Profile of the Study

CHAPTER III

PROFILE OF THE STUDY

3.1 INTRODUCTION

Progress welfare and prosperity of a nation depend on a planned, speedy and constant growth in the quality and extent of education provided to the people of that nation. To sustain growth and development in any field requires basically, provision of quality education at all levels. It is an accepted fact that, education is an essential investment for accelerating the pace of development of a nation. Suitably, educated and trained individuals determine various processes and pace of the development in many respects. Further, the younger generation, through the right kind of education is prepared to face the challenges of the world, and make way for the coming generation. The "globalization" era has to be looked at, in terms of the increasing flow of technology, finance, trade, knowledge, values and ideas across borders. This is possible only through education."

3.2 TEACHING AS A PROFESSION

Education is now commonly recognized to be prime key of moral, cultural, political and socio-economic growth of a nation. No doubt, great achievements of any country are based on their effective educational system. It is stated "educational system of any country can provide the guarantee of achievement and prosperity for their nations". Thus, the comprehensive and efficient educational system is the need of any nation for the continued existence. It is a fact that, the excellence of any system depends upon the standard of its personnel. If the personnel are well competent, well skilled and have effective behavior, the organization will achieve its objectives successfully and certainly among the personnel of any education system, the huge responsibility is on the head of teachers. Teachers are important for the successful functioning of any education system and for improving the quality of learning processes. In this era, when so many changes in the characteristics of the system have been taken place from the past and the nature of education system also shifted from elite to mass education, the need of good teachers emerged at every level of education.

It is an accepted fact throughout, that teachers play the most vital part in the whole educational procedure and are accountable for the achievement and failure of the educational process because they are in the transitional position between the objectives and outcome of the educational process. Teacher is the only person who makes impact in the whole educational process and in the lives of student as well. With the significant contributions teachers have in the educational process, it is necessary for the teachers to do their best, while they interact to their students for the desired result, that is, to be successful all the time. The teacher must acquire the knowledge and skills appropriately. Only the teachers who have teaching effectiveness can make possible their students to attain specific learning objectives as well as broader ambition such as being capable to solve problems, think critically, work collaboratively, and become successful citizens.

Teaching is to make the students learn, and therefore teaching well specifies learning about students. Teaching desires great practice that takes passion, time, and high-quality materials.To be a good teacher, the teaching require a good teaching practices and meaningful knowledge of the subject. To bring attractive changes in the learning process of the students a teacher must focus on imparting knowledge, attitude and skills. It becomes effective in teaching with such kind of teaching delivered to the students. Many researchers and scholars have tried to define the term 'Good teaching' in several ways through their studies. As far as time prevails it is becoming even more authoritative as the stress on excellence in higher education has improved. Apart from making the students learn the teachers gets themselves updated with the technologies. As of today the e-learning, and the other modules have been improvised which makes a teacher to get updated. Improvisation in the case of Visual aids like actual objects, pictures, models, maps, charts, flannel board, flash cards, chalkboard, bulletin board, slides, overhead projector, has made the less usage of chalk and black board .In the case of audio aids radio and tape recorded is interchanged with film projector, film strips.

3.3 AUTHENTIC LEADERSHIP

Successful leadership is viewed by most people as primary to the success of any organization. The most strong and universal human responsibilities is leadership. The future leader will need the capabilities and traits of leaders throughout history: an eye

for change and a steadying hand to offer both hallucination and encouragement that change can be learned, a voice that articulates the will of the shapes and group it to beneficial ends, and an ability to stimulate by force of personal integrity and personality, while building others feel empowered to increase and use their own capabilities.

Leadership is naturally defined by qualities, traits, and performances of a leader. The study of leadership has bridged across decades, cultures, and theoretic beliefs. A summary of something is known and assumed about leadership, in relation to teacher and institutional associates, is an important criterion that will help academics to proceed further the research on leadership. In some cases, leadership has been labeled as a process, but most research works and theories on leadership look at it as a person to gain understanding. Leadership is the capability to motivate confidence which is the foremost part of a leader's job, but a leader also organizes, plans, and controls. Leadership is said to deal with inspiration, change, motivation and also stimulus on such dynamics as job satisfaction, employee's behavior, output, commitment, efficiency & efficacy, and finally productivity in organizations.

According to the author Walumba et al. perception of authenticity has a solid impact on replicas that were presented by author Gardner et al. In view of these studies, the authentic leadership theory presented and redefined by Walumba as "a pattern of leadership behavior that encourages both positive psychological dimensions and a positive ethical environment, to foster internalized moral perspective, balanced processing, self-awareness and relational transparency in the exertion of leaders with subordinates, fostering positive self-development". Each of these aspects describes the leadership behavior of leader and being reflected as an authentic leader. By looking at the self-awareness dimension, internalized moral perspective, balanced processing, relational transparency, is designed to measure the authenticity of the leader in different components. As well sharing of thoughts and emotions of the leader at different occasion is also determined. The individual constrains towards the requirements of the study is explained below.

The Authentic leadership questionnaire framed by Fred O. Walumbwa, William L. Gardner and Bruce J. Avoliois designed to measure the components that comprise the following.

Self-Awareness: Is designed to determine the awareness of the leaders strengths, limitations, how others understands about them and the impact of their leadership towards their work.

Transparency: To what extent the level of openness with others, ideologies, challenges and opinions given by their leaders to their subordinates is determined.

Ethical/Moral: The standard of moral and the ethical conduct with the subordinates is determined

Balanced Processing: How far the leader solicits appropriate opinions and viewpoints prior to constructing important decisions

The four dimension of authentic leadership has been presented. Many definitions and perspectives of variables have been assimilated and further working on the authentic leadership model and the development of subordinate, more attention is given on the constituents of the authentic leadership. Many factors related with the balanced information processing has been identified, such as, authentic self-regulation, internal regulation, the authentic behavior of leader and the relational transparency is framed by the researchers. They evidence that the authenticity is related with higher emotional perceptive and moral improvement.

3.4 ORGANISATIONAL COMMITMENT

Organizational commitment depicts the relationship that exists between the individuals and the organisation for which they are working. Stronger the commitment greater will be the benefit for both. Many eminent scholars have tried to analyze, explain and define the term 'organisational commitment'. Each explanation and definition describe the term in one way or the other. It is necessary to consider a few explanations and definitions to know the meaning of the term.

Meyer and Allen's (1997) model of commitment was created with three-component to debate commitment at three-component that correspond with different

psychological states. Meyer and Allen's exploration indicated that there are three "mind sets" which can describe an employee's organization commitment. The Organizational commitment questionnaire framed by Meyer and Allen's (1997) is designed to measure the components that comprise the following.

Affective Commitment

Affective Commitment is defined to determine the positive attachment of the faculty to the organization. Meyer and Allen framed Affective commitment as the "desire" element of organizational commitment. A faculty who is affectively committed sturdily recognizes with the goals of the organization and also remains a part of the organization. Since the faculty "Wants to" be a part of the institution they commit themselves to the organization. They get influences by various demographic factors like gender, age, qualification, but these may influence stronger or consistent. These characters could be felt but they cannot be defined. Meyer and Allen gave this illustration those gave positive relationships between tenure and commitment possibly due to tenure-related changes in job grade and quality. In developing this model, affective commitment was defined to be a demonstrably indispensable, enduring, and central characteristic of organizational commitment.

Continuance Commitment

Continuance commitment is the "need" component or the losses versus gains of working in an institute. "Side bets", or the investments, are the losses and gains that may change a mind of individual about staying or reliving an organization. The importance of working in the present institution is determined, where an individual cares about the co-workers and so fears of losing them is also made important for staying in the preset institution. But an individual doesn't see the optimistic costs as enough to stay with an organization they must also take into account the availability of alternative (such as another organization), interrupt personal relationships, and other "side bets" that would be incurred from leaving their institute. The difficulty of leaving the institution and the other causes are determined.

Normative Commitment

The individual commits to and remains with an institute because of thoughts of obligation, the last component of organizational commitment. These feelings may be developed from a strain on an individual after and before joining an institute. For example, the organization might have invested possessions in training an individual who then feels an ethical obligation to put forth endeavor on the job and stay with the organization to 'repay the debt.' It may also replicate an internalized standard, urbanized before the person joins the institute through family or other socialization process, that one should be loyal to one's organization. The individuals stay with the organization because they are "ought to". But normally if an individual invest a huge deal they will receive "highly developed rewards".

Normative commitment is higher in institute that value allegiance and systematically communicates the fact to employees with incentives, rewards, and other strategies. Normative commitment in an individual is also high where employees regularly see visible examples of the individual being committed to employee well-being. An individual with greater organizational commitment has a better chance of contributing to institutional success and will also experience higher levels of satisfaction in their job. High levels of satisfaction, in turn, reduces individual turnover and increases the institutions ability to recruit and retain talent.

3.5 PERFORMANCE APPRAISAL

Performance is linked with quality and quantity output, attendance on job, work efficiency and work effectiveness (Mathis and Jackson, 2009). Employee performance is explained as, completion of a task assigned on the criteria set by the authorities of the organisation, and is checked on prescribed, acceptable standards 33 while effectively and efficiently using all the available resources in a changing environment (Aguinists, 2009)."

Teachers are the most important resource in raising the standard of education. Improving the efficiency and equity of education depends to a large extent on ensuring that teachers are highly skilled, well-informed and motivated to perform at their best. Teachers are considered as an necessary and indispensable factor of an educational system. The academic success of a learner largely depends on the teacher. Teacher's

performance not only depends on thinking and planning but on implementing them successfully in the right perspective. Among other factors students academic achievement is dependent on teacher related variables (Postlewaite, 35 2007). Teaching performance helps out in the development of adoptable, rational and supportive individuals who are capable of coping with the world in which they are living, who are prepared to be productive citizens of future world and possess an awareness of moral, spiritual and social values of the society. In fact the process of imparting education to the students is dependent on the good performance of teacher. Therefore many factors contribute to it. A good teachers has not only to teach in way that he/she can satisfy the class with his prominent teaching style, moreover he/she has to manage time and other duties assigned to him/her apart from teaching, like managing ethics and discipline in class, motivating students, ensuring students' interaction, and administration of educational institution (Hanif, 2010).

On the basis of the conceptual framework of work performance it is concluded that work performance is very important variable for the development of the organization. Hence, teachers work performance is very important for the growth of students as well as for educational institutions. The role of faculty members in higher education is multifaceted (Ssebuwufu, 1994). Teachers work performance depends on their experience of teaching and research work. Teachers are performing various functions in the University/ Institute like conduct research, publish articles, teach classes and advise students, etc. In the present study, work performance of teachers is measured in terms of number of research papers, projects, and publications executed, and number of faculty development programmes, conferences, seminars, and workshop attended.

And so the appraisal has to be designed. The Questionnaire is framed by self-evaluative indicators. The indicators were selected from UGC Academic Performance Indicators (API). The process of Academic Performance Index (API) or performance assessment system was introduced to calculate the performance of the teachers; thereby career advancement was also done by calculating these indicators.

The performance appraisal was framed and scores those are listed in UGC API (Academic Performance Index) has been given to calculate the performance level of an

individual as well a group. And the calculated scores would by compared with the other constrains according to the requirement of the study. The instruments of the study is mentioned below after removing the constrains those were not valid and reliable tested with validity and reliability test and decided after the pilot study results.

3.6 ABOUT ENGINEERING EDUCATION

The major key to the nation's wealth and security during an international, knowledge-driven economy can be its leadership in technology and innovation. Only the best engineering education and educators can produce next generation Einstein's. The true significance in engineering education can be measured from the changes that have seen globally. From past years the world has faced indefinite challenges, diseases, energy crisis, development, climatic and other problems which needed some methods of solution and has being in some manner resolved by engineering resource involvement. In other words engineers secure the faith of growing economy. Thus the future may need highly sophisticated force having mastery over all disciplines of science, mathematics and dramatically changing technology. This demands for skilled life training to engineering students in all universities.

India has the largest numbers of engineers as well as the largest number of engineering education institutes and infrastructure in the world. As of 2021, India annually produces one million engineering graduates. There is long history of science and technology in the Indian subcontinent. Universities and institutes deemed to be universities are approved by the University Grants Commission. In 2021, there are nearly 900 government and universities and 45,000 colleges affiliated to these universities. All institutes, universities engineering colleges as well as government or privately funded engineering colleges affiliated to the universities, must obtain an approval from the AICTE which licenses and regulates the institutes, not the individuals or practitioners, which offer the engineering and/or technical education. There are 1135 engineering colleges in Tamil Nadu. Out of these 1135 colleges, 1015 are private engineering colleges and 120 are public/government colleges. Coimbatore is well known for educational Institutions which, is also called educational hub.

3.7 FRAMEWORK OF STUDY

This chapter explains the outline of the study. As well the chapter contains the definition of authentic leadership, organisational commitment and performance of teachers. The framework of the study is also explained with structured flow chart. Besides providing conceptual clarity on the main theme of study this chapter goes a long way in widening the horizons of knowledge on engineering teacher's performance and commitment. Also, it brings to light many new facts of study pertaining to human emotions. Graphical representation of the framework or the model of the study is shown below :

Image 3.1 Framework of the Study
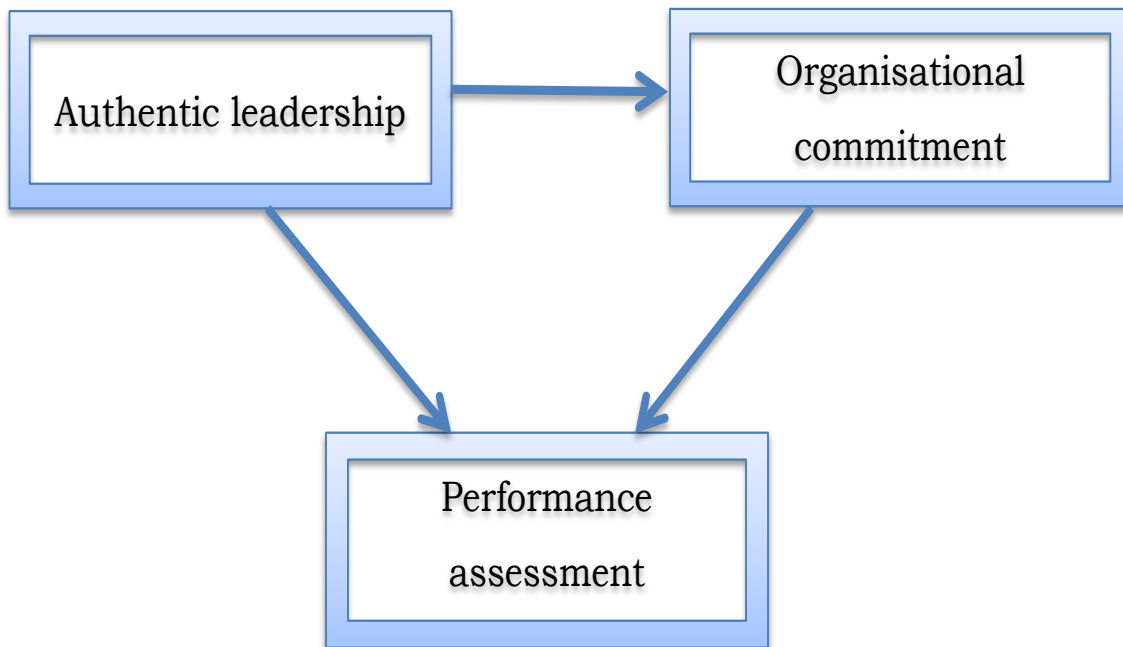
The factors mentioned in the picture has their own constrains, and each factors are compared with each other. The influence of authentic leadership and organisational commitment over performance assessment is determined. And according to the requirement the study prolongs. Each demographics are compared and the results are discussed and shown in the forthcoming chapters. The profile of the dependent factors like authentic leadership, Organisational commitment, and Performance assessment is explained separately.

Various demographics like Personal factors, job related factors, organisational factors are used as independent variables. Individual variables have been integrated and

the corresponding variables of constrains are shown in the table 3.1. The demographics are considered for the comparison with the dependent factors.

Table 3.1: Factors and the relevant constrains

S.No.	Demographic Factors	Constrains
1	**Demographic Factors**	Gender
		Pay Scale
		Designation
		Age
		Teaching Experience
2	**Job Related Factors**	Experience Under Present HOD
		Members in the department
		Type of Management
		Hours Of Classes Handled
		Work Load in College

Source: Computed

The Questionnaire is framed by self-evaluative indicators. The indicators were selected from UGC Academic performance indicators (API). The process of Academic performance index (API) or performance assessment system was introduced to calculate the performance of the teachers. Performance assessment indicators are presented in the following table.

Table 3.2 Performance assessment scale (Count of work done from 2015-2019)

S. No.	Particulars	Total (Scores)	
1.	Publication in refereed journals	10/Publication	
2.	Publication in Scopus index online/printed	25/Publication	
3.	Text books or Reference Books Published by International Publishers	30/Book	
4.	Subjects Books by National level publishers/ Central Govt. Publications with ISBN/ISSN numbers.	29/Publication	
5.	Chapters contributed to edited knowledge based volumes published by International Publishers	10/Chapter	
6.	Chapters in knowledge based vol by Indian/National level books.	5/Chapter	
7.	Completed project report which is accepted by funding agency	20/Project	
8.	Industrial visits arranged by you to manufacturing industry	15/Iv	
9.	Project concepts eligible for product development got accepted by manufacturers/company.	25/project	
10.	Major Projects amount mobilized with grants above 5.0 lakhs	15/project	
11.	Minor Projects Amount mobilized uptoRs.5.00 lacks	10/ project	
12.	Online courses completed (if any)	5/Project	
13.	Faculty internship completed (If any)	10/work	
14.	**Research Guidance**	M.Phil.	Ph.D.
	a) How many research scholars completed their research under your guidance	5	5
	b) How many research scholars are doing research work under your guidance	3	10
	c) How many papers are published with the research scholars?	7	12
	Thesis submitted	3	10

S. No.	Particulars		Total (Scores)
TRAINING COURSES AND CONFERENCE /SEMINAR/ WORKSHOP PAPERS			
15.	Soft skills programs, faculty development programs attended less than a week		7
16.	Soft skills development programs, faculty development programs attended more than a week		10
17.	Participation in conferences	Participated	Presented
	a)International conference	5	7
	b)National conference	3	5
	c)Regional/State level	2	3
18.	Invited as guest lectures, resource persons for the seminar& conference		7/Int 5/Nat
19.	Awards received(International/national)		15/Int 10/Nat
20.	Number the Membership in other professional bodies		16
21.	Development of e-learning module (How many modules are given by you)		8/ Module

Source: Scores For Academic Performance Indicators (APIs) In Recruitments and Career Advancement Scheme (CAS) Promotions of University / College Teachers as per UGC regulations.

Indicators used for the Study

The scores are taken from the Academic Performance Indicators [In Recruitments and Career Advancement Scheme (CAS) Promotions of University / College Teachers as per UGC regulations.

◆ Each indicator of the performance appraisal is taken according to the current academic basis, which is followed in few of the institutions.

◆ The changes with the category and statements have been made for the convenience of the respondents.

- Where as in regard to valuation of papers and invigilation of institutions are paid then and there, those were not included in the table of Performance assessment.

- According to the UGC's Academic performance index the total score of all the four categories. And for the relevance of the current study the multiples of the score is taken for calculating the five years academic performance.

Table 3.3. Academic Performance Indicators (APIs)

S. No.	Nature of Activity	Questions Representing
1.	**Category I** (Teaching, Learning, & evaluation related activities)	Q9 to Q13, Q15 & Q16
2.	**Category II** (Co-Curricular, Extension and Professional Development Related Activities)	Q8, Q18, Q19, Q20, Q21
3.	**Category-III** (Research & Academic Contributions)	Q14 & Q17
4.	**Category- IV** (Research articles, publications, research work)	Q1 to Q7

Source: Scores for Academic Performance Indicators (APIs) in Recruitments and Career Advancement Scheme (CAS)

- The performance assessment of the study is used with the same scores as mentioned by the UGCs API score and the total of the score for a year is as similar to the score categories of UGC, since the constrains were framed by evaluating through pilot study and few constrains were removed for the convenience and reliability of the study the scores silently changes.