 3 : Comparison of Self-actualization among Teachers with different levels of Leadership Behaviour

Variable	High Leadership Behaviour		Low Leadership Behaviour		t-value	p-value	Signi.
	Mean	Std. Dev.	Mean	Std. Dev.			
Self-actualization	144.5367	19.9915	150.9175	19.1487	1.9878	<0.05	Yes

Obtained 't' value is greater than the tabled value (1.96) for df. 146 and at 0.05 level of significance. Therefore, the hypothesis that teachers with higher and lower Leadership Behaviour differ significantly in their tendency of proneness to self-actualization is accepted.

CONCLUSIONS

It may be concluded that, there is no difference in the self-actualization tendency among teachers at the degree level with higher and lower organizational commitment. However, there is a difference in self-actualization tendency among teachers at the degree level with higher and lower work values. There is also a difference in the self-actualization tendency among teachers at the degree level with higher and lower leadership behaviour of principals.

IMPLICATIONS

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. Today teachers suffer from anxieties, insecurity and frustrations in work spots and are a dissatisfied 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. College principals should exhibit appropriate behaviour in order to increase commitment of teachers. Principals used material rewards of symbolic significance to influence teachers' performance. These tangible rewards included gifts, special privileges and sponsoring social events. Leadership is about having a vision and achieving that vision. Organization cannot run on one or two person's skills, it must depend on team effectiveness. The primary responsibilities of the leader lie in the act of energizing the efforts of teacher teams, towards creating and achieving institutional vision and goals. Teachers' feelings and respecting their ideas would go along way in enhancing their commitment towards their organizations. Educational administrators should provide women teachers with conducive working environment and balanced workload. Empathetic attitudes, care, concern and understanding of the problems of women teachers would go along way in solving commitment issues. Time invested becomes a valued resource in itself, while the privileges associated with length of service make it easier to derive additional organizational rewards. Self-appraisals, accountability, student evaluation of teachers and transferring teachers for indifference to their jobs is one way of achieving teacher commitment.

REFERENCES

1.Allen, N.J., and Meyer, J.P. (1990). The Measurement and Antecedents of Affective Continuance and Normative Commitment to the Organization. Journal of Occupational Psychology, Vol. 63, pp. 1-18.
2.Balaji, C. (1992). As Organizational Commitment Decomposes Issues in Measuring Multiple Organizational Commitment. Indian Journal of Industrial Relations. Vol. 28, pp. 155-160.
3.Balakrishnan, R. and Ganesan. V. (1980). Creativity and Job Satisfaction. Indian Journal of

Psychology, 55, pp. 33-37.

4.Carol, Kinsey Goman. (1991). Managing for Commitment ; Crisp Publication Inc. California.

5.Chakraborty, S.K. (1991). Management by Values. Oxford Publishing Company.

6.Daniel, Katz and Robert L. Kahn. (1966). The Social Psychology of a Organization, John Wiley and Sons, Inc, pp. 39-47.

7.Garrett, H.E. (1981) Statistics in Psychology and Education. Bombay : Vakils, Feffer and Simons Ltd.

8.Hall Richard H., (1972). Organizations : Structure and Process : Prentice hall, Inc. Englewood Cliffs, New Jersey.

9.Kalleberg, A.L. (1977). Work Values and Job Rewards : A Theory of Job Satisfaction, American Sociological Review, Vol. 42, pp. 124-143.

10.Kidron, A. (1978). Work Values and Organizational Commitment, Academy of Management Journal, Vol. 21, pp. 239-247.

11.Maslow, A.H. (1954). Motivation and personality, Harper and Row Publishers, New York.

12.Maslow, A.H. (1955). Deficiency Motivation and Growth Motivation in M.R. Jones (Ed.) Nebraska Symposium on Motivation, Lincoln : University of Nebraska Press, pp. 1-30.

13.Prasad, L.M. (1979) Organization and Management. New Delhi, India.

14.Sartori, G. (Ed.,) (1984) Social Science Concepts : A Systematic Analysis. C.A. Sage, Beverly Hills.

15.Sinha, J.B.P. (1990) Work Culture in Indian Context. Sage, New Delhi.

16.Usha, Kumari Self-actualization and Organizational Climate : A Study of Indian Manager. Indian Journal of Applied Psychology, 15, pp. 9-14.

Publish Research Article
International Level Multidisciplinary Research Journal
For All Subjects

Dear Sir/Mam,

We invite unpublished Research Paper,Summary of Research Project,Theses,Books and Book Review for publication,you will be pleased to know that our journals are

Associated and Indexed,India

* International Scientific Journal Consortium
* OPEN J-GATE

Associated and Indexed,USA

* EBSCO
* Index Copernicus
* Publication Index
* Academic Journal Database
* Contemporary Research Index
* Academic Paper Databse
* Digital Journals Database
* Current Index to Scholarly Journals
* Elite Scientific Journal Archive
* Directory Of Academic Resources
* Scholar Journal Index
* Recent Science Index
* Scientific Resources Database
* Directory Of Research Journal Indexing