

Introduction and Design of the Study

CHAPTER I

INTRODUCTION AND DESIGN OF THE STUDY

1.1 INTRODUCTION

Leadership is about working with people to do new things in a world which is increasingly composite and fast changing. Leadership is not necessarily linked to authority. It is about mobilizing people to tackle the toughest problems and to do their best work. Leadership is essentially expected to maintain the ethical work behaviour. Such initiatives would not only raise the leader member interaction based on trust and commitment but would also raise optimism among their followers. Effective leadership has the ability to build trust, hope, optimism and resilience among followers such that they not only fulfill their contractual obligations but deliver outcomes beyond their defined scope of work. Good leadership is composed of certain components which promote greater respect, understanding and a sense of identification and belongingness among subordinates. Authentic leadership, that is based on the behavioural pattern of the leader and his relationship with the subordinates, promotes a positive ethical climate and fosters employees' positive psychological capacities (Walumbwa et al., 2008), which can be quite useful for educational institutions. An authentic leader has the base of true knowledge of themselves and about others. The Authentic leadership scale includes four elements self-awareness, moral perception, balanced processing and relational transparency. This helps to determine the authenticity of a leader

Authentic leadership is important for developing confidence in leaders and promoting “pragmatic outcomes” (Cameron et al., 2004, p. 5). Teachers’ Performance refers to a set of individual behaviors or actions that are relevant to the organization’s goals. Authentic leaders also focus on followers’ talents and strengths, liberate their potential (Luthans and Avolio, 2003), and as a result, followers reciprocating with greater individual performance. Authentic leaders exhibit behaviors that promote positive psychological capacities and ethical climate, which in turn, foster followers who feel psychologically empowered to take more responsibility and ownership of their work.

Commitment to organization is most often determined as the strength of identification with management and internalization of the value of management, and commitment to the organization as a psychological and emotional connection of employees, that is, the strength of their identification with the goals and values of the organization. One way in which organizations with high levels of commitment differ from organizations with low level of commitment is that the formers are “strong culture” firms. Teachers or professional commitment plays a decisive role in effective teaching. The more a teacher is committed, the more he would acquire competencies and the more he/she would tend to be a performing teacher. Professionally committed teachers are required in order to increase the quality of higher education. Commitment to an organization and its goals is a major factor in predicting performance of teacher as well as the organization.

A teacher is a decidedly valued personality in a society and teaching is considered to be the most blessed and unique profession. History is full of evidence about the nations where education has well-known progress. Quality of teaching is directly linked with excellence of teacher. The teacher is indeed the architect of our future. Teachers are the sculptors who shape the young ones into individuals of potential and worthy characteristics. A teacher who is fulfilled with his job can achieve his duties effectively and efficiently and also has a positive attitude towards teaching. It is therefore imperative that those individuals who join the teaching line are dedicated and competent. Our society also needs confident and satisfied teachers.

There is strong connection between, authentic leadership, commitment and performance. The impact of authentic leadership determines the participative, directive, supportive, and achievement of a teacher and their commitment and performance. As for practical outcomes, the authentic leadership of a leader provides directions, assistance, and guidance to clarify goals for teachers and remove obstacles from accomplishing their goals and so that they can perform as expected. Furthermore, authentic leadership incorporates expectancy, by which teachers get motivated when their efforts and performance are reasonably contributive. However, the study inadequately elucidates the relationship between authentic leadership, Organizational commitment and its impact on teachers’ performance in the educational institutions.

1.2 STATEMENT OF PROBLEM

Teaching profession occupies important and prestigious place in the society. Teachers are considered as the creators of leaders, scientists, philosophers, advocates, politicians and administrators. The teacher is the principle means for implementing all educational programmes of the organizations of education. Dedicated teachers represent one of the most important factors for the success of educational institutions. The active role of the leader and the commitment of teachers are the necessary conditions for the long-term functioning for further growth and development of educational institutions. With the changing socio-economic scenario and increasing unemployment, the values of teachers and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers. It is necessary to note that the commitment and performance of teachers is largely influenced by leadership (Milić, 2014). Consequently, it is of particular importance that leaders, through their behavior, rhetoric and activities, stimulate teachers' dedication in order to create conditions for adequate growth and development of educational institutions in the long run.

Authentic leadership has an impact on organizational behavior, commitment, satisfaction with superior and work performance of teachers. Authentic Leadership (AL) has been associated with commitment and Employee Performance (EP). A leader that has the social ability to recognize internal feelings and perspective detect and decipher emotions of others in social situations, and ability to inspire, influence, and interact with others. Leaders' with emotional intelligence to have a strong influence on followers' or subordinates mood which in return will influence their performance level in a variety of ways. The success of educational institutions relies predominantly on the leadership of heads and teachers' commitment and behaviors toward work. Despite the confirmation showing that authentic leadership can efficiently operate in an increasingly complicated environment, limited studies have focused on its impact on educational Institutions. The authentic leadership not only positively affect individuals' behaviors and attitudes it prompt them to develop their organizational commitment, but also achieves desirable behaviour and performance.

Authentic leaders build and develop positive attitude and commitment in their followers by increasing followers' self-confidence, creating hope, establishing trust (Ilies et al., 2005), enhancing resiliency, and raising the level of optimism. When teachers deal with work and tasks that interest them and they are motivated intrinsically to do so, this should positively impact their commitment and performance in turn. As the teachers are the one who are directly involved with the young ones and they tend to know organizational commitment and its determinants are extremely essential in order to enhance the performance of teachers which leads to the performance of students. Hence, Performance is a very important factor to contribute more students as well as for the organization. Authentic leadership and organizational Commitment of teachers are playing predominant role in teacher's performance. So the research would help out in determining the performance of teachers and the mediating effects of authentic leadership, commitment of teachers working in engineering colleges. This research work sought to guide teachers in terms of recognizing the significance of authentic leadership on teachers' commitment and their performance. In addition, it set to assist educational leaders in embodying authentic leadership that could support long-term effectiveness and success of the educational institutions. Hence, this research study intended to examine the significant influence of authentic leadership of leaders, commitment and performance of teachers working in engineering colleges.

1.3 SCOPE OF THE STUDY

The study is to examine the leadership behavior, organizational commitment and its impact on performance of the teachers. Leadership is really expected to sustain the ethical work behaviour. In the education system, researchers have constantly searched for the priorities that impact students' achievement and academic enhancement of the institutions. When teachers' are inattentive, their commitment to the organization in which they belong to hinders and intern it will reflect in their performance. An incorporated construct of organisational commitment and authentic leadership have established a strong influence on the performance of teachers. More commitment in their job, conducive environment would reflect students' moral health and mental health so

that they can enjoy a bright future and a better job. The present study would provide some significant data useful in discriminating factors related to organizational commitment, authentic leadership and performance of teachers.

As reviewing the literatures and the existing studies only few researchers have done this type of research and those are also done only in schools. In the case of colleges mostly job satisfaction of teachers, performance and the commitment of the teachers is determined and analysed in many analytical studies. In the field of engineering college there are only few studies concentrated towards the teachers. Hardly only have few studies have been done using the concepts like authentic leadership, organisational commitment and performance assessment. The mentioned concepts are used in various studies separately. Hence, this study focuses on Human Resource dimensions of, authentic leadership, organisational commitment and performance assessment of teachers working in engineering colleges.

1.4 OBJECTIVE OF THE STUDY

The study is focused on following objectives:

- ◆ To find the perception of teachers towards authentic leadership of their heads working in engineering colleges.
- ◆ To examine the organizational commitment of the teachers in engineering colleges.
- ◆ To assess the performance of engineering teachers based on assessment score.
- ◆ To explore the relationship between perception of authentic leadership, commitment and teachers performance.

1.5 HYPOTHESIS

- The perception on authentic leadership of leaders does not have significant difference among the demographic and job profile of the teachers.
- Demographic, job related profile of the respondents does not have significant variation with respect to Commitment of the teachers.

- The performance of teachers does not vary significantly among demographic and job variables.
- There is no significant relationship between organizational commitment, performance of teachers and authentic leadership of leaders in engineering colleges

1.6 RESEARCH METHODOLOGY

- **Period of the Study:** The study has been conducted from the year 2016-2021
- **Area of the Study:** The area of the study is restricted to Coimbatore district.
- **Sampling and Sample Design:** Random sampling technique has been applied for the selection of teachers working in engineering colleges in Coimbatore district. The selection is done as per the data given in the website of Coimbatore (www.coimbatore.nic.in) and Anna University affiliations.

- **Criteria for Sample Size Determination**

- ◆ The population of the study contains engineering colleges including aided, self-finance and government college of Coimbatore district. As per the data there are 64 engineering colleges with the population of 10180 engineering teachers.

- ◆ Derivation of the sample is done using Taro Yamani method,

$$s = \frac{N}{1 + N(0.02)^2} = \frac{10180}{1 + 10180(0.02)^2} = \frac{10180}{26.45}$$

$$S = 384.87$$

Were, N=Total population, S=Sample population

- ◆ The actual sample size arrived is 384.87 for arithmetic convenience, it has been rounded off to 400 as sample.

- **Source of Data**

The study is based on the primary data. A structured questionnaire is framed by adopting the followed scales and the data has been collected from the engineering

teachers. The relevant secondary data has been collected from journals, Websites, Published books, unpublished books, and from the online and offline reports.

- **Instrumentation**

- ◆ Authentic leadership scale has been used to find the perception of teachers towards authentic leadership of their leaders with 16-item scale given by Walumbwa, Avolio et al. (2008).

- ◆ Organizational commitment scale has been used to determine the commitment of teachers working in engineering colleges with 20 item given by Meyer, Allen and Smith (1993),

- ◆ Performance assessment index with 21 items-self-administered scale (UGC API score) to assess the performance of teachers.

- **Pilot Study**

A pilot study has been conducted with 30 respondents through interview schedule. A necessitated change has been done in the questionnaire with the results of the survey. And the final structuring of the instrument is framed based on the results of cronbach's alphas validity and reliability test, the results shows the alpha coefficient ranging from 0.74 to 0.89 which is above the standard value (Proposed by nunnally, 1978) of 0.70. This shows that the instrument is reliable. The Validity of the questionnaire is ensured by consulting the academicians, subject experts and statisticians.

- **Framework of Analysis**

The collected data have been reviewed and consolidated for and the following statistical tools namely, Percentage analysis, Mean, Standard Deviation, ANOVA, Chi-square, t Test, Correlation, Regression and Path analysis have been applied.

1.7 SIGNIFICANCE OF THE STUDY

This study has shown that authentic leadership is important in driving commitment and performance of teachers in higher education. The results provide new significant information of the importance of authentic leadership in educational

organization. This work would allow for more scholarly attention to authentic leadership in the context of educational organization and may direct future research on its effect on other organizational outcomes and behavioral performance. As the research is bounded within the authentic leadership, commitment and performance of teacher and the analytical result might give some effective knowledge to the leaders to understand what the subordinates expect and the improvement of performance will also be understood. The conflict between the leader and subordinate would be clarified and the importance of working as a team would be understood. In near future leaders could adopt one of the factor to the development of his “Own Self”, and the subordinates could get an idea of the constrains those help to improve performance. The study’s finding might help the government to take initiative to develop the field of engineering and teachers working for bringing the next engineering generation

1.8 LIMITATION OF THE STUDY

The Present study is subjected to the following limitations.

- ◆ Working environment variations such as institutional culture, infrastructure and skills of teachers might influence the results of the study.
- ◆ The study completely depends on the response of the teachers working in engineering colleges about their performance, authentic leadership and organisational commitment.
- ◆ Since the teachers were a bit cautious to reveal the negative traits in spite of the confidence given to them that the study is meant for academic purpose and that personal information would be maintained in total confidential.

1.9 CHAPTER SCHEME

Chapter I deals with introduction of the study, statement of the problem, scope of the study, objectives, hypothesis, methodology, significance and limitation of the study.

Chapter II summarizes the literature available in the relevant area.

Chapter III narrates background and profile of the study.

Chapter IV analyzes the perception of teachers towards authentic leadership of their heads working in engineering colleges.

Chapter V examine the organizational commitment of the teachers in engineering colleges.

Chapter VI assess the performance of engineering teachers based on assessment score.

Chapter VII explores the relationship between perception of teachers towards authentic leadership, commitment and teachers performance.

Chapter VIII summarizes findings, suggestions and conclusion of the study.