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ORGANIZATIONAL COMMITMENT AND CREATIVITY: THE INFLUENCE OF THINKING STYLES

Vikram P. Hiremath

Assistant Professor, Kotturawamy College of Teacher Education, Kappagal Road Ballari, Karnataka.

Abstract: Creativity has long been a popular research question among psychologists. Studies in the past few decades have explored the effect of both internal individual factors and external environmental factors on creativity. The findings help shed light on how we can cultivate and further tap creativity. With the increasing role of culture in the study of psychology in the recent decade, researchers have now begun to turn their attention to the study of how culture can influence creativity. Answering this question in a scientific way is of profound significance to the ongoing educational reform in China. Based on the unique thinking style of Chinese people and focusing on knowledge workers engaged in creative activities, our study explored the relationships among thinking style, organizational commitment and creativity of Chinese employees. We theorized that the thinking style of connection and change would influence employee creativity both directly and indirectly. Data analysis from a sample of 134 Chinese subordinates supported our hypothesis, indicating that connection was correlated positively to creativity, whereas change was correlated negatively. Furthermore, connection was found to have a moderating effect on the relationship between organizational commitment and creativity; and the influence of change on employee creativity was partially mediated by organizational commitment. Our findings are of great theoretical and practical significance for understanding the mechanisms the effect of thinking style.

Keyword: Thinking style; Organizational commitment; Creativity; Culture. JEL Classification Numbers.

INTRODUCTION

In the present study organizational commitment, work values and leadership behaviour are the independent variables, and the self-actualization is a dependent variable. The studies related to independent and dependent variables are reviewed in this article.

Studies on Organizational Commitment

Oldham, (1975), Attitudes towards Work was measured by Attitude towards Work Scale (JR. Gordon, 1991). The result of the study indicated that, male below 40 years age group, teachers with below 12 years teaching experienced were more committed towards their organization than that of their counter parts. The result related to security satisfaction showed that the teachers having above 12 years of experience feel more secured. The result did not show any significant differences related to sex, age group and teaching experience of teachers. The correlation between organizational commitment and job satisfaction was moderate which showed that the teachers who were more committed towards the organization were more satisfied with their job. In the same way, the organizational commitment was moderately related to attitude towards work.

Shin, Hyun Seok and Reyes, Pedro (1991) led a review to inspect the causal connection between instructor responsibility to the school association and occupation fulfillment in a model of educator duty

utilizing longitudinal vocation stepping stool information. Two central measures (duty and fulfillment) and statistic indicators from 854 educators were investigated for this review. Cross slacked connection/relapse examinations were utilized to decide the causal requesting of instructor duty and occupation fulfillment in time-slacked circumstances. Information examinations plainly bolstered the theory that dedication is unique in relation to fulfillment and that fulfillment has more prominent causal transcendence over responsibility, more prescient power than duty. The discoveries showed that fulfillment is a determinant of responsibility. A functional ramifications of this review is that school managers need to take a shot at making educator work fulfillment before the instructor builds up a feeling of responsibility towards the association.

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.

Riehl, and Sipple (1996) examined the relationships among teacher's task environments school organizational climates and teachers' professional and organizational commitments. Data were derived from the 1987-1988 National Center for Education Statistics

Schools and Staffing Survey. The study was based on a sample of 14,844 secondary school teachers.

Menzies, Teresa, Virginia, (1996) conducted a study to examine teacher commitment in the business, health and technology faculties within three colleges of applied arts and technology (CAATs) in Ontario. A 127 – item questionnaire was administered to 555 full-time teachers in the three faculties in the three CAATs with a 60% response rate. Results indicated both moral and pragmatic reasons as a source of teacher commitment. A ranking of commitments based on the questionnaire results were commitment to teaching, student learning, professional commitment, extra work commitment and organizational commitment. Active commitment practices were mostly related to commitment to teaching and to students.

Warchol, Marie, Theresa (1996) conducted a study to examine pre-service teachers' commitment to urban education. The chronic shortage of qualified teachers in urban schools is a serious national issue. The reasons for this shortage are numerous and complex, but one that is often noted is the reluctance of White, middle class teacher education graduates to work in urban settings. They tend to return to the rural, suburban and small town communities from which they came and where they expect to teach students who were much like themselves. Little has been said about those pre-service teachers who are committed to teach in poor majority minority urban schools. The nature of these pre-service teachers' commitment to urban education is characterized first by their need to find a place where they are accepted or fit in and second that commitment was characterized by their desire to be a change agent in urban settings.

The study conducted by Sarafoglu, Mary Katherine (1997) was a push to investigate particular and in addition all the more common inquiries concerning educator inspiration and responsibility to stay in the calling. In particular, there was an endeavor to look at subjectively how instructors see themselves and their improvement, where they put themselves in the instructive diagram and how this is converted into an establishment for long haul devotion and responsibility. A deficiency of instructor, and also the attractive quality and trouble of holding very much qualified ones, keep on being basic issues for urban schools and this was bolstered by ebb and flow look into (Bobbitt, Faupel and Bums, 1991 Carnegie, Forum on Education and the Economy, 1986 Darling-Hammond, 1984 Grismer and Kirby, 1987 Feistritz, 1983a). The review uncovered that dedication and inspiration were emphatically corresponded. Be that as it may, little research inspects the supreme duty and devotion of senior and experienced educators, in spite of challenging conditions, to remain in instructing, as well as in their

specific assignments.

Fresko, Barbara et al. (1997) conducted an empirical investigation to predict commitment to teaching as measured by the extent to which teachers expressed an unwillingness to change careers predictor variables included personal variables as well as job-related factors. Data were reported from 175 teachers who had completed their preservice training at an Israeli teachers college over a ten-year period. Results indicated that only job satisfaction could directly predict commitment. Other factors, such as professional self-image, abilities, gender, job advancement and pupil grade level were directly related, generally through their relationship with satisfaction. Teaching experience was unrelated to other variables in the study.

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Vikram P. Hiremath

Assistant Professor, Kotturwamy College of Teacher Education, Kappagal Road Ballari, Karnataka.

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