

**Organizational Commitment of Teachers of Higher Education** by Fr. Thomas Chathamparambil. Published by the Centre for Publications, Christ College, Bangalore-29. First Edition: 2004, pp. x + 218, Price Rs. 250 (HB) 150 (PB). Copies available at UBS Publishers' Distributors Pvt. Ltd., 10, 1 Main Road, Gandhi Nagar, Bangalore-560 009.

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During the decades since independence there has been an exponential growth in higher education in India. This is partly due to public demand and largely as a consequence of the faith that planners and policy makers have reposed on education as an instrument of development. As a result the role of the teacher becomes crucial because he/she is the most influential factor effecting the teaching - learning process.

It is in this context that Dr.(Fr) Thomas Chathamparampil's study on "Organizational Commitment of Teachers of Higher Education" becomes greatly significant. The author must be commended for the excellent job he has done in the field of educational management. This book is a product of high quality scholarship. It is based on thorough research, is rich in details and skillfully woven into an interesting and stimulating work. The book rich in ideas and information creates a new paradigm for higher education.

The author has studied the organizational commitment among teachers in great detail - a subject on which there has been very little research. The data which constitutes the empirical base of the work is drawn from an intensive study of 450 teachers from aided, unaided and government colleges. The teachers who constitute the sample provide a vantage point to view the profession. The book comprises seven chapters and each chapter is thought provoking. The data have been collected systematically and subjected to through interpretation and analysis. The extensive survey of literature is the author's richest contribution - a great effort has been made to collect all available publications and earlier research work. It will be a very useful guide for future researchers as it will provide them a deeper insight into the topic discussed.

Chapter I deals with the concept of organization and organizational commitment. In the author's view an organization is embedded in a social/cultural environment

which exerts a pervasive influence on organizational actors. So far little research has been done on the organizational environment in which the academicians must function. The author addresses crucial issues - what makes people work? Why do some people perform better than others? Low teacher commitment reduces student achievement. Burnt out teachers are less sympathetic towards students, have a lower tolerance for frustration in the classroom and feel more anxious and exhausted. The vitality of all educational organizations lies in the willingness of teachers to contribute to the development of the organization. Committed teachers have strong psychological ties to their institutions, their students and their area of expertise and perform better.

Chapter II analyses the role of social values in the functioning of a work organization. The Chapter highlights the dynamic synthesis between social values on the one hand and organization functioning on the other. The Chapter also stresses the crucial role of self-actualization.

Chapter III offers a wealth of data and information. The review of related literature for the study has been organized around trends of research on organizational commitment, relationship between the independent variables i.e. work values, self actualization, leadership, behaviour of College Principals, sex, age, experience on the one hand and the dependent variable i.e. organizational commitment on the other. The bibliography enhances access to some of the most valuable material and is very handy for research scholars.

In Chapter IV the author states that the study was initiated to look closely at the organizational commitment among the faculty of graduate teachers in relation to their work values and self-actualization. The leadership behaviour of respective College Principals constitutes the core of the Chapter. 'Search the dream, act the dream and make the dream real' goes the saying. The constant search for new dreams and taking effective action to realize them is at the heart of effective leadership action. Leadership according to the author is not autocracy, rather it is the ability to take the people on a journey, to encourage and motivate them. An educational administrator is a leader and helper who must remove barriers and make it possible for individuals to do their job with pride. The Principal's support is crucial to the teachers well being. Conversely lack of Principal's support can create an atmosphere of helplessness. Principals become role models for their staff establishing pattern of behaviour that their staff can emulate.

Chapter V gives an analysis of data and interpretation of data. The results indicate that there is a significant positive relationship between organizational commitment of degree college teacher and work values, self actualization and the leadership behaviour of Principals. Chapter VI gives us the major findings of the study.

Chapter VII deals with educational implications and strategies which are appropriate in the present context. Educational leaders need to have a deep understanding of the commitment that teachers possess. The author stresses greater collaboration between management and teachers in the decision making for improving organizational performance based on the principle of high involvement management - a systemic change model that creates an environment where teachers are empowered to become active in improving organizational performance. The basic goal of high involvement management is to create an alternative to the traditional control hierarchy where teachers feel constrained by a bureaucracy which they cannot influence. He describes the advantages of participatory approach.

Teaching experience is a crucial variable in the commitment process. The study reveals that the older teachers are more committed than younger teachers. Analysing the gender variable the author concludes that male teachers are more committed than female teachers. Women teachers have a dual role to play and it is possible that the resultant stress created affect the level of commitment. It goes to the author's credit that he stresses the need for empathetic attitude, care, concern and understanding to solve the problem of women. The author's suggestion would go a long way in empowering women.

It goes to the author's credit that he analyses the operating culture of academic life. Authoritarian management and bureaucratic procedures inhibit the growth of ideas and corrodes the cultivation of excellence, which is the central value of intellectual growth. This points out to the fact that the Principals need to exhibit appropriate behavioural patterns in order to increase the commitment of their employees. The empathetic examination of the needs of teachers in order to develop a good team of highly satisfied self-actualized teachers is a sine qua non for the educational organizations.

This well-organized and compact text gives us a brilliant analysis of 'the commitment of teachers'. The in-depth and fascinating study will be highly motivating, useful and rewarding to the readers. It is a compendium of knowledge, theory and fact and is one of the most comprehensive books on the subject. A unique feature of the book is the presentation of material - appropriate examples and necessary cross-referencing - which makes it extremely reader friendly. It is often said that while academics study all other parts of the society rarely do they examine their roles. The author's solid academic background and long professional involvement with higher education as a teacher, researcher and academic administrator make him eminently suitable for a presentation of a vision of higher education - a feat well accomplished in this study.

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