

A STUDY ON COMMITMENT OF COLLEGIATE TEACHERS IN SELECTED TRICHY COLLEGES

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Abstract

The success of any educational system depends on the quality and capability of teachers who are indispensable to the system and, thus, an important force in the development of a society. For a teaching staff, commitment involves commitment to profession, commitment to institution, commitment to students, commitment to colleagues etc. the study also, shows demographic representation to support the views presented. In simple terms teachers' commitment means loyalty towards one's profession. One imbibes it when one fulfils his responsibilities towards that concerned profession. It requires acquisition of the special knowledge that characterizes a particular profession and application of that knowledge to achieve certain ends. The university is regulated by certain norms. But all these norms are not adhered to, by many Institutions. To make things right, a common body could be formed consisting of representatives from all Institutions coming under its affiliation. This provides better job security, satisfaction, increases self-esteem and thereby contributes to improve the commitment of the staffs working in colleges in Trichy district.

Introduction

Lack of well qualified and experienced staff members in all the Colleges to be the reason for the deterioration in the standard of the colleges. if a vacancy for a post in a standard college arises, that leads to vacancies in many Colleges as a chain reaction. The researcher identifies the history of the problems by visiting and gathering materials with regard to the growth and downfall of the institutions. Many institutions are not concerned about the quality of the students. This will reflect on the results of the students and it will spoil the reputation of the institution further the management is not bothered about giving good salary to the staff. As a result the institution will not be able to get well qualified and experienced staff members, which in turn will reflect on the standard of the students and image of the institution. On the other hand, such standard staffs remain in an institution for many years and occupy higher position and they will be very keen in not allowing another knowledgeable junior staff who joins in the institution to continue his/her service. Moreover, his/her full concentration will be in pleasing the management to fulfill his/her personal benefits when such a sub-standard person becomes the head of the department, he will try to recruit staff of such level to keep up his position.

Review of Literature

(Huberman, 1993) Teacher commitment has been identified as one of the most critical factors for the future success of education and institutions. Teacher commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, absenteeism, staff turnover, as well as having an important influence on students' achievement in, and attitudes towards institution.

Porter and Smith (1970) organizational commitment refers to "the nature of an individual's relationship to an organization such that a highly committed person will indicate (1) a strong desire to remain a member of the particular organization, (2) a willingness to exert high levels of effort on behalf of the organization, and (3) a definite belief in and acceptance of values and goals of the organization."

(Tsui & Cheng, 1999) Commitment is generally defined as a high level of attachment to an organisation, activity or person. Since the late 1950s, interest has been high in the concept of organisational commitment and those factors that promote employee commitment. It has been the focus of much research, with considerable variability in the definition of the term "commitment". However, among these definitions of commitment, there have been a number that have gained wide acceptance. The definition proposed by Kanter (1974) and also that by Mowday et al. (1979) are two of the more widely accepted ideas. More recently, Meyer and Allen (1991) have incorporated these ideas, along with a number of other authors, into a three-component model of commitment. According to Kanter (1974), the issue of commitment is important because it occurs at the intersection of the organizations systemic needs and human experiences and needs. She considered commitment to be "a process of binding actors into social systems" (p. 145). Commitment, by her definition, is the process through which people become willing to give their loyalty and energy to a particular social system, because that particular system is "expressing the needs and nature of the person" (p. 127). Therefore, commitment is seen as being simultaneously social and psychological and denoting an intrinsic attachment to the particular social system.

Louis (1995) examined the relationship between the broad construct of organizational commitment and the outcome measures of supervisory trust, job involvement, and job satisfaction. In all three areas, Louis (1995) reported positive relationships with organizational commitment. More specifically, perceived trust in the supervisor, an ability to be involved with the job, and feelings of job satisfaction were major determinants of organizational commitment.

(Lindsay, 1995, Owei, 1999) Performance refers to an act of accomplishing or executing a given task. Maintain or create a favourable climate in institute to enhance better job performance among the college teachers.

Locke (1969) Job satisfaction is "a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience." Job satisfaction can be viewed as an employee's observation of how well their work presents those things which are important to them. Job satisfaction as an emotional state related to the positive or negative appraisal of job experiences. Job satisfaction is seen as one of the determinants of organizational commitment (Mannheim et al., 1997). It is thus expected that highly satisfied workers will be more committed to the organization.

Objectives of the study

1. To analyze the influence of organizational commitment towards the performance of Teachers.
2. To investigate the relationship between motivational factors and satisfaction among teachers.
3. To investigate factors influencing to commit to the teaching profession.
4. To identify teachers attitudes towards institution
5. To analyze the influence of organizational commitment towards the performance of Teachers.

Significance of the study

There is a dearth of committed teachers in colleges which is an important area to be addressed. Rate of attrition of Quality teachers is increasing and hence the institution as well as the student community suffers a lot. Lower commitment creates the dilemmas that both affect badly the effectiveness of college and cause teachers to be less successful in their professional performance or to leave the profession. The less committed teachers may both create difficulties and cause the deviations in respect of the educational aims of the institution, for example in the classroom, the teachers may struggle to direct the students to behave in accordance with different aims separated from the aims of the institution. Those types of negative attitudes may be recognized and prevented at the proper time, if there is a real understanding of their commitment towards their profession.

Scope of the study

This study covers the following aspects:

1. The focus of the study is to find out Teacher commitment in the colleges
2. The study aims to investigate the motivational factors and satisfaction among teachers in all the colleges
3. The focus of the study is to find out Teacher commitment in the selected colleges
4. The study was limited only to the colleges under Trichy district from Tamilnadu and may not necessarily reflect the findings of the whole colleges of Tamilnadu.

Sampling method and sample size

The sample of the study consisted of the teachers working in govt. and private schools restricted to Trichy City in the State of Tamil nadu. A sample of 100 teachers consisting 60 Autonomous and self financing college teachers and 40 Government and aided college teachers were taken into consideration. The sample does not include all the govt. and private college teachers from all over Trichy. Convenient sampling was used for the present study.

Hypothesis

During the course of study, the researcher was obliged to formulate certain hypotheses. The prominent among such hypotheses were.

1. There is no significant difference in the commitment of various categories of teachers.
2. Age, Income, Experience, Qualification of teachers do not influence the level of commitment individually.

Types and Forms of Commitment

- 1) **Continuance Commitment:** refers to participating in a system and remaining as its member, which is a cognitive judgment that it is worthwhile to remain in a group rather than bear the cost of leaving the group.
- 2) **Cohesion Commitment:** refers to cathectic orientation, to the extent to which one feels affective ties to one's group and to its members. Identification, solidarity and gratification from interpersonal interaction are part of this dimension.
- 3) **Control commitment:** is an evaluation along the lines of good-bad of the legitimacy of the group, the moral rightness of group norms, its way of doing things, the authority structure, its goals and means for their achievement. Social interaction theory formed the basis in linking these dimensions to personality orientations. Kanter reformulated these into-
 - a. **Cognitive Continuance Commitment:** as commitment to social roles or positions with no affectivity or evaluation attached to the role. The role merely has positive valence acting in terms of rewards and punishments, profit and costs.
 - b. **Cathectic-Cohesion Commitment:** as attachment to social relationships, without any moral imperatives attached to it.
 - c. **Evaluative Control Commitment:** as commitment to norms, values and inner conviction, which morally obligate the individual. It is similar to internalization, in which the individual accepts influences, which appear congruent with and even necessitated by his inner core of belief.

- 4) **Affective Commitment:** refers to employee's emotional attachment, identification with, and involvement in the organization. Employees with a strong affective commitment stay with the organization because they want to.
- 5) **Normative commitment:** refers to employees feelings of obligation to the organization. Employees with high levels of normative commitment stay with the organization because they feel they ought to. Socialization and exchange are they two mechanisms play a key role in the development of normative commitment. It develops as a result of normative beliefs that are internalized through pre-entry (familial and cultural) and post entry (organizational) socialization processes. Therefore, a commitment norm, which is labeled as internalized normative beliefs by Wiener, is examined as a possible determinant of normative commitment.

These centers of commitment are currently considered to be external to the teacher, and include commitment to;

- The institution or organization.
- Students.
- Career continuance.
- Professional knowledge.
- The teaching profession.
- Colleagues.
- Employers.

Hazards to Teacher Commitment In Education

1. Lack of self-motivation
2. Lack of encouragement from higher officials/ management
3. Insufficient salary
4. Lack of increments and incentives
5. Monotonous way of teaching
6. Too much importance given to completion of portions
7. Commercialization of Education

Ways and Means to Inculcating Teacher Commitment

The following are a few signposts, which if seriously followed, can be useful for most of the teachers to become passionately committed.

1. **Realizing the responsibility:** Teachers are the sculptors of the future society. Therefore, they must realize their role and a great responsibility that has been entrusted in their hands in producing good citizens with great democratic values.

2. **Developing self-esteem:** The teachers with higher self-esteem are more flexible in their thinking, more willing to learn and more effective in making their students' learning.
3. **Being interesting and interested:** Most of the teachers who inspire their students have varied personal professional qualities-they help students to enquire, explore, examine, question, reason and solve their own problems. They have the knack of making education entertaining and entertainment education.
4. **Choosing a mentor:** A young teacher can get the help of another teacher whom he admires. Even experienced teachers can make advantage of special mentors.
5. **Making teaching meaningful:** A good teacher relates the subject to life and makes his students know why they are studying a particular subject or lesson and how they can be benefited by it. In this way their teaching becomes meaningful.
6. **Controlling and caring:** What is needed is to promote self-discipline and encourage teachers and students to respect and care for each other.
7. **Developing cultural sensitivity:** It is the moral responsibility of passionately committed teacher to cultivate cultural sensitivity and appreciate cultural diversity and teach the same to his students.
8. **Finding time for being alone:** To be passionately committed, teachers must find time for solitude to reflect in private moments on his personal professional life. Such a self-introspection would not only give them opportunity for self-improvement but would make them able to inspire their students to do the same.
9. **Determine core values:** Fried, R. L. (1995)³⁴ advises teachers to ask themselves a specific set of questions to clarify their core values and ideas about education.
10. **Provide meaningful challenges:** Fried explains that teachers can develop their passion for teaching by introducing meaningful challenges or real jobs for students to "plan, organize, carry out and complete for the good of the community." For example, students can take part in "Reduce, Reuse and Recycle" projects.

Commitment According to Age

To test the degree of influence of the age on the job satisfaction of respondents were subjected to chi-square test.

Chi-Square Test-1

O	E	O-E	(O-E) ²	
			E	
22	21.33	0.67	$\frac{97.6144}{100}$	
24	23.7	0.3		
17	18.17	-1.17		
16	15.8	0.2		
03	3.24	-0.24		
05	3.6	1.4		
03	2.76	0.24		
01	2.4	-1.4		
02	2.43	-0.43		
01	2.7	-1.7		
02	2.07	0.93		
01	2.7	-1.7		
03	2.07	0.93		
03	1.8	1.2		
100	100	9.88		.9761

Since the calculated value is less than table value (1t 5% level of significance), the Null Hypothesis is to be accepted. That is the age of respondents did not significantly influence level of commitment. It means the level of commitment is not dependent upon the age of respondents.

Commitment according to experience

The response given by the teachers of different colleges with regard to the years of experience are shown

Chi-Square Test - 2

O	E	O-E	(O-E) ²	
			E	
9	15.6	-6.6	$\frac{897.6016}{100}$	
12	11.7	0.3		
26	24.18	1.82		
31	26.52	4.48		
05	2.4	2.6		
0	1.8	-1.8		
04	3.72	0.28		
03	4.08	-1.08		
06	2	4		
03	1.5	1.5		
01	3.1	-2.1		
0	3.4	-3.4		
100	100	29.96		9.98

Since the calculated value is less than table value (at 5% level of significance). The Null hypothesis is to be accepted. That is experience of respondents did not significantly influence level of commitment. It means the level of commitment is not dependent upon the age of respondents.

Commitment According to Category of Employment

The response given by the teacher's different colleges with regard to the Category of employment

Chi - Square Test-3

O	E	O-E	(O-E) ² E
28	27.3	0.7	231.04 ----- 100
30	27.3	2.7	
20	23.4	-3.4	
05	4.2	0.8	
02	4.2	-2.2	
05	3.6	1.4	
02	3.5	-1.5	
03	3.5	-0.5	
05	3	2	
100	100	15.2	

Since the calculated value is less than table value (at 5% level of significance), the Null Hypothesis is to be accepted. That is category of respondents did not significantly influence level of commitment. It means the level of commitment is not dependent upon the category of employment of respondents.

Commitment According to Educational Qualification

To test the degree of impact of the educational Qualification on the Commitment of respondents

Chi-Square Test-4

O	E	O-E	(O-E) ² E
19	24.18	-5.18	429.3184 ----- 100
27	26.52	0.48	
32	27.3	4.7	
5	3.72	1.28	
4	4.08	-0.08	
3	4.2	-1.2	
7	3.1	3.9	
3	3.4	-0.4	
-	3.5	-3.5	
100	100	20.72	

Since the calculated value is less than table value (at 5% level of significance), the Null Hypothesis is to be accepted. That is Educational Qualification of respondents did not significantly influence level of commitment. It means the level of commitment is not dependent upon the Educational Qualification of respondents.

Commitment According to Income

To test the degree of influence of the category of Income on the commitment of respondents, the above table were taken for chi-square test

Chi-Square Test - 5

O	E	O-E	(O-E) ²	
			E	
7	10.92	-3.92	$\frac{516.1984}{100}$	
14	15.6	-1.6		
26	21.06	4.94		
31	30.42	.58		
3	1.68	1.32		
4	2.4	1.6		
0	3.24	-3.24		
5	4.68	.32		
4	1.4	2.4		
2	2	0		
1	2.7	-1.7		
3	3.9	-0.9		
100	100	22.72		5.16

Since the calculated value is less than table value (at 5% level of significance), the Null Hypothesis is to be accepted. That is Income of Respondents did not significantly influence level of commitment. It means the level of commitment is not dependent upon the Income of respondents.

Conclusion

Out of 15 aspects of commitment, the majority of the respondents had high level of satisfaction in as many as 11 aspects. They were nature of Job (81%), Job Security (75%) Job status (90%) Salary (80%), Promotional Policy (65%). Recognition (73%), Relationship with co-workers (60%), Job Content (57%), work load (60%), Social security measures (59%), and commitments to job (72%)

In respect of 4 factors, the respondents have much of moderate or low commitment. The percentage of respondents expressing low or moderate committed sated below:

- 1) Work environment (31% moderate and 23% low)
- 2) Attitude of Superiors (30% low)
- 3) Retirement benefits (35% and)
- 4) Rewards and Awards (34% low)

With regard to the nature of influence exerted by the personal factors like age, experience, qualification, income and category of employment it was found that no factor significantly influenced the level of satisfaction of works.

Suggestions

One the basis of the inferences of the study, the following suggestions may be made:

- i) The work environment must be improved - that is facilities available in the class room, teaching - aids and surrounding area must be improved.
- ii) The attitude of Superiors (Headmaster and committee of management) must under go radical change. That is, they have to approach the problems and limitations of teacher with sense of sympathy and brotherhood (Human).
- iii) The achievements and personal improvement of teachers must be sufficiently recognized, appreciated and if possible rewarded. Positive motivation measures must be adopted to boost up the morale of the teachers employed in schools.
- iv) The social security measures (sick leave, group insurance medical benefits etc) must be enhanced.
- v) Similarly Post retirement benefits such as gratuity, pension etc must be granted on judicial basis. At least, the existing benefits may be continued

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