

Teachers' Commitment in Self Financing Engineering Colleges

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Abstract

The study explores Teachers Commitment in self Financing Engineering Colleges from a sample of Anna university affiliated engineering college staffs in Chennai. Analysing the factors responsible for dearth of committed staff and quality education under different variables, the research analysis suggests the following means to bridge the gap. For a teaching staff, teachers' commitment involves commitment to work, commitment to students, commitment to institution, commitment to colleagues, commitment to Management etc. the study also, shows demographic representation to support the views presented. In simple terms 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 teachers' commitment in engineering colleges.

Keywords: Teacher commitment, Organizational Commitment, Affective Commitment, Continuance Commitment, Normative Commitment, job satisfaction

I. INTRODUCTION

Organizational commitment has an important place in the study of organizational behaviour. This is in part due to the vast number of works that have found relationships between organizational commitment and attitudes and behaviours in the workplace. organizational commitment are related to“(a) employee behaviours and performance effectiveness, (b)attitudinal, affective, and cognitive constructs such as job satisfaction, (c) characteristics of the employee's job and role, such as responsibility and (d) personal characteristics of the employee such as age, job tenure. Organizational commitment has been studied in the public, private, and non-profit sector, and more recently internationally

Organisational commitment is "the degree to which an employee identifies with a particular organisation and its goals, and wishes to maintain membership in the organisation". Multiple definitions of organizational commitment are found in the literature. Bateman and Strasser state that organizational commitment has been operationally defined as “multidimensional in nature, involving an employee's loyalty to the organization, willingness to exert effort on behalf of the organization, degree of goal and value congruency with the organization, and desire to maintain membership

II.THREE-COMPONENT MODEL OF COMMITMENT

Three major components of organizational commitment as being “a strong belief in and acceptance of the organization's goals, a willingness to exert considerable effort on behalf of the organization, and a definite desire to maintain organizational membership”. Affective commitment, continuance commitment, and normative commitment are they three component model of commitment.

Continuance commitment

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with “nontransferable” investments. Nontransferable investments include things such as retirement, relationships with other employees, or things that are special to the organization. Continuance commitment also includes factors such as years of employment or benefits that the employee may receive that

are unique to the organization. Employees who share continuance commitment with their employer often make it very difficult for an employee to leave the organization.

Normative commitment:

Normative commitment is the commitment that a person believes that they have to the organization or their feeling of obligation to their workplace. Its being a “generalized value of loyalty and duty”. Normative commitment can be explained by other commitments such as marriage, family, religion, etc. therefore when it comes to one’s commitment to their place of employment they often feel like they have a moral obligation to the organization.

Affective commitment:

Affective commitment refers to the employee’s emotional attachment to, identification with, and involvement in the organization. Employees with strong affective commitment continue employment with the organization because they want to do so. Affective commitment develops on the basis of work experience such as job challenge, degree of autonomy, and a variety of skills which employees find rewarding or fulfilling.

III. TEACHERS’ COMMITMENT

Commitment’ is a term that teachers frequently use in describing themselves and each other. It is a word they use to distinguish those who are 'caring', 'dedicated' and who 'take the job seriously' from those who 'put their own interests first'. Some teachers see their commitment as part of their professional identity, it defines them and their work and they 'get a lot of enjoyment from this'. Other teachers feel the demands of teaching to be significant, requiring great personal investment and view it as a job that can 'take over your life'. These teachers often limit their commitment and their engagement with the institution, as a means of survival. In some cases, these teachers choose to leave the profession altogether. For these reasons, teacher commitment has been found to be a critical predictor of teachers' work performance, absenteeism, burnout and turnover, as well as having an important influence on students' achievement in, and attitudes towards institution.

Teachers' commitment is thought to decrease progressively over the course of their teaching career. At the beginning of a teachers' career, there is an early stage of commitment to teaching associated with the choice of professional identity, followed by a stage of experimentation and search for new challenges, teachers often experience a stage of conservatism and which can lead to eventual disengagement. This transition from an enthusiastic engagement with the profession to a more distanced and limited involvement, reduces a teacher's willingness to reform classroom practice, engagement in whole institution initiatives and levels of participation in extra-curricular activities. A decrease in commitment levels during the course of the teaching career is also problematic in relation to the retention of experienced teachers in the classroom.

Commitment is part of a teacher's affective or emotional reaction to their experience in a institution setting. It can be seen to be part of a learned behaviour or attitude associated with the professional behaviour of teachers. From these affective reactions to the institution setting, teachers make decisions about their level of willingness to personally invest to that particular setting, or particular group of students.

The current teacher commitment literature can be distilled for generalizations and assumptions about the ways that teachers define describe and characterize commitment. The current teacher commitment can be directly linked back to the research done in the 1970's into organizational commitment by Kanter (1974) and Mowday, Steers and Porter (1979). However, the teaching profession is unique in a number of ways. Its very nature involves a complex and rich combination of working relationships with not only the organisation but with a number of other stakeholders, including the parents, students and colleagues.

IV.OBJECTIVES OF THE STUDY

Primary Objective:

The primary objective of the proposed study is to analyze the concept of teachers’ commitment in self financing engineering colleges

Secondary objectives:

- To study the influence of organizational commitment towards the performance of teachers
- To analyse the relationship between motivational factors and satisfaction among teachers.
- To study a teachers’ attitudes towards commitment of the work
- To identify teachers attitudes towards institution
- To study the factors influencing to increase the retention ratio of the teachers

V.SCOPE OF THE STUDY

- The focus of the study is to find out Teacher commitment in self financing engineering colleges in Anna University.
- The study aims to investigate the motivational factors and satisfaction among teachers in self financing engineering colleges.
- The area of the study is confined only to affiliated colleges in Anna University, Chennai.

VI. SIGNIFICANCE OF THE STUDY

The study is significant because it assists education leaders and systems at the levels of both policy and practice in identifying ways to support, stimulate and enhance teachers' commitment levels. This is particularly teaching staffs working in self- financing Engineering colleges affiliated to Anna University, Chennai.

VI.RESEARCH METHODOLOGY

A. *Research Design*

The aim of the proposed study is to analyze and describe the existing characteristics and influence of teacher's commitment. This study also aims to test the existence of relationship among various factors of teacher's commitment. Hence, the research design to be applied for this study is descriptive in nature.

B. *Nature and Source of Data*

Data refers to the information or facts. Often researchers understand by data only numerical figures. It also includes descriptive facts, non-numerical information, qualitative and quantitative information. The source of data can be from primary and secondary.

C. *Methodology*

After introducing the major topic of this study, i.e. teacher's commitment, the researcher wants to discuss the methods used, to further conduct this study. This study focuses on the important of "the moral, social, and behavioral norms of an institution based on the commitment, attitudes, and priorities of its members Secondary data has been collected from books, journals, and articles, which enabled us to understand our problem area from different author's point of view. One of the important ways we used for collecting secondary information was to study the references of important articles to understand the broad ideas and background of that study

VIII. REVIEW OF THE LITERATURE

This chapter examines the literature relating to commitment and in particular teachers' commitment.

Teachers' work is sophisticated and multifaceted and occurs in contexts that are demanding and "emotionally and intellectually challenging" (Day, 2004, p. 13).

Teaching is a profession that requires personal commitment to maintain enthusiasm for being actively involved in the work (Day, 2000, 2004).

This concept of "commitment" as investment of personal resources, has long been associated with the professional characteristics of a teacher. (LeCompte & Dworkin, 1991)

Teacher commitment is thought to be important because it is seen as significant in: achieving quality teaching, the ability of teachers to adapt to change, teacher attendance, burnout, staying in the profession, organisational "health" of the institutional and student attitudes and learning outcomes (Firestone, 1996; Graham, 1996)

Teacher commitment may play a vital role in assisting institutions and teachers to adapt to the formidable demands of reframing teaching and learning in institutions for the "knowledge society" and beyond (Caldwell, 1999).

Teaching as a profession has undergone some extensive reforms and has been in a state of constant change for over a decade (Sealy, Robson & Hutchins, 1997).

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 (Tsui & Cheng, 1999).

According to Kanter (1974), the issue of commitment is important because it occurs at the intersection of the organisation's systemic needs and human experiences and needs. She considered commitment to be "a process of binding actors into social systems" (p. 145)

XI.THE THREE PILLAR MODEL OF COMMITMENT

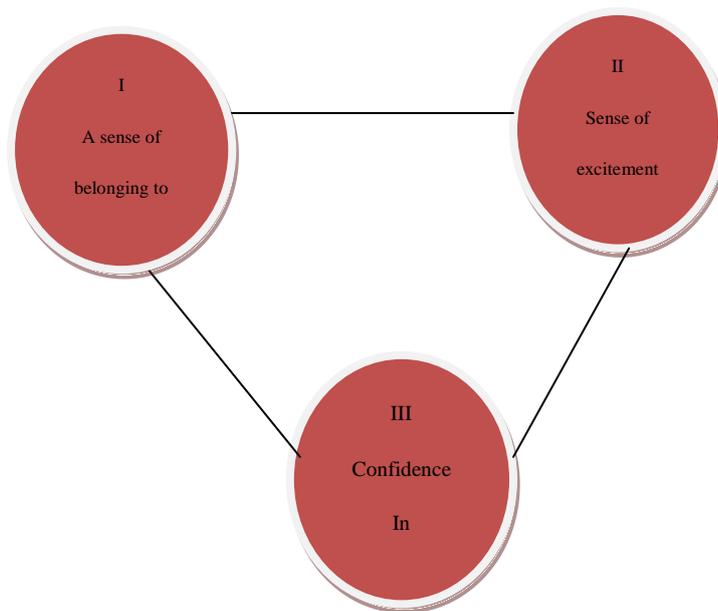


Fig. 1 Three Pillar model Of Commitment

Commitment as encapsulating by giving all of yourself while at work. This commitment entails things as using time constructively, attention to detail, making that extra effort, accepting change, co-operation with others, self development, respecting trust, pride in abilities, seeking improvements and giving loyal support. Based on case studies that focused on teachers Commitment from a sample of Anna University affiliated engineering colleges’ staffs in Chennai. The model of commitment based on three major pillars, each with three factors, as shown the above figure. These pillars are:

(I) A sense of belonging to the institution

This builds upon the loyalty essential to successful institution relations. The sense of belonging is created by management through ensuring the workforce is informed, involved and sharing in success;

(II) A sense of excitement in the job

Improved results will not be achieved unless teachers can also feel a sense of excitement about their work which results in the motivation to perform well. This sense of excitement can be achieved by appealing to the higher-level needs of pride, trust and accountability for results; and

(III) Confidence in Management

The senses of belonging and excitement can be frustrated if teachers do not have respect for, and confidence in, management leadership. This respect is enhanced through attention to authority, dedication and competence.

A large measure of the success of the institution studied derives from their management of people and from creating a climate for commitment. For example: .if people feel trusted, they will make extraordinary efforts to show the trust to be warranted. However, creating commitment is hard. It takes time, the path is not always smooth and it requires dedicated managers

X.SOURCES OF COMMITMENT

The sources of organizational commitment may vary from person to person. Employee’s initial commitment to an organization is determined largely by their individual characteristics (e.g. personality and attitudes) and how well their early job experiences match their expectations.

Organizational commitment continues to be influenced by job experiences, with many of the same factors that lead to job satisfaction also contributing to organizational commitment or lack of commitment: pay,

relationships with co. Workers, working conditions, and opportunities for advancement. Over time, organizational commitment tends to become stronger because individuals develop deeper ties with the organization and their co-workers as they spend more time with them; seniority often brings advantages that tend to develop more positive attitudes; and opportunities in the job market may decrease with age, causing workers to become more strongly attached to their current job.

Employees today are increasingly self assured and cognizant of their value to employers. They would consciously choose to work for those companies that meet their workplace expectations. Organizations that demonstrate their commitment to employees will attract and retain their desired workforce. and will ultimately win the battle for the workforce share.

Employee behaviour on the job is influenced directly - positively or negatively by his or her immediate supervisor. Positive influences are essential to strengthening employee commitment. Therefore, the first step in building commitment is to improve the quality of management. Much has been written recently about the need for improving the education and training of the workforce. As important as this is, at least equal emphasis must be given to improving the quality of management if business is to succeed in achieving greater employee commitment and thereby its profitability.

Money certainly plays a part in building employee loyalty, it's clearly not enough in today's work environment. Compensation is important, but most employees consider it a right. an exchange for the work one does. People want to feel that what they do, make a difference and money alone does not do this; personal recognition does.

XI. DIMENSIONS OF TEACHERS COMMITMENT

The different dimensions of commitment are thought to be external to the teacher and are outlined below.

Table 1: Dimensions of Teachers Commitment

Dimensions of teachers commitment	Behaviour And Attitude Of Teacher
Institution	Teachers are committed to a particular organisation's philosophy, clientele, goals, values or even its reputation
Students	Teachers who act outside the role of 'teacher' and support students in mentoring and coaching roles.
Career continuance	Teachers who remain in the profession, although it is demanding, stressful and complex
Professional knowledge base	Teachers who continue to extend their own knowledge and expertise
Teaching profession	Teachers who are loyal to the moral values and norms of the profession, even though this commitment may entail significant personal cost.

Accepted ideas about teacher commitment assume that it is multidimensional. These dimensions are thought to be external to the teacher but interconnected and have some influence on each other. Understanding the orientation of an individuals' commitment is crucial, as a teacher may behave differently according to those aspects of the profession and organization to which they are committed.

XII. FACTORS AFFECTING TEACHING COMMITMENT

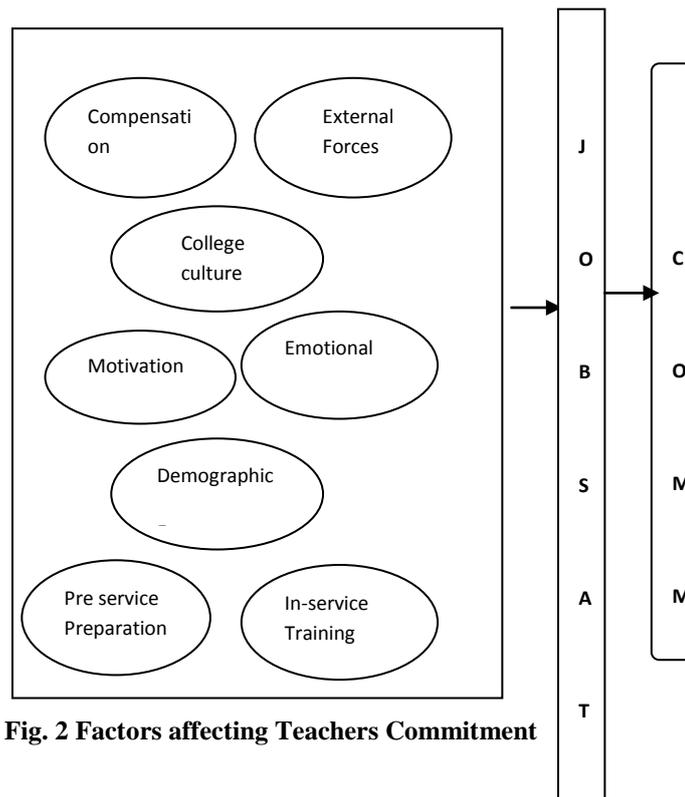


Fig. 2 Factors affecting Teachers Commitment

A. Compensation

Salaries; Benefits; Retirement; Inequities with Level of Skills or Education Not Comparable to Other Fields; Scholarships; Tuition Reimbursement; Coupons; Relocation Costs; Signing Bonuses for Hard-to-Fill Positions

B. External Forces

District Spending; Job Security; Social Issues; Attitudes of Parents, Students, Community; Parental Support; Community Support; Partnerships; Job Availability

C. College Culture

Administrative Support with Discipline; Administrative Support with Helping New Teachers; Staff Involvement; Teamwork; Positive Environment; Endless Paperwork; Organization of Special Needs Population; Climate; Safety; Evaluation Process; Staff Morale

D. Motivational Factors

Desire to Work with Young People; Desire to Teach Others; Challenge of the Profession; Professional Growth; Contribution to Humanity; Making a Difference in Society; Strong Commitment; Social Status

E. Emotional Factors

Mental Health; Enthusiasm; Stress; Burnout; Anxiety; Positive Attitude; Frustration

F. Demographic Factors

Gender; Age; Years of Experience; Race; Teaching Assignment; Marital Status; Salary; Stayer or Leaver; Final GPA; Route to Teaching (Traditional or Alternate); Demographics of college District (Rural, Suburban, Urban); State Employed.

G. Pre-Service Preparation

Skills and Abilities Necessary to Teach; Knowledge of Subject Matter; Preparation for a Diverse Classroom Setting; Preparation for Organizing Tasks in Operating a Classroom; Dealing with Conflict; Student Assessment; Classroom Management; Curriculum Needs; Confidence Level to Teach; Length of Student Teaching

H. In-Service Training

Induction Process; Mentors; Professional Development; Intensive Support; Peer Evaluations; Observations of Experienced Teachers portfolio.

XIII. CONCLUSION

The teaching profession is in serious jeopardy if the majority of its members are dissatisfied with the job of teaching and/or do not regard matters related to work as being of central concern. It would, therefore, be useful to ascertain which factors, especially as they pertain to perceived job characteristics, such as conditions of work, roles and responsibilities and classroom practices, are associated with job satisfaction and work centrality.

Teachers should resist developing negative attitudes in response to the severe material deprivation in colleges and the low financial rewards in teaching as this will only exacerbate the problem. Instead, they should develop a positive attitude towards their working situation which will make their problems easier to handle.

Teacher performance in Colleges is to be improved, it is necessary to pay attention to the kind of work environment that enhances teachers' sense of professionalism and decreases their job dissatisfaction."

Teachers do not differ from employees in other organisations. They desire decent salaries and benefits, suitable working conditions, recognition and promotion opportunities. As a result, they may not be as committed, derive lower satisfaction from their jobs, display higher absenteeism rates and their performance may be impeded. Dissatisfaction with pay and advancement opportunities, in particular, illuminates the areas that can potentially be accorded attention by the AICTE. While there is reason to question the salary system of teachers, other strategies should not be neglected in enhancing teacher satisfaction and commitment. Working environment in college enhances job satisfaction and thereby increases commitment.

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