

*Summary of Findings, Suggestions and  
Conclusion*

---

## **CHAPTER VIII**

### **SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION**

This study seeks to examine the association between perception of teachers towards authentic leadership (AL) of their heads, commitment and individual performance. More particularly, this study aims to comprehend how (a) AL influences teachers' commitment; (b) AL influences individual performance and (c) commitment influences performance. This study presents empirical fact that the effect of employees' perception of their heads leadership style on their performance and commitment to the organization. More specifically, the transparency in relationships and consistency between principles, words, and actions displayed by authentic leaders contributes to higher levels of commitment and willingness to perform. This chapter deals with the findings, suggestions and conclusion. The findings of the study are stated below. The suggestions of the study is stated based on the findings and the responses from the respondents

#### **Findings of the Study**

The findings of percentage analysis, Kendal's Coefficient of Concordance, Descriptive statistics, t-Test, ANOVA, Chi- Square, Correlation, Regression and Path Analysis are presented in the following paragraphs.

#### **SIMPLE PERCENTAGE ANALYSIS**

- ◆ Out of 400 teachers considered for the study, 73.8 percent of the respondents are male and 38.3 percent of them are between the age group of 36-45 years.
- ◆ Regarding educational qualification and designation, 69.4 percent of them are Qualified with M.E/M.Tech and 42 percent of them are Assistant professor.
- ◆ With respect to pay scale 39.8 percent of the respondents receive a salary of Rs.20001- Rs.40000 and 26.3 percent of them have an experience between 11-15 years.

- ◆ It has been found that, 40.8 percent of the teachers are working for 4-6 years under present HOD and 17 percent of them are from Electrical & Electronics engineering (EEE) department
- ◆ Regarding type of management, 76 percent of them are working in Self-finance type of management and 78 percent of the teachers are working in NAAC Accredited Institutions.
- ◆ With respect to number of members in the department, 50.7 percent of them are working with 11-20 teachers and 45.8 percent of the teachers are handling classes for 16-20 hours in a week.
- ◆ It has been found from the analysis, 78.5 percent of the teachers reported that the work load is manageable and 75.8 percent of them said that they will take 30 minutes to prepare the contents to be delivered in the class.
- ◆ Out 400 respondents taken for the study, 72.8 percent of the teachers' take 10 min to prepare for already handled subjects and 68 percent of them has attended 1-3 FDP courses. Regarding the status other than working in college, 57.3 percent of them reported that they are working only in the college

#### **KENDAL'S COEFFICIENT OF CONCORDANCE**

##### **◆ Making Students Alert**

The result shows that, for making students alert in the class room the teachers take Interactive sessions. This has been ranked 1 by most of the respondents with mean score of 2.78. The results of the rankings W value is found to be moderate with 0.065 the respondents responses are found to be significant

##### **◆ Factors Persuade to take up Teaching Profession**

Regarding the factors persuade to take up teaching profession is Scale of pay followed by job security. It has been ranked 1 by most of the respondents with mean score of 3.74. The results show that there is a similarity among the respondents in assigning the ranks.

## **TEACHERS PERCEPTION ON AUTHENTIC LEADERSHIP TOWARDS THEIR HEADS**

**Objective 1: To find the perception of teachers towards Authentic Leadership of their heads working in Engineering Colleges.**

### **DESCRIPTIVE STATISTICS**

- ◆ The descriptive statistics is applied to find the mean score of perception of teachers towards authentic leadership of their heads in the department. The authentic leadership includes four different factors which include self-awareness, internalized moral perspective, balanced processing and relational transparency.
- ◆ The mean scores fall between 3 to 4. This indicated that the teachers agree they have good perception about their heads of the department. The result also reveals that, the heads of the department have good understanding, guide their subordinates and action of the leader reflects in their core values. They are able to list out their strength, they are supportive in controversial issues, guides with moral values and admit their mistakes to others.

### **ANOVA**

The scores of each factor have been compared among the group of selected demographic/job related factors and Teachers Perception on Authentic Leadership towards their Heads. The authentic leadership factors, such as, self-awareness, internalized moral perspective, balanced processing and relational transparency has been compared with selected demographic/job related factors.

#### **Self-Awareness**

- ◆ The ANOVA results states that there is a significant difference between demographic factors and self-awareness of leader in respect of factors, namely, Designation, Age, Teaching Experience and Members in the department. The average score does not vary significantly in case of Type of management, Pay Scale, Experience under present HOD, Hours of classes handled per week and Work load in the college.

- ◆ The teachers those who are in the age group of 56-65 years, the teachers who are professors and have an experience between 21 -25 years have varied in their perception in case of self awareness factor.

### **Internalized Moral Perspective**

- ◆ The ANOVA results states that there is a significant difference between demographic/ Job related factors and internalized moral perspective in respect of factors, namely, Age, Designation Teaching Experience, Members in the department. The average score does not vary significantly in case of Pay Scale, Experience under present HOD, Type of management, Hours of classes handled per week and Work load in college.
- ◆ The teachers who are in the age group of 45-55 years, the teachers who are associate professors, the teachers have an experience between 21-25 years and the teachers working with 21-30 members in the department have different perception when compare to other teachers regarding the internalized moral perspective.

### **Balanced Processing**

- ◆ The ANOVA results states that there is a significant difference between demographic/ job related factors and Balanced Processing in respect of the factors, namely, Age, Designation Teaching Experience and Members in the department. The average score does not vary significantly in case of Pay Scale, Experience under present HOD, Type of management, Hours of classes handled per week and Work load in college.
- ◆ The teachers who are 56-65 years of age, the teachers in the professor designation and the teachers have more than 25 years of experience have different perception when compared to other teachers with respect to balanced processing.

### **Relational Transparency**

- ◆ The ANOVA results states that there is a significant difference between demographic factors and Relational Transparency in respect of factors, such as, Designation, Teaching Experience, Experience under present HOD, Members in the department. The average score does not vary significantly in case of Age, Pay

Scale, Experience under present HOD, Type of management and Hours of classes handled per week, Work load in college.

- ◆ The teachers who are in professor designation, having an experience of 21-25 years, the teachers who have work for 7 to 9 years with present HoD's and the teachers working with 21-30 members have different perception with respect to relational transparency of their heads when compare to other teachers.

### **t –TEST**

t- Test has been applied to find the significant difference between gender of the teacher and authentic leadership factors.

#### **Self-Awareness**

- ◆ The mean scores are found to be high for male teachers. There is no significant relationship between gender and self-awareness scores.

#### **Internalized Moral Perspective**

- ◆ The mean scores are found to be high for male when compare to males. There is no significant relationship between gender and internalized moral perspective.

#### **Balanced Processing**

- ◆ The mean scores are found to be high for female teachers when compare to male teachers. There is no significant relationship between gender and internalized moral perspective.

#### **Relational Transparency**

- ◆ The mean scores are found to be high for female teachers when compare to male teachers. There is no significant relationship between gender and internalized moral perspective.

### **CORRELATION**

- ◆ The highest positive correlation is found between self-awareness and internalized moral perspective ( $r=0.748$ ). The correlation between self-awareness and Balanced

Processing is lower ( $r=0.514$ ) when compared to other factors. All the four different authentic leadership factors have positively correlated with each factor.

## **ORGANIZATIONAL COMMITMENT**

**Objective: To examine the organizational commitment of the teachers in engineering colleges.**

### **DESCRIPTIVE STATISTICS OF ORGANISATIONAL COMMITMENT**

- ◆ Descriptive analysis has been applied for the three different organizational commitment factors, such as, affective, continuance and normative commitment. The findings are presented in the following paragraphs.
- ◆ The average mean scores of organizational commitment falls between 3 to 4 in case of affective and continuance commitment. But in case of continuance commitment scores falls between 3 to 2. The result reveals that, teachers are emotionally committed to the organization, they have strong sense of belongingness and they want to be loyal to the institution

### **ANOVA**

ANOVA has been applied to find whether there is any significant difference between organizational commitment factors, such as, affective, continuance, normative commitment and demographic/job related factors. The results are given in the following paragraph.

#### **Affective commitment**

- ◆ The ANOVA results states that there is a significant difference between demographic factors and affective commitment factors in respect of the factors, namely Age, Designation, Teaching Experience, Experience under present HoD and Members in the department. The average score does not vary significantly in case of Pay Scale, Type of management, Hours of classes handled per week and Work load in college.
- ◆ The result reveals that, the teachers who are in the age of 55-65 years, the teachers in professor designation, the teachers who have an experience between 21 to 25 years and members in the department found to be 21 -30 are significantly

different when compared to other teachers and they are more loyal and committed to their organization.

### **Continuance commitment**

- ◆ The ANOVA results states that there is a significant difference between demographic factors and Continuance commitment in respect of factors, namely, Age, Designation, Teaching Experience and Members in the department. The average score does not vary significantly in case of Pay Scale, Experience under present HOD, Type of management, Hours of classes handled per week and Work load in college.
- ◆ The findings shows that, the teachers in the age group of 55 to 65 years, the teachers who are professors, the teachers who have experience between 16 to 20 years and the members found to be 21-30 members are found to be different with respect to continuance commitment. They are more committed and sacrifice for their organization when compare to other teachers

### **Normative commitment**

- ◆ The ANOVA results states that there is a significant difference between demographic factors and normative commitment of teachers in respect of factors, namely Age, Designation, Pay Scale. The average score does not vary significantly in case of Teaching Experience, Experience under present HoD, Members in the department, Type of management, Hours of classes handled per week and Work load in the college.
- ◆ The factors, namely, Age, Designation, Pay scales have significantly differed in the normative commitment factors of teachers working in engineering colleges. The teachers who are in the age group of 56-65 years, the teachers in professor designation and the teachers earning an income between Rs.40,001 to Rs.60,000 are comparatively different from other teachers. They are more committed and loyal to their organization when compared to other teachers.

## **t-TEST**

t-Test has been applied to find the significant difference between organizational commitment factors, such as, affective, continuance, normative commitment and gender of the teachers.

### **Affective Commitment**

- ◆ The mean scores are found to be high for female teachers compare to male teachers. There is no significant relationship between gender and affective commitment.

### **Continuance Commitment**

- ◆ The mean scores are found to be high for female teachers compare to male teachers. There is no significant relationship between gender and Continuance Commitment.

### **Normative Commitment**

- ◆ The mean scores are found to be high for female teachers compare to male teachers. There is no significant relationship between gender and Normative Commitment.

## **CORRELATION**

Correlation between the factors of Organisational commitment has been found out. The highest positive correlation is found between Affective commitment and continuance. It is observed from the results that all the factors are positively and significantly correlated with each of the factors.

## **PERFORMANCE ASSESSMENT**

**Objective 3: To assess the performance of engineering teachers based on assessment score.**

The Performance assessment scores are prescribed by the UGC has been considered for calculating the performance of teachers in engineering colleges. The process of Academic performance index (API) or performance assessment system has been introduced to calculate the performance of the teachers. Further the performance

assessment index is including four different categories, such as, Category I, II, III and IV. The Performance Assessment score is given for each question and according to the scores the individual capacity to contribute to performance is calculated and however, for the present study, according to weights assigned for each activity and each category overall performance score has been calculated based on the sum of the number of activities with respective weights in the Performance Index. The results are presented in the following paragraphs.

### **DESCRIPTIVE STATISTICS FOR PERFORMANCE ASSESSMENT CATEGORY SCORES**

- ◆ The descriptive statistics result reveals that in Category I, the scores falls between minimum of 47 to maximum of 356 and in Category II varies between minimum of 22 to maximum of 158. With respect to Category III the scores are found between 46 to 348 and in category IV the score between 43 to 325.
- ◆ Overall Performance assessment, it is observed that, the value varies between minimum of 158 to maximum of 1187.

### **Category wise Performance of the Respondents**

The performance scores of all the four categories and overall performance assessment of the respondents have been grouped into three classifications namely Low, Moderate and High. For this purpose, the (Mean $\pm$ 0.5S.D) classification procedure has been followed.

- ◆ It is observed from the category wise analysis found that, 39.5 percent of the respondents are low performers with respect to category I followed by 37.0 percent of the respondents are high performers.
- ◆ Regarding Category II, 36.8 percent of respondents fall under high performing category and 35.5 of the per cent respondents are categorized under low performing category.
- ◆ With respect to Category III, 37.8 per cent of the respondents fall under the category low. Equal percent of respondents fall under moderate and high performing category (31.3 per cent).

- ◆ In case of Category IV, 43.5 per cent of the teachers fall under low performing category, 31.3 percent are fall under high performing category and 25.3 per cent of the respondents categorize under moderate performing level.
- ◆ The overall performance assessment score results shows that, 40.8 per cent of the teachers fall under low performing category, 34.3 per cent fall under high performing category and 25.0 per cent are categorized under moderate performing level.

## **CHI SQUARE**

The mean scores of performance assessment are calculated by descriptive statistics and to determine the significant relationship of the job related factors Chi square analysis have been applied. The results are depicted in the following paragraphs.

### **Performance Assessment Category I Vs Job related factors**

- ◆ There is no significant association between Pay scale, Teaching Experience, Type of management with Category I score. In the case of Designation, there is a significant association with Category I score
- ◆ The result shows that, the teachers in the professor designation are fall under high performing category and they are performing better than other designation teachers. With respect to experience of the teachers who are having less experience and those who are having more than 25 years fall under low performing category when compare to other groups. Regarding the type of management the teachers working under self financing management are performing well when compare to aided college teachers.
- ◆ The result also reveals that, there is a strong association between designation and performance of the teachers. The teachers who are Professors are found to be in high performing category.

### **Performance Assessment Category II Vs Job related factors**

- ◆ There is no significant association between Pay scale, Teaching Experience, Type of management, with Category II scores. In the case of designation, there is a significant association with Category II score.

- ◆ The result founds that, the teachers who are in the professor designation are found to be high performing category when compare to other groups. In case of experience the teachers who have less experience are found to be low performing category and the teachers have 11-25 years of experience are found to be in high performing category.
- ◆ Regarding the type of management the teachers working in aided and self finance colleges are found to be in both low and high performing category. But the teachers working in government colleges are more in low performing category when compare to other colleges.

### **Performance Assessment Category III Vs Job Related Factors**

- ◆ There is no significant association between Pay scale, Teaching Experience, Type of management, with Category III score. In the case of Designation, there is a significant association with Category III.
- ◆ The result reveals that Category III also the teachers in the Professor designation are found to be high performing group. Associate and Assistant professor are more in low performing group. Pay scale not an influencing factor for performance of the teachers in category III.
- ◆ Regarding the type of management most of the teachers in government colleges are found in low performing category. Some extend the self-finance college are found to be more in high performing group when compare to other teachers in category III performance assessment. There is a strong association between designation of the teachers and category III of performance assessment.

### **Performance Assessment Category IV Vs Job Related Factors**

- ◆ There is no significant association between designation, Pay scale, Teaching Experience, Type of management, with Category IV.
- ◆ The result reveals that the teachers who are associate professors are found to be more in high performing category and pay scale is not an influencing factor. In case of experience the teachers who have experience between 11 to 25 years found to be in high performing category.

- ◆ The teachers who have less experience and who have more than 25 years are found to be in low performing category. With respect to type of management most of the teachers working in all these colleges are found in low performing category. The self-finance colleges teachers are comparatively good regarding category IV of the performance assessment.

## **ANOVA**

ANOVA has been applied to find the whether there is any significant difference in the mean scores of selected job related factors and overall performance scores of the teachers. The results are presented in the following paragraph.

### **Overall Performance Assessment Vs Demographic/Job Related Factors**

- ◆ The ANOVA results states that there is a significant difference between demographic factors and performance assessment in respect of factors, namely, Designation and Members in the department. The average score does not vary significantly in case of Age, Pay Scale, Teaching Experience, Experience under present HoD, Type of management, Hours of classes handled per week and Work load in college.
- ◆ The factors, namely, designation, Members in the department has played a vital role in the performance assessment of teachers working in engineering colleges. Hence, these factors have significantly differed in the performance assessment of teachers working in engineering colleges.
- ◆ The teachers who are professor designation and the department having 21-30 members in the department are found to be different when compare to other teachers. Hence, there is a significant difference found with respect to designation and number of members in the department.

### **t-Test for Overall Performance Assessment Vs Gender**

The mean scores are found to be more for male teachers when compare to female teachers. The result of t-test shows that there is no significant relationship between gender and performance assessment.

## **RELATIONSHIP BETWEEN PERCEPTION OF TEACHERS ON AUTHENTIC LEADERSHIP, COMMITMENT AND TEACHERS PERFORMANCE**

**Objective 4: To explore the relationship between perception of teachers towards authentic leadership, commitment and teachers performance**

### **CORRELATION**

The correlation analysis has been applied to find the relationship between, perception of teachers on authentic leadership, organizational commitment and teachers' performance. The findings are presented in the following paragraphs.

#### **Authentic Leadership Vs Performance Assessment**

- ◆ Authentic leadership factors, such as, self awareness, balanced processing, internalized moral perspective and balance processing are significantly and positively correlated with Performance assessment of the teachers.
- ◆ The highest positive correlation is found between performance assessments and internalized moral perspective. The correlation between Balanced Processing and performance assessment is lower when compared with others.

#### **Organisational Commitment Vs Performance Assessment**

- ◆ It is observed from the correlation analysis all the three factors, such as affective, continuance and normative commitment are positively correlated. The highest correlation is found between performance assessment and affective commitment.
- ◆ The correlation between normative commitment and performance assessment is lower when compared with others factors.

#### **Authentic Leadership Vs Organisational Commitment**

- ◆ It is found from the correlation analysis authentic leadership factors are positively correlated with organizational commitment factors. The highest correlation is found between affective commitment and self-awareness factor of authentic leadership.
- ◆ The correlation between relational transparency and normative commitment is lower when compared with other authentic leadership factors.

## **REGRESSION ANALYSIS**

The multiple regression analysis is done to determine the comparison of authentic leadership and organisational commitment with the performance of the teachers. The findings are presented in the following paragraphs.

### **Authentic Leadership, Organisational Commitment with Performance Assessment**

- ◆ The authentic leadership factors, such as, internalized moral perspective, balanced processing and relational transparency are significantly influence the overall performance score of the teachers.
- ◆ At the same time the variables, such as, self-awareness, affective commitment, continuance commitment, and normative commitment are not significantly influencing the overall performance score of the teachers.
- ◆ It is found from the regression analysis internalized moral perspective has the highest beta value 0.257, which contributes more towards overall performance score.
- ◆ The next, more contributing variable is balanced processing with a beta value of 0.166 followed by relational transparency and self-awareness where the organisational commitment is found to have a less scoring like affective commitment has been found to be next with the beta value 0.008 whereas continuance commitment and normative commitment are the least contributing variable to overall performance.

## **PATH ANALYSIS**

The fourth objective of the study is to find the relationships between several Authentic Leadership factors, Organisational Commitment and Performance Assessment of the academic professionals. The findings are presented in the following paragraphs.

### **Path Analysis of relationship between, Authentic Leadership, Organisational Commitment and Performance Assessment of Academic Professionals.**

- ◆ The Estimate of path coefficients Regression Weights for the path model shows that, among the four Authentic Leadership factors, Self-Awareness, Balanced

Processing and Relational Transparency have significant and positive effect on Affective Commitment factor of Organisational Commitment. There is a direct positive relationship between Authentic Leadership Factors and Affective Commitment

- ◆ Internalized Moral Perspective, Self-Awareness and Balanced Processing are the three factors which are found to have significant positive effect on Continuance Commitment factor of Organisational Commitment. The effect of Relational Transparency on Continuance Commitment has been negative and not significant. There is a direct positive relationship between Authentic Leadership Factors and Continuance Commitment.
- ◆ The regression coefficients of Self-Awareness and Balanced Processing on Normative Commitment were both positive and significant. Internalized Moral Perspective and Relational Transparency have no significant effect on Normative Commitment. There is a direct positive relationship between Authentic Leadership Factors and Normative Commitment' and the hypothesis accepted with respect to Self-Awareness and Balanced Processing only.
- ◆ The direct effect of Self Awareness on Active Commitment is higher than other Authentic Leadership factors. However it could also be seen that Self Awareness factor has more positive effect on all the three factors of Organisational Commitment. On the other hand, Internalized Moral Perspective is more effective on Performance Assessment, followed by Balanced Processing with positive regression weights. Relational Transparency has least effect on Performance Assessment of academic professionals.
- ◆ While the effects of Organizational Commitment factors are considered, Continuance Commitment contributes more towards Performance Assessment compared to other factors. The effect of Normative Commitment on Performance Assessment is found to be lowest. Authentic Leadership factors also have indirect effect on Performance Assessment. The indirect effect of Self Awareness contributes more to Performance Assessment.

- ◆ The indirect effect of Relational Transparency is least compared to other factors. From the standardized total effects, it can be observed that over all, Internalized Moral Perspective has more effect on Performance Assessment followed by Relational Transparency. The total effect of Self Awareness is lesser on Performance Assessment when compared to other Authentic Leadership factors.
- ◆ The final path co-efficient results shows that the Authentic Leadership factors, namely, Self-Awareness and Balanced Processing significantly influenced all the three organizational Factors. Performance Assessment was significantly influenced by Internalized Moral Perspective, Balanced Processing and Relational Transparency of Authentic Leadership. None of the three organizational commitment factors had any significant influence on Performance Assessment.
- ◆ On the other hand, Internalized Moral Perspective is more effective on Performance Assessment, followed by Balanced Processing with positive influence. While the effects of Organisational Commitment factors are considered, Continuance Commitment contributes more towards Performance Assessment compared to other factors.
- ◆ Authentic Leadership factors also have indirect effect on Performance Assessment. The indirect effect of Self-Awareness contributes more to Performance Assessment.
- ◆ The overall result shows Internalized Moral Perspective has more effect on Performance Assessment followed by Relational Transparency. The total effect of Self-Awareness is lesser on Performance Assessment when compared to other Authentic Leadership factors.
- ◆ The direct effect of authentic leadership on Performance Assessment is higher than other organisational commitment factors. However, it could also be seen that Organisational Commitment on Performance Assessment is also higher the direct effect of Authentic Leadership factors.
- ◆ Authentic Leadership factors also have indirect effect on Performance Assessment. The indirect effect of Secured and easy transaction contributes more

to Performance Assessment. From the standardized total effects, it can be observed that overall, Secured and easy transaction has more effect on Organisational Commitment followed by Problem score.

- ◆ The total effects of Authentic Leadership factors on Performance Assessment show that the total effect of commitment contributes more to Performance Assessment when compared with other Authentic Leadership factors. However, Organisational Commitment is seen to contribute more to Performance Assessment than the Authentic Leadership factors.

## **SUGGESTIONS**

### **Suggestions to the Heads of the Departments**

- ◆ In the present study, the correlation result shows that there is a positive significant relationship between teacher Commitment and authentic Leadership of teachers. If there is a larger teachers Commitment it can expect increased leadership effectiveness of engineering Teachers. Hence, Heads should focus on their aspects.
- ◆ Heads with positive attitude are required in educational institutions to inspire, create a vision, pay individual attention and stimulate teachers' creativity. These initiatives could be more successful in ensuring the commitment of teachers in engineering colleges
- ◆ Heads of the department should seek to become more attentive of their own moral weaknesses when pressured by outer influences and also find out how to act reliable and consistent with their values.
- ◆ Heads should build up the 360-feedback process that offer them with anonymous feedback from their superior, peers, and followers. By looking for out different opinions and visions, HoD's will be better informed in their decision making.
- ◆ Head of the departments should not refuse information and prove behavior that is inconsistent with their words. These behaviors be apt to reduce trust. Increased levels of trust have been found to result to higher levels of expansion and sustainable performance of the teachers.

- ◆ The authentic leadership behavior such as, self-awareness, an internalized moral perspective, balanced processing of information and relational transparency are the ways to improve social and personal identification of teachers and eventually it will have effects on followers' level of organizational commitment.
- ◆ The authentic leadership behavior such as self-awareness, an internalized moral perspective, balanced processing of information and relational transparency are the ways to improve social and personal identification of teachers and eventually it will have effects on followers' level of organizational commitment.
- ◆ Head of the department further require to be open to serious feedback and consider all appropriate information before making decisions, as well as being open about their own thoughts, approach, and emotions and being guided by moral values and standards even when under pressure.
- ◆ The results suggest that HoD's who emphasize transparency, balanced processing, self-awareness, and high ethical standards also effectively increase teachers' perceptions of workplace improvement, which in turn enhances teachers' performance and commitment. Hence, HoD's can give more focus on these aspects.
- ◆ The results stated that the self-awareness positively correlated with performance assessment which means that the one who is aware of themselves creates a bonding with the subordinates and so the leaders are suggested to be true about themselves as well they must allow their subordinates to share their performance difficulties. So, that they can perform better in the future with the heads positive feedback.
- ◆ Being a leader they are the one who lead a team by working together they must be the one who encourage the other workers to upgrade themselves with the higher performance

### **Suggestion to the Educational Institutions**

- ◆ The Management of Educational Institutions should develop strong internal communication programmes looking for to motivate internal cohesion and thus, sustaining the role of the leaders in the way how they can make the most of teachers' contributions and skills.

- ◆ There is a significant relationship between teachers' performance and authentic leadership hence, educational institutions could promote authentic leadership behavior among their heads to reduce the teachers' turnover intention when they engage in the process of organizational identification and commitment.
- ◆ To increase in teachers' commitment to their institutions, it is necessary to design an effective and efficient incentive programme and redesign their job with the passage of time eventually reflect in performance of the teachers
- ◆ Training or mentoring programs can also be provided to achieve this end, helping leaders to recognize the benefits of assuming a more authentic leadership style and develop more effectively their competencies in this area.
- ◆ In other words, organizations must invest in developing increasingly authentic leaders and stimulating employees' deeper emotional connection to their organization and greater workplace creativity, which will ultimately improve teachers' performance.
- ◆ Work environments that provide open access to information, resources, support, and opportunities for learning and development both empower and enable teachers to accomplish their work
- ◆ Organizational Commitment increases with years spent in the institution. It is suggested that time invested becomes a valued resource in itself, while the privileges associated with length of service make it easier to derive additional organizational rewards.
- ◆ It is important to make college administrators and heads of engineering institutions to become aware of leadership styles in order to increase levels of teachers' commitment. In this context, in collaboration with the Ministry of Education and college administrators can organize seminars and workshops on various theoretical and practical educational matters.
- ◆ Teachers should be provided with opportunity to develop their professional development. Accomplishment of teachers should be respected and rewarded suitably which motivate them to perform better

- ◆ College Administration must take time to find out the organizational resources that individual teachers needs and take measures to provide such resources wherever achievable. Such actions on the part of administration would give to a strong sense of perceived organizational support among teachers, with its attendant benefits.

### **Suggestions to the Teachers**

- ◆ The more experienced teachers show better teacher commitment than less experienced teachers. Hence, engineering institutions should facilitate programs where more experience teachers can share their experience and knowledge with less experienced teachers and teachers must be provided with orientation programs by senior teachers. Rewards to less experienced teachers may act as a drive or stimulus
- ◆ People have job opportunities but the educational system brings a gap between the “requirement of an engineering” and “qualified of knowledge in engineering” which has to be seriously noted for the benefit of budding engineers. Hence, it is very important that teachers should increase their efficiency by following the guidelines given by the university. It will have greater impact on students’ performance.
- ◆ Teaching Performance of teachers that needs to be given great attention in improving the excellence of education as a whole. It is very importance that the teachers should take initiatives to improve their performance.
- ◆ Teachers with lesser performance should be encouraged to add to their academic qualification and can attend orientation and refresher programmes, short term courses, awareness programmes. This would certainly improve their teaching performance.
- ◆ Work performance in teaching is wholly based on the updating knowledge/subject mastery. It is suggested that the periodic programmes to be taken up by the faculty to increase the performance of teachers.

- ◆ Teachers must take initiative to publish papers, research activities and submitting proposal to various funding agencies. Only teachers can take efforts on these aspects.
- ◆ To compete with other institutions and improving the standards each and every teacher must concentrate on the guideline given by the UGC for the performance assessment which is not only help the teachers, which also help the students to enhance their performance.
- ◆ A faculty improvement forum can be formed and each and every college comprising senior faculty as the members. This forum would conduct personality development programmes at regular intervals to all faculty members to update their knowledge and increase their performance

## **CONCLUSION**

Educational institutions always work hard to develop their teachers' attitudes and behaviors to help them more productive. In past research on authentic leadership significantly contributed to explaining the leaders, behavior affects teacher's attitudes. The objective of this study was to explore the authentic leadership relationships with teachers' organizational commitment and performance in educational context. This study considered authentic leadership is one of the ways to improve the teachers' organizational commitment. This research study is supportive for both academicians and professionals. As for as academicians this study increase the understanding of relationship of various variables in educational setting. Moreover, indirectly authentic leadership helps to increase the desire of teachers to stay with organization. Authentic leadership has impact on organizational commitment and job performance. To increase in teachers' commitment to their organization, it is necessary to design an efficient and successful incentive programme and revamp their job with the passage of time. This research will prove beneficial for the academicians, educationalist and institutions as it gives important insights regarding the impact of authentic leadership on organizational commitment and performance of teachers in the present scenario.

The findings of the study reveals the effects of Organizational Commitment factors, such as, Continuance Commitment contributes more towards Performance Assessment compared to other factors. The effect of Normative Commitment on

Performance Assessment is found to be lowest. Authentic Leadership factors also have indirect effect on Performance Assessment. The indirect effect of Self Awareness contributes more to Performance Assessment. The results also show that the Authentic Leadership factors, namely, Self-Awareness and Balanced Processing significantly influenced all the three organizational Factors. Performance Assessment have significantly influenced by Internalized Moral Perspective, Balanced Processing and Relational Transparency of Authentic Leadership. The direct effect of authentic leadership on Performance Assessment is higher than other organisational commitment factors. However it could also be seen that Organisational Commitment on Performance Assessment is also higher the direct effect of Authentic Leadership factors.

Teachers would be capable to perform better, if they are committed. Organizational commitment towards ones organisation plays a significant role as it motivates a person to perform better. Fostering organisational commitment among teachers is necessary because, teachers who are committed, work hard, loyalty, continue longer in the organization and perform better. It not only benefits a teacher but advantages to the institution and it will also helpful for the students also. The educational institutions provide opportunities for the individuals to enhance their efficiency so that the long term goals are achieved. On the other hand organizations attain their goals with the help of the teachers and on the other hand teachers make use of their talents, and capability to satisfy their wants, desires, aspiration, develop a feeling of security, belongingness and pleasure in life.

Teachers are the most important resource in elevating the standard of education. Improving the competence and equity of education depends to a large extent on ensuring that teachers are highly capable, knowledgeable and motivated to perform at their best. Teachers should be provided with opportunities to progress their professional growth. Achievement of teachers should be appreciated and rewarded suitably which encourages them to perform better. Teachers should be provided with facilities like monetary benefits, promotions and increments which they are entitled for. A favorable work environment and freedom make a teacher develop high organisational commitment, positive attitude towards teaching and improve their teaching performance. The educational institution should focus on these aspects to motivate the teachers to perform better and which in turn will help the institution to achieve higher standards in future.

## **SCOPE FOR FURTHER RESEARCH**

- ◆ An attempt can be made in future to study the impact of authentic leadership, organisational commitment and overall performance assessment on schools, even in the other fields like hospitals, IT sectors, and Multinational companies.
- ◆ The relationship between AL, OC and job satisfaction needs to be explored further in other contexts such as public and private sector organizations in order to allow the results to be generalized.
- ◆ An investigation can be made to analyze teaching effectiveness, self-efficacy and continuous professionals' development in relation to commitment and authentic leadership.
- ◆ Comparative study could be taken up to know the teacher's commitment and performance between urban and rural colleges in relation to leadership effectiveness and organisational climate.
- ◆ Professional commitment could be studied in relation with the variables such as, job satisfaction, academic achievement and students performance.