Abstract

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 what type of Perspective the teachers have 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 towards the teaching profession. 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. The present study is striving to analyze the different factors like pay scale, qualification, experience or gender and how they are making any kind of impact on the Perspective and work commitment of the teachers towards their teaching profession.

The present study explores the following objectives:

1. To study the Perspective of teachers working in regular and private colleges, University and institute with reference to personal variables.

2. To study the work commitment of teachers working in regular and private colleges, University and institute with reference to personal variables.

3. To compare the Perspective of teachers working in regular and private colleges, University and institute with reference to personal variables.
4. To compare the work commitment of teachers working in regular and private colleges, University and institute with reference to personal variables.

The following hypotheses were formulated for the study:

1. There is no significant difference in the Perspectives of teachers working in regular and private colleges, University and institute with reference to personal variables-
   - Gender
   - Experience
   - Academic qualification and pay scale.

2. There is no significant difference in the work commitment of teachers working in regular and private colleges, University and institute with reference to personal variables-
   - Gender
   - Experience
   - Academic qualification and pay scale.

3. There is no significant difference in the Perspectives of teachers teaching in different levels of education
   - Private colleges, University and Institute
   - Regular colleges, University and Institute
   - Deems University, autonomous Institute

4. There is no significant difference in the work commitment of teachers teaching in different levels of education
   - Private colleges, University and Institute
   - Regular colleges, University and Institute
The strategy of research adopted for the study was descriptive survey. The readymade tool was adapted for the study: Teacher Perspective Inventory by S.P. Ahluwalia (1974) and Work Commitment Inventory (Teacher Commitment Scale) by Dr. Indira Shukla (1999). 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. Initially the Stratified random sampling technique was used. But since the sample was large and it was done to achieve some objectives, purposive sampling technique was used. Total 950 tools were collected but many were not returned back. 510 forms were returned and since it was incomplete the research was conducted on 440 forms.

The findings of the study were as follows:

- There is no difference in the Perspective of teachers in regular and private colleges, University and institute with reference to gender.
- There is no difference in the Perspective of teachers in regular and private colleges, University and institute teachers with reference to experience.
- There is no significant difference in the Perspective of teacher’s in regular and private colleges, University and institute teachers with reference to academic qualification.
- There is significant difference in the Perspective of teacher’s in regular and private colleges, University and institute teachers with reference to pay scale.
- There is no significant difference in the work commitment of teacher’s in regular and private colleges, University and institute teachers with reference to gender.
- There is no significant difference in the work commitment of teacher’s regular and private colleges, University and institute teachers with reference to experience.
There is no difference in the work commitment of teacher’s in regular and private colleges, University and institute teachers with reference to academic qualification.

There is significant difference in the work commitment of teachers in aided regular and private colleges, University and institute with respect to pay scale.

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

This study is an eye opener to the present situation in the field of higher education. In the present study regular and private colleges, University and institute teachers tend to show more favorable Perspective. This may be due to the fact they have too much insecurity towards the job i.e. they have a feeling that their job is temporary and hence they have the fear of losing their jobs. To improve the work commitment and Perspective of teachers towards teaching profession, what is required is that there should be some in service program at regular basis where teachers are exposed to new and innovative concepts. Teachers’ empowerment is essential then only we will find good teachers with positive Perspective and work commitment.

With the present “Right to Education Bill” and “Directives to Government” for universalization of higher education the need to have committed teachers with proper Perspective towards the teaching profession has increased. At present there are 2.65 million teachers working in this noble profession. This segment should not be ignored by the government as government has the responsibility to increase the empowerment of the teachers. Presently teachers are trained before they enter the profession and some in service program are there with reference to teachers’ career advancement. These programs are also fragmented not planned with the objectives of filling the
gaps between need and the actual situation. So the study will establish the importance of continual training program for teachers.