Chapter - 1
Introduction
CHAPTER -1

A STUDY ON THE COMMITMENT DIMENSIONS OF COLLEGE TEACHERS

1.0 INTRODUCTION

An Organisation is a coordinated unit consisting of at least two people who function to achieve a common goal or a set of goals. Every organisation would like to see that it is well organised and well-ordered to achieve their goals with the help of workforce. In today’s rapidly changing world the organisation is struggling to maintain and retain their workforce. So it needs people with commitment and dedication for their growth and to stay in the competitive world.

The main aim of every company is to maximise the contributions from people towards the accomplishment of its goals. The contributions mainly depend on the thinking and behaviour of the human beings. Human behaviour means how human beings think, feel and do. It consists of feelings, attitudes and perceptions of the people.

The key element of an establishment is not of course, a building or set of policies and procedures, but it also includes people and their relationships with one another. Any organisation exists when people interact with one another and perform essential functions that will help to attain the goals (Richard & Ann, 2009).

Human beings are one of the most important factors of production. The effectiveness of a company develops when human resources and their problems are properly tapped. Technological, Cultural, Political, Social and Global forces challenge the organisation to redefine their strategies. These changes also affect various functioning of an organisation such as organisational commitment, organisational culture, work motivation and job
satisfaction of the employees. So every organisation needs to reorganize their human element.

Organisations are entities that enable society to pursue accomplishments that cannot be achieved by individuals alone (Gibson, et. al, 2006). A well-managed organisation doesn’t look for capital investments, but toward employees who are committed and dedicated as the fundamental source of improvements. For success of any organisation, committed and satisfied workforce are considered as the most important assets whereas the non-committed and dis-satisfied workers are the biggest liabilities as it leads to absence of enrichment, fulfillment in their life and work (Manju and Madhu, 2012).

In this study the researcher has considered educational institutions as organisations and the teachers who are working in it are viewed as employees and thereby it is interested to study the Commitment of teachers working in colleges. Teachers play a vital role in developing an economy. The quality of the teachers is an important factor which has an influence on the students, organisation and the entire country.

The word Commitment is an important buzz word in every organisation, especially in higher educational institutions. In olden days teachers were highly committed to the teaching profession, as they were considered as the most important people and information generators in the society. They are the people who build a student, organisation and economy as a whole. Now a days educational institution require good quality teachers who will be highly committed and dedicated, because a teacher is occupied with lots of other activities other than teaching which makes him/her frustrated or to sit back in his/her profession and be less committed.
1.1 ORGANISATIONAL BEHAVIOUR:

The behaviour of human beings is complex and difficult to understand. The organisational system works by taking inputs, converting them into outputs and delivering it. Inputs are human beings, information, material and financial resources. Outputs are materials and resources, once they are transformed by the organisation’s technology component they become outputs for customers, consumers and clients (Nelson & Quick, 2011).

Organisational Behaviour is a field of study that investigates the impact that individuals, groups and structure have on organisations, for the purpose of applying such knowledge toward improving an organisations effectiveness. Therefore Organisational Behaviour is a study of what people do in an organisation and how their behaviour affects the organisation’s performance. In an organisational world characterized by cutbacks, expectations of increasing productivity and tough competition, it’s not surprising many employees feel pressured to cut corners, break rules and engage in other questionable practices (StephenP. R., et al., 2009).

In short Organisational Behaviour also deals with how people act and react in organisations. How people think, feel and do in and around organisations.

1.2 ATTITUDES:

Attitudes are feelings and beliefs that largely determine how employee will perceive their environment, commit themselves to intended actions and ultimately behave (John, 2011). However to understand the work related attitudes we must also focus on people’s attitudes towards the organisation where they work.
Attitudes are psychological tendency expressed when we evaluate a particular entity with some degree of favour or disfavour. The major three types of attitudes are Job Satisfaction, Job Involvement and Organisational Commitment. The concept of organisational commitment is concerned with the degree to which people are involved with their organisations and are interested in remaining within them, that is being loyal.

The highly committed employees to the organisations are less likely to resign and be absent. Being committed leads people to stay on the jobs and show up when they are expected to do so. Beyond remaining in their organisation, those who are highly committed demonstrate a great willingness to share and make sacrifices required for the institution to thrive. Commitment is very important attitude for people at work. Therefore Attitudes are the cluster of beliefs, assessed feelings and behavioural intentions towards a person, object or event (Mc Shane & Von, 2010)

1.3 COMMITMENT:

Commitment represents a set of feelings more closely connected to the individuals desire to stay and remain attached to a particular work situation. Organisational commitment is the strength of an individual who identifies and involves in a particular organisation, a strong belief in and acceptance of organisational values and goals, a willingness to use considerable effort for the organisation and a desire to remain in the organisation. (Mowday, et. al, 1982).

Commitment embodies a sense of living bound emotionally and intellectually to some course of action. Commitment is pledged, externally energised, a promise to someone. The term Commitment means the total devotion towards a particular task, plan, action, person, organisation, principle etc.
1.4 ORGANISATIONAL COMMITMENT:

An organisation expects its employees not only to be hard working but also to be committed to be dedicated. Organisational commitment is concerned with the psychological attachment to the organisation (Helga, 2000).

Organisational Commitment is the degree to which an employee identifies with the organisation and wants to continue actively participating in it. Like a strong magnetic force attracting one metallic object to another, it is a measure of the employees’ willingness to remain with a firm in the future (Chapman, 1984).

Commitment is akin to being strongly connected and engaged with the organisation on an emotional level. It often reflects the employee’s belief in the mission and goals of the firm, willingness to expend effort in their accomplishment and interventions to continue working there. Commitment is usually stronger among long term employees, those who have experienced personal success in the organisation, those who have passed major hurdles to successful entry, and those working within a committed employee group. Commitment to the workplace has become the hallmark of organisational success.

1.5 THE PROFESSION OF TEACHING:

Teaching is the most dignified profession among all other professions. Yet teachers are outworked, underpaid and underappreciated. There is a common bond which unites all teachers, i.e. the desire to help students reach their maximum potentials as human beings. When we achieve this goal, when we see students grow as a result of our teaching, we know that all the training and hard work have been worth the effort.
Thus teaching as a behaviour is an organised set of cognitive acts or operations of teaching, both overt and covert, organised logically and meaningfully. It has a configuration, which can be analysed, reasoned out, described, explained and changed for improvement. These behaviours can be systematically and hierarchically arranged in categories called taxonomy. The effectiveness of teaching is the competence of a teacher, attributes of instructional process and the teacher impact on pupil behaviour. The growth of all these dimensions of this board and diverse discipline of teacher education is like any other discipline extensive and research savy in search of what really contributes to effective teaching.

One of the indications of a prosperous and a developed country is that the quality of its higher educational institutions. The institutions are very famous because of its committed and dedicated faculties working in those higher educational institutions (Ahiya, 2016).

1.6 EDUCATIONAL INSTITUTIONS AS ORGANISATIONS

The schools and colleges are the significant human enterprises. Lights and shades of its life would affect the very foundation of the human society. The persons who are largely responsible for the fortune of these enterprises are the teachers of these organisations. The teachers are expected to transform an individual into a person of imagination, wisdom, human love and enlightenment; transforming the institutions into the lamp posts for the prosperity and transforming the country into a learning society. They are also supposed to contribute significantly towards preparing the students as role performers in different walks of life and shape the youth into acceptable adult roles in the society. In order to fulfill these expectations, teachers need to maintain their personal commitment to their organisation where they are employed. Thus, it is widely recognised that teacher’s commitment to the
organisation is vital for its effective functioning and very crucial because they are responsible for the building of the nation (Nageshwar & Dahane, 2016).

An organisation is a social system which includes both the organisational dimensions and the individual dimensions. The dynamic process of interaction between these two dimensions influence the working behaviour of members within the organisations. In short it can be said that a college is a social system and peoples are the center of focus. In educational institutions people take up the roles of administrators, teachers, students, custodians and so on. An effective organisation will make sure that there is a spirit of cooperation and sense of commitment and satisfaction within the sphere of its influence. That’s why every organisation spends too much money, time and effort to fit square holes. Fostering commitment among employees is also important because employees who are highly committed stay longer, perform better, miss less work and engage in organisational citizenship behaviour. To sum up commitment refers to an individual’s attraction and attachment to the work and the organisation. It refers to the socio – psychological bonding of an individual to his group or organisation, its goals and values or to his occupation and profession.

1.7 SIGNIFICANCE OF TEACHER COMMITMENT:

Professional commitment in education in the modern sense is a recent arrival. Higher Education helps in developing knowledge based economy and provides skilled manpower and training to execute specific tasks and jobs. Higher education inculcates social and moral values in students. Most of the teachers and lecturers lack in their dedications towards the profession which actually they should possess in order to comply with their commitment to their profession. The quality of teaching is not only governed by the knowledge and skill competence of teachers, but also their enthusiasm and commitment in teaching. In fact teacher commitment and engagement has been identified as
one of the most crucial factors in the success of the education (George & Joythi, 2016).

Teachers who are dedicated and committed to teaching might facilitate school based innovations or reformations that are meant to benefit students learning and development. No system of education, syllabus, methodology, text books can rise above the level of teachers. If a country wants to have quality education it must have committed and quality teachers (Jyothi & Aruna, 2015).

1.8 PROBLEM OF THE STUDY:

Commitment is the level of attachment to someone or something. It is simultaneously psychological and social. Education all over the world is still looked upon as a harbinger of all other changes. Institutions of higher education have the main responsibility for equipping individuals with the advanced knowledge and skills required for positions of responsibility in government, business and the professions. For that teachers of these higher educational institutions play a vital role in contributing to the development of the individual and the economy as a whole. Teachers are the people or leaders in shaping the future generation. Their level of commitment to the organisation as a whole (Organisation, Colleagues, Students, Society and to the Profession) matters a lot. There are huge number of studies available on teacher’s leadership, teacher’s commitment, work life balance of teachers, teacher’s satisfaction, motivational factors of teachers and etc. Even in the literature of the commitment of teachers, many famous researchers have studied on the Affective Commitment, Continuous Commitment, Normative Commitment, Occupational Commitment, Organisational Commitment and different roles of a teacher. There is a research gap, where there is a scope to study the different dimensions of Commitment of the teaching faculty in an institution. The teacher’s commitment can be towards the organisation, management,
colleagues, students’, to their own profession and to the society. At present teacher commitment is declining due to the rotten current conditions. They are not provided proper salaries, proper facilities and moreover the working conditions are not proper, workload is high and it’s not properly distributed. This has marred the commitment of teachers. In the years to come the standard of the education in India is expected to go up, when foreign universities come to India. To compete with the International standards the teachers will be the main concern. At present we don’t have any Indian University in the top 150 in the entire world (according QS Ranking, 2017). In this study the researcher is interested to study about the commitment of Teachers in the higher educational institutions which is the much needed topic, which is to be dealt with, and moreover this study focus on the different dimensions of Commitment of College teachers.

1.9 OBJECTIVES OF THE STUDY:

1. To study the demographic and institutional profile of college teachers in arts and science colleges.

2. To measure and validate the dimensions of Commitment among the college teachers.

3. To find the influence of personal and institutional profile of college teachers on their Commitment dimensions.

4. To construct a validated empirical model pertaining to Commitment dimensions of College teachers.

5. To give suggestions and recommendations to improve the Commitment level of Teachers.
1.10 SIGNIFICANCE OF THE STUDY:

An organisation is like any other living organism which has the cyclical process of growth. In order to attain a systematic growth every organisation make vital changes in structure, product, process and people. In order to achieve the set by the organisation, it has to obtain and utilize various resources in such a way that they can contribute to the maximum. The common factor for all these organisations is that the resources are limited. These resources are both human and non-human such as physical, financial etc. Human resources is the greatest asset to any organisation. Every organisation should give special attention to its human resources because it can contribute a major level towards the achievement of organisational goals. In this context every organisation is expected to train the people, develop their skills, motivate them to the highest level of performance and ensure that they continue to fulfill their commitment. Therefore this study aims to look into the different dimensions of the commitment of teachers. The study will be helpful for the teachers to realize their commitment dimension at different level and to develop or increase their commitment level.

1.11 SCOPE OF THE STUDY:

Among the Indian cities, Chennai is one of the city which is most sought after for higher education. There are quite a number of Colleges, Universities and Institutes which are very highly reputed and branded for higher education in India. The Colleges and Universities of Chennai city have been ranked in the top list of best colleges and universities in India according to, THE WEEK, MHRD and other rating agencies.

The researcher aims to study the Commitment dimensions of college teachers. The area of the study is limited to the arts and science colleges affiliated to the University of Madras in Chennai City.
1.12 RESEARCH DESIGN:

1.12.1 Research Methods

The research design employs descriptive, analytical and explorative methods. The basic information is obtained through the survey method by administering a questionnaire and through personal interviews. Certain analytical tools has been used for analyzing the data.

1.12.2 Area of Study

For the purpose of this study, the researcher has sought to examine the five dimensions of Commitment of the College teachers who are working in arts and science colleges affiliated to the University of Madras in Chennai city.

1.12.3. Data for the Study

In order to realise the objectives of the current research and to test the hypotheses, the research strategy was divided into two main components, namely primary and secondary research. A detailed exposition of the research methodology followed in this research will be discussed in the data analysis and interpretation.

Primary data

The study is an empirical research based on the survey method. The relevant Primary data is collected from the teaching faculty through a well-structured questionnaire.

Secondary data

The secondary data is collected from various National and International Journals, Books, Research Articles, Dailies, Magazines, Newspapers, Websites, Proquest, Jstor, Emerald, Springerlink and Google.
To collect the secondary data the researcher has visited the Institute of Finance and Management Research (IFMR), Loyola Institute of Business Administration, Chennai (LIBA), Indian Institute of Technology, Chennai – Department of Management Studies (DoMS), University of Madras, British Library (Chennai).

1.12.4 SAMPLE DESIGN

Sample Technique

The researcher has selected the colleges proportionately. Questionnaires were given to the teachers working in Government, Aided and Self Financing College Teachers in the University of Madras. Convenient sampling technique was applied to obtain the responses.

Sample Size

Totally 600 questionnaires were distributed and 505 were collected out of it. From this researcher has rejected 49 questionnaire as incomplete and the remaining 456 has been selected for the study.

Table 1.1

Sample Size and Sample Selection

<table>
<thead>
<tr>
<th>Particulars</th>
<th>Total no. of Colleges</th>
<th>Selected Proportionately 25%</th>
<th>Circulated</th>
<th>Received</th>
<th>Rejected</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>17</td>
<td>4</td>
<td>86</td>
<td>73</td>
<td>8</td>
<td>65</td>
</tr>
<tr>
<td>Aided</td>
<td>24</td>
<td>6</td>
<td>128</td>
<td>108</td>
<td>11</td>
<td>97</td>
</tr>
<tr>
<td>Self Financing</td>
<td>68</td>
<td>18</td>
<td>386</td>
<td>324</td>
<td>30</td>
<td>294</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>28</td>
<td>600</td>
<td>505</td>
<td>49</td>
<td>456</td>
</tr>
</tbody>
</table>
The sample population is unknown. Because in the government colleges the number of vacancies is kept confidential, they were not willing to reveal the number of vacancies. In Government Aided colleges also the management and principals were not willing to reveal the total number of teaching staff currently working there and the number of vacancies in different departments. In self-financing colleges the management is not able to retain their employees and the employee turnover is found to be very high due to poor salary. Therefore situation creates for unknown population.

1.12.5 QUESTIONNAIRE DESIGN

In the light of the objectives formulated for the study, the researcher has designed the questionnaire in to Seven parts.

- The first part of the questionnaire comprises of Demographic factors with optional questions.
- The second part consists of questions relating to Passion for Teaching.
- The third part consists of questions relating to Compassion towards Students.
- The fourth part consists of questions relating to Respect to Colleagues.
- The fifth part consists of questions relating to Loyal to management.
- The sixth part consists of questions relating to Dedication to Profession.
- The Seventh part consists of questions relating to teaching in Optional Model.
1.12.6 SCALING TECHNIQUE OF THE QUESTIONNAIRE

The researcher has designed the questionnaire based on different parameters such as

1. Likert’s 5 point scale which ranges as below:
   (5-Strongly Agree, 4-Agree, 3-Neutral, 2-Disagree, 1-Strongly Disagree)


1.12.7 PILOT STUDY

A Preliminary investigation was done to check the reliability and validity of variables in the research instrument. The variables are broadly categorized into two domains namely: Independent and dependent variables. At the point of inception the researcher collected 75 responses from college professors of the arts and science colleges in Chennai city affiliated to University of Madras. In order to check the reliability for independent variable the researcher applied normal distribution method and Cronbach alpha method to check the reliability of dependent variables. The initial investigation revealed in Independent variables normal distribution is found less than 5% admissible errors. The cronbach alpha co-efficient for the dependent variables are found to be greater than .912, which is greater than the required bench mark.

1.12.8 DATA ANALYSIS: The following statistical tools were used to analyze the data:

1. Factor Analysis
2. Parametric t-test
3. Cluster Analysis
4. Nonparametric Chi-Square Analysis of Association
5. One way Analysis of Variance
6. Linear Multiple Regression
7. Structural Equation Model (SEM)

1.13 HYPOTHESES

1. The Passion for Teaching is positively related to college teachers commitment
2. The Compassion towards Students is positively related to college teachers commitment
3. The Loyal to Management is positively related to college teachers commitment
4. The Respect to Colleagues is positively related to college teachers commitment
5. The Dedication to Profession is positively related to college teachers commitment
6. There is no significance influence of personal and institutional profile of college teachers on their commitment dimension.

1.14 LIMITATIONS OF THE STUDY:

1. Access to all the teachers of the colleges affiliated to University of Madras was not possible.
2. There might be biases when the teachers filled the questionnaires.
3. The study is restricted to Government, Govt. Aided and Self Financing colleges within Chennai city under the jurisdiction of University of Madras.
4. The study is restricted to only Five dimensions of Commitment that exist among the college teachers.
1.15 CHAPTERISATION

1. Chapter 1  Introduction
2. Chapter 2  Review of Literature
3. Chapter 3  Theoretical background of the study
4. Chapter 4  Profile of Colleges in Chennai
5. Chapter 5  Data Analysis and Interpretations
6. Chapter 6  Findings, Suggestions and Conclusion