CHAPTER – I

INTRODUCTION
According to Rabindrnath Tagore – “A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn in its own flame.”

A teacher in Indian Society is considered as an epitome of perfection who has been given the sacred duty of rearing and upbringing the new generation. So, by the nature of the work a teacher is always involved in moulding, influencing and directing human material which comes with its own unique attributes. Every day is a challenge for the teacher to handle new challenges in the context of dealing with job responsibilities. A teacher has to be aware, alert and be able to understand the behaviours and aspiration of their students. Teachers, unfortunately are recruited and further judged by the quantitative parameters. Inspite of high academic achievements, degrees and medals it is the missed opportunities in other professions that have been cited as reasons for individuals to take up teaching as a profession. Teaching has still not been acknowledged as a profession at par with other specialized occupations.

The behaviour pattern of teachers is according to certain rules and norms, concerned with imparting knowledge, values, balanced emotions, competencies, skills, discipline and guidance etc. for the betterment of pupil and also for attaining goals of education.

The documents circulated at the Forty Fifth Session of the International Conference on Education, organized by UNESCO/IBE, held at Geneva in 1996, include, in general, the following roles that teachers are expected to follow in the wake of globalization which is affecting all walks of life including education.
1. Promoting skills and competency in literacy and numeracy, sensitivity to the environment, and harmony between the school and its community.
2. Helping the growth of basic skills and attitude for proper and continued development of cognitive, social, moral and emotional development.
3. Transmitting culture and knowledge, and help students become aware of the world community.
4. Nourishing creative and critical abilities.
5. Encouraging adaptability in a dynamic and ever changing society.
6. Helping each individual achieve full self-actualization, to become a fully functional member of society.
7. Providing the students and community with an admirable role model as a professional teacher.
8. Insuring students physical well being.
9. Becoming accountable to the community, parents and students.

The National Policy on Education (1986) in its Article 9.3 states “Teachers association must play a significant role in upholding professional integrity, enhancing the dignity of teacher and incurring professional misconduct”. As a result of this, draft code was developed by NCERT that outline the national level teachers association to deliberate on the issue. The outcome of the deliberations regarding ethics and roles of teachers of India has been reported as follows:

- Believing that education should be directed to the all round development of human personality and the creative and productive abilities of all citizens for the intellectual, social, political, economic, scientific, moral and spiritual advancement of the country.
- Recognizing the fundamental right of every child to be provided with the fullest possible and equal educational opportunities based
on social justice without discrimination on the grounds of religion, political opinion or economic conditions.

- Reaffirming our resolve to strengthen, through education, national consciousness and identity, sense of patriotism, a pride in our rich cultural heritage and a determination to defend the unity and integrity of India.

- Reiterating our firm belief in the fundamental principles of democracy, socialism and secularism enshrined in our constitution and rededicating ourselves to strengthen them through education.

- Pledging to foster through education international understanding and world peace.

- Requiring that the government should make sufficient financial allocation for providing the necessary infrastructure equipment, adequate and qualified staff and all facilities and amenities conducive to impart education, in an atmosphere of freedom and creativity.

- Determined to organize teaching as a profession requiring expert knowledge, specialized skills and a sense of individual and collective responsibility for the welfare of students in our charge.

- Committed to self direction and self-discipline, to have resolved to adopt code of professional ethics and enforce it on our selves voluntarily to practice our profession according to the highest ethical standard.

- Trusting that the society recognizes the role of teaching community as national builder and a catalyst of social change through human resource development and accords a status to commensurate with its role and contribution.

1.1 PROFESSIONALISM

A profession is an occupation that requires extensive training and the study and mastery of specialized knowledge and usually has a
professional association, ethical code and process of certification or licensing. Accounting, law, teaching, architecture, nursing, medicine, finance, the military, the clergy and engineering are generally considered professions. Classically, there were only three professions - ministry, medicine and law. These three professions each hold to a specific code of ethics, and members are almost universally required to swear some form of oath to uphold those ethics, therefore “professing” to a higher standard of accountability. Each of these professions also provides and requires extensive training in the meaning, value, and importance of its particular oath in the practice of that profession.

Professions are generally exclusive, which means people are generally prohibited by law from practicing medicine without a licence skilful training. Professions thus require rigorous training and schooling beyond a basic college degree. Lastly, because entrance into professions is so competitive, their members typically have above average mental skills. There is no standard definition of a modern profession, however beyond the classical examples i.e. lawyers/doctors etc. there are many groups that claim status as a profession, and many who would dispute that status, i.e. school teachers often refer to their occupation as a profession, even though it is not exclusive (people teach outside of the traditional school environment) nor is self regulating (lay people in state legislatures or on boards by education typically set the rules for and regulate teachers).

Many organizations have codified their conduct, often designated “code of ethics”, and what they require for entry into their organization and how to remain in good standing. Some of these codes are quite detailed and make strong emphasis on their particular area or expertise, eg. journalists emphasize the use of credible sources and protecting their identities, psychology emphasis privacy of the patient and communication with other psychologists.
Most of the codes do show an overlap in such concepts as, ‘do no harm,’ ‘be honest’, ‘do not use your position for private ‘gain,’ etc. Another area of importance in defining the concept of professionalism may be inferred from guarantees. The idea behind a guarantee is that the person offering the guarantee is accountable to the extent of damages that will be compensated.

One thing these sources hold in common, implicit or explicit, is the idea of accountability those who are members of these organization/professions are held accountable for what they do.

Sociologist have been known to define Professionalism as self defined power, elitism or as organized exclusivity along guild lines, much in the sense that George Bernard Shaw characterized all professions as “conspiracies against the equality.” Sociological definitions of professionalism involve checklists of perceived or claimed characteristics i.e. altruism, self-governance, knowledge, special skills, ethical behaviour etc.

The process when trade unions or other bodies try to elevate on occupation to the level of Profession is called ‘Professionalization’ and its often an attempt to enhance one’s position in labour markets (Encyclopedia Wikipedia, 2003). Professionalization brings higher prestige, higher income, greater job autonomy, and higher job satisfaction. It also protects incumbents from competition. It involves common sequence of development which occupations undergo i.e. (a) working fulltime at specific tasks which form occupation (b) establishing university affiliated training program (c) practitioners and teachers form a professional association that identify occupations core tasks and skill jurisdiction (d) They protect their right claims by political means (e) Incumbents develop a formal core of ethics that embodies rules to protect clients, eliminate the unqualified and spell out the occupations service ideal (Encyclopedia of Sociology, 2000).
According to *Chambers Concise 20th Century Dictionary* (1986) the word ‘Profession’ means “a religious order, vocation, calling especially one that involves some branch of learning or science.” A profession is thus a calling or vocation, but it implies acquisition of a quantum of knowledge and skills that is utilized for the service of the mankind. It defines Professionalism as “The competence or the correct demeanour of those who are highly trained and disciplined”.

*Mohanty (1993)* has given the specific characteristics of a profession as follows:-

(a) A profession requires a body of specialized knowledge and skills calling for a practical training.
(b) A profession renders an essential social service for the whole or a section of the society.
(c) A profession places service above the personal gains.
(d) A profession needs pre-service or in-service training or both.
(e) A profession requires a broad range of freedom and autonomy.
(f) A profession assures its members a life career, not a part time job.

Professionalism is an affirmation of ideology of altruistic autonomy, collective mobility, individualism and monopoly *(Larson, 1977).*

The term professionalism is defined as “something that someone does or produce is very skillful and of a very high standard” *(Bellarmine, 1998).*

Professionalism is a multi dimensional construct and has been measured as job characteristic, work behaviour, professional commitment and career commitment at different times *(Berman, 1999).*

*Merriam Webster Dictionary* (2002) defines professionalism as follows: 1. The conduct, aims, qualities that characterize or mark a profession or a professional person. 2. Pursuing of a profession for gain or livelihood.
Professionalism means a strong work ethic and good attitude to do what has to be done (for larger good or the good of the employer) inspite, of one’s personal desires or needs. Professionalism aspires to altruism, accountability, excellence, duty, service, honor, integrity and respect for others (Report from the International conference by AAMC and NBME May 2002, “Embedding Professionalism in Medical Education”).

Professionalism conveys the idea of a subject directed power based upon the liberal conceptions of rights, freedom and autonomy. It conveys the idea of a power given to the subjects, and of the subjects ability to make decisions in the work place. No professional, whether doctor, lawyer or teacher, has traditionally wanted to have the terms of their practice and conduct dictated by anyone else but their peers or determined by groups or structural levers that are outside their control (Olessen, 2002).

Teachers professionalism or professional orientation may be described as the extent to which teachers subscribe to a professional code, that is, a set of ethical standards of conduct for teachers (Cheng, 1996).

Teachers professionalism is often believed to be a critical element contributing to teaching profession and quality of education service (Darling – Hammond, 1988; Devany & Sykes, 1988; Llewellyn et al., 1982). For individual teachers, professionalism seems to be a kind of personal belief or cognitive and ethical orientation, potentially influencing their own affective performance and job attitude at school level. Professionalism among teachers may be a collective ethical force that can socialize new members and reinforce the professional behaviour of both new and old members. The current emphasis on the contribution of teachers professionalism to education quality in school is often based on the assumption that the existing positive and normative function of
professionalism positively influences the teacher performance (Darling-Hammond, 1988; Devaney & Sykes, 1988).

Since the beginning of the 19th century, teaching has gradually taken the nature and character of a profession having delinked itself from religious rites and practices. As the State started playing an important role in providing and managing education, teaching got a great impetus to be called a Profession.

Singh (1984) has stated that the profession of teaching can be looked at from the viewpoint of professional behaviour and reinforces the essential attributes as suggested by Prof. Barber who has given the following criteria for looking at profession of teaching as: 1. A high degree of generalized and systematic knowledge. 2. Primary orientation to the community interest rather than individual self interest. 3. A high degree of self control of behaviour through codes of ethics internalized in the process of work specialization and through voluntary associations organized and operated by the work of specialists themselves. 4. A system of rewards (momentary and honorary) that is primarily a set of symbols of work achievements and thus an end in itself and not a means to some end of individual self-interest.

Thus, above four essential attributes define a scale of professionalism, a way of measuring the extent to which it is present in different forms of occupational performance. The bureaucratic view regards education as an industry calculating the inputs and outputs. The teacher is regarded as one of the components of teaching and learning industry, his effectiveness being assessable in terms of quality of end product. In the eyes of bureaucracy, a teacher is just another wage earner, expendable and replaceable item who is retained as long as some other reasonably expensive device is not found as suitable substitute.

A professional public service implies three things: (i) a body of knowledge, skills and expertise that those outside the profession are
unlikely to possess. (ii) a set of values and attitudes that determine the culture of profession. (iii) a set of ethical standards for both of these (Tait, 1996).

With many diverse views, in order to find exactness in defining teaching as a profession in a unilateral way, somewhere the significance of multiplicity of the factors which actually make the teacher a professional is lost. Hence, in this study a multi-dimensional approach will be used to study professionalism.

Professionalism for the purpose of the present study is being studied as a dependent variable in relation to other independent variables of Emotional Intelligence, Locus of Control and Organizational Climate. The definition of Professionalism has been operationalized broadly as following:

Professionalism is reflected in the attitude and abilities displayed in dealing with the employees, clients and communities. Professionalism is a value that is entwined with every other value. Professionalism is also the manner in which we interact with one another by maintaining a positive attitude when dealing with the needs of the community. It is providing a quality service - a service which is skilful, reliable, competent and courteous. Professionalism is the ability to demonstrate the qualities and competencies of one’s professions with commitment and skill. Professionalism implies the highest caliber of work. Professionalism also involves access to ongoing training, to leading edge technology and to sufficient resources to meet the needs of the communities. It is a commitment to developing knowledge in service of clients and to a set of ethical principles by which employees dedicate themselves. Professionalism also implies internal self-correction, respect and being non-judgemental. It means conducting oneself in a manner which demonstrates our dedication to skillfully deliver a reliable, courteous and unbiased service.
In reference with the empirical research conducted on Professionalism, for the present study Professionalism is being studied as a multidimensional construct with inherent 4 dimensions of:

(A) Professional Satisfaction (PS)
(B) Professional Commitment (PC)
(C) Professional Involvement (PI)
(D) Professional Attitude (PA)

- each of which have been broadly defined as follows:-
  
  (A) **Professional Satisfaction (PS)** is the extent to which a teacher is satisfied with his profession. It is of two types (1) Extrinsic (2) Intrinsic. Extrinsic professional satisfaction is the extent to which a teacher is satisfied with the pay, fringe benefits, and career security. Intrinsic professional satisfaction is the extent to which a teacher is satisfied with the opportunities for personal growth and development in his profession.

  *Shann (1998)* in her research reported that some of the factors influencing job satisfaction in their order of importance usually range from teachers salary, job security, level of student achievement, parent teacher relationships, teacher – teacher relationship, teacher– pupil relationships, teacher – administration relationships, curriculum in schools, teacher autonomy, teacher authority over students, teacher evaluation procedures, recognition for teacher achievement, participation in making decisions and administrative support in improving student achievement.

  For most people their work is more than merely eight hours each day out of their working lives, it’s a way of life that largely determines where they will live, with whom they will associate, and even what their children will become. This holds true for almost every person who works to earn a living. Professional satisfaction gives happiness, efficiency and success in teaching. If a man is satisfied with his work, not only he is profited from it but his employer too gets benefits. Professional
satisfaction is the result of individuals perception of what is expected and what is perceived from different facts of the work situation.

(B) **Professional Commitment (PC):** Professional and organizational commitment have been studied across various occupational groups (Reyes, 1990). Commitment is of interest because it is associated with greater job effort and involvement. Commitment includes a belief in and acceptance of the goals and values of the profession, a willingness to work hard on behalf of the profession and a desire to remain with the profession (Mowday, Porter & Steers, 1982). According to the behavioral concept, commitment is a function of the costs and rewards associated with remaining in a profession. Committed employees are less likely to leave their positions and display other withdrawal behaviour (Reichers, 1985). Commitment is a high level of attachment to someone or something in social endeavor. It is simultaneously psychological and social and describes an intrinsic attachment to that endeavour (Kanter, 1974). Thus, it goes beyond mere calculation of expected benefits from participation in a venture. Rather, commitment takes on a moral character, investment with devotion and dedication (Etzioni, 1975).

(C) **Professional Involvement (PI):** is operationally defined as the “willingness of a professional to go beyond the bounds of their required or contracted work and commit extra time to school activities.” It can manifest itself in extra investment of personal resources such as time, money or effort (Becker, 1969). It indicates extra involvement in the profession (i.e. expenditure of non required resources). Professional Involvement thus means going beyond normally expected teaching loads. Teachers extra involvement in instruction may reflect commitment to subject, instruction outside the class, teachers may spend more time than expected reading and searching for information on their subjects or the teaching of their subjects. They may also spend more time preparing for and revising lessons grading papers and student demonstrations, and
planning activities that allow students to learn the subject better. Those
teachers more involved in teaching subjects may also spend more of their
own time meeting with department or district teachers and curriculum
specialists, discussing and renewing the curriculum, sharing ideas and
activities, contributing to departmental materials selection and
participation. Teachers may express this through voluntary participation
and leadership in national, state, and local subject organizations.
Teachers involved with students as persons might seek brief
opportunities to meet with students between classes, during lunch or
during preparation periods. Teachers may become more involved with
students when they engage in extra curricular activities. Such activities
often require extensive expenditures of time outside the classroom and
generally allow teachers more one to one contact with students. Teachers
involved in teaching profession exhibit loyalty to teaching which means
remaining in teaching now and in near future. It may mean teachers
intention to stay in present school/community. It may also mean
participation in teaching organizations. Finally it may also mean the
extent to which the selection of teaching was and would still be the
teachers first choice of occupations. Each of these elements may
reasonably reflect teacher willingness to stay in teaching (Tyree, 1996).

Professional Commitment has been operationally defined as an
individuals attachment to the purposes and activities, with a profession
exhibiting strong identification with the goals of the profession (i.e.
strong intrinsic attachment) and strong loyalty to the profession (ie. a
willingness to forego other opportunities and remain in the profession).
Professional commitment places the profession at the center of one’s
experience.

When describing their reasons for entering and remaining in
teaching, educators often elucidate a commitment to care for students as
persons or a commitment to transmit skill and knowledge or enthusiasm
for a subject (Nias, 1981). Teachers willingness to enter and remain in teaching embraces “making a difference” in students lives (Lortie, 1975) commitment to teaching reflects commitment to the school, to the students and to the subjects which describes the real purposes of the organization in which they practice (Tyree, 1996).

(D) **Professional Attitude (PA):** It is the feelings, beliefs, values an individual has towards some object and these feeling strongly influence the behaviour on the job. Professional attitude influences how an individual perceives his job and reacts to the work situation. The attitudes are complex cognitive processes. The term “attitude” is frequently used in describing people and explaining their behaviour. Professional attitude can be defined as a persistent tendency to feel and behave in a particular way towards ones profession. Attitudes can be characterized in three ways: (a) They tend to persist unless something is done to change them. (b) Attitudes can fall anywhere along a continuum from very favourable to very unfavourable. (c) Attitudes are directed towards some object about which a person has feelings “affective” and beliefs.

Professional attitude can be broken down into three basic components. Emotional component involves the persons feelings or affect – positive, neutral or negative about a profession / object. Information component consists of beliefs and information the individual has about an object. Behavioural component consists of a person’s tendencies to behave in a particular way towards an object/profession/person. (Luthans and Davis, 1995).

### 1.2 EMOTIONAL INTELLIGENCE

The Emotional Intelligence skills are grounded in our evolutionary heritage for survival and adaptation. The emotional part of the brain according to neuroscience learns differently from the thinking brain.
Goleman (1996) has made neuroscience as a basis to provide an explanation regarding the importance of emotional intelligence. The ancient brain centres for emotion also harbour the skills needed for managing ourselves effectively and for social adeptness.

The level of emotional intelligence is not fixed genetically nor does it develop only in early childhood. Unlike IQ which changes little after fourteen years, emotional intelligence (EI) seems to be largely learned, and it continues to develop as we go through life and learn from our experiences. Our competence in it can keep it growing. Infact, studies that have traced people’s level of emotional intelligence through the years show that people get better and better in these capabilities as they grow more adept at handling their own emotions and impulses, at motivating themselves and at homing their empathy and social adroitness. An old fashioned word for this growth in emotional intelligence has been maturity.

Mayer and Salovey (1997) have defined Emotional Intelligence as the capability for (a) Identifying emotions, which is the ability to recognize how one and those around are feeling. (b) Using emotions, which is the ability to generate emotions and then reason with this emotion. (c) Understanding emotions, which is the ability to understand complex emotions and how it changes from one stage to another. (d) Managing emotions, which is the ability to manage emotions and control oneself when required.

Gardner (1983) has elaborated Emotional Intelligence as the ability to relate to inner and outer world, ability to form an accurate and truthful model oneself and to use model to work effectively, discern and respond appropriately the words, temperaments and motivations of others.
Gardner and Hatch (1989) have defined Emotional Intelligence as personal connection ability to recognize and respond to people's feelings and concerns, insights into others' feelings, emotions and concerns and social analysis.

Salovey and Mayer (1990) further elaborated Emotional Intelligence as to know one's emotions, manage emotion, motivate oneself; martial emotions in search of goal, handle relationships and social competencies.

Steiner (1997) have defined Emotional Intelligence as the ability to understand and express emotions, emotional interactivity, repair emotional damage; express own emotion productively.

Goleman (1997) provided a broad definition of Emotional Intelligence as knowing what you are feeling and being able to handle these feelings without them swamping you, being able to motivate yourself to get jobs done, to be creative and to perform at your peak, sensing what others are feeling and handling relationships effectively.

Cooper and Sawaf (1997) have stated emotional intelligence as trusting relationships, emotional honesty, integrity, turn divergent views into creative energy, effectiveness under pressure and accountability.

Dulewiez and Higgs (2000) developed a scale to assess Emotional Intelligence, it has seven sub-elements which are (a) Self Awareness: The awareness of one's own feelings and the ability to recognize and manage these feelings in a way which one feels that one can control, (b) Emotional Resilience: The ability to perform consistently in a range of situations under pressure and to adapt behaviour appropriately, (c) Motivation: The drive and energy to achieve clear results and make an impact and also to balance short and long term goals with an ability to pursue demanding goals in the face of rejection or questioning, (d) Interpersonal sensitivity: The ability to be aware of and take account of, the needs and perceptions of others in arriving at decisions and
proposing solutions to problems and challenges (e) Influence: The ability to persuade others to change a viewpoint based on the understanding of their position and the recognition of the need to listen to one's perspective and provide a rationale for change. (f) Intuitiveness: The ability to arrive at clear decisions and emotional or intuitive perceptions of key issues and implications. (g) Conscientiousness: the ability to display clear commitment to a course of action in the face of challenge and to match “words and deeds” in encouraging others to support the chosen direction.

For the purpose of present study the definition by Dr. Dalip Singh (2003) will be used which is: Emotional Intelligence is the ability of an individual to appropriately and successfully respond to a vast variety of emotional stimuli being elicited from the inner self and immediate environment. Emotional intelligence constitutes three psychological dimensions: 1. Emotional Competency. 2. Emotional Maturity. 3. Emotional Sensitivity.

- Which motivate an individual to recognize truthfully, interpret honestly, and handle tactfully the dynamics of human behaviour.

![Figure no. 1: Model of the three psychological dimensions of Emotional Intelligence by Singh (2003)](image-url)
1. Emotional Competency: Constitutes the capacity to tactfully respond to emotional stimuli elicited by various situations, having high self-esteem, and optimism, communication, tackling emotional upsets i.e. frustrations, conflicts, inferiority complex, enjoying emotions, doing what succeeds, ability to relate to others, emotional self-control, capacity to avoid emotional exhaustion i.e. stress, burnout, learning to avoid negativity of emotions, handling egoism.

2. Emotional Maturity: Constitutes evaluating emotions of one self and others, identifying and expressing feelings, balancing state of heart and mind, adaptability, flexibility, appreciating other’s point of view, developing others, delaying gratification of immediate psychological satisfaction.

3. Emotional Sensitivity: Constitutes understanding threshold of emotional arousal, harmony and comfort with others, letting others feel comfortable in your company. It also involves being honest in interpersonal dealings, interpreting emotional cues truthfully, realising communicability of emotions, moods, feelings and having an insight into how others evaluate and relate to you.

1.3 LOCUS OF CONTROL

The extent to which a person perceives contingency relationships between his own actions and outcomes as internal – external locus of control. An individual who perceives that the events that follow his behaviour are contingent on that behaviour or his own relatively permanent characteristics is said to have an “internal locus of control” and is labelled as “internal” person and who perceives that the events are not largely contingent on his own actions but are the result of luck, chance, or fate, that is, under the control of the external environment, is characterized as having an external locus of control and is labeled an “external” (Rotter, 1966).

Leuins (1943) theory provides an important basis for studying teacher job behaviours and attitudes. It assumes that a person's
behaviour is determined by the interactions between his personal characteristics and environmental factors. Environmental factors that can influence the teachers attitudes and behaviours often depend on how they are perceived by the teachers. Teachers who perceive internal control feel that they personally can influence their outcomes through their own ability, skills and effort. Teachers who perceive external control feel that their outcomes are beyond their own control, they feel that external forces control their outcomes, thus, locus of control, may have different impact on their performance and satisfaction.

Locus of control has proved to be extremely useful in the prediction of a variety of behaviours and it is this usefulness that has contributed to its present popularity as a research variable.

The construct of locus of control has been the focus of considerable research interest in the recent years and has been the subject of a large number of investigations (Lefcourt, 1966).

Lefcourt (1966) defined Locus of Control as the 'Internal Locus of Control' refers to the perception of positive or/and negative events as being a consequence of one's own actions and thus under personal control; ‘External Locus of Control’ refers to the perception of positive and/or negative events as being unrelated to one’s own behaviours in certain situations, and therefore beyond personal control’.

Lefcourt (1976) further stated that ‘with the Locus of Control construct, we are dealing with a person as he views himself in conjunction with the things that befall him and the meaning that he makes of these interactions between his self and his expectancies.”

According to Rotter (1966) “when a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his actions, then it is typically perceived as the result of luck, chance, fate as under the control of powerful others or as unpredictable because of the great complexity of the forces surrounding him, this is a belief in external control. If the person perceives that the
event is contingent upon his own behaviour or his own relatively permanent characteristic this belief is internal control.

*Dr. Hanna Levenson (1973)* defined Locus of Control in terms of its three components: (a) Powerful Others (belief about control by powerful others) (b) Chance Control (belief that unordered, chance or random events control ones outcomes) (c) Individual Control (belief that one's outcomes are controlled by ones actions – that one's current situation and rewards are direct outcomes of things one controls / does).

### 1.4 ORGANIZATIONAL CLIMATE

Organizational Climate is defined in terms of the interactions that take place between organizational members. It is an inter relationship between the needs of the individual and the needs of the organization and they are expressed by demands on the individual, which in turn sets the outcome of the results of achievements of the individual and the organization. When a new observer comes into contact with a group for the first time, he is able to sense a feeling about the group which is called a climate.

The Organizational Climate is defined as the feeling an individual gets from experience within an organizational system. More specifically, climate is the composite of norms, expectations, and beliefs characterizing the organizational social system as perceived by its members.

*Sweeney et al. (1988)* reported that climate was generally defined as the prevailing conditions affecting life and activities. For affective schools, a humane, healthy school climate effecting the life and achievement of students, and staff was a necessity. Because climate influences the affective domain, it is difficult to isolate climate from the skills, knowledge and attitudes that students and staff gain as a result of interactions within an organizations climate.

*Halpin (1966)* stated that one finds that each school appears to have a ‘personality’ of its own. It is this ‘personality’ that we describe.
here as the ‘organizational climate’. Analogously, “personality is to the individual, what organizational climate is to the organization.” Each and every individual observes that in a unique climate atmosphere personality is felt, whenever one spends even a short time with the members of a particular organization. The feeling is definite and described in various terms by theorists concerned with explanations of phenomenon associated with complex organizations. These theorists tend to explain this particular phenomenon in terms of “interaction of role participants at the various hierarchical levels of the organization housed in a particular building as organizational climate”.

For the purpose of the present study the definition of organizational climate has been according to the viewpoint given by Chattopadhyay and Agrawal (1988), who have stated that organizational climate is an outcome of an interplay between a number of variables of the societal system, the organization and the individual members. They have given an elaborate model which takes into considerations the societal system as reflected in the economic relations, class relations, culture, political system, technological level etc. They have visualized an organization as an outcome of societal system. An organization has a structure, it reflects class rotation, it has roles, ownership is defined in definite terms. It also has specific goals and there are varying sizes of organization. The various element of an organization contribute to the psychological environment in an organization. Organizational Climate is determined also by member characteristics i.e., their age, sex and length of association with the organization. It is also reflected in the class structure in terms of the stratification of various roles and status. Apart from these there are several other organizational variables which also influence organizational climate i.e. communication, performance standards, support system, warmth, responsibility, reward system, member identity, conflict resolution, participation in decision making, organizational structure and the level of motivation.
1.5 STATEMENT OF THE PROBLEM
A STUDY OF PROFESSIONALISM IN TEACHERS IN RELATION TO EMOTIONAL INTELLIGENCE LOCUS OF CONTROL AND ORGANISATIONAL CLIMATE

1.6 OBJECTIVES OF THE STUDY
1. To construct and standardize a multi-dimensional tool to measure professionalism in teachers.
2. To study the relationship between professionalism and its four dimensions with emotional intelligence.
3. To study the relationship between professionalism and its four dimensions with locus of control.
4. To study the relationship between professionalism and its four dimensions with organizational climate.
5. To find the conjoint effect of independent variables i.e emotional intelligence, organizational climate and locus of control in predicting the professionalism in teachers with the help of step up regression equations.
6. To compare professionalism in teachers with respect to gender, experience, type of college (government vs. private) and nature of courses taught in the colleges (professional vs. degree).
7. To study the difference in professionalism of teachers due to different levels of emotional intelligence.

1.7 HYPOTHESES
Related to the above stated objectives the following hypotheses have been formulated:

1. There will be no significant relationship between professionalism and emotional intelligence. To test this hypothesis the following supportive hypotheses on dimensions of professionalism are stated:

1(a) There will be no significant relationship between professional satisfaction and emotional intelligence.
1(b) There will be no significant relationship between professional commitment and emotional intelligence.

1(c) There will be no significant relationship between professional involvement and emotional intelligence.

1(d) There will be no significant relationship between professional attitude and emotional intelligence.

2. There will be no significant relationship between professionalism and organizational climate. To test this hypothesis the following are the supportive hypotheses:

2(a) There will be no significant relationship between professional satisfaction and organizational climate.

2(b) There will be no significant relationship between professional commitment and organizational climate.

2(c) There will be no significant relationship between professional involvement and organizational climate.

2(d) There will be no significant relationship between professional attitude and organizational climate.

3. There will be no significant relationship between professionalism and locus of control. To test this hypothesis the following are the supportive hypotheses:

3(a) There will be no significant relationship between professional satisfaction and locus of control.

3(b) There will be no significant relationship between professional commitment and locus of control.

3(c) There will be no significant relationship between professional involvement and locus of control.

3(d) There will be no significant relationship between professional attitude and locus of control.

4. The conjoint effect of independent variables of Emotional Intelligence, Locus of Control and Organizational Climate in
predicting the professionalism in teachers will be more as compared to their separate prediction.

5. There will be no significant difference between the professionalism of male and female teachers. To test this hypothesis, the following are the supportive hypotheses:

5(a) There will be no significant difference between professional satisfaction of male and female teachers.

5(b) There will be no significant difference between professional commitment of male and female teachers.

5(c) There will be no significant difference between professional involvement of male and female teachers.

5(d) There will be no significant difference between professional attitude of male and female teachers.

6. There will be no significant difference between the professionalism of teachers with respect to experience (above 5 years vs. below 5 years). To test this hypothesis, following are the supportive hypotheses:

6(a) There will be no significant difference between professional satisfaction of teachers with respect to experience (above 5 years vs. below 5 years).

6(b) There will be no significant difference between professional commitment of teachers with respect to experience (above 5 years vs. below 5 years).

6(c) There will be no significant difference between professional involvement of teachers with respect to experience (above 5 years vs. below 5 years).

6(d) There will be no significant difference between professional attitude of teachers with respect to experience (above 5 years vs. below 5 years).
7. There will be no significant difference between professionalism of teachers teaching in government and private colleges. To test this hypothesis, the following are the supportive hypotheses:

7(a) There will be no significant difference between professional satisfaction of teachers teaching in government and private colleges.

7(b) There will be no significant difference between professional commitment of teachers teaching in government and private colleges.

7(c) There will be no significant difference between professional involvement of teachers teaching in government and private colleges.

7(d) There will be no significant difference between professional attitude of teachers teaching in government and private colleges.

8. There will be no significant difference between the professionalism of teachers teaching in professional and degree colleges. To test this hypothesis, the following are the supportive hypotheses:

8(a) There will be no significant difference between professional satisfaction of teachers teaching in professional and degree colleges.

8(b) There will be no significant difference between professional commitment of teachers teaching in professional and degree colleges.

8(c) There will be no significant difference between professional involvement of teachers teaching in professional and degree colleges.

8(d) There will be no significant difference between professional attitude of teachers teaching in professional and degree colleges.

9. There will be no significant difference in professionalism of teachers possessing different levels of emotional intelligence.
1.8 NEED AND SIGNIFICANCE OF STUDY

A teacher in the profession of teaching has many responsibilities, which are towards the students, towards parents, colleagues, administrators and the community. In the course of the profession of teaching, the skills of communication, interpersonal skills, management skills, empathy, cooperation etc. are required. A teacher has to maintain a balance between the different job responsibilities and at the same time be a healthy individual himself.

Emotional Intelligence is used and applied consciously and unconsciously by the teacher in course of his duty. It is the right combination of IQ with Emotional Intelligence which makes a teacher primarily a good human being and then a good teacher. Today in all areas of recruitment, assessments and job promotions, a new trend of evaluation is being developed which takes into account both the intellectual ability and technical know how in addition to the personal qualities like initiative, persuasiveness and adaptability. This pattern of assessment has permeated to the teachers work environment. Teachers are the ones who are primarily dealing with human material, so they need more of soft-skills which are rapidly gaining currency in other work environments.

The various elements of an organization contribute to the psychological environment in an organization. Organizational climate is determined also by member characteristics i.e. their age, sex and length of association with the organization. It is also reflected in the class structure in terms of the stratification of various roles and status. Apart from these there are several other organizational variables which also influence organizational climate, namely communication, performance standards, support system, warmth, responsibility, reward system, member identity, conflict resolution, participation in decision-making, organizational structure and the level of motivation. Organizational climate, thus, is an outcome of an interplay between a number of
variables of the societal system, the organization and the individual members.

Application of locus of control in assessing the nature of cognitive field dependency of a teachers whether one is internally or externally dependent can help in progressive work environment and healthy organizational climate.

Therefore, there is a need to study professionalism in relation to emotional intelligence and locus of control and organizational climate. In this study, the professionalism, being a broad concept is being studied multi-dimensionally with four sub-dimensions i.e. professional satisfaction, professional commitment, professional involvement, professional attitude.

Thus, the present study is an attempt to study professionalism as a multidimensional construct in teachers in relation to emotional intelligence, locus of control and organizational climate.

1.9 DELIMITATION OF THE STUDY

1. The study is delimited to 400 college teachers belonging to colleges of Chandigarh.
2. The sample is stratified at the level of gender, experience, type of management and type of courses.