

Organizational Commitment of Teacher Educators

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ABSTRACT

A Teacher Educator is responsible for producing future teachers under whose charge the destiny of our next generation is placed. They are also supposed to contribute significantly towards preparing their students as role performers in different walks of life. In order to fulfil these expectations, teachers need to maintain their personal commitment to the organization where they are employed. Thus, it has been widely recognized that teachers' commitment to the organization is a vital factor for its effective functioning. Commitment refers to an individual's attraction and attachment to the work and the organization. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. Among the different factors influencing the performance of the Teacher Educators, one of the most significant factors is the Organizational Commitment. The focus of the present investigation is to study the Organizational Commitment of Teacher Educators serving in B.Ed College of Education. An attempt is made to study the influence of gender, location of the Institution and Educational Qualification on Organizational Commitment of Teacher Educators. The study was a descriptive study. A sample of 110 Teacher Educators working in 12 self-financing colleges of Thiruvallur district were randomly selected. A standardized tool, Organizational Commitment Scale (TOCS) developed by Dr.Sajid Jamal and Dr.Abdul Raheem (2014), was employed for the study. The results of the study revealed that there is no significant difference in the Organizational Commitment of Teacher Educators with respect to their Gender, Major subject and Marital status but significant difference was found with respect to Location of the Institution.

Keywords: Organizational commitment, teacher educators, institutional climate, professional dedication

INTRODUCTION

Commitment refers to an individual's attachment to the work and the organization. It refers to the socio-psychological bonding of an individual to his group or organization, its goals and values or to his occupation and profession. Organizational Commitment is a strong belief in and acceptance of the organization's goals and values; a willingness to exert considerable effort on behalf of the organization; and a strong desire to maintain membership in the organization. According to Meyer and Allen's three component model of commitment(2007), there are three "mindsets" which can characterize an employee's commitment to an organization: affective, normative and continuance commitment. The first component of organizational commitment is the affective commitment which is mostly attitudinal in nature. It is defined as the employee's positive emotional attachment to the organization. Continuance commitment refers to commitment based on the costs that the employee associates with leaving the organization. Finally, normative commitment refers to the employee's feelings of obligation to stay with the organization. Teacher Education is not immune to the problem of teacher educator's low level of job satisfaction and organizational commitment which could result into unfavourable economic and non-economic outcomes such as high exit turnover, reduced teaching effectiveness and intellectual development of the students. For the success of any organization, committed and satisfied human resources are considered as the most important assets of an organization, whereas the non-committed, dissatisfied workers are the biggest liabilities as it leads to absence of enrichment, absence of fulfilment in their life and work.

VARIABLES

The dependent variable in the present study was Organizational Commitment and the Independent variables are Gender, Location of the college, Major subject and Marital status of the B.Ed Teacher Educators.

OBJECTIVES

To find the level of Organizational Commitment of Teacher Educators with regard to Gender, Location of the College, Major Subject and Marital status.

HYPOTHESES

- ❖ There is no significant difference in the Organizational Commitment and its dimensions of Teacher Educators with respect to their Gender.

- ❖ There is no significant difference in the Organizational Commitment of Teacher Educators with respect to their Locality of the College.
- ❖ There is no significant difference in the Organizational Commitment of Teacher Educators with respect to their Major Subject.
- ❖ There is no significant difference in the Organizational Commitment of Teacher Educators with respect to their Marital Status.

METHODOLOGY

The Researcher employed a descriptive survey among a random sample of 110 Teacher Educators working in 12 Self Financing B.Ed Colleges of Education from Chennai and Thiruvallur districts was taken for the study. The sample consisted of different sub-samples based on gender, locality of the college, Major Subject and Marital Status.

TOOL

The tool used by the Researcher for the present study was Teachers Organizational Commitment Scale (TOCS). This scale was developed by Dr.Sajid Jamal and Dr.Abdul Raheem in 2014 , it measures Organizational Commitment under four dimensions through 42 statements. It is a five point likert scale ranging from strongly agree to strongly disagree. There are 21 positive items scoring 5 to 1 and 21 negative items scoring 1 to 5 in reverse order. The total score for the TOCS will administered on a sample of 30 teacher educators drawn from B.Ed. Colleges Reliability of the Questionnaire has been established by using Spearman Browns Formula; the 'r' value is computed as 0.9717 for the questionnaire and is found that the tool is highly reliable. The square root of reliability was also computed and in the present study it was worked out to be 0.9857 indicating that the tool is highly valid.

STATISTICAL TECHNIQUES

The researcher employed statistical techniques Mean, Standard deviation and t test to compare the organizational commitment of teacher educators with respect to their gender, locality of the college and Major Subject and Marital Status.

ANALYSIS AND INTERPRETATION OF THE DATA

In the present study the data collected were analyzed .The sample was categorized based on their gender, location of the college ,Major Subject and Marital Status. The data collected in the present study were analyzed by t test using SPSS.

HYPOTHESIS 1- There is no significant difference in the Organizational Commitment of Teacher Educators with respect to their Gender.

Table 1

Showing the difference in the Organizational Commitment of Teacher Educators with respect to their Gender.

Gender	N	M	S.D	t Value	PValue
Male	40	160.45	18.60		
Female	70	167.30	21.70	1.674	0.592

From the table 1, since the calculated p value (0.097) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance. It is concluded that there is no significant difference in the Organizational Commitment among Teacher Educators with respect to their gender.

HYPOTHESIS 2- There is no significant difference in the Organizational Commitment of Teacher Educators with respect to the Locality of the College.

Table 2

Showing the difference in the Organizational Commitment of Teacher Educators with respect to the location of the college.

Location of the College	N	M	S.D	t Value	PValue
Urban	87	166.95	19.71		
Rural	23	156.69	23.20	2.137	0.035

From the table 2, since the calculated p value (0.035) is lesser than 0.05, the null hypothesis is rejected at 0.05 level of significance . It is concluded that there is significant difference in the Organizational Commitment among Teacher Educators with respect to their Locality of the college. The mean scores of Urban Teacher Educators were more than that of the Rural Teacher Educators.

HYPOTHESIS 3- There is no significant difference in the Organizational Commitment of Teacher Educators with respect to their Major Subject.

Table 3

Showing the difference in the Organizational Commitment of Teacher Educators with respect to their Major Subject.

Major Subject	N	M	S.D	t Value	PValue
Arts	60	163.73	21.39		
Science	50	166.10	20.22	0.592	0.555

From the table 3, since the calculated p value (0.555) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance . It is concluded that there is no significant difference in the Organizational Commitment among Teacher Educators with respect to their Major Subject.

HYPOTHESIS 4- There is no significant difference in the Organizational Commitment of Teacher Educators with respect to their Marital Status.

Table 4

Showing the difference in the Organizational Commitment of Teacher Educators with respect to their Marital Status.

Marital Status.	N	M	S.D	t Value	PValue
Married	90	166.08	20.83		
Unmarried	20	159.05	20.20	1.374	0.172

From the table 4, since the calculated p value (0.172) is greater than 0.05, the null hypothesis is accepted at 0.05 level of significance . It is concluded that there is no significant difference in the Organizational Commitment among Teacher Educators with respect to their Marital Status.

FINDINGS:

On the basis of the analysis and Interpretation of data , the investigator has arrived at the following findings.

Among 110 teacher educators it was found that 26 (23.63%) showed lower score of organizational commitment while 48 (43.63%) moderate score and 36 (32.72%) indicated higher score of organizational commitment.

- ❖ There is no significant difference in Organizational Commitment between Male and Female teacher educators .

- ❖ There is a significant difference in Organizational Commitment between Urban and Rural teacher educators . The mean scores of Urban Teacher Educators were more than that of the Rural Teacher Educators.
- ❖ There is no significant difference in Organizational Commitment between teacher educators whose major subjects are arts and science.
- ❖ There is no significant difference in Organizational Commitment between Married and Unmarried teacher educators.

EDUCATIONAL IMPLICATIONS:

Fostering commitment among teachers will have important implications for educational institutions. Hence highly committed Teacher Educators would make a positive contribution to their respective institutions and may lead to increase the effectiveness of the educational institutions. Thus, institutions which seek to retain their teachers by building strong organizational commitment are in a better position to reap the benefits of a more dedicated, motivated, and reliable teaching staff. So policy makers and academic administrators should take necessary measures for the optimal provision of intrinsic and extrinsic job rewards to make their core workforce highly satisfied and committed to reap the benefits of improved motivation and performance.

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