In the words of Walter K. Borg, “The literature in any field forms the foundation upon which all future work will be built.” Without knowing the past we cannot do something new in the filed of research. If we want to do some new work in a subject, it is very necessary that we should know the past of that subject. Review of the related literature is an essential prerequisite to actual planning and execution of any research project. They help the researcher in formulating various hypotheses. They guide in respect of selection of problem, its statements, definition and delimitations. This avoids wastage of time in research.

The review of related literature has the great significance for researcher, as it guides the investigator to know about the amount of work done in the discipline in which the investigator is conducting the research. It also directs the researcher to tackle the problem chosen for research and avoids the risk of duplicity in research. It is certain that the review of related literature saves time, money and energy of investigator.

In the words C.V. Good: “The survey of related literature may provide building hypotheses, suggestive methods of investigation and comparative data for interpreting purpose.”

Review of related literature is, thus an important pre-requisite to actual planning and then the execution of any research work. Review of related literature besides love loping the insight of the investigator also accomplishes following specific purposes:-

1. To avoid unfruitful and useless problem area by the selection of those areas in which positive findings are likely to result.
2. To provide ideas, theories, explanation or hypotheses valuable in formulating the problem.
3. To enable the researcher to define and delimit his studies.
4. To suggest methods of research appropriate to the problem. The review also provides an insight into Tools and Statistical methods through which validity of results is to be established.

5. To locate comparative data useful in the interpretation of results.

6. To know about the recommendations of previous researches for further research which they have listed in their studies.

Keeping in view above cited purpose the researcher has made the attempt to survey related literature in the field. The investigator studied a number of books, journals and dissertations on the topic similar to her topic. From the time she formulated the hypotheses about her study, the survey of related literature led her to direct her study on the right path. It will be the effort of the investigator in this chapter to enumerate various researches in this field published in some many books, journals and dissertations studied.

2.1 ABROAD STUDIES

Jauch and William (1978) conducted a study on organizational loyalty, professional commitment, and academic research productivity. In this study, they examined the relationships between organizational loyalty, professional commitment and research productivity at a large Midwestern University. Likert scales and counts of publications were used to measure the predictor and criterion variables. These relationships were examined using multiple linear regression to test for unique contribution of organizational loyalty and professionals commitment to the variance in research productivity.

Major Findings: In this research loyalty was found to be unrelated to productivity and its interaction with professional commitment provided no explanation of unique variance in research productivity over the main effect of professional commitment. Those researches with the strongest professional commitment had higher research productivity.

Wiener and Vaide (1980) conducted a research to find out the relationship between job, organizational and career commitment and work outcomes. The study was done with the sample of 800 secondary school teachers in Salvador, Brazil. In this study, this, the relationships were examined with the help of Linear Regression.
**Major Findings**: They concluded that commitment is value based and mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness of the teacher take care of these factors. Their commitment can be enhanced to the optimum level.

**Aranya, Pollock, and Amernic (1981)** studied the relationship between organizational and professional commitment. The study also evaluated the influence of individual identification with professional involvement. A random sample of 871 Minnesota teachers was taken for the study.

**Major Findings**: This study clarified the theoretical relationship between organizational and professional commitment recognizing organizational commitment as the relative strength with which an individual identifies with an organization, they defined professional commitment as “the relative strength of an individual identification with, and involvement in one’s profession.

**Aranya, Lachman, and Amernic (1982)** investigated the effects of organizational and professional commitment on job satisfaction. The purpose of this study was to assess both direct and indirect relationships between professional commitment and job satisfaction. Sampling of the research was based on 112 teachers working in schools in teacher training colleges of Botswana.

**Major Findings**: In the study researchers analyzed effects of organizational and professional commitment on job satisfaction. They reported a statistically significant correlation between professional commitment and job satisfaction. Professional commitment affected job satisfaction indirectly through organizational commitment.

**Blau (1985, 1987, 1988)** did various studies to find out the relationship of organisational commitment career (professional) commitment and organizational commitment. The data were collected through a questionnaire returned by a sample of 600 teachers working in the high schools. In this study he also worked to define the professional commitment separately.

**Major Findings**: The study reveals that within the construct of commitment, Career (or professional) commitment is distinct from organizational commitment. He defined professional commitment as “one’s attitude towards one’s vocation. He concluded
that an individual with higher professional commitment would strongly identify with his occupational and have positive feelings towards it.

**Bhasin (1988)** conducted a study on teaching aptitude and its relationship with teaching effectiveness of the higher secondary school teachers in relation to the modern community. **Major Findings**: (i) It was found that teaching aptitude had a significant positive correlation with teaching effectiveness, but it had no direct relationship with teacher community participation; (ii) A significant difference was found between science and human sciences teacher in relation to teaching aptitude; (iii) No significant difference was found between rural and urban, government and non-government and male and female teachers with regard to their aptitude and effectiveness.

**Brian and Jones (1988)** conducted a study on the impact of family and career planning variables on the organizational, career, and community commitment of professional women. This study evaluated the independence of three commitment variables: organizational, career, and community commitment. The study also evaluated the influence of extra-work variables such as family career planning, individual career planning, marital stability, coping behaviours, and financial status on each of the three commitment types. A sample of 118 married professional women was used. **Major Findings**: It was suggested that organizational, career, and community commitment are independent variables. Findings also suggest that extra-work factors strongly influence career commitment, moderately influence organizational commitment, and weakly influence community commitment. Financial insecurity, coping behaviours, and marital satisfaction positively predicted career commitment. Organizational commitment was higher among women feeling financially insecure and engaging in individual career planning. A woman who earned more than her husband was more committed to her career and organization, but less committed to her community.

**Harreell and Eickhoff (1988)** studied the effect of commitment on the level of job satisfaction. The sample of 290 teachers of primary school was selected. The survey method was used in this study. The multiple regression was used to find out
the unique impact of professional commitment on the different levels of job satisfaction.

**Major Findings:** This study concluded that there was positive effect of the professional commitment on the job satisfaction. He concluded that there was relationship between these two variables. The teacher with higher professional commitment would have more job satisfaction.

Karin (1989) made a causal model of the antecedents of organizational commitment among professionals and non-professionals. A causal model of organizational commitment was developed from previous theory and research. The model included variables from each of the four categories of antecedents identified in previous research (i.e., personal needs, job characteristics, role states, and work experiences), as well as employees' job satisfaction and mental health. It was tested using survey responses from a sample of nonprofessional employees and a sample of professionals.

**Major Findings:** Using path-analysis, support was found for many of the hypothesized paths in both groups, yet areas of misspecification were found. Model revisions were performed separately for both groups and differences were highlighted. In particular, the influence of individual variables on the variables included in the hypothesized model differed markedly across the two groups. Implications of these findings, as well as substantive and methodological directions for future research, were discussed.

Steffens (1990) made a case study to examine the perceptions of the National State Teachers of the year in relation to specific conditions and characteristics of active teaching and learning.

**Major Findings:** The major findings of the study indicated that the 1st important characteristics necessary to be effective teachers are knowledge of the subject matter, a caring and compassion at personality, enthusiasm in classroom organisation, a sense of humour and love for children.

Gangopathyay (1991) conducted an experimental study of the effectiveness of classroom teaching techniques in relation to students’ achievement. The main objective was to find out the effectiveness of four techniques of teaching lecturing
(T1), lecturing and explanation (T2), lecturing and explanation with question answering (T3), and lecturing and explanation with question-answering by using feedback (T4) - on the development of knowledge (X1), comprehension (X2) and application ability (X3) as well as the total achievement (X4) of the pupil in the given teaching-learning situation.

**Major Findings:** Major findings were: (i) Technique T2 (lecturing and explanation) showed more effectiveness than T1 (learning) for knowledge, comprehension and total achievement at the post-test level, (ii) Technique T3 (lecturing and explanation with questioning-answering) showed more effectiveness than T2 (lecturing and explanation) and T1 (lecturing) at the post-test level, (iii) Technique T4 (lecturing and explanation with questioning-answering by using feedback sequence) showed more effectiveness than T3, T2 and T1 at the post-test level.

Steven L (1992) conducted a study on the effect of increasing education on individual professional behaviour and commitment. Occupations raise educational requirements in efforts to professionalize, even though the practitioner level outcomes of professionalization are virtually unknown. Therefore, the relation between level of education and professional commitment and behaviour were examined among registered nurses, who can be licensed holding any one of three different levels of education.

**Major Findings:** More highly educated registered nurses engaged in more professional behaviours, such as reading journals and updating technical skills; however, attitudinal commitment to the profession did not differ significantly among nurses holding different levels of education. Explanations and theoretical implications are discussed.

Hawkins (1997) conducted a study on the predictors of affective organizational commitment among high school principals.

**Major Findings:** He concluded that fairness emerged as the leading variable in the explanation of affective organizational commitment.

Cole (1999) conducted an investigation on teacher educators and studied the relationship between commitment and institutional realities. The purpose of the study
was to assess commitment of teacher educators of Canada. For the study we selected 112 teacher educators of Canada city.

**Major Findings:** It was found that in order to become a teacher educators’ people left jobs with more money, security, support, status and credibility. He found that teacher educators are an idealistic group overall and are concerned with making a difference.

**Bagrain (2003)** conducted a study on the dimensionality of professional commitment.

**Major Findings:** It was found that a multidimensional approach to the assessment of professional commitment is warranted and appropriate in South African context. The result also indicates that South African actuaries are highly committed to their profession.

**Firestone (1996)** conducted a study to find the relationship between teachers’ motivation, efficacy, job satisfaction and commitment. The study was conducted mainly through a survey and the application of a tool developed by the investigator himself to test commitment and satisfaction.

**Major Findings:** In this study he concluded that there exist a positive correlation between the job satisfaction and commitment. The also concluded that the motivation effects positively the commitment of the teachers. Motivation is also one of the predictable attribute of the commitment.

**Tyree (1996)** attempted to study the conceptualising and measuring commitment to high school teaching.

**Major Findings:** In this study, he revealed how individual teachers conceptualise commitment and the various dimensions of commitment may be interconnected and there are different levels of commitment.

**Barbara, Kfir and Nasser (1997)** conducted a study, Predicting teacher commitment. An empirical investigation was made of a model for predicting commitment to teaching, as measured by the extent to which teachers expressed an unwillingness to change careers. Predictor variables included personal variables as well as job-related factors. Data are reported from 175 teachers who had completed their preservice training at an Israeli teachers college over a ten-year period.
Major Findings: Results indicated that only job satisfaction could directly predict commitment. Other factors, such as professional self-image, abilities, gender, job advancement, and pupil grade level were indirectly related, generally through their relationship with satisfaction. Teaching experience was unrelated to other variables in the model.

Zhang and Sachs (1997) studied the thinking pattern of school teachers of Hong Kong. The main objective of the study was to find out the difference in thinking pattern of different subject teachers. The 4-Point Likert Scale was used to study the thinking style. The 13 characteristics of the Sternberg theory of mental development were used to develop self instrument of thinking style.

Major Findings: It was found that the natural science and technology teachers in Hong Kong prefer global thinking whereas social science teachers were local thinkers.

Hung and Liu (1999) conducted a study of effects of stay back on teacher’s professional commitment. The study was conducted on 493 teacher teaching in teachers’ college in Taiwan in 1999. The research instrument was composed of five scales to measure the subjects.

Major Findings: In this study, they depicted that stay-back is the factors which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment.

Lam (2000) conducted a study to find out the effect of thinking styles on teachers of different subjects. He used the Thinking Style Scale developed by the Zhang (1997) based on the Sternberg Thinking Scale. For the study the randomly selection of 200 teachers, where n=75 arts teachers and n=125 science was done.

Major Findings: The study revealed that art teachers in Hong Kong score higher on local thinking than science teachers. In the study, it was found that the science teachers scored higher on executive thinking than the art teachers done, whereas the art teachers preferred legislative thinking than science teachers.

Timothy (2000) conducted a study on professional commitment among US physician executives in managed care. This paper examines professional commitment
among physician executives working in managed care settings in the United States. The rise of an ‘administrative elite’ in medicine is central to the notion that physicians preserve their professional dominance despite changes in their prestige, work and employment status. Implicit in the notion of Freidson's restructuring perspective, physician executives presumably remain dedicated to professional interests in their management roles.

**Major Findings:** The findings of a national survey support this assumption. Physician executives maintain meaningful, stable levels of professional commitment over time in management and the organization. This commitment is positively related to work-related characteristics involving favourable perceptions of the management job and physical and mental ‘connection’ to the practice of medicine. Belief in one's ability to successfully deliver appropriate clinical care, however, moderates the positive association between involvement in the management job and professional commitment. The findings provide a rationale for the maintenance of professional loyalty among physicians in management rooted in the work-related perceptions and activities of the individual physician executive.

**Crosswell and Elliot (2001)** studied the various dimensions of the commitment. This study sought to tap what is thought to be the collective mind of a group of teachers. The geographical areas for this study covered Brisbane (Suburban), Rockhampton (regional) and Longreach (rural/remote). 30 teachers from different sites with extended teaching experience were interviewed. A selection of teachers from each school was made based on criteria of experience, gender and teaching areas following discussions with the school principal. Interviews lengths ranged from forty-five minutes to up to one hour each. A semi-structured interview format was used, using a standard set of questions. The collected data was analysed in order to identify each teacher’s conception of commitment and any factors that impacted on their levels of commitment across the course of their career.

**Major Findings:** From the data sex conceptions of teacher commitment have been identified. These six categories represent different ways that teachers perceive, understand and conceptualise the phenomenon of teacher commitment. Amongst this sample of teachers there exists a wide-spread connection between the notion of being
passionate and the conceptualizing of teacher commitment. Thus, they concluded that there is a very intimate connection between a ‘passion’ for the work of teaching and teacher commitment.


**Major Findings:** It is envisioned as a global construct and defined as an employee's identification and involvement with another organization. A model of EOC specifying its antecedents, consequences, and moderating factors is offered and 28 propositions emanating from the model are articulated. Implications for human resource practitioners are discussed.

Kaufman (2001) conducted a study of the effect of thinking styles to vocational choices on a population composed of student journalists and student creative writers.

**Major Findings:** It was found that journalists scored higher on executive thinking than creative writers did, whereas creative writers preferred legislative thinking than journalist.

Hommerding (2002) studied thinking style of primary teachers to find out the correlation of job satisfaction and thinking style. For the study, he selected 400 primary school teachers of Taiwan.

**Major Findings:** The results revealed that the most preferred styles were legislative, oligarchic and global, while judicial, hierarchic, anarchic and local styles were least preferred. The study showed that thinking style was positively correlated with the thinking style of teachers.

Zhang (2002a) focused on the thinking styles and the psychosocial development of college students and concluded that wider range of thinking styles is a predictor of the sense of purposefulness. Cognitive development of students was also studied.
Major Findings: The results proved that wider range of styles are used by students whose cognitive development levels are higher compared to the students whose cognitive development levels are lower. This study also revealed that the thinking style is positively related with the emotions.

**Palut (2003)** conducted a study to find out the thinking style patterns of the elementary teachers. The main objective of the study was to define the thinking style of teachers both in personal ad teaching environment based on Sternberg’s Theory of Mental Self-Government. This study explored the thinking styles among elementary teachers of Boston.

Major Findings: The results of the study showed that male teachers prefer legislative, global and internal thinking styles compared to females but in teaching environments, male teachers prefer local thinking styles.

**Anona (2004)** conducted an empirical study of PM professionals’ commitment to their profession and employing organizations. Professional commitment (PC) and organizational commitment (OC) are important factors determining professionals’ work behaviours. This study developed a research instrument and mailed it to Australian project management (PM) professionals to investigate their PC and OC. Data were analyzed using SPSS.

Major Findings: The results showed that PM professionals’ commitment to the profession is significantly higher than that to employing organizations, their PC and OC are positively correlated, PM professionals with a postgraduate PM education more highly commit themselves to the profession than others without such education, and PM professionals at the position of project manager more highly commit themselves to the profession than others appointed to non-project-manager positions. The findings have several important implications for the profession and employing organizations.

**Çubukçu (2004)** conducted a study on Undergraduate students of the faculty of education constituted the sample of another study on how the thinking styles affect perceiving the learning environment and reacting to the environment. In this study the thinking style preferences of the participants were examined and found that hierarchic
and legislative thinking styles are preferred more than others whereas conservative style is the least preferred.

**Major Findings**: It was found that among levels dimension, global style is more preferable than local among faculty of education students. Next, gender was taken into consideration as a variable and legislative, monarchic and conservative styles showed significant variation. Major of the students was another variable and only internal thinking style appeared to be significantly differing due to the major.

*Buluş (2005)* have conducted another study to determine the thinking styles profile of a similar sample with Saracaloğlu et al. in Pamukkale University. He also examined the effect of the year at university on the thinking styles

**Major Findings**: The results showed parallelism with the findings of the other study except for the leanings dimension. For this specific study, for the whole sample legislative, for especially forth-year students hierarchic styles are found to be positively related to academic achievement, in addition for the whole sample conservative and external, for especially first-year students local styles are negatively related to academic achievement. He also found that forth-year students prefer legislative style more compared to first-year students but prefer external style less than first-years. Gender is also considered as a variable and showed significant effect; males are more global, internal and conservative compared to females.

*Fer (2007)* to determine whether the thinking styles of student teachers differ due to gender, age, educational level, type of university attended and the field of study, and test the validity and reliability of Thinking Styles Inventory among Turkish teacher students. The results revealed in terms of gender variable that “male students scored higher on the monarchic and conservative styles than did females while females scored higher on the legislative and hierarchic styles.” When age variable was considered the younger students scored significantly higher on the legislative and liberal styles than older ones did.

**Major Findings**: As the findings of the study was examined in terms of thinking levels (global vs. local), males prefer global style to local and males scored higher in global thinking compared to females. Interestingly there was no difference between global and local thinking styles preference of females. When age was considered the
older the students are, the more global they think and global thinking style is preferred to local thinking style.

**Kao et al. (2007)** studied on in identifying the effect of thinking levels (global vs. local) on the internet search habits of users in order to improve search engine architecture. What they found was parallel to the characteristics of global and local thinking styles.

**Major Findings:** Findings showed that high global thinkers search for every possible issue related and skim the search results while high local thinkers focus on a topic, look for explicit answers and explore that topic in detail.

**Lu, Chang and Wu, (2007)** conducted a study on relationships between professional commitment, job satisfaction, and work stress in public health nurses in Taiwan. The purpose of this study was to assess both direct and indirect relationships between professional commitment, job satisfaction, and work stress in public health nurses (PHNs) in Taiwan. The two major questions addressed were as follows: What were the professional commitment, job satisfaction, and work stress among PHNs? What model accurately portrays the relationships between these three independent variables? Exploration of the causal pathways among these variables revealed a fitness model. A structured, self-administered questionnaire with three scales was distributed to the subjects. A total of 258 subjects completed the questionnaire, yielding a 90% response rate.

**Major Findings:** Results demonstrate a significant, direct, and positive effect of professional commitment on job satisfaction, as well as a significant inverse influence of job satisfaction on work stress. An indirect effect of professional commitment on work stress through job satisfaction was also revealed in the findings. All paths in the model were significant (P < 0.05). The findings of the study can help show that professional commitment plays an antecedent role to job satisfaction and work stress of nurses. This study suggests that professional commitment is an important factor related to work stress and that health care institutions should be concerned with this issue.

**Rots, Aelterman, Vlerick and Vermeulen (2007)** conducted a study, “Teacher education, graduates’ teaching commitment and entrance into the teaching
profession.” This study aimed to gain insight into the relationship between teacher education and graduating teachers (not) starting in the teaching profession (n=209). Predictor variables referred to teacher education, integration into teaching, and teaching commitment. To examine interrelationships between these variables, factors were also interlinked to test a theoretical model of graduates’ teaching commitment.

**Major Findings:** Results reveal that graduates’ teaching commitment is strongly related to their entrance into the teaching profession. Furthermore, the perception of mentor teachers’ evaluative support is directly related to teaching commitment and other variables (e.g. faculty support, type of teacher training) are indirectly related through the mediation with graduates’ teacher efficacy and professional orientation.

Kieschke and Schaarshmidt (2008) conducted a study, “Professional commitment and health among teachers in Germany: A typological approach.” The interplay of occupational engagement and individual coping capacity is very important. A methodological tool that provides the means for such an analysis which includes psychological aspects of the health is the “Arbeitsbezogenes Verhaltens- und Erlebensmuster” questionnaire (AVEM: Pattern of Work-related Coping Behaviour). This assessment instrument allows for a subscale-level evaluation as well as differentiation between four types of work-related coping behaviours that have been obtained by cluster analysis. Comprehensive analyses involving 7693 teachers have established the health relevance of this cluster differentiation.

**Major Findings:** In this study, they revealed that the professional commitment is highly positively correlated with the health stats of the teachers. Physically healthy teachers have also possessed high commitment than unhealthy one.

Yenice and Karasakaloglu (2008) to determine and compare the thinking style profiles of students registered to elementary education department in Adnan Menderes University. Researchers studied the relationship between academic achievement and thinking styles.

**Major Findings:** The most preferred thinking styles are found to be legislative, hierarchic, executive and judicial where as least preferred styles are liberal and local. If the findings are examined in order to find the most preferred styles of five dimensions (functions, forms, levels, scopes and leanings) the profile seems to be
legislative, hierarchic, global, external and conservative. When the preferred styles were compared for major departments, science education students show a tendency to think locally, whereas social sciences and primary school teaching students prefer global thinking. Gender was considered as another variable and both males and females prefer global thinking to local thinking but males think more globally compared to females.

**Ching-Wen (2009)** conducted a study “Service climate, professional commitment and job performance of flight attendants in Taiwan”. This study of airline managers and flight attendants uses survey information to look at relationships between service climate, professional commitment and job performance.

**Major Findings**: It was found that service climate positively influences professional commitment, influences job performance while professional commitment positively influences job performance and smooths the relationship between service climate and job performance.

**Choi and Fan (2009)** conducted a study, “Teacher commitment trends: Cases of Hong Kong teachers from 1997 to 2007. This study examines the commitment of Hong Kong teachers in the decade after the political transition in 1997, when large-scale education reforms were launched. The life history method was employed to investigate teachers’ self-appraisal of their commitment levels in their career course and factors contributing to such trends.

**Major Findings**: Findings not only affirm the previous view that teacher commitment involves the interplay of personal, workplace and education systemic factors but also illuminate how these factors interplay differently to effect sustained/increased or decreased commitment. ‘Love for students’ is argued to be a crucial personal factor which counteracts unfavourable external conditions to sustain teacher commitment

**Huang and Waxman (2009)** conducted a study, “The association of school environment to student teachers' satisfaction and teaching commitment. A supportive school environment is crucial to the enhancement of student teaching experiences. This study assesses student teachers' perceptions of secondary school environments, and then relates the perceptions to their satisfaction with school experiences and teaching commitment.
Major Findings: The results showed that considerable disparities between student teachers' perceptions of actual and preferred school environments and suggest certain directions for improvement. Student teachers’ perceptions about their school environments, especially in the areas of professional interest and staff freedom, were positively associated with their satisfaction. Several school environmental aspects influenced the total years they planned to teach and their intention to teach at the placement schools.

Mehmet and Hale (2009) conducted a study, “To examine the effect of the motivation provided by the administration on the job satisfaction of teachers and their institutional commitment. Sampling of the research is based on four hundred teachers working in Sakarya. Data was obtained through Minnesota Job Satisfaction Scale, Cook and Wall Institutional Job Commitment Questionnaire and Motivation Questionnaire as well as three questions determining gender, branch and educational status were used.

Major Findings: It was found that administration motivated teachers in a positive way and teachers were committed to the institutions. It is also found out that the level of motivation affects the institutional commitment and the level of institutional commitment changes according to motivation given by the administration. The level of motivation also affects the job satisfaction and high motivation causes high job satisfaction whereas low motivation leads to low job satisfaction. The level of job satisfaction affects the institutional commitment and teachers having high job satisfaction show high institutional commitment. The difference between branch variations and level of job satisfaction has been found and branch teachers were observed to have higher job satisfaction than form teachers. It has been found out that gender, branch and educational status doesn’t affect teachers’ motivation and their institutional commitment.

Magdalena (2009) conducted a study to assess the professional commitment in teachers working in the primary and pre-schools. The main objective of the study was to find out the effect of age and professional experience differences on the professional commitment. The survey was held in two southern provinces of Poland.
The groups consisted of 200 teachers was randomly assigned from primary schools (25-30) years old and above 30 years.

**Major Findings:** A significant effect of age and professional commitment findings showed a considerably low level of commitment of teachers having age above thirty years. The highly experienced teachers are less committed.

Geert (2010) conducted a study, “How distributed leadership can make a difference in teachers' organizational commitment? : A qualitative study”. The present study explores the relation between distributed leadership and teachers' organizational commitment. Semi-structured interviews with teachers and school leaders of secondary schools were conducted. A comparative analysis of four schools with high and four schools with low committed teachers was carried out.

**Major Findings:** Findings revealed differences in the leadership practices which influenced organizational commitment. The leadership practices include the quality and distribution of leadership functions, social interaction, cooperation of the leadership team, and participative decision-making. Teachers reported being more strongly committed to the school if the leaders were highly accessible, tackled problems efficiently or empowered teachers to participate, and frequently monitored teachers' daily practices.

Weng, McElroy, Morrow and Liu (2010) conducted a study, “The relationship between career growth and professional/organizational commitment.” This research examines the relationship between employees' career growth and organizational commitment. Career growth was conceptualized by four factors: career goal progress, professional ability development, promotion speed and remuneration growth, while organizational commitment was conceptualized using Meyer and Allen's (1997) three component model. The data was collected from 961 employees in 10 cities in the People's Republic of China.

**Major Findings:** The study showed that the four dimensions of career growth were positively related to affective commitment, and that three of the facets were positively related to continuance and normative commitment. Only three of eighteen two-way interactions among the career growth factors affected organizational commitment, suggesting that the career growth factors influence commitment in an additive rather
than a multiplicative manner. Results focus on how career growth can be used to manage organizational commitment.

**Lee and Zhang (2011)** conducted a multilevel analysis of the impact of a professional learning community, faculty trust in colleagues and collective efficacy on teacher commitment to students. This study investigated the relationships between a professional learning community (PLC), faculty trust in colleagues, teachers’ collective efficacy, and their commitment to students. The findings from exploratory factor analysis indicated that three clear components could be extracted from the scale of Professional Learning Communities Assessment (PLCA) in a Chinese setting. Multilevel analyses was conducted to investigate how school-level variables, including the three factors of PLC, faculty trust in colleagues, and collective teacher efficacy, affect teachers’ commitment to students.

**Major Findings:** The findings from the Hong Kong teacher sample indicated that two PLC factors including collective learning and application and supportive conditions – structures, and the factors faculty trust in colleagues and collective teacher efficacy could significantly and positively account for the school-level variances of teachers’ commitment to students. Another PLC factor, shared and supportive leadership, was not identified as a significant predictor to teachers’ commitment to students in a Chinese setting. The findings of school-level regressions indicated that all three factors of PLC as well as faculty trust in colleagues could significantly and positively affect teachers’ collective efficacy on instructional strategies. However, only one PLC factor, collective learning and application, and the factor faculty trust in colleagues were significant predictors to teachers’ collective efficacy on student discipline.

**Klassen and Chiu (2011)** conducted a study, “The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. The purpose of the study was to explore the occupational commitment and quitting intention of practicing and pre-service teachers. They used a cross-sectional survey design to examine the impact of teachers’ self-efficacy, job stress, and contextual factors on occupational commitment and quitting intention of 434 practicing teachers and 379 pre-service teachers.
**Major Findings:** Results revealed that similar factors—self-efficacy, job stress, and teaching context—influence the occupational commitment and quitting intention of practicing and pre-service teachers. Pre-service teachers displayed higher levels of commitment and less overall stress than practicing teachers.

**STUDIES CONDUCTED IN INDIA**

*Kanter (1974)* attempted investigation to find out relation between job commitment and school organization. The main objective of the study was to find out the impact of school organizational climate on commitment. For the study a sample of 400 primary schools teachers was selected form Tamil Nadu scale of school organizational culture developed by Gafoor was used in the study. The scale for the commitment was developed by the investigator himself. For revealing the relationship between school organizational climate and commitment, person’s among the variables were estimated.

**Major Findings:** In the study he concluded that the commitment of a teacher to his profession is positively related to the organizational climate of the school.

*Goyal (1980)* Tired to find the relationship between the adjustment and professional commitment. For the study 120 teachers educators from Gujarat were studied. The sample technique was purposive and incidental. The person product moment was used to find the coefficient of correlation.

**Major Findings**

This study revealed that a large majority of teacher’s educators were favourably inclined towards their profession satisfied in their job but not well adjusted as well as had low professional interest.

*Nias (1981)* did an investigation to find out the relationship of commitment with the motivation. In this study the commitment of primary school teachers were assessed. The 250 primary teachers of Sikkim were selected from this 120 were female teaches and 130 were male teachers. The effected of gender was also assessed on the commitment of the teachers.

**Major Findings:** The study revealed that the teachers those are highly motivated having high commitment to their profession. It is the necessity for teaches to be emotionally committed to their work. The gender had no effect on the commitment.
Rana (1981) conducted a study of professional commitment of Home Science College Teachers in India and its relationship to personal and professional characteristics and to organizational climate.

Major Findings: He found that (a) Value commitment, which implied interest in teaching for its own sake, was predominant in the professional commitment of a majority of the home science teachers. (b) The pattern of characteristics of the teachers with a high level of continuance commitment differed significantly from that of the teachers with a high level of value commitment.

Pal and Bhagaliwal (1987) conducted a study on personality characteristics associated with teacher effectiveness as seen through the Rorschach Technique.

Major Findings: The findings of the study showed that more effective teachers had a higher intellectual level as reflected in their intellectual capacity as well as intellectual functioning. Further, more effective teachers were characterized by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning. On the other hand, less effective teachers had a low level of imagination and maturity so that they stuck to a practical everyday common sense view of things as they were not capable of a more integrated view of things. More effective teachers were endowed with more of creative potential, whereas less effective teachers lacked enough of inner productive resources. The affectional need of more effective teachers did not unduly interfere with their responsiveness to emotional situations, whereas less effective group was ruled by immediate need for gratification and also tended to act out emotions without socialized restraint. More effective group was characterized by rich imaginable resources to back up their high level of aspiration On the other hand, less effective group had too high level of aspiration which was not in keeping with their low level of productive resources.

Singh (1987) conducted a study of teachers’ effectiveness and its correlates at higher secondary stage.

Major Findings: He found that (a) No significant was found in the mean scores of male and female teachers in their effectiveness was observed; (b) There was a non-significant difference in mean scores of male and female teachers belonging to rural an urban areas in their attitude towards teaching.
Agarwal (1988) made a study of adjustment problems of more and less effective female teachers at primary level and also the factors related with these problems.

**Major Findings:** (i) There was a significant difference between the adjustment problems of more effective and less effective female teachers at primary level, the more effective teachers were better adjusted than their less effective counterparts; (ii) Social factors were found more prominent in the adjustment problems of more effective teachers, while in the case of less effective female teachers, the emotional factors were found more influential.

Das (1988) attempted to study the effect of motivation on professional commitment for the study 140 teachers of Annamalai University were selected as the sample. The main objective of the study is to find out co-relation between motivation and professional commitment of the teachers.

**Major Findings:** He found that teachers those who were highly motivated towards teaching were also found highly committed to their job. The study revealed a positive high correlation between the motivation and professional commitment of the teachers.

Gupta (1988) made a study on intelligence, adjustment and personality needs of effective teachers in science and arts.

**Major Findings:** (i) Effective arts teachers were significantly better adjusted socially, psychologically and physically than effective science teachers; (ii) Effective science and arts teachers did not differ with respect to professional adjustment (iii) Effective arts teachers were found significantly better adjusted in personal life than effective science teachers; (iv) Effective arts teachers were significantly higher than effective science teachers on financial adjustment and job satisfactions; (v) So far as total adjustment was concerned effective arts teachers were significantly superior to effective science teachers; (vi) Teacher effectiveness was found to be related to the age of the teachers, They were found most effective in the age group of 30 -39 years; after that, their effectiveness went on diminishing; (vii) Teacher effectiveness was found to be related to experience of the teachers. The were found most effective in the 11-15 years experience group after that it began to decline; (viii) Teacher effectiveness seemed to be related to salary. The number of effective teachers
decreased as the salary increased; and (ix) Teacher effectiveness was not related to gender.

More (1988) conducted a study of to find the relationship between personality, aptitude for teaching and effectiveness of secondary teachers.

**Major Findings:** It was found that out of the 16 personality factors, only six factors were found to be positively correlated with teaching effectiveness.

Prakasham (1988) conducted a study to find teacher effectiveness as a function of school organizational climate and teaching competency.

**Major Findings:** The major findings were: (i) The open school organisational climate positively effected both the teaching competency as well as teacher effectiveness; (ii) Teachers of urban schools significantly excelled over teachers employed either in semi-urban and rural schools or schools located in industrial areas on both teaching competency and teacher effectiveness; (iii) Females scored invariably higher with insignificant difference in all types of schools, categorized in terms of territory, management type and organisational climate; (iv) Moderately better teacher effectiveness was observed in schools under Christian management; (v) There existed a significant relationship between teaching competency and teacher effectiveness; and (vi) Teaching competency, territorial variations as well as school organisation climate yielded highly significant main effects whereas sex and management types did not.

Sheela (1988) conducted a study to observe the change in teaching behaviour as a function of inculcation of values predicting teachers’ effectiveness.

**Major Findings:** The findings of the study showed that the value confrontation treatment was found effective in improving the qualitative teaching behaviour of the student-teachers of all teaching subjects. However, the improvement in the teacher-trainers of social science and mathematics was significantly higher than that of the language and mixed subject groups.

Atreya (1989) conducted a study of teachers’ values and job satisfaction in relation to their teaching effectiveness at degree college level.

**Major Findings:** It was found that (i) At degree level, teaching effectiveness was significantly related to values and job-satisfaction; (ii) Teaching effectiveness was
found to be a normally distributed trait; (iii) The effective teachers markedly differed from ineffective teachers on the job satisfaction scale and they were endowed with a value pattern which accounted for their effective teaching.

Veeraraghavan et al. (1989) made a study to find the relation among school achievement, student motivation and teacher effectiveness in different types of schools.

**Major Findings:** The major finding of the study is that teacher effectiveness was positively correlated with school achievement.

Bisaria (1991) conducted a study on mobility patterns and professional commitment of higher secondary school teachers. The main objective of the study was to find the correlation between the mobility patterns and professional commitment of higher secondary teachers. For the study 250 teachers were selected as a sample form Delhi. The selection was based on the random sampling techniques. The person product moment correlation was calculated to find the coefficient of correlation.

**Major Findings:** By analyzing the data he revealed that the mobility patterns were negatively correlated to professional commitment.

Kumar (1991) conducted a study to find the relationship of teacher effectiveness among different groups of teachers in relation to Personality Traits.

**Major Findings:** The findings of the study showed that teacher effectiveness and personality traits of Arts, Science and Commerce teachers had no relationship.

Srivastava and Dube (1991) developed scientific equation to predict teacher effectiveness in context of Personality Traits.

**Major Findings:** The correlation between personality traits and teacher effectiveness varied from 0.4129 to 0.6166 in case of high integration of teaching skills and from 0.7156 to 0.7516 in low integration of teaching skills.

Singh (1991) conducted a study on creativity and intelligence as correlates of teaching effectiveness of secondary school teachers.

**Major Findings:** The major findings were: (i) Among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality,
composite creativity and intelligence; (ii) creativity and intelligence taken jointly were considered better predictors of teaching effectiveness than taken separately.

Shah (1991) attempted to study to find the certain determinants that make teacher effectiveness.

**Major Findings:** The major findings of the study are: (i) Teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate; (ii) The variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent; (iii) Teachers’ satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, “livelihood, influencing opportunity and enough leisure were assessed as paramount determinants of teacher effectiveness.

Vashistha and Verma (1991) attempted to study and identify specific qualities and characteristics of effective and ineffective teachers.

**Major Findings:** The major findings of the study are: (i) Effective and ineffective teachers had sharp distinction in relation to the following personality traits: emotional construction, marked inhibition of sexuality, dependency, difficulty in establishing close personal relationship given to introspection; (ii) Effective teachers were superior in emotional construction; (iii) Effective teachers had marked inhibition of sexuality as their personality trait, while ineffective teachers were ruled by the immediate needs of gratification and they tended to act on impulse without inhibition, and; (iv) Effective teachers had depended on personality characteristics, whereas ineffective teachers had difficulty in establishing close personal relationship.

Sundararajan and Srinivasan (1992) undertook a study on teachers’ receptions of their effectiveness as teachers. Two hundred and fourteen teachers were randomly selected from teachers who had assembled for an in service training programme. Teacher Effectiveness Scale by Kumar and Mutha was used in the study.
Major Findings: The study revealed that the sex of the teachers, the nature (Boys’/Girls’/Coeducational) of the schools and the types of schools (Govt./Municipal/Private) and the discipline of their teaching seem to cause differences in the perceptions of teacher effectiveness but no such differences were found in teaching experience and educational status.

Sharma and Kumar (1993) undertook a study on 300 teachers to identify the relevant teaching skills suitable for effective teaching at the secondary stage. The investigator prepared a tool containing 15 stimuli representing the teacher skill. The method of paired comparison was used to analyse the data.

Major Findings: The findings were: (i) Promoting pupils’ participation had been viewed as the most important teaching skill at the secondary level, followed by the skill of using teaching aids, questioning, explaining, evaluating, giving assignment, lesson planning, introducing lesson, classroom management, reinforcement, writing instructional objectives, stimulus variation, set induction, pacing the lesson and closure; and (ii) The least important skill according to the teachers are: set induction, pacing the lesson and closure.

Singh (1993) examined the teachers’ effectiveness in relation to their sex, area and adjustment. The Teachers’ Effectiveness Rating Scale and Mangal Teacher Adjustment Inventory were used to collect the data.

Major Findings: It was found that (i) There was a significant difference between male and female teachers in their adjustment; (ii) The co-efficient of correlation between teachers’ effectiveness scores and adjustment of the rural teachers were not significant; and (iii) Among the urban teachers, the coefficient of correlation between the teachers’ effectiveness scores and adjustment was significant.


Major Findings: It was found that: (i) Teachers who had a high medium level of job-satisfaction were more effective teachers than those with low level of job-satisfaction; (ii) There was significant difference between teacher effectiveness scores of teachers in the three grades taken for the study; (iii) There was a significant
difference between the job satisfaction of Teacher in the three grades like Science, Arts and Commerce.

**Babu and Gnanaguru (1995)** conducted a study on teacher effectiveness and involvement in teaching of commerce teachers at higher secondary level in Tamil Nadu. Two hundred and eighty-eight teachers of commerce were randomly selected from 44 higher secondary schools of Tamil Nadu. Teachers’ Effectiveness Inventory and Teachers’ Involvement Inventory were used to collect data.

**Major Findings:** It was found that (i) The traits directly related to teacher effectiveness have more impact upon the effectiveness of teaching in commerce than the traits indirectly related to teacher effectiveness; (ii) Sex and locality of the commerce teachers had no effect upon teacher effectiveness; (iii) the commerce teachers with a ‘research degree have been found with greater effectiveness in teaching; and (iv) the involvement of teachers in teaching commerce and their effectiveness of teaching are found to be correlated significantly.

**Biswas and De (1995)** conducted a survey to compare effectiveness of secondary school teachers in Tripura.

**Major Findings:** It was found that male and female teachers differed significantly on teacher effectiveness, female teachers had comparatively greater mean scores indicated that the female teachers were comparatively more effective.

**Rao (1995)** conducted a study to find the relationship of teacher effectiveness in relation to creativity and interpersonal relationship.

**Major Findings:** There was found no significant relation between teacher effectiveness and teaching experience. A significant relationship was found between creativity and teacher effectiveness interpersonal relation, so also found significant difference between rural-urban teachers with reference to interpersonal relationship.

**Saxena (1995)** undertook a study of teacher effectiveness in relation to adjustment, job satisfaction and attitude towards teaching profession. A sample comprising 545 teachers was selected randomly.

**Major Findings:** It was found that (i) Both effective and ineffective teachers were found to be well adjusted, derived satisfaction from their work and had favourable attitude towards teaching profession; (ii) Effective rural, private, science and more
experienced teachers had relatively better teaching attitude compared to urban, government, Arts and less experienced teachers respectively, while reverse in the case with regard to intellective teachers (iii) Female, younger, graduate and untrained teachers had relatively favourable attitude in comparison to male, older, postgraduate and trained teachers, respectively.

Vasanthi and Anandhi (1997) undertook a study on 417 B.Ed. student teachers to throw some light on the influence of some factors on teacher effectiveness of student teachers.

**Major Findings:** It was found that (i) It was found that the factor of intelligence had high positive relation with teacher effectiveness among the B.Ed. students, (ii) The positive correlation indicated that higher the intelligence the better: was the teacher effectiveness as perceived by the teacher educators, (iii) It was found that the intercorrelation matrix of male student-teachers showed a significant correlation between teacher effectiveness, intelligence and achievement motivation, (iv) The intercorrelation matrix of women B.Ed. student teachers, intelligence, self-concept, attitude towards teaching was found to be significantly correlated in the positive direction with teacher effectiveness.

Louis (1998) attempted a study to find the effect teachers quality of work life in secondary schools on commitment and sense of efficacy. The sample was collected from secondary schools of Bhuvaneshwar city. A total of 184 teachers were chosen from 39 secondary schools. 95 teachers were from government schools and 39 were from 19 private schools. During the collection of data city was divided in five zones viz. east, west, north, south and central.

**Major Findings:** In the study he revealed that school leadership is highly significant in influencing teachers’ levels of commitment to and engagement with new initiatives and reforms.

Mishra (1999) conducted a study to find the relationships between teacher effectiveness of elementary school teachers in relation to their attitude towards teaching, level of aspiration and job satisfaction.

**Major Findings:** It was found that: Teacher effectiveness has significant positive correlation with job satisfaction and there exists a significant two-factor interactional
effect in teacher’s attitude towards teaching and their job-satisfaction on teacher effectiveness. Teachers with high attitude towards teaching and low job satisfaction show highest mean scores whereas teachers with low attitude towards teaching and low job-satisfaction show lowest mean teacher effectiveness score.


Major Findings: It was found that the achievement motivation of junior college teachers of science faculty is better than that of arts faculty while job-satisfaction of junior college teachers of the science and commerce faculties is better than that of the arts faculty.

Giodiyal (2000) attempted to study the teachers work values in relation to their job satisfaction job development and work involvement. The study was conducted on 200 teachers of 22 primary school of Malappuram and Calicut districts. Work values questionnaire developed by Elizur was used for study.

Major Findings: She concluded that there is positive correlation among all these variables. Age groups and subjects taught did not have any influence over value.

Punia (2000) conducted a study on commitment among university teachers. The main objective of the study was to asses the commitment on two dimensions organizational commitment and job commitment. “Teachers commitment scale constructed and standardized by the investigator was used for getting data regarding commitment among teachers. Statistical techniques like Mean, SD and t-test of significance were used for comparing the commitment among teachers with regard to their age and gender.

Major Findings: The analysis of data reveals that teachers of different age groups of were not equally committed. Young teachers were more committed towards the profession. He found that university teachers were more committed towards their job compared to their organization.

Santhaos (2000) examined teaches job values and job satisfaction in the light of two factors i.e. personality types and self concept. Data were collected from 120 Secondary school teachers belonging in both private and government secondary schools. The sample was selected by stratified sampling technique giving
representation to factor like gender and type of personality. The mean and standard Deviations of job values and job satisfaction were calculated for test of significance differences and coefficient of correlations values were calculated using person’s product moment method.

**Major Findings:** He found that the personality and self concept were discriminators of job satisfaction and values.

**Maheshwari (2002)** studied the professional commitment of secondary school teachers. The samples of the study comprised 160 school teachers in Tuticorin District. In analysis mean S.D. and ‘t’ values were computed.

**Major Findings:** In his study he concluded that the professional commitment of the teachers was found moderate and it is not independent of the gender differences. In his study he revealed that the healthy school environment enhances commitment among teachers.

**Malik (2005)** conducting a study on teacher performance of senior secondary school teachers in relation to their job-satisfaction and adjustment.

**Major Findings:** It was found that overall classroom performance among teachers was highly effective male and female teachers have no significant difference; teachers having age less than 45 years perform better, so also, found a significant difference between trained and untrained teachers, rural and urban area teachers.

**Jain (2006)** conducting a study of teaching effectiveness of teachers trained through formal and distance mode, found that one of the five aspects, i.e. development of the lesson of the teaching effectiveness is not being properly utilized in the classroom.

**Major Findings:** The skills required for ‘development of the lesson’ playa major role in determining the effectiveness of teachers. The study further reveals a significant relationship between the attitude and the teaching effectiveness of the teachers.

**Opdenakker and Damme (2006)** examined effects of teacher characteristics (gender, teacher education and certification, class management skills) and teaching styles on indicators of good classroom practice in mathematics classes in secondary education by means of multi-level analysis.
Major Findings: The study revealed that the presence of effective classroom practices can be explained by learner-centred teaching style and by good class management skills.

Joolideh and Yeshodhara (2008) conducted an investigation to compare the work values of high school teachers of India and Iran and to study the influence of age and subject taught by the teachers in their work values. Data were obtained from 721 full time high school teachers from 71 school ill Mysore (India) and Sanabday (Iran), with participates responding to the work values questionnaire developed by Elizur (1983) MANOVA was employed to find out the significance of difference between the teachers of the two countries as well as teachers with different age groups and subject taught.

Major Findings: Results revealed that Iranian teachers had better work values material and affective component those Indian teachers in cognitive work value, both Indian and Iranian teachers and equal level of scores. Age groups and subjects taught by teachers did not have any influence over their work value in both countries.

Bogler and Somech (2004) conducted a study, Influence of teacher empowerment on teachers’ organizational commitment, professional commitment and organizational citizenship behaviour in schools. The present study focuses on the relationship between teacher empowerment and teachers’ organizational commitment, professional commitment (PC) and organizational citizenship behaviour (OCB). It examines which subscales of teacher empowerment can best predict these outcomes. The data were collected through a questionnaire returned by a sample of 983 teachers in Israeli middle and high schools. Pearson correlations and multiple regression analyses were applied to obtain the results.

Major Findings: It was found that teachers’ perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their OCBs. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and PC, while decision-making, self-efficacy, and status were significant predictors of OCB. Practical implications of the study are discussed in relation to teachers, principals and policy-makers.
Kathwale (2005) conducted a study on professional commitment of junior college teacher educators of greater Mumbai in relation to their burnout. He concluded that significant difference between the mean score of the personal accomplishment and emotional exhaustion of male and teacher educators.

**Major Finding:** He concluded that there is no correlation between professional commitment and dimensions of burn out. The teacher educators are highly professionally committed and they possess balanced personality.

Kohli (2005) studied the professional commitment of the teacher’s educators of Punjab state. In this study the major aim was to study the level of professional commitment of teacher educators. The investigator himself developed the instrument for finding the scores of professional commitments. He developed a 4- Point Likert scale to assess the professional commitment of teacher educators in the study.

**Major Findings:** In the study, it was found that the study of teacher educators remained an area that was neglected by the researchers and the researcher concluded that the level of professional commitment among teacher educators was moderate.

Usha and Kumar (2007) conducted a study to assess the teachers’ commitment and teachers self concept as predictors of job satisfaction among the secondary school women teachers of Kerala. The survey was carried out among 300 secondary school women teachers working in 53 Government and Private aided secondary schools of 10 districts of Kerala.

**Major Findings:** In the study they revealed that teachers’ commitment is the best predictor of job satisfaction among school teachers. The study also revealed that all the three variables are related to each other. Teachers’ commitment is capable of predicting job satisfaction whereas self concept is not capable of predicting job satisfaction of school teachers.

Sharma (2008) studied the commitment among teachers with regard to some of their personal and academic variables. The objective of the study was to compare the commitment among teachers with regard to of their personal and academic variables such as age, gender and level of college. A sample of 100 teachers teaching in Inter-college and Ch. Charan Singh University, Meerut is taken by using stratified
cluster sampling technique. Teacher Commitment Scale constructed and standardized by the investigator was used for getting data regarding commitment among teachers.

**Major Findings**: The study revealed that the teacher of different age groups were equally committed. Teachers belonging to the faculty of Science and Arts were equally committed. Teachers having doctoral degree were more committed in comparison to teachers having postgraduate degree. As regards the level of college teachers were more committed in comparison to teachers teaching in inter college and university. The results indicated that teaching in degree colleges and holding doctoral degree are conductive to better commitment among teachers.

Shukla (2009) carried out an investigation with the objective of finding out the relationship among teaching competency professional commitment and teacher effectiveness. The study was carried out on a sample of 300 teachers of sixteen higher secondary schools in Trichy and Lalgudi educational districts. The stratified random sampling technique was employed for selecting the sample form population. The Carl Person’s product moment correlation was used to find the conclusions. **Major Findings**: The study revealed that there exists a high positive relation between professional commitment and teacher effectiveness but the relation between teaching competency and professional commitment came to be positively very low.

Chamundeswari and Vasanthi (2009) conducted a study on job satisfaction and occupational commitment among teachers. The study aimed at finding of there is any significant difference in job satisfaction and occupational commitment among teachers. For the study, a sample of 588 teachers was selected from matriculation schools. ANOVA was calculated to analyse and interpret the data. **Major Findings**: The study concluded that there was a significant difference in job satisfaction and occupational commitment between teachers in different categories of schools. It was evident that the matriculation school teachers had better job satisfaction when compared to the state board school teachers. The central boards school teachers have better job satisfaction where compared to the matriculation board searcher. The matriculation school teachers have more occupational commitment when compared to the state board school teachers.
Sood and Arti (2010) attempted to study the professional commitment among B.Ed. teacher’s educators of Himachal Pradesh. In this study the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh was studied.

The data was gathered through Scale of Professional Commitment of Teacher Education by Kanchan Kohli. The sample of 200 teacher educators of D.Ed. colleges was selected randomly.

**Major Findings:** Result showed that the level of professional commitment of D.Ed. Teacher educators in Himachal Pradesh are moderate. Significant differences were found in professional commitment of B.Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and non-NET qualified and non-NET qualified teacher educators were found to have similar level of commitment towards their profession.

Sylvester (2010) attempted to study the attitude of teacher educators towards teaching profession and job satisfaction.

**Major Findings:** He concluded that the factor like gender, location of institutes, of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as job satisfaction.

Sharma (2010) attempted to study the professional commitment of teacher educators. The objective of their study was to observe the professional commitment of teacher educators in relative to their job satisfaction and gender differences. The teacher educators of Punjab University were taken as sample.

**Major Findings:** In his study, he concluded that the job satisfaction and professional commitment of teacher educators is positively correlated. The insignificant difference was found between the professional commitment of male and female teacher educators.

Zeinabadi (2010) conducted a study, “Job satisfaction and organizational commitment as antecedents of Organizational Citizenship Behaviour (OCB) of teachers. He pointed out that little empirical research has looked at casual relationships between job satisfaction, organizational commitment and OCBs of teachers. Also there is minimal attention to the impact of specific facet of job
satisfaction and organizational commitment on OCB of teachers. The purpose of this study was to investigate casual relationships through testing 36 structural models. The sample was 652 teachers and 131 principals. Data were collected through 3 questionnaires.

**Major Findings:** Results showed that just 1 model has the best fit indexes. In this model, intrinsic job satisfaction is a dominant variable which influence OCB directly and indirectly through partial mediating role of value commitment.

**OVERVIEW OF THE REVIEW**

From the aforesaid discussion it is clear that there is acute shortage of studies related to professional commitment of teacher educators. This review of the related literature indicates that the impact of various psycho-social variables has been widely explored in the west. A large number of studies have been conducted to find impact of organisational climates and job satisfaction on professional commitment. While studies on thinking patterns, teacher effectiveness and other socio-psychological characteristics are abundant in number both in India and abroad. Most of such studies have been carried out either on secondary school teachers or college teachers. None of the studies have been carried out on professional commitment of ‘teachers of teachers’. In India, there is only a beginning in this area. Very few studies have been conducted on professional commitment of teacher educators. There is a vide scope for researchers to explore this field. The studies cited so far have made partial attempts to investigate the professional commitment of teacher educators. Most of such studies have been carried out either on secondary school teachers or college teachers. None of the studies have been carried out on professional commitment of ‘teachers of teachers’, this is an area which needs further research particularly relating professional commitment to other socio-psychological variables.