ABSTRACT

The new-age economic growth and the development of business that is happening in the Liberalization, Privatization and, Globalization age, the need for management education, which is a formal way of education for managing business, became the need of the hour. It became a necessity to have Business Schools also known as, ‘Management Institutions’. In the last one and a half decade, we have been witnessing tremendous demand for Management education as there is demand from the Industry as well, to absorb bright management graduates from business schools. Achievement of educational procedure to a great extent relies on the teachers’ attitude, commitment, ability, personality, and character of a teacher. One needs to have incomparable empathy, perseverance, diligence, earnestness, research orientation, truthfulness, and flexibility. A Faculty is a perfect example, whose attitude and persona are imitated by the students deliberately and instinctively. Role commitment has been recognized as one of the most decisive factors for a teacher’s success in the area of education.

A teacher’s total personality is reflected through the minds of students. If the teacher is truthful, leads an unbiased and restricted life, the student adopts these qualities as ‘Ideal Conduct’, instinctively. Faculty’s personality leaves an indelible mark on the young mind of a child. So, the teacher must be competent and able to steer the ships of destinies of those who are entrusted to him. The teacher is not only an instructor, but a model for his students at all levels of education. The role of the teacher has assumed greater significance with universalization of education. Everyone’s attitude towards their professions has an impact on their performance.

The two most important changeable aspects under the present study are role commitment and attitude of the management faculty towards the teaching profession which are of supreme importance in the field of education. These two are like engine drivers for the vehicle called ‘education’. The teachers directly affect the classroom learning processes. How effective the faculty is going to serve the students largely depends on the approach of the teachers towards their profession. Whether or not, they leave a lasting
sense on the minds of the students relies on the attitude and loyalty of teachers towards their profession. The changeable attitude and role commitment are not stagnant but vibrant in nature; various internal and external aspects affect teacher’s attitude and role commitment. In spite of various reforms in the education system, it is still challenging to achieve the national goals and objectives. The present thesis is striving to analyze the different factors and how they make any type of impact on the attitude and role commitment of the faculty towards their profession.

The way a teacher performs his responsibility as a teacher depends on his attitude to a great extent. Attitude of a teacher towards teaching becomes influential so far as children can perceive the nature of feelings the teacher has towards them and there is evidence to show the presence of such a perception. If a management faculty shows dominant and autocratic attitude, the students are likely to be more aggressive or over submissive. They show little pride in their work and respect for work place, and do not cooperate well with one another and completely lack team spirit. In a class where a management faculty has democratic and socially integrative attitude, the student feels relaxed and friendly. They work together as team and they are interested in what they are doing. A warm, understanding, sympathetic, and friendly teacher is more likely to have a positive influence on students as compared to the one who is cold, unfriendly and autocratic.

Commitment has assumed a great importance in the realm of education throughout the world. It is defined as the measure of positive, sentimental bond between the teacher and the institute. It does not mean to inactivate the type of loyalty where teachers stay only with their jobs but are not really shown interest in the institution or their work, rather it reflects the degree of self-drive and motivation, enthusiasm and job satisfaction derive from teaching and the degree of efficacy and effectiveness they achieve in their jobs (National-level Center for Educational Statistics, 1999). In education the commitment is one of the most important aspects of the performance and quality of teacher. The teacher forms the nucleus of any system of education. The effect of teacher on the impending generation i.e. students, is very delicate and ongoing. It is essential for the teacher to feel contended, committed, and dedicated to their gracious profession.
From the literature review, it is observed that faculty displayed a low degree of role commitment to teaching profession (Assam, 2001; Kaur, 2002; Bogler, 2005; Knobloch and Whittington, 2007; Dhaliwal, 2011). Healthy school environment enhances commitment among teachers (Cheng, 1996; Punia, 2000; Shishupal, 2001; Parthiban, 2008).

The strategy of research adopted for the study was descriptive survey. As the study deals with management teacher roles, professional commitment, teachers’ attitude towards teaching, stakeholders’ expectations as well as influencing factors of teachers’ performance, the study is done on direct personal analysis and online response given by the respondents. To achieve this, two precise research instruments, ‘Questionnaire and Interview Guide’ have been applied. The thesis is survey based with Qualitative and Quantitative approach. As a contrivance, to do the thesis, Questionnaire at large and Interview Guide to a small extent are used to gather in-depth information.

In all, 1,210 samples (Faculty-300, Students-600, Parents-150, Institute directors-30, Trustees-30, and, Corporates-100) will be taken across all stakeholders and management faculties.

The observations of the study are as mentioned below:

Percentage of female faculties is more in the high commitment category than male colleagues. The results of this investigation are not in agreement with the findings of Shishupal (2001), Chaube (1985) and Dhaliwal (2011). They found that sex is not predicator of commitment among teachers. Faculty working in a greater number of years of in the organization has higher degree of commitment towards their roles and providing good support to the institute.

Faculty with high qualifications is playing more roles with higher commitment levels scoring above mean interval. The study indicates that autonomous management institutes’ teachers are more committed than the affiliated institutes’ teachers.

The findings of present study revealed that majority of the management faculties are not having favorable attitude towards teaching. The study also found that the teachers with more experience have significantly more
favorable attitude towards teaching. The study is contradicting with the findings of Chaube (1985), Shukla (1997) and Imrat (1998).

A competent and committed teacher is in demand for today’s revolutionary era. Faculties’ pledge has been acknowledged as one of the most decisive factors for the sensation of the management education. Faculties’ commitment is closely associated with their work performance.

The present study points out that there is a noteworthy difference in the attitude of faculty towards teaching among independent institutes and affiliated institutes, autonomous institutes’ faculties are exhibiting right attitude whereas affiliated institutes faculties are lacking it. The present study is adequately supported by Srinivason (1992).

He observed that autonomous institutes’ teachers have favorable attitudes towards teaching than affiliated college teachers.

The study found that the committed teachers are friendly cheerful, sympathetic, normally self-confident, lively, virtuous rather than cruel and, depressed. The results of the current thesis are similar to the studies undertaken by Getzels and Jackson (1993) and Namita (2010).

The current study found that the personality traits like adjustments at home, health, social, emotional stability and total adjustments conclude to be the determinants of success in teaching. The pronouncements of the study are also coinciding closely with the findings of Gupta (1998) and Mishra (1995), who found that personality characteristics are significantly related to teacher effectiveness.

The study exposed that there is an affirmative and highly noteworthy correlation between role commitment and attitude towards teaching. It indicates that highly committed management faculty teachers have high attitude towards teaching. The studies conducted by Mann (1990) and Simrat (1992) supported the results of the present study. They found that attitude towards teaching is highly co-related with a teacher’s professional commitment and vice versa.

These observations are an eye opener to the existing situation in the area of education. The outcome may lead in vital changes in the working environment of management institutions. This would certainly bring about a positive change in the perspective of people towards teaching and role
fulfillment in management institution. Thus, enabling teaching and working in the management institution to be valued as a profession which needs to provide quality work life. Faculty empowerment is essential; then only we will find good teachers with positive attitude and role commitment.