**INTRODUCTION:**

Education is the backbone of a progressive nation. The teacher occupies a pivotal position in the system of education. The teacher is the backbone of the educational system, maker of mankind and the architect of the society. It is on the quality of the teacher that a country depends for excellence in all walks of life. Education is a powerful instrument for social, political and economic development of a country. Success of educational process to great extent depends on the character, ability and personality of the teacher who is correct, one of the arch of education. A teacher has to displace exceptional empathy, persistence diligence, sincerity research orientation, honesty and flexibility as a person. Teachers are the models in the classrooms, whose attitude and personality are imitated by the students consciously as unconsciously.

It is teacher’s task to create and foster the spirit of open mindedness enquiry, sympathetic attitude and critical interest in all the matters of human concern, which is the finest fruit of education. Science is one of the important subjects at secondary school level. The aim of teaching science is to develop spirit of inquiry, creativity, problem solving, scientific mindedness, ability to interpret, expanding environmental critical ability etc. in a child.

**REVIEW OF RELATED STUDIES:**

Survey of related literature means locating reading and evaluation both the past and the current literature of research concerning the problem being investigated.

Gupta (1977) remarked that success in teaching was significantly related to (i) adjustment in various fields of life like home, health, social, emotional and total adjustment, (ii) professional attitude, (iii) it was also found that there were differences in
personality characteristics, adjustment and attitude towards teaching of successful and unsuccessful teachers, (iv) the personality characteristics like adjustment in home, health, social, emotional and total adjustment, attitude towards teaching and sex were concluded to be the determinants of success in teaching.

Mehrotra (1973) conducted a study on the effect of teacher education programme on the attitude of teachers towards the teaching profession. The major finding of this study was the attitude of those who completed the course, was more favourable than that of those who did not. The mean attitude score of full time students was lower than that of correspondence students at the beginning of the course but it was higher at the end. In both the groups, the attitude of women students was more favourable than men. The attitude of male students of correspondence course was favourable than that of the full time courses, both at the beginning and at the end of the course.

Ahluwalia (1974) undertook a study on the ‘Development of a teacher attitude inventory and a study of change in professional attitude of prospective teachers’. Following were the conclusions of the study:

(i) The mean attitude scores were found to decrease rather than increasing at the end of the training programme.
(ii) Sex wise and institution wise mean attitude score differences were found but these were not significant.
(iii) Sex was not found to be either a determinant or differential of change in professional attitude of prospective teacher as a consequence of teachers preparation programme.

Mann (1980) revealed that successful teachers had a more healthy attitude towards the teaching profession and allied aspects than the unsuccessful
teachers. There was significant difference in personality characteristics, attitude towards the teaching profession, academic achievement and achievement in professional courses of successful and unsuccessful teachers. The successful teachers were significantly more expressive, ready to cooperate, generous impersonal relations, bright and alert, fast in learning, efficient in abstract thinking, emotionally mature, realistic about life, effective in adjustment, dependable conscientious, persevering, responsible and dominated by a sense of duty, socially aware, spontaneous and abundant in emotional responses, practically independent, polished, experienced and analytical and less tense than unsuccessful teachers.

Gakhar (1982) studied the effect of attitude of the teacher on mathematical concept learning of the students. It was concluded that attitude of the teacher towards teaching method, towards students discipline and towards self in the sample did not have any relationship individually with the achievement of the child in mathematics. But when these factors combine with other factors of teachers’ attitude they had significant influence on the achievement of the child and accelerated the process of learning of mathematical concepts by the pupils.

Misra (1985) conducted a study of teaching behaviour of teachers in relation to their personality adjustment. She found that the teacher who had better adjustment in different spheres in his life and work will perform his professional duties well and will feel contented and lead a happy life. In the life of a successful teacher, professional satisfaction is an important constituent.

Chaube (1985) concluded in his study that (i) there was no relationship between attitude towards the teaching profession and teaching efficiency in male and female teachers. (ii) there was no inter relationship between attitude towards the teaching profession and
academic achievement in both the sexes. However, their trends were in positive directions, (iii) sex did not play any role in respect of variables (academic, achievement, attitude and teaching efficiency) studied in this research.

Gupta (1989) investigated the psycho-social characteristics of successful and less successful physical education teachers of the state of Delhi. He found that significant differences existed between successful and less successful in personality characteristics, achievement motivation and adjustment in various areas (home, social, professional and health). Successful teachers have an edge over the less successful teachers on the variables namely personality characteristics, achievement motivation and adjustment level.

Anderman, Eric M.; (1991) conducted a study on “Teacher Commitment and Job Satisfaction: The Role of School Culture and Principal Leadership”. In the first study, multiple regression analysis found that a school culture that stresses accomplishment, recognition, and affiliation is related to satisfaction and commitment. The second multiple regression analysis determined that different principal behaviors foster different cultures or "environments" within the school. The third study used path analysis to examine the relative impact of different leadership behaviors on teacher satisfaction and commitment, focusing on the mediating role of teacher perceptions of school culture. The findings support the theoretical notion that principals' actions create distinct working environments within schools, and that these different kinds of environments are highly predictive of teacher satisfaction and commitment. Future research should examine specific ways to develop school cultures that foster a sense of affiliation, recognition, and accomplishment among teachers.
Sundarajan, Kumar and Bala (1991) in their study “Student Teachers Attitude towards Teaching and their interest in it', on a sample of 262 students teachers of Annamalai University found that as many as 95.04% of the B.Ed. students-teachers of the Annamalai University have a favourable attitude towards teaching. No significant differences between men and women student teachers, humanity and science students teachers, graduate and post graduate student teachers in respect of their attitude towards teaching was found. B.Ed. students teachers were found to have a low level of interest in teaching but women student teachers were found to have better interest in teaching than the men student teachers. A negative correlation between the attitude of student teachers towards teaching and their interest in it was found.

Mishra and Panda (1998) concluded that teacher training program may be a component of an effective personality development and managing burn out feeling. Significant differences were observed in case of teacher’s emotional exhaustion and personal accomplishment. However, no significant effect was observed in case of teacher’s de-personalization (burn out) feeling.

Howery (2001) The principal purpose of the study was to investigate teacher training in technology with its effect on teacher attitude and the use of technology in the class room. The results of the study revealed an increase in teacher attitude and use of computers. The results suggest that through the Technology Literacy Challenge (TLC) grant, teachers have become comfortable with the use of technology and their positive attitude towards technology has increased.

Hausman, Charles S.; Goldring, Ellen B. (2001) conducted a study on “Sustaining Teacher Commitment: The Role of Professional
Communities” and found that surveyed elementary teachers in magnet and non-magnet schools regarding: level of commitment, whether choosing to teach in a school created more commitment than being assigned, and indicators of professionalism related to commitment. Forming a community of learners significantly enhanced teacher commitment. In all situations, teachers who felt a sense of collegiality and were given opportunities to learn were the most committed.

**SIGNIFICANCE OF THE PRESENT STUDY:**

The role of science teacher has become very challenging and complex in new technological era. His qualities, teaching efficiency, personality, attitude and character helps the pupils to become good human beings. A teacher can perform his duties if he/she has committed role towards students, school, profession, society and nation. It has been seen that strength of science students in government schools is decreasing day by day whereas the strength of science students in private schools is increasing in spite of the fact that private schools are more expensive. The reason for this is that the science teachers in private schools are more dedicated and providing more quality oriented education. The significance of studying the role of science teacher in today’s scenario is very relevant in view of the fact that country is progressing and trying to compete the developed countries. The teachers can contribute much in this regard.

**STATEMENT OF THE PROBLEM:**

The problem in measured language can be stated as under:

ROLE COMMITMENT AMONG SCIENCE TEACHERS IN RELATION TO PERSONALITY MAKE-UP AND ATTITUDE TOWARDS TEACHING
OBJECTIVES:

1. To study the role commitment, personality makeup and attitude of male and female science teachers.
2. To study the role commitment, personality makeup and attitude of government and private science teachers.

HYPOTHESES:

1. There will be significance difference regarding role commitment, personality makeup and attitude of male and female science teachers.
2. There will be significance difference regarding role commitment, personality makeup and attitude of Government and Private science teachers.

TERMS USED:

ROLE COMMITMENT

Commitment is a state of attachment that defines the relationship between an actor (an individual, a group or an organization) and an entity (Commitment target) this relationships takes different from which share certain common aspects (focus, strength, terms and durability) in all the forms of commitment.

Teaching, being a profession, assumes that every teacher needs to stands committed to it. Teacher’s commitment cannot be taken for granted in the present day context. Hence important areas of commitment has been identified to be fivefold, as follows:

1) Commitment to the Student
2) Commitment to the Parents
3) Committed to the School
4) Committed to the Society
5) Commitment to nation
6) Commitment to the Profession

**PERSONALITY:**

Everyone has a unique personality. It is a combination of unique pattern of traits. In general personality includes the whole individual his physique, temperament, personal traits, skills, interest, involving his emotions, maturation, ways of perceiving, intelligence and achievement.

According to Eysenck (1968): Defined personality as, “a more or less stable and enduring organization of a person’s character temperament, intellect and physique which determines his unique adjustment to the environment.

There are four independent major dimensions of personality:

1. Extraversion/Introversion (E/I),
2. Neuroticism (N),
3. Psychoticism (P),

**ATTITUDE**

Attitude is derived from a Latin word ‘aptus’ which means fitness or adaptness. Attitude can note a neurosyche state of readiness for mental and physical activity. It guides for our behaviour. It plays a significance role in determining success or failures in one’s pursuit in any field of life.

According to Allport (1950): “Attitude is a mental and neural state of readiness organized through experience exerting a direct and dynamic influence upon individual’s response to all objects or a situation with which it is related.”
**Attitude towards teaching profession:-**

A teacher’s attitude towards teaching profession is very important because it reflects in his teaching. The students can sense this attitude. A number of researches conducted on the attitude of teacher.

Malhotra, 1981: founds that infact the teacher’s attitude its type and degree is likely to have important consequences of student’s behaviour.

**SAMPLE OF THE STUDY**

The present study will be conducted on 400 science teachers of High Schools of four Districts. Out of these 400 Science teachers, 200 Science teachers will be taken from two Districts having high level literacy and 200 Science teachers will be taken from two Districts having low level literacy. Out of these 200 Science teachers, 100 will be taken from government schools and 100 Science teachers will be taken from Private Schools of District with high level literacy and low level literacy. Out of 100 teachers equal number of male science teachers and female science teachers will be taken.

**TOOL USED**

The following tools will be used for the collection of data:

1. **TEACHER’S ROLE COMMITMENT SCALE (TRCS)**: Teacher’s Role Commitment Scale by Rathod, M. B. and Varma, M. in 2003.
2. **EYSENCK PERSONALITY QUESTIONNAIRE-REVISED (E.P.Q.R)**: Eysenck Personality Questionnaire-Revised has been developed by Eysenck in 1978.
3. **TEACHING ATTITUDE INVENTORY (TAI)**: Teaching Attitude Inventory has been developed by Dr. S.P. Ahluwalia in 2001.
PROCEDURE FOR DATA STUDY

The investigator will thoroughly study the list of various schools. All the three tools employed in the study will be administered to 400 science teachers from high schools of four districts. Out of 400 science teachers 200 will be taken from two districts of high literacy and 200 will be taken from another two districts of low literacy. Out of 200 science teachers of districts having high literacy 100 will be taken from government high schools and 100 will be taken from private high schools. Out of 100 science teachers of district having low literacy 50 will be taken from government high schools and 50 will be taken from private high schools. Out of 50 science teachers of government high schools of high literacy districts 25 will be male science teachers and 25 will be female science teacher and same will be taken from low literacy districts.

STATISTICAL TECHNIQUES USED:

Statistical techniques are employed to get a precise and exact picture of the data. Following Statistical techniques will be used to conduct this study.

1. Central tendencies
2. Standard deviation
3. t-test
4. Correlation
5. ANOVA

DELIMITATIONS OF THE STUDY:

1. The study will be confined to only four districts of Punjab.
2. The study will be delimited to urban high schools teachers only.
3. The study will be delimited to science teachers only.
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