



THE IMPACT OF ORGANIZATIONAL SOCIALIZATION SKILLS OF PRINCIPALS ON THE ACTUALIZATION OF CHAVARA EDUCATIONAL VISION IN CMC SCHOOLS

JESSAMMA MATHEW

Research Scholar, Christ University,
Bangalore

Email: jessytherese6@gmail.com

DR.KENNEDY ANDREW THOMAS

Director, Total Quality Management
System (TQMS), Christ University,

Bengaluru

ABSTRACT

This paper is an investigation to expose the impact of Organisational Socialisation skills of principals on the actualization of Educational vision of St.Chavara in CMC (Congregation of the Mother of Carmel) Schools.

As CMC congregation plays a significant role in the educational field of Indian Society by following the educational vision of their founder father St.Kuriakose Elias Chavara, it is worthwhile to investigate the impact of Organisational socialisation skills of the leaders on the actualization of this vision in these institutions. A survey method was used in the study to collect the data from the teachers of the CMC schools. Organizational Socialization Inventory (OSI) the standardised questionnaire invented by Robert J. Taormina in 1994 and Chavara Educational Vision Actualization questionnaire (CEVAQ) designed by the investigator were used to evaluate the principals by the teachers. This study is an attempt to reveal the Organizational Socialization skills of CMC school principals and the Actualization of Chavara vision in their schools. The result of the study proved that the school principals have an average organisational socialisation skill and they have to improve the skills through various programs such as seminars training programs and workshops. The actualization of the educational vision in the schools is depending very much on the organisational skills of the principals. So the enhancement of the skills of the principals is very significant. This study is very relevant as it gives a clear responsiveness about the organisational skills and its impact on the fulfilment of the educational vision of St. Chavara.

INTRODUCTION

The congregation of the Mother of Carmel (CMC) is the first indigenous religious congregation for women in India started by St.Kuriakose Elias Chavara in 1866 (CMC Constitutionsons, 2014). The primary apostolate of this congregation is education (CMC Constitutionsons, 2014). CMC Schools are following the Educational vision of their founder father. He was a man of insight and farsightedness and realised the importance of education in the prosperous future of the society. He had the conviction that education is essential for the progress and all- round development of the community (Eroorickal, 2014). Dreaming the possible transformation that education can bring in individuals, family and the society to a great he planned and shaped some educational activities (CMC Educational ratio, 2009). He opened a wide educational scenario for downtrodden, women and the marginalised. (P.V, 2015) Through education, he tried to uplift the lower caste and the minority. He had innovated vision of Education and established religious congregations to follow his vision in the future also. CMC congregation has many educational institutions in India and abroad which support the same vision and mission.

In the field of education CMC, schools have a tremendous expansion and achievement during the past years. Keeping St.Chavara the guiding star, CMC schools make use of all the modern technology and amenities to fabricate the new generation. In this venture CMC, school principals have a particular role. As the backbones of the school, Principals mould not only the children but the staff also. They are the linking mode of the society and the school



organisation. So the principals should have various skills to empower the school team in the world of new skills and technology.

This study is to trace the effect of organisational socialisation skills of the principals in the actualization of Educational vision of St.Chavara in the CMC schools. The success of the group entirely depends on upon the leader of the organisation. The organisational socialisation skill of the head is the remarkable ability to lead the team to progress. Organisational Socialisation is the process of gaining knowledge about the culture of the organisation. (Biljana RATKOVIĆ NJEGOVAN, 2014) The leader should encourage the staff and increase their competency by forming an appropriate environment inside the institution. Within the institution, the principals have a considerable role in creating a supporting ambience for the employees to work in an efficient style. Principals can apply the concepts of Organizational socialisation skill to facilitate changes in the school. There are specific implications to implement the concepts of organisational socialisation which guide divisional leaders regarding how to engage in organisational learning within their respective divisions. (McClellan, Organizational Learning in Higher Education, 2005)

According to Robert J. Taormina, fundamental aspects of Organizational socialisation are training, Understanding, co-worker support and prospectus for the future. (Taormina, 1994). The verbal or non-verbal instructions help the employees to become familiar with the new atmosphere in the institution. It will make the newcomers adjust with the new social context. The process of understanding influences the employee to perform well in the new circumstance. The co – worker support and the prospectus for the future will guide the new ones to build a good rapport with the institution and make use of their talents to the best of the institution. The principals in the schools can provide all these to the staff, and they may become an essential part of the school. It will promote the employees to contribute their best to the betterment of the school.

The organisational skills of the principals create a tranquil atmosphere for the new staff to cope up with the culture of the school and to get the idea about the norms of the school. These skills help the whole staff to connect each other and work for the betterment of the institution. It also assists the individuals to make use of their talents in a productive manner. It will support the principals to accomplish the Vision of St.Chavara with the cooperation of the staff.

NEED AND SIGNIFICANCE OF THE STUDY

The real success of an institution is the ability of the leader to keep the employees together and encourage their team spirit to attain the goal of the establishment. The effectiveness of the school is the efficiency of the principal to maintain this togetherness and create an appropriate environment to execute the responsibilities of the staff in an efficient mode. The skill of the organisational socialisation facilitates the principal to perform his duties fruitfully. As the CMC schools have a vital position in the educational field of Indian society, it is very relevant to find how the Organizational Socialization Skills of the principals influence in actualizing the Educational vision of the founder in their schools. This study is very significant as it reveals relation and impact of organisational socialisation skills and Chavara Educational vision actualization in CMC schools in India.

OBJECTIVES

1. To find out the level of organisational socialisation skills among the principals of CMC Schools
2. To find out the relationship between the actualization of educational vision of St. Chavara and organisational socialisation of the principals of CMC schools



3. To investigate whether organisational socialisation would be significant predictor of actualization of educational vision of St. Chavara

HYPOTHESES

1. There is no Organizational Socialization skill among the principals of CMC schools in India
2. There is no significant relationship between actualization of educational vision of St. Chavara and organisational socialisation of principals in CMC Schools
3. Organisational socialisation skills would not be significant predictor of actualization of educational vision of St. Chavara in CMC schools

METHODOLOGY

A Survey method was used to conduct the study on a sample of 250 teachers of CMC schools in Kerala. The standardised questionnaire of Organizational Socialization Inventory (OSI) was the tool employed to collect the data. The responses were tabulated and analysed using appropriate statistical techniques like percentage analysis, correlation and ANOVA.

ANALYSIS AND FINDINGS

Descriptive Statistics

The mean, median and standard deviation of the total sample of Organizational socialisation skills are calculated. The values are tabulated in the table

Table: 1. Results of descriptive statistics of Chavara Vision and Organizational socialisation skills of the principals of CMC schools.

	Chavara Vision	Organizational Socialization
Total sample	500	500
Mean	234.78	126.52
Median	237.00	128.00
Std.Deviation	20.375	10.610
Kurtosis	.340	1.559
Skewness	-.707	-.966
Minimum	164	76
Maximum	265	140

Percentage Analysis

The collected sample was classified into three categories based on their scores in Organizational socialisation. The classification was as follows

High Score - Mean + S.D

Low score - Mean - S.D.

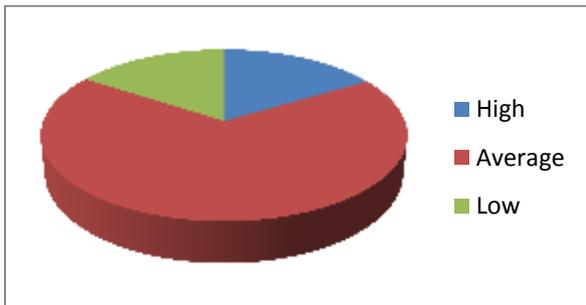
Average score - scores in between Mean + S.D. and Mean - S.D.

The data regarding the percentage of Chavara Vision and Organizational socialisation skills of the principals of CMC schools are given in Table, and the distributions of Chavara Vision and Organizational socialisation skills are shown by the pie chart in Figure: 1

Table:-2 The percentage of Organizational socialisation skills of the principals of CMC schools

	High	Average	Low	Total sample
Organizational socialization	82 (16.4%)	339 (67.8%)	79 (15.8%)	500

Figure: 1. Distribution of Organizational socialisation skills of the principals of CMC schools



Hypothesis. 1

There is no Organizational Socialization skill among the principals of CMC schools in India

the table and figure indicate that 67.8% principals of CMC schools have average Organisational socialisation skills.16.4% Principals have high Organisational socialisation skills, and 15.8% have little Organisational socialisation skills. So the Organizational socialisation skills of the Principals of CMC schools are more than average. Hence Hypothesis I is rejected, and the alternative is accepted.

Table: 3. Results of Correlation Analysis of Organisational Socialisation against CEVAQ

Variables	Chavara Educational Vision			
	N	df	r-value	p-value
Organizational Socialization	500	449	0.629	0.000**

** . Correlation is significant at the 0.01 level (2-tailed).

Hypothesis. 2

There is no significant relationship between actualization of educational vision of St. Chavara and organisational socialisation of principals in CMC Schools

The above table describes the relation between the dependant variable (Chavara educational vision actualization) and the independent variable Organizational Socialisation

The correlation coefficient of $r = 0.629, p = 0.00, p < 0.05$ shows a good positive and significant relationship between Chavara Vision actualization scores and Organizational

Socialization .Thus the null hypothesis is rejected, and the alternative is accepted. From this, it is clear that Organizational socialisation and the Chavara vision scores are directly proportional to each other.

Table: 4. Results Of Multiple Regression of CEVAQ in CMC Schools

Dependent variable –CVAQ

Hypothesis. 3

Organisational socialisation skills would not be significant predictor of actualization of

Independent Variables	B	Std.Error	R ²	t-value	p-value
OSI TOT	3.759	1.162	0.427	3.237	.001
LEVEL	-6.865	1.623		-4.229	.000
TYPE	1.182	.066		17.924	.000

educational vision of St. Chavara in CMC schools

The values $R^2 = 0.427$, $p = 0.00$ and $B = 3.759$ are the evidence that organizational Socialization is a statistical significant predictor of CEVA in the CMC Schools. It is observed from the table that, for a unit increase in OS scores by keeping other variables such as Level of School and Type of School constant we can expect an increase of 0.427 units in CEVA. The predictor variable OS explains 42.7 percent (0.427×100) of variation in the dependant variable CEVA.

IMPLEMENTATION AND CONCLUSION

The results of all the tests reveal that there is an essential significance to the organisational socialisation skills of the principals of CMC schools in actualizing the Educational vision of St.Chavara in their institutions. The positive correlation explains that the Organizational socialisation and Chavara vision have an excellent rapport. It indicates that the enhancement of the skills of organisational socialisation will affect much in the realisation of Chavara vision in CMC schools. The result of the t-test proves its relevance that the organisational socialisation is a significant predictor of the accomplishment of the Chavara vision in CMC schools. It is observed that the enrichment of Organizational skills will make a positive result in the fulfilment of Chavara vision. However, the central point of the study is that the Organizational socialisation skills of the CMC school principals are quiet average. It calls the attention of the congregation to enhance the skills of the principals to execute the Chavara vision in the schools by implementing effective techniques and strategies. The primary goal of the CMC schools is to accomplish the Educational vision of their founder, and the organisational socialisation skills support the principals to execute their duties in this area. Hence the organisational socialisation skills of the principals should be amplified in all possible methods. The skills can be improved by various techniques such as well-planned workshops, regular interaction; open discussion, etc. The principals can be given orientation in congregation level or section wise. That will create new awareness and enthusiasm for the leaders of the institutions and thus they can make effective change in the society.

BIBLIOGRAPHY

Biljana RATKOVIĆ NJEGOVAN, B. K. (2014). The impact of Organizational socialisation Towards Employee's social adaptation. *Journal of Engineering Management and competitiveness*, 34-40.

CMC Constitutionsons. (2014). Alway: Mount Carmel Generalate, Alway.

CMC Educational ratio. (2009). Alway: Mount Carmel Generalate, Alway.



- Eroorickal, J. (2014). *Mystical and Missionary spirituality of Blessed Kuriakose Elias Chavara*. Bangalore: Dharmaram.
- McClellan, J. (2005). *Organizational Learning in Higher Education*. Retrieved from NACADA: <http://www.nacada.ksu.edu/Resources/Journal/Current-Past-Book-Reviews/articleType/ArticleView/articleId/994/Organizational-Learning-in-Higher-Education.aspx>
- P.V, M. (2015). Saint Chavara -A visionary Inspiration for the Century. *Satar International Journal*, 78-87.
- Taormina, R. J. (1994). The Organizational Socialization Inventory. *International Journal of Selection and Assessment*, 133-145.