CHAPTER 2

INTRODUCTION

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

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

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

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

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

5. The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researchers listed in their studies for further research.
This research is related to study the Perspective and work commitment of teachers towards the teaching profession especially at the different levels of education i.e. the post-graduation, Ph.D. and higher Ph.D. stages. The review of related literature is therefore presented about Perspective and work commitment.

**Sources of Review of Related Literature**

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

a. Reviews on the variable Perspective towards teaching profession
   1. Indian Studies
   2. Foreign Studies

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

**Status of Teaching as a Profession**

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

**Characteristics of a Profession**

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

- A profession involves activities essentially intellectual.
- A profession commands a body of specialized knowledge.
- A profession requires extended professional preparation.
- A profession demands continuous in-service growth.
- A profession affords a life-career and permanent membership.
- A profession sets up its own standards.
- A profession exalts services above personal gains.
- A profession has a strong, closely knit, professional organization.

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

- Acceptance of personal responsibility and accountability by members, through adherence to a code of ethics.
- Dedication to the derivation of new knowledge.
- Aggressiveness in enforcing standards, a system of rewards-monetary and honorary (Coombs, 1965).

**Teaching as a Profession**

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

- Most teachers are working for the sake of giving service to mankind rather than for great personal gains. Naturally there are some people employed in our higher institute, as is true of any other profession, who work against the progress of the profession. However, the action of a few should not be allowed to detract unduly from the ideals of service held by the profession.
- Teachers are required by law to complete certain requirements for certification and entrance into the profession, and these requirements are constantly being strengthened.
- Teaching requires careful skills and understandings.
- Teachers have professional publications to help them keep up-to date.
- Teachers attend summer institute, extension classes, workshops, conventions, and institutes and engage in a wide variety of other in-service activities.
- Teaching is well regarded as a life career.
- Teachers have their standards and ethics operating through the National Education Association and through state and local education associations.
- Teacher’s rights are defended by these organizations, with the national education association as a body of ultimate appeal.

**Teaching as a Semi-Profession**

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

**Perspectives and Teacher**

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

Second, the teacher is involved in kind of social interaction that takes place in class. When certain children show reluctance to work in groups and committees with others the teacher is in a better position to understand what is taking place and how to deal with the situation. In additions, knowledge of Perspectives will help the teacher to choose suitable education experiences and materials for different children.

Third, the teacher is committed to the achievement of the one of the post-graduation goals of education- the development of democratic Perspectives and democratic living. *(Charles, 1961)*

Within the limitation what the teachers can do is;

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

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

- Plan educational experiences and activities to overcome an undesirable Perspective or to inculcate a desirable one. Doing is more effective than being lectured at.
Use emotional conditioning. Person’s prominent in the world of entertainment and sports have visited higher institute in the fight against prejudice. This mechanism of identification has been found to be effective with some pupils. Literature and drama via radio, TV and motion pictures are especially effective because of their strong emotional appeal (Norman, 1982).

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

- There is no rapid promotion in the teaching profession.
- One has to rely on the pay one receives which is inadequate for a comfortable living.
- If no other job is available then teaching may be preferred.
- Money is everything for life.
- Many people are living a better life by doing bad deeds.
- Society does not respect teaching profession.
- When there is corruption in every sphere of society, why a teacher should be sincere, honest and truthful.
- There is no reward for good deed and one has to suffer a lot if he follows a noble path.

**PROFESSIONAL PERSPECTIVE**

Teachers largely depend upon their personal characteristics and dispositions. Both seem to be highly interlinked, as the teaching profession requires certain dominant behaviors which show his intellect, desire to excel, extended professionalism and continuum, in service growth for a good teacher and teachings as a life concern (Baver et al., 1995). This is a profession, which exalts service above the personal gains. There are number of factors which determine the attractiveness of teaching profession. In this regards it looks important to quote the classical
study of Chivore (1988) conducted in Zimbabwe. The research focused on the Perspectives of peoples towards teaching profession. Amongst the number of factors, the highest attractiveness of public and private sector for Ph.D teachers was that of salaries relative to those of private and public sector. Another important factor was more opportunities for further education, which more strongly was related to the prestige factor.

Perspective towards teaching is a complex of inter-linked Perspectives. Grounlund (1985) classified the statements of MTAI- the most widely used teacher Perspective scale-into 5 categories namely moral status of children, classroom management, child development and behavior, philosophy and curriculum, and teacher’s reactions. Morrison (1976) noted about the same MTAI that by factor analysis of its items five sub areas were detected, namely, moderns versus traditional Perspectives to class control, favorable versus unfavorable Perspectives to pupils, permissiveness versus punitiveness toward particular forms of pupil behavior, rejection of pupil, and desire to control versus inclination to let pupils do as they wish. Different people have listed different dimensions in the Perspective of teachers about classroom teaching. These are ideology, personal adjustment, classroom management, emotional disengagement, student autonomy versus teacher direction, consideration of students’ viewpoint, subject matter emphasis, and student teaching and integrative learning.

These different classifications of the same parameter clearly indicate that categories of teacher Perspective toward teaching are not fixed; rather they are flexible; and any one of them may be adopted with or without modification. Anderson’s (1995) classification appears to be better in that. It includes ideology, which provides a framework to all other sub areas of teacher’s Perspective towards teaching, but this classification, too, needs adaptation. For the purposes of constructing Perspective scale for this study, sub-areas of this classification have been adapted,
because there appears to be considerable overlap between these classes. Personal adjustment is a composite of 4 dimensions i.e., ideology, social status, material returns and human stuff with which the teacher has to work i.e. students. The other four classes namely classroom management, emotional disengagement, student autonomy versus teacher direction and consideration of student’s viewpoint, all relate to the philosophy of education, objectives of education, methodology, and perceptions about students. These classes have, therefore, been reclassified into 4 sub-areas namely, ideology, commitment for the profession, attributes of the profession and perceptions about the students. Ideology includes philosophy of life and the duties of the teacher as exhorted by the philosophy, commitment for the profession includes social status and material returns; attribute of the teaching profession includes objectives of education, and the professional responsibility of the teacher; and perception about students includes both the perceived personality attributes of students and pupil teacher relations.

Research Evidence Related to Perspectives

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

Studies on Perspective towards Teaching Profession in India

Zambare, M, Shobhana (2012) “A comparative study of Emotional competency and Teacher Perspective of Ph. D. trainees towards teaching profession”. The objectives of the study are as follows:
1) To find out if there is any correlation between emotional competency scores and Perspective towards teaching profession of teacher trainees.

2) To find out the significant differences, if any, in the Perspective towards teaching profession of Ph. D. trainees in terms of their sex, subject and locality.

Hypotheses of the study are as follows:

1. There is no significant relationship between emotional competency and Perspective towards teaching profession of Ph. D. trainees.

2. There is no significant difference in the mean scores of emotional competency of Ph. D. trainees in terms of their sex and locality.

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

The present study used the following tools:


- Teacher Perspective Inventory developed and standardized by Dr. Ahluwalia S.P (1978).

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

The major findings of the study are as follows:

1) There exists a significant relationship between emotional competency and Perspective towards teaching profession of Ph. D. trainees.
2) There exists a significant difference in the mean scores of emotional competence between male and female.

3) There exists a significant difference in the mean scores of emotional competency between urban and rural.

4) There exists a non significance difference in the mean scores in Perspective towards teaching profession between male and female, arts and science and urban and rural Ph. D. trainees.

Dr. N.S.Mumthas (2012) “Perspective towards teaching before and after B.Ed programme” aimed at finding out and comparing the Perspective towards teaching of student teachers before and after undergoing teacher training. The objective is achieved through the testing of the following hypotheses:

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

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

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

The study was conducted on a sample of 191 student-teachers comprising 37 males and 154 females studying under University of Calicut, Kerala. The data was collected by using the tool “Scale of Perspective towards teaching” developed by the investigator. The investigator found out that students who enroll for Ph.D teacher education programs are not homogenous in their
Perspective towards teaching profession. Though there is no difference based on gender and marital status in Perspective towards teaching of student-teachers when they enroll for Ph. D. course, students who are post-graduates and those having average and high achievement have significantly better Perspective towards teaching than students with graduation and those have comparatively low academic achievement. After undergoing the teacher education program, student teachers have significantly better Perspective towards teaching than the Perspective they had before the course in all the sub-samples except males. Though there is no significant difference in Perspective towards teaching between married and unmarried student-teachers after the Ph. D. course, female student-teachers, student-teachers with post-graduation and those with average and high achievement have significantly higher Perspective towards teaching than male, graduate and low achieving students respectively. This indicates that the teacher education programs fail to eradicate gender-based, qualification-based and achievement-based differences in Perspective towards teaching.

**Dr. Chandrakant Borse (2012)**“Correlational Study of Self-Concept and Teaching Perspective of Ph. D. “Teacher trainees”. The present study is mainly designed for finding the correlation between the self-concept and teaching Perspective of Ph. D. teacher-trainees. The main objectives of the study are as follows:

1) To study the correlation between Self-Concept and Teaching Perspective of female Ph. D. teacher-trainees.

2) To study the correlation between Self-Concept and Teaching Perspective of male Ph. D. teacher-trainees.

3) To study the correlation between self-Concept and Teaching Perspective of B.Ed teacher-trainees.
The hypotheses of the study are as follows:

1) There is no significant correlation between the Self-concept and Teaching Perspective of female Ph. D. teacher-trainees.

2) There is no significant correlation between the Self-Concept and Teaching Perspective of male Ph. D. teacher trainees.

3) There is no significant correlation between the Self-Concept and Teaching Perspective of Ph. D. teacher-trainees.

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

The following tools were used for study

- Dr. Raj Kumar Saraswats Self-Concept questionnaire.
- Dr. S.P. Ahluwalias Teacher Perspective Inventory.

The major findings of the study are as follows:

1) There is a significant correlation between the self-concept and teaching Perspective of a female teacher-trainee.

2) There is a significant correlation between the self-concept and teaching Perspective of a male teacher-trainee.

3) There is a significant correlation between the self-concept and teaching Perspective of a Ph. D. teacher-trainee.

Gupta S.L; Prasad Digamber and Ramachandaran Anandhi (2011) “The effects of the Perspectives of Higher level Education teachers towards teaching in India”. This article reports on the findings of the study exploring the Perspectives of higher level education teachers towards their teaching profession. This study addresses the following research questions:
1) What are the factors affecting the Perspectives of higher level education teachers towards teaching profession?

2) Is there any relationship between the Perspectives towards teaching profession and the gender of the teachers?

3) Is there any impact of environment (rural & urban) on the Perspective towards the profession?

4) Is there any relationship between the Perspective of the teachers working in public and private Colleges/ universities/ institutes?

5) What factors does the teachers’ teaching higher level of education consider as important factors affecting teaching quality?

6) Is there a relationship between the Perspective of the teachers and the factors affecting the quality?

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

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

Ambasana, Anil (2011) “University teachers’ Perspective towards professionalism” The main objectives of the study are:

1) To develop a Perspective scale to measure Perspective towards professionalism.

2) To know the Perspective of teachers working in four/five star universities towards professionalism.

3) To find out whether there is any significant difference in Perspectives towards professionalism so far as the gender of teachers is concerned.

4) To know whether there is any significant difference in Perspectives towards professionalism of teachers working in various faculties.

5) To find out the effect of teaching experience of teachers on their Perspective towards professionalism.

6) To check whether there is any significant difference in Perspectives towards professionalism of teachers so far as professional and non-professional courses are concerned.

The hypotheses of the study are:
1) There will be no significant difference in mean professional Perspective indexes of male teachers and female teachers.

2) There will be no significant difference in mean professional Perspective indexes of teachers working in social science faculty, science faculty and in the faculty of linguistics.

3) There will be no significant difference in mean professional Perspective indexes of teachers having different levels of teaching experiences.

4) There will be no significant difference in mean professional Perspectives indexes of teachers of professional and non-professional courses.

A Likert type five-point Perspective scale of 20 statements was developed. 86 teachers of 4 Star Saurashtra University, Rajkot (Gujarat) were selected as a sample. The findings of the study were as follows:

1) Average Perspective towards professionalism was found reasonably high. Most of the teachers were possessing high Perspectives towards professionalism.

2) There was no gender difference in Perspectives towards professionalism.

3) Teachers working in various faculties such as social sciences, sciences and linguistics had equally high Perspective towards professionalism.

4) There was no difference in the Perspective towards professionalism of the teachers imparting professional courses and the teachers imparting non-professional courses.

5) Teaching experience had somewhat significant effect upon teachers’ Perspective towards professionalism. Teaching experience was positively influencing teacher’s Perspective towards professionalism particularly up to 20 years. After 20 years, a slight decline was observed in teachers; professionalism Perspective.
Kulkarni, U.K. (2011) “Relationship between Teaching Competence and Perspective towards teaching of Ph. D. Trained Teachers working in Up-graded Post-graduation Higher institute”. The present study was attempted to find out the relationship between teaching competence and Perspective towards teaching of Ph. D. trained teachers working in up-graded post-graduation higher institute of Bijapur Taluka with regard to gender, locality, subject and educational qualification etc. The objectives of the study are:

1) To investigate the relationship between teaching competence and Perspective towards teaching of male Ph. D. trained teachers working in post-graduation higher institute.

2) To investigate the relationship between teaching competence and Perspective towards teaching of female Ph. D. trained teachers working in post-graduation higher institute.

3) To investigate the relationship between teaching competence and Perspective towards teaching of rural Ph. D. trained teachers working in post-graduation higher institute.

4) To investigate the relationship between teaching competence and Perspective towards teaching of urban Ph. D. trained teachers working in post-graduation higher institute.

5) To investigate the relationship between teaching competence and Perspective towards teaching of Science Ph. D. trained teachers working in post-graduation higher institute.

6) To investigate the relationship between teaching competence and Perspective towards teaching of Arts Ph. D. trained teachers working in post-graduation higher institute.

7) To investigate the relationship between teaching competence and Perspective towards teaching of graduate Ph. D. trained teachers working in post-graduation higher institute.

8) To investigate the relationship between teaching competence and Perspective towards teaching of post-graduate Ph. D. trained teachers working in post-graduation higher institute.
The hypotheses of the study are:

1) There is no significant relationship between teaching competence and Perspective towards

2) Teaching of male Ph. D. trained teachers working in post-graduation higher institute.

3) There is no significant relationship between teaching competence and Perspective towards teaching of female Ph. D. trained teachers working in post-graduation higher institute.

4) There is no significant relationship between teaching competence and Perspective towards teaching of rural Ph. D. trained teachers working in post-graduation higher institute.

5) There is no significant relationship between teaching competence and Perspective towards teaching of urban Ph. D. trained teachers working in post-graduation higher institute.

6) There is no significant relationship between teaching competence and Perspective towards teaching of Science Ph. D. trained teachers working in post-graduation higher institute.

7) There is no significant relationship between teaching competence and Perspective towards teaching of Arts Ph. D. trained teachers working in post-graduation higher institute.

8) There is no significant relationship between teaching competence and Perspective towards teaching of graduate Ph. D. trained teachers working in post-graduation higher institute.
9) There is no significant relationship between teaching competence and Perspective towards teaching of post-graduate Ph. D. trained teachers working in post-graduation higher institute.

The present study is a survey type of research, which helps to know the teaching competence and Perspective towards teaching of Ph. D. trained teachers working at upgraded post-graduation higher institute in Karnataka. The study also intended to investigate the relationship between male and female, urban and rural, arts and science, graduates and post-graduates of teachers working in upgraded post-graduation higher institute.

The following tools were used:

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

Correlation Analysis was done to find out the significance between two variables. The findings of the study are:

1) Positive significant correlation between teaching competence and Perspective towards teaching of male Ph. D. trained teachers working in upgraded post-graduation higher institute.

2) Positive significant correlation between teaching competence and Perspective towards teaching of female Ph. D. trained teachers working in upgraded post-graduation higher institute.
3) Positive significant correlation between teaching competence and Perspective towards teaching of rural Ph. D. trained teachers working in upgraded post-graduation higher institute.

4) Positive significant correlation between teaching competence and Perspective towards teaching of urban Ph. D. trained teachers working in upgraded post-graduation higher institute. It shows that there is a positive and significant relationship between teaching competence and Perspective score towards teaching among arts, science, and graduate and post-graduate post-graduation institute teachers. It also implies that as the teaching competence increases the Perspective towards teaching will be favorable.

Tripta Trivedi (2011)“Assessing Ph.D. Institute Teachers’ Perspective towards teaching profession”. This study focuses on the assessment of Ph.D. institute teacher’s Perspective towards the teaching profession. The objectives of the study are as follows:

1) To assess the professional Perspective of Ph.D. institute teachers.

2) To compare the professional Perspective of different groups of Ph.D. institute teachers made on the basis of gender, subject stream taught and medium of instruction.

The null hypotheses of the study are as follows:

1) Male and female teachers do not differ significantly in their professional Perspective.

2) Arts and science subject stream teachers do not differ significantly in their professional Perspective.

3) Hindi medium teachers and English medium teachers do not differ significantly in their professional Perspective.

A descriptive survey method was carried with emphasis on inferential quantitative approach. A stratified random sampling technique was followed. A self developed tool namely Professional
Perspective Scale for teachers was used based on Likert Scale. The study concluded that most of the Ph.D. institute teachers irrespective of their gender, medium or subject stream do not have favorable Perspective towards teaching profession. Male and female teachers differ significantly in their professional Perspective as females possess more favorable professional Perspectives than male. The Arts subject stream teachers are more positive in their Perspective towards teaching profession and differ significantly from than their counterpart’s i.e science stream teachers. Though Hindi medium teachers are displaying less favorable Perspective towards their profession than English medium teachers, but the difference between them is not significant and may be due to chance factor.

Sumangala, V; Ushadevi V.K, (2009)“Role Conflict, Perspective towards teaching Profession and Job Satisfaction as Predictors of Success in Teaching”. The objective of the study was to find out the efficiency of role conflict, Perspective towards teaching profession and job satisfaction in predicting success in teaching among the Ph.D. institute women teachers of Kerala State. The hypothesis of the study was that all the three variables viz. Role Conflict, Perspective towards teaching profession and job satisfaction are significant predictors of success in teaching. The survey was carried out in Kerala among 300 Ph.D. institute women teachers working in 53 governments and private-aided Ph.D. higher institute of 10 districts. Stratified Random Sampling technique was employed. Tools used were: (1) Role Conflict Scale (Sumangala and Ushadevi, 2001), (2) Scale of Perspective towards Teaching Profession (Pillai and Poozhikuth,1989), (3) Job Satisfaction Inventory for Teachers (Pillai, 1989) and Teaching Success Rating Scale (Sumangala and Mathai,1991). Relationship of Role Conflict, Job Satisfaction and Perspective towards teaching profession with success in teaching was estimated by Pearson’s method and tested for significance by Fisher’s t test. Predictive efficiency was determined using regression
analysis (ANOVA). The study concluded that role conflict and Perspective towards teaching profession are significant predictors of success in teaching among Ph.D. institute women teachers of Kerala. Role conflict contributes more to the variation in success in teaching when compared to Perspective towards teaching profession.

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

1) To investigate the effect of sex on Ph.D. institute teachers’ Perspective towards six selected aspects (viz. teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers) of teaching-learning process.

2) To investigate the effect of management (govt. and private) on Ph.D. institute teachers’ Perspective towards six selected aspects of teaching learning process.

3) To investigate the associative effect of sex and management of institute on Ph.D. institute teachers’ Perspective towards six selected aspects of teaching-learning process.

The hypotheses of the study are:
1) There exists no significant difference between male and female Ph.D. institute teachers in their Perspective towards six selected aspects (teaching profession, classroom teaching, child centered practices, educational process, pupil and teachers) of teaching-learning process.

2) There exists no significant difference between government and private Ph.D. institute teachers in their Perspective towards six selected aspects of teaching-learning process.

3) There exist no significant associative effects of sex and management of institute on Ph.D. institute teachers’ Perspective towards six selected aspects of teaching-learning process.

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

1) The male and female Ph.D. institute teachers did not differ significantly in their Perspective towards teaching profession and classroom teaching.

2) The Ph.D. institute teachers working under two different management, viz, government and private did not differ significantly on any one of the six aspects of teachers’ Perspective.

3) The association of sex and management of institute have shown some mixed effects on different aspects of teachers’ Perspective.

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

Devi, N.S. (2005) “Assessment of Perspective towards Teaching” The objectives of the study are:

1) To assess the Perspective of the B Ed trainees towards teaching profession; and
2) To find out the relationship between the Perspective towards teaching and performance in the entrance examination of the B Ed. trainees.

The sample of the study constituted of 76 student teachers undergoing the B Ed. Course (during the academic year 2003-04) in the Institute of Advance Studies in Education, Chennai. Perspective towards teaching of the student teachers was measured using the Perspective scale developed by Ahluwalia, S.P. The findings of the study are as follows:
1. There was a positive and significant relationship between the Perspective towards teaching and performance in the B Ed. entrance examination.

2. There was no significant difference in the Perspective of the student-teachers with undergraduate and post-graduate qualifications towards teaching.

2. Studies on Perspective towards Teaching Profession Abroad

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

1. What are the Perspectives of candidate teachers towards teaching profession?

2. Do the Perspectives of candidate teachers towards teaching profession differentiate in terms of:

   i. Gender
   
   ii. Classroom level where they study
   
   iii. Their satisfaction of the department in which they study
   
   iv. Their desire to become a teacher
   
   v. Their income levels
   
   vi. Their parents’ Perspectives towards them

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

Result of the study presented that Perspectives of the students of Turkish Language Teaching departments towards teaching profession are positive in general. It is determined that Perspectives of the students of Turkish Language Teaching departments towards teaching profession differentiate significantly in terms of gender, situation of being satisfied in their department, their parents’ Perspectives towards them, desire to become a teacher and do not differentiate significantly in terms of grade, mother’s Perspective towards them, income variables.

**Dabat Zakariya (2010)** “The Relation between the (Class Teacher) Student’s Perspectives towards Teaching Profession and the level of teaching Competency with reference to various variables.” The purpose of this study is to determine (class teacher) students teaching competency related to their Perspectives towards the teaching profession. The following questions will be studies and examined.

1. What are the Perspectives of (class teacher) students towards the teaching profession?
2. Do the Perspectives of (class teacher) students’ vary in terms of their gender and age?
3. How do the Perspectives of (class teacher) students affect their perception levels regarding their teaching competency?
4. Do the perception levels of (class teacher) students for teaching regarding their competency vary in terms of their gender and age?
The study was conducted by taking a sample of trainee students at the Al-Zayatonah University, Amman Jordan. 50% of the students were chosen over two semesters and the study was carried out in both public and private higher institute in the year 2009-10.

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

The researcher used the Al-Zayatonah category Scale to examine the student’s skills and competency in teaching. The result showed positive Perspective towards teaching profession with regards to the total and not varying terms of the variables, gender and age, due to the fact that Statistics Significance (SS) were higher than 0.05. The study revealed also, that the impact of (class teacher) students’ Perspective towards teaching competency was positive and vary regarding to the variables. In terms of teaching competency also the results showed that the mean scores of female teachers are higher in the planning section. And the mean score of all teachers ages 33+ is higher than the other age groups. Regarding the class administration section, the main score of the females is higher than the mean score of the male teachers. At the same time the mean score of the older teachers ages 33+ and over is higher than the other teachers younger than this age. Regarding the procedures sections, it is seen that the main scores are equal for both male and female teachers. But the mean score of the more mature teachers 33+ are higher than the other younger teachers. In terms of the evaluation section, it is seen that the mean score are quite high in general. The t test proved that there is a significant difference in favor of female teachers and older teachers in all sections.

Affizal Ahmad and Rafidah Sahak (2009)“Teacher-Student Attachment and Teachers’ Perspectives towards work”. This study examines the relationship between teacher-student attachment and teachers’ Perspective towards work. The hypothesis of the study is: There is a
significant relationship between teacher-student attachment and teachers’ Perspectives towards work.

The participants in the study were 242 private college teachers. The study was done in Kuala Pilah and Seremban, Negeri Sembilan. Seventeen post-graduation higher institutes were stratified and selected in the middle of 2007. Each of the higher institute involved ordinary teachers. The study was based on a questionnaire. The questionnaire consisted of three parts: Part A for Demographic Information, Part B for Teacher-Student Attachment and Part C for Teachers’ Perspective towards Work. It was concluded that lack of attachment between teacher and students results in weak social relationship and poor social control of the teacher, which might worsen teachers’ Perspective towards work. The findings of the present study, furthermore, proved the existence of significant relationships between teacher-student attachment and teachers’ Perspective towards work in the subscales of warmth, communication and troubled feelings. Teacher-student attachment and teachers’ Perspectives towards work appears critical in promoting and maintaining positive behaviors. More motivated activities can be organized to help teachers develop positive relationships with students.

Ibtesam Halawah (2008) “Factors influencing perspective teachers’ Perspectives towards teaching”. Teachers’ Perspectives are important variable in classroom applications because of the relationship between Perspective and action. Teacher Perspectives are often translated into specific classroom and instructional practices which in turn affect student behavioral and learning outcomes (Cook, 2002). This study was designed to determine the main factors that influencing perspective teachers’ Perspective toward teaching. Participants were 212 fourth year-students (166 females (82%)) from the College of Education at Ajman University at the United Arab Emirates (UAE). Students responded to a scale that has 37 Likert- type items describing
many issues related to teaching. Results showed that there are six factors clearly extracted from the data. These six factors together accounted for more than 50% of the variance in the model. The study concluded that six factors contribute mainly to influence the Perspective of teachers towards teaching profession. The first and most important factor consisted of seven items related to salaries and promotion. The second factor had six items about the relationship between teachers and society and parents. Enjoyment in teaching was the third factor affecting perspective teachers’ Perspectives. The last three factors were teaching load, curricula and students.

Osunde, A.U, Izevbigie, T.I (2006) “An Assessment of Teachers' Perspective towards Teaching Profession in Midwestern Nigeria”. The study attempted to obtain empirical evidence on teachers' Perspective towards teaching profession in Midwestern Nigeria. To execute this study, 400 post post-graduation institute teachers were randomly drawn from 40 post post-graduation higher institute in the area under study. The Teacher's Perspective Questionnaire was the main instrument used for data collection. Results of the study indicated among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lot of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher's negative personal and professional behavior are critical factors responsible for teachers' low status.

Shaukat Hussain (2004) “Effectiveness of Teacher Training in Developing Professional Perspective of Prospective University Teachers”, in this study effort was made to investigate as to what extent different teacher training institutions are successful in developing positive
professional Perspective of their prospective Ph.D. institute teachers. The objectives of study were:

1. To develop a reliable and valid scale to measure the professional Perspective of prospective Ph.D. institute teachers.

2. To measure the development of professional Perspective of prospective Ph.D. institute teachers of various teacher training institutions in Punjab.

3. To assess the effectiveness of teacher training in developing professional Perspective of prospective Ph.D. institute teachers.

4. To compare the effectiveness of teacher training institutions in developing Perspective of prospective Ph.D. institute teachers towards teaching profession.

5. To suggest suitable measures to improve teacher training in Pakistan.

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

Jack Slaybaugh, Cay Evans and Ronald Byed (2004) “Second-Year Teachers Perspectives towards the Teaching Profession” The purpose of this study was to evaluate second year teachers’ Perspectives towards their profession and to determine whether they were still committed to teaching. A 15-item survey was sent to 119 teachers who had completed the same instrument a year previous, during their first year of teaching. Seventy-four (62% responded).
Present data were analyzed for differences among survey items between year one and year two. Difference was evaluated between year one and year two students. Significant changes included satisfaction with performance in the classroom and a feeling that induction programs had improved. Teachers remained committed to teaching with 97% planning to return following the second year of service. It was recommended that relative weaknesses be addressed through cooperative efforts by institute districts and teacher education programs.

3. Conclusion on the Studies Related to Perspective

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

Research Evidences Related to Commitment of Teachers towards Teaching Profession
Review of the literature related with commitment has offered some insight on the methodological concerns in this area of research. Morrow (1993) has authored a very informative and thought provoking book on theory and measurement of work commitment. The scale was developed to measure the identification, involvement and loyalty to one’s organization (Hrebiniak and Alutto (1972); Buchanan (1974)). Bartok (1976) examined whether attitudinal and personality characteristics determined and distinguished between high, moderate or low career commitments. They used multivariate analysis of variance and found that significant relationship existed between career commitment and present status and level of education. Singh and Das (1978) constructed a 2-item Likert type 5 point scale to measure work commitment. They traced the impact of organizational culture on work commitment. Mowday, Porter and Steers (1979) designed a scale to measure organizational commitment. That scale contains 15 items. It was a uni-dimensional scale. It was standardized and has been widely used by other scholars as well. It has come to be known as Organizational Commitment Questionnaire (OCQ). Meyer and Allen (1984) developed organizational commitment scale. It consisted of 16 items with 7 alternative responses ranging from strongly disagree to strongly agree. Using this scale he tested side-bet theory of organizational commitment. Pandey (1986) developed a 13-item professional commitment scale. It had 3 dimensions. A. calculative involvement; B. internalized professional values; and C. measure satisfaction of life. His objective was to study organizational commitment, professional commitment and job involvement in relation to the organizational climate, micro-job climate and personality variables. He used multiple regression analysis as statistical technique. Johnstan (1987) developed and tested a comprehensive model of organizational commitment in a sales environment using such variables as leadership behavior, role stress and job satisfaction, job tenure, propensity to leave, turnover and
performance. He used path analysis and discriminate analysis to test his model. Balfour and Wechsler (1996) developed a new scale designed to measure three components of organizational commitment-identification, exchange and affiliation. Their scale has been called as Organizational Commitment Scale (OCS). Mehmet Ustuner (2009) developed a reliable and valid scale to measure teachers’ commitment, organizational commitment of teachers (organization here refers to institute). This scale can also be used as an instrument in studies to measure teachers’ levels of organizational commitment or teachers’ morale, burnout, job satisfaction, professional Perspective, motivation, organizational justice etc. It can be seen from the review of methodological concerns that there are standardized tools for measuring organizational commitment and professional commitment, which have been tested by many scholars in their study. It is also to be noted that the scholars have used various statistical techniques’ for analyzing and interpreting the data. Most prominent statistical techniques’ found to be popular with research scholars were analysis of variance (one way, tow way and multivariate), multiple regression, factor analysis, path analysis and discriminate analysis. Several important empirical studies have also been done to find out the impact of commitment on the teaching. Such studies have been classified under two heads and elaborated in the next part.

1. Studies on Commitment towards Teaching Profession in India

Hemalatha C.K and Dr. N. Nisar Ahmed (2011) “Teacher’s Commitment in Self-Financing Engineering Colleges explores a sample of Anna University Affiliated engineering College staffs in Chennai. The study was conducted to analyze the factors responsible for dearth of committed staff and quality education under different variables.
The post-graduation objective of the study is to analyze the concept of teachers’ commitment in self financing engineering colleges. The Ph. D. objectives are:

1. To study the influence of organizational commitment towards the performance of teachers.
2. To analyze the relationship between motivational factors and satisfaction among teachers.
3. To study a teachers’ Perspectives towards commitment of the work.
4. To identify teachers Perspectives towards institution.
5. To study the factors influencing to increase the retention ratio of the teachers.

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

Sood, Vishal; Anand, Arti; (2010)”Professional commitment among Ph. D. teacher educators of Himachal Pradesh”. This paper studied the level of professional commitment of teacher educators serving in Ph.D. teacher training institutions of Himachal Pradesh. The objectives of the study are:

1. To study professional commitment among Ph. D. teacher educators.
2. To study gender-wise and experience-wise difference in professional commitment of Ph. D. Teacher educators.

3. To study difference in professional commitment of married and unmarried Ph. D. teacher educators and NET qualified and non-NET qualified Ph. D. teacher educators.

The hypotheses of the study are:

1. There exists no significant difference in professional commitment of male and female and married and unmarried teacher educators.

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

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

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

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

Chamundeswari, S; Vasanthi, S (2009)“Job Satisfaction and Occupational Commitment among Teachers”. The objectives of the present study are as follows:

1. To investigate if there is any significant difference in job satisfaction and occupational commitment among teachers in different categories of higher institute, namely state, matriculation and central board higher institute.

2. To investigate if there is any significant relationship between the selected variables among teachers in different categories of higher institute.

The research tools used for the study to analyze the job satisfaction and occupational commitment of teachers in different systems of education are Manual for the Minnesota Satisfaction Questionnaire (Weiss and others, 1967) and Occupational commitment Scale (Blau, Paul and John, 1993). It was concluded that there is a significant difference in job satisfaction and occupational commitment between teachers in different categories of higher institute. It was also concluded that matriculation institute teachers have better job satisfaction when compared to the state board institute teachers; the central board institute teachers have better job satisfaction when compared to the state board institute teachers; the central board institute teachers have better job satisfaction when compared to the matriculation board teachers; the matriculation institute teachers have more occupational commitment when compared to the state board institute teachers; the central board institute teachers are significantly better in their occupational commitment when compared to the state board teachers; the central board institute teachers are significantly better in their commitment when compared to the matriculation board teachers.
Srivastava Nalini, Pratibha (2009) “Relationship of teaching competency with teaching Aptitude and Professional Commitment”. This study was conducted to analyze the relationship of teaching competency to teaching aptitude and professional commitment. The following hypotheses were formulated:

1. There is no significant difference in the teaching competency of post-graduation institute teachers of low, middle and high teaching aptitude.

2. There is no significant relation between teaching aptitude and teaching competency of post-graduation institute teachers.

3. No significant difference exists among low, middle and high professional commitment teachers in respect to their teaching competency.

4. No significant relationship exists between professional commitment and teaching competency of post-graduation institute teachers.

The study was conducted on a sample of 300 post-graduation institute teachers through the survey method in the Pilibhit district of U.P. Data collection tools were General Teaching Competency Scale (GTCS) by B.K.Pass and M.S.Lalitha, Teaching Aptitude test by Prakash and Srivastava and Teachers’ Commitment Scale by Meena Buddhisagar Rathod and Madhulika Verma. The data was analyzed by using F test (ANOVA), t test and Pearsons’ Product Moment Coefficient of Correlation. This study shows that there was a significant relation between teaching competency and teaching aptitude. So, a proper testing scheme should be made essential to measure teaching aptitude in pre-training selection. The study suggests that there should be comprehensive written test for the teacher trainees. In this test questions should be asked to know candidates’ Perspective and interest towards children, their moral character, fairness, scholarly taste, enthusiasm and patience. Only those candidates should be allowed to
enter into this profession, whose responses are found up to the mark. With this result, teachers will be competent in teaching. In this study, it was found that teaching competency and professional commitment of teachers were not related to each other. It is neither an expected nor a desirable finding. Sharma, Anita (2008) “Commitment among teachers with regard to some of their personal and academic variables”. This study is undertaken to compare the commitment among teachers with regard to some of their personal and academic variables such as age, gender, faculty, qualification and level of college. The objectives of the present study are as follows:

1. To compare the commitment among teachers with regard to their age.
2. To compare the commitment among teachers with regard to their gender.
3. To compare the commitment among teachers with regard to their faculty.
4. To compare the commitment among teachers with regard to their qualifications.
5. To compare the commitment among teachers with regard to their level of college.

The hypotheses of the present study are as follows:

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

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

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

2. Studies on Commitment towards Teaching Profession Abroad

Niloufar Mohammadtaheri (2011) in the studies “The study of effective factors on the teachers’ work commitment in High Higher institute” investigated effective factors on teachers’ work commitment in Tehran City on 2800 teachers. The samples were chosen by the use of Morgan table and it comprised 340 subjects. Research method was descriptive with simple random sampling.

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

1. There is a correlation between the teachers’ economic factors and work commitment.
2. There is a correlation between the teachers’ human relations and work commitment.
3. There is a correlation between the teachers’ knowledge and work commitment.

4. There is a correlation between the teachers’ personal characteristics and work commitment.

5. There is a correlation between inner-institute factors and work commitment of Teachers.

6. There is a correlation between value-system and work commitment.

Gathered data were analyzed by using of descriptive and inferential statistics include Spearman correlation Test. It was found out that there was positive and significant correlation between economic factors and work commitment, human relationship and the teachers’ work commitment, teacher’s knowledge and their work commitment, higher institute’ internal factors with the teachers’ conscience, value system and the teachers’ work conscience, teachers’ personality characteristics and work commitment. Prof. Dr. Muhammad Ehsan Malik; Dr. Samina Nawab; Basharat Naeem; Rizwan Qaiser Danish (2010) “Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan”. The purpose of this investigation was to determine the impact of teachers’ satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan. In addition, the study aimed at exploring to what extent these teachers are committed to their universities and satisfied with different dimensions to their job. The hypotheses are as follows:

1. Job facets satisfaction has significant impact on organizational commitment of the teachers/faculty working in public sector universities of Pakistan.

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

A survey-based descriptive research design was carried on teaching faculty working in two public sector universities of Pakistan. About 650 survey questionnaires were distributed. The findings of the study indicated that the satisfaction with work-itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members. They had high degree of organizational commitment and satisfaction with work-itself, supervision, salary, coworkers and opportunities for promotion. The focus of the study was teachers working at public sectors universities in Pakistan only. Self-reported measures were used to measure job satisfaction and organizational commitment. Since respondents were from two public sector universities only so the findings cannot be generalized to faculty members of public sector universities in Pakistan. Zainuddin Awang; Junaidah Hanim Ahmad; Nazmi Mohammad Zin (2010) “Modeling Job Satisfaction and Work Commitment among Lecturers: A case of UiTM Kelantan”. This study intended to ascertain the impact of job satisfaction of university lecturers on their commitment towards academic activities. Besides that, it also investigated specifically factors contributing to job satisfaction, namely promotional opportunities, remuneration, working environment, workload, and relationship with colleagues, and management style. The objectives of the study are:

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

The research hypotheses are:

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

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

3. Studies on Commitment towards Profession other than Teaching

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

1. Organizational commitment and Perspective towards work has statistically insignificant impact on Job satisfaction.

2. Organizational commitment and Perspective towards work has statistically insignificant impact on performance.

3. The relation between job satisfaction and job performance is statistically insignificant.

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

4. Conclusion on the Studies Related to Commitment

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

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