

A Study on the Assessment of Various Dimensions of Commitment of the Teachers of Higher Education Institutions

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ABSTRACT

In the 21st century, India requires an extremely effective teaching work force, well educated, highly motivated, deeply committed and well equipped to meet the challenges of the present world. The development of a transformative teaching profession calls for a reinstatement of trust and must allow teachers to act with autonomy, openly acknowledge their learning needs and work collaboratively with other teachers to constantly develop their understanding and expertise, as high quality teaching is the cornerstone of a successful educational system. Numerous studies lend support to the positive impacts of organizational commitment, and establish that increased organizational commitment in the higher education institutions would witness a corresponding augmentation of overall quality.

Keywords: higher education, work force, motivate, challenges, commitment etc.

INTRODUCTION:

American commission on Teacher Education declared the quality of a nation depends on the quality of its citizens. The quality of its citizens depends on the quality of their education. The quality of their education depends on the quality of their teachers. In India, the report of Kothari Commission opens with a beautiful statement that the destiny of India is shaped in her classrooms. Sen Committee (1973), Mehrotra Committee (1986) and Rastogi Committee (1997) strongly affirmed the critical role of teachers in maintaining and improving the standard of higher education. U.G.C clearly stands for ensuring the quality of university education keeping in view the needs and aspirations of the society and it provides financial support for staff development activity.

Employees who remain committed contribute to organizations by way of performance and pursuit towards the set goals. Workers thus committed are happy to be members of the organization and feel good about being part of the organization. Commitment is a positive outcome of job satisfaction (Mowday, Porter, & Steers, 1982), not to mention motivation (Mowday, Steers, & Porter, 1979). Negative signs like absenteeism and poor performance are rooted in an employee's lack of job satisfaction. Stronger commitment is obvious with less absenteeism and high motivation, which in turn bolsters an organization's productivity.

A high level of attachment to an organization" is defined as commitment. A psychological bond struck with an organization that fosters job involvement, loyalty, and belief in a value system is another perspective for commitment. Teacher commitment refers to the emotional bond between a school and a teacher. This emotional chord leads to motivation. Commitment refers to the inherent attitude that encompasses beliefs and behaviour of the said teacher at work. Commitment is also an attitude reflecting attachment, and identifying oneself with the respective school and expressing a deep sense of loyalty.

REVIEW OF LITERATURE:

Commitment is defined as a high level of attachment to an organization. O' Reilly (1991) has defined commitment in the following words "commitment is typically conceived as an individual's psychological bond to the organization, including a sense of job involvement, loyalty and a belief in the values of the organization. Mart explains teacher commitment in the form of emotional bond between the teacher and the school. It is

capable of enhancing motivation to work (Mart, 2013). According to Cohen, Commitment is presented as one's attitude, which includes affection, belief, and behavioral intention toward his work (Cohen, 2003). Commitment as an attitude reflects feelings such as attachment, identification and loyalty to the organization as an object of commitment (Morrow 1993). Meyer, Allen and Best (1994) indicated that commitment as a behavior is evident when committed individuals enact specific behavior due to the belief that it is morally correct rather than personally beneficial. In terms of the motivational perspective, organizational commitment is a state of being in which organizational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organization (Miller and Lee 2001).

Pareek (2004) clearly defined organizational commitment as a person's feeling with regard to continuing his or her association with the organization, acceptance of the values and goals of the organization, and willingness to help the organization to achieve such goals and values. Thus, organizational commitment is a bond the employee has with his/her organization. Commitment is regarded as the opinion that teacher commitment is one of the major professional characteristics that influence an educator's success.

"A high level of attachment to an organization" is defined as commitment (Malik, 2010). A psychological bond struck with an organization that fosters job involvement, loyalty, and belief in a value system is another perspective for commitment. Teacher commitment refers to the emotional bond between a school and a teacher. This emotional chord leads to motivation. According to him, commitment refers to the inherent attitude that encompasses beliefs and behaviour of the said teacher at work. Commitment is also an attitude reflecting attachment, and identifying oneself with the respective school and expressing a deep sense of loyalty. In 1991, Meyer Allen and Best revealed that commitment also stems from an ideal behaviour that insists on loyalty as a belief and not because of personal benefit. Motivational perspective refers to a state of being where all the members of an organization hold a belief system that sustains their commitment and loyalty to their workplace. Mowday, Steers, & Porter, (1979) asserted that organizational commitment was the continuing bond enjoyed by a person and his/her acceptance of the set goals along with the willingness to achieve the said goals. According to him, teachers' sustained commitment later translated into the educator's success. In India teachers are looked at with great regard and certain qualities are prerequisite factors for a good teacher. Therefore the teacher has to consciously acquire these qualities to win the respect of the students.

It stated that a teacher had to transform himself from a crude and unshaped stone to a refined, balanced and well-shaped individual. He further observed that no act should undermine a teacher's self respect and dignity. This indirectly called for improving the material prospects and social recognition of this community. He reflected on how teachers were called gurus in ancient times and how rulers too submitted to their acharyas.

Passarelli (2011) reflected on the intimate relationship enjoyed by a teacher and a student during ancient times. He also pointed out that devoid of mundane worries the teacher could go ahead acquiring knowledge. He highlighted the truth that a teacher in ancient times never experienced financial constraints. He also affirmed the status of the modern day teacher as being assailed by numerous worries, handicapped by low salary, longer hours of work and lower status. Commissions and committees formed placed many a recommendations addressing this community's status, service, facilities and salaries.

SCOPE AND SIGNIFICANCE OF THE STUDY:

The role of teachers in society is both significant and well-known. The importance of teachers as architects of our future generations demands that only the best and most intelligent and competent members of our intellectuals are allowed to qualify for this noble profession and exhibit true professionalism. It has become a supreme necessity in the globalised world to transcend beyond the traditional classroom boundaries, and leap into platforms of ICT-enabled learning outcomes and knowledge facilitated by the 'push-button' technology.

It is very important for every institution to have highly committed faculty members to withstand the pace and complexity of these dynamic changes. One of the biggest challenges for teachers is that their role in the management of the educational institution has also changed. The educational institution needs them as individuals, who can make decisions and cope with the changing atmosphere of schools and colleges. At the same time teachers need to be able to work in teams, and co-operate with colleagues and parents. In other words, teachers in the higher education scenario today have to be global players with cutting edge skills and knowledge if they want to survive respectfully in the cyber society.

Hence, the objective in this study is to examine the personal and work profile of teachers in colleges and to measure the extent of their commitment in their educational setting. In addition to this, researchers have established that greater amount of organizational commitment leads to increased job performance, better ethical behaviors, enhanced personal investment in the organization and greater job satisfaction.

OBJECTIVES OF THE STUDY:

1. To examine the significant difference between commitment and marital status of the teachers.
2. To study the significant difference between commitment and educational qualification of the teachers.
3. To analyze the dimensions of commitment of the teachers of higher education institutions

LIST OF VARIABLES:

Commitment: The extent to which employees are related to their job and the organization by speaking positively about their job and organization.

Job Commitment (JC): It is the feeling of responsibility that a person has towards the mission and goals of an organization. When an individual has job commitment, he or she is more likely to perform tasks and responsibilities that will help an organization achieve a goal.

Organizational Commitment (OC): It is the individual's psychological attachment to the organization. Organizational commitment predicts work variables such as turnover, organizational citizenship behavior, and job performance.

Co-curricular Commitment (CCC): It refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school experiences that are connected to or mirror the academic curriculum. Co-curricular activities are typically, but not always, defined by their separation from academic courses.

Social Commitment (SC): The extent, to which the work setting exhibits socially responsible behavior such as including a diverse workforce, engaging in charitable acts and providing opportunities for recreation and leisure.

Table 1.1.1: Demographic Profile of the respondents

Marital status	Frequency	Percent
Married	204	70.3
Unmarried	86	29.7
Total	290	100.0
Educational qualification	Frequency	Percent
Post Graduate	150	51.7
M. Phil	50	17.2
Ph. D	90	31.0
Total	290	100.0

METHODOLOGY:

The present study is descriptive in nature. A thorough survey of existing literature had been carried out on the topic. The data is collected from primary source, i.e. survey and secondary sources including journals, reference, books, articles and various websites.

Factors Affecting Work Environment:

Table 1.1.2: Mean and Standard deviation of all factors

Variables	Mean	Std. Deviation
Management appreciates	2.21	0.91
Individual ideas	2.32	1.02
Syllabus	1.63	0.77
Walk with Scholar	2.16	0.99
Extra class	2.13	0.98
Offer Counselling	2.11	0.94
Calling names	2.01	0.88
Relation with Students	1.71	0.74
Feedback	1.68	0.71
Team Spirit	1.79	0.91
Involve in department activity	1.68	0.83

Variables	Mean	Std. Deviation
My wish	1.46	0.70
Accept Changes	1.44	0.63
Extra hours	1.62	0.73
Looking for Growth	1.70	0.83
Campus Activity	2.23	1.02
Financial Support	2.12	0.76
Value Education	1.66	0.69
Inevitable	2.54	0.97

Z-Test to Test the Significant Difference Between Marital Status and Different Variables of the Study:

H1: There is no significant difference between marital status and commitment of the teachers

Table 1.1.3: Means, Standard Deviation and Z value for Marital Status

Variable	Marital Status	N	Mean	Standard Deviation	Z	p value
Commitment	Married	204	31.96	8.99	0.868	0.386
	Unmarried	86	31.02	6.78		

The results of the Z test depicted in Table 1.1.3 reveals that a statistical value of p is greater than 0.05 for Commitment. So we accept the hypothesis H₁. It means that there is no significant difference between commitment and marital status.

One-Way Anova to Test the Significant Difference Between Educational Qualification and Different Variables of the Study:

H2: There is no significant difference between educational qualification and commitment of the teachers

Table 1.1.4: Means, Standard Deviation and F value for Educational Qualification

Variable	Educational Qualification	N	Mean	Standard Deviation	F	p value
Commitment	Post Graduate	150	30.77	7.14	6.169	0.002
	M.Phil	50	29.92	7.88		
	P.hD	90	34.18	10.00		

The results of the ANOVA test depicted in Table 1.1.4 reveals that a statistical value of p is less than 0.05 for Commitment. So hypothesis H₂ is rejected. It means that there is significant difference between commitment and educational qualification.

Sem- To Analyse the Dimensions of Commitment of the Teachers:

The result of the analysis is presented below

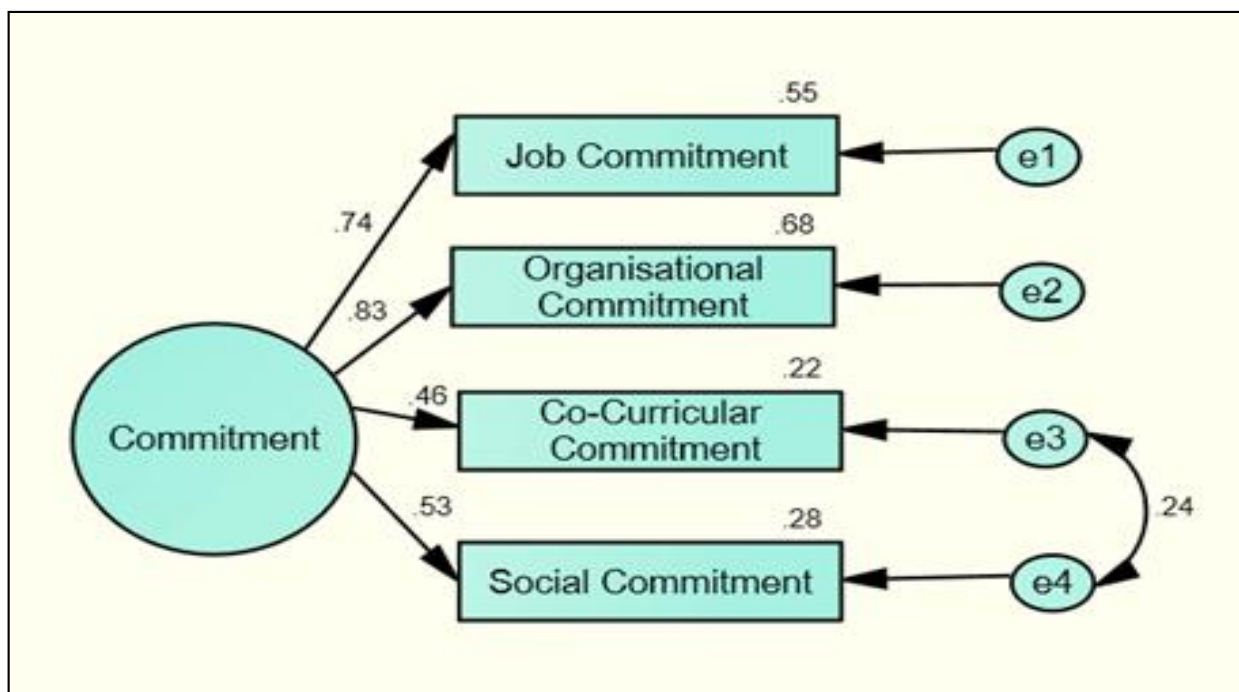
Model fit Indices for CFA –Commitment

	χ^2	DF	P	Normed χ^2	GFI	AGFI	NFI	TLI	CFI	RMR	RMSEA
Commitment	3.373	1	.066	3.373	.994	.942	.988	.950	.992	.086	.091

All the attributes loaded significantly on the latent constructs. The value of the fit indices indicates a reasonable fit of the measurement model with data. In table, the regression coefficients is presented.

The regression Coefficients - Commitment

Path	Estimate	Critical Ratio (CR)	P	Variance explained
Job Commitment→ Commitment	0.739	16.065	<0.001	54.7
Organizational Commitment→ Commitment	0.827	19.966	<0.001	68.5
Co-Curricular Commitment→ Commitment	0.465	8.533	<0.001	21.6
Social Commitment → Commitment	0.532	10.045	<0.001	28.3



To analyze the dimensions of commitment of the teachers of higher education institutions:

To analyze the dimensions of commitment of the teachers of higher education, 17 questions on 5 point Likert scale as listed under the variables Job Commitment, Organizational Commitment, Co-Curricular Commitment and Social Commitment was asked to the respondents. Now we use Structural Equation Model to evaluate the dimensions of commitment of the teachers.

The results revealed that the regulatory construct Job Commitment has significant influence on commitment of teachers as the standardized direct effect of this construct on Job Commitment is 0.739, which is more than the recommended value of 0.4 (p value is significant). The result concludes that Job Commitment has significant impact on commitment of teachers.

The results showed that the regulatory construct Organizational Commitment has significant influence on commitment of teachers as the standardized direct effect of this construct on Organizational Commitment is 0.827, which is more than the recommended value of 0.4 (p value is significant). It means that Organizational Commitment has significant impact on commitment of teachers.

The results showed that the regulatory construct Co-Curricular Commitment has significant influence on commitment of teachers as the standardized direct effect of this construct on Co-Curricular Commitment is 0.465, which is more than the recommended value of 0.4 (p value is significant). It makes that Co-Curricular Commitment has significant impact on commitment of teachers.

The results revealed that the regulatory construct Social Commitment has significant influence on commitment of teachers as the standardized direct effect of this construct on Social Commitment is 0.532, which is more than the recommended value of 0.4 (p value is significant). It means that Social Commitment has significant impact on commitment of teachers.

CONCLUSION:

Employees who remain committed contribute to organizations by way of their outstanding performance and diligent pursuit towards the set goals. Commitment is an attitude reflecting attachment, and identifying oneself with the respective colleges and expressing a deep sense of loyalty. The main intention of this study stands for examining the personal and work profile of teachers in colleges and to measure the extent of their commitment in their educational setting. It also clearly speaks about the powerful influence of various dimensions of the commitment of the teachers. In the light of this study, it says that there is no significant difference between commitment and marital status. On the other hand, there is significant difference between commitment and educational qualification. In addition to it, there are four factors which are considered for measuring performance of the employees. All these factors make a positive and motivational impact on commitment of the teachers within their educational set up.

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