CHAPTER 6

“Teaching is a profession” is not as important an issue as important is this that ‘teachers are professionals’. Maximum problems related to teaching-learning can be handled safely without giving too much financial inputs, if our teachers possess healthy professional Perspective and positive work commitment. In India teaching covers third largest work force; thus a large number of people enter in this profession. Lack of professional Perspective and low work commitment among this group has made it difficult to ensure uniform standards. The increasing demand for professional service with quality has put the onus on the teaching profession to be responsible and more accountable to the needs and conditions of service. It is lack of professional Perspective among us that is why continuous and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self renewal and sustenance.

The teacher who will have a healthy professional Perspective and positive work commitment will not act in a manner that will bring bad name to herself or her profession. The teacher is proud of the fact that she belongs to this profession. She will always conduct herself as she becomes a member of her profession. The professionals will not wait for or allow regulation of their professional work by others. They will regulate their conduct themselves. Remuneration is not considered as important as to overshadow the sense of satisfaction which a good professional gets when she has done the work as it ought to have been done. These are some of the dimensions which reflect professional Perspective in teachers.

It is very important for the professional growth of the teachers and improvements in education that the positive Perspectives and positive work commitment held by them are very important. How a teacher performs her duty as a teacher is dependent to a great extent on her Perspectives, values and beliefs. A positive favorable Perspective makes the work not only easier but also
more satisfying and professionally rewarding. A negative unfavorable Perspective makes the teaching task harder, tedious and unpleasant. In addition, a teachers’ Perspective also influences the behavior of her pupils. Thus effective and productive learning on the part of pupils can be achieved only by teachers with desirable Perspectives and positive work commitment.

SIGNIFICANCE OF THE STUDY

The constitutional mandate of universalization of elementary education can be achieved in the near future only through professionally competent and intrinsically committed teachers. This confers greater responsibility on policy makers, teacher preparation institutions and management systems to ensure the availability if such teachers in the classrooms and outside the classrooms for each and every child of the nation.

Teacher preparation needs to be viewed in the global context and all new initiatives are to be planned accordingly. In the Indian context, a teacher is a person who is supposed to ensure enrolment, create an environment for retention of children in the higher institute and produce high quality of learner attainments even in conditions of deficiencies and deprivations. The policies, practices and reforms in teacher education need to take note of the fact that our expectations from the teachers are ever increasing while the national support which the teachers deserve may not be available in the desired measure.

There is no denying the fact that deterioration in the quality of teacher education has also taken to a large extent due to lack of commitment towards the profession in respect of many intraneous and extraneous factors. No nation can afford to entrust young impressionable children to teachers who are professionally unprepared to look after them. Thus teacher education is an important aspect of the entire educational system.
According to **Program of Action 1992**, professional commitment and overall competencies of teachers leave much to be desired. The Perspective and commitment of teachers have changed in the present scenario. To train up teachers with a proper Perspective towards social goals of education and to achieve commitment towards the profession, learner, society and the parents so as to achieve excellence in the teaching learning process is the need of the hour.

Commitment to the teaching profession requires the approach of Kanter’s Control Commitment (Kanter, 1968). A normative view of commitment proposed by Weiner and Vardi (1980) puts commitment as value-based, normative evaluations of organization-related behaviors. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their commitment can be enhanced to the optimum level.

Commitment plays a decisive role in effective teaching. The more a teacher is committed more he would acquire competencies and more he would tend to be performing teacher. A committed teacher would certainly respond to most of the issues through their professional expertise and appropriate utilization of relevant competencies. Various research studies have revealed that commitment enhances job satisfaction, performance and reduces the absenteeism.

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards a higher quality of life. They reveal and enlighten the path to attain humanistic, ethical and moral values in life. Teachers put forth before learners the sublime aspects of culture and inculcate empathy for fellow beings.
Teachers are not mere knowledge providers as in the earlier days. Today the role of the teachers has changed. Earlier the education was teacher centered which has changed now to student centered. Today’s teachers are the guide, philosophers, facilitator of information, motivator, and counselor and also the confidant of the students. The teachers are responsible for creating a positive Perspective in the minds of the students.

The Perspectives and relationships which teachers have to their educational environment are important to all parties involved in education. Teachers, institute divisions and professional associations are interested in enhancing teacher commitment to specific aspects or combinations of organization, profession and union. Such commitment may be viewed as an assumed requisite for increasing the effectiveness of the educational enterprise. Variables which may influence the nature and degree of these commitments are also of interest to educators.

The variables under the present study i.e. Perspective and work commitment of the teachers towards the teaching profession are very important in the field of education. These two variables are like an engine driver for the vehicle education. They directly affect the classroom processes. How best the teacher is going to serve the students will depend on the Perspective of the teachers towards the teaching profession. Whether they will leave lasting impression on the minds of the students depend on the Perspective and work commitment of teachers. The variable Perspective and work commitment is not static but dynamic. So various factors affect teacher’s Perspective and work commitment of the teachers towards their teaching professions. With so many reforms in the education system we are unable to achieve the national goals and objectives. There is a need to understand and analyze the cause behind this. The physical infrastructure can be easily changed, rules and regulations are also easily changed but psychological aspect of teacher and student is very important and cannot be changed easily. The present study is striving to analyze
the different factors like pay scale, qualification, experience or gender how they are making any kind of impact on the Perspective and work commitment of the teacher towards their teaching profession.

NEED OF THE STUDY

Many researches’ have been done in this area at various levels of education especially at the higher levels of education and at teacher training levels. The teaching competency depends mainly on several factors and not on any one factor. It may be brought to notice that a committed teacher may not be very good at classroom teaching and mastery of the content and a competent teacher who has mastery over his/her subject may not have professional commitment. If the teachers have a negative Perspective towards the profession then it will have an influence on the commitment and vice-versa. The teacher who is committed to the profession may never complaint of the workload or the number of extra hours she has to dedicate in her teaching irrespective of the fact she is paid according to the pay scale or not. A committed teacher should be able to cope with the latest teaching techniques, methods and other audio visual materials for enhancing learning. All these depend on the efficiency and competency of a dedicated and committed teacher. If the teacher will not have a positive Perspective and proper work commitment then they will not go to institute on time and do proper evaluation of the students, as they are not planned to do their work on time. They will not follow the ethics of the profession and will be outdated in the subject.

STATEMENT OF THE PROBLEM

“A STUDY OF PERSPECTIVE AND WORK COMMITMENT OF TEACHERS TOWARDS TEACHING PROFESSION”
**Perspective**: Refers to predisposition to perceive feel or behave towards specific objects in a particular manner.

However Perspective for this study is defined as the feelings of the teachers towards the teaching profession, classroom teaching, child centered practices, educational process, pupils and teachers.

**Work**: means the activity or job that a person does to earn money. For the purpose of this study work will be regarded as paid work. In other words, work is any activity that involves an exchange relationship of effort, knowledge or other contributions for financial rewards; whether in direct employment or not.

**Commitment**: Commitment means a pledge in the line of duty, which is ethical on the part of teacher. Work commitment for this study is defined as the extent of mental concentration at work as well as the feeling of obligation to one’s job (profession) and to one’s organization.

**Teacher**: the person who instructs or teaches to the students.

**Teaching**: Gage has defined teaching as a personal relationship between the teacher and the taught causing behavior modification.

**Profession**: Profession may be defined as an occupation which requires specialized knowledge or advance learning. Here in this study a person having the qualification, skill, experience, level of knowledge and liking for the work.

**OBJECTIVES OF THE STUDY**

The main objectives of the present study are:

1. To study the Perspective of teachers working in aided and unaided higher institute with reference to personal variables.
2. To study the work commitment of teachers working in aided and unaided higher institute with reference to personal variables.

3. To compare the Perspective of teachers working in aided and unaided higher institute with reference to personal variables.

4. To compare the work commitment of teachers working in aided and unaided higher institute with reference to personal variables.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the study:

(I) There is no significant difference in the Perspectives of teachers working in aided and unaided higher institute with reference to personal variables
   a. Gender, b. experience, c. academic qualification and d. pay scale.

(II) There is no significant difference in the work commitment of teachers working in aided and unaided higher institute with reference to personal variables
   a. Gender, b. experience, c. academic qualification and d. pay scale.

(III) There is no significant difference in the Perspectives of teachers teaching in different levels of education
   a. Graduation b. post-graduation c. higher education.

(IV) There is no significant difference in the work commitment of teachers teaching in different levels of education
   (a) Graduation, b. post-graduation c. higher education

Methodology

The strategy of research adopted for the study was descriptive survey.

Tools
The research instrument used for the study was a questionnaire. The questionnaire consisted of three parts. The first part of the tool consisted of demographic information, the second part consisted of qualitative statements and the third part consisted of questions pertaining to study the Perspective and work commitment of the teachers. The readymade tool was adapted for the study was Teacher Perspective Inventory by S.P. Ahluwalia (1974) and Work Commitment Inventory (Teacher Commitment Scale) by Dr. (Mrs) Indira Shukla (1999). The reliability and validity was ensured of the tool. The tools were administered personally so as to ensure hundred percent rate of return. The data collected were thoroughly edited. The data collected through the questionnaire were checked properly. Both qualitative and quantitative techniques were used in analyzing data. The major hypotheses were tested through t test (for two groups) and F test for more than two groups.

**Scoring of the Instrument**

The scoring of the tool was done as per the following table:

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<th>Types of statements</th>
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<tr>
<td>Negative or unfavorable</td>
<td>Strongly disagree</td>
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<td>statements</td>
<td>Disagree</td>
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Sample

The population of the study consisted of all the institute teachers of Kalyan and Dombivli. The total sample size was 1077 teachers from 27 higher institutes, out of which 515 tools were returned. Many of the tools were incomplete and so was discarded which lead to the study being conducted on 400 teachers. Initially permissions were granted in the aided higher institute but later on they rejected to conduct the survey as the teachers were too busy with the other works such as examinations, paper checking etc. Hence there was too much variation in the sample collected among the aided and unaided higher institute.

Sampling Technique

Sampling was done in two stages. Firstly the higher institutes were stratified as aided and unaided and also the higher institutes were divided on the geographical divisions such as east and west. At the second stage the teachers were selected using purposive sampling technique so as to select the teachers based on various levels of experience, gender, qualification and pay scale both in aided and unaided higher institute.

Data Analysis

Scoring of all test data were done and updated on computer Excel sheet systematically so that the statistical computation can be done with the help of “MS Excel” workbook and IBM SPSS version 20.0.

Descriptive Analysis of Data

For descriptive analysis of the data, the following statistics were used:
measure of central tendency- mean, median, mode, skewness and kurtosis.

measure of variability or spread- standard deviation.

the descriptive analyses of perspective and work commitment of the teachers towards the teaching profession were done and conclusions drawn based on this analysis.

inferences analysis of data

inferences analysis involves testing of hypotheses. the statistical technique used for inferences analysis was t-test and one-way classification of ANOVA. the inferences analysis to conclude the study of perspective and work commitment of teachers towards the teaching profession is detailed in chapter 5 “inferences analysis of data”.

findings and conclusions from hypotheses testing

findings and conclusions from the study stem from the testing of hypotheses. inferences analyses conclude the findings from the sample and give generalization for the population. hypothesis wise findings and conclusions are summarized below:

there is no difference in the perspective of teachers in aided and unaided higher institute with reference to gender.

there is no difference in the perspective of teachers in aided and unaided institute teachers with reference to experience.

there is no significant difference in the perspective of teachers in aided and unaided institute teachers with reference to academic qualification.

there is significant difference in the perspective of teachers in aided and unaided institute teachers with reference to pay scale.
There is no significant difference in the work commitment of teachers in aided and unaided institute teachers with reference to gender.

There is no significant difference in the work commitment of teachers in aided and unaided institute teachers with reference to experience.

There is no difference in the work commitment of teachers in aided and unaided institute teachers with reference to academic qualification.

There is significant difference in the work commitment of teachers in aided and unaided higher institute with respect to pay scale.

There is no significant difference in the Perspectives of teachers teaching in different levels of education.

There is no significant difference in the work commitment of teachers teaching in different levels of education.

**Conclusions**

Significant difference was found in the Perspective and work commitment of teachers towards teaching profession with reference to salary pay scale.

**Recommendations for Policy Makers, Teachers and Institute Authorities**

*Professor J. N. Kapoor (1999)*, a former vice chancellor wrote: “Many teachers are dissatisfied with the conditions under which they have to work. They teach only because they have to earn their salaries and not because they enjoy teaching process. There are many other reasons for teachers being alienated from the system… In the absence of academic satisfaction for the teachers, the only other satisfaction which the teachers seek is the salary satisfaction and they only struggle for this. Once there alienation from the system is removed, they may also fight for getting academic satisfaction from the system”. It would be suffice here to highlight the fact that
although the teachers have high commitment yet they are blamed for lack of it, because of the prevailing anomic conditions under which they work. The justice demands that teachers be meted out a fair deal and not singled out for blame. Teachers are to be guided and counseled so as to be aware of their duties and working conditions for perfect adjustment thus helping them to build a positive Perspective towards the teaching profession. Teachers in general are fairly committed to their profession. If teachers and masses were non-committed then the whole structure of educational edifice must have crumpled by now. The non-committed teachers are still perhaps exceptions and are treated as deviants by teachers themselves. That is why teachers have demanded disincentives to some teachers. Such non-committed teachers should be stopped of the increment by the management or higher authorities. Organizations should have respect for the employees so that they can work with more interest. More attention should be paid to the employees’ fair salaries so that they do not have to work multiple jobs to make a living where their energy levels get exhausted thus leading to poor Perspective towards their teaching jobs. To increase the work commitment, the authorities need to elaborate their roles and provide guidelines for proper work. This is also necessary for stopping the exploitation of teachers. Teachers should be involved in the decision making process related to education and teaching including drafting of the curriculum. Administration should create conducive work climate to reduce stress and improve the Perspective and work commitment among teachers. Motivation by the principal/management and democratic relationship with the teacher has to be maintained. A HRD department should be established in all the higher institute so as to understand and solve the problems of the teachers. Proper work conditions should be provided for excellent commitment and willingness to work. There should be appropriate human relations between the employees and the authorities in every organization so that they can establish mutual trust and
willingness to perform their duties. There are people who have dreamed of becoming a teacher since their post-graduation institute, and those whose choice of this career has been rather accidental. This, when and under what circumstances a teacher’s career is selected, does not necessarily have a direct link with further job satisfaction or persistence in the job thus leading to poor commitment and negative Perspective towards the teaching profession.

Teachers described their childhood and institute time activities and life Perspectives that have supported their work as a teacher throughout their career. The effect of the earlier experience has also been observed by several other researchers (Beijjaard, Verloop and Vermunt, 2000; Calderhead, 1996; Joram and Gabriele, 1998; Kansanen, Tirri, Meri, Kroksfors, Husu and Jyrhama, 2000).

It is also suggested that there should be more factors reinforced in the organizations’ rules and regulations so that by the reinforcement of job satisfaction, of the employees, their work commitment can be reinforced too. The employment and retention of teachers in private higher institute are not matters of statute as is the case usually for teachers in the public higher institute. arrangements as to how much time is to be devoted to teaching, the duties and the length of service-semester, summer institute session, or full institute year is worked out in the negotiations preliminary to employment. Not all private higher institute use a formal contract form for the employment of teachers but usually a letter is sent by the president or other appropriate authority informing the teacher that he/she is employed and the conditions of his employment. Although some private institute teachers continue in service with the same institute for many years, most are subject to release at the end of any term, session, or institute year, because their appointment has been for a limited period. Dismissal before the end of the term, for which a private institute teacher has been appointed, however, gives the dismissed teacher the right to sue for breach of
contract unless the dismissal justified. The employment rights of private institute teachers are bound by the common law of contracts. Also if teachers are to be protected unjust dismissal must not be done. The teachers in return should prove that they must show that they are worthy of such protection. Tenure brings responsibilities as well as privileges. Teachers can help to make tenure bring better educational service to the institute boys and girls.

The teaching load is another factor which affects the Perspective and work commitment of the teachers. In the problem of teaching load the teacher is concerned with seven principal factors, as follows: (1) the size of classes, (2) presence of problem children, (3) the number of teaching periods per day (4) the amount of clerical work required, (5) the extracurricular duties that are expected, (6) the number of professional duties assigned, and (7) the amount of outside preparation required. It is to be noted that in this respect all the vacancies are to be filled up so as to reduce the work load on the existing teachers.

Teachers should be given right to oppose any attempt to subject their group to puritanical standards. Competent young men and women will not enter teaching unless they can live normal lives which are free from undue censorship. On the other hand, teachers must recognize that they are in the public eye and therefore must meet accepted standards of conduct. There should not any politicization, casteism, reservation and corruption in the educational system so as to maintain the standards of the education system. It is the duty of the management to develop the skills of communication and language proficiency in the teachers by planning some activities. Teachers should be taught to plan and properly utilize the resources to the fullest extent possible. Teachers’ competencies should be developed so as to build the material development of children with special learning needs. Teachers should be enhanced about the proper modern techniques of evaluation. The management should encourage teachers to undertake research and publish paper
and participate in the refresher courses or extension works if any. This research will thus help policy makers to frame better policies such as good pay scale, training system, good opportunities for teachers and only by using the senior teacher’s experience. The teachers themselves would be able to understand what the various things are and how they are handling the various systems. The society will develop sympathetic and positive Perspective towards the teachers. They will be able to understand the teacher’s physical and significant needs.

**Suggestions for Future Researchers**

- The researchers recommend in the future researchers should conduct a research on the various other factors that affect the Perspective and work commitment towards the teaching profession.
- The research motivates the future researchers to analyze the reasons of male teachers being not committed with their profession as compared to female teachers.
- The research also suggests to the researchers to conduct a research on teachers’ relation in job satisfaction and work commitment.
- The research also suggests to the researchers to analyze the underlying reasons of low work commitment among the aided institute teachers.
- The present research is conducted for all the levels of education in the institute. The research also suggests that the future researchers can conduct similar studies in various levels of education such as colleges, universities or among different faculty in the same colleges. The research can also be conducted at various levels of qualification. Example in engineering, medical, degree colleges etc.
- The researcher feels that the survey can be done on NET qualifying and Non-NET qualifying lecturers and their Perspective and work commitment can be studied.
The level of Perspective and work commitment of doctoral teachers and non doctoral teachers can also be suggested as a future research topic for researchers.

Several determining variables like principals’ style of leadership, type of management, teacher-taught ratio, teacher unionism, institute climate, organizational culture, motivating factors, and personality characteristics etc of the teachers and socio-economic background of the teachers can be studied and how these affect the Perspective and work commitment of teachers towards the teaching profession can be studied by the future researchers.

An experimental research for studying the impact of some incentives which build up the commitment of the teachers and some disincentives which lowers it can be designed and studied by the researchers.

A case study approach can also be applied to study the Perspective and work commitment of teachers towards teaching profession.

SUMMARY

“The teacher is the guide of the society and nation”; it is the statement of the father of nation Bapu (Mahatma Gandhijee). In the light of above statement we have to justify the role of the teacher in the society in the development of the nation and it is true not from today but from the Vedic periods. The society and nation has given so many examples for us. The coming generation and new teacher should understand that their role as a teacher is very important in the development of society and nation and it dependents upon the economic condition of nation and it will be guided by the teachers of the nation. So they should maintain a character and should present a role teacher in their subject because the teacher is the model for their students.

“Without commitment you cannot succeed; with commitment you cannot fail”- Dr. A.P.J.
Abdul Kalam. This means a committed teacher can stay in this profession for a longer run. That is if the basement is laid strong the height of the building will not matter at all.