



EXPLORING OCCUPATIONAL COMMITMENT OF TEACHER EDUCATORS: A CONCEPTUAL PERSPECTIVE

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ABSTRACT:

The concept of occupational commitment of teacher educators plays an important role in the teaching, particularly for teacher educators who influence future generations and shape their career. This paper explores the theoretical foundations of occupational commitment, focusing on its psychological, sociological, learners and institutional aspects. Through a discussion of existing literature, the paper examines how factors like self-efficacy, job satisfaction, work load and institutional support contribute to occupational commitment. Recommendations are offered for improving commitment through targeted policies and professional development programs aimed at teacher educators.

KEYWORDS:

TEACHER EDUCATORS, OCCUPATIONAL COMMITMENT, SELF EFFICACY, JOB SATISFACTION.

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INTRODUCTION

Defining Occupational Commitment: Start by defining occupational commitment in the context of teacher educators. Education can make people helpful and productive. We required educated teachers who are knowledgeable, competent, and skilled for education. In the current scenario, the role of teachers and teacher educators has been changing due to the socio-economic changes and global level expectations. The society now expects teachers to play a more significant part in nation building, and they are expected to be committed to their profession. A teacher gives training to students. The role of teacher is frequently formal and progressing. The employment of the teacher is more than teaching. Teachers are responsible for these roles: -Teaching, providing administrative services and conducting research.

Relevance to the Teaching Profession: Discuss why occupational commitment is crucial for the quality of education, job satisfaction, and institutional performance. The occupational commitment of teacher educators refers to the psychological, sociological attachment, loyalty and dedication towards profession, institute and students. Understanding the factors that contribute to occupational commitment among teacher educators is crucial for fostering an environment that promotes their satisfaction and professional growth ultimately benefiting the teacher education system.

FOLLOWING ARE THE PURPOSE OF THE STUDY:

- To define and conceptualize occupational commitment** specifically in the context of teacher educators.
- To explore the psychological, sociological, and institutional dimensions** that contributes to the occupational commitment of teacher educators.
- To investigate the role of commitment towards students and the profession** as critical aspects that influence a teacher educator's dedication and long-term engagement.
- To provide a theoretical discussion on the broader implications** of occupational commitment for improving teaching quality and educational outcomes.
- To offer recommendations for institutions and policymakers** on enhancing occupational commitment through supportive work environments, professional development, and institutional strategies.

FOLLOWING ARE THE KEY DIMENSIONS OF OCCUPATIONAL COMMITMENT OF TEACHER EDUCATORS:

1. Psychological Commitment:

- Focuses on psychological factors such as motivation, self-efficacy, and satisfaction that influence a teacher educator's dedication to their teaching profession.

2. Sociological Commitment:

- Examines the role of social interactions with staff members', students, and the broader educational community, and how these relationships impact occupational commitment.

3. Commitment to the Institution: - Explores the dedication and loyalty of teacher educators towards their institution, including institutional support, policies, and work culture.

4. Commitment to Students:

- Discusses the teacher educator's responsibility and dedication towards student success and well-being as a key driver of professional commitment.

5. Commitment to the Profession:

- Examines how a sense of professional identity, ethical responsibilities, and continuing career goals shape teacher educators' overall commitment to the teaching profession.

MODEL OF OCCUPATIONAL COMMITMENT ACCORDING TO MEYER AND ALLEN'S:

Meyer and Allen's three-Component Model of Commitment is a widely known model. Model of occupational commitment explains occupational commitment in terms of three different components. In 1984 Meyer and Allen proposed two dimensions of occupational commitment that is, affective commitment and continuance commitment. They defined affective commitment as an employee's emotional or psychological attachment, identification, in the organization, and then continuance commitment defined as the extent to which employees feel committed to their organization by benefit of the costs associated with leaving the organization. After these dimensions, Allen and Meyer (1990) recognised a third dimension known as normative commitment. They explain normative commitment as the employee's feelings of obligation to remain with the organization. After that, the concept of occupational commitment was defined as a tri-dimensional concept, categorized by the affective, continuance and normative dimensions (Meyer & Allen, 1991). Occupational commitment defined as a psychological/emotional state that characterizes employee's relationship with the organization and implications for the decision to continue or discontinue in the organization (Meyer & Allen, 1997). These dimensions are below:

1. Affective Commitment:

- This is a situation to a person's emotional bond with their work. Affective commitment, in the context of teacher educators, refers to their sincere wish to stay in the field because they **"want to"**, motivated by a strong sense of enthusiasm, loyalty, and emotional involvement in both teaching and learners.

2. Continuance Commitment:

- This component is dependent on how much a person believes leaving their job will cost them. Teacher educators with continuity commitment stay in their professions because they **'need to'**, due to considerations including

financial dependency, employment security, or lack of alternative options, making it too costly to leave.

3. Normative Commitment:

The sense of responsibility that a person has to continue in their line of work is reflected in normative commitment. Strong normative commitment among teacher educators makes them feel as though they 'ought to' stay, either because of respect for their institution or pupils, ethical obligations, or social expectations.

IMPACT OF AFFECTIVE, NORMATIVE AND CONTINUANCE COMMITMENT ON TEACHER EDUCATORS:

1. Impact of Affective Commitment on Teacher Educator's:

- **Emotional Attachment:** Teacher educators with high affective commitment are emotionally attached to their teaching profession. They are passionate about teaching, genuinely enjoy working with learners, and find fulfilment in contributing to the academic community.

- **Positive Outcomes:** This emotional engagement leads to higher job satisfaction, creativity in teaching methods and techniques. It is a stronger willingness to improve professionally. It often translates into a more learner-centered approach.

2. Impact of Normative Commitment on Teacher Educator's:

- **Sense of Responsibility:** Teacher educators with high normative commitment have a moral or ethical need to remain in their jobs. This may result from a sense of obligation to learners and the institute.

- **Dedication despite Difficulties:** Because they feel that their career is important, they may continue to work despite difficult circumstances (such as poor income or a severe workload). But over time, stress or burnout may result from this commitment if it is not supported.

3. Impact of Continuance Commitment on Teacher Educator's:

- **Perceived Costs of Leaving:** When perseverance commitment is strong, teacher educators choose to remain in the profession because they believe leaving will come with significant expenses. These expenses may be monetary (e.g. Job Stability) or associated with being limited in other options. Although they continue in the field, their motivation is not derived from an internal or passionate source, which can result in a decrease in job satisfaction, a decrease in teaching excitement, and less participation in professional growth.

FACTORS INFLUENCING OCCUPATIONAL COMMITMENT OF TEACHER EDUCATORS:

These are the factors influencing occupational commitment in the context of teacher educators:

1. Self-Efficacy

Teacher educators with high self-efficacy are more confident in their teaching, which influence their

commitment. They feel capable of completing goals and overcoming challenges, leading to stronger occupational commitment.

2. Job Satisfaction:

Higher levels of job satisfaction, which stem from fulfilling job roles, supportive staff members, and positive learners relationships, lead to greater occupational commitment. Teacher educators who are happy with their roles tend to remain dedicated to their profession.

3. Institutional Support:

Support from the institution, such as professional development opportunities, and a healthy work culture, enhances the commitment of teacher educators towards profession. Strong administrative backing brings up loyalty to the institution.

4. Work-Life Balance:

- Teacher educators who can maintain a healthy work-life balance tend to feel more committed towards their profession and learners. Overwork load or stress can decrease their occupational commitment.

5. Career Growth Opportunities:

Opportunities for future promotion, skill enhancement, and career progression positively influence teacher educators' occupational commitment. A lack of growth might lead to lower commitment levels or job dissatisfaction of teacher educators.

6. Cultural and Social Norms:

Social and cultural beliefs regarding the teaching profession can influence occupational commitment of teacher educators. In society where teaching is highly respected, educators tend to feel more occupational commitment towards their roles.

7. Student Success and Engagement:

Teacher educators who see positive results in student learning and engagement are more likely to stay committed. The success of learners work as motivating factors for teacher educators to continue in their teaching profession.

8. Personal Value:

There is a high of commitment among teacher educators whose personal values match with those of the teaching profession. Their moral commitment to their teaching profession is supported by this relationship of teacher educators.

IMPLICATIONS FOR TEACHER EDUCATORS:

When teacher educators are committed to their profession, it has several important effects:

1. Teaching: Committed teachers are more dedicated to their profession and creative, which help learners to learn and understand better. They keep improving their skills and updated with new innovation and new teaching methods.

2. Job Stability: Teachers who are committed to their

profession are less likely to leave their jobs, providing strength for the institution.

3. Teamwork and Leadership Quality: Committed teacher educators work with others very well and take on leadership roles, which improve the environment at their institutions. They set good examples for learners.

4. Improved Reputation of institute: The institute's reputation improves because committed teachers provide quality education and shape the future of learners.

5. Better policy results- Committed teachers make sure policies are placed into action positively and effectively leading to better outcomes for education. Their dedication gives valuable visions that help policymakers improve future policies.

CONCLUSION:

The commitment of teacher educators plays an important role in enhancing the effectiveness of education and educational policies. They improve a positive learning environment for learners. For policymakers, committed educators ensure better policy execution, provide valuable insights for future decisions, and support long-term improvements in the education system. Their dedication supports the overall success of all educational institutions, learners and policy outcomes for better education. Overall we can say that all the committed teacher educators help create a more effective learning for learners and enhance the quality of teaching.

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