CHAPTER 2

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INTRODUCTION:

Review of the related literature, besides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, serves the following purposes:

1. The review of related literature enables the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The knowledge of related literature brings the researcher up to date on the work which others have done and thus to state the objectives clearly and concisely.

2. By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are very likely to result and his endeavors would be likely to add to the knowledge in a meaningful way.

3. Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

4. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into the statistical methods through which validity of results is to be established.

5. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.

This research is related to study the attitude and work commitment of teachers towards the teaching profession especially at the different levels of education i.e. the primary, secondary and
higher secondary stages. The review of related literature is therefore presented about attitude and work commitment.

**SOURCES OF REVIEW OF RELATED LITERATURE**

In order to address the purposes outlined by the researcher, information from previous research was needed to provide direction for the concepts, relationships and instruments to be included in the study. The researcher organized the studies into two parts:

a. Reviews on the variable attitude towards teaching profession
   1. Indian Studies
   2. Foreign Studies
b. Reviews on the variable commitment towards teaching profession
   1. Indian Studies
   2. Foreign Studies

**STATUS OF TEACHING AS A PROFESSION:**

Teaching is actually one of the oldest professions. It is true that the requirements for entrance into the teaching profession have not always been as high as those for some other professions. It is also true that in the profession of teaching, there are some members who have not lived up to the desirable level of conduct and service. Furthermore, many persons have used teaching as a stepping stone to other professions. Finally, there are major differences between teaching and the other professions. However, these aspects of teaching and teachers do not deny to teaching, its status as a profession (Richey, 1968). Teaching is a profession in the sense that the roles of teachers are based on a body of knowledge, usable skills and a commitment to the tasks which one has accepted to perform.

**CHARACTERISTICS OF A PROFESSION:**

There have been several characteristics or distinguishing marks of a profession. Stinnett (1968) suggested the following criteria.

- A profession involves activities essentially intellectual.
- A profession commands a body of specialized knowledge.
• A profession requires extended professional preparation.

• A profession demands continuous in-service growth.

• A profession affords a life-career and permanent membership.

• A profession sets up its own standards.

• A profession exalts services above personal gains.

• A profession has a strong, closely knit, professional organization.

Other criteria for a profession that have been suggested by different writers are

• Acceptance of personal responsibility and accountability by members, through adherence to a code of ethics.

• Dedication to the derivation of new knowledge.

• Aggressiveness in enforcing standards, a system of rewards-monetary and honorary (Coombs, 1965).

TEACHING AS A PROFESSION:

Certainly teaching meets this criterion. It involves activities that are predominantly intellectual in nature and the work performed by its members is basic to the preparation for all other professional endeavors. Heath and Nielson (1993) describe the following conditions and characteristics that support teaching as a profession.

• Most teachers are working for the sake of giving service to mankind rather than for great personal gains. Naturally there are some people employed in our schools, as is true of any other profession, who work against the progress of the profession. However, the action of a few should not be allowed to detract unduly from the ideals of service held by the profession.

• Teachers are required by law to complete certain requirements for certification and entrance into the profession, and these requirements are constantly being strengthened.
- Teaching requires careful skills and understandings.
- Teachers have professional publications to help them keep up-to date.
- Teachers attend summer school, extension classes, workshops, conventions, and institutes and engage in a wide variety of other in-service activities.
- Teaching is well regarded as a life career.
- Teachers have their standards and ethics operating through the National Education Association and through state and local education associations.
- Teacher’s rights are defended by these organizations, with the national education association as a body of ultimate appeal.

**TEACHING AS A SEMI-PROFESSION:**

It may be viewed as a semi-profession or an emerging profession ([Ornstein and Levine, 1993](#)). Teaching is considered by [Etzioni (1969)](#) as a semi-profession because the training of teacher is shorter, their status is low or moderate, the right of privileged communication is less established, theirs is less of specialized knowledge and they have less autonomy from societal control than the profession.

**ATTITUDES AND TEACHER**

First, it should be clear that the child will take him to school a general receptivity to education that is product of home, social class and community influences. Knowing something in these influences will help the teacher to set up realistic standards of amount of learning that can be expected.

Second, the teacher is involved in kind of social interaction that takes place in class. When certain children show reluctance to work in groups and committees with others the teacher is in a better position to understand what is taking place and how to deal with the situation. In additions, knowledge of attitudes will help the teacher to choose suitable education experiences and materials for different children.
Third, the teacher is committed to the achievement of one of the primary goals of education—
the development of democratic attitudes and democratic living. (Charles, 1961)

Within the limitation what the teachers can do is:

- Serve as a worthy model of desirable attitudes. Have an honest look at them to discover
  what attitudes they need in correction. Then try to change them.

- Try to present all pertinent facts in a given area for example, attitude towards a particular
  minority, facts can dispel ignorant and prejudice. This method of attitude education is
  more effective with younger people.

- Plan educational experiences and activities to overcome an undesirable attitude or to
  inculcate a desirable one. Doing is more effective than being lectured at.

- Use emotional conditioning. Person’s prominent in the world of entertainment and sports
  have visited schools in the fight against prejudice. This mechanism of identification has
  been found to be effective with some pupils. Literature and drama via radio, TV and
  motion pictures are especially effective because of their strong emotional appeal
  (Norman, 1982).

Hati (1989) has described the following ideas of negative attitudes after direct contact with
teachers.

- There is no rapid promotion in the teaching profession.

- One has to rely on the pay one receives which is inadequate for a comfortable living.

- If no other job is available then teaching may be preferred.

- Money is everything for life.

- Many people are living a better life by doing bad deeds.

- Society does not respect teaching profession.
• When there is corruption in every sphere of society, why a teacher should be sincere, honest and truthful.

• There is no reward for good deed and one has to suffer a lot if he follows a noble path.

PROFESSIONAL ATTITUDE:

Teachers largely depend upon their personal characteristics and dispositions. Both seem to be highly interlinked, as the teaching profession requires certain dominant behaviors which show his intellect, desire to excel, extended professionalism and continuum, in service growth for a good teacher and teachings as a life concern (Baver et al., 1995). This is a profession, which exalts service above the personal gains.

There are number of factors which determine the attractiveness of teaching profession. In this regards it looks important to quote the classical study of Chivore (1988) conducted in Zimbabwe. The research focused on the attitudes of peoples towards teaching profession. Amongst the number of factors, the highest attractiveness of public and private sector for secondary teachers was that of salaries relative to those of private and public sector. Another important factor was more opportunities for further education, which more strongly was related to the prestige factor.

Attitude towards teaching is a complex of inter-linked attitudes. Grounlund (1985) classified the statements of MTAI- the most widely used teacher attitude scale-into 5 categories namely moral status of children, classroom management, child development and behavior, philosophy and curriculum, and teacher’s reactions. Morrison(1976) noted about the same MTAI that by factor analysis of its items five sub areas were detected, namely, moderns versus traditional attitudes to class control, favorable versus unfavorable attitudes to pupils, permissiveness versus punitiveness toward particular forms of pupil behavior, rejection of pupil, and desire to control versus inclination to let pupils do as they wish. Different people have listed different dimensions in the attitude of teachers about classroom teaching. These are ideology, personal adjustment, classroom management, emotional disengagement, student autonomy versus teacher direction, consideration of students’ viewpoint, subject matter emphasis, and student teaching and integrative learning.
These different classifications of the same parameter clearly indicate that categories of teacher attitude toward teaching are not fixed; rather they are flexible; and any one of them may be adopted with or without modification. Anderson’s (1995) classification appears to be better in that. It includes ideology, which provides a framework to all other sub-areas of teacher’s attitude towards teaching, but this classification, too, needs adaptation. For the purposes of constructing attitude scale for this study, sub-areas of this classification have been adapted, because there appears to be considerable overlap between these classes. Personal adjustment is a composite of 4 dimensions i.e, ideology, social status, material returns and human stuff with which the teacher has to work i.e. students.

The other four classes namely classroom management, emotional disengagement, student autonomy versus teacher direction and consideration of student’ viewpoint, all relate to the philosophy of education, objectives of education, methodology, and perceptions about students. These classes have, therefore, been reclassified into 4 sub-areas namely, ideology, commitment for the profession, attributes of the profession and perceptions about the students. Ideology includes philosophy of life and the duties of the teacher as exhorted by the philosophy, commitment for the profession includes social status and material returns; attribute of the teaching profession includes objectives of education, and the professional responsibility of the teacher; and perception about students includes both the perceived personality attributes of students and pupil teacher relations.

RESEARCH EVIDENCE RELATED TO ATTITUDES:

Studies on Attitude towards Teaching Profession by Ramakrishnaiah (1980), Mahapatra (1987), Mathai (1992) and Cornelius (2000) have shown that Attitude towards teaching profession is related to success in teaching. Numerous studies have been conducted particularly in the field of education to explore the effects of attitude of the teacher as well as the effects of different variables on the learning and modification of attitudes. The findings of such studies are summarized below:

1. STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION IN INDIA
Zambare, M, Shobhana (2012) “A comparative study of Emotional competency and Teacher Attitude of B.Ed trainees towards teaching profession”. The objectives of the study are as follows:

1. To find out if there is any correlation between emotional competency scores and attitude towards teaching profession of teacher trainees.
2. To find out the significant differences, if any, in the attitude towards teaching profession of B.Ed trainees in terms of their sex, subject and locality.

Hypotheses of the study are as follows:

1. There is no significant relationship between emotional competency and attitude towards teaching profession of B.Ed trainees.
2. There is no significant difference in the mean scores of emotional competency of B.Ed trainees in terms of their sex and locality.

The normative survey method was followed on 122 B.Ed trainees from the year 2011-12 of KCES B.Ed College in Jalgaon City using random sampling technique. Out of this 26 were male and 96 were female, 85 were from Arts subjects and 37 were from Science subjects, 64 were from urban locality and 58 were from rural locality.

The present study used the following tools:

♦ Teacher Attitude Inventory developed and standardized by Dr. Ahluwalia S.P (1978).

The data was analyzed by calculating the Mean, Standard Deviation and Differential Analysis.

The major findings of the study are as follows:

1. There exists a significant relationship between emotional competency and attitude towards teaching profession of B.Ed trainees.
2. There exists a significant difference in the mean scores of emotional competence between male and female.
3. There exists a significant difference in the mean scores of emotional competency between urban and rural.

4. There exists a non significance difference in the mean scores in attitude towards teaching profession between male and female, arts and science and urban and rural B.Ed trainees.

**Dr. N.S.Mumthas (2012) “Attitude towards teaching before and after B.Ed programme”** aimed at finding out and comparing the attitude towards teaching of student teachers before and after undergoing teacher training.

The objective is achieved through the testing of the following hypotheses:

1. There is no significant difference in the Mean pretest scores of Attitude towards teaching of student-teachers between the relevant sub-samples based on
   a. gender, (b) marital status,( c) educational qualification, and (d) level of achievement

2. There is significant difference between the Mean pretest and posttest scores of Attitude towards Teaching of student-teachers in the total sample and the relevant sub-samples.

3. There is significant difference in the Mean posttest scores of Attitude towards Teaching of student-teachers between the relevant sub-samples.

The study was conducted on a sample of 191 student-teachers comprising 37 males and 154 females studying under University of Calicut, Kerala. The data was collected by using the tool “Scale of Attitude towards teaching” developed by the investigator.

The investigator found out that students who enroll for secondary teacher education programs are not homogenous in their attitude towards teaching profession. Though there is no difference based on gender and marital status in attitude towards teaching of student-teachers when they enroll for B.Ed course, students who are post-graduates and those having average and high achievement have significantly better attitude towards teaching than students with graduation and those have comparatively low academic achievement. After undergoing the teacher education program, student teachers have significantly better attitude towards teaching than the attitude they had before the course in all the sub-samples except males. Though there is no significant difference in attitude towards teaching between married and unmarried student-
teachers after the B.Ed course, female student-teachers, student-teachers with post-graduation and those with average and high achievement have significantly higher attitude towards teaching than male, graduate and low achieving students respectively. This indicates that the teacher education programs fail to eradicate gender-based, qualification-based and achievement-based differences in attitude towards teaching.

Dr. Chandrakant Borse (2012) “Correlational Study of Self-Concept and Teaching Attitude of B.Ed teacher trainees”. The present study is mainly designed for finding the correlation between the self-concept and teaching attitude of B.Ed teacher-trainees.

The main objectives of the study are as follows:

1. To study the correlation between Self-Concept and Teaching Attitude of female B.Ed teacher-trainees.
2. To study the correlation between Self-Concept and Teaching Attitude of male B.Ed teacher-trainees.
3. To study the correlation between self-Concept and Teaching Attitude of B.Ed teacher-trainees.

The hypotheses of the study are as follows:

1. There is no significant correlation between the Self-concept and Teaching Attitude of female B.Ed teacher-trainees.
2. There is no significant correlation between the Self-Concept and Teaching Attitude of male B.Ed teacher trainees.
3. There is no significant correlation between the Self-Concept and Teaching Attitude of B.Ed teacher-trainees.

The survey method was used on a sample of 80 B.Ed teacher-trainees. Out of which 40 was male and 40 female studying in the College of Education, Nashik.

The following tools were used for study

- Dr. Raj Kumar Saraswats Self-Concept questionnaire.
- Dr. S.P. Ahluwalias Teacher Attitude Inventory.
The major findings of the study are as follows:

1. There is a significant correlation between the self-concept and teaching attitude of a female teacher-trainee.
2. There is a significant correlation between the self-concept and teaching attitude of a male teacher-trainee.
3. There is a significant correlation between the self-concept and teaching attitude of a B.Ed teacher-trainee.

Gupta, S.L.; Prasad Digamber and Ramachandaran Anandhi (2011) “The effects of the Attitudes of Higher level Education teachers towards teaching in India”. This article reports on the findings of the study exploring the attitudes of higher level education teachers towards their teaching profession.

This study addresses the following research questions:

1. What are the factors affecting the attitudes of higher level education teachers towards teaching profession?
2. Is there any relationship between the attitudes towards teaching profession and the gender of the teachers?
3. Is there any impact of environment (rural & urban) on the attitude towards the profession?
4. Is there any relationship between the attitude of the teachers working in public and private Colleges/ universities/ institutes?
5. What factors does the teachers’ teaching higher level of education consider as important factors affecting teaching quality?
6. Is there a relationship between the attitude of the teachers and the factors affecting the quality?

The survey also interviewed them what they believed were important factors contributing to teaching quality. The study was descriptive in nature. The study was restricted to the educational organizations offering higher education of graduate, post graduate and professional courses. A
A questionnaire containing 37 items for measuring attitude and 21 items for determining their opinion about teaching quality was administered to the respondents. Mean, Standard Deviation, t-test, correlation were applied to measure and compare the attitude of the teachers towards their profession and its relation to insight regarding teaching quality.

Factor analysis was performed with varimax rotation to identify the forces influencing the teacher’s attitude. It was also found that the female teachers have more positive attitude towards the profession as compared to the male teachers. The teacher working in the public sector institutions was found to be more committed and satisfied as compared to the teachers working in the private sector. It uncovered the fact that the majority of teachers working in the rural areas were more committed and satisfied as compared to the teachers working in urban areas. This study concluded that there is a vast difference among the teachers at higher level education. Many do not possess positive attitude towards the profession. It was also found that the female teachers have less positive attitude towards the profession compared to the male teachers. Also the score of the teachers working in private sector was less than the teachers working in the public sector. The majority of teachers working in the rural areas was less committed and satisfied as compared to the teachers working in urban areas.

Ambasana, Anil (2011) “University teachers’ attitude towards professionalism”.

The main objectives of the study are:

1. To develop an attitude scale to measure attitude towards professionalism.
2. To know the attitude of teachers working in four/five star universities towards professionalism.
3. To find out whether there is any significant difference in attitudes towards professionalism so far as the gender of teachers is concerned.
4. To know whether there is any significant difference in attitudes towards professionalism of teachers working in various faculties.
5. To find out the effect of teaching experience of teachers on their attitude towards professionalism.
6. To check whether there is any significant difference in attitudes towards professionalism of teachers so far as professional and non-professional courses are concerned.
The hypotheses of the study are:

1. There will be no significant difference in mean professional attitude indexes of male teachers and female teachers.
2. There will be no significant difference in mean professional attitude indexes of teachers working in social science faculty, science faculty and in the faculty of linguistics.
3. There will be no significant difference in mean professional attitude indexes of teachers having different levels of teaching experiences.
4. There will be no significant difference in mean professional attitudes indexes of teachers of professional and non-professional courses.

A Likert type five-point attitude scale of 20 statements was developed. 86 teachers of 4 Star Saurashtra University, Rajkot (Gujarat) were selected as a sample.

The findings of the study were as follows:

1. Average attitude towards professionalism was found reasonably high. Most of the teachers were possessing high attitudes towards professionalism.
2. There was no gender difference in attitudes towards professionalism.
3. Teachers working in various faculties such as social sciences, sciences and linguistics had equally high attitude towards professionalism.
4. There was no difference in the attitude towards professionalism of the teachers imparting professional courses and the teachers imparting non-professional courses.
5. Teaching experience had somewhat significant effect upon teachers’ attitude towards professionalism. Teaching experience was positively influencing teacher’s attitude towards professionalism particularly up to 20 years. After 20 years, a slight decline was observed in teachers; professionalism attitude.

Kulkarni, U.K. (2011) “Relationship between Teaching Competence and Attitude towards teaching of B.Ed Trained Teachers working in Up-graded Primary Schools”. The present study was attempted to find out the relationship between teaching competence and attitude
towards teaching of B.Ed trained teachers working in up-graded primary schools of Bijapur Taluka with regard to gender, locality, subject and educational qualification etc.

The objectives of the study are:

1. To investigate the relationship between teaching competence and attitude towards teaching of male B.Ed trained teachers working in primary schools.
2. To investigate the relationship between teaching competence and attitude towards teaching of female B.Ed trained teachers working in primary schools.
3. To investigate the relationship between teaching competence and attitude towards teaching of rural B.Ed trained teachers working in primary schools.
4. To investigate the relationship between teaching competence and attitude towards teaching of urban B.Ed trained teachers working in primary schools.
5. To investigate the relationship between teaching competence and attitude towards teaching of Science B.Ed trained teachers working in primary schools.
6. To investigate the relationship between teaching competence and attitude towards teaching of Arts B.Ed trained teachers working in primary schools.
7. To investigate the relationship between teaching competence and attitude towards teaching of graduate B.Ed trained teachers working in primary schools.
8. To investigate the relationship between teaching competence and attitude towards teaching of post-graduate B.Ed trained teachers working in primary schools.

The hypotheses of the study are:

1. There is no significant relationship between teaching competence and attitude towards teaching of male B.Ed trained teachers working in primary schools.
2. There is no significant relationship between teaching competence and attitude towards teaching of female B.Ed trained teachers working in primary schools.
3. There is no significant relationship between teaching competence and attitude towards teaching of rural B.Ed trained teachers working in primary schools.
4. There is no significant relationship between teaching competence and attitude towards teaching of urban B.Ed trained teachers working in primary schools.
5. There is no significant relationship between teaching competence and attitude towards teaching of urban B.Ed trained teachers working in primary schools.
6. There is no significant relationship between teaching competence and attitude towards teaching of Science B.Ed trained teachers working in primary schools.
7. There is no significant relationship between teaching competence and attitude towards teaching of Arts B.Ed trained teachers working in primary schools.
8. There is no significant relationship between teaching competence and attitude towards teaching of graduate B.Ed trained teachers working in primary schools.
9. There is no significant relationship between teaching competence and attitude towards teaching of post-graduate B.Ed trained teachers working in primary schools.

The present study is a survey type of research, which helps to know the teaching competence and attitude towards teaching of B.Ed trained teachers working at upgraded primary schools in Karnataka. The study also intended to investigate the relationship between male and female, urban and rural, arts and science, graduates and post-graduates of teachers working in upgraded primary schools. The sample of 100 B.Ed trained teachers working in upgraded schools from Bijapur taluka was selected using random sampling technique.

The following tools were used:

- Teaching Competency Scale developed and standardized by R.P. Nayar (Five point Rating Scale) and
- Teachers’ Attitude Inventory developed and standardized by S.P. Ahluwalia (five point scale).

Correlation Analysis was done to find out the significance between two variables.

The findings of the study are:

1. Positive significant correlation between teaching competence and attitude towards teaching of male B.Ed trained teachers working in upgraded primary schools.
2. Positive significant correlation between teaching competence and attitude towards teaching of female B.Ed trained teachers working in upgraded primary schools.
3. Positive significant correlation between teaching competence and attitude towards teaching of rural B.Ed trained teachers working in upgraded primary schools.
4. Positive significant correlation between teaching competence and attitude towards teaching of urban B.Ed trained teachers working in upgraded primary schools. It shows that there is a positive and significant relationship between teaching competence and attitude score towards teaching among arts, science, and graduate and post-graduate primary school teachers. It also implies that as the teaching competence increases the attitude towards teaching will be favorable.

Tripta Trivedi (2011) “Assessing Secondary School Teachers’ Attitude towards teaching profession”. This study focuses on the assessment of secondary school teacher’s attitude towards the teaching profession.

The objectives of the study are as follows:

1. To assess the professional attitude of secondary school teachers.
2. To compare the professional attitude of different groups of secondary school teachers made on the basis of gender, subject stream taught and medium of instruction.

The null hypotheses of the study are as follows:

1. Male and female teachers do not differ significantly in their professional attitude.
2. Arts and science subject stream teachers do not differ significantly in their professional attitude.
3. Hindi medium teachers and English medium teachers do not differ significantly in their professional attitude.

A descriptive survey method was carried with emphasis on inferential quantitative approach. A stratified random sampling technique was followed. A self developed tool namely Professional Attitude Scale for teachers was used based on Likert Scale.

The study concluded that most of the secondary school teachers irrespective of their gender, medium or subject stream do not have favorable attitude towards teaching profession. Male and female teachers differ significantly in their professional attitude as females possess more favorable professional attitudes than male. The Arts subject stream teachers are more positive in
their attitude towards teaching profession and differ significantly from than their counterpart’s i.e science stream teachers. Though Hindi medium teachers are displaying less favorable attitude towards their profession than English medium teachers, but the difference between them is not significant and may be due to chance factor.

Sumangala, V; Ushadevi V.K, (2009) “Role Conflict, Attitude towards teaching Profession and Job Satisfaction as Predictors of Success in Teaching”. The objective of the study was to find out the efficiency of role conflict, attitude towards teaching profession and job satisfaction in predicting success in teaching among the secondary school women teachers of Kerala State.

The hypothesis of the study was that all the three variables viz. Role Conflict, Attitude towards teaching profession and job satisfaction are significant predictors of success in teaching.

The survey was carried out in Kerala among 300 secondary school women teachers working in 53 government and private-aided secondary schools of 10 districts. Stratified Random Sampling technique was employed. Tools used were: (1) Role Conflict Scale (Sumangala and Ushadevi, 2001), (2) Scale of Attitude towards Teaching Profession (Pillai and Poozhikuth,1989), (3) Job Satisfaction Inventory for Teachers (Pillai, 1989) and Teaching Success Rating Scale (Sumangala and Mathai,1991). Relationship of Role Conflict, Job Satisfaction and Attitude towards teaching profession with success in teaching was estimated by Pearson’s method and tested for significance by Fisher’s t test. Predictive efficiency was determined using regression analysis (ANOVA).

The study concluded that role conflict and attitude towards teaching profession are significant predictors of success in teaching among secondary school women teachers of Kerala. Role conflict contributes more to the variation in success in teaching when compared to attitude towards teaching profession.

Pradhan, N (2009) “A study of secondary school teachers’ attitude towards some selected aspects of teaching-learning process: The effect of sex and management of school”. The present study was undertaken in view of the conflicting results of the earlier researches as
regards to the influence of sex on teachers’ attitude and as there is no specific study conducted in India or in the state of Orissa on Secondary school teachers’ attitude in relation to the management under which they are working. It is seen that the secondary school teachers working under two types of managements such as govt. and private vary in regard to their service conditions, salary and working situations etc, which are likely to affect their attitude towards six important aspects of the teaching-learning process, namely, teaching profession, classroom teaching, child-centred practices, educational process, pupils and teachers.

The objectives of the study were;

1. To investigate the effect of sex on Secondary school teachers’ attitude towards six selected aspects (viz. teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers) of teaching-learning process.
2. To investigate the effect of management (govt. and private) on secondary school teachers’ attitude towards six selected aspects of teaching-learning process.
3. To investigate the associative effect of sex and management of school on Secondary school teachers’ attitude towards six selected aspects of teaching-learning process.

The hypotheses of the study are:

1. There exists no significant difference between male and female secondary school teachers in their attitude towards six selected aspects (teaching profession, classroom teaching, child centered practices, educational process, pupil and teachers) of teaching-learning process.
2. There exists no significant difference between government and private secondary school teachers in their attitude towards six selected aspects of teaching-learning process.
3. There exist no significant associative effects of sex and management of school on secondary school teachers’ attitude towards six selected aspects of teaching-learning process.

Incidental sampling technique was followed in the district of Koraput (Orissa) on 150 secondary school teachers (75 male and 75 female). Teacher attitude inventory (Ahluwalia, 1978) was used for collection of data.
The findings were as follows:

1. The male and female secondary school teachers did not differ significantly in their attitude towards teaching profession and classroom teaching.

2. The secondary school teachers working under two different management, viz, government and private did not differ significantly on any one of the six aspects of teachers’ attitude.

3. The association of sex and management of school have shown some mixed effects on different aspects of teachers’ attitude. Although sex has significant effect on secondary school teachers’ attitude towards child-centered practices, educational process, pupils and teachers independently, its effect when associated with management of school was found not significant in the cases: Female government (FG) and male private (MP) teachers, male private (MP) and female private (FP) teachers attitude towards child centered practices, female government (FG) and male private (MP) teachers, male private (MP) and female private (FP) teachers on attitude towards educational process; female government (FG) and male private (MP) teachers, male private (MP) and female private (FP) teachers on attitude towards pupils and male government(MG) and female private (FP) teachers on attitude towards teaching. These findings confirm the part of the null hypothesis (H 0.3) which states that there exists no significant associative effect of sex and management of school on secondary school teachers’ attitude towards six selected aspects of teaching-learning process. Although management of school has no significant effect on any one of the six aspects of teachers’ attitude at ‘t’ values were not significant at 0.05 level, when associated with sex, the effect was found significant in the cases; female government (FG) and female private (FP) teachers on attitude towards classroom teaching; male government (MG) and male private (MP) teachers on attitude towards educational process, male government (MG) and female private (FP) teachers’ on attitude towards pupils; and male government (MG) and male private (MP) teachers, female government (FG) and female private (FP) teachers on attitude towards teachers.


The objectives of the study are:
1. To assess the attitude of the B Ed trainees towards teaching profession; and
2. To find out the relationship between the attitude towards teaching and performance in the entrance examination of the B Ed. trainees.

The sample of the study constituted of 76 student teachers undergoing the B Ed. Course (during the academic year 2003-04) in the Institute of Advance Studies in Education, Chennai. Attitude towards teaching of the student teachers was measured using the attitude scale developed by Ahluwalia, S.P.

The findings of the study are as follows:
1. There was a positive and significant relationship between the attitude towards teaching and performance in the B Ed. entrance examination.
2. There was no significant difference in the attitude of the student-teachers with undergraduate and post-graduate qualifications towards teaching.


The objectives of the study are:
1. To know whether the values and attitudes towards teaching profession of teachers are correlated with each other.
2. To compare the values of college teachers with the values of school teachers.
3. To find out whether values of male and female teachers differ.
4. To determine whether the locality (urban/rural) of the teachers affects their values.
5. To compare the attitude of college teachers towards teaching profession with that of school teachers.
6. To find out whether the attitude towards teaching profession is gender biased.
7. To explore whether the attitude towards teaching profession is determined by the locality of the teachers.

Descriptive method of research has been suitably employed for the study. The sample of 480 teachers has been systematically drawn using multistage randomization technique. Study of
Values (1992) by Dr. R.K. Ojha and Teacher Attitude Inventory (1978) by Dr. S.P. Ahluwalia were the tools used for the study. Suitable statistical techniques, namely, mean, median, mode, standard deviation, skewness and kurtosis were applied to examine the nature of distribution of scores of the sample. Cochran test was employed to test the homogeneity of variance in the groups. Analysis of Variance (ANOVA), 2x2x2 factorial design was employed to study the main effects and interactional effects of these variables. To further explore the interactional effects of variables, t-test was employed wherever F-ratio was found significant. Pearson’s coefficient of correlation was used to study the relationship between attitude towards teaching profession and different types of values.

The findings of the study are as follows:

1. There is a negative and significant correlation between theoretical value and attitude towards teaching profession.
2. There is a positive and significant correlation between economic value and attitude towards teaching profession.
3. There is a positive and significant correlation between aesthetic value and attitude towards teaching profession.
4. There is a negative and significant correlation between social value and attitude towards teaching profession.
5. There is a positive and significant correlation between political value and attitude towards teaching profession.
6. There is a positive and significant correlation between religious value and attitude towards teaching profession.
7. The school teachers have been found higher in the theoretical value than the college teachers.
8. There has been found no significant difference in the theoretical value of male teachers and female teachers.
9. The rural teachers have been found higher in the theoretical value than the urban teachers.
10. There has been found no significant interaction between institute and gender of the teachers with respect to their theoretical value.
11. There has been found no significant interaction between institute and locality of the teachers with respect to their theoretical value.

12. Gender and locality of the teachers have not been found to interact significantly in determining theoretical value of the teachers.

13. Institute, gender and locality do not interact significantly in determining theoretical value of teachers.

14. The mean score of economic value of college teachers has been found higher than that of school teachers.

15. The mean score of economic value of female teachers has been found higher than that of male teachers.

16. The mean score of economic value of urban teachers has been found higher than that of rural teachers.

17. There has been found no significant interaction between institute and gender of teachers with respect to their economic value.

18. There has been found no significant interaction between institute and locality of teachers with respect to their economic value.

19. Gender and locality of the teachers have been found to interact significantly in determining their economic value.

20. Institute, gender and locality of the teachers have not been found to interact significantly in determining economic value of teachers. Similarly, the analysis and interpretation of data collected has been properly done with respect to aesthetic, social, political and religious values.

21. There has been found no significant difference in the attitude of school and college teachers towards teaching profession.

22. Male teachers have been found to have higher favorable attitude towards teaching profession as compared to their counterparts.

23. There has been found no significant difference in the attitude of urban and rural teachers towards teaching profession.

24. There has been found significant interaction between Institute and Gender in determining the attitude of teachers towards teaching profession.
25. There has been found no significant interaction between Institute and Locality in determining the attitude of teachers towards teaching profession.

26. There has been found no significant interaction between Gender and Locality in determining the attitude of teachers towards teaching profession.

27. There has been found no significant interaction between Institute, Gender and Locality in determining the attitude of teachers towards teaching profession. Differentiating the values in six categories, namely, theoretical, economic, aesthetic, social, political and religious, the investigator has conducted a meaningful study of the values and attitudes of school and college teachers towards teaching profession.

Other Indian studies on attitude towards teaching profession are as follows:

A study conducted by Sabu (2005) reported that there is no significant difference between government and private school teachers with regard to educational process dimensions of teacher attitude, all the other dimensions namely teaching profession, classroom teaching, and child centered practices, pupils and teachers attitude are significant. Government school teachers have more favorable attitude than private school teachers in all the dimensions of teachers’ attitude namely, teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers’ attitude.

Locality of the school has influenced all the dimensions of teacher attitude namely, teaching profession, classroom teaching, child centered practices, educational process, pupils and teacher attitude significantly. Rural teachers have more favorable attitude than urban teachers in all the dimensions of teacher attitude.

Secondary school teachers of different age group significantly differ in classroom teaching educational process dimensions of teacher attitude, all the other dimensions namely teaching profession, child centered practices, pupils and teacher attitude dimensions were not significant. Teachers below 30 years have more favorable attitude in classroom teaching dimension of teacher attitude, whereas teachers between 41 and 50 years have less favorable attitude in classroom teaching dimension of teacher attitude. Teachers between 41 and 50 years have more
favorable attitude in educational process dimensions of teacher attitude whereas teachers above 50 years have less favorable attitude in educational process dimension of teacher attitude.

Secondary school teachers of different qualification differ significantly in child centered practices dimension of teacher attitude, but in all the other dimensions namely teaching profession, classroom teaching, educational process, pupils and teacher attitude they did not differ significantly. Teachers with graduation and B.Ed have more favorable attitude in child centered practices dimension of teacher attitude whereas teachers with pre-degree and language teachers training have fewer attitudes in child centered practices dimension of teacher attitude.

Secondary school teachers with varying length of experience differ significantly in teaching profession, child centered practices, educational process and teachers’ attitude dimensions of teacher attitude, but they did not differ significantly in classroom teaching and pupils dimensions of teacher attitude. Teachers below five years of experience have more favorable attitude in teaching profession dimension of teacher attitude whereas teachers between eleven and fifteen years of experience have less favorable attitude in teaching profession dimension of teacher attitude. Teachers between 16 and 20 years of experience have more favorable attitude in child centered practices dimension of teacher attitude whereas teachers between 11-15 years of experience have less favorable attitude in child centered practices dimension of teacher attitude. Teacher between 16-20 years of experience have more favorable attitude in educational process dimension of teacher attitude whereas teacher between 6-10 years of experience have less favorable attitude in educational process dimension of teacher attitude. Teachers between 21-25 years of experience have more favorable attitude in teachers attitude dimension of teacher attitude whereas teacher between 11-16 years of experience have less favorable attitude in teachers attitude dimension of teachers attitude.

Secondary school teachers taking different subjects do differ significantly in teaching profession, child centered practices and teachers’ attitude dimensions of teacher attitude, but in the other dimensions namely classroom teaching, educational process and pupils, and they do not differ significantly. Teachers taking mathematics have more favorable attitude in teaching profession, child centered practices and teacher’s attitude dimensions of teacher attitude, whereas teachers taking social studies subjects have less favorable attitude in the above dimensions of teacher attitude.
Secondary school teachers attended various number of in-service training programs do differ significantly in teaching profession and educational process, dimensions of teacher attitude, but they did not differ significantly in all the other dimensions of teacher attitude namely classroom teaching, child centered practices, pupils and teachers attitude. Teachers who have not attended any in-service training programs have more favorable attitude in teaching profession dimension of teacher attitude, whereas teachers attended six to ten in-service training programs have less favorable attitude in teaching profession dimension of teacher attitude. Teachers attended above fifteen in-service training programs have more favorable attitude in educational process dimension of teacher attitude, whereas teachers who have not attended any in-service training programs have less favorable attitude in educational process dimension of teacher attitude.

Selwyn and Bensam (2004) intended to find out the gender and group differences in self concept, intelligence and attitude towards teaching profession and relationship of self concept with intelligence and attitude towards teaching among DTED students in their study “Self concept, intelligence and attitude towards teaching of DTED students”. The data were collected from 300 students of both sex and groups (Arts and Science) and were analyzed using T-test and product moment correlation coefficient. The study revealed that male and female DTEd students do not differ from each other in self concept and attitude towards teaching profession; female students are more intelligent than male students. Subjects studied at +2 levels had no effect on self concept and attitude towards teaching profession. Science students are more intelligent than arts based students.

Pushpam (2003) while examining “the attitude of women teachers towards teaching profession” on a sample of 725 teachers found significant and positive relationship between attitudes of women teachers towards teaching profession and job satisfaction.

Skariah (1994) studied “Creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching” and found that high teaching success group and high attitude towards teaching group are more creative than the other groups.

Mathai (1992) found that attitude towards teaching profession is a significant predictor variable of success in teaching.
Pedersen and Mecurdy (1992) in the study “The effects of Hands-on, Minds-on Teaching Experiences on Attitudes of Pre service Elementary Teachers”, examines the effects of a science method course on the attitude of the pre service elementary teachers (N=145) toward teaching science. Results indicated a significant positive change in attitude that was not significantly different for low and high science achievers.

Piel, John and Others (1992) conducted a study in the “Educational Attitudes of Pre service Teachers”. Two populations of undergraduate students (pre service elementary education majors and non education majors) were compared with respect to their attitudes toward learning. Data suggest that education majors’ attitudes reflect generalized ambivalence toward important subject areas taught in elementary school, with significantly more positive attitudes displayed toward reading and literature. In spite of highly visible recommendations for more extensive academic coursework, results indicate the impracticability of addressing teacher competence through added coursework before appropriate attitude adjustment processes have been planned and implemented.

A study was conducted by Radhika Ramaswamy reporter in Mumbai Mirror (2012) which states the reason for hatred of teachers towards going to school. Survey was conducted on 400 teachers in 60 private schools in Mumbai which shows how deep the discontent runs. It was shocking to see that 90% teachers were not satisfied with their salary and 5% teachers were given salary between Rs. 2000 to Rs.3000. 75% teachers did not even get the fifth pay scale leave alone sixth pay scale. 85% teachers were not satisfied with the salary and hence they were not satisfied with their job due to poor salary and lack of job security. 83% teachers shared that number of students in the classroom are more than 60 which is quite a big number.

2. STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION ABROAD

Hulya Yesul (2011) “Turkish Language Teaching Students’ Attitude towards teaching profession”. The aim of the research is to analyze attitudes of the students who are studying in
Turkish Language Teaching department towards teaching profession in terms of socio-demographic features.

The following research questions were asked

1. What are the attitudes of candidate teachers towards teaching profession?
2. Do the attitudes of candidate teachers towards teaching profession differentiate in terms of:
   i. Gender
   ii. Classroom level where they study
   iii. Their satisfaction of the department in which they study
   iv. Their desire to become a teacher
   v. Their income levels
   vi. Their parents’ attitudes towards them

145 candidate teachers, students who are studying in Turkish Language Teaching departments of the universities in Turkish Republic of Northern Cyprus in 2009-2010 academic years constitute working group of the research. “Attitude Scale Towards Teaching Profession” that was developed by Çetin (2006) and whose Cronbach-alpha reliability coefficient is 0.96 was used as a data collecting tool. High score shows positive attitude and low score shows negative attitude. “Personal Information Form” that was prepared by the researcher was used while collecting data about independent variables. SPSS package was used in the analysis of the data. t-test was used for bilateral comparisons and one way variance analysis (ANOVA) was used for multiple comparisons.

Result of the study presented that attitudes of the students of Turkish Language Teaching departments towards teaching profession are positive in general. It is determined that attitudes of the students of Turkish Language Teaching departments towards teaching profession differentiate significantly in terms of gender, situation of being satisfied in their department, their parents’ attitudes towards them, desire to become a teacher and do not differentiate significantly in terms of grade, mother’s attitude towards them, income variables.
Dabat Zakariya (2010) “The Relation between the (Class Teacher) Student’s Attitudes towards Teaching Profession and the level of teaching Competency with reference to various variables.” The purpose of this study is to determine (class teacher) students teaching competency related to their attitudes towards the teaching profession.

The following questions will be studies and examined.

1. What are the attitudes of (class teacher) students towards the teaching profession?
2. Do the attitudes of (class teacher) students’ vary in terms of their gender and age?
3. How do the attitudes of (class teacher) students affect their perception levels regarding their teaching competency?
4. Do the perception levels of (class teacher) students for teaching regarding their competency vary in terms of their gender and age?

The study was conducted by taking a sample of trainee students at the Al-Zayatonah University, Amman Jordan. 50 % of the students were chosen over two semesters and the study was carried out in both public and private schools in the year 2009-10.

The study was carried out on 122 out of 244 students both male and female ages between 20-33 and have been chosen at random during morning and afternoon courses.

The researcher used the Al-Zayatonah category Scale to examine the student’s skills and competency in teaching. The result showed positive attitude towards teaching profession with regards to the total and not varying terms of the variables, gender and age, due to the fact that Statistics Significance (SS) were higher than 0.05. The study revealed also, that the impact of (class teacher) students’ attitude towards teaching competency was positive and vary regarding to the variables.

In terms of teaching competency also the results showed that the mean scores of female teachers are higher in the planning section. And the mean score of all teachers ages 33+ is higher than the other age groups. Regarding the class administration section, the main score of the females is
higher than the mean score of the male teachers. At the same time the mean score of the older teachers ages 33+ and over is higher than the other teachers younger than this age.
Regarding the procedures sections, it is seen that the main scores are equal for both male and female teachers. But the mean score of the more mature teachers 33+ are higher than the other younger teachers.
In terms of the evaluation section, it is seen that the mean score are quite high in general. The t test proved that there is a significant difference in favor of female teachers and older teachers in all sections.

Affizal Ahmad and Rafidah Sahak (2009) “Teacher-Student Attachment and Teachers’ Attitudes towards work”. This study examines the relationship between teacher-student attachment and teachers’ attitude towards work.

The hypothesis of the study is:
There is a significant relationship between teacher-student attachment and teachers’ attitudes towards work.

The participants in the study were 242 primary school teachers. The study was done in Kuala Pilah and Seremban, Negeri Sembilan. Seventeen primary schools were stratified and selected in the middle of 2007. Each of the schools involved ordinary teachers (the headmaster, assistant-headmaster, and school counselor were excluded). The study was based on a questionnaire. The questionnaire consisted of three parts: Part A for Demographic Information, Part B for Teacher-Student Attachment and Part C for Teachers’ Attitude towards Work.

It was concluded that lack of attachment between teacher and students results in weak social relationship and poor social control of the teacher, which might worsen teachers’ attitude towards work. The findings of the present study, furthermore, proved the existence of significant relationships between teacher-student attachment and teachers’ attitude towards work in the subscales of warmth, communication and troubled feelings. Teacher-student attachment and teachers’ attitudes towards work appears critical in promoting and maintaining positive
behaviors. More motivated activities can be organized to help teachers develop positive relationships with students.

Ibtesam Halawah (2008) “Factors influencing perspective teachers’ attitudes towards teaching”. Teachers’ attitudes are important variable in classroom applications because of the relationship between attitude and action. Teacher attitudes are often translated into specific classroom and instructional practices which in turn affect student behavioral and learning outcomes (Cook, 2002). This study was designed to determine the main factors that influencing perspective teachers’ attitude toward teaching. Participants were 212 fourth year- students (166 females (82%)) from the College of Education at Ajman University at the United Arab Emirates (UAE). Students responded to a scale that has 37 Likert- type items describing many issues related to teaching. Results showed that there are six factors clearly extracted from the data. These six factors together accounted for more than 50% of the variance in the model.

The study concluded that six factors contribute mainly to influence the attitude of teachers towards teaching profession. The first and most important factor consisted of seven items related to salaries and promotion. The second factor had six items about the relationship between teachers and society and parents. Enjoyment in teaching was the third factor affecting perspective teachers’ attitudes. The last three factors were teaching load, curricula and students.

Osunde, A.U, Izevbigie, T.I (2006) “An Assessment of Teachers’ Attitude towards Teaching Profession in Midwestern Nigeria”. The study attempted to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary schools in the area under study. The Teacher's Attitude Questionnaire was the main instrument used for data collection.

Results of the study indicated among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lot of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that
poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status.

Shaukat Hussain (2004) “Effectiveness Of Teacher Training In Developing Professional Attitude Of Prospective Secondary School Teachers”. In this study effort was made to investigate as to what extent different teacher training institutions are successful in developing positive professional attitude of their prospective secondary school teachers.

The objectives of study were:

1. To develop a reliable and valid scale to measure the professional attitude of prospective secondary school teachers.
2. To measure the development of professional attitude of prospective secondary school teachers of various teacher training institutions in Punjab.
3. To assess the effectiveness of teacher training in developing professional attitude of prospective secondary school teachers.
4. To compare the effectiveness of teacher training institutions in developing attitude of prospective secondary school teachers towards teaching profession.
5. To suggest suitable measures to improve teacher training in Pakistan.

In the light of comparisons undertaken, it was found that the teacher training institutions were not successful in developing the professional attitude of prospective secondary school teachers. The trend in the development of attitude among female students was slightly greater than the male students. Three years teacher training program (12+3) was more successful than one year (14+1) and two years (14+2) program. The parents’ profession had no effect on the development of attitude. The arts and science graduates exhibit no significance difference in the development attitude.

Jack Slaybaugh, Cay Evans and Ronald Byed (2004) “Second-Year Teachers Attitudes towards the Teaching Profession” The purpose of this study was to evaluate second year teachers’ attitudes towards their profession and to determine whether they were still committed to teaching. A 15-item survey was sent to 119 teachers who had completed the same instrument a
year previous, during their first year of teaching. Seventy-four (62% responded). Present data were analyzed for differences among survey items between year one and year two.

Difference was evaluated between year one and year two students. Significant changes included satisfaction with performance in the classroom and a feeling that induction programs had improved. Teachers remained committed to teaching with 97% planning to return following the second year of service. It was recommended that relative weaknesses be addressed through cooperative efforts by school districts and teacher education programs.

3. CONCLUSION ON THE STUDIES RELATED TO ATTITUDE:

Studies reviewed on attitude towards teaching profession reveal that attitude towards teaching profession are a significant predictor of teaching efficiency. Studies prove that attitude can be improved through practical experience. It is also found that more effective and less effective teachers differ in attitude towards teaching. Previous exposure can increase the level of attitude. Some studies indicate that female teachers possess a high degree of attitude than male teachers. Teachers with positive attitudes encourage their students. Significant relationship of attitude towards teaching with variables like teaching interest, satisfaction, creativity, intelligence, teaching effectiveness, commitment, achievement, technology, teaching experience are established in a majority of studies. But a few studies show no relationship with the variables viz., qualification, classroom behavior, age, sex, locale, etc. However, attitude towards teaching is a significant variable related to teaching that majority of studies established its relationship. It was also found out that studies on attitude and work commitment of teachers towards teaching profession was not at all at any level of studies either in India or abroad. So the researcher has tried to study on the above topic.

RESEARCH EVIDENCES RELATED TO COMMITMENT OF TEACHERS TOWARDS TEACHING PROFESSION:

Review of the literature related with commitment has offered some insight on the methodological concerns in this area of research. Morrow (1993) has authored a very informative and thought provoking book on theory and measurement of work commitment. The
A scale was developed to measure the identification, involvement and loyalty to one's organization. (Hrebiniak and Alulto 1972; Buchanan 1974).

**Bartok (1976)** examined whether attitudinal and personality characteristics determined and distinguished between high, moderate or low career commitments. They used multivariate analysis of variance and found that significant relationship existed between career commitment and present status and level of education.

**Singh and Das (1978)** constructed a 2-item Likert type 5 point scale to measure work commitment. They traced the impact of organizational culture on work commitment.

**Mowday, Porter and Steers (1979)** designed a scale to measure organizational commitment. That scale contains 15 items. It was a uni-dimensional scale. It was standardized and has been widely used by other scholars as well. It has come to be known as Organizational Commitment Questionnaire (OCQ).

**Meyer and Allen (1984)** developed organizational commitment scale. It consisted of 16 items with 7 alternative responses ranging from strongly disagree to strongly agree. Using this scale he tested side-bet theory of organizational commitment.

**Pandey (1986)** developed a 13-item professional commitment scale. It had 3 dimensions. A. calculative involvement; B. internalized professional values; and C. measure satisfaction of life. His objective was to study organizational commitment, professional commitment and job involvement in relation to the organizational climate, micro-job climate and personality variables. He used multiple regression analysis as statistical technique.

**Johnstan (1987)** developed and tested a comprehensive model of organizational commitment in a sales environment using such variables as leadership behavior, role stress and job satisfaction, job tenure, propensity to leave, turnover and performance. He used path analysis and discriminate analysis to test his model.
Balfour and Wechsler (1996) developed a new scale designed to measure three components of organizational commitment-identification, exchange and affiliation. Their scale has been called as Organizational Commitment Scale (OCS).

Mehmet Ustuner (2009) developed a reliable and valid scale to measure teachers’ commitment, organizational commitment of teachers (organization here refers to school). This scale can also be used as an instrument in studies to measure teachers’ levels of organizational commitment or teachers’ morale, burnout, job satisfaction, professional attitude, motivation, organizational justice etc.

It can be seen from the review of methodological concerns that there are standardized tools for measuring organizational commitment and professional commitment, which have been tested by many scholars in their study. It is also to be noted that the scholars have used various statistical techniques’ for analyzing and interpreting the data. Most prominent statistical techniques’ found to be popular with research scholars were analysis of variance (one way, tow way and multivariate), multiple regression, factor analysis, path analysis and discriminate analysis.

Several important empirical studies have also been done to find out the impact of commitment on the teaching. Such studies have been classified under two heads and elaborated in the next part.

1. STUDIES ON COMMITMENT TOWARDS TEACHING PROFESSION IN INDIA:

Hemalatha C.K and Dr. N. Nisar Ahmed (2011) “Teacher’s Commitment in Self-Financing Engineering Colleges” explores a sample of Anna University Affiliated engineering College staffs in Chennai. The study was conducted to analyze the factors responsible for dearth of committed staff and quality education under different variables.

The primary objective of the study is to analyze the concept of teachers’ commitment in self financing engineering colleges.
The secondary objectives are:
1. To study the influence of organizational commitment towards the performance of teachers.
2. To analyze the relationship between motivational factors and satisfaction among teachers.
3. To study a teachers’ attitudes towards commitment of the work.
4. To identify teachers attitudes towards institution.
5. To study the factors influencing to increase the retention ratio of the teachers.

The research design of the study is descriptive in nature. The research analysis suggests the following means to bridge the gap. For a teaching staff, teachers’ commitment involves commitment to work, commitment to students, commitment to institutions, commitment to colleagues, commitment to management etc, the study also shows demographic representation to support the views. It was also found that the profession requires certain acquisition of special knowledge and application of the knowledge to achieve certain ends. The university is regulated by certain norms. But all these norms are not adhered to, by many institutions. To make certain things right, a common body could be formed consisting of representatives from all institutions coming under its affiliation. This provides better job security, satisfaction and thereby contributes to improve the teachers’ commitment in engineering colleges.

**Sood, Vishal; Anand, Arti; (2010) “Professional commitment among B.Ed teacher educators of Himachal Pradesh”**. This paper studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh.

The objectives of the study are:
1. To study professional commitment among B. Ed. teacher educators.
2. To study gender-wise and experience-wise difference in professional commitment of B. Ed. Teacher educators.
3. To study difference in professional commitment of married and unmarried B. Ed. teacher educators and NET qualified and non-NET qualified B. Ed. teacher educators.

The hypotheses of the study are:
1. There exists no significant difference in professional commitment of male and female and married and unmarried teacher educators.

2. There exists a significant experience-wise difference in professional commitment of B. Ed. teacher educators.

3. There exists a significant difference between NET qualified and non-NET qualified teacher educators with respect to their professional commitment.

Survey technique under descriptive Method of Research was used to conduct the present investigation. For collecting the requisite data from B. Ed. teacher educators, a total of 25 B. Ed. colleges from 5 districts of Himachal Pradesh were selected. Afterwards, all the teacher educators serving in these teacher training colleges were approached for data collection. Thus, a total of 135 teacher educators (46-Male, 89-Female) were selected. Out of these, 80 teacher educators were either NET qualified or having M. Phil./Ph. D. (Education) degree, whereas remaining 55 teacher educators were only having M. Ed. as their highest qualification. The data were collected from the teacher educators by administering scale for Professional Commitment of Teacher Educators developed and standardized by Kanchan Kohli. This scale is having 30 statements which are to be rated on five points Likert type scale.

Results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession.

Chamundeswari, S; Vasanthi, S (2009) “Job Satisfaction and Occupational Commitment among Teachers”.

The objectives of the present study are as follows:

1. To investigate if there is any significant difference in job satisfaction and occupational commitment among teachers in different categories of schools, namely state, matriculation and central board schools.
2. To investigate if there is any significant relationship between the selected variables among teachers in different categories of schools.

The research tools used for the study to analyze the job satisfaction and occupational commitment of teachers in different systems of education are Manual for the Minnesota Satisfaction Questionnaire (Weiss and others, 1967) and Occupational commitment Scale (Blau, Paul and John, 1993).

It was concluded that there is a significant difference in job satisfaction and occupational commitment between teachers in different categories of schools. It was also concluded that matriculation school teachers have better job satisfaction when compared to the state board school teachers; the central board school teachers have better job satisfaction when compared to the state board school teachers; the central board school teachers have better job satisfaction when compared to the matriculation board teachers; the matriculation school teachers have more occupational commitment when compared to the state board school teachers; the central board school teachers are significantly better in their occupational commitment when compared to the state board teachers; the central board school teachers are significantly better in their commitment when compared to the matriculation board teachers.

Srivastava Nalini, Pratibha (2009) “Relationship of teaching competency with teaching Aptitude and Professional Commitment”. This study was conducted to analyze the relationship of teaching competency to teaching aptitude and professional commitment.

The following hypotheses were formulated:

1. There is no significant difference in the teaching competency of primary school teachers of low, middle and high teaching aptitude.

2. There is no significant relation between teaching aptitude and teaching competency of primary school teachers.

3. No significant difference exists among low, middle and high professional commitment teachers in respect to their teaching competency.
4. No significant relationship exists between professional commitment and teaching competency of primary school teachers.

The study was conducted on a sample of 300 primary school teachers through the survey method in the Pilibhit district of U.P. Data collection tools were General Teaching Competency Scale (GTCS) by B.K.Passi and M.S.Lalitha, Teaching Aptitude test by Prakash and Srivastava and Teachers’ Commitment Scale by Meena Buddhisagar Rathod and Madhulika Verma. The data was analyzed by using F test (ANOVA), t test and Pearson’s Product Moment Coefficient of Correlation.

This study shows that there was a significant relation between teaching competency and teaching aptitude. So, a proper testing scheme should be made essential to measure teaching aptitude in pre-training selection. The study suggests that there should be comprehensive written test for the teacher trainees. In this test questions should be asked to know candidates’ attitude and interest towards children, their moral character, fairness, scholarly taste, enthusiasm and patience. Only those candidates should be allowed to enter into this profession, whose responses are found up to the mark. With this result, teachers will be competent in teaching. In this study, it was found that teaching competency and professional commitment of teachers were not related to each other. It is neither an expected nor a desirable finding.

Sharma, Anita (2008) “Commitment among teachers with regard to some of their personal and academic variables”. This study is undertaken to compare the commitment among teachers with regard to some of their personal and academic variables such as age, gender, faculty, qualification and level of college.

The objectives of the present study are as follows:
1. To compare the commitment among teachers with regard to their age.
2. To compare the commitment among teachers with regard to their gender.
3. To compare the commitment among teachers with regard to their faculty.
4. To compare the commitment among teachers with regard to their qualifications.
5. To compare the commitment among teachers with regard to their level of college.
The hypotheses of the present study are as follows:

1. Commitment among teachers does not differ significantly with regard to their age.
2. Commitment among teachers does not differ significantly with regard to their gender.
3. Commitment among teachers does not differ significantly with regard to their faculty.
4. Commitment among teachers does not differ significantly with regard to their qualification.
5. Commitment among teachers does not differ significantly with regard to their level of college.

A sample of 100 teachers teaching in Inter College, Degree College and Ch.Charan Singh University, Meerut was studied using stratified cluster sampling technique. “Teacher Commitment Scale” constructed and standardized by the investigator is used for getting data regarding commitment among teachers. Statistical techniques like Mean, Standard deviation and t-test of significance were used for comparing the commitment among teachers with regard to their age, gender, faculty, qualification and level of college.

The analysis of data reveals that teachers of different age groups are equally committed. Teachers belonging to the faculty of Science and Math’s are equally committed. Teachers having doctoral degree are more committed in teaching compared to teachers having post graduate degrees. As regards the levels of college teachers teaching in degree colleges are more committed in comparison to teachers teaching in inter-colleges and university. The results indicate that teachers teaching in degree colleges and holding doctoral degrees are conducive to more commitment among teachers. Results of this study are quite encouraging and suggest that PHD degree holders at all level should be preferred as it increases the commitment to their profession.

The objectives of the study are:

1. To ascertain the extent, variation and distribution of professional commitment among teachers in secondary education,
2. To compare the degree of professional commitment of teachers with their social and academic characteristics like sex, age, academic career, socio-economic status, caste, community background, teaching experience and associational membership,

3. To explore the ways and means of increasing commitment among teachers.

A composite questionnaire containing items related to personal identification data of the respondents, a specially constructed scale for measuring their professional commitment and open ended questions to explore their suggestions for increasing commitment among teachers was administered to 400 teachers of secondary education in Ghaziabad Janpad of Uttar Pradesh. The teachers were selected by stratified cluster sampling technique. The collected data was treated by one-way analysis of variance using t-test, F-test, multiple range test and Duncan procedure wherever needed.

The findings of the study are:

1. Secondary school teachers have exhibited a tendency of moderate level of professional commitment.

2. The professional commitment is differently distributed among school teachers.

3. The variation of professional commitment among school teachers is related to their social and academic characteristics.

4. Sex and gender has been found to be a predictor of professional commitment. Female teachers exhibited higher commitment than their male co-professionals.

5. Age, academic achievement, SES, caste community background, length of teaching experience, associational membership have not been found to be the discriminator of professional commitment among teachers.

6. Above mentioned variables however have shown some significant relationship with different dimensions of professional commitment among teachers. The emerging trends are as follows:

   (i) Sex, SES and associational membership influence dimension of commitment to learner. Female teachers, teachers belonging to low SES and teachers having more associational membership exhibited a higher commitment to learner and vice-versa. (ii) Commitment to institution and caste categories of the teachers has been found to be
interrelated. The teachers belonging to general caste category have shown higher commitment to institution than the teachers belonging to OBC category, (iii) lastly, two variables namely, length of teaching experience, and associational membership have shown significant relationship with commitment to human values. Its relationship with length of teaching experience has not been found to be linear and constant. As regards to associational membership, associational membership is higher in commitment to human values, (iv) Age, academic achievement, community background of teachers had no bearing either on overall professional commitment or its any dimension.

7. Teachers have shown discontentment with the existing educational and social system. They have found it corrupt and highly politicized.

8. They had offered positive suggestions for structural reforms in the educational system like recruitment of teachers be made on the basis of merit alone; educational system be purged of corruption; the institutions of reward and incentives to committed teachers; salary structure of teachers be enhanced and society at large should recognize worth and nobility of teaching profession.

9. School climate that is the organizational culture of schools should be improved. Teachers have suggested that there should be participatory decision-making and democratic style of functioning by principals and management.

Mathew, Thomas C. (2003) “A study of Organizational Commitment of Degree College Teachers in Relation to work values, self-actualization and leader behavior of Principals”.

The objectives of the study are:

1. To investigate whether differences in work values, self-actualization and leader behavior of principals would account for significant differences in the organizational commitment of degree college teachers.

2. To find out the interaction effect of work values, self-actualization and leader behavior with each other on organizational commitment of degree college teachers; and

3. To investigate the difference, main effect and interaction effect of biographical variable (gender, age etc) on organizational commitment of Degree College teachers.
The sample was drawn by employing a two stage stratified random sampling technique. The sample comprised of 450 degree college teachers drawn from aided, unaided and government degree college teachers. Equal numbers of male (225) and female (225) teachers were included in the sample. Organizational commitment questionnaire (three components) by Allen and Meyer was adapted and standardized. Work value scale by Wollack, S, and et.al was adapted and standardized. Self actualization inventory by K.N. Sharma was adapted and standardized. Leader behavior description questionnaire by Halpin and Winer was adapted and standardized. A self-developed Performa was used to obtain information on the biographical variables. The data was analyzed using Pearson Product Moment of Correlation, t-test and two-way ANOVA.

The findings of the study were as follows:

1. There is significant and positive relationship between organizational commitment (all components) and work values, organizational commitment (affective and normative) and self-actualization, organizational commitment (all components) and leader behavior of principals.
2. There is no significant relationship between organizational commitment (continuance and self-actualization).
3. Teachers having high work values were more committed to the organization.
4. Teachers whose principals exhibited high consideration and initiation behavior were more committed.
5. Male teachers were more committed than female teachers (affective).
6. Older teachers had more normative commitment.
7. More experienced teachers had more normative commitment.
8. There was significant difference in the organizational commitment of private aided and government college teachers, private unaided and government college teachers, private aided and private unaided college teachers.


The objectives of the study are as follows:

1. To explore the views and opinions of Secondary teachers regarding the ways and means through which commitment may be inculcated; and
2. To explore the suggestions for reforms and improvements in the overall system to inculcate commitment among secondary school teachers.

The sample consisted of 400 secondary teachers (200 male and 200 female teachers) from the intermediate schools of Ghaziabad Janpad. Tools like Questionnaire, Interview and Field study were employed for data collection. The collected data was analyzed using percentage and descriptive statistics.

The findings of the study are as follows:

1. Majority (47.8 percent) of teachers suggested that for increasing commitment, school environment should be healthy.
2. 41 percent respondents suggested more salaries and other facilities might enhance commitment among learners.
3. 40.3 percent respondents were in favor of motivation by the principal.
4. 22.3 percent teachers were of the opinion that social recognition and prestige of the teachers should be increased for inculcating more commitment among them.
5. Disincentive to non-committed teachers would also result more commitment among other teachers, according to 18.8 percent of respondents.
6. Secondary teachers demanded no privatization of education because it leads to erosion in commitment to teachers.
7. 16.5 percent Secondary teachers suggested that exploitation should be stopped and this would lead to increment in commitment among them.
8. 15.8 percent teachers were of the opinion that involvement in curriculum decision, make teachers more responsible and hence commitment could enhance.
9. Fifty two teachers said that if all vacancies were filled up, then this step would be helpful in increasing commitment.
10. Thirteen percent teachers opined that program of professional development like seminar and refresher courses help teachers to become more professionally committed.
11. Politicization and corruption in education were the main barriers for increasing commitment.
12. 10.3 percent teachers suggested that there should be no reservation in teaching profession, because abolition of reservation would lead more commitment.

13. For the increased commitment among teachers, qualitative improvement in the teacher training program is a must.

14. If appointment of teachers is done fairly on merit basis, then commitment is also enhanced, according to 8.3 percent.

15. Increased competencies and skills also led to increase in commitment among teachers.

16. Reforms were required in existing educational system, social climate and management, teachers’ competencies and skills and social prestige of the teacher.

Other studies on Commitment towards the teaching profession are as follows:

**Shishupal (2001)** studied student-teachers of B.Ed Classes with an intension to gauge their commitment to teaching profession. He found that the teacher trainees exhibited a fair degree of commitment to teaching profession. He also found sex, age, father’s occupation; community background and income groups were not predictors of commitment. His study also revealed that caste categories have some influence in determining levels of commitment.

**Punia (2000)** studied commitment among university teachers on two dimensions organizational commitment and job commitment. He has found that university teachers were more committed towards their job as compared to their organization.

**Kudva (2000)** investigated into the relationship between professional aspects of teachers and their burnout. Her major findings are 1. Professional Commitment has a significant negative relationship with development of negative attitude towards students and a lack of personal achievements. 2. There is no significant relationship, either linear or non linear, between increased feelings of emotional exhaustion and fatigue and professional commitment.

2. STUDIES ON COMMITMENT TOWARDS TEACHING PROFESSION ABROAD:
Niloufar Mohammadtaheri (2011) in the studies “The study of effective factors on the teachers’ work commitment in High Schools” investigated effective factors on teachers’ work commitment in Tehran City on 2800 teachers. The samples were chosen by the use of Morgan table and it comprised 340 subjects. Research method was descriptive with simple random sampling.

The researcher tried to analyze some effective factors on teachers’ work commitment and to do so six theories have been compiled.

1. There is a correlation between the teachers’ economic factors and work commitment.
2. There is a correlation between the teachers’ human relations and work commitment.
3. There is a correlation between the teachers’ knowledge and work commitment.
4. There is a correlation between the teachers’ personal characteristics and work commitment.
5. There is a correlation between inner-school factors and work commitment of Teachers.
6. There is a correlation between value-system and work commitment.

Gathered data were analyzed by using of descriptive and inferential statistics include Spearman correlation Test. It was found out that there was positive and significant correlation between economic factors and work commitment, human relationship and the teachers’ work commitment, teacher’s knowledge and their work commitment, schools’ internal factors with the teachers’ conscience, value system and the teachers’ work conscience, teachers’ personality characteristics and work commitment.

Prof. Dr. Muhammad Ehsan Malik; Dr. Samina Nawab; Basharat Naeem; Rizwan Qaiser Danish (2010) “Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan”. The purpose of this investigation was to determine the impact of teachers’ satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan. In addition, the study aimed at exploring to what extent these teachers are committed to their universities and satisfied with different dimensions to their job.

The hypotheses are as follows:
1. Job facets satisfaction has significant impact on organizational commitment of the teachers/faculty working in public sector universities of Pakistan.

2. Teachers/faculty in public sector universities of Pakistan have high degree of satisfaction with different job facets/dimensions such as work-itself, supervision, pay, coworkers and promotion opportunities.

3. Teachers/faculty in public sector universities of Pakistan experience high level of overall job satisfaction and organizational commitment.

A survey-based descriptive research design was carried on teaching faculty working in two public sector universities of Pakistan. About 650 survey questionnaires were distributed. The findings of the study indicated that the satisfaction with work-itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members. They had high degree of organizational commitment and satisfaction with work-itself, supervision, salary, coworkers and opportunities for promotion. The focus of the study was teachers working at public sectors universities in Pakistan only. Self-reported measures were used to measure job satisfaction and organizational commitment. Since respondents were from two public sector universities only so the findings cannot be generalized to faculty members of public sector universities in Pakistan.

Nazaruddin, M.N; Omar Fauzee; M.S., Latif; Rozita Abd; (2010) “Headmaster’s Transformational Leadership and Teacher’s Organizational Commitment in Primary School”. The study aimed to explore the level of headmaster’s transformational leadership/ the level of teachers/organizational commitment and the relationship between headmaster’s leadership style and the organizational commitment of primary school teachers in Beaufort, Sabah, Malaysia.

The purpose of the study was research based questions, which are listed below:

1. What is the level of headmaster’s transformational leadership from the teacher’s perspectives?

2. What is the level of teacher’s organizational commitment?
3. Is there significant relationship between headmaster’s transformational leadership and teacher’s organizational commitment?

The researcher selected the sample through cluster sampling. The model of transformational leadership developed by Bass (1985) and the organizational commitment model which was developed by Meyer and Allen (1991) served as the theoretical framework for the study. The transformational leadership classified into inspirational motivation intellectual stimulation and individual consideration. The organizational commitment on the other hand divided into affective commitment; continuance commitment and normative commitment. Data was obtained from 130 Beauforts, primary schools teachers. The research only dealt with Grade A schools. Two questionnaires were used as the main instrument; Alimo-Metcalfe’s (2001) Transformational Leadership Questionnaire (TLQ) which consisted of 21 items and Meyer and Allens (1997) Organizational Commitment Questionnaire (OCQ) which consisted of 18 items. Data was analyzed with SPSS for windows version 15.0. An average positive relationship between headmaster’s inspirational motivation and teacher’s organizational commitment was found. As perceived by the teachers/ the level of headmaster’s transformational leadership in Beaufort, was high in most schools. The research also indicated that the level of teacher’s organizational commitment was average. This research also suggested number of ways to improve teacher’s organizational commitment.

Zainuddin Awang; Junaidah Hanim Ahmad; Nazmi Mohammad Zin (2010) “Modeling Job Satisfaction and Work Commitment among Lecturers: A case of UiTM Kelantan”. This study intended to ascertain the impact of job satisfaction of university lecturers on their commitment towards academic activities. Besides that, it also investigated specifically factors contributing to job satisfaction, namely promotional opportunities, remuneration, working environment, workload, and relationship with colleagues, and management style.

The objectives of the study are:

1. To measure the existing level of job satisfaction among UiTM Kelantan Lecturers.
2. To measure the existing level of work commitment among UiTM Kelantan lecturers.
3. To determine the main factors that contributes to job satisfaction among UiTM Kelantan lecturers.
4. To determine the influence of job satisfaction on job commitment among UiTM Kelantan lecturers.

The research hypotheses are:

1. Promotional opportunity has a significant impact on job satisfaction among UiTM Kelantan lecturers.
2. Remuneration given has a significant impact on job satisfaction of among UiTM Kelantan lecturers.
3. Working environment has a significant impact on job satisfaction among UiTM Kelantan lecturers.
4. Workload assigned has a significant impact on job satisfaction among UiTM Kelantan lecturers.
5. Social relationship with colleagues has a significant impact on job satisfaction among UiTM Kelantan lecturers.
6. Management style has a significant impact on job satisfaction among UiTM Kelantan lecturers.
7. Job Satisfaction has a significant impact on work commitment among UiTM Kelantan lecturers.

This study used self administered questionnaires which were distributed to 320 lecturers form UiTM Kelantan. Data was analyzed using SPSS 16 for descriptive analysis while AMOS 17 was used for Structural Equation Modeling (SEM). The study found that promotional opportunities, workload and relationship with colleagues significantly affect job satisfaction of lecturers. This is consistent with the findings of Chimankar et al (2007) and Santhapparaj and Alam (2005). Most importantly this study also confirmed that there is a significant relationship between job satisfaction and work commitment. Overall the findings of this study indicate that satisfied lecturers will be committed to their job, and promotional opportunities, workload and relationship with colleagues should be given due consideration as they significantly affect job satisfaction level among lecturers.
Stan Maria Magdalena (2009) conducted studies on “Professional Commitment in Teachers: Comparative Study”. In the present study it was aimed at identifying the configuration of the professional commitment dynamics in the primary and pre-school teaching staff, according to the “years of teaching experience” variable and subsequently, the “age” variable. The investigation was performed on a panel of 45 teachers in primary and preschool educational staff, working in both rural (20%) and urban (80%) residencies, with teaching experience of two to over 25 years. Questionnaire was given to the teachers comprising of 18 items based on J.Meyer and N.Allen(1999).

It was found out that there is a significant difference between the frame components according to the teacher’s working experience analyzed on the three groups of participants: teachers with work experience up to five years, teachers with work experience between ten and twenty years and teachers over 25 years of experience.

Alan B. Henkin; Stephanie L. Holliman (2009) “Urban Teacher Commitment Exploring Associations with Organizational Conflict, Support for Innovation, and Participation”. This study explores relationships between teachers’ organizational commitment and interpersonal conflict, participation activities beyond the classroom, and innovation in schools. Potential relationships among study variables are suggested in research that views affective commitment as a proxy measure for decisions to leave the school. Increments in experience in the profession are negatively associated with organizational commitment. Higher levels of interpersonal conflict are linked to lower levels of organizational commitment. Participation in activities beyond the classroom is marginally related to commitment, whereas support for innovation has a strong positive effect on teachers’ commitment. Results, considered in context, suggest the importance of high levels of commitment and commitment norms in terms of the teachers’ work performance and the stability of the professional workforce.

Fauziah Noordin; Rahman Mohd. Rashid; Rohani Ghani; Rasimah Aripin; Zabani Darus (2009) conducted survey by using a questionnaire on “Teacher Professionalization and Career Commitment”. The main aim of this study is to examine the level of teacher professionalization
and career commitment of primary teachers in Malaysia. As primary school teachers will continue to play a vital role in educating the young people, their perception on teacher professionalization and of teaching as a career will undoubtedly provide important and valuable information concerning their chosen career and their commitment to that career.

This research mainly seeks to achieve the following objectives:

1. To assess the level of professionalization of teachers;
2. To examine the level of career commitment of teachers;
3. To examine the relationship between professionalization and career commitment of teachers.

This study is based on survey research using self administered questionnaires. Respondents consist of primary school teachers. A total of 3400 questionnaires were distributed to select around the peninsular Malaysia and out of that only 3037 fully completed questionnaires were found to be usable for this study. To reduce the problem of getting back enough usable responses, the “Total Design Method” of mail survey was utilized.

The findings of the present study suggested that teachers have low to moderate levels of professionalization, high level of career identity and moderate levels of career resilience, and career planning. From the T-tests and f-tests conducted, it was found that gender has a significant impact on career identity whereas age and marital status have significant impact on career planning and also on career identity. The results indicate that there is a higher possibility of male teachers to leave the teaching profession than the female teachers. The result of the T-test on career identity in relation to gender supports this deduction in which female teachers have significantly higher career identity than their male counterparts. Marital status was also found to have a significant impact on career identity.

Abdul Salam Jameel Mohammad Abdul Raheem (2009) “The level of commitment and its relation to Students’ Achievement as perceived by English Language teachers in Public Schools in Tulkarm District”. This study aimed at investigating the level of secondary English language teachers’ commitment toward their work in public schools and its relation to several
variables (gender, qualification, school climate, administration type, marital status, years of teaching experience, age and salary), on the one hand, the relation between teachers’ commitment and their students’ academic achievement, on the other hand. The population of the study consisted of all secondary English language teachers in Tulkarm District in the scholastic year 2003-2004. i.e. 39 teachers (23 males and 16 females). The Organizational Commitment questionnaire, which was developed by Celep (2000), was adopted for this study to measure the level of teachers’ organizational commitment.

The study concluded that English language teachers’ commitment achieved a high degree, with a mean of (3.63) and percentage of (72.6). Commitment to teaching work domain achieve the first rank, commitment to work group achieved the second rank, and commitment to teaching occupation achieved the third rank, while commitment to school achieved the fourth rank. There were significant differences at (α= 0.05) in the level of commitment of secondary English language teachers among the four domains in favor of commitment to teaching work. There was a significant relation at (α=0.05) between teachers’ commitment and students’ achievement. There were significant differences at(α=0.05) among comfortable climate, moderate climate, and bureaucratic climate in favor of comfortable climate, whereas the results didn’t show significant differences in teachers’ commitment due to gender, qualifications, school administration type, marital status, teaching years, age, and salary. Further results showed that the democratic climate was the most important factor in increasing teachers’ commitment to their job, whereas the low salary was the most important factor in decreasing teachers’ commitment to their job.

Hsi-Kong Chin Wang (Kathleen) (2007) “Study on Organisational Culture, Organisational-Commitment and Attitude toward Organisational Reform-comprehensive high schools as example”. The main objective for the research is to study for the research is to study the attitude toward organizational reform in relation to school culture and teacher commitment for a comprehensive high school in our country.

The objectives are as follows:

1. To study the difference in school culture recognized by teachers of different types of comprehensive schools.
2. To study the difference in organizational commitment by teachers with different background of a comprehensive high school.
3. To study the difference in attitude toward organizational reform by teachers with different background of a comprehensive high school.
4. To study the correlation among organizational culture, teachers’ organizational commitment and organizational reform attitude for a comprehensive high school.
5. To study the influence of comprehensive high school teachers’ organizational commitment and school organizational culture to teacher’s attitude toward organizational reform.

The following assumptions were made for the study on organizational commitment, organizational culture, and organizational reform attitude.
1. Schools of different nature have significantly different degree of organizational culture.
2. Teachers belonging to different background have significantly different degree of OC.
3. Teachers of different background have significantly different degree of organizational reform attitude.
4. For comprehensive high schools, there is a significant relationship between organizational culture and teacher’s organizational commitment.
5. For comprehensive high schools, there is a significant relationship between teacher’s organizational commitment and organizational reform attitude.
6. For comprehensive high schools, there is a significant relationship between organizational culture and organizational reform attitude.
7. For comprehensive high schools, there is a significant influence for organizational culture and teacher’s organizational commitment on attitude of organizational reform support.
8. For comprehensive high schools, there is a significant influence for organizational culture and teacher’s organizational commitment on attitude of watch and see toward organizational reform.
9. For comprehensive high schools, there is a significant influence for organizational culture and teacher’s organizational commitment on attitude of resistance toward organizational reform.
The researchers used “Questionnaire for the Attitude toward Organizational Culture, Organizational Commitment and Organizational Reform” for high schools in our country and recovered 545 valid questionnaires. One-way ANOVA, Scheffe multiple comparison method, Pearson product-moment correlation and regression analysis et.al were used to compare the difference and situation in organizational culture, organizational commitment and attitude toward organizational reform among different high schools and teachers.

The conclusions are as follows:
There is significant difference in organizational culture among comprehensive high schools of different types, different sizes, public or private. There is significant difference in organizational commitment to school by teachers of different genders, ages, education, service time, present positions. There is significant difference in the attitude toward organizational reform by teachers of different genders, ages, service time and present positions. There is significant correlation among organizational culture, organizational commitment by teachers and attitude by teachers toward organizational change for comprehensive high schools. There is significant influence of organizational commitment by teachers and organizational culture for comprehensive high schools on the attitude toward organizational reform.

Abdulhakam Hengpiya (2006) “Teacher commitment: its relationship with principal decision-making styles as perceived by teachers in Pattani’s selected Islamic Private Schools”. The purpose of this co-relational study was to examine the relationships between principal decision-making styles, teacher commitment, and teachers’ demographics as perceived by teachers. The teacher commitment scale (TCS) and principal decision making styles scale (PDMSS) were used to obtain data from 226 teachers, who were selected randomly from eleven external quality-assurance Islamic private secondary schools in Pattani, Thailand. The Confirmatory Factor Analysis (CFA) provided evidence for the one-dimensional nature of teacher commitment, which is the combined factor of identification and involvement. The CFA also confirmed the existing of four principal decision-making styles, which are participative decision making, delegation decision-making, spontaneous decision-making, and avoidant decision-making. The descriptive statistics indicated a very high level of teacher commitment and a moderate level of principals’ use of the four decision-making styles. Correlation analysis
yielded a significant relationship between principal decision-making styles and teacher commitment. The regression results revealed that participative decision-making, spontaneous decision-making, and avoidant decision making were significant consistent predictors across samples, while delegation decision-making was a marginal predictor of teacher commitment. Teachers’ demographics, however, were insignificant predictors of their commitment. Participative decision-making was the strongest significant predictor of teacher commitment and the only style that achieved practical importance in the result.

Kwok-wai CHAN (2005) “In-service teachers’ perceptions of teaching as a career – Motives and commitment in teaching”.

The following research questions were framed to study the above problem.

1. What are the motives of in-service teachers in choosing teaching as a career?
2. What are the factors affecting in-service teachers’ commitment in teaching?
3. Are the teachers’ motives to teach related to their commitment in teaching? If so, how are they related?

A questionnaire survey was administered to 106 in-service teacher education students of a university in Hong Kong to study their motives and commitment in teaching. Of the three motive factors in taking up teaching as a career, the most influential one is “intrinsic/altruistic motive”, followed by “extrinsic motive/job condition” and “influence from others”. Four factors influencing the teachers’ commitment in teaching were found, viz. “students’ learning and school development”, “demands on teaching and school practices”, “teaching as a career choice”, “teacher - pupils interaction and attitudes”. Co-relational analyses showed that intrinsic/altruistic motive was significantly related to the four commitment factors. Further analysis showed that elements affecting teachers’ commitment in teaching involve school head, colleagues, students, parents and educational changes, which deserve the attention of the education authority to address with appropriate measures.

Bogler, Ronit; Somech, Anit (2004) “Influence of teacher empowerment on teachers’ organizational commitment, professional commitment and organizational citizenship behavior in schools”. The present study focuses on the relationship between teacher
empowerment and teacher’s organizational commitment, professional commitment (PC) and organizational citizenship behavior (OCB). It examines which subscales of teacher empowerment can best predict these outcomes. The data were collected through a questionnaire related by a sample of 983 teachers in Israeli middle and high schools. Pearson correlations and multiple regression analyses indicated that teacher’s perceptions of their level of empowerment are significantly related to their feelings of professional growth, status and self-efficacy were significant predictors of organizational and PC, while decision-making, self-efficacy and status were significant predictors of OCB.

Harriet Rivalani Khoza (2004) “A Comparison of Teacher Stress, Commitment and School Climate In Schools With Different Success Rates”. This survey was conducted in South African schools which often experience vastly different matric success rates, even in schools from the same areas, with similar resources (Snyman, 1998). This study was conducted to compare teacher stress, professional commitment and school climate in schools with different matric success rates, in an attempt to uncover some of the reasons behind differing pass rates. The sample consisted of teachers from four high schools with different matric pass rates in the same rural area, same education district and circuit. The questionnaires consisted of the Job Stress Survey, Professional Commitment Scale, as well as the Organizational Climate Index.

The results indicated similarities in terms of the levels and sources of stress among the teachers from the two school types, as no significant differences between the schools were found. However, the teachers in schools with excellent matric pass rates have higher levels of commitment, and perceive their schools more favorably than the teachers in schools with poor matric pass rates. Significant correlations were also found to exist between teachers’ professional commitment and organizational climate.

Somech, Anit.; Bogler, Ronit (2002) “Antecedents and Consequences of Teacher Organizational and Professional Commitment”. The purpose of the present study was to examine the distinctive relationship of teacher professional and organizational commitment with participation in decision making and with organizational citizenship behavior (OCB).
The objectives of the study are as follows:

1. To examine the relationships between the domain of teachers’ participation in decision-making and organizational and professional commitment.
2. To examine the relationship between organizational and professional commitment and different dimensions of organizational citizenship behavior.

The hypotheses of the studies are:

1. Participation in technical decisions would be positively related to professional commitment.
2. Managerial participation would be positively related to organizational commitment.
3. Professional commitment will be positively correlated with OCB toward the student. Organizational commitment would be positively correlated with OCB toward the team and the organization.
4. To sum these theoretical perspectives suggest a model to study the role of professional and organizational commitment as mediating the participation-OCB relationship.
5. The model postulates that participation in technical decisions functions to enhance OCB toward the student through the mechanism of professional commitment.

Participation in managerial decisions functions to enhance OCB toward the team and the organization as a whole through the mechanism of organizational commitment. The sample consisted of a wide cross section of middle and high schools in Israel. The data were collected through questionnaires from a sample of 983 teachers at 25 middle schools and 27 high schools in Israel.

The results of the structural equation model confirmed the main hypotheses and depicted distinctive patterns of relationships regarding professional commitment and organizational commitment in schools. First, whereas participation in the managerial domain was positively associated with both the professional and the organizational commitment, participation in the technical domain was positively related with only teachers’ professional commitment. Second, professional commitment was positively associated with OCB toward the student, whereas
organizational commitment was positively associated with all three dimensions of OCB (toward the student, the team, and the organization).

3. STUDIES ON COMMITMENT TOWARDS PROFESSION OTHER THAN TEACHING:

Ahmad Habib; Khursheed Ahmad and Idrees Ali Shah (2010) “Relationship between job satisfaction, job performance, attitude towards work and organizational commitment”. This paper examines the relationship of job satisfaction with performance, organizational commitment and attitude towards work. The paper also tests the existence of any relationship between job performance, organizational commitment and attitude towards work. This study is the first of its kind in Pakistan in the sense that it will check the relationship between four variables. Also the effect of demographic variables like gender, income, age, department and education of the respondents on the above said variables is included in the study.

The hypotheses of the study are as follows:
1. Organizational commitment and attitude towards work has statistically insignificant impact on Job satisfaction.
2. Organizational commitment and attitude towards work has statistically insignificant impact on performance.
3. The relation between job satisfaction and job performance is statistically insignificant.

This paper conducts survey from 310 employees of 15 advertising agencies. Response patterns, analyzed by gender, education, department, income and age are also discussed. Results show a weak relation between job satisfaction and performance where as organizational commitment has strong positive relation with performance and attitude towards work has a strong positive relation with job satisfaction. The study identifies insignificant impact of organizational commitment on job satisfaction and attitude towards work on job performance.

4. CONCLUSION ON THE STUDIES RELATED TO COMMITMENT:
The above mentioned literature covered various variables and the level of teachers’ commitment. The commitment research is of recent origin. Most of the available researches have been found to focus on professional commitment, teacher commitment and organizational commitment, but very few studies are exquisitively done on attitude and work commitment as two variables under the same study. Also many of the scholars have focused their studies more on organizational commitment than professional or teacher commitment. The scholars have more focused on positive consequences of commitment to organization and profession in comparison to its negative consequences. The trends showed that the positive consequences of commitment could be more safely hypothesized. The studies have focused on antecedents and consequences of organizational commitment and professional commitment. The inter linkage between different dimensions of commitment and also with job satisfaction, job involvement, quality of performance, life satisfaction have also been measured and identified. Studies related to commitment phenomenon are more popular abroad in comparison to India. Empirical studies related to teacher commitment and work commitment of teachers is very few in Indian context. A beginning has of course, been made. It offers a wide area of educational research in our country.

A review of cross cultural studies related to commitment has highlighted the fact that an adequate number of standardized scales and tools of measurement are available in the field which can be profitably being tested in Indian situations. Some of the variables examined in the literature were teachers’ gender, qualification, experience, school climate, school environment, age, salary and marital status. Many studies revealed a strong relationship between commitment and the variables studied. For example, some studies showed that more satisfied teachers are more committed to their schools. They also indicated a close relationship among the variables related to commitment to school, commitment to work group, commitment to teaching occupation and commitment to teaching work. Moreover, they indicated a positive relationship between commitment and marital status in favor of unmarried, commitment and age in favor of who were 50 years old and more, commitment and experience in favor of who served for 25 years, and commitment and qualifications in favor of doctoral degree holders. Professional commitment on the other hand has been widely studied in other fields especially organizations,
industries, companies and doctors in the period of 1980s and 1990s. Hence the researcher felt a combined study of the variables attitude and work commitment of the teachers towards the teaching profession has to be studied in relation to their personal variables like gender, experience, academic qualification and pay scale. It is very much essential to know how it affects the variables in the present education system especially in the aided and unaided schools.