

The Factor Affecting Teachers' Loyalty in the Higher Educational Institutions

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Abstract

In the higher education institutions, either public or private sector, the issue of loyalty exists. Though, in this regard, the nature and intensity differs from times to times, country to country institution to institution and from individual to individual. Therefore, to address the issue of loyalty in different situations, different measures are needed. The related literature proposes that loyalty is a critical and leading problematic issue for the public sector universities of Pakistan where the private sector is the leading challenger with a strong financial base and clientele. Contrary to this, the universities in public sector are facing with acute financial constraints which hamper the level of loyalty and resulting in the turnover on the wide scale. Research shows that, Loyalty has sometime been used as a synonym for one or more forms of commitment.

Keywords: Loyalty, Empowerment, Participation, Socialization, Academicians, HEIs

1. INTRODUCTION

For today's world education is the key to both social, cultural and economic development. There are countries which have already realized the importance of this process and increased the budget of education and invest much more capital on education for educating the next generation. With the globalization process, the possibility of attaining knowledge and its quick spread have affected human life in many ways. Therefore there is a need to find out new teaching methods and develop teachers' possibilities and opportunities. A modern teacher, as a global human in the period of globalization process, needs to familiarize himself with all aspects in his field all the time and he learns how to educate others. There are different experiences of quality education in which the teaching methodology, emotional awareness of the teachers, self-confidence, conflict management, discipline management, class management and lesson planning are significant (Irfan, Nawaz & Saqib, 2013). So, it is clear that for a good quality of education, it is also necessary the teachers have all the knowledge, about their subject, teaching methodology, specific skills and last but not the least a sense of commitment and loyalty.

The loyal and committed teachers may show the consistency, psychological bonds and stability in their institution, interaction with their students and specialization in their subjects. The related literature confirmed the special effects of loyalty in relations to institutional success, job performance and the retaining of employees. The above said phenomenon depends upon the skills and creativity of the teachers who enthusiastically donate their loyalty and energy through mutual efforts and processes. In the higher educational institutions, with the result in improved achievement of the student, the teachers' leadership needs constant development in learning and teaching (Irfan, Nawaz, Farhat & Naseem, 2014). To address these issues and concerns, creativities required to increase the standards and status of teaching to retain and attract the competent and talented individuals to promote teaching standards and excellence through continuous improvement and development by updating the teachers' skills and knowledge and to increase faculties' participation in decision making about the curriculum, educational practices and the institutional issues.

1.1 The Teacher's Empowerment

The literature revealed numerous factors like; trust, reaction, visibility, providing supportive resources praise and follow through on teacher involvement and decisions enhances the teacher empowerment. The greater motivation, ability to accept criticism, enthusiasm, greater innovation positive attitude and high energy were listed as apparatuses of teacher empowerment (Shauna, Meyerson, Theresa & Kline, 2008). The teacher's leadership factors like; shared decision making, recognition, decisiveness, collegiality support, vision, respect and visibility which affect the empowerment positively, including commitment to common goals, resourcefulness, reflection, involvement in decision making, caring, confidence and problem solving (Kinsler, 2010). "The continued professional growth is perceived as empowering the teachers can develop their own self-images as knowledgeable individuals. When teachers believe that their behaviors and performance can create a change in students' lives, they will have self-esteem". Teachers with a strong sense of self-esteem willingly undertake challenging tasks that may occur in the institutional change process (Sahar & Bagher, 2011). "In this sense, the teacher's self-esteem is believed to be a central component in the higher educational institutions. Without a significant degree of teacher autonomy, institutional control may deny teachers the very power and flexibility they need to create effective change".

1.2 The Teachers Participation

Two important variables, at the individual level, contributes to institutional efficiency and effectiveness, that are teachers' job satisfaction and sense of efficacy, both are related with the degree of participation in institutional decision making. The teacher' self-efficacy denotes to his/her professed capability to meet the challenges and demands implicit by the job and eventually disturb students' education and learning (Hallinger & Heck, 2010). The teachers with great self-efficacy established more determined for students and for themselves, continue longer, and put more effort for the success of the institutional standards. The participatory decision making enables the faculty members by giving responsibility and authority, thus establishing their perceptions of personal capability and developing their confidence and belief that they can achieve the desired goals and objectives (Jasmin et al., 2013). Furthermore, teacher self-efficacy is a motivational characteristic that is related to the performance of the faculty members. The teacher participation in the institutional matters helps them building the leadership abilities, contests the administrative system of the institution and has been related with efforts of the institutional democratization (Nwaiwu et al., 2014).

1.3 The Teacher's Socialization

The new teachers made a distinction between the teaching profession and the act of teaching. In the educational context, the teachers liked the teaching but being a teacher was less satisfying. The continuous stress and work pressure were practiced as the main undesirable facts. During the course of time, most of the teachers planned to leave the teaching profession (William, 2007). Numerous studies on new teachers' socialization of have shown a traditional and negative influence in the beginning. Furthermore, the attitude of the teachers about independence and autonomy altered during the course of time in the direction of supervision and motivation in the process of socialization (Robert, 2009). In describing the changes in teaching, in the process of socialization, the literature revealed that the new teachers realize that the desirable goals are not possible. Due to institutional policy constraints, they could not implement new strategies. They could not deal with the complications of skilled and capable teaching practices as they did not have sufficient experience, time and alternate strategies. For educational practice, they could not differentiate between the ideal and actual choices (Helena et al., 2010).

1.4 The Teacher's Loyalty

The conscientious teacher is traditionally expected to dedicate his talents to the search for and dissemination of truth. There is a strong feeling in certain quarters that special loyalty assurances should be required of all persons entering the teaching profession. When arrive in institutional settings, the new employees are expected to achieve the institutional goals and objectives by utilizing of their knowledge and skills (Sima, Tarika, Bhakar & Brajesh, 2010). To get these ends in the way by enhancing loyalty to the institution, it is perceived that the high ups in the higher educational institutions would assist the academicians by proving the facilities to update their knowledge and skills. The teachers, who are dedicated and loyal to their respective institution, would have a strong desire to stay and continue the association of the particular institution. "When they agree with the institutional aims and objectives and desire to stay in it then they will continue to work in the institution" (Choong et al, 2011). The faculty members will respond to this action by developing their own loyalty to the institution by being really complex and donating their commitment to make efforts for the accomplishment of the institutional goals.

2. DISCUSSIONS

The subject of empowerment is relatively new and the comprehension level, in this regard, among the academicians is comparatively low. But for the survival, there is a dire need to get the related people educated so that they should get well aware of their rights, privileges and last but not the least about the duties (Amir & Fatemeh, 2014). Resultantly, there will be a sharing rather decentralization of the powers among all the employees from top to the bottom level of the institution. It is pertinent to state that the psychological therapy of the employees is a critical factor for the grooming of a successful team. Here, the leadership matters a lot as only competent managers can implement his/her agenda successfully (Aarti, 2014). This very measure will bring out the potential of the employees and will make them dedicated with their task as well. Along with, as the input ratio will get enhanced, the graph of the clientele will also rise. The empowered employees can make decisions in their own capacity and can improve the customer service and activate the related windows.

From rapidly developing process of globalization, different institutions, despite the economic importance, suffer from diversity of institutional and structural weaknesses which have forced their capability to yield complete benefit. To implement these processes the in institutions, the participatory management has to be introduced in which power is shared and all the individuals are giving opportunities to participate, share and utilize their knowledge and experience (Badariah, 2011). The literature revealed that the participatory management is concentrated on its impact on institutional outputs such as work outputs and institutional performance, including the employee's loyalty, job satisfaction, product quality, productivity and the

absenteeism. To improve productivity, the best way is by determined for the mutual objectives of employees and the high ups (Arif, Nadeem, Faiza, & Farzana, 2012). By developing the vision and the mission statement, determining perks and privileges and establishing the procedures and policies can develop the communication and increase the loyalty and morale of the employees. In the same line, the employee's participation put emphasis in relation to the employee's loyalty and job satisfaction (Rathnakar, 2012). The related literature showed that employee participation is positively related to productivity, satisfaction, performance and the employee's loyalty.

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 (Hosseini & 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.

The employee's loyalty has been extensive topic of discussion since of its relation to human attitude. So, employee institutional loyalty plays a significant role in the institutions, when workforces have faith in the institutional objectives, work for the mutual wellbeing and accept institution's aims and objectives. Institutional loyalty is the credentials with and commitment to institutional leaders and the institution all together, go beyond the narrow-minded interests of departments, work groups and the individuals (Kemi, 2014). The employee loyalty is an important concept which has largely been ignored in the last decade. It has its origins in studies of employee's commitment, behavioral intentions towards the institution, organizational citizenship behavior (OCB) and employee turnover behavior. The key element of the worker loyalty construct, employee's commitment comes largely from the organizational behavior and applied psychology literature (Arif & Samina, 2014). Research shows that, "Loyalty has sometime been used as a synonym for one or more forms of commitment".

3. CONCLUSION

The teacher who is able to fulfill his/her responsibility of teaching with great enthusiasm and potential is the one called a professional teacher. The faculties' professionalism is a process from immaturity into maturity, knowing nothing into knowing something and from being led by others into leading one. So, it is concluded that a teacher is professional if he/she has a strong will and high capability, commitment and loyalty with his/her jobs. To become a professional teacher, a teacher needs some determinations; mastering learning materials and how to teacher them, having a commitment to his profession, being able to think systematically of what he is doing and to learn from his experiences, being responsible for monitoring his students' learning through various evaluation methods and in his/her professional environment become a member of a learning community. "In other words, what is said by a teacher should be understood and what is done by him should be imitated by his students. It also happens in a social life; therefore he should be really aware of his attitudes and behavior that can be models in life". To develop teachers' professionalism, the management needs efforts to place a teacher profession in high priority it is consistent with their prime roles in the educational development process.

4. RECOMMENDATIONS FOR THE FUTURE RESEARCH

- Organizational behavior is a persistent issue which requires continuous monitoring so that the behavioral pattern could be kept in tune with the changing requirements. Loyalty is one of the critical factors which are demanded from every employee. Some concerted efforts are needed by the management to keep the loyalty live and active.
- The findings of this study reveal that the relationship between the predictors and the criterion is negative meaning that as the loyalty increases, there are great chances of the employee's retention.
- The future researchers can find a huge body of compact literature on the topic spread across the thesis and used it for further research. Likewise, the most powerful contribution of this thesis is the "Research Model" extracted from the literature and used it as a guideline to conduct current research study. The same model can further be used by the researchers after the minor changes according to the context.

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