ORGANIZATIONAL COMMITMENT AND EDUCATION

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ABSTRACT

*O*rganizational commitment is one of the most critical factors for the success of teaching and learning process. It is the psychological identification of the individual teacher with the school and the subject matter or goals, and the intention of that teacher to maintain organizational membership and become involved in the job beyond personal interest. Committed teachers make a difference to the success of the school and the learning of the students.Now a day Teacher commitment is thought to decrease progressively over the course of their teaching career. A decrease in commitment levels during the course of the teaching career is also problematic in relation to the retention of experienced teachers in the classroom. This paper focuses components of commitment, characteristics of a committed teacher, factors affecting organizational organizational commitment and the role of principals in promoting organizational commitment.

KEY TERMS: *Commitment, Organization, Teaching, Achievement, Knowledge, Behaviors*

INTRODUCTION

Teaching is not only a profession but it is also a mission, and like any other, it requires a certain set of knowledge, competencies, skills, and behaviors .Teaching is an exciting and challenging career, full of personal rewards and a chance to encourage and support others to achieve their maximum potential. In addition to the necessary academic requirements involved in becoming a teacher, students also need to develop the skills required to effectively teach and become outstanding teachers.Organizational commitment is the individual's psychological attachment to the organization.Teachers organizational commitment is organizational commitment applied in educational fields which is thought as core of school efficiency**. (**Ravivarman, 2011).Teachers with high level of commitment work harder are emotionally attached to their schools and make effort to carry out

the goals of teaching.Teachers who are dedicated and committed to teaching might facilitate school-based innovations or reformations that are meant to benefit students' learning and development. In fact, teacher commitment and engagement has been identified as one of the most critical factors in the success of education (Nais, 1981).

DEFINITION

Organizational commitment can be contrasted with other work-related attitudes, such as job satisfaction, defined as an employee's feelings about their job, and organizational identification, defined as the degree to which an employee experiences a 'sense of oneness' with their organization.

In 1971, Sheldon explains an attitude or an orientation towards the organization which links or

attaches the identity of the person to the organization is called commitment.(Cited in Jamal and Raheem,2014)

In Porter et al., 1974 explains it is the strength of one's identification with the job and the involvement in a particular organization, hence characterized by one's willingness to exert considerable effort on behalf of the organization and a desire to maintain membership in it. (Cited in Jamal and Raheem, 2014).

Mowday et al., (1982) explains mention three characteristics of organizational commitment: 1) a strong belief in and acceptance of the organizations goals and values 2) a willingness to exert a considerable effort on behalf of the organization and 3) a strong intent or desire to remain with the organization. (Cited in Arulsamy,2010)

According toHoy, Tarter & Kamp(1991) explainsEffective teachers need high level of organizational commitment because high level of student's achievement requires dedicated teachers who contribute effectively.(Cited in Jamal and Raheem, 2014).

Mayer&Allen(1994) explainsOrganizational Commitment is a psychological state that characterizes the employee's relationships with the organization and has implications for the decision to continue relationship in the organization.(Cited inUnisa ,2015)

According to Salanick (1997) explains a state of being in which an individual becomes bound by his actions and through these actions to belief as to sustain the activities and his own involvement. (Cited in books.google, 2015).

Ahmad,Yunus,Norwani&Musa(2012) explains the strength of the feeling of responsibility that an employee has towards the mission of the organization. (Cited in buisnessdictionary,2014).

Organizational Commitment refers to an individual psychological attachment to an organization. It is often measured by three attitudinal factors: identification with the goals and values of the organization, a desire to belong to the organization and willingness to display effort on behalf of the organization. (Cited in oxfordindex, 2014).

COMPONENTS OF ORGANIZATIONAL COMMITMENT OF TEACHERS

- ✓ Commitment to School (CTS)
- ✓ Commitment to Teaching Work (CTW)
- ✓ Commitment to students (CS)
- ✓ Commitment to Colleagues (CTC)

Commitment to School (CTS):-

Commitment to school as affective attachment to the goals, values and involvement towards the school, to take effective effort on the welfare of the school and to maintain membership in the school.

Commitment to Teaching Work (CTW):-

CTW as teacher's emotions and practices in his / her daily life towards their teaching and to contribute for the betterment of the students.

Commitment to students (CS):-

CS as psychological attachment to the students and willingness to display effective effort on the students' performance.

Commitment to Colleagues (CTC):-

CTC describes as teachers faithfulness, collaborative, accepting the other teachers ideas and help the other teachers for the school achievement.

MODEL OF COMMITMENT

Meyer and Allen's (2007) three-component model of commitment was created to argue that commitment has three different components that correspond with different psychological states.

Affective Commitment:-

Affective commitment is defined as the employee's positive emotional attachment to the organization. Meyer and Allen pegged affective commitment as the desire component of organizational commitment. An employee who is affectively committed strongly identifies with the goals of the organization and desires to remain a part of the organization. This employee commits to the organization because he/she "wants to". This commitment can be influenced by many different demographic characteristics: age, tenure, sex, and education but these influences are neither strong nor consistent. The problem with these characteristics is that while they can be seen, they cannot be clearly defined.

Continuance Commitment:-

Continuance Commitment is the "need" component or the gains verses losses of working in an organization. "Side bets," or investments, are the gains and losses that may occur should an individual stay or leave an organization.

Normative Commitment:-

The individual commits to and remains with an organization because of feelings of obligation, the last component of organizational commitment. These feelings may derive from a strain on an individual before and after joining an organization.

CHARACTERISTICS OF A COMMITTED TEACHER

Committed teachers' different form each other in many ways, each has the following common characteristics.

1.Committed to the work:-

- ✓ Focuses on educational needs of the students
- ✓ Works with passion
- ✓ Keen to uphold the university's values
- ✓ Enthusiastic about work and about teaching

2.Encourages and appreciates diversity:-

- ✓ Does not stereotype or speak negatively of others
- ✓ Nurtures and encourages diversity
- ✓ Seeks and encourages understanding of, and respect for, people of diverse backgrounds

3.Interacts and communicates respect:-

- ✓ Communicates effectively with others
- ✓ Encourages input from others, listening deeply and giving credit for their contributions
- ✓ Acts with integrity
- ✓ Provides a model of high ethical standards
- ✓ Shows a caring attitude

4.Motivates students and co-workers:-

- ✓ Encourages students to achieve their goals
- ✓ Provides constructive feedback
- ✓ Monitors progress of students and fosters their success

5.Brings a wide range of skills and talents to teaching:-

- ✓ Teaching is clearly presented and stimulates high-order thinking skills
- ✓ Presents difficult concepts comprehensibly
- ✓ Brings appropriate evidence to the critique
- ✓ Teaches memorably

6.Demonstrates leadership in teaching:-

- ✓ Contributes to course design and structure
- ✓ Contributes to publications on education
- ✓ Evidence of self-development in an educational context
- ✓ Demonstrates creativity in teaching strategies
- ✓ Committed to professional development in education

7.Encourages an open and trusting learning environment:-

- ✓ Creates a climate of trust
- ✓ Encourages students to learn from mistakes
- ✓ Helps students redefine failure as a learning experience
- ✓ Encourages student questions and engagement in the learning process
- ✓ Encourages student growth with appropriate behavior-based feedback

8.Fosters critical thinking:-

- ✓ Teaches students how to think, not what to think
- ✓ Encourages students to organize, analyses and evaluate
- ✓ Explores with probing questions
- ✓ Discusses ideas in an organized way
- ✓ Helps students to focus on key issues
- ✓ Trains students in strategic thinking

9.Encourages creative work:-

- ✓ Motivates students to create new ideas
- ✓ Fosters innovation and new approaches

10.Emphasizes teamwork:-

- ✓ Builds links at national and international levels in education
- ✓ Encourages students to work in teams
- ✓ Encourages collaborative learning

11.Seeks continually to improve teaching skills:-

- ✓ Seeks to learn and incorporate new skills, and information teaching
- ✓ Seeks feedback and criticism
- ✓ Keeps up to date in specialty

12.Provides positive feedback:-

- ✓ Listens to students and discovers their educational needs
- ✓ Values students, never belittles
- ✓ Provides constructive feedback
- ✓ Helps and supports people to grow
- ✓ Teaches students how to monitor their own progress.

13.To add new skills:-

- ✓ Keeps up to date computer knowledge
- ✓ Encourages students to learn current knowledge

FACTORS AFFECTING ORGANIZATIONAL COMMITMENT

The following school health interaction affects the organizational commitment of teachers.

Institutional integrity:-

The school's ability to cope with its environment in a way that maintains the educational integrity of its programs. Teachers are protected from unreasonable community and parental demands.

Principal influence:-

The principal's ability to influence the actions of superiors. Being able to persuade superiors, to get additional consideration, and to proceed unimpeded by the hierarchy are important aspects of school administration.

Consideration:-

The principal's behavior that is friendly, supportive, open and collegial, it represents a genuine concern on the part of the principal for the welfare of the teachers.

Initiating Structure:-

The principal's behavior that is both task and achievement oriented. Work expectations, standards of performance and procedures are articulated clearly by the principal.

Resource Support:-

Schools where adequate classroom supplies and instructional materials are available and extra materials are readily supplied if requested.

Morale:-

Morale is collective sense of friendliness, openness, enthusiasm and trust among faculty members. Where teachers like each other, like their jobs and help each other and they are proud of their school and feel a sense of accomplishment in their jobs.

Academic emphasis:-

The extent to which the school is driven by a quest for academic excellence. High but achievable academic goals are set for students; the learning environment is orderly and serious; teachers believe in their students, ability to achieve; and students work hard and respect those who do well academically.

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ROLE OF PRINCIPAL'S IN PROMOTING ORGANIZATIONAL COMMITMENT

The healthy organizations breed high commitment. Teacher's personal attributes such as teaching experience, years of service in school, marital status and rank are substantially related to the teachers commitment. Unfortunately, these are personal attributes which are impossible or difficult to be altered by the school management. The psychological attachment of teachers may increase with time through cooperation with school staff and familiarization with the school setting and practices and in the end teachers will be more committed to their schools and stable in their job. Taking this point into consideration: principals and administrators could pay more attention to the establishment of an effective communication system in their schools. Particularly, at the pioneer stage of implementing any new measure or policies to schools, principals and administrators should disclose all relevant information to the teachers through effective communication channels. Consultation and the establishment of working groups or committees would also be useful in promoting teacher's involvement in planning and implementing school projects and innovations, such as the school based curriculum.

CONCLUSION

Organizational commitment plays a vital role in assisting schools and teachers to respond to the knowledge society and beyond. If the teachers have high level of commitment may be more loyal to schools where they work; similarly, teachers with high level of commitment they may be contribute students' achievement effectively. Commitment is praiseworthy because it facilitates learning. If good working conditions are provided for committed teachers that will lead to positive consequences for the school and students effectiveness.

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