Chapter -3
Theoretical Background of the Study
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3.1 INTRODUCTION

Organisations of one form or another are a necessary part of our society and serve many important needs. The decisions and actions of management in organisations have an increasing impact on individuals, other organisations and community (Mullins L. J., 1987).

Human forces play a significant role in the organisations which are rapidly changing. The aim of every organisation is to improve the performance of the individuals and help the individuals be actively involved in the organisational matters. Therefore managers study the factors which influence the performance of organisations in achieving its goals. Organisational Commitment is one of the determining factors which affects an employee’s level of commitment in the organisations activities and performance. Human beings are the most important input in any organisation, especially in educational institutions they play an even bigger role. An educational institution is said to be committed when the teachers of that organisation is said to be committed.

We are living in an era of Human capital. Human Capital means the knowledge that employees possess and generate, including their skills, experience and creativity. Organisational Behaviour tries to continually grow the human capital of organisations by developing the talent, capacity, synergy and effectiveness of people that work in them (Sniderman et al, 2010).
3.1 MEANING OF ORGANISATION

Organisation is a social unit of people systematically arranged and managed to meet a need or to pursue collective goals on a continuing basis. Organisations are open systems in that they affect and are affected by the environment beyond their boundaries. Organisations are social systems which comprise science and people, in simple Technology and humanity. In short organisations are social entities that are goal directed, designed as deliberately structured and coordinated activity systems and linked to the external environment (Richard & Ann, 2009) Human behaviour in an organisation being unpredictable due to deep seated needs and values, there is rarely an idealistic solution to these problems. Organisations are composed of individuals and operate within systems. Individuals, organisations and systems continue to be the principle units of an organisation.

3.1.1 DEFINITIONS OF ORGANISATION:

Leavitt (1962) has defined organisation as a specific configuration of structure, people, task and techniques. Structure represents the forms of hierarchy, departments and committees. People refer to the skills, attitudes and social interaction of the members of the organisation. Task refers to the goals of the individual and organisation. Techniques refer to the methodical approach used to perform tasks.

Davis (1977) defines an organisation as a big or small group of individuals who cooperate under the direction of a leader toward a common object.

Allen (1985) defines organisation is a process of identifying and grouping the work to be performed, defining and delegating responsibility and authority, and establishing relationship for the purpose of enabling people to work most effectively together in accomplishing objectives.
**Jerald and Robert (2008)** Organisation is a structured social system consisting of groups and individuals working together to meet some agreed upon objectives.

### 3.2 ORGANISATIONAL BEHAVIOUR

The Performance of the employees of an organisation is the foundation its organisational Performance. Understanding individual behaviour is, therefore, critical for effective management. **Organisational Behaviour** is a field of study that investigates the impact that individuals, groups and structure have on behaviour within organisations, for the purpose of applying such knowledge toward improving organisations effectiveness. **Organisational Behaviour** is the study of how people feel, think and act in an organised setting. Organisational Behaviour is concerned with the study of what people do in an organisation and how their behaviour affects the organisations performance.

### 3.2.1 DEFINITIONS OF ORGANISATIONAL BEHAVIOUR

**Hellriegeland John (2009)** have said that Organisational behaviour is the study of individuals and groups within an organisation and the study of internal processes and practices as they influence the effectiveness of individuals, teams and organisations.

**Sniderman et al. (2010)** has defined that Organisational Behaviour is the field of study that seeks to understand, explain, predict and change human behaviour, both individual and collective in the organisational context.

**Ricky and Gregory (2010)** have defined that Organisational Behaviour is the study of human behaviour in organisational settings, the interface between human behaviour and the organisation, and the organisation itself.

**Jerald and Robert (2008)** Organisational Behaviour is a field that seeks increased knowledge of all aspects of behaviour in organisational settings through the use of the scientific method.
3.3 ATTITUDE

Attitudes as evaluative statements either favourable or unfavourable concerning objects, peoples, or events. They reflect how one feels about something. Attitudes are determinants of behaviour because they are linked with perception, personality and motivation. Job satisfaction, organisational commitment and employee engagement are important work attitudes managers can strive to improve among their employees. Job satisfaction is an antecedent of organisational commitment. Increasing job satisfaction is to increase the job commitment as well. Therefore an attitude is a positive or negative feeling or mental state of readiness, learned and organised though experience, that exerts specific influence on a person’s response to people, objects and situations (Gibson, et. al., 2006)

3.3.1 DEFINITIONS OF ATTITUDE:

Ray et al. (2008) have defined attitude as a predisposition to respond in a positive or negative way to someone something in our environment.

Llind et al. (2002) have said that Attitudes are simply a reflection of our perceptions on a situation.

Udai Parek (2004) the term attitude is being used quite frequently now a days in describing people behaviour. In general terms it’s the positive or negative orientation of a person. Attitude can also be defined as a multiplicative function of beliefs and values

Ricky and Griffin (2010) Attitudes are a person’s complexes of beliefs and feelings about specific ideas, situations or other people. Attitudes are important because they are the mechanism through which most of the people express their feelings.
**Don and John (2009)** Attitudes are relatively lasting feelings, thoughts and behaviours aimed at specific individuals, groups, ideas, issues or objects. Attitudes are influenced by an individual’s background and experiences. They are formed by a variety of forces, values, experiences and personalities.

### 3.4 ORGANISATIONAL COMMITMENT

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. 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.

Organisational Commitment means the desire on the part of an employee to remain as a member of the organisation. Organisational commitment influences whether an employee stays a member of the organisation or leaves to pursue another job. Organisational commitment sits side by side with job performance. It’s not enough to have talented employees who perform their jobs well. You also need to be able to hang on to those employees for long periods of time so that the organisation can benefit from their efforts.

### 3.5 DEFINITIONS OF ORGANISATIONAL COMMITMENT

**Sniderman et al. (2010)** has defined Organisational Commitment as strength of the feeling of responsibility that an employee has towards the mission of the organisation.
Meyer and Allen (1991) has defined Organisational Commitment as a desire on the part of an employee to remain a member of the organisation.

Miller (2003) has defined organisational commitment as a state in which an employee identifies with particular goals of the organisation and wishes to remain in the organisation as a member.

Porter et al. (1979) Organisational commitment is defined as the relationship between the different behaviours in the workplace. It is an attachment towards the organisation, where the employees have an intention to stay in the organisation, who identifies the values and goals of the organisation and a willingness to exert extra effort on its behalf.

Cohen (2003) have said that commitment is a force that binds an individual to a course of action of relevance to one or more targets.

Jayaprakash Reddy (2004) has defined organisational commitment as a state in which an employee identifies with a particular organisation and its goals and wishes to maintain membership in the organisation. So high job involvement means identifying with one’s specific job while high organisational commitment means identifying with one’s employing organisation.

3.6 IMPORTANCE OF ORGANISATIONAL COMMITMENT

The effective functioning of an organisation highly depends on the commitment of its employees. In fact, the commitment of employees may be a key factor that determines the success of a company in the modern world since, in the situation of the growing competition and the constant implementation of new technologies a company needs to have well-qualified and reliable personnel to maintain its position in the market. At the same time, the effectiveness and productivity of work of employees still remain the major factors that can contribute to the progress of the company. On the other hand, nowadays it is obvious that financial stimuli solely can hardly motivate
employees to work more effectively and productively. In such a situation, employees commitment turns to be of a paramount importance since it is due to the high commitment of employees they can perform positive results of their work, increase its effectiveness and productivity, while low commitment leads, as a rule, to poor results of the functioning of the entire organization. People who feel deeply committed to their organisations behave differently from those who do not.

3.7 DIFFERENT LEVELS OF ORGANISATIONAL COMMITMENT

Organisational Commitment has three different levels which are related to an individual developing his commitment towards the organisation (Reichers, 1985).

3.7.1 Higher level of organizational commitment: Higher level of commitment means an individual having a strong acceptance of the organisations values and is willing to put efforts to stay in the organisation. This relates to the affective dimension of commitment, where an individual stays because they want to stay. He will be very hardworking no matter what is the situation in the organisation.

3.7.2 Moderate level of organisational commitment: Moderate level of commitment means an individual having a sense of responsibility towards the organisations goals and values of the organisation, and so he wants to stay in the organisation. He won’t be very eager to any joy, but he will do it in a half-heartedness. This can be termed as partial commitment or average commitment or reasonable commitment.

3.7.3 Lower level of organizational commitment: Low level of organisational commitment means the employee won’t be willing to accept the goals and values of the organisation. He won’t have a mindset to stay in the organisation. Given an option they will move. They fall into the category of the employees who will be frustrated with the work and the organisation.
3.8 FACTORS AFFECTING ORGANISATIONAL COMMITMENT

Organisational Commitment is influenced by a wide variety of factors. They are discussed below.

3.8.1 Job Related Factors: one of the most important job related outcome of an individual is his commitment to the organisation. The employee’s commitment level has an impact on the job related outcomes such as performance, job effort, absenteeism, responsibility, autonomy and turnover. The promotional opportunities also can have an impact on enhancing or diminishing the organisational commitment.
3.8.2 Employment Opportunities: The employees who are highly committed to the organisation won’t look out for another organisation. They don’t ponder for desirable alternatives. The employees start calculating the risks of remaining and leaving the organisation.

3.8.3 Personal Characteristics: The age, gender, marital status, experience, salary and seniority can affect an employee’s level of commitment towards the organisation. It is said that senior employees are more committed when compared to the new entrants. The gender is also an important factor that influences the commitment level. The money they get is also a major factor that influences the commitment level of an employee. There is a saying that the people who are committed don’t bother about the money they get out of their efforts, but many have argued that monetary benefits play an important role in defining the level of commitment of the employee’s.

3.8.4 Work Environment: Working environment also influences the organisational commitment. The employees should be given a sense of feeling that they are a part of the organisation. A sense of ownership makes them to get involved in the decision making on new developments and changes in working practices. They should create a sense of belongingness. When employees are given decision making power they tend to have a high level of commitment. If the management does not provide proper facilities in the organisation there may be a sense of dissonance on the organisational commitment.

3.8.5 Positive Relationships: An organisation’s workplace is built up by various working relationships. The supervisory relationship influences the organisational commitment in a positive or a negative way. When the employees are having a good relationship with the supervisors, they tend to be more committed to the organisation. The relationship with the peers and other groups also affect the organisational commitment. The individuals tend to show their commitment in a positive way if they find value through work relationships. If efforts are made to develop the social atmosphere of an
organisation, employee commitment and the attachment to the organisation can be increased. When there is mutual respect among the individuals they are able to commit themselves to the organisation.

3.8.6 Organisational Structure: Organisational structure has also an impact on the organisational commitment. If there are bureaucratic structures there will be negative effect on organisational commitment. Flexible structures tend to contribute to enhance the employee commitment, their loyalty and attachment towards the organisation.

3.8.7 Management Style: The management style should be more flexible and participatory which will positively enhance the organisational commitment. Management style can also pose threats by being as demotivators to the employees. The employees will be empowered and committed to the organisation if the management style is fair and flexible.

3.9 DIFFERENT TYPES OF COMMITMENT:

3.9.1 Affective Commitment: Affective commitment is reflects a positive emotional bond to the organisation. An affectively committed employee identifies the goals of the organisation and will have the desire to stay in the organisation. It is defined as a desire to remain a member of an organisation due to emotional attachment and involvement with that organisation.

3.9.2 Continuance Commitment: Continuance Commitment refers to the high costs associated by losing the membership in the organisation. Here the employee remains in the organisation because he/she has to or need to remain in the organisation. It is defined as a desire to remain a member of an organisation because of awareness of the costs associated with leaving it

3.9.3 Normative Commitment: Normative commitment is based on a sense of obligation to the organisation. They may be on training; mentoring etc. the employee stays in the organisation because he/she ought to. It is defined as a desire to remain a member of an organisation due to a feeling of obligation.
Fig No. 3.2 - THREE TYPES OF COMMITMENT

EMOTION BASED
Some of my best friends are working and I might miss them

I really like the atmosphere in the organisation

I enjoy coming to work each day

Affective Commitment

Staying because you **want** to

COST BASED
I’m due for a promotion, if I go to a new company will I get a promotion

The cost of living in this new area is high, now I have quarters facility

we have good facilities, school etc here and we have put down roots

Continuance Commitment

Staying because you **need** to

OBLIGATION BASED
My organisation has invested a lot on me by training, mentoring and showing me the ropes.

My organisation gave me a start, they hired me when others rejected me.

When I was down my employer helped me, how can I leave them?

Normative Commitment

Staying because you **ought** to
3.10 DIFFERENT TYPES OF EMPLOYEES BASED ON THEIR COMMITMENT LEVEL: (Jason et al., 2011)

Fig No. 3.3

FOUR TYPES OF EMPLOYEES

<table>
<thead>
<tr>
<th>ORGANISATIONAL COMMITMENT</th>
<th>TASK PERFORMERS</th>
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<tbody>
<tr>
<td>HIGH</td>
<td>LOW</td>
</tr>
<tr>
<td>HIGH</td>
<td>Stars</td>
</tr>
<tr>
<td>LOW</td>
<td>Lone wolves</td>
</tr>
</tbody>
</table>

3.10.1 **Stars** possess high commitment and high performance and are held up as role models for other employees. Stars likely respond to negative events with voice because they have the desire to improve the status quo and the credibility needed to inspire change. It’s pretty easy to spot the stars in a given unit, and you can probably think about your current or past job experiences and identify the employees who would fit in.

3.10.2 **Citizens** possess high commitment and low task performance but performs many of the voluntary extra role activities that are needed for the organisation to function smoothly. Citizens are likely to respond to negative events with loyalty because they may lack the credibility needed to inspire change but do possess the desire to remain a member of the organisation. You can spot citizens by looking for the people who do little things – showing around new employees, picking up birthday cakes, ordering new supplies when needed and so forth.

3.10.3 **Lone Wolves** possess low levels of organisational commitment but high levels of task performance and are motivated to achieve work goals for themselves, not necessarily for their company. They are likely to respond too negative events with exit. Although their performance would give them the
credibility needed to inspire change, their lack of attachment prevents them from using that credibility constructively. Instead they rely on their performance levels to make them marketable to their next employer. To spot lone wolves, look for talented employees who never want to get involved in important decisions about the future of the company.

3.10.4 Apathetics possess low levels of both organisational commitment and task performance and merely exert the minimum level of effort needed to keep their jobs. Apathetics respond to negative events with neglect, because they lack the performance needed to be marketable and the commitment needed to engage in acts of citizenship.

3.11 Characteristics of Over Commitment and Under Commitment:

(Lowman, 1993)

<table>
<thead>
<tr>
<th>UNDER COMMITMENT</th>
<th>OVER COMMITMENT</th>
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<tbody>
<tr>
<td>Fear of Success</td>
<td>Over Loyal employees</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>Job and occupational burnout</td>
</tr>
<tr>
<td>Slow</td>
<td>Fast</td>
</tr>
<tr>
<td>Negative Cultural, family and personality factors.</td>
<td>Positive Cultural, family and personality factors.</td>
</tr>
<tr>
<td>Low or moderate level of energy</td>
<td>High level of energy</td>
</tr>
<tr>
<td>High rate of turnover</td>
<td>Low rate of turnover</td>
</tr>
<tr>
<td>Calculative to stay</td>
<td>More willing to stay</td>
</tr>
<tr>
<td>Low job satisfaction</td>
<td>High job satisfaction</td>
</tr>
<tr>
<td>Reduced effort</td>
<td>More effort</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>Regular to work</td>
</tr>
<tr>
<td>demotivated</td>
<td>Self-motivated</td>
</tr>
<tr>
<td>Keen on monetary benefits</td>
<td>Satisfied by what they get</td>
</tr>
</tbody>
</table>
3.12 BENEFITS OF COMMITMENT: (Carol Kinsey, 2004)

3.12.1 High Quality: committed employees care about the quality of the goods or services that the company provides. They are eager to offer creative ideas on how to improve products or systems. Organisations that stand for quality and service are more likely to attract talented workers who are looking to commit to a company they can be proud of.

3.12.2 High Performance: Employees with high commitment to the organisation care about corporate goals and objectives. They are more willing to put out the extra effort necessary to increase performance and production.

3.12.3 Low Turnover: when the employees are committed to the organisation and feel that the organisation is committed to them, they are less likely to quit their jobs. Turnover and absenteeism drop substantially. In fact, committed employees value their existing work relationships so highly that they may pass over more lucrative opportunities.

3.12.4 Good Reputation: workers who are committed to the organisation speak well of it to their friends and in the community. This goes a long way to enhance the company’s reputation with other employees, customers and potential employees.

3.12.5 High Morale: Committed employees are happy in their work. They love their jobs. When employee’s morale is high, there is less illness, fewer accidents, more fun, and a heightened atmosphere of general goodwill.

3.12.6 Team Spirit: When employees are committed to the highest objectives of the organisation, there is more cooperation and group interaction. Teamwork together readily as they bond with one another. Team spirit comes naturally when people are committed to the organisation and to their co-workers.
3.12.7 Ability to attract employees: Almost everyone wants to work in the kind of company just described. They want to bond with the coworkers, love their jobs and feel committed to their organisation. Organisations that understand this need will tend to attract the most talented people from a dwindling pool of well skilled workers.

3.13 HIGH COST OF LOW COMMITMENT:

3.13.1 Low Quality: As commitment drops, so does employee concerns about the quality of goods and services put out by the company. As risk averse employees hold back their suggestions for needed improvements, quality is more to suffer.

3.13.2 Low Performance: Employees with low commitment are satisfied to do the minimum just enough to keep their jobs. The goals of the organisations are remote and unattached to them in any meaningful way.

3.13.3 High Turnover: Without commitment employees may simply leave that organisation at the first sign of trouble or discord.

3.13.4 Poor Reputation: Companies may spend millions of dollars building a corporate reputation, only to see it destroyed by bad mouthing from disgruntled employees.

3.13.5 Low Morale: When commitment slides, employees no longer look forward to coming to work happily. They fall victim to stress related illnesses and on the job accidents increase. If people feel oppressed or inappropriate the general atmosphere of the workplace will suffer.

3.13.6 Low Team Spirit: Workers with low commitment have an attitude of every person for themselves. Obsessed with guarding their own special interests or turf, employees withdraw from production interaction with one another.
3.13.7 **Inability to attract employees:** Since commitment is so important to most of the people, potential employees will look for organisations that build trust and loyalty. Organisations that do not understand and respond to their employee problems will lose out in the competition for talented workers.

3.14 **PROMOTING ORGANISATIONAL COMMITMENT:**

Paul & Dean (2002) have come out with some important points by which Organisations try to increase the commitment level of their employees. So there won’t be any thought of another organisation in their mind.

- **Try some good faith efforts to increase employee input into the organisation:** Employees who feel their voice is been heard will be more committed than other employees whose words are not give any importance.

- **Build it and they will come:** Organisations should straighten out and communicate the basic values, attitudes and purpose of the organisation. A strong mission statement and a brief description of what the firm is all about.

- **Consider using teams:** Organisation should foster their employees to work in teams and consider their fellow employees, which will pave way for their commitment to raise its level.

- **Treat employees fairly:** the employees should be treated fairly, may be more even fairly so that their alternatives aren’t alternatives.

- **Recruit employees whose values closely match those of the organisation:** recruiting new employees is important not only insofar as it provides opportunities to find people whose values match those of the organisation.
3.15 STRATEGIES TO INCREASING EMPLOYEE COMMITMENT:

Naicker & Govender (2008) have said that employee commitment can be developed in many ways. The employers fail to recognise and realise some of the most important ways to develop and retain the committed employees. The following are the five I’s to increase the commitment of the employees

- **Interesting Work:** Every employee wants to have a spark of high interest in his job. The employees feel bored to do the same job again and again day after day.

- **Information:** Information is wealth. The employees are keen to know how they are doing in their job and how their organisation is performing. The employees should be empowered with information which will make them to perform their tasks more effectively and efficiently. There should be an open channel of communication to know the information and where they can clarify their queries.

- **Involvement:** Now a days the managers are bombarded with huge opportunities and problems, as the speed of business continues the amount of time spent to take decisions comes down. Involving the employees in the decision making process creates a sense of respect to the management and increases the level of commitment.

- **Independence:** One few employees are comfortable to get their job closely monitored. Most of the employees want freedom and flexibility to do their jobs, which will increase their ideas, energy and initiatives.

- **Increased Visibility:** The employees should be given new opportunities to learn, perform and grow as a form of recognition. Others success occasions should be celebrated together and the employees should be credited when it is due.
3.16 DIFFERENT MODELS OF COMMITMENT

3.16.1 Steer’s Model of Commitment (1977)

Fig No. 3.4

The diagram explains that the dependent variable and the independent variable can influence the organisational commitment. If organisational commitment is an independent variable, it can influence the dependent variables such as employees turnover, intent to move out of the organisation, staying in the organisation and their performance on the job. If Organisational commitment is a dependent variable it can influence the other independent variables such as Age, Educational level, identity at the organisation, Freedom to interact, attachment to the organisation and the employees’ attitudes.
3.16.2 Jaros, Jermier, Koehler and Sincich’s Model of Commitment (1993)

Fig No. 3.5

The authors have come with a conclusion that there are 3 types of commitment: Affective, Moral and Continuance commitment. Affective commitment is described as the feelings experienced by the employee at the organisation. Moral commitment means they think staying in the organisation is good for them and continuance commitment means they wish to stay in the organisation.
3.16.3 Angle and Perry’s Model of Commitment (1981)

Fig No. 3.6

Angle and Perry has come out with a two dimensional model: Value Commitment and Continuance Commitment. Value Commitment is defined as the extra effort which an employee puts in an organisation, it means the positive tendency to work for the organisation. And Continuance Commitment means the employee stays in the organisation because he thinks to stay connected with the organisation, because of the rewards and good relationships he is enjoying there.
Kanter has explained organisational commitment has three dimensions and they are Instrumental, Moral and Affective. Instrumental dimension of commitment means the benefits and advantages associated in monetary terms. Affective dimension of commitment means an emotional attachment, bond and happiness of being in the organisation. Moral dimension of commitment means the situation where the employee enjoys with the goals and values of the organisation and he thinks that his self-esteem and confidence will increase by being in the organisation.
3.16.5 O’reilly and Chatman’s model of Commitment (1986)

Fig No. 3.8

Oreilly and Chatman’s multi-dimensional model states that organisational commitment includes compliance, Internalisation and Identification. Compliance means the employees is not bothered about the emotional attachment, but on specific rewards. Internalisation means the wishes to stay in the organisation because his personal goals and values match the organisations goals and values. Identification is a situation when the employee is sure that he can influence the people of the organisation and create good relationships.
3.16.6 Penley and Gould’s Model of Commitment (1988)

Fig No. 3.9

Penley and Gould has proposed a three dimensional framework on organisational commitment. They are Moral commitment, Calculative commitment and Alienative commitment. Moral commitment means he wishes to stay in the organisation because of an emotional attachment. Calculative commitment means he is concerned about the rewards and benefits which he is receiving and about to receive from the organisation. Alienative commitment means he is not satisfied with the organisation but he still wants to continue there because he wants to.
3.16.7 Allen & Meyer’s 3 Dimensional Model of Commitment (1990)

Fig No. 3.10

Allen and Meyer have come out with a three dimensional model for commitment in which an affectively committed person will love the organisation and will always want to stay in the organisation. Continuance commitment means the employee may lose some benefits and recognitions by leaving the organisation so he stays with the organisation. Normative commitment means the employees is aware that the organisation has invested a lot on me and so he stays in the organisation, he is obliged to the organisation.
3.17 Different views of Teachers Commitment

Commitment is involvement and dedication. It is a teacher’s mental and physical effort. Commitment is a part of a teacher’s affective or emotional reaction to their experience in an educational setting. It can be a part of a learned behaviour of teacher. Professional growth and professional ethics should be the sole criteria for selection of career improvement of teachers.

3.17.1 Commitment of teachers can be measured by (Sushila & Ajay, 2012)

a. **Love for learning** – Committed teachers always look out for new information and keep themselves up to date. They always try to learn new things and share it to their students.

b. **Love for learners** – Committed teachers will always treat their students as their own children. No matter what is their family and financial position is, they will show extra care so that they come up in their life.

c. **Impact of teachers in changing society** – Teaching is considered as the noblest profession in the world. If the teachers in an institution is committed, it automatically will develop he students and the community by being a role model.

d. **Professional ethics** – Committed teachers are always punctual and dedicated to their profession and see that they develop so that they can develop the institution as well. They will follow the rules and regulations of the profession and the institution.

e. **Excellence inside and outside the class** – Committed teachers are excellent inside and outside the class. They involve in mentoring and counselling the students. They display themselves as a role model so that the students can follow and learn from them.
f. **Human Values** – Committed teachers always maintain their human values. They stay loyal to the profession and the organisation. Their integrity and honesty level will be high.

3.17.2 **Three Dimensional View on Teachers Commitment.** (Meyer et al, 1993)

a. **Affective Commitment (AC)** – it refers to a psychological attachment to the organisation. It’s an emotional commitment where people that are in a great deal affectively connected to an organisation stay within it because they want to.

b. **Continuance Commitment (CC)** – it is based on the material and psychological costs involved by ones leaving the organisation, people with such kind of commitment remaining within the organisation because they are compelled to do so.

c. **Normative Commitment (NC)** – Normative Commitment is based on an ideology or a sense of obligation towards the organisation on the individual’s moral belief that is right and moral to continue within the organisation, because they think they should.

3.17.3 **A TRUE TEACHER** (Dave, 1998) A true teacher is someone who sincerely loves each and every child. A teacher should do all his actions honestly. They should be sensitive towards the emotional and psychological needs of the children. They should give special attention to the students. There are five commitment areas which help teachers to perform well and build the future citizens.

a. **Commitment to Learner:** the learning level and performance of students shows the ability of teachers. Commitment to learner implies that a teacher should have genuine love, affection, tolerance
power towards their mistakes and mischief. A teacher must have concern for the future concern for the development of life among the children. A teacher should do all possible efforts for the students under his guidance.

b. **Commitment to the Society:** A teacher is not a teacher not in the school only but he is also a teacher outside the school. Teachers are responsible to the local community that is the society also. A teacher should pay attention to the students whose parents are not aware about the need of education in life, who are coming from the poor and underprivileged sections of the society. He always encourages the children to join schools, he arranges necessary resources for the children. Community will pay respect to the teacher if they prove themselves to be true friends, philosophers and guides of the community. This commitment is very necessary for the teachers as they all are considered as the NATION BUILDERS.

c. **Commitment to the Profession:** human is professional in nature. He only earns bread and butter. Among all the professions, in teaching the commitment to teaching is very necessary. A teacher should fully understand that teaching is a noble profession charged with greater responsibilities as the society hands over its children to them for their overall development and proper socialisation. A teacher should be internally committed to the profession. A committed teacher always tries to improve his perfection in the profession. A teacher should have healthy relations with fellow teachers. A teacher should have a positive attitude towards professional development and national welfare.
d. **Commitment to Attain Excellence in Professional Action:** True teachers are those who expertise their subjects. A committed teacher always tries to attain excellence in the teaching learning process. They do more research in their respective areas and tries to explore new avenues in their respective fields.

e. **Commitment to Basic Values:** Human beings start learning values from their birth, but true values are like stars in the dark life of a human which enlightens his life and shows right path to follow which makes his life better. The basic value differs from person to person. A teacher is someone who is having a number of students in his hands, and it is his duty to inculcate basic values at the grass roots to their wards. These values will have a great impact in the minds of the learners in indirect ways.

3.17.4 **SIX CONCEPTIONS** (Leanne & Bob, 2004) of teacher commitment in Australian state schools. These six categories represent different ways that teachers perceive, understand and conceptualise the phenomenon of teacher’s commitment.

a. **Teacher Commitment as a Passion:** Here teachers commitment is viewed as a passion or positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching.

b. **Teacher commitment as an investment of time outside contact hours with students:** This conception identifies that teacher commitment as an investment of extra time spent by a teacher apart from contact hours. It may be visible time invested in the school site or invisible time invested outside the school.
c. **Teacher commitment as a focus on the individual needs of the students:** Here in this conception teacher commitment is considered as when a teacher spends his time, money and energy in knowing the lives and needs of the students which may be educational, emotional, psychological or family.

d. **Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs:** Here a teacher is considered as committed when he/she takes responsibility in imparting a body of knowledge or certain values, attitudes and beliefs. They really think a lot on their lives and try to be as core examples.

e. **Teacher commitment as maintaining professional knowledge:** This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning. A committed teacher is proactive in their professional lives and in many cases they try to learn from their colleagues and share with the any valuable information.

f. **Teacher commitment as engagement with the school community:** Here teachers commitment in based on the willingness to engage with the institution and its community. They believe that they have a responsibility which reaches out beyond the four walls of the classroom and beyond the boundary of the college.

3.17.5 **Teacherpreneurs** (Barnett, 2011): Teaching will become an adaptive profession that empowers and rewards members who develop their pedagogical talent, spread and sell their expertise, and find innovative solutions to change facing students. The teachers with different capabilities and who are committed will have good preparation and experience in teaching. Their main aim is to transform the students and the college in which they work.
3.17.6 The nine views on how a commitment towards teaching can be renewed (Angelo & Gerald, 1987)

a. Committed Teachers spend most of the time in teaching: A teacher may have teaching as well as non-teaching responsibilities. But at the end of the day the teachers who teaches feels satisfied that he / she has contributed towards the development of the students. It is important to commit oneself to really be a teacher.

b. Committed Teachers know the needs of the students: Sometimes the needs of the students are not really met properly and the school won’t be in a position to meet the needs of the students. It’s the duty of the teachers to peep into the lives and needs of the students and satisfy it.

c. Committed Teachers carefully select a professional environment: Professionally committed teachers select work settings that reflect the importance of teaching and learning. The teacher and the school must be involved in a partnership in which there is a reciprocal relationship between the work of the teacher and mission of the school.

d. Committed Teachers identify with colleagues who are professionally committed: They don’t simply occupy the space. They really get along with the colleagues and maintain good relationship with them. They share and care for each other.

e. Committed Teachers are committed to institutional involvement: They are really interested in the growth and development of the institution, they suggest and work for increasing the reputation on the college. They see that the brand image of the institution is increased.
f. **Committed Teachers have an effective model of teaching:** They try to improve themselves. They monitor their growth, review their results, modify their base and develop a behavioural competency.

g. **Committed Teachers do Self-Assessment:** The teacher who has deep and personalized learning needs of the students are open to self-assessment and try to develop themselves.

h. **Committed Teachers periodically evaluate their teaching role:** Committed Teachers evaluate their roles frequently and see that where is any change required and where they should develop. They always try to improve their performance. They see that they are able to devote more time to their profession.

i. **Committed Teachers maintain Hope:** The real enemy of our hope is our personal and professional pessimism. They always stay alert and have a positive attitude. They are prone towards criticism, which is constructional criticism. They don’t let others down, even if they are not ok. They always have a positive outlook.