The Teachers' Loyalty and its Attributes: A Comprehensive Review

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Abstract
In the socio-economic development of every country, the education plays a significant role. In this regard, the higher education institutions (HEIs) are centers of academics where the people acquire skills in the various spheres of life. The HEIs are the main providers of educated and skilled personnel those who pursue their corresponding professions in the different sectors of economy. The nursery of these people must be nurtured by certain capable and highly experienced faculty which is the backbone of every higher education institution. In this regard, the teachers' loyalty is the only factor behind the success of these academic institutions. The loyalty is the multi-dimensional phenomenon which originates from the employee's empowerment, participation and socialization. All these three factors accumulatively makes a person loyal towards his/her institution which is a burning issue being discussed and analyzed by the both the employers and the employees.
Keywords: Loyalty, Empowerment, Participation, Socialization, Teachers,

1.   INTRODUCTION

Loyalty means the realization of cohesion, the complete recognition that we fail or succeed, die or live, are damned or saved together. The employee's loyalty is a more action-oriented concept since it deals with the behavior of the employees. Employee loyalty includes such things as whether or not employees are committed and assumes personal responsibility for their work and whether or not they feel convinced to look for another job opportunity (Carmen & Teodora, 2012). The related literature offers an interesting set of indicators of loyalty; not leaving, remaining with the institution, staying late to complete a project, no whistle blowing, no job hunting, promoting the institution to clientele and community, no gossiping, keeping the institution's matters confidential, no lying, cheating or stealing, adhering to rules without close supervision, offering improvement suggestions, sacrificing personal goals to achieve institution's goals, participating in institution's extracurricular activities, taking care of institution property, working safely, following orders, not abusing leave policies and not being wasteful including sick leave and cooperating with coworkers (Kemi, 2014). The literature revealed the different dimensions of the loyalty which shows the each and every dimension is equally significant for both the employee and the institution.

1.1 The dimensions of Loyalty
A. The Transactional Loyalty
The transactional loyalty brings faithfulness in the exchange of economic obligations between individual and institution. Employees may consider themselves loyal to the institution if they show up for work, complete required job assignments and do not take advantage of gaps in the institution's monitoring of their performance. The notion of transactional loyalty implies a subtle irony and requires supplementing ordinary notions of what "transaction" means. Rooted as it is in market exchange, transactional loyalty is driven by self-interest, economic theory holds that people enter exchange relationships to increase their own utility (Fletcher, 1993). Loyalty is not loyalty unless alternatives to the relationship are available. The nominal demand of loyalty is the preservation of the relationship, which needs the rejection of another possibility that weaken the principal bond. The demands of transactional loyalty do not need attachments to continue despite the better exchange opportunities, because the rationality of transactional loyalty encompasses engaging in associations that exploit utility for both the employer and the employee (Mohan & Srivastava, 1994).

In terms of its moral underpinnings, transactional loyalty reflects the ethos of a fair relationship between the employer and the employees. Its ethical foundations reside in social contract theory, which argues that institutions bind themselves together to create a social order that protects those who would be victimized by rampant opportunism. The bonds of equitable transactional exchange protect the partners from potential opportunism, while transactional disloyalty implies opportunistic abuse of economic reciprocity (Sungmin, Henkin & Egley, 2005). The normative literature on loyalty rarely discusses the concept as a form of exchange relationship, possibly because the standards of economic loyalty seem so elementary. Nonetheless, it is easy to anticipate that parties will level claims of disloyalty when their exchange partners do not meet these terms. For example, an employee might claim transactional disloyalty when the organization fails to provide employment benefits consistent with the institution standards, despite the employee's good performance on the job. Employers might claim transactional disloyalty if a well-paid employee wastes time surfing the internet at work

(Thompson & Hart 2006).

B. The Relational Loyalty

The type of loyalty that receives the most attention in the ethics literature is loyalty embedded in personal relationships. An individual's construction of expectations based on the socio-emotional exchange is the relational loyalty. "In this type of loyalty, reciprocity is based upon mutual commitments to maintain interpersonal harmony, to merit trust and to persist in allegiance between partners even in the presence of alternatives". In the employment exchange, relational loyalty means that employees transcend self-interest and seek to benefit their employers, perhaps by exercising organizational citizenship or other extra-role behaviors on the job (Fielder, 1992). The value of socio-emotional support provided by their coworkers and remains attached to the institution even if more lucrative job opportunities are available. Furthermore, relational loyalty reflects an ethos of social responsibility. "Parties to the relationship adhere to collectivist values and choose to subordinate pure self-interest to cooperation" (McLean Parks, 1993). Consequently, relational loyalty is similar in many ways to group loyalty, as discussed in the ethics literature, because it usually involves some sense of identity or membership and other types of informal involvement such as association with one's peers or even one's superiors in a hierarchy.

Accordingly, an employee might claim relational disloyalty if organizational leaders ostracized her socially despite her consistent efforts to provide encouragement to her work colleagues. An employer might claim relational disloyalty if an employee publicly criticized her after she had provided him different prospects for professional growth. The ethicists have often employed relational logic to describe loyalty as the incorporation of the organization's identity into one's own identity or version of the self (Souryal & Mckay, 1996). Consequently, relational loyalty assumes some of the moral significance of the concept of integrity. One who is loyal in a relational way to a collective incorporates it as a portion of the self; thus, infidelity to the collective represents a failure to be true to oneself. Relational loyalty implies an ethical imperative to sacrifice one's own interest in order to protect the target of loyalty and to maintain the relationship in the face of alternative partners (Coyle-Shapiro 2002). Consequently, given strong relational loyalty, someone may feel compelled to hide the truth in order to protect a relationship. A third type of loyalty, which may counteract the potential dangers of relational loyalty, is ideological loyalty.

C. The Ideological Loyalty

Up until now, the loyalties were described simply as the relationships between two exchange parties. Naturally, loyalty is often more complex than this because people maintain loyalties to multiple parties simultaneously, forging complex webs of obligation. These loyalties may compete with one another or at times they may merge such that they are virtually indistinguishable to the individual. This is often true of what we term ideological loyalty, which occurs when an employee's loyalty to an institution is involved with loyalty to a root or norm that the organization adopts (Perry, 1997). As we described earlier, ideology-infused psychological contracts entail perceptions that the employee is bound to the organization by mutual commitment to a cause, Ideological loyalty emerges "when individuals perceive that the exchange partner embodies a cause that represents an unconditional good and for that reason they feel bound by obligation toward the exchange partner". In a similar vein, we argue that ideological loyalty is a distinct loyalty form in that it is founded on perceived mutual obligations related to the moral demands of a worthy cause or principle (Brewer, Seiden & Facer, 2000).

The ideological loyalty tends to assume more moral significance in the employment setting than do transactional or relational loyalty because it is less rooted in self-interest-seeking and has prospective to build comprehensive social worth beyond the limits of the relationship with employment. Applying this definition to an organizational setting, loyalty can take the form of an individual-institution bond premised on mutual commitment to some cause that transcends both personal and institutional self-interest (Peterson, 2004). Consequently, ideological loyalty is rooted in an ethos of social responsibility. When an employee feels ideological loyalty, he/she uses institutional membership as an opportunity to advocate for and contribute to the cause. In return, the individual expects from the organization a credible commitment to the cause or principle and good faith efforts to make a positive difference on its behalf. More broadly, institutions are increasing their focus on contributions to particular causes in the name of social responsibility and corporate citizenship (Provis, 2005). Recent research has suggested that corporate citizenship efforts are related to employee loyalty which inculcate on the lower turnover and higher levels of commitment.

2.   FACTORS CONTRIBUTING TOWARDS LOYALTY

2.1   The Socialization

By comparison, a considerable body of research on the training, socialization and careers of teachers suggests that teachers typically face far less uncertainty and challenge than other professionals during their formal education and training but far more of both once they enter full-time employment (Perrot, Talya & Roussel, 2012). Given these trends, it is not surprising to find several of the most important statements on socialization in and sociology of teaching agreeing that the onset of teaching has represented a crisis for most neophytes that is

characterized by conflicting, if not impossible expectations, social isolation and extreme vulnerability vis-a-vis students, colleagues and administrators (Ziaadini & Hashemi, 2013). Therefore, to analyze the teacher's role in performing as the institutions' primary responsibility in preparing the students for life in a complex secular society is to acknowledge not only the relatively limited range of information and skills that is typically included in the formal curriculum (Hossein & Shirin, 2014). But also the centrality of the teacher as an agent of both society and school in shaping the elaborate belief, expectation and behavior codes that characterize normal or appropriate behavior.

2.2   The Empowerment

The empowerment is a constant movement and its importance is steadily increasing. Empowerment is the basis of development in the organizations and progresses in line with social changes, technological developments and competitive environment demands (Suparlan, 2005). The, organizations need individuals who are empowered to be able to help them win the competition. The rapid growth of technology has affected all aspects of the organizations. The empowered employees are needed who have the necessary skills to deal with these changes (Ingersoll, 2007). Many organizations have found that in increasingly competitive condition, they must continuously improve their customer service. This means that they must first know what the customer wants and then try to improve it. Organizations need the empowered people who find innovations and improve the services and productivity (Shauna, Meyerson, Theresa & Kline, 2008). "Empowerment is a process of decision making done by those who make the decision and it is also called a dynamic process involving actions between one and his/her daily life in order to gain changes in personal and social contexts". The empowerment enjoys two dimensions of significance, first is to distribute power, transfer it to delegate authorities to those who lack or who do not have powers and second to give some chances and capabilities to others to do something (Kinsler, 2010).

2.3   The Participation

The teacher's involvement and participation in the academic development programs has become a challenge to supporting institutions which need urgent attention (Mclaren, 2005). This is because of the faculties participation in the process of decision making that shapes the formation of policies in the institutional development process which leads to more accurate, credible and healthy decisions (Ursula & Stefan, 2010). "Teachers participation in academic development programs because of benefits such as true participation and empowerment, learning of new skills; creating of positive change and development of relationship that enables them make healthy decisions and contributor to academic development". The academic developments of educational programs are geared towards sustainability of development by supporting the students with required competencies, skill and capacities to be more effective and functional (Nwaiwu et al., 2014). "Through participation, the faculty members develop a high sense and feelings of ownership that make them see themselves as majors and not minors in the academic development programs".

3.   DISCUSSIONS

In human capital formation, education plays a vital role. It increases the efficiency and productivity of the employees and therefore creates the capable and skillful workforce that is only way to the sustainable development. "The functions of the educational institutions are to develop the individuals physically, mentally, psychologically, socially and morally" (Jamal, 2010). It promotes and improves the social, economic, cultural and political existence of the country. In Pakistan, the situation of the education sector is not very encouraging, unlike many other developing countries. "The low enrolment rates at the primary, secondary and higher level, wide disparities between regions and gender, lack of trained teachers, deficiency of proper teaching materials and poor physical infrastructure of the institutions indicate the poor performance of education sector" (Malik, Khan, Bhutto & Ghouri, 2011). In Pakistan, the education sector, suffers from poor quality of management, insufficient financial input, supervision and teaching, monitoring and low levels of efficiency for implementation of programs. Resultantly, among countries of comparative resources and social/economic situations, Pakistan has one of the lowest rates of literacy in the world (Yajiong, Bradley & Liang, 2011).

By some experts, among others economists, technocrats, and statesmen, the development of a country can be done because these professionals get knowledge through the teachers. In producing experts, it is the teachers who motivated and trained these professionals which later can improve and develop their knowledge and skilled in their fields (Yasemin & Ibrahim, 2013). Therefore, to do their jobs in a best way, the teachers should possess the abilities of self-confidence, empowerment, participation and the loyalty. The faculties' empowerment is discussed commonly on the confirmation that the teachers who work faithfully with the students are in the greatest position to make reactive decisions. "This contention is supported by related research on the empowering workplace and suggested that people who perform tasks at the point of contact with primary beneficiaries know the job best and should make the decision about how the work can best be done" (Abdul, Nek & Arsalan, 2013). The management of the institution should create environment for the work value by

confirming teacher's access to the resources, support and information required to achieve the tasks and by providing constant opportunities for development (Alejandro & Yolanda, 2014). This is mainly significant in the context of university, with professional requirements and new innovative for both teaching and non-teaching staff.

The socialization, talks about the manner, the teachers adjust with and interact to the institutional values and standards. Logically, the socialization plays an important role between the needs of the employee and the institutional values and standards. "In general, it can be expected that every teacher has a diversity of personal needs and that any given institutional values might or might not match some particular need" (William, 2007). It can also be expected that teachers are happier in institutions where their needs are being satisfied than in institutions where they are not. "With regard to this match between teachers needs and the larger social context of the institution, a psycho-social view would stress that teacher must be socialized into the institutional culture and values" (Robert, 2009). Therefore, there must a connection between the teacher and the institution, without which the overall association is expected to be a random affair, with many teachers unsure of their belongingness in the institution for which they work. "Alternately, to the extent that institutions engage in socialization, it can be surmised that socialization provides this link and that the more successful the teacher's socialization, the more he/she will feel a part of the institution's culture and values".

The benefits of the faculties' participation are the basis for their leadership role which can be recognized when the faculty members participate with great enthusiasm in their respective institutions. The related literature revealed the fact that an additional help and power is needed to operate the institutional matters. For example, in the educational settings, for administrator to lead alone, the academic institutions are too complex; to fulfill the responsibilities of site leaders they need the help from the teachers. The most proximate, useful, reliable and professionals resides in the institution is the teaching faculties. The literature showed that greater participation of the faculties leads to greater commitment, dedication and loyalty towards the institutional objectives and standards (Helena, Cooper & Neil, 2010). When teachers have a share in decision-making process, they become committed and loyal to the decisions that develop. Furthermore, the pressures from the society for responsibility and reformation of educational standards leads to effective institutional management, recommend the models of decision making that involve in growing the teacher participation. "Indeed, the recent findings of longitudinal studies provide backup that shared leadership shapes the academic capacity in academic institutions and thus has a positive impact in student learning".

4. CONCLUSION

In the present work, it is concluded that the empowerment, socialization and participation has a diverse role in examining the academicians' loyalty. The results showed that the whole process is linear which places greater significance on the relationship between the teacher and the management of the institution. In the present study, a strong correlation was found between the empowerment, participation, socialization and the loyalty. The results also express that loyalty is highly correlated with the two predictors (empowerment and socialization) whereas the relationship with participation is weak. These results suggest that loyalty is more dependent and related on the features of empowerment and socialization. In the cause and effect relationship, the prediction of the loyalty by using all the three independent variables, only empowerment appears as significant in defining the loyalty of the academicians' loyalty while the other two predictors have a minimum role in defining the loyalty whatsoever. The findings from correlation analysis is also supported these results, where the correlation of the empowerment with loyalty is highest, whereas other two variables have smaller correlation values.

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