CHAPTER-II

REVIEW OF RELATED STUDIES

In the previous chapter one, we dealt with the introduction of the problem and its background. In this chapter an attempt has been made to present a brief review of research available in the particular field concerning the problem. Without knowing the past we cannot do something new in any field. If we want to do something new it is necessary to scan the past of the particular subject of the field and its related literature. Survey of related subject of the field and it related literature. Survey of related literature is an essential pre-requisite to actual planning and execution of any research work. It helps the investigator in selection of problem, stating the problem, defining it, in delimiting and in writing various objectives and formulating hypotheses. The survey of related literature gives the researcher an understanding of the research methodology, which refers to the way study is to be conducted.

Man being at the peak of the creation is the only animal that does not have to begin a new in every generation but can take advantage of the knowledge, which has been accumulated through the centuries. The importance of related literature or related studies cannot be denied in any research. Such literature provides the researcher with the footprints of earlier travelers gone ahead on the same route; they save him from the pitfalls and help him in removing the hindrances, which are likely to come in his way. Related literature works as a guidepost not only with regard to quantum of work done in the field, but also enables us to perceive the gap and lacuna in the concerned field of research.

The review of related studies is an exact piece of work calling for a deep insight and clear-cut perspective of the overall field. It is a crucial step which invariably minimizes the risk of the dead ends, rejected topics, rejected studies, wasted efforts, trial and error activities and even more important, erroneous finding based on a faulty research design. The review of literature also promotes greater understanding of the problem and its crucial aspects and ensures the avoidance of unnecessary duplication.

Emphasizing the importance of survey of related literature, C.V. Goods and others mentioned, “The competent physicians must keep constantly abreast of the latest
discoveries in the field of medicine, the successful lawyer must be able to locate the information pertaining to the case in hand; obviously, the careful student of education, a researcher and investigator should become familiar with the location and use of sources of educational information.”

The review of related studies imply locating, studying and evaluating reports of relevant researches, study of published articles, going through related portions of Encyclopedias and Research Abstracts, study of pertinent pages out of comprehensive books on the subjects and going through related manuscript if any. For any worthwhile study in any field of knowledge the research worker needs an adequate familiarity with the work, which has already been done in the area of his choice. He needs to acquire up-to-date information about what has been thought and done in the particular area. He has to build upon the accumulated and recorded knowledge of the past. He draws maximum benefits from the previous investigations, utilizes the previous findings, take many hints from the designs and procedure of previous researches, matches his conclusions with the conclusions drawn earlier and tries to add form his side to the existing store of knowledge.

The preliminary survey of previous studies, literature, discussions and experiences related to the problem under investigation may accomplish a number of purposes. The search for related material is a time consuming but fruitful phase of any research programmed. Its specific purposes are:

- It helps the research worker to find out what is already known, what others have attempted to find out, what methods of attack have been promising or disappointing and what problems remain to be solved. It shows whether the evidence already available, solves the problem adequately without further investigation.
- It is the basis of most of the research projects in various sciences and humanities. It forms the foundation upon which all future work will be built.
- It enables him to know the means of getting to the frontier in the field of his research. Unless he has learnt what others have done and what still remains to be done, he can’t develop a research project that will contribute something to the knowledge existing in his field.
- It furnishes him with indispensable suggestion about comparative data, good procedures, likely methods and tired techniques.
- Through it he will also know in detail about all related research projects in progress, which are not completed or reported.
- The insight into the methods, measures etc. employed by others will lead to significant improvement of his research design.
- It makes him alert to research possibilities that have been over looked and research approaches that have proved to be sterile.
- It provides ideas, theories, explanations, hypotheses and methods of research, valuable in formulating and studying the problem.
- It prevents pointless repetition of research.

Keeping in view the importance of related studies the investigator reviewed the related literature. It is based on the material like Survey of Research, Research Journals, Abstracts and Encyclopedias available in the university library, some other universities and educational research centers of the country as well as studies available on website have been discussed under the following categories.

Studies in India
- Studies related to Professional Commitment.
- Studies related to Personality
- Studies related to Locus of Control
- Studies related to Attitude towards Teaching.

Studies abroad

This is followed by the review of the studied on the relationship of one variable to the others.

2.1. STUDIES IN INDIA

2.1.1. STUDIES RELATED TO PROFESSIONAL COMMITMENT

Thornton (1970) studied 383 junior college teachers with this objective to explore the effects of professional and non-professional involvement on the compatibility of organizational and professional commitment. Results of this study revealed that
organizational and professional commitment could be compatible to the extent to which one perceives organizational professional experiences and an organizational situation as affirming and exemplifying certain principles of professional determinism.

**Bem (1972)** conducted of self-perception on cognitive dissonance and holds the view that for employees who seek to maintain consistency among their attitudes, perceptions and behaviour commitment to a course of action may determine subsequent attitudes such as satisfaction.

**Dixit M. (1986)** made a comparison of job satisfaction between primary school teachers and secondary school teachers. The findings of the study were (i) primary school teachers of Hindi medium were more satisfied than secondary school teachers, while, in English medium schools, the level of satisfaction among primary and secondary school teachers was the same, (ii) female teachers were more satisfied than male teachers both at primary and the secondary level, (iii) at the primary level the middle age group was least satisfied and teachers of Hindi medium school were more satisfied than the teachers of English medium school.

**Hamek S.K. & Mohanlal J. (1990)** studied the impact of the variables of sex and experience on job satisfaction among secondary school teachers and found that women teachers were more satisfied with their jobs than men teachers.

**Sengupta P. (1990)** conducted a case study of men and women teachers of Calcutta University on professionalism of teachers. The finding of the study was that a large proportion of male teachers had higher professional involvement in comparison to women teachers.

**Bisaria (1991)** conducted a pilot study of mobility patterns and professional commitment of higher secondary teachers. The finding of the study was that frequent transfer and mobility patterns were negatively correlated with professional commitment.

**Coladarci T. (1992)** studied teacher’s sense of efficacy and commitment to teaching. The finding of the study was that teaching commitment was higher for female teachers.

**Singh H.L. (1993)** attempted to know precisely what the dominant values of teachers whether their attitude towards their profession was favourable or not and whether they
were satisfied with their job or not. It was concluded that teachers were found to be moderately satisfied with all factors of job satisfaction except with economic benefits, physical, facilities and administration. There were no differences in the level of satisfaction of teachers due to difference in age. Female and unmarried teachers were more satisfied with all the factors than the male and unmarried teachers.

Sinha & Prabhat (1993) studied the relationship of ego strength and job satisfaction among secondary school teachers. The findings of the study were (i) ego strength and job satisfaction were significantly related, (ii) male and female teachers did not differ significantly on their ego strength, (iii) male teachers had higher level of correlation than their female counterparts in their relationship of ego strength and job satisfaction.

Thakur (1996) studied a comparative study of job satisfaction of government and non-government school principals. The findings of the study were (i) there was a significant difference on the level of satisfaction between the female and male principals working in non-government secondary schools, (ii) There was no significant difference on the level of satisfaction between the principals working in the government and non-government secondary schools.

Singh K. & Billingsley B. S. (1998) studied professional support and its effects on Teacher’s commitment. The findings of the study were (i) principal leadership / support not only influenced professional commitment directly but also affected professional commitment indirectly through peer support, (ii) teachers are likely to be more professionally committed when principal leadership/support is strong, (iii) gender, education and experience had relatively smaller effects all three variables showed significant effects on professional commitment, (iv) gender had the strong effect, indicating that female teachers feel more committed to the profession than do male teachers.

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

Kudva (2000) studied the relationship between professional aspects of teachers and their burnout. The finding of the study was that professional commitment has a
significant negative relationship with the development of negative attitude towards students and as lack of personal achievement.

Sharma & Anita (2001) studied commitment among teachers engaged in inter-colleges, degree colleges and the teachers of C.C.S. University Meerut, in campus. The findings of the study were (i) age, sex, and faculty had no bearing effect on commitment, whereas the level of education i.e. primary, secondary and higher contributed to the development of commitment, (ii) teachers engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education, (iii) higher academic career, achievement and higher commitment went together.

Shishupal (2001) studied teachers of B. Ed. classes with an intension to enguage their commitment to teaching profession. The findings of the study were (i) the teacher-trainees exhibited a fair degree of commitment to teaching profession; (ii) cast categories have some influence in determining levels of commitment.

Kumar & Patnaik (2004) studied organizational commitment, attitude towards work and job satisfaction of post-graduate teachers. The findings of the study were (i) the organizational commitment is moderately related to attitude towards work, (ii) who are committed towards organization have positive attitude towards work, (iii) job satisfaction and attitude towards work are highly correlated.

Nibedita (2004) examined occupational stress and job satisfaction in relation to professional commitment and background factor in primary school teachers of tribal areas. The findings of the study were: (i) the highly professionally committed teachers were found high degree of job satisfaction, (ii) the primary school teachers in tribal area have been found to have average level of job satisfaction and are highly committed to their profession.

Magdalena (2009) studied to assess the professional commitment in teachers working in the primary and pre-schools. The Findings of the study were (i) a significant effect of age on professional commitment, (ii) a considerably low level of commitment of teachers having age above thirty years (iii) the highly experienced teachers are less committed.
Sood & Anand (2010) studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. The findings of the study were: (i) the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh was moderate, (ii) significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience, (iii) NET qualified and Non NET qualified teacher educators were found to have similar level of commitment towards their profession.

Sharma S. (2010) studied professional commitment of teacher educators in relation to their organizational climate and gender difference. The finding of the study was that gender had no significant influence on the professional commitment of teacher educators teaching in the college of education.

Maheshwari A. (2011) studied professional of commitment of School Teachers. The findings of the study were: (i) gender is a discriminator of professional commitment among teachers, (ii) female teacher have exhibited more professional commitment then male teachers, (iii) there is significance difference between means of male and female teachers with reference to six dimensions of professional commitment as dependent variables, (iv) female teachers were found to be more professional committed as compare to male teachers.

Anwer M.; Tahir T. & Batool S. (2012) studied professional role of teachers in government colleges and higher secondary schools for F. Sc. (first school certificate) programme in Punjab: A comparative study. The finding of the study was that the college teachers were found strong professional background in teaching profession as compared to higher secondary school teachers.

Arjunan M. & Balamurugan M. (2013) studied professional commitment of teachers working in tribal area school. The finding of the study was that male and female teaches working at secondary and higher secondary levels are not differing significantly at .05level on their overall professional commitment and its five dimensions of professional commitment.

Gupta P. & Jain S. (2013) studied professional commitment among teacher educators. The findings of the study were (i) the professional commitment of teacher’s
educators of Aggarwal College is extremely high, (ii) there was no significance difference between professional commitment of urban and rural teacher educators, (iii) there was no significance difference between professional commitment of male and female teacher educators.

2.1.2 STUDIES RELATED TO PERSONALITY

Saran S. A. (1975) studied on teacher’s attitude towards teaching profession and certain personality variables as related to their level of education and amount of experience. The findings of the study were: (i) the attitude of teachers towards the teaching profession was positive (ii) level of education was positively related to degree of attitude towards the teaching profession.

Gupta (1977) performed a study on the personality characteristics, adjustment level, academic achievement and professional attitude of successful teachers. The findings of the study were: (i) the personality traits of successful teacher’s differentiate them from less successful teachers mainly, (ii) successful and less successful teachers were different in personality characteristics, adjustment and attitude towards teaching, (iii) the personality factors as a group were better indications to teaching success than individual factors.

Rushton et. al. (1983) examined personality research creativity and teaching effectiveness in university professors. The finding of study was that the effective teachers were best described as liberal, sociable showing leadership and extraverted.

Radha (1984) compared the personality characteristics of high and low success of science teachers in teacher training. The finding of the study was that six of the nine personality variables show significant correlations with teaching performance in science. The variables were personal adjustment, scientific attitude and introversion- extraversion attitude towards academic work, science interest and social adjustment.

Som P. (1984) studied on teacher’s personality patterns and their attitude towards teaching and related areas. The findings of the study were: (i) female teachers tended to be higher than males in their attitude towards teaching profession, (ii) extroversion had no significant association with the attitudes but it was moderately negatively correlated
with the teacher attitudes other than that towards classroom teaching, (iii) introvert tended to have favorable attitude towards people.

Gupta (1985) studied the personality factors and family relationship of effective teachers in different types of schools viz, private, government, central and missionary school. The findings of the study were: (i) the personality factors of effective teachers differ from one type of school to another, (ii) central school teachers were proved better in teaching efficiency when compared with other groups, (iii) the female teachers and arts teachers were also better than their counterpart male and science teachers, (iv) in all types of schools (except in case of missionary schools) the female teacher’s performance proved better than that of male teachers.

Gupta S.P. (1986) studied the relationship between job satisfaction and personality needs, attitude and personality maturity. The findings of the study were: (i) personality need of achievement, affiliation and endurance are positively and significantly related with the job satisfaction of primary school teachers, (ii) in the case of secondary school teachers, need of achievement is positively related with job satisfaction, (iii) need of achievement and absorbent are positively related to the job satisfaction of college teachers, (iv) attitude towards teaching as career and personality maturity were also significant and were positive correlates of job satisfaction of college teachers.

Srinivasan V. (1992) studied personality traits of primary school teachers and their attitude towards teaching. The findings of the study were: (i) Age, sex, teaching experience and community did not significantly affect the attitude of the teachers towards teaching, (ii) government school teachers differed significantly from aided school teachers with regard to their attitude towards teaching. Women teachers differed significantly from men teachers with respect to lack of empathy, neuroticism and introversion, (iii) government school teachers differed from aided school teachers with regard to empathy and neuroticism traits, (iv) attitude of male teachers was positively correlated with empathy, ego ideal and neurotic traits of personality, it was negatively correlated with other personality traits, (v) While there was positive correlation between the attitude of government school teachers and their personality traits such as empathy, ego ideal and neuroticism and it was negatively correlated with personality traits.
Remo & Rinoi (2003) investigated the relationship between teacher’s personality profile and their attitude towards this profession and their training. The findings of the study were: (i) Systematic and interesting differences among the five personality profiles identified and the teacher attitude towards their initial training and their activity in the classroom. (ii) Differences also emerge with respect to both the perceived status of teacher and the interaction between personal and professional life.

Easwari (2004) examined relationship of personality with administrative and academic responsibility of education officers in Tamil Nadu. The findings of the study were: (i) there was no low positive relationship between administrative responsibility and personality factors of responsibility, (ii) there was no low positive relationship between academic responsibility and personality factors.

Nachimuthu (2006) studied occupational commitment in relation to personality. The finding of the study was that there existed a significance relationship between personality and occupational commitment.

Sharma (2008) designed a study to explore the personality and adjustment correlates of organizational commitment among college teachers of Haryana. The finding of study was that college teachers temperamentally characterized as conscientious, rule bound, venturesome, social bold, trusting, adaptable, practical, regulated by external realities, controlled and having home, health, emotional and occupational adjustment tend to be more committed to their organizations/institution.

Sugirthan (2009) explored personality development of high and higher secondary school teachers in Tuticorin district Tamil Nadu state. The findings of the study were: (i) male dominant over the female in personality dimension index, (ii) there was no significant different between married and unmarried teachers in personality dimensions index, (iii) there was no difference in personality dimension index in all the three types of teachers, (iv) there was no significant difference between teachers teaching through English and Tamil medium.

Sowmyah and Ningamma (2010) studied emotional intelligence in relation to personality. The findings of the study were: (i) there was a significant difference among urban extroverts and urban introverts. (ii) there was no significant difference in the mean of rural introverts and urban introverts and are least bothered about other’s feeling.

Thus researcher clearly linked personality of teachers to professional-commitment.
2.1.3 STUDIES RELATED TO LOCUS OF CONTROL

Ruchamn & Malikiosi (1974) studied to assess difference in locus of control orientation of 100 college students. The result indicated support for the predications that professionals would tend to believe that they exercised more personal control over events than college students and workers and they would also perceive their reinforcers as occurring more predictably than the members of the concerning the extent to which their lives are controlled by powerful others.

Bledso & Babes (1978) studied the personality correlates of locus of control among college women. The findings of the study were (i) internal women were more likely to be controlled, emotionally stables, conscious, trusting shrewd and sociable, (ii) external women were more likely to be excitable and insecure.

Donlan D. (1983) studied the effects of two models of staff development on self-development on self-awareness and attitudes of teachers with internal and external locus of control. The findings of the study were (i) no significant differences were found between treatment groups with regard to attitudes towards in-service education, (ii) significant differences were found with respect to locus of control on all three scale specifically teachers of internal locus of control showed significantly more positive attitudes towards in-service education than teachers with external locus of control.

Basi & kaur S. (1991) studied teaching competency of language of teachers in relation to their job satisfaction, locus of control and professional burnout. The finding of the study was that the female teachers, urban school language teachers, and higher secondary school level language teachers were found more externally controlled and satisfied with their jobs then the rural and high school language teachers.

Hallada (1991) studied the nature and degree of the relationship between principals locus of control and school effectiveness. The findings of the study was that the principals in this study perceived themselves as being highly internal in their locus of control, with regard to the relationship among principals locus of control and effective school, so statistically relationships were found when analyzing the experience as principal at the current school.

Crooker, Smith & Tabak (2002) studied locus of control as a personality variable in their theoretical framework that explains the contextual antecedents of work-if
balance, where as individuals with intense value systems, low self-efficacy, external locus of control and negative affect will tend to perceive less work life balance, more positive outcomes are likely for individuals with personality hardiness and self-reliance.

Inanath (2007) studied the role of sex and area of residence in developing locus of control. The findings of the study were (i) female have exhibited more external locus of control than males, (ii) those who live in rural areas develop significantly more external locus of control than those living in urban areas.

Emine (2008) studied explored interaction among attitude towards teaching and personality constructs in early childhood pre-service teachers. The finding of the study indicated that attitude towards teachers was associated with external locus of central.

2.1.4 STUDIES RELATED TO ATTITUDE TOWARDS TEACHING

Saraswat, R. M. (1976) studied attitude of trained high school teachers of Aligarh towards their professional training and the student’s perception of their teachers. The findings of the study were (i) most of the high school teachers did not possess positive attitudes towards their professional training, (ii) there were significant differences between the male and the female, science and art teachers, (iii) the attitudes of the teachers towards teacher training and the students perception of their teachers personality and performance were related (iv) intelligence had maximum contribution to the determination of attitudes; attitudes were highly saturated with the G factor, (v) the attitudes of the teachers towards teacher training and the students perception of their teachers personality and performance were related.

Sukhwal (1977) studied the attitude of married lady teachers towards the teaching profession and problems of married lady teachers with reference to dual role in their homes and their profession, The findings were (i) majority of the teachers favored the profession, and the highly significant differences existed between the favorable and unfavorable attitude (ii) the higher the age, the greater was the increased in the degree of favorableness attitudes towards the teaching profession, (iii) experience played a great role in the development of favorable professional attitudes, (iv) trained teachers were found to possess more favorable attitudes towards teaching than the untrained teachers,
(v) the problems faced in the actual field of work were found to be related to the areas of personal, family financial, leave time and education.

Singh (1977) studied the dominant values of the teachers, i.e. whether their attitude towards their profession was favorable or not. The findings of the study were: (i) the professional attitudes of teachers were favorable and their attitude towards child centered practices and educational process was more favorable than their attitude towards teaching as a profession, (ii) due to difference in age, male and female teachers differed in their attitude, (iii) there was significant positive relationship between scores on theoretical and social values and scores on attitudes, (iv) there was a positive and significant relationship between scores on attitudes and scores on satisfaction.

Jaleel S.S. & Pillay G.S. (1979) conducted a study on bureaucratism of college teachers and their attitude towards teaching profession. The findings of the study were: (i) the age and experience of college teachers appeared to have definite positive relationship with their attitude towards the teaching profession. As teachers grew in age and experience their attitude towards the teaching profession grew more favourable, (ii) the teachers who had developed sound attitude towards the teaching profession were relatively more traditional and impersonal.

NCERT (1979) determined the extent of the teacher’s acceptance of the role in which they find themselves. The aim of the study was to know how teachers reacted to various issued related to their professional life and efficiency, and how the above reactions were related to the factors like management, area, sex, age, experience, academic and professional qualifications, etc. The findings of the study were (i) the attitude of teachers differed significantly under different management, (ii) the tenure of service did not affect the attitude of teachers (iii) the attitude of male and female teachers showed more positive attitude towards the profession than older teachers, (iv) experience and positive attitude were inversely proportionate, (v) training appeared to be a contributing factor in the development of apparent positive attitudes towards profession.

Ramakrishnaiah D. (1980) studied job satisfaction, attitude towards teaching and job involvement of college teachers. The finding of the study was that the women teachers have a significant and more favorable attitude towards teaching than men teachers.
Srivastava, N. (1982) conducted a study of attitude of secondary school teachers towards the teaching of population education in school. The finding of the study was no marked difference in the attitude of the male and the female teachers towards teaching population education.

Gupta (1984) conducted a study on attitude of teachers and found that male and female teachers differ significantly in attitude towards teaching profession.

Tripathi (1987) studied the relationship between teaching attitude and organizational climate. The finding of the study was that on professional attitude the mean difference between teachers of rural and urban colleges, government and private colleges, girls and boys colleges was not significant.

Shah (1991) studied certain determinants that make teacher effective with the objective to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among the secondary level teacher. The findings of the study was that teacher’s effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, personality, values pattern, and self-concept and intelligence organization climate.

Tapodhan H. N. (1991) studied professional attitudes of secondary school teachers of Gujrat state. The present study tried to assess the professional attitude of secondary school teachers of Gujrat state. The findings of the study were: (i) Sex, area (urban and rural) and caste (BC/ Non BC) had a main effect on professional attitudes, while qualification had no effect, (ii) Area sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level.

Ramchandran G. (1991) attempted to study the attitude of student-teachers towards teaching. The finding of the study was that the female teacher-trainees had a more favorable attitude towards teaching than male teacher-trainees.

Ganapathy (1992) studied the self-concept of student, teachers and their attitude towards the teaching profession. The finding of the study was that both male and female student teachers had a favorable attitude towards teaching.
Benton & Gary (1993) conducted a study about the professional development school’s impact on student teacher’s attitudes. The finding of the study was that student teacher's attitudes toward their student teaching experiences differed significantly after the addition of professional development school experiences.

Uma & Venkataramaiah (1996) worked on efficiency and attitude of rural elementary school teachers towards teaching. The finding was that the majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job.

Sameer (1996) studied teacher success in relation to self-concept and attitude towards teaching profession of secondary school mathematics teachers of Kerala and found that self concept discriminates significantly between successful and less successful teachers.

Naik & Pathy (1997) undertook a study to find out the attitude of secondary school science teachers of the district Bolangir in the western Orissa. The findings of the study were: (i) urban secondary school science teacher have more favorable attitude towards teaching than rural secondary school science teachers, (ii) the female science teachers had significantly attitude towards teaching of science than male counterparts.

Panda (2001) conducted a comparative study of college teachers of Assam and Orissa with respect to attitude towards teaching profession and job satisfaction. The findings of the study were: (i) the majority of college teachers of Assam and Orissa had highly favorable attitude towards teaching profession, (ii) college teachers of Assam and Orissa did not differ significantly in their attitude towards teaching profession irrespective of their gender, experience, location and status, (iii) there was significant and positive relationship between attitude towards teaching profession and job satisfaction of college teachers of Assam and Orissa in general and their different categories except in case of male and female and aided college teachers in Assam.

Pushpam (2003) studied the attitude towards teaching profession and job satisfaction of women teachers in Coimbatore. The finding of the study was that a significant positive correlation was found between the attitudes of women teachers towards teaching profession.
Mishra S.G. (2006) developed a criterion for admission in colleges of Education on the basis of teaching attitude scores. The finding of the study was that the attitude score has no relationship with the gender (male and female), qualification (graduation and post graduation) and location (urban and rural) of trainee teachers.

Samagala, V. & Vshadevi V.K. (2008) conducted a study on woman teacher’s attitude towards teaching profession and success in teaching. The objectives of the study were (i) to estimate the percentage of secondary school woman teachers with high, average and low attitude teaching profession, (ii) to test whether attitude towards teaching profession can significantly differentiate between successful and less successful secondary school women teachers, (iii) to test whether there is any significant relationship between attitude towards teaching profession and success in teaching profession among secondary school women teachers. The findings of the study were: (i) attitude towards teaching profession is a variable that affects success in teaching, (ii) successful and less successful women teachers differ significantly in the mean scores of attitude towards teaching profession, (iii) attitude towards teaching profession is significantly related with success in the work of teaching.

Ghauti & Jagadesh (2009) studied attitude of secondary school teachers towards their teaching profession. The objectives of the study were: (i) the government and private school teachers’ attitude towards teaching profession, (ii) to study the attitude of male and female teachers of government and private schools towards teaching profession. The findings of the study were (i) teachers working in government and private secondary school did not differ significantly in their attitude towards teaching profession, (ii) government school male and female teachers did not differ significantly in their attitude towards teaching profession, (iii) private schools male and female teachers revealed similar opinion about their attitude towards teaching profession, (iv) male and female teachers did not differ significantly in their attitude towards teaching profession, (v) attitude of teacher towards teaching profession was lightly favorable.

Ghose & Bairagya (2010) measured attitude of secondary school teachers towards teaching profession in relation to some demographic variables. It was found that female teacher had more favorable attitude towards teaching profession than male teachers.
Sylvester, (2010) conducted a study of attitude towards teaching profession and job satisfaction of teacher educators. It was found that the factors gender, education qualification and teaching experience of teacher educators have no impact on their attitude towards teaching profession.

Hussain (2011) conducted a study to measure the attitude of secondary school teachers towards their teaching profession. The findings of the study were: (i) significant positive relationship was found between attitude towards teaching and teaching profession, (ii) the female secondary school teachers have more positive attitude towards the profession as compared to the male secondary school teachers, (iii) the majority of teacher working in the rural areas was more committed and satisfied as compared to the teachers working in urban areas.

Rokade (2011) conducted a study of teaching attitude of pre-service & in-service B. Ed. Trainees. The finding of the study was that the pre-service B. Ed. Trainees had more favorable attitude than in service B. Ed. trainees. It was also found that pre-service female trainees had more favorable teaching attitude than male trainees.

Kumar D. & Singh A. (2013) studied attitude of teacher trainees towards teaching profession. Hypotheses of the study were: (i) to compare the attitude of male and female teacher trainees towards teaching profession, (ii) to compare the attitude of art and science teacher trainees towards teaching profession. The finding of the study was that male teacher trainees has more favourable attitude towards teaching profession than female teachers trainees.

2.2 STUDIES ABROAD

Kimmons & Greenhaus (1976) explored the influence of employee locus of control on work attitudes in an organizational seeking. The findings of the study were: (i) locus of control will moderate the relationship between certain work characteristics and job satisfaction, (ii) the internals perceived more autonomy feedback and performance reward contingencies on their job than external, (iv) the internals were more involved and more satisfied with their jobs than the externals. Yet, it cannot be inferred that externals are a verse to these work characteristics and satisfaction was as high for externals as for internals.
Kung (1982) studied a sample of 501 teachers of South Korea engaged in various special education programmed and concluded that personal factors such as teaching level, age, employment of spouse, academic level, administrative attitudes, practices and support and educational setting were highly correlated with teacher’s professional commitment.

Chaisrisook W. (1982) studied the attitude of secondary teachers of Thailand Region 10 towards their teaching profession. The findings of the study were: (i) the professional attitude of urban teachers was more favourable than that of rural teachers, (ii) The female teachers had more favourable attitude towards the teaching profession than male teachers, (iii) The more experienced teachers had more favourable attitudes than less experienced teachers, (iv) teachers holding a degree and those holding a certificate did not differ in their attitude towards the teaching profession, (v) Area and sex interacted so far as the professional attitude of teachers was concerned, (vi) there was no effect of interaction between area and experience upon the professional attitude of the teachers, (vii) an area and qualification interaction effect was seen on the professional attitude of teachers, (viii) there was a significant influence of interaction between sex, experience, and qualifications on teacher’s attitude, (ix) the professional attitude of teachers of government schools was more favourable than that of private schools, (x) the attitude was found to be dependent on type of school and age of the teachers.

Meyer & Allen (1987) studied their extensive panel regression analysis over multiple time-legs found the influence of satisfaction (work experiences) on commitment during the first year of employment. They proposed that the influence of satisfaction appears to be stronger when new employees examined.

Lichensteinet A. L. (1991) focused on the issue of teacher empowerment and traced its relationship to the growth of professional knowledge. The finding of the study was professional development of teachers enhanced their commitment of teaching.

Elory et. al. (1993) studied commitment and insurance agents, job perceptions, attitudes and performance. The findings of the study were (i) the agents highly committed to their jobs more favourable then those less committed to their profession, (ii) professional commitment similarly affected most job attitudes, (iii) agent classified as
highly committed professionally reported higher levels of satisfaction with both work and pay than agents low in professional commitment.

Cheng Y. C. (1994) studied locus of control as an indicator of Hong Kong teacher’s job attitude and perceptions of organizational characteristics. The findings of the study were (i) in terms of gender, marital status, average age, education qualification, professional training, position in school and average teaching experience, internal seems to be no different form externals (ii) internal tends to have more positive job attitudes and feelings than externals. They also seem to be more committed to school, their social relationships with colleagues and more positive in their feelings about job challenges.

Wadrope (1995) studied the locus of control orientation and student’s choices of resistance strategies in the classroom. The findings of the study were (i) externals tends to select constructive strategies more than internals, although the study failed to show evidence that internals choose active strategies more than externals or that internals choose student owned strategies more than externals, (ii) externals, rather than internals, tend to select active resistance strategies.

Bennett (1995) studied the relationship of locus of control to teachers’ attitude towards annual performance evaluations. The study focused on how teacher attitudes towards performance evaluations and teacher locus of control affect their perception of the value of performance evaluation of improving teaching practice. The findings of the study were: (i) the teachers viewed the annual performance evaluation’s usefulness for professional development and advancement as limited, (ii) the annual performance evaluations were no viewed as being very helpful to teachers in improving classroom teaching, (iii) there were no significant differences at the .05 levels of significance of the teacher’s attitudes towards the usefulness and helpfulness of the annual performance evaluation based on number of years teaching experience, programme area taught and size of school, (iv) there was a significant difference based on gender with males viewing the annual performance evaluation as being less helpful than females, (v) the business teachers surveyed had a locus of control that was more external than internal, (vi) there were no significant differences in teacher’s attitudes towards the usefulness of the annual performance evaluation in usefulness or advancement bases upon locus of control.
Benjamin et. al. (2011) conducted a study on attitude towards teaching profession & achievement in teaching competency of B.Ed trainees. The study revealed that there exists a significant difference in the mean scores of attitude towards teaching profession between male and female. The male had more favorable attitude towards teaching profession than their male counterparts.

Chen C. V. & Kao H. R. (2012) studied work values and service-oriented organizational citizenship behaviours, meditation of psychological contract and professional commitment: A case of students in Tiwan police college. The findings of the study were: (i) work values have a positive effect on individuals’ professional commitment and psychological contract, (ii) psychological contract and professional commitment have positive effect on service-oriented organizational citizenship behaviours.

Hakan, Saricam et. al. (2012) the examination of pre-school teacher candidates’ academic locus of control levels according to gender and grade. The findings of the study was that there is a significant difference between scores of internal and external locus of control of females and scores of internal and external locus of control of males. Whereas the average score of external locus of control of female is very lower then male, point average of internal locus of control of female is high.

Hamid S.R.A. & Hassan S.S. (2012) studied teaching quality and performance among experienced teachers in Malaysia. The finding of the study was that good personality alone is insufficient in terms of enhancing the teacher’s commitment and responsibilities towards their students.

Crothers et. al. (2013) studied the job stress and Locus of control in teachers: comparisons between samples from the United States and Zimbabwe: In this study an external locus of control was found to be significantly related to job stress.

Keeping in view the studies stated above and taking cognizance of the research gap, the investigator was motivated to study the relationship of Professional Commitment of Secondary School Teachers with Personality, Locus of Control and Attitude towards Teaching.