SUMMARY

6.1 INTRODUCTION

A sound and effective system of education results in the enfoldment of learner’s potentialities, enlargement of their competencies and transformation of their intelligence, aptitudes, interests, attitudes and values. Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalization of education with an explicit aim of providing “Quality education for all”

The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. He / She not only imparts knowledge to his/ her students, but also acts as an agent of social change and moulds the character of students. He is the backbone of the society. The teacher plays an important role in shaping and moulding the character of students. The personality of the teacher is a significant variable in the classroom.

PROFESSIONAL COMMITMENT

Professional has implications for an individual at the organizational and occupational level. A level of behavior is expected by the organizational employing like professional, as well as by the external peer group that makes up the profession. The extent to which individuals behave in the expected manner can be reflected in their commitment to the organization & profession. Commitment can be defined as (i) a belief in and acceptance of the goals and values of the profession (ii) a willingness to exert considerable effort on behalf of the profession. (iii) a desire to maintain membership in the profession

Professional Commitment can be generally defined as a career focus form of work commitment and as one of the important factors determining people’s work behavior. Professional commitment of the teachers represents different ways in which the teachers perceive, understand and conceptualize the phenomenon of commitment.

The commitment of the teachers can be identified in the six different forms. These six categories represent different ways that teacher perceive, understand and
conceptualize the phenomenon of commitment of the teachers. The six identified categories are:

1. **Teacher commitment as a passion**: This concept sees teacher commitment as a passion or a positive emotional attachment to the work involvement in teaching generally or a specific aspect of teaching.

2. **Teacher commitment as an investment of time**: Outside of contact hours with student this conception identified teacher commitment as an investment of extra time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or invisible time invested of the school site.

3. **Teacher commitment as a focus on the individual**: This conception considers teacher commitment to be sharp focus on the needs of the student; student needs are discussed as either emotional or academic.

4. **Teacher commitment as a responsibility to impart knowledge, attitudes values and beliefs**: This concept considers teacher commitment as taking responsibilities for imparting a body of knowledge and for certain attitudes, values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on core set of skills, understandings and values.

5. **Teacher commitment as maintaining professional knowledge**: This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning with in this conceptualization in the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.

6. **Teacher commitment as engagement with the school community**: This conception considers teacher commitment to be the willingness to engage with the school and the school’s community within belief that teachers have a professional responsibility that teacher beyond the four walls of the class-room and perhaps even extends beyond the boundary of the school.
The shapes of professional commitment and accordingly of organizational commitment represent behavioral predictors of work achievement, absenteeism, fluctuation but also of the professional satisfaction.

Commitment has been also identified as in the following five dimensions:

1. **Commitment to the Learner** includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all-round development etc. The primary duty of a teacher is to help each learner to the best of his ability to become a worthy and effective member of society. It is his/her personal responsibility to regard the moral, intellectual, physical, social and aesthetic development of the students.

2. **Commitment to the Society** indicates the awareness and concern about the impact of the teachers’ work on the welfare of the society, democratic values of the nation.

3. **Commitment to the Profession** indicates the dedication to the profession, professional ethics and sense of vocation.

4. **Commitment to Achieve Excellence** means the achievement in all aspects of a teacher’s roles and responsibilities, care and concern for doing everything in the classroom, in the school and outside the school academically.

5. **Commitment to Basic Human Values** indicates the teachers should be a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objective and intellectual honesty, national loyalty etc.

**PERSONALITY**

“Personality is what a man really is.” Every man exists and everyone has personality. The word personality has been derived from the Latin word ‘persona’, which was the mask, which Greek actors wore while acting. This, however, is not the meaning taken in the modern word of personality. Thus personality is not a fixed state but a dynamic totality, which is continuously changing due to interaction with the environment. Personality is known by the conduct, behaviour, activities, movements and everything else concerning the individual. It is the way of responding to the environment.
The way in which an individual adjusts with the external environment is personality. In the words of Munn. “Personality may be defined as the most characteristic integration of an individual’s structure, modes of behaviour, interest, attitudes, capacities, abilities and aptitudes”. Behaviour requires integration. Thus integration of various traits is found differently in different persons. As a general rule every healthy individual has some sort of integration. The peculiar forms of integration in a particular individual are his personality traits. Thus personality is the most characteristic integration of an individual. It is personality which marks distinction in one man and another. In the words of Gordon Allport, “Personality is the dynamic organization within the individual, of those psycho-physical systems that determine his unique adjustment to his environment.” This personality is the organization of the internal and external activities. It includes the external appearance, qualities, aptitudes and capacities, etc. It is the result of the interaction of the individual with the environment. It is the total quality of the individual’s behaviour. Individual affects other individuals through his personality. Thus personality is manifested in his various activities. In short, personality is the total quality of the structure behaviour, attitudes, interests, capacities, aptitudes, and behaviour patterns, which are manifested in his relation with the environment.

On the basis of personality Jung has accepted two types of people- Introvert and Extrovert.

**INTROVERT**

As the name suggests, the mental tendencies of these people are directed, not outwards of people around them, but rather inwards to themselves. They are thus self centered and lovers of solitude. With them, thinking predominates and they are engaged in thinking and contemplation. They are busy in their thoughts and they try to impress others only by their thoughts. They are idealists who think very much about the future. Usually, they take more interest in the physical environment composed of trees, plants, machines, etc., than they do in their social environment. Neither do they come to any decision in haste and nor do they act on it promptly. They are not experts in behaviour, but they pay more attention to thought than work. People like scientists, philosophers and poets make up this group.
EXTROVERTS

These people take more interest in others and like to mix with people of similar temperaments. They are realistic and face the problems of life objectively and are always ready to partake of any social activity around them. They take part freely in any social give and take. They are dominated by emotions, whereby they take decisions quickly and act on them with delay. They are skilled in etiquette. The extrovert group is made up of traders, players, actors, social and political leaders, etc.

LOCUS OF CONTROL

According to Rotter, (1966) “Locus of control the degree to which the individual perceives that the reward follows from, or is contingent upon, his own behaviour or attributes versus the degree to which he feels the reward is controlled by forces outside of his/ or herself and may occur independently of his or her own action” The increasing pace of global, economic and technological development makes change an inevitable feature of professional life. Substantial empirical work hallmarks the importance of this personality characteristic in explaining successful implementation of organizational change (Devos and Bouckenooghe 2006)

Locus of control describes the extent to which people believe that they influence events in their lives. Those with an internal locus of control perceive that they can manage situations with their decisions and behaviors, whilst those with an external locus of control believe that what happens to them is beyond their influence, a result of luck of fate (rotter-1966).

Psychologists have recognized internal and external locus of control. Locus of control, according to Rotter’s approach, can be divided into two separate sources of control: internal and external. People with an internal locus of control believe that they control their own destiny. They also believe that their own experiences are controlled by their own skill or efforts.

In contrast, people with external locus of control believe that their lives are determined mainly by sources outside themselves like fate, chance, luck or powerful
others. People with a strong internal locus of control believe that the responsibility for whether or not they get reinforced ultimately lies with themselves. Internals believe that success or failure is due to their own efforts. In contrast, externals believe that reinforcements in life are controlled by luck, chance, or powerful others. Therefore, they see little impact of their own efforts on the amount of reinforcement they receive. Locus of control is understood as bipolar construct, ranging from external to internal.

EXTERNAL LOCUS OF CONTROL

External Locus of Control: the tendency to attribute causes of events to factors outside oneself or beyond one’s control *(Rotter, 1966)*

Individual believes that his/her behavior is guided by fate, luck or other external circumstances. In other words, external includes those people who believe that fate, “luck” or the odds control what happens to them.

**External subjects may be categorized on the basis of the following characteristics:**

- They take longer time with chance instructions.
- They may be described as lacking self-confidence or suffering from inferiority feelings.
- Extreme internals also appear less adjusted.
- Highly external people are unable to arrive at a stable evaluation of their own skills.
- Highly external people raise their expectancy after failure and lower after success.
- Externals prefer games based on chance or luck.

INTERNAL LOCUS OF CONTROL

Internal Locus of Control: the tendency to see oneself as responsible to what happens; to think that one’s actions determine the events *(Rotter, 1966)*

Individual believes that his/her behavior is guided by his/her personal decisions and efforts.
Individuals with an internal locus of control view events as resulting from their own actions. Persons with an external locus of control view events as being under the control of eternal factors such as luck (Marsh & Weary, 1995).

People tend to describe their changes of future successes or failures either to internal or external causes. Persons with an internal locus of control see themselves as responsible for the outcomes of their own actions. These individuals often believe that they control their destiny, and are often observed to excel in educational or vocational realms. Someone with an external locus of control, on the other hand, sees environmental causes and situational factors as being more important than internal ones. These individuals would be more likely to see luck rather than effort as determining whether they succeed or fail in the future, are more likely to view themselves as the victim in any given situation.

**ATTITUDE TOWARDS TEACHING**

Teaching is the best profession. Attitude towards teaching is a psychological determinant where effective experience brings changes towards teaching. Teacher’s Attitude towards Teaching may be positive or negative but are of great significance for efficient and profitable functioning of any institution. Teacher who have greet satisfaction with their job and positive Attitude towards Teaching, enjoy their profession and prefer teaching in spite of many economic or social abuses. On the other hand a teacher who has a negative attitude will not enjoy teaching rather feel like a fish out of water. If a teacher has a positive attitude towards teaching, he can bitterly satisfy his inner self.

For the professional preparation of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values, and beliefs. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant.

In addition a teacher’s attitudes not only affect his behavior in the classroom but also influence the behavior of his students. Moreover effective and productive learning
on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction.

Professional attitude is the teacher’s attitude towards teaching profession. An attitude is a more or less stable set or disposition of opinion, interest or proposes, involving expectancy of a certain kind or experience and readiness with an appropriate response.

6.2 JUSTIFICATION OF THE PROBLEM

If a country wants to have quality education it must have quality teachers. Hence, teacher should have professional commitment enough to bring desirable changes in learners. The goal of education cannot be achieved unless teachers have necessary professional commitment in skills. The teacher education programs play a great role in this respect. These programs through their teachers, nurture divergent skill and serve as vehicles in the process of development of a nation. There is a need to introduce innovations and research support to modernize the student teaching programme. For example, there is a need to know empirically the core components of professional commitment. In addition to classroom commitment, contextual content and management skill need to be developed during training period. The relationship between professional commitment with product variables such as conceptual development of education in philosophical, psychological and sociological perspective development of teaching attitude towards teaching profession, locus of control and personality variable needs to be studied.

Even though the importance of professional commitment is very widely accepted; researches in this field of professional commitment and the relationship with personality, locus of control and attitude towards teaching are very meager. In the changed political, social and economic conditions of our county the demand made on teachers are many. Unless there is clarity about the characteristics of effective teachers and the relationship of their professional commitment with personality, locus of control, attitude towards teaching, it is difficult to state in tangible terms and arrange training programmers in training colleges. Therefore, the present study is undertaken by the investigator to
examine the professional commitment of secondary school teachers to their relationship with personality, locus of control, and attitude towards teaching. A scientific study is needed to probe into the relationship between professional commitment with their personality, locus of control and attitude towards teaching.

6.3 STATEMENT OF THE PROBLEM

Relationship of Professional Commitment of Secondary School Teachers with Personality, Locus of Control and Attitude towards Teaching

6.4 OPERATIONAL DEFINITIONS OF THE TERMS USED

PROFESSIONAL COMMITMENT

Professional Commitment of the teachers is defined as an individual’s socio-psychological bond, passion to teaching work, attitude, feelings, invisible time investment beyond contact hours of students, positive emotional attachment, loyalty, attain excellence and willingness to engage with the profession including a sense of job involvement in the values and belief of the profession.

PERSONALITY

Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to the environment.

INTROVERT PERSONALITY

Introvert Personality of Secondary School Teacher whose scores are below -15.

EXTROVERT PERSONALITY

Extrovert Personality of Secondary School Teachers whose scores are above +15.

LOCUS OF CONTROL

Locus of control is the belief of an individual transcending specific circumstance that they control their own destiny or are controlled by sources outside themselves like, fate, chance, luck, power etc.
INTERNAL LOCUS OF CONTROL

Internal Locus of Control of secondary school teachers controls their own destiny and whose scores are below 39.

EXTERNAL LOCUS OF CONTROL

External Locus of Control of secondary school teachers controls by external sources and whose scores are above 57.

ATTITUDE TOWARDS TEACHING

Attitude towards Teaching is defined as the individual learned, enduring and predisposition to respond consistently and generalized reaction for or against a specific psychological object or the situation. The psychological object or the situation means positive or negative feelings towards teaching through social influence.

HIGH ATTITUDE TOWARDS TEACHING

High Attitude towards Teaching of Secondary School Teachers is those who scored above 75 percentiles.

LOW ATTITUDE TOWARDS TEACHING

Low Attitude towards Teaching of Secondary School Teachers is those who scored below 25 percentiles.

6.5 OBJECTIVES OF THE STUDY

1. To study the relationship between Professional Commitment and Personality of the Secondary School Teachers.
2. To study the relationship between Professional Commitment and Personality of the male Secondary School Teachers.
3. To study the relationship between Professional Commitment and Personality of the female Secondary School Teachers.
4. To study the relationship between Professional Commitment and Introvert Personality of the male Secondary School Teachers.
5. To study the relationship between Professional Commitment and Introvert Personality of the female Secondary School Teachers.
6. To study the relationship between Professional Commitment and Extrovert Personality of the male Secondary School Teachers.
7. To study the relationship between Professional Commitment and Extrovert Personality of the female Secondary School Teachers.
8. To study the relationship between Professional Commitment and Locus of Control of the Secondary School Teachers.
9. To study the relationship between Professional Commitment and Locus of Control of the male Secondary School Teachers.
10. To study the relationship between Professional Commitment and Locus of Control of the female Secondary School Teachers.
11. To study the relationship between Professional Commitment and Internal Locus of Control of the male Secondary School Teachers.
12. To study the relationship between Professional Commitment and Internal Locus of Control of the female Secondary School Teachers.
13. To study the relationship between Professional Commitment and External Locus of Control of the male Secondary School Teachers.
14. To study the relationship between Professional Commitment and External Locus of Control of the Female Secondary School Teachers.
15. To study the relationship between Professional Commitment and Attitude towards Teaching of the Secondary School Teachers.
16. To study the relationship between Professional Commitment and Attitude towards teaching of the male Secondary School Teachers.
17. To study the relationship between Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers.
18. To study the relationship between Professional Commitment and low Attitude towards teaching of the male Secondary School Teachers.
19. To study the relationship between Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers.
To study the relationship between Professional Commitment and high Attitude towards teaching of the male Secondary School Teachers.

To study the relationship between Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers.

To find out the difference between male and female Secondary School Teachers on Professional Commitment.

To find out the difference between government and private Secondary School Teachers on Professional Commitment.

To find out the difference between urban and rural Secondary School Teachers on Professional Commitment.

**6.6. HYPOTHESES OF THE STUDY**

1. There is no significant relationship between Professional Commitment and Personality of the Secondary School Teachers.

2. There is no significant relationship between Professional Commitment and Personality of the male Secondary School Teachers.

3. There is no significant relationship between Professional Commitment and Personality of the female Secondary School Teachers.

4. There is no significant relationship between Professional Commitment and Introvert Personality of the male Secondary School Teachers.

5. There is no significant relationship between Professional Commitment and Introvert Personality of the female Secondary School Teachers.

6. There is no significant relationship between Professional Commitment and Extrovert Personality of the male Secondary School Teachers.

7. There is no significant relationship between Professional Commitment and Extrovert Personality of the female Secondary School Teachers.

8. There is no significant relationship between Professional Commitment and Locus of Control of the Secondary School Teachers.

9. There is no significant relationship between Professional Commitment and Locus of Control of the male Secondary School Teachers.
There is no significant relationship between Professional Commitment and Locus of Control of the female Secondary School Teachers.

There is no significant relationship between Professional Commitment and Internal Locus of Control of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and Internal Locus of Control of the female Secondary School Teachers.

There is no significant relationship between Professional Commitment and External Locus of Control of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and External Locus of Control of the Female Secondary School Teachers.

There is no significant relationship between Professional Commitment and Attitude towards Teaching of the Secondary School Teachers.

There is no significant relationship between Professional Commitment and Attitude towards Teaching of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers.

There is no significant relationship between Professional Commitment and low Attitude towards teaching of the male Secondary school Teachers.

There is no significant relationship between Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers.

There is no significant relationship between Professional Commitment and high Attitude towards Teaching of the male Secondary School Teachers.

There is no significant relationship between Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers.

There is no significant difference between male and female Secondary School Teachers on Professional Commitment.

There is no significant difference between government and private Secondary School Teachers on Professional Commitment.

There is no significant difference between urban and rural Secondary School Teachers on Professional Commitment.
6.7 DELIMITATIONS OF THE STUDY

1. The study was confined to 300 subjects of Secondary School Teachers (male and female) of three districts of South Haryana state i.e. Gurgaon, Rewari and Mohindergarh.

2. The study was delimited to four variables i.e. Professional Commitment, Personality, Locus of Control and Attitude towards Teaching.

3. The study is confined to forty (40) secondary and senior secondary schools of Haryana (rural, urban, government and private) affiliated with Board of School Education, Haryana, Bhiwani.

6.8 THE SAMPLE OF THE STUDY

The stratified random sampling technique was used in the present study. Three hundred (300) male and female, urban and rural, government and private Secondary School Teachers as subjects were included in the present study. Forty (40) Secondary and Senior Secondary Schools affiliated to the Board of School Education, Haryana, Bhiwani were taken in the study. The study included three (3) district of South Haryana i.e. Rewari, Gurgaon, Mohindergarh.

6.9 VARIABLES INVOLVED IN THE STUDY

DEPENDENT VARIABLE

➢ Professional Commitment

INDEPENDENT VARIABLES

➢ Personality
➢ Locus of control
➢ Attitude towards Teaching

6.10 TOOLS USED IN THE STUDY

The following tools were used by the investigator in the present study:

6.11 METHODS OF THE STUDY

There are three main methods of research, namely:

- Historical
- Descriptive
- Experimental

- Historical method deals with the study of the past events, practices and developments in order to understand the present.

- Descriptive method is concerned with the present conditions, situations, events and practices and deals with relationship among variables.

- Experimental method describes what will happen when certain variables are controlled or manipulated.

The present study does not deal with the past, nor is concerned with what will happen if certain variables are manipulated and therefore, it does not use the historical or experimental method. It uses the descriptive method to study the problem relationship of Professional Commitment of Secondary School Teachers with Personality, Locus of Control and Attitude towards Teaching.

6.12 PROCEDURE OF DATA COLLECTION

In the present study tools were employed on a sample of 300 Secondary School Teachers of forty (40) government and private, urban and rural area of Rewari, Gurgaon, and Mohindergarh of South Haryana state. Before collection of data permission of the head of the institution was taken by explaining to him /her purpose of the study. After getting the permission, tools were administrated to the teachers. The teachers were given instructions regarding filling the responses and were requested to give true responses.
After collecting data, scoring was done with the help of scoring key. The results were compared by using statistical techniques and then interpreted accordingly.

6.13 STATISTICAL TECHNIQUES USED

The descriptive statistical techniques i.e. Mean, S.D, Frequency Polygon and Bar diagrams were used for the present study. Inferential statistics like product moment of correlation and ‘t’ test was used in the study.

6.14 FINDINGS

1. There is a significant positive relationship between Professional Commitment and Personality of the Secondary School Teachers.
2. There is a significant positive relationship between Professional Commitment and Personality of the male Secondary School Teachers.
3. There is a significant positive relationship between Professional Commitment and Personality of the female Secondary School Teachers.
4. There is a significant positive relationship between Professional Commitment and Introvert Personality of the male Secondary School Teachers.
5. There is no significant relationship between Professional Commitment and Introvert Personality of the female Secondary School Teachers.
6. There is a significant positive relationship between Professional Commitment and Extrovert Personality of the male Secondary School Teachers.
7. There is a significant positive relationship between Professional Commitment and Extrovert Personality of the female Secondary School Teachers.
8. There is a significant positive relationship between Professional Commitment and Locus of Control of Secondary School Teachers.
9. There is a significant positive relationship between Professional Commitment and Locus of Control of the male Secondary School Teachers.
10. There is a significant positive relationship between Professional Commitment and Locus of Control of the female Secondary School Teachers.
11. There is a significant positive relationship between Professional Commitment and Internal Locus of Control of the male Secondary School Teachers.
12. There is no significant relationship between Professional Commitment and Internal Locus of Control of the female Secondary School Teachers.
13. There is a significant positive relationship between Professional Commitment and External Locus of Control of the male Secondary School Teachers.
14. There is a significant positive relationship between Professional Commitment and External Locus of Control of the female Secondary School Teachers.
15. There is a significant positive relationship between Professional Commitment and Attitude towards Teaching of Secondary School Teachers.
16. There is a significant positive relationship between Professional Commitment and Attitude towards Teaching of the male Secondary School Teachers.
17. There is a significant positive relationship between Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers.
18. There is a significant positive relationship between Professional Commitment and low Attitude towards Teaching of the male Secondary School Teachers.
19. There is a significant positive relationship between Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers.
20. There is a significant positive relationship between Professional Commitment and high Attitude towards Teaching of the male Secondary School Teachers.
21. There is a significant positive relationship between Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers.
22. There is no significant difference in the male Secondary School Teachers and the female Secondary School Teachers on Professional Commitment.
23. There is no significant difference in government and private Secondary School Teachers on Professional Commitment.
24. There is no significant difference in urban Secondary School Teachers and rural Secondary School Teachers on Professional Commitment.

6.15 CONCLUSIONS & DISCUSSION

The conclusion of the present study was that the significant positive relationship was found between Professional Commitment and Personality of Teachers including male Extrovert, female Extrovert and male Introvert Secondary School Teachers but no
significant relationship was found between Professional Commitment and female Introvert Secondary School Teachers. It can be concluded that the Extrovert Personality of male and female were more Professionally Committed than the Introvert Personality. Nachimuthu (2006) studied occupational commitment in relation to personality and found that there existed a significance relationship between personality and occupational commitment. Sugirthan (2009) explored personality development of high and higher secondary school teachers in Tuticorin district Tamil Nadu state and found that male dominant over the female in personality dimension index.

The External Locus of Control on Professional Commitment of male and female Secondary School Teachers dominated but in male Secondary school Teacher’s Internal Locus of Control is dominated. The female teachers are more affected by external stimuli like fear etc. The organizational climate for the female secondary school teachers should be fearless for commitment in profession. Basi and Kaur (1991) were found that the female language teachers were found more externally controlled and satisfied with job. Inanath (2007) studied the role of sex and area of residence in developing locus of control. Female have exhibited more external locus of control than males. Those who live in rural areas develop significantly more external locus of control than those living in urban areas.

The study revealed that the high and low Attitude towards Teaching of male and female teachers developed positive relationship towards Professional Commitment. Ganpathy (1992) studied the self-concept of student, teachers and their attitude towards the teaching profession and found that both male and female student teachers had a favourable attitude towards teaching. Hussain (2011) conducted a study to measure the attitude of secondary school teachers towards their teaching profession. Significant positive relationship was found between Attitude towards Teaching and teaching profession. The female secondary school teachers have more positive attitudes towards the profession as compare to the male secondary school teachers. The majority of teachers working in the rural areas were more committed and satisfied as compared to the teachers working in the urban areas.
The study revealed that no significant influence on the Professional Commitment of male and female Teachers teaching in the Secondary School. *Sharma S. (2010)* studied professional commitment of teacher’s educators in relation to their organizational climate and gender difference and found that gender had no significant influence on the professional commitment of teacher educators teaching in the college of education. *Maheshwari (2011)* studied that gender was a predictor of teacher commitment and female teachers exhibited higher commitment than their male counterpart. *Arjunan and Balamurugaon (2013)* studied professional commitment of teachers in tribal areas and found that there was significant difference between male and female teachers. *Gupta P. & Jain S. (2013)* studied professional commitment among teachers educators and found that there was no significant difference between professional commitment of male and female teacher educators.

The study revealed that no significant influence on the Professional Commitment of government and private Teachers teaching in Secondary Schools.

The study revealed that no significant influence on the Professional Commitment of urban and rural Teachers teaching in Secondary Schools. *Gupta P. & Jain S. (2013)* studied professional commitment among teachers educators and found that there was no significant difference between professional commitment of urban and rural teacher educators.

### 6.16 EDUCATIONAL IMPLICATIONS

1. The Professional commitment of private secondary school teachers is significantly higher than that of professional commitment of Government secondary school teachers. The Government secondary school teachers must realize this and should introspect and find out the reason of deteriorating professional commitment. Teachers must have some kind of accountability towards their profession. They should continuously be involved in their professional growth in terms of undertaking research writing research papers, conducting workshop and seminars, attending conferences workshops and
seminars and presenting papers etc. this will bring professionalism among teachers and in turn will enhance their professional commitment.

2. Attitude towards teaching is one of the major predictors of success in teaching profession. The management should test attitude towards teaching of candidates more comprehensively during selecting of teachers. They should select those candidates who have favourable attitude towards teaching.

3. The management of private school should focus on how to enhance the personality level of teacher. The management should not involve in getting high profit at the low cost of quality of education. The management should give a decent salary as per Haryana Government norms besides providing other facilities to the teachers.

4. There should be some kind of assurance of job security of teachers. They should be given ample of opportunities’ in terms of conducting workshops and seminars, attending conferences, workshops and seminars etc. This will bring professionalism among teachers and in turn will enhance the personality and attitude towards teaching of private sector school teachers.

5. Teaching skills are specific instructional techniques and procedures that a teaching may use in classroom they represent an analysis of the teaching process into relatively discrete components that can be used in different combination in the continuous flow of the teacher’s performance.

6. The teacher must have knowledge of child development of the material to be taught and suitable methods of teaching. It is the culture of his students which may not be his own and of some interest of his own. His skill must enable him to teach advice and guide his students, community and culture with which he is involved. His attitude should be positive without being aggressive so that his example is likely to be followed as he transmits explicitly and implicitly the national aims and ideas and moral and social values.

7. The effective teaching of a teacher plays an important role in making him or her competent and professional teacher. The schools having good and effective teachers can succeed in reshaping the country. Good teachers are responsible for improving the quality of the nation’s citizens, because the quality of a nation is
judged by the quality of its citizens. The later is mostly determined by the educational systems in the nation which in turn is decided by what type of teacher it has. Therefore the finding of the present study has special implications for teacher educations and administrations concerned with the planning, training and teaching of the child.

8. It should be ensured in school system that teachers feel that their social needs are being satisfied and at the same time they are enjoying a sense of accomplishment in their job. Only after the reframed educational system with the provisions of differential promotions, provisions of special classes and special schools enriched interesting and diversified curriculum, new and innovative methods of teaching like project method, problem solving method, assignment method and scientific inquiry techniques’ be adopted keeping in view the individual differences.

9. The professional commitment is not much influenced by demographic factor that is gender difference. The commitment characterizes as a highly personal way of viewing the self and its relation to the education. So that the policy maker or authority may consider that instead of just discussing the way to show their commitment that is their practice, the authority are investigating about education, their value system and self realization of teachers which is not changed as much according to their gender difference.

6.17 SUGGESTION FOR FURTHER RESEARCH

Following suggestions can be considered for further research investigation.

- The further researches can be extended to other part of Haryana i.e. North, East, West of Haryana.
- The study can be done on private-aided, un-aided, un-recognized, schools of Haryana and neighboring states of Haryana.
- The research study can be done on other variables like, creativity, interest, organizational commitment and aptitude in different branches of study.

The experiment study as a method can be tried out to see the relationship between independent and dependent variables.