CHAPTER 1

THEORETICAL BACKGROUND OF THE STUDY
The Indian tradition accords the highest place of respect and status to the guru who is the remover of darkness, enlightens the individual and society and is considered to have wisdom coupled with spirituality. He is capable of leading humanity to divinity. The tradition of teachers of India and the indigenous education system of this country generated, created and disseminated knowledge and wisdom much ahead of others.

The Indian concept of Guru and Gurukul receives admiration from even those who are not fully familiar and aware of its philosophies, practices and significance. The transition from the guru to the teacher is an indicator of the change. Teachers are prime agents of the change.

There are several aspects of critical concern in the context of teacher and teacher education in India. Inevitable expansion and growth of school education system has enhanced the number of schools, institutions, teachers, teacher educators and other functionaries. As it invariably happens, large scale expansion often leads to dilution in quality when necessary precautions are not in built in the process of growth. Needless to say quality of teacher preparation, teaching and professionalism in teacher education have caused concern in the past couple of decades.

The term quality is in itself a great virtue, the presence of which a person makes him a model for the whole community, the spark of it in an object makes it no less than a diamond and the essence of the virtuous term in work gives life to it. If this virtue is attached to the work of the teacher,
then it signifies a great responsibility borne upon the shoulders of those who are nation builders, the architects of destiny, occupying the place just next to the Almighty.

It is firm belief of all that present hour demands quality teachers if the country has to compete with the best in the world. A teacher has been worshipped and respected throughout human history because of his/her noble mission. ‘Good education requires good teachers’. Professionalism in teacher education refers to commitment to excellence. Teachers are thus the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teachers’ quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students’ learning outcomes in particular. The **Education commission (1964-66)** of India accepted this influence of teachers in powerful words by proclaiming that “No system can rise above the status of its teacher…”

Teachers are said to be the builders of nation. It is with this view that the Secondary Education Commission considered teacher as the most important factor in the contemplated national reconstruction. A teacher through an interactive process shapes the personality of the students and attempts to make them citizens. Thus he shares the responsibility of shaping the destiny of our country. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, more tedious and unpleasant. In addition a teachers’ attitude not only affects his behavior in the classroom but also influences the behavior of his student. Effective teaching results from a teacher’s skill at creating both intellectual excitement and positive rapport in students, the kind of emotions and relationships that motivate them to do their best work. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes by shaping their attitudes in the desired direction. As teachers have not only the capacity but also the cherished desire to enhance our professional competence. No conference, seminar, memorial lecture or advice could serve any useful purpose when motivation to learn and improve on the part of teachers is lacking. In pursuit of excellence, to use W.W. Dyer’s terminology, only sky is the limit.
The Indian Education Commission (1966) described teacher as one of the most important factors contributing to the national development. He is the pivot around which all the educational programs such as curriculum, syllabus, textbooks evaluation etc rotate. The best system of education may fail to achieve the desired ends in the absence of sincere, competent and professionally aware teachers. National Policy on Education (1986) rightly stated, “No people can rise above the levels of its teachers”. As a person imbibes, interprets and disseminates the relevant items of culture and traditions of the past, he creates new knowledge, promotes innovations, critically appraises the past and its traditions and cultures sifts the grain from the chaffe and strengthens social and economic fabrics of the nation. Education is basically the influence which the teacher exerts on the students entrusted to his care. Effective teachers are required in the classroom because even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher.

Out of the several main basic characteristics of a profession, it is the deep commitment to the profession in terms of both service to the community and contributing to the development of the country which gives importance to teaching as a profession the required edge in comparison to other professions. Development of the country requires a high rate of production and fullest possible utilization of both human as well as material resources. Nowadays, there is however a general feeling that the teachers do not have proper attitude and commitment in their job. There seems to be growing discontent towards their job as a result of which standards of education are falling.

Teachers are dissatisfied in spite of different plans and programs, which have been implemented to improve their job. Higher academic and professional qualification of the teachers no doubt can raise the standard of education as well as of nation, but dissatisfied teachers in spite of having a good and sound academic career and professional training, will do much harm than good because they will neither work wholeheartedly nor will they try to contribute anything to education.

The quality of the teacher, his general and professional education, knowledge and interest, personality, character and attitude towards work and pupils are highly significant in the total educational situation. A teacher is an individual who knows how to deal different situations in a professional manner; competence comes in the way how the teacher handles his roles both in the
classroom and outside the classroom. Teachers must “glow” in their profession. They should never “glow out” and become burn outs. Teachers are to awaken the lives of others and work as “supermen”. Teachers have to be highly motivated, self-initiated, self-generated, hard working and committed.

It is sometimes presumed that success of a teacher depends in part on the ability of the teacher to get along with the pupils in interpersonal relationships. There is also another assumption that a successful teacher is the one who is to some extent satisfied with teaching as a profession. Teaching profession demands a clear set of goals, love for profession, good interpersonal and intrapersonal skills and obviously a favorable attitude towards the profession. As teachers they will be required not only to acquire proficiency in planning of the lessons and delivery but also must have good personality and good attitude towards their teaching.

ROLE EXPECTATION FROM THE TEACHERS OF 21ST CENTURY:

“When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds”, statement of Mary Hatwood Futrell, President of Education International, seems to be very true to the letters (Chaurasia, 2001). Teachers are at the heart of the educational process, working today for better schools and a better world tomorrow. Teachers make a difference because they shape the future. It is right when Swami Vivekananda reminds of the role of the teachers. To him: “Education is the manifestation of the perfection already in man”. He wants to establish that knowledge is inherent in man, and the only duty of the teacher is the removal of obstruction by clearing the way (Mahadevan, 1985, p.122). To him the only true teacher is he who can convert himself, as it were, into a thousand persons at a moment’s notice. A true teacher could come down to the level of the student and could see the student in himself and that teacher could but follow the profession of teaching and nothing else. Only with the right type of training that the teacher could know how to unveil the hidden treasure within the pupil in the right way.

It is worth to quote the letter of Abraham Lincoln to the teacher of his son: “Teach him to have faith in his own ideas. Teach him to close his ears to howling mob and to stand and fight, if he thinks right. Teach him always to have sublime faith in mankind’. It is doubtful whether the
present-day teachers are bold enough to implement the hopes of Lincoln. “A teacher affects eternity; he can never tell where his influence stops.” These words of Henry-Brooks Adams, American historian and man of letters sum up the relationship between teacher and pupil. Each of us has had teachers who have made a lasting impression upon us. There were teachers who truly made a difference in our lives, who instilled in us the love of learning, a zest for life. But gone are those days of such teachers whom one can imitate and cherish their performance as teachers.

Teachers are always playing a decisive role in preparing communities and societies towards examining new horizons and achieving higher levels of progress and development. They are the main agents of change. The significance of the emerging role of teachers has never been so critical as at this juncture. It is an urgent matter of attention how teachers behave in a professional manner, particularly during the last five decades. The National Policy on Education, 1986 (NCTE, 2000) states: The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of their teachers”. Research is replete with evidence that teacher’s behavior, attitudes, skills and classroom strategies contribute to the development of a child.

Some concerns over the existing standards of teacher education:

According to third National Survey of Teacher Education in India, following facts have been brought to light:

i. About 50% of teachers lack requisite qualification and training.

ii. Various standards of training in different states regarding method, curriculum, evaluation system etc. As a result there is no uniform standard of competency.

iii. Many colleges have not introduced recent innovations like educational technology, community education, planning, examination technology etc.
iv. The procedure for admission in training colleges, quality of entrants, general condition of colleges, equipment, staff-student ratio, qualification and quality of teaching staff are far below the minimum standard (P.C. Das; 2010: Reforms in Teacher education-teacher education).

Furthermore, teacher training programs have been charged with rampant commercialization and it is observed that commercialization may be found at all levels of teacher education and in various types of institutions engaged in teacher preparation which calls for remedial action. (Prof. C.L.Anand, Pro-Vice-Chancellor IGNOU, 2010). Thus when we work hard to remove these shortcomings only then can be produce good quality teachers.

QUALITIES OF A GOOD TEACHER:

A.S.Barr (1958) mentioned the following characteristics of successful teacher:

a. Good cultural background.

b. Substantial knowledge of the subject taught.

c. Substantial knowledge of professional practices and techniques.

d. Substantial knowledge of human development and learning.

e. Skill in the use of language-spoken and written.

f. Skill in human relationships.

g. Skill in research and educational problem solving.

h. Effective work habits.

i. Interest in professional growth.
j. Interest in school and community.

k. Interest in professional cooperation.

l. Interest in teaching.

m. Interest in the subject.

n. Interest in the pupils.

**EFFECTIVE TEACHER:**

Most teachers are considered efficient. But efficiency alone is not enough. Only effective teachers achieve the instructional goals, which are reflected in the performances of students. Generally speaking an effective teacher is one who is

- Liked and loved by his students, respected by his colleagues and commended by superiors.

- Modest in his claims but has strong involvement in the development of education.

- Aware of the latest developments in his subject.

- Interested in doing research at classroom level.

- Willing to revise his approach, methodology and techniques.

- Confident, willing and skilled to achieve professional growth.

- Understands that his behaviors will affect his students.

- A social engineer, bringing about desirable social changes.
PROFESSIONAL GROWTH OF SUCCESSFUL TEACHER:

a. Educational qualification:

A teacher must have some basic essential academic qualification for teaching to a particular class. Along with some basic academic qualifications for teaching purpose, i.e., M.A., M.Sc., M.Com., B.Ed and M.Ed etc.

b. Knowledge of subject:

A teacher should have thorough knowledge of subject and should have good mastery so well that his students may get convinced of his teacher’s mastery over subject easily. It is necessary for being a successful teacher.

c. Knowledge of psychology:

A teacher should have the knowledge of psychology because it helps the teacher in understanding the child.

d. Good health:

As the proverb says: “A healthy mind lives in a healthy body”. It suits up to a great extend with a teacher. He can teach efficiently for long hours. Here good health denotes mental and physical health.

e. Pleasing personality of a teacher:

The teacher should have a pleasant personality, healthy physique, proper clothes and impressive way of talking with others, are included in the pleasing personality.

f. Humorous temperament:
Jolly mood of the teacher keeps the student active and his humorous temperament creates the suitable environment in the classroom.

g. **Student and scientific attitude:**

Not one can become a good teacher unless he is studious and endeavors to acquire the mastery over the subject. A teacher should be studious and devote his sufficient time in increasing the subject knowledge.

h. **Knowledge of different teaching aids:**

The teacher should have the full knowledge of different teaching aids i.e how to operate them, and when to use them in the classroom for making his teaching effective.

i. **Interest in the research work:**

For being a good teacher of any subject, one must be good at research work. For e.g. the commerce teacher can use discovery.

**ATTITUDE**

The word attitude (derived from the Latin word *aptus*) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct.

Attitude means the individual’s prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or
negative (prejudice). Social psychologists distinguish and study three components of the responses:

a) **Cognitive component**: which is the knowledge about an attitude object, whether accurate or not;

b) **Affective component**: feelings towards the object and

c) **Conative or behavioral component**: which is the action taken towards the object.

Allport (1935) has aptly defined attitude as, “a mental and neural state of readiness to respond, organized through experiences exerting a directive and/or dynamic influence on behavior”. Anastasi (1957) defines attitude as a tendency to react in a certain way towards a designed class of stimuli. Teachers attitude towards their profession have an effect on their performance and teaching competency.

Attitudes determine largely the direction of behavior. More than knowledge, attitudes affect action. In a great many areas of life attitude plays a dominant role in determining action. Attitudes are usually defined as a readiness to react towards or against some object or value. For the professional preparation of teachers the study of attitude is very important. How a teacher performs his duty as a teacher is dependent to a great extent on his attitude, values and beliefs.

Attitudes are a powerful source of human motivation and are capable of adjusting the individual in his life. They determine our pattern of life as well as our success and happiness. Attitudes are a great driving force in achieving the goals that an individual has set for himself.

**CONCEPT OF ATTITUDE:**

The term attitude is used in social psychology to describe the human behavior. Social sciences used the concept of attitude as the cause of one’s actions to another person or an object. In fact this is the very important concept of social psychology that helps to explain the consistency of a
person’s behavior. According to Oskamp (1977) “originally the term of attitude refers to person’s body position or posture.

The origin of term attitude shows that it is used to describe posture of the body, which indicates the mental position or state of the person. In other words attitude means mental readiness towards a person or an object. Some social scientists used the term of attitude to explain the posture of mind. They explain different aspects of attitude in different manner.

Attitudes are the general set of the organisms as a whole towards an object or situation, which calls for adjustments (Mohsin, 1990).

Attitude as preparation in advance of the actual responses, constitute an important determinant of the ensuring social behavior, such neural setting, with their accompanying consciousness, are numerous and significant in social life (Maslow, 1954).

However Cantril (1965) says, attitude is more or less permanently enduring state of readiness of mental organization which predisposes an individual to react in a characteristics way to any object or situation with which it is related.

Lacey (1977) said attitude is a set of organism and these can be adjusted according to the situation. On the contrary Ball and Goodson (1985) called the attitude, readiness of mental organs to react towards object. These authors explained attitude differently. Hence common feature among these definitions is the mental position of the person.

According to Kanekar (1989), attitude roughly is a residuum of experience by which further activity is conditioned and controlled…. We may think of attitudes as acquired tendencies to act in specific ways toward object.

Similarly Lacy et.al. (1983) defined that an attitude is a mental or neural state of readiness, organized through experience. Exerting that directive of dynamic influence upon the individual’s response to all and situation with which it is related. According to Kiesler (1971) attitudes are predispositions to think, feel perceive and behave selectively towards referents of attitude.
Armstrong et.al (1981) said that attitudes are a set mode of thinking and they are evaluative. This definition explains that attitude is persistent and evaluative. It means that attitude cannot be formed in haste. They are developed after critical thinking and evaluation, the worth of decision depends upon the rational thinking. Mukherjee (1992) defined it as, “any attitude contains an assessment of whether the object to which it refers is liked or disliked”.

Operationally attitude is mental tendency towards an object. It is readiness of mind to show favorableness about an object. Attitude has 3 important components such as affective, cognitive and behavioral. Bem (1974) presented concept of attitude in the following model.

![Figure 1.1 CONCEPT OF ATTITUDE BY BEM](image)

This model represents that first belief is established. Then value is given according to established belief that leads to attitude and attitude is an expressed behavior.

Attitude is a psychological construct, or latest variable, inferred from observable responses to stimuli, which is assumed to mediate consistency and covariance.

Thurstone (1931) who was the first to undertake measurement of attitude defined it as, “the degree of positive or negative affect associated with some psychological object. Kotler and Kotler (1993) defined it as a predisposition to think, feel, perceive and behave toward a cognitive object. Campbell (1981) viewed it in more objective terms as to connote response consistency. Anastasi (1972) defines it as a “tendency to react favorable or unfavorable toward a designated class of stimuli”. He remarked that it was synonymous with opinion. The attempted
differentiation between attitude and opinion was according to her, “neither consistent, nor logically defensible”.

Attitude serves as an index of how we think and feel about people, objects and issues in our environment. In addition, they can provide clues to future behaviors, predicting how we will act when encounter the objects of our beliefs.

**Kretch and Field (1948)** defined attitude as an enduring organization of motivation, perceptual and cognitive processes with respect to some aspects of the individual’s world. Attitude is characterized as learned implicit response that varies in intensity and tends to guide an individual’s overt responses to an object. People have attitude towards all objects, which may be positive, negative or neutral (**Fishbein, 1967**).

**Rokeach, (1960)** regarded attitude as an organization of interrelated beliefs around a common object, while **Bem (1970)** very simply defined that attitudes are likes and dislikes.

Attitude is a tendency to act towards or against something in the environment, which becomes thereby a positive or negative value. (**Kerlinger, 1984**). An attitude is a feeling one has about a specific object, such as a situation, a person, an activity, and so forth. (**Baumgartner & Jackson, 1995**).

**Munby, (1982) and Ernest (1989)** define Attitude as a “teacher’s personal reaction to educational experiences, compounded with other influences”.

Affective and cognitive domains are required to constitute an attitude. Cognitive component measures beliefs regarding the features of the attitude object. The affective component of attitude is associated with relatively stable, favorable or unfavorable feelings toward an attitude object. (**Gozalez (1992) Eagly (1993))**.

**COMPONENTS OF ATTITUDE:**

Shah (2002) has discussed the following three components of Attitude in his study:
• **Affective Components:**

“These components consist of positive or negative feeling towards an object. Some attitudes are quite irrational and involve little except these affective component e.g. political attitudes in their primitive form may be primarily of this character. The person who likes one set of political ideas and dislikes another, but cannot tell why, reflects an attitude that has a major affective component but very little else. Many attitudes are of this nature” (P-59).

• **Cognitive Components:**

“The word ‘cognitive’ implies knowing. Hence, the cognitive component of an attitude is that aspect based on beliefs or knowledge. Some attitudes are highly intellectualized. A person may take a particular position on a certain political issue because he has thought over the problem and after considering all its 34 aspects, has decided that the position he takes is the most acceptable one. Sometimes attitudes are based on incorrect information and false beliefs. These are cognitive elements, even though they do not represent true knowledge” (P-59).

• **Action Components:**

“Many expressed attitudes bear little relation to behavior. The fact that the action component can be independent of the other components is important for planning education. Much of what goes on in the name of attitude education is the education of affective and cognitive components of attitudes. Action component is related to the attitudes in which students and teachers are involved in practical activities” (P-60) (Cited in Shah 2002).

The teacher’s style is certainly going to be affected by his beliefs and attitudes. These include:

• Cultural and social beliefs and attitudes about how to behave in social group.

• Beliefs about the role of knowledge in teaching and learning.

• Beliefs about the nature of learning.
• Beliefs about the nature of knowledge (Bhatt, 2001)

The beliefs and the attitudes of the teachers are obviously going to be realized in classroom action. The way the lesson is planned and run will give clues about a teacher attitude towards the learning task and the role of knowledge.

Teaching style is a complex blend of belief, attitude, strategy, techniques, motivation, personality and control. Teaching styles lies at the heart of the interpersonal relationship between teaching and learners. However a basic set of factors lies behind teaching style. These relate to:

• Attitudes towards knowledge and learning.

• Preferred means of maintaining control over learners.

• Preferred ways of organizing class activities.

• Positive or negative feelings about the teaching itself.

• Beliefs about the purpose of education in general.

• Influences from within the teacher’s role set.

• Tendencies towards behaviors which favors the taking of risks or towards conformist behavior.

• Beliefs about the best ways of learning.

• Attitudes towards the learners (Wright, 1987).

**NATURE OF ATTITUDE:**
Attitude is a complex phenomenon. Its characteristics discussed below help in unfolding its nature.

- **Attitudes are learnt:**

Psychologically generally agree that the attitudes are not innate; rather they are learnt and are enduring like all other learning. **Freeman (1959)** remarked that attitudes might be said to have learned and become one’s typical mode of response. The aspects of responses that define attitudes are with respect to learned stimuli, identified as goal objects. The general principles of learning apply as directly to attitudes as to other behavior such as acquisition of knowledge and skills. **Guilford (1954)** asserted that, “The learning phenomenon of generalization and discrimination determine the lines along which attitude form and along which they function. While attitudes are subject to change, their direction and strength are sufficiently enduring over periods of time to justify treating them as personality traits”. The attitude are selectively acquired and integrated through learning and experience and they are enduring dispositions indicating response consistency. In short, all the authorities agree that attitudes are learnt and become enduring disposition.

- **Attitudes are learnt in a society**

Learning of attitudes occurs in a society, both formally and informally, and therefore, attitudes are culture oriented. The process of learning of attitudes is explained as, “an important outcome of lifelong learning and maturation in interaction with the environment is the development of the selectivity of the individual, which is expressed in an elaborative motivational structure of acquired drives. As in the case of other learned responses specific attitudes are retained as long as they are reinforced and are frequently supplanted by newly learned responses as needs and situations change” **(Apple, 1983).**

**Craft (1950)** remarked that experiments provide convincing evidence that differences in past experiences bring about corresponding differences in their perceptions and their memories. **Akolkar (1960)** too attributed attitude formation to the influence of example, suggestibility of superiors and mass opinion. Attitude is an implicit drive producing response considered socially
significant in the individual’s society. Lasley (1980) expressed the same view point in detail. He points out that, “beliefs evolve as individuals are exposed to the ideas and more of their parents, peers, teachers, neighbors’, and various significant others, and through the folklore of a culture, and they usually persist unmodified, unless intentionally or explicitly challenged”.

All the writers quoted above express the same point of view, that attitudes are learnt by the individual through variegated forms of interaction with other individuals and social groups.

- **Attitudes are affected by group norms:**

Bachrach (1972) work on auto kinetic movement contributed greatly to the social phenomenon of attitude formation and change. His work influenced a vast amount of subsequent research, which led to the conclusion that one of the most important classes of factors, constituting a pressure towards conformity of attitudes and behavior, is group norms. The individual is progressively molded into the group ways of seeing the auto kinetic movement, that he perceives the rate of tapping or the degree of excellence of literary passages, as they are defined for him by group participation; and that under group conditions of work, the norms and variability’s which had characterized the individual, when alone were rapidly forced in a direction determined by others in the group.

Attitudes, judgments and other behaviors are predictable interaction reflecting identifiable personal and situational variables. In one-experiment students shifted generally from the attitudes they expressed on Thurstone type attitude towards war items when they were tested alone, to clustered group expression when they were tested in a group situation (Sharma, 1992).

Wood (1982) says that when an individual is put into a group situation with others whose norms are different from one’s own, the different norms tend to converge on new group norms. When individuals, new to the situation were put into it in-group they tend rather quickly to establish a group norm that was peculiar to that group. Masan (1994) referring to extensive laboratory research has concluded that a person is more likely to accept the group’s judgment than his own when the problem is difficult, when the other members of the group form friendship group into
which he would like to be accepted and when he perceives the other members as having greater expertise than himself.

These views sufficiently support the social phenomenon of learning and modification of attitude particularly with reference to the standards of the group in which an individual happens to be placed.

- **Attitudes are inter-linked.**

An important aspect of attitude is hierarchical and collateral nature within the framework of an organized and unified mental state, designated as mental set. Mental set connotes the factors, which steer or drive volitional processes, the factors might be either conscious or unconscious. A given attitude may determine responses to a number of objects in particular situational contexts and in turn be determined by a number of different prior attitudes.

**Aston and Webb (1986)** further pointed out that particular, minor and often-temporary attitudes towards various objects are generally influenced by a small number of more centrally important and frequently more general major attitudes by an associative process, which is called subsidization. It may be concluded that the important (and usually more general) attitudes, which define a person’s orientation toward life, influence more specific attitudes. **Baer (1997)** expressed the same point of view when he remarked that the attitude is oriented either by a conscious goal or by an over-ruling principle i.e. the philosophy of life. The quality of goal seeking drive of attitude was emphasized by **Karathwohi (1965)** who argued that a tendency to respond to an object with positive or negative effect is accompanied by a cognitive structure for attaining or blocking the realization of valued states. He continued that both the direction of effect- whether it is positive or negative with reference to the object- and the strength of the affect are correlated with the content of the associated cognitive structure.

Thus, a unified and organized mental state, called mental set, composed of beliefs, values, likes and dislikes etc., influences learning and modification of attitudes. Important attitudes that define a person’s orientation towards life influence more specific attitudes.
• **Attitudes determine behavior**

The importance of attitude may be inferred from the fact that attitudes determine behavior. Overt behavior can be looked upon as interaction reflecting the net effect of the entire structure of goal seeking drives and capabilities of the individual and the array of goals, obstacles, and detours comprising the situational setting which includes whole life situation in terms of his expectations, perception, understanding and phenomenal distortions. The term interaction in the reference is important particularly in terms of selective perceptions of the individual (Bennett, 1995).

Similarly, Case (1985) described that the attitudes of the subject makes a profound difference in determining which of the several possible conditioned responses will be manifested at a given time. This leads to the conclusion that attitude control behavior through a process of selection in the repertoire of available responses. Driscoll (1994) also expresses the same point of view: “One of the most pervasive, but at the same time, most subtle effects of attitudes on behavior, both implicit (symbolic) and overt, involves their influences on and selective modifications of responses in particular situational setting. These effects include both inhibition (repression) and facilitation of responses in direction consistent with need satisfaction.

In short, attitude may be defined as mental state, more or less enduring, representing a tendency to react favorably or unfavorably toward a designated class of stimuli. It determines behavior. It is learnt in a society through schooling, through variegated forms of interaction with others and through the folklore of a culture. The norms of the social groups, in which the individual operates and in which he likes to be accepted modify his attitude in the direction of conformity. It is part of an organized and unified framework of a hierarchy of attitudes, termed as mental set, in which framework the more basic and more general attitudes affect the learning of more specific attitudes. The internalized philosophy of life has a controlling influence in the mental set, and thus influences the learning of all other attitudes. The term learning in this reference is inclusive of formation, change, modification and development. Thus prior attitudes interact with the external situation in which the particular psychological object exists, and specific attitude toward that object is learnt or modified.
• **Attitude Formation**

Attitudes are not born hence everyone has some individual characteristics. The environment and experiences of one’s life influence these characteristics. There are several factors that influence the attitude such as domestic environment, family, socio economic background, religious belief, friends, educational institution and external environment. These factors develop attitude towards specific object. Attitudes are not static, they change with the passage of time as person gets experience of life. The process of attitude formation takes place gradually. Padhi and Jodho (1997) found that two factors of socialization social learning and personal experiences are important in the attitude formation as well as its evaluation.

1. **Socialization:** Socialization is a process in which individual gets harmony with society. Understanding of the societal norms and values gradually make the individual a part of the society. This process of social learning is an integral part of growth that is usually called socialization. One has to interact with people, environment, social traditional systems and religious beliefs. This process of interaction leads the individual to form attitude towards specific object. Socialization is further sub-divided as conditioning and modeling (Jones and Jones, 1995).

2. **Conditioning:** Environmental condition play vital role in attitude formation. Conditioning is categorized as classical and instrumental conditioning.

   a. **Classical conditioning:** According to Lindgren and Patton (1958) a process in which parental spanking are the unconditioned stimuli, which become a conditioned stimulus which will by itself produce negative attitude. It is usually said that positive attitude can be produced in the same way by using unconditioned stimuli like food which make the child feel good. This paradigm is most relevant to formation of the evaluative feeling aspect of attitudes.

   b. **Instrumental Conditioning:** It is concerned with stimulus of the individual towards particular object. This process is called operant conditioning because in this process the organism is allowed to operate freely in the environment instead of being
confined to make one particular response to one particular stimulus. According to Oskamp (1977) when human behavior is rewarded or punished for the action being taken then it is called instrumental. In human attitude formation, the reinforced is apt to be verbal, praise, criticism or non-verbal approval or disapproval.

c. **Modeling or Imitation:** The individual person learns through observation. One tries to follow the fellow being by observing them either consciously or unconsciously. To whom she/he considers, good in manner that are followed. Parents are the best models for the children. The children imitate not only the admirable behavior, but also unadvisable behavior of the parents. The behavioral aspect of attitude of children begins to be formed without any explicit instruction or reinforcement by the parent (Irwin, 1991)

**FUNCTIONS OF ATTITUDE:**

The functions of attitudes are as varied as are the function of skills, but these functions are much less easily identified. Skinner (1961) has attempted to identify a number of different categories of function of attitude. The different classes of function he proposes are:

a. Adaptive function

b. Cognitive function

c. Need gratification functions and

d. Ego-defense function.

**THEORIES OF ATTITUDE FORMATION:**

Different psychologists explain formation of attitude according to their own theoretical perspectives. A brief introduction has been given below.
Different theories of attitude formation represent different theoretical orientations and differ primarily in the factors they emphasize when explaining attitude.

1. **The Learning Approach:**

   **Hovland and Janis (1953)** see attitude as habits, like anything else that is learned. Principles that apply to other forms of learning also determine the formation of attitude. Learning approach generally emphasis that attitude are acquired from other person through the process of social learning. Basic principles of this approach that commonly play a role in the formation of attitude are association, reinforcement and initiation. In addition to these principles attitudes are also formed as a result of direct personal experiences (Baron and Byrne, 1993).

2. **Motivational Theories:**

   Especially incentive theory holds that a person adopts that attitude which maximizes his/her gains. According to **Heider’s (1958)** theory, the similarity attraction effect is generated by the tendency to maintain a coherence or balance between one’s perceptions of another person’s views regarding the objects of common concern.

3. **Cognitive-affective Consistency Theory:**

   **Rosenbarg (1960)** emphasizes that people try to make their cognition consistent with their affects. This theory asserts that our evaluations influence our beliefs.

   **Festinger (1957)** proposed the dissonance theory, focused on two principle sources of attitude-behavior inconsistency: a. the effects of making decision, and b. the effects of engaging in counter attitudinal behavior.

4. **Self-perception theory:**

   It describes that our attitudes are based simply on perceptions of our own behavior and or circumstances in which behavior occurs.
Craft (1950) noted that experiments provide evidence that perception is influenced by individual’s attitude toward his own place in the social environment; by ideas of prestige, and by the intensity of need toward the object perceived. Borich (1977) reported results of a study about teacher attitude and perception. Teachers with more positive attitudes towards teaching and higher aspirations for achievement in teaching and with longer time commitments to teaching generally perceived their principals more positively; they also perceived students as more potentially autonomous and had more positive views of their students.

The teachers’ style is inevitably going to be influenced by his beliefs and attitudes. These include:

- Cultural and social beliefs and attitudes about how to behave in social groups.
- Beliefs about the role of knowledge in teaching and learning.
- Beliefs about the nature of learning.
- Beliefs about the nature of knowledge (Bhatt, 2001)

The beliefs and the attitudes of the teachers are obviously going to be realized in classroom action. The way the lesson is planned and run will give clues about a teacher attitude towards the learning task and the role of knowledge.

**TEACHER ATTITUDE:**

The influence of the teachers’ attitudes and behavior on the students personality pattern comes from two major sources; the kind of relationship that exists between the teacher and student and the effect of the teacher on the emotional climate of the school. The relationship between teacher and student is determined in part by the teachers’ attitude towards the student and in part by the students’ attitude towards the teacher. These attitudes depend on how the teacher and the student perceive each other. When, the teacher perceives the young person as a trouble maker or as a
disinterested, lackadaisical student, her attitude toward him will, understandably, be far less positive than if she perceived him as a cooperative, interested learner.

Teachers’ attitudes not only affect his behavior in the classroom but also influence the behavior of the students. Effective and productive learning on the part of pupils can be achieved only when teachers are endowed with positive attitudes towards their profession. The quantitative expansion and qualitative improvement of secondary education has raised problem of selection of right type of teachers. This necessitates improving teaching competency of teachers and to inculcate favorable professional attitude in teachers. The success of secondary education does not depend on designing aims and objectives but on the academic and professional preparation of teachers. For the professional preparation of teachers the study of attitudes held by them is very important. How a teacher performs his duty as a professional is dependent on his attitudes, values and beliefs. A positive or favorable attitude makes the teachers’ work not only easier but also more satisfying and professionally rewarding. A negative or unfavorable attitude makes the teaching task of a teacher difficult, more tedious and unpleasant.

Successful teachers have desirable professional attitudes. This means that they have positive attitude towards responsibility and hard work towards the subject in which they specialize and the place of the teacher in society. An individual’ attitude towards something is his predisposition to be motivated in relation to it. So an attitude is characterized by its readiness or preparatory sets towards some action but is not to be confused with motive or response itself. It has a certain stability and consistency. This does not mean, however, that the attitude does no or may not change.

Emotional climate of the home is determined largely by parents, so is the school climate determined largely by teachers. What kind of person the teacher is, how he is perceived by the students, how he perceives his role and his relationships with his students and how he perceive his role and his relationships with his students and how closely he conforms to the cultural stereotype of a teacher or to the students’ concept of an ideal teacher—all are important in determining how and how much the teacher will influence the emotional climate of the classroom.
A favorable teacher attitude will be reflected in a healthy emotional climate. The teacher who is contented in his role and secure in his ability to do his job cannot help communicating his affectional warmth and happiness to his students. The teachers’ attitude is contagious, spreading throughout the classroom.

PROFESSIONAL ATTITUDE:

Teachers largely depend upon their personal characteristics and dispositions. Both seem to be highly interlinked, as the teaching profession requires certain dominant behaviors, which show his intellect, desire to excel, extended professionalism and continuum, in service growth for a good teacher and teachings as a life concern (Baver et al). This is a profession, which places service above the personal gains.

There are number of factors which determine the attractiveness of teaching profession. In this regards it looks important to quote the classical study of Chivore (1988) conducted in Zimbabwe. The research focused on the attitudes of peoples towards teaching profession. Amongst the number of factors, the highest attractiveness of public and private sector for secondary teachers was that of salaries relative to those of private and public sector. Another important factor was more opportunities for further education, which more strongly was related to the prestige factor.

Attitude towards teaching is a complex of inter-linked attitudes. Grunlund (1985) classified the statements of MTAI- the most widely used teacher attitude scale- into five classes namely child’s moral position, classroom management, child development and behavior, philosophy and curriculum, and teachers reactions. Morrison (1976) noted about the same MTAI that by factor analysis of its items five sub areas were detected, namely, modern versus traditional attitudes to control the class, favorable versus unfavorable attitudes to pupils, permissiveness versus punitiveness toward particular forms of pupil behavior, rejection of pupil, and desire to control versus inclination to let pupils do as they wish. Different people have listed different dimensions in the attitude of teachers about classroom teaching. These are ideology, personal adjustment, classroom management, emotional disengagement, student autonomy versus teacher direction, consideration of student’s viewpoint, subject matter emphasis, and student teaching and
integrative learning. Anderson’s (1995) classification appears to be better in that it includes ideology, which provides a framework to all other sub areas of teacher’s attitude towards teaching. But this classification, too, needs adaptation. For the purposes of constructing attitude scale for this study, sub-areas of this classification have been adapted, because there appears to be considerable overlap between these classes. Personal adjustment is a composite of four dimensions i.e. ideology, social status, material returns and the human stuff with which the teacher has to work i.e. students.

The other four classes namely classroom management, emotional disengagement, student autonomy versus teacher direction and consideration of student viewpoint, all relate to the philosophy of education, objectives of education, methodology and perceptions about students. These classes have, therefore been reclassified into four sub areas, namely ideology, commitment for the profession, attributes of the profession and perceptions about students. Ideology includes philosophy of life and the duties of the teacher as exhorted by that philosophy, commitment for the profession includes social status and material returns, attribute of the teaching profession includes objectives of education, and the professional responsibilities of the teacher, and perception about students includes both the perceived personality attributes of students and pupil teacher relations.

**DIMENSIONS OF TEACHER ATTITUDE:**

Attitudes have a degree of feeling associated with a specific object. Attitude implies some individual to object relationship. In teacher attitude the individual is the teacher and the object is his profession. In ambit of teacher attitude, attitude of teachers towards six dimensions or objects are important such as 1. Teaching Profession, 2. Classroom Teaching, 3. Child Centered Practices, 4. Educational Process, 5. Pupils and 6. Teachers.

1. **Teaching profession**

This dimension of teacher attitude towards teaching profession includes several aspects like respect to the profession, liking the profession, opting the profession, etc.
2. **Classroom teaching**

Aspects of classroom discipline, classroom climate, social atmosphere, etc are included in the dimension of classroom teaching.

3. **Child centered practices**

Teacher attitude towards child-centered practices may be understood in terms of students’ freedom, student behavior, student health, availability of resources, etc.

4. **Educational process**

The dimension of educational process, as an object of teacher attitude, may include several aspects like reward and punishment system, method of teaching, surrounding of school, student-teacher relationship, etc.

5. **Pupils**

Teacher attitude towards pupil may be understood in terms of student sincerity, student activities, student-teacher relationship, etc.

6. **Teachers**

Teacher attitude towards teachers include several aspects like qualities of teachers, teacher leadership, etc.

**COMMITMENT:**

COMMITMENT means loyalty towards one’s profession. One imbibes it when one fulfils his responsibilities towards that concerned profession. It requires acquisition of the special knowledge that characterizes a particular profession and application of that knowledge to achieve certain ends. This provides better job security, satisfaction, increases self-esteem and thereby contributes to improve the teachers’ commitment.
As regards the literary conception of the term “commitment”, the Dictionary of Sociology says: “Commitment refers to a feeling of obligation to follow a particular course of action or to seek a particular goal” (Theodorson and Theodorson 1970).

According to the Encyclopedia of teaching of Education (Volume 1) defines commitment as an internal resolve to carry out a benevolent act at any cost. Better to wear out than to rest out.

According to Dictionary of Education (1973) commitment is a personal or group engagement to support and follow a line of action, an orientation, a point of view or a choice, usually involves some public declarations of the engagement used especially in vocabulary of writers in religious existentialism and good dynamics.

Webster Collegiate Dictionary, 1979 says: “Commitment is referred to as pledging or binding of oneself, in continuing a course of action”. According to Cambridge International Dictionary: “to commit means to promise or give (your loyalty or money) to a particular principle, person or plan of action. If you want to be an actor, you have to really commit yourself to it i.e. spend all your time trying to fulfill this aim. Thus commitment depicts the firm and not changing orientation in support of one’s belief in his principles or action”.

According to the Cambridge International Dictionary of English (1996) says “commitment means to promise or to give your loyalty or money to a particular principle, person or a plan of action”.

Social scientists and psychologists have conceived commitment in scientific terms. Kiesler (1966) defined commitment as a binding of individual to behavioral acts.

Kanter (1968) has conceived commitment as the willingness of an individual to give his energy and loyalty to the social system, the attachment of personality system to social relations, which are seen as self-expressive. He defined commitment as a “process through which individual’s interests become attached to carrying out of socially organized pattern of behavior which are seen as fulfilling those interests, as expressing the nature/needs of the person”.

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Stebbins (1970) described it as an awareness of the impossibility of choosing a different social identity or of rejecting a particular expectation, under the force of penalty.

Buchanan (1974) viewed commitment as a partisan affective attachment to the goals and values of the organization, to one’s role in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth.

In his theory of commitment Salancik (1977) emphasized that the commitment of an employee must be reflected in his behavior rather than his attitude. He also pointed out that the concept of commitment is attitudinal in nature. It reflects how much closeness an individual feels with his/her organization. Teacher is the topmost person in the professional pyramid because the teacher makes all other professionals. Salancik has conceived commitment as binding in the individual to behavioral acts; he conceived commitment as a psychological bond of an individual with his organization, which is manifested in his loyalty, identification and involvement.

Koch and Steers (1978) defined commitment as congruence between one’s real and ideal jobs, an identification with one’s chosen occupation and reluctance to seek alternative employment.

Singh and Das (1978) said that commitment was a degree of individual and organizational goal integration. Weiner and Vardi (1980) proposed normative view of commitment based on Fishbeins’ notion of behavioral intentions (Fishbein and Azen, 1975), wherein a distinction is made between two types of beliefs: beliefs about a given behavior. Commitment is predicted on the later type. Thus commitment is viewed as value-based, normative evaluation of alternative organization-related behavior. They further explained that the specific beliefs from which these evaluations are derived consist of values of loyalty and duty towards organization. Viewed in operational terms, a committed individual retains membership in the organization or exerts a high degree of effort, not because he finds it to his personal benefit but because he believes that he should behave this way, since this is right and accepted behavior.

Viewing commitment as a socio-psychological phenomenon; Mowday et.al (1982) defined commitment as “The relative strength of an individual’s identification with and involvement in a particular organization”.

Rusbult and Farrel, (1983) referred commitment to the likelihood that an individual will stick to a job and feel psychologically attached to it whether it is satisfying or not.

Reichers (1985) viewed commitment as a process and pointed out: “Commitment is a process of identification with the goal of an organization’s multiple constituencies. Thus, he formulated specific commitment construct, clarifying whose goals and values are the foci for multiple commitment”.

Randall (1985) defined commitment as:

1. Strong belief in organization’s goals and values;

2. A willingness to exert considerable efforts on behalf of the organization; and

3. A strong desire to continue as an organization’s member.

O’Reilly (1991) has typically conceived commitment as an individuals’ psychological bond to the organizations; including a sense of job involvement, loyalty and belief in the values of the organization.

Marridors (2000) stated that the commitment was a deep and profound value of emotional intelligence. It meant aligning with the goals of a group or organization and applying oneself completely for a cause.

Thus commitment has been conceived as an individual’s cognitive, affective and behavioral characteristics related to his act related either to his close relationships or to his sense of durable affiliation to his organization/profession.

Simpson and Hood (2000) have however defined commitment in context of the teaching profession. According to them, a committed teacher reflects certain behavioral characteristics. He shows that professional development is a top priority; reflects excitement about teaching and
learning; connects with students; show positive attitude about students; is perceptive about student motives, strengths, need and situation.

In the same way, Dearing and Jones (2000) conceived a teacher’s commitment has a wide range of his subjective beliefs regarding his role, proper functioning and obligations and about norms of conduct. To put it in their own words; “teachers bring to their understanding of their task a wide range of subjective commitments about schools and teaching that operate when they do their tasks commitments about role, proper functioning and obligations and about norms of conduct. These commitments may come from their personal background and history, including commitment from a teacher’s private experience. The individual’s local realities include not only his or her commitments a closely held beliefs, knowledge or understandings but also his/her other questions, frustrations, puzzlements or doubts”.

It is evident from the survey of the various conception of the term commitment that it is subjective aspect of an individual; it refers to a socio-psychological bonding of an individual to his group or organization, its goals and values; or to his occupation and profession. The real test of commitment arises when circumstances are not so congenial when individuals encounter dilemmas involving conflicted interaction, incompatible preferences or alternative temptations or options. In such a situation if an individual decides to stick and stay, bearing the costs and sacrifice for such a decision he can definitely be called a committed person.

Thus, commitment is a positive feeling or attitude that one entertains towards someone or something or some principle one loves, adores or respects. There is a definite preference towards it and in trying times one is ready even to sacrifice anything else, but the person/ thing/principle towards whom she has committed. One always thinks about it to express one’s preference, love or respect for it.

**CHARACTERISTICS OF COMMITMENT:**

Salancik (1977) pointed out that the concept of commitment is attitudinal in nature. It reflects that how much closeness an individual feels with his organization or relationship.
Weiner and Vardi (1980) have pointed out that commitment is value based, normative in nature. It involved assessing the value of alternative organization related behaviors. The clearly defined beliefs from which these evaluations were derived consisted of loyalty value and duty towards organization. It is evident from Wiener and Vardi’s contention that commitment has close relationship with one’s beliefs and values.

Meyer and Allen (1991) found that commitment was multidimensional in nature. In fact, commitment is a composite concept. It can be viewed in terms of constituencies to which an individual feels committed.

David Goss (1996) has found that commitment was a complex phenomenon that operated in different directions and at different levels, and that it could not easily be generated or sustained.

Thus, it can be seen that commitment is a component of human behavior. It has an explanatory strength for behavioral acts of a person. It can be viewed and observed at the level of individual as well as at the level of the group. Social scientists have studied organizational commitment and professional commitment in the context of group dynamics (e.g. Punia, 2000).

Organizational commitment has emerged as an important construct in organizational research owing to its relationship with work-related constructs such as absenteeism, turnover, job satisfaction, job-involvement and leader-subordinate relations (Arnolds & Boshoff, 2004; Bagraim, 2003; Buck & Watson, 2002; Eby, et al., 1999; Farrell & Stamm, 1988; Lance, 1991; Mathieu & Zajac, 1990; Michaels & Spector, 1982; Tett & Meyer, 1993; Wasti, 2003). According to Mowday, Porter and Steers (1982), people who are committed are more likely to stay in an organization and work towards the organization’s goals. Steers (1975) indicates that organizational commitment is a useful tool to measure organizational effectiveness. According to Morrow (1993 in Meyer and Allen, 1997, p. 12) “organizational commitment is a multidimensional construct that has the potential to predict outcomes such as performance, turnover, absenteeism, tenure and organizational goals.”

Interpreted in a particular way as an individual’s identification and involvement with a particular organization, organizational commitment is denoted by “(a) a strong belief in and acceptance of
the organization’s goals and values; (b) a willingness to exert considerable effort on behalf of the organization; and (c) a strong desire to maintain membership in the organization” (Hart & Willower, 2001).

Buchanan (cited in Reyes, 2001, p. 328) defines commitment as “a partisan, affective attachment to the goals and values of an organization, to one’s role in relation to goals and values of an organization, to one’s roles in relation to goals and values, and to the organization for its own sake, apart from its purely instrumental worth.”

Organizational commitment can be defined as the strength of an individual’s identification with, and involvement in the organization (Levy, 2003). Organizational commitment is distinguished from job satisfaction in that organizational commitment is “an affective response to the whole organization, while job satisfaction is an affective response to specific aspects of the job” (Williams & Hazer, 1986, in Morrison, 2004, p. 116).

Researchers have also viewed commitment as involving an exchange of behavior in return for valued rewards. According to Scarpello and Ledvinka (1987), for example, organizational commitment is the outcome of a matching process between the individual’s job-related and vocational needs on the one hand and the organization’s ability to satisfy these needs on the other.

**TYPES AND FORMS OF COMMITMENT:**

The social scientists have identified certain dimensions of commitment. On the basis of the study of its dimensions they have attempted at developing its typology.

Kanter (1968) identify three analytically identifiable but interdependent dimensions of commitment-continuance commitment, cohesive commitment and control commitment.

**Continuance Commitment:** refers to participating in a system and remaining as its member, which is a cognitive judgment that it is worthwhile to remain in a group rather than bear the cost of leaving the group.
**Cohesion Commitment:** refers to cathetic orientation, to the extent to which one feels affective ties to one’s group and to its members. Identification, solidarity and gratification from interpersonal interaction are part of this dimension.

**Control Commitment:** is an evaluation along the lines of good-bad of the legitimacy of the group, the moral rightness of group norms, its way of doing things, the authority structure, its goals and means for their achievement (Autonovsky, 1979). Social interaction theory (Parsons and Shills, 1962) formed the basis in linking these dimensions to personality orientations. Kanter reformulated these into-

a. **Cognitive Continuance Commitment:** as commitment to social roles or positions with no affectivity or evaluation attached to the role. The role merely has positive valence acting in terms of rewards and punishments, profit and costs.

b. **Cathectic-Cohesion Commitment:** as attachment to social relationships, without any moral imperatives attached to it.

c. **Evaluative Control Commitment:** as commitment to norms, values and inner conviction, which morally obligate the individual. It is similar to internalization, in which the individual accepts influences, which appear congruent with and even necessitated by his inner core of belief.

Of course, social control is possible, according to Kanter, without control commitment i.e. without their positive evaluative or normative orientation; it may not be as efficient. Interestingly evaluative-control commitment resembles in some aspects the concept of super-ego, which binds the evaluative components of the personality system to the norms of the social system.

**Porter and others (1974)** related the concept of commitment to work behavior; they studied in terms of organizational commitment, occupational commitment, job commitment and career commitment. They defined “organizational commitment” as “the strength of an individual’s identification with and involvement of in a particular organization, this commitment is characterized by at least 3 factors:
a. A strong belief in and acceptance of organizational goals and values;

b. Willingness to exert considerable effort on behalf of the organization; and

c. A definite desire to maintain organizational membership”.

Then they have proceeded with studying the organizational commitment.

In 1990s, **Mabey and Robertson** elaborated the theme of multiple commitments. They said that commitment could be viewed in three dimensions i.e. affective, compliance and continuing. Affective commitment is based on the value attachment. Compliance attachment is reflected in the individuals’ perception regarding available alternatives and some sacrifices and disruption, if he leaves the organization. Furthermore, compliance commitment can take two possible forms: ‘Instrumental-Calculative’ or ‘Alienative’. The ‘instrumental-calculative’ involves instrumental exchange of involvement in return for awards. Alienative commitment reflects a condition where the individual perceives himself unable to change or control his organization. Having no alternative he develops negative attachment to it.

Finally, commitment can be viewed as continuing commitment, which is based on individual’s evaluation of cost benefit analysis of the job. Their typology can be presented in the following diagram:
From the field of Science of Education, Prof. R.H. Dave (1998) has also taken a multi-dimensional view of teacher’s commitment. He identified five commitment areas of a teacher as follows:

1. **Commitment to the learner:** Including love for the learner, readiness to help learners, concern for their all round development etc.

2. **Commitment to the Society:** Such as awareness and concern about impact of teacher’s work on the degree of advancement of families, community and nation.

3. **Commitment to the Profession:** That is, internal acceptance of the role and responsibility of the teacher’s profession, no matter under what circumstances one entered into it.
4. **Commitment to achieve excellence**: That is, care and concern for doing everything in the classroom, in the school and in the community in the best possible manner and in the spirit of whatever you do, ‘do it well’, attitude.

5. **Commitment to Basic Human Values**: Including the role model comprising genuine practice of professional values such as impartiality, objectivity, intellectual honesty, national loyalty etc. with consistency.

**Meyer and Allen (1991)** found that there is multidimensional nature of organizational commitment and proposed a three-component model. They are:

1. **Affective Commitment**: This involves the employees’ emotional attachment to, identification with and involvement in the organization.

2. **Continuance Commitment**: This involves commitment based on the costs that the employee associates with leaving the organization.

3. **Normative commitment**: This involves the employee’s feeling of obligation.

**1. AFFECTIVE COMMITMENT**

Affective organizational commitment is conceptualized as “an individual’s attitude towards the organization, consisting of a strong belief in, and acceptance of, an organization’s goals, willingness to exert considerable effort on behalf of the organization and a strong desire to maintain membership in the organization” (Mowday et al., 1982 cited in Eby et al., 1999, p. 464).

**Meyer and Allen (1984, p. 375)** define affective commitment as the employee’s “positive feelings of identification with, attachment, and involvement in the work organization.” Bagrain (2003, p. 13) maintains that “affective commitment develops if employees are able to meet their expectations and fulfill their needs within the organization.”
Affective commitment results in employees staying within an organization because they want to, and according to Romzek (1990), these employees will generally act in the organization’s best interest and are less likely to leave the company.

**Eisenberger, Huntington, Hutchinson and Sowa (1986)** conclude that individuals will expend different degrees of effort and maintain differing affective responses to an organization depending upon perceived commitment of an organization to an employee within the organization. Therefore, employees will exhibit organizational commitment in exchange for organizational support and rewards.

### 2. CONTINUANCE COMMITMENT

**Buitendach and de Witte (2005)** posit the view that continuance commitment can be conceptualized as the propensity for employees to feel committed to their organization based on their perceptions of the associated costs of leaving the organization.

**Meyer and Allen (1984, p. 373)** maintain that continuance commitment can be used to refer to anything of value that an individual may have “invested (e.g. time, effort, money) that would be lost to be deemed worthless at some perceived cost to the individual if he or she were to leave the organization. Such investments might include contributions to non-vested pension plans, development of organization specific skills or status, use of organizational benefits such as reduced mortgage rates and so on. The perceived cost of leaving may be exacerbated by a perceived lack of alternatives to replace or make up for the foregone investments.”

### 3. NORMATIVE COMMITMENT:

Normative commitment can be conceptualized as the belief that “employees have a responsibility to their organization” (Bagaim, 2003, p. 14). Wiener (1982, p. 471) defines commitment as the “totality of internalized normative pressures to act in a way which meets organizational goals.” According to Bagaim (2003), employees experience normative commitment due to their internal belief that it is their duty to do so. Sparrow and Cooper (2003) suggest that normative
commitment encompasses an employee’s felt obligation and responsibility towards an organization and is based on feelings of loyalty and obligation.

TEACHER COMMITMENT:

Teachers’ work is sophisticated and multifaceted and occurs in contexts that are demanding and emotionally and intellectually challenging” (Day, 2004, p 13).

Teaching is a profession that requires personal commitment to maintain enthusiasm for being actively involved in the work (Day, 2004).

This concept of commitment as investment of personal resources, has long been associated with the professional characteristics of a teacher (Le Compte and Dworkin, 1991).

Teacher commitment is thought to be important because it is seen as significant in achieving quality teaching, the ability of teachers to adapt to change, teacher attendance, burnout, staying in the profession, organizational health of the institutional and student attitudes and learning outcomes (Firestone, 1996: Graham, 1996).

Teacher commitment may play a vital role in assisting institutions and teachers to adapt to the formidable demands of reframing teaching and learning in institutions for the knowledge society and beyond (Caldwell, 1999). Teaching as profession has undergone some extensive reforms and has been in a state of constant change for over a decade (Sealy, Robson and Hutchins, 1997).

Commitment is generally defined as a high level of attachment to an organization, activity or person. Since the late 1950s, interest has been high in the concept of organizational commitment and those factors that promote employee commitment (Tsui and Cheng, 1999).

According to Kanter (1974), the issue of commitment is important because it occurs at the intersection of the organization’s systemic needs and human experiences and needs. She considered commitment to be a process of binding actors into social systems” (p 145).
THE THREE PILLAR MODEL OF COMMITMENT

A sense of belonging to the institution

Sense of excitement in the job

Confidence in management

Figure 1.3 Three Pillar model of commitment

Commitment is encapsulating by giving all of you while at work. This commitment entails things as using time constructively, attention to detail, making that extra effort, accepting change, cooperation with others, self development, respecting trust, pride in abilities, seeking improvements and giving loyal support.

These pillars are as follows:

1. **A sense of belonging to the institution**: This builds upon the loyalty essential to successful institution relations. The sense of belonging is created by management through ensuring the workforce is informed, involved and sharing in success;
2. **A sense of excitement in the job**: Improved results will not be achieved unless teachers can also feel a sense of excitement about their work which results in the motivation to perform well. This sense of excitement can be achieved by appealing to the higher-level needs of pride, trust and accountability for results; and

3. **Confidence in Management**: The senses of belonging and excitement can be frustrated if teachers do not have respect for, and confidence in, management leadership. This respect is enhanced through attention to authority, dedication and competence. A large measure of the success of the institution studied derives from their management of people and from a climate for commitment. For example; if people feel trusted, they will make extraordinary efforts to show the trust to be warranted. However, creating commitment is hard. It takes time, the path is not always smooth and it requires dedicated managers.

**Meyer and Allen (1997)** define teacher commitment as a psychological state that characterize a teacher’s relationship with his or her profession, and has implications for the decision to remain involved with it. Teachers’ commitment is regarded as a power or quality needed to approach stress and change. It includes factors such as honesty, responsibility, and tolerance for fallibility, *(Claxton 1989).* In understanding teacher commitment, **Shen (1998)** grouped teachers into three categories, and these categories are; stayers, movers and leavers. Stayers refer stayers to the teachers who are happy with their jobs and are willing to remain at their schools. Movers are those who like their profession but are unwilling to continue working at their current schools, while leavers are those who want to leave the teaching profession.

According to **Hausman & Goldring (2001)** teacher commitment is central in improving teacher performance and student learning, and to reducing teacher turnover or intentions to leave the profession. They conducted a study on teacher commitment in the United States. It was aimed at comparing levels of teachers’ commitment in magnet (i.e. schools which have teachers who chose where they want to work) and non-magnet schools (i.e. schools with teachers who were assigned). The two schools were matched based on race. The research design was quantitative as surveys were distributed to the participants. The results showed that magnet teachers rated their commitment higher than their peers in non-magnet schools. The magnet schools were characterized by higher levels of teacher autonomy, while the non-magnet teachers reported
greater goal congruence. The results showed that teachers had lower commitment in non-magnet schools serving higher proportions of poor students. These results show that teachers’ level of professional commitment can be influenced by the nature or type of school they work for.

According to Travers and Cooper (1996), teacher commitment may be reduced by the stress they experience, which may lead to withdrawal from teaching as a response to stress. This withdrawal includes absenteeism, early retirement and intention to leave the profession. Wesnar (2002) suggested that examining specific factors contributing to teachers continued commitment to their profession can help in understanding how they stay alive in their profession. Committed teachers are regarded as having strong psychological ties to their school, their students or their subject area (Firestone & Pennell, 1993). It has already been indicated that teacher commitment may improve teacher performance and student learning, but very little research appears to have been undertaken on teacher commitment in South Africa. By investigating teacher commitment, some of the reasons for the differences between schools with differing success rates may be learned.

CHARACTERISTICS OF A COMMITTED TEACHER:

Students who are taught well learn more than those who are not. Some characteristics and teaching methods are consistently associated with committed teaching. Committed teachers have some basic understanding of the learning process. They are able to make connection between what students already know and what they want them to learn. In a review of nearly 60 studies of student’s descriptions of effective teacher Kenneth Fiedman (1991), found six core characteristic that appeared at the top of the list in almost the studies. They are very necessary for committed teachers which are as follows:

a. Concern for students.

b. Knowledge of subject-matter.

c. Encouragement of discussion.
d. Ability to explain clearly

e. Enthusiasm and

f. Preparation.

The ultimate criterion of effective teaching is of course effective learning. To discharge the duties efficiently and effectively, teacher should have commitment towards his profession. Teacher should have commitment to the following areas:

a. **Commitment to the teaching profession**

Teacher should keep abreast of the developments in the teaching profession. He should justify public trust and confidence by providing quality education to all students. Maintain membership in some professional organizations relevant to his subject and area of specialty. He should ensure that professional knowledge is regularly updated and improved. Keep abreast of subject-matter through study of books, periodicals, newspapers, journals and other sources concerning development in his field. Teacher should utilize audio-visual aids like films, filmstrips, television, radio etc as a means of keeping abreast of new and advanced knowledge in his field. Attend conferences, workshops, seminars and meetings: take fieldtrips, which tend to broaden knowledge. Determine the nature, format and timing of their lifelong learning programs as an essential expression of their professionalism. Declare all relevant information related to competency and qualifications. Support all efforts to promote and protect human rights through education. Strive through active participation in their union to achieve conditions of work that highly qualified persons to the profession.

b. **Commitment to students**

Teacher should maintain professional relations with students. Share responsibilities and prove themselves as successful facilitators of learning for the learners placed under their guidance and supervision. Treat the students coming from weaker sections of the society
on equal footing and give due care. Safeguard and promote the interests and well-being of students. Take all possible steps to safeguard students from sexual abuse. Give due regard to their individuality and acknowledge the specific needs of each student and provide guidance and encouragement to each of them to realize his or her consulting potential. Respect the right of all children to all children to benefit from the provisions particularly those rights that apply to education. Give students a feeling of being part of a community. Exercise authority with justice and compassion. Have faith in students. Play the role of an initiator exploiting the new technology to the best advantage of the students and the purpose of education.

c. Commitment to colleagues:

Teacher should have mutual respect to his colleagues. Safeguard and promote the interest and well being of colleagues and protect them from bullying and from physical, psychological or sexual abuse. Manifest ethical behavior in relations with colleagues. Give due regard to their personality. Respect their professional standing and opinions. Be prepared to offer advice and assistance. Establish good human relations with colleagues. Keep away from forming cliques and groups. Never criticize any colleague before the students, parents or someone else. Maintain confidentiality of information about colleagues obtained in the course of service. Have the feeling of cooperation and unity among the colleagues.

d. Commitment to parents:

Teachers should participate in parent-teacher meeting and similar activities. They should make themselves available to parents at scheduled time to discuss the welfare and progress of their child. Give advice to the parents from a professional point of view that is in the best interest of the child. Make every effort to encourage parents to be actively involved in the education of their child and to actively support the learning process. Guide and motivate the parents coming from weaker sections of the society to give higher education to their children.
e. **Commitment to community:**

All the committed teachers always try to establish rapport with the community. Assure through personal behavior in the community that the school staff image is favorable. They express due courtesy to the members of the community especially when they visit the school. Attitude in the community should be of enthusiasm and optimism.

f. **Commitment to self:**

Committed teachers always evaluate their own performance and character for betterment. Discharge the responsibilities with full efficiency due. Take decision regarding good and evil. Respect the profession.

g. **Commitment to management:**

Committed teachers will be honest, efficient, prompt and sympathetic towards the management. They think about the uplift and betterment of the institution. Carry out the instructions from the management. They accept the managerial decisions. Give creative academic suggestions. They will be true and fair towards the management. They accept the managerial decisions. Give creative academic suggestions. They will be true and fair towards the management. They keep away from the managerial affairs.

Various dimensions for teacher commitment are explained in the NCTE publication. A teacher must be proficient and efficient. Dave (1998) in NCTE’s publication “Competency-based and Commitment-oriented Teacher Education for Quality School Education” suggests the following dimensions for the teacher commitment.

a. Commitment to the learner

b. Commitment to the society
c. Commitment to the profession

d. Commitment to achieve excellence and

e. Commitment to basic human values.

WORK COMMITMENT:

Commitment is a central concept in Psychology (Cooper-Hakim, and Viswesvaran, 2005, p.241) and is the second most studied work attitude in Industrial Organizational Psychology. (The Pennsylvania State University, 2011). This concept has been applied to various aspects of Psychology, such as work ethics, level of involvement in the job, commitment to their career/profession, and commitment to work or organization. Work place commitment is thought of as a very important topic to consider and is also “vital for understanding the psychology of human behavior” (Cooper-Hakim, 2005, p.241). Morrow (1983, 1993) identified work itself, career, job, organization and union as five forms of work commitment. Lee, Carswell, and Allen (2000) feel that the understanding of the construct of occupational commitment is very important for several reasons: a) people’s jobs are major focus’ of their lives, b) the possible link to keeping one’s job or relationship with the organization, c) possible relationships to work performance, and d) “the understanding of how people develop, make sense of, and integrate their work related commitment” (p.799).

In general terms, job involvement is the level at which an employee is engaged in his or her daily work. The level of job involvement or engagement can be determined by a person’s needs, values, work ethic (personal characteristics), the organizational setting (environment), and the characteristics of the job. Employees with low job involvement can feel alienated by feeling their job doesn’t have a purpose, that they are not important in the organization, or they cannot see the connection between their work and who they believe themselves to be in “life” (Hafer & Martin, 2006, p.3). This definition implies that a job-involved person sees his or her job “as an important part of his/her self-concept” (Lawler & Hall, 1970, p.311). Research has shown that there is a relationship between involvement and job satisfaction (The Pennysylvania State University, 2010). Therefore, individuals who hold a negative attitude towards their work may
also experience lower job satisfaction. The combined effect of negative attitude towards one’s work and low job satisfaction can result in absenteeism and turnover, as those who are not fully engaged in their jobs are more likely to be absent from work or to leave the organization. The goal is to get employees to identify with and care about their jobs. The greater the success at this, the more the job becomes important to each employee’s self image or work identity, which reflects the basic definition of job involvement (Hafer and Martin, 1995). Work holism is defined as excessive work involvement, a high drive to work, and lack of work enjoyment. Workaholics have poor work-life balance and low life satisfaction. Individuals experiencing workaholics lack enjoyment in their working lives. (The Pennsylvania State University, 2011). Workaholics, simply stated always have work on their mind even when they are not at work. They become so involved in work that it takes the enjoyment out of their life and the life of their families. By not being able to enjoy the simple things in life a person tends to lack the involvement in any activities other than work.

Since people play a variety of roles in life, they make choices about the relative importance of work (Loscocco, 1989). To the extent that non-work roles compete with work and work-roles, not all individual are equally committed to the work role. These individual who have been socialized to identify with work report stronger commitment (Loscocco, 1989).

Work commitment is defined as the relative importance of work to one’s sense of self (Loscocco, 1989). The concept of work commitment has received growing attention from researchers and practitioners, covering specific commitment facets such as the organization, work group occupation and one’s job (Cohen, 1999, 2000; Morrow, 1993; Randell and Cote, 1991). Many research studies have attempted to clarify the facets of work commitment. The common themes from most of the studies on work commitment describe work commitment with 4 facets work values, job involvement, organizational commitment and career commitment (Blau, Paul and St. John, 1993; Cohen, 1999,2000; Hoole, 1997; Morrow, Eastman and McElroy, 1991; Randell and Cote, 1991).

The construct of work commitment is well researched. Due to the fact that the theory of work commitment is highly interrelated to organizational performance it is the second most commonly studied job attitude in I/O Psychology (The Pennsylvania State University, 2011). It affects
all organizations at some level and enables companies to evaluate issues like turnover during
times of varying economic stability. Work commitment has been defined as the relative
importance between work and one’s self (Loscoco, 1989). Its concept encompasses a broad
range of job related attitudes that consist of work ethic, organizational commitment, job
involvement, and commitment to an individual’s career/profession (The Pennsylvania State
University, 2011). All of these attitudes interact to shape the conceptual framework of each
individual’s work commitment. Work commitment is also related to job involvement and the
level of job involvement that an individual has.

The diagram below depicts how each attitude integrates to create the overall level of work
commitment for each individual.

![Figure 1.4 Integration of attitude to work commitment](image)

The researcher feels that the future of the country lies in the hands of the teachers. They are
responsible for moulding the students as true citizens by inculcating the right values in their
minds. This is possible only if the teachers have a positive attitude towards the students and only
if there are truly committed to the profession. Hence the researcher feels that some studies have
done at the grass root level i.e. in the school teacher’s attitudes and work commitment which they show for their profession.

**SIGNIFICANCE OF THE STUDY:**

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

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

There is no denying the fact that deterioration in the quality of teacher education has also taken to a large extent due to lack of commitment towards the profession in respect of many intraneous and extraneous factors. No nation can afford to entrust young impressionable children to teachers who are professionally unprepared to look after them. Thus teacher education is an important aspect of the entire educational system.

According to **Program of Action 1992**, professional commitment and overall competencies of teachers leave much to be desired. The attitude and commitment of teachers have changed in the present scenario. To train up teachers with a proper attitude towards social goals of education and to achieve commitment towards the profession, learner, society and the parents so as to achieve excellence in the teaching learning process is the need of the hour.
Commitment to the teaching profession requires the approach of Kanter’s Control Commitment (Kanter, 1968). A normative view of commitment proposed by Weiner and Vardi (1980) puts commitment as value-based, normative evaluations of organization-related behaviors. It mainly depends on the teacher characteristics such as knowledge base, sense of responsibility and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their commitment can be enhanced to the optimum level.

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

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards a higher quality of life. They reveal and enlighten the path to attain humanistic, ethical and moral values in life. Teachers put forth before learners the sublime aspects of culture and inculcate empathy for fellow beings.

Teachers are not mere knowledge providers as in the earlier days. Today the role of the teachers has changed. Earlier the education was teacher centered which has changed now to student centered. Today’s teachers are the guide, philosophers, facilitator of information, motivator, and counselor and also the confidant of the students. The teachers are responsible for creating a positive attitude in the minds of the students.

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

**NEED OF THE STUDY:**

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

**ORGANIZATION OF THE STUDY:**

The present chapter introduces the study and sets out terms of references along with the conceptual theories of the variables involved in the study. Chapter 2 deals with the review of the research literature concerning the field of attitude towards teaching profession and commitment of teachers towards teaching profession. The researcher has done a thorough analysis of the variables which is important for the study. It also examines the instruments and tools used for the measurement of variables and sets out the research objectives and hypotheses that arise from the review of literature.
Chapter 3 outlines the research design and research methodology of the study. Here the researcher has described in detail the methodology adopted for the study, the tools which have been used by the researcher, the sample taken for the study, sampling technique, the reliability and validity of the tool and the distribution of the sample on the basis of the variables.

Chapter 4 deals with the analysis of the data from the study undertaken by the researcher.

Chapter 5 deals with the inferential findings of the study.

Chapter 6 deals with the findings, conclusions and recommendations that follow from the study.

The appendices includes the survey questionnaire, references, bibliography, the letter of permission required for getting the permission from various principals, list of experts and list of schools participating in the study.

**SUMMARY:**

Chapter 1 deals with the conceptual framework of the research. The researcher has tried to study in detail the theories of the variables which the researcher has decided to study. Keeping in mind the necessity of the study and its relevance in the present period with the deterioration in the quality of teaching, the researcher decided to analyze the attitude and work commitment of the teachers. It is important to know their commitment since they are dealing with the young generation which is definitely the nation’s assets. “Tomorrow’s India is in the hands of the teachers”.