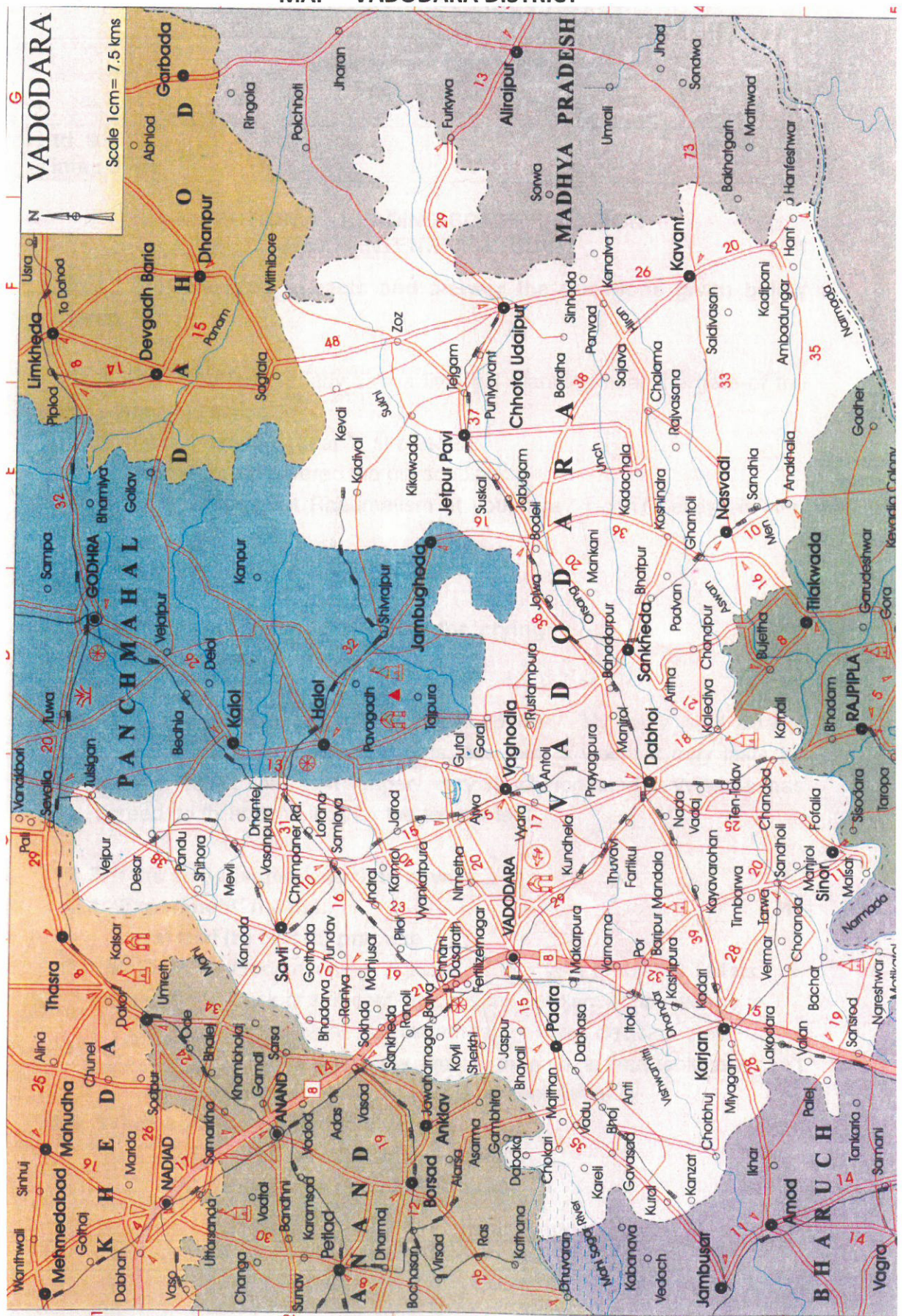


MAP – VADODARA DISTRICT



APPENDIX - II

FIRST DRAFT OF PROFESSIONAL COMMITMENT SCALE

Sr. No	Statement	Very Often	Often	Some-times	Rarely	Never
1.	I myself being a teacher know how students learn.					
2.	I know how to teach my students effectively.					
3.	I have a sound knowledge of current learning theories and of pedagogical models.					
4.	I have knowledge of theory and research in child and adolescent development.					
5.	I have knowledge of various fields of study which contribute to an understanding of student learning.					
6.	I know the principles and skills of instruction and design program accordingly for the students.					
7.	I know how to engage students actively in learning.					
8.	I have a critical understanding of both formative and summative assessment including the uses of both.					
9.	I am aware of how curriculum and assessment is structured to support learning.					
10.	I am aware of the important concepts, structure and development of content areas.					
11.	I know the pedagogical approaches, resources and technologies used to support and assess student learning within the content areas.					
12.	I know how to integrate learning and student understanding across the number of content areas.					

Sr. No	Statement	Very Often	Often	Some-times	Rarely	Never
13.	I am aware of tools and practices for assessing, recording and reporting student learning progress to parents and other stakeholders.					
14.	I demonstrate empathy and positive attitude for students.					
15.	I regard all students capable of learning.					
16.	I demonstrate positive rapport with the students.					
17.	I demonstrate an understanding of equity in my practices.					
18.	I know .how to identify prior knowledge, the learning strengths and weaknesses of students, and other factors which impact learning.					
19.	I have an understanding of the cultural and religious diversity and of socio-economic status which have impact on the learning of students.					
20.	I am aware of teaching and classroom management challenges.					
21.	I appreciate the trust shown by the parents and the community towards me.					
22.	I am aware of various ways by which parent-teacher relationship can be developed.					
23.	I use my professional knowledge to establish clear, challenging and achievable learning goals for students.					
24.	I design the lesson and unit plans which integrate a wide range of activities, materials and resources to support learning.					

Sr. No	Statement	Very Often	Often	Some-times	Rarely	Never
25.	I use ICT and other learning technologies for teaching lessons to students.					
26.	I plan learning sequences and units based on the curriculum, guidelines given by the board and (new) semester system.					
27.	I monitor and record student learning and provide appropriate feedback to the students regarding their progress and how to improve.					
28.	I exhibit model exemplary behaviour for cooperative learning and positive interactions with others.					
29.	I work co-operatively and purposefully with colleagues who share with me the responsibility for the learning and welfare of students.					
30.	I understand and employ strategies for building positive relationships with students, parents and colleagues.					
31.	I develop curiosity and enthusiasm among students for learning.					
32.	I create opportunities for students for learning, exploring ideas and emerging understanding and develop their skills.					
33.	I use a range of teaching approaches which foster independent learning to cater different learning needs.					
34.	I recognize the value of regularly reflecting on the professional knowledge and practice.					

Sr. No	Statement	Very Often	Often	Some-times	Rarely	Never
35.	I am aware of strengths, preferences and needs as a learner.					
36.	I employ effective strategies for development of my knowledge and refine professional practice.					
37.	I demonstrate a capacity to work collaboratively within the profession to achieve broader goals of society.					
38.	I contribute to the professional learning community by engaging with professional body.					
39.	I understand the social, ethical and political dimensions of education.					
40.	I understand professional behaviour and ethical code of conduct expected by a teacher.					
41.	I am aware of professional duties and expectations of teachers and fulfil these competently.					
42.	I know the content area properly and understand how knowledge is created, organized, linked together with other disciplines and applied beyond school settings.					
43.	I design instructions that address core concepts, skills and help students to meet their learning needs.					
44.	I select appropriate instructional materials and resources (including technological resources) for representing various ideas of curriculum before the students.					

Sr. No	Statement	Very Often	Often	Some-times	Rarely	Never
45.	I engage students in a variety of explanations that help them to develop conceptual understanding.					
46.	I use understanding of students to create connections between the subject matter and student experiences.					
47.	I develop alternative instructional strategies to meet specific needs of students with learning disabilities.					
48.	I plan lessons that extend beyond factual recall and challenges students to develop higher level of cognitive skills.					
49.	I pose questions to students that encourage them to view, analyze and interpret ideas from multiple perspectives.					
50.	I create supportive learning environment that encourages appropriate standards of behavior, positive social interaction and active engagement in learning and self motivation.					
51.	I understand the role of community agencies in supporting the schools and work collaboratively with them.					
52.	I explore and evaluate the application of current research, instructional approaches and strategies to improve students' learning.					
53.	I participate in workshops, seminars and conferences for my own professional development.					

Sr. No	Statement	Very Often	Often	Some-times	Rarely	Never
54.	I maintain and upgrade my own standards for the best interest of students.					
55.	I follow all the policies of the school and also respect the professional boundaries guided by school authority.					
56.	I conduct various activities among the students with a view to develop values among them					
57.	I pose myself as a role model though my own conduct to develop various values among students					
58.	I myself conduct and also participate in various activities that develop sportsmanship spirit among the students					
59.	I develop awareness among the students by discussing various incidences happening among the students.					
60.	I help students to imbibe their role in the family and in the society.					
61.	I make students understand their rights and duties as a citizen in a democratic country					
62.	I have idea that all the activities conducted in the school hardly help in all round development of students.					
63.	I never use ICT and other learning technologies for teaching lessons to students.					

APPENDIX - III

FIRST DRAFT OF JOB SATISFACTION SCALE

Job Satisfaction Scale: (Note: You have to attempt all the options given)

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
1	Suppose you have no taste for a particular subject and you do not know it also, still the principal tells you to teach it then- ધારોકે તમને કોઈ વિષય પ્રત્યે અણગમો છે અને તમને તે વિષય આવડતું પણ નથી, છતાંય આચાર્ય તમને તેજ વિષય ભણાવવાનું કહે છે તો -					
A	You will tell the principal that you will not be able to teach it under any circumstances. તમે આચાર્યને જણાવશો કે તમે કોઈપણ પરિસ્થિતિમાં તે ભણાવી શકો નહીં.					
B	You shall prepare the subject and try to take interest in it. તમે તે વિષયની તૈયારી કરશો તેમજ તેમાં રસ લેવાનો પ્રયત્ન કરશો.					
C	You shall teach the subject as if imposed on you. તમે તે વિષયને તમારા પર થોપી દીધેલ હોય તેમ ભણાવશો.					
2	A new teacher is appointed in the school and you are working as a teacher for long time. Then your attitude towards that teacher will be – એક નવા શિક્ષકની ભર્તી શાળામાં થઈ છે અને તમે ઘણા સમયથી શિક્ષક તરીકે કામ કરો છો. તો, આ શિક્ષક પ્રત્યે તમારું વલણ-					
A	Friendly and co-operative. મિત્રતાવાળું અને સહકાર આપનારું.					
B	Provocative as it will help in the learning of new entrant teacher. ઉશ્કેરનારું જેથી નવા આવેલ શિક્ષકને ભણાવવામાં મદદ રહે.					
C	To find faults and run him down. તેમનામાં ભૂલો શોધવી અને તેમને					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	નીચા બતાવવા.					
3	Suppose a student cannot do homework due to his domestic circumstances. In such a situation you will – ધારોકે કોઈ વિદ્યાર્થી પોતાના ઘરેલું પરિસ્થિતીઓને કારણે ગૃહકાર્ય નથી કરતો. તો આવી પરિસ્થિતીમાં તમે-					
	A Hear him patiently. તેને ધીરજથી સાંભળશો.					
	B See his parents and try to find out the actual problem. તેના વાલી ને મળીને ખરી તકલીફ જાણવાનો પ્રયાસ કરશો.					
	C Pressurise him to do his homework. તેને ગૃહકાર્ય કરવા માટે દબાણ કરશો.					
4	If there is a rift between you and the management in a matter of administration then – જો તમારા અને સંચાલક વચ્ચે કોઈક વહીવટી મુદ્દે અણબનાવ થાય છે તો-					
	A I would make necessary changes in my own views after due discussion with the school committee. હું શાળાના મંડળની સાથે પૂરતી ચર્ચા કરી મારા પોતાના મત/અભિપ્રાયમાં જરૂરી બદલાવ લાવીશ.					
	B I would openly oppose the management. હું સંચાલકનો વિરોધ જાહેરમાં કરીશ.					
	C I would complain to the educational department and seek its help. હું શિક્ષણ વિભાગમાં ફરિયાદ કરી તેમની મદદ લઈશ.					
5	According to you a teacher developing closer relations with the students – તમારા મત મુજબ જે શિક્ષક વિદ્યાર્થીઓની સાથે નિકટતા કેળવે છે તે-					
	A Can inspire the students for developing self confidence among them.					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	વિદ્યાર્થીઓને પ્રેરીત કરી તેમનો આત્મવિશ્વાસ વધારે છે.					
	B Cannot maintain discipline in the classroom. વર્ગખંડમાં શિસ્ત જાળવી શકે નહીં.					
	C Can be termed as trying to seek cheap popularity among the students. વિદ્યાર્થીઓમાં લોકપ્રિયતા પામવા હલકી રીત અપનાવે છે એવું કહેવાય.					
6	As a teacher you are faithful to your students, your feeling for this faithfulness is that – શિક્ષક તરીકે તમે તમારા વિદ્યાર્થીઓ પ્રત્યે વફાદાર છો, તો આ વફાદારી માટે તમારું અનુભવ છે કે-					
	A The faithfulness is misused by students. વિદ્યાર્થીઓ વફાદારીનો દુરુપયોગ કરે છે.					
	B The faithfulness is considered as your weakness by the students. વિદ્યાર્થીઓ વફાદારીને તમારી નબળાઈ માને છે.					
	C The faithfulness is equally reciprocated by the students. વિદ્યાર્થીઓ વફાદારીને પૂરતી રીતે વાળે છે.					
7	Suppose you develop friendly relations with students while organizing extra curricular activities then – ધારો કે સહ-અભ્યાસિક પ્રવૃત્તિઓનું આયોજન કરતી વખતે તમારી અને વિદ્યાર્થીઓની વચ્ચે મિત્રતા કેળવાય છે તો –					
	A You will stop conduction of such activities in the school. તમે શાળામાં આવી પ્રવૃત્તિઓનું આયોજન કરવાનું બંધ કરશો.					
	B Explain to students that in spite of your friendly					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	relations you will not err from your responsibilities. તમે વિદ્યાર્થીઓને સમજાવશો કે તમારા આવા મિત્રતાભર્યા સંબંધો થી તમે તમારી જવાબદારી ઓમાં ચૂકશો નહીં.					
	C Punish those students who misuse your friendly relation with them. જે વિદ્યાર્થીઓ મારી મિત્રતાનો દુરુપયોગ કરશે તેમને હું સજા કરીશ.					
8	A student is found weak in a subject then – કોઈ વિદ્યાર્થી કોઈક વિષયમાં નબળો જોવા મળે છે તો-					
	A You will tell the student to take help of a clever student. તમે તે વિદ્યાર્થીને હોશિયાર વિદ્યાર્થી ની મદદ લેવાનું કહેશો.					
	B You will try to remove the weakness of the student by finding out the main reason behind it. તમે તે નબળાઈનું મુખ્ય કારણ શોધીને ને દૂર કરવાનો પ્રયાસ કરશો.					
	C You will inform the principal about it. તમે આચાર્યને આ બાબતે જાણ કરશો.					
9	The relationship between the teacher and student should be – શિક્ષક અને વિદ્યાર્થી વચ્ચેનો સંબંધ –					
	A Confined to school and studies only. શાળા તેમજ ભણવા સુધી મર્યાદિત હોવું જોઈએ.					
	B Life long and mutually helpful. જીંદગીભર એકબીજાને મદદરૂપ થાય એવું.					
	C Limited to the overall development of the					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	student. વિદ્યાર્થીઓના સર્વાંગી વિકાસ સુધી મર્યાદિત હોવું જોઈએ.					
10	In case if you have some grievances against school authorities then- જો કોઈકવાર તમને શાળા અધિકારી વિરુદ્ધ ફરિયાદ હોય તો-					
	A You shall complain to the school authorities itself. તમે શાળાના જ અધિકારીઓને ફરિયાદ કરશો.					
	B You shall discuss with your colleagues. તમે તમારા સહકર્મચારીઓની સાથે ચર્ચા કરશો.					
	C You shall complain to the teacher association. તમે શિક્ષક મંડળમાં ફરિયાદ કરશો.					
11	Your idea of an ideal curriculum is – તમારા મત મુજબ આદર્શ અભ્યાસક્રમ કેવો હોવો જોઈએ -					
	A The curriculum should be broad based to cover as many subjects as possible. અભ્યાસક્રમ વ્યાપક હોવો જોઈએ જેથી ઘણાં વિષયોનો સમાવેશ થાય.					
	B The curriculum should have few subjects but giving sound knowledge. અભ્યાસક્રમ માં થોડા જ વિષય રાખવા પણ ઊંડાણમાં જ્ઞાન આપતો હોવો જોઈએ.					
	C The curriculum should be according to the level of students and should be dynamic. અભ્યાસક્રમ વિદ્યાર્થીઓની કક્ષા પ્રમાણે અને સમયાંતરે બદલાતો હોવો જોઈએ.					
12	In case if there are no sufficient teaching aids for a lesson in the school then-					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	જો શાળામાં પાઠ માટે પૂરતા શૈક્ષણિક સાધનો ન હોય તો-					
	A You will not worry and manage without it. તમે ચિંતિત થયા વિના તેના વગર જ ચલાવી લેશો.					
	B You will borrow from other school and use them temporarily. તમે બીજી શાળા પાસેથી કામચલાઉ ધોરણે માંગી લાવશો.					
	C You will take help of students to prepare teaching aids. તમે વિદ્યાર્થીઓની મદદથી તે શૈક્ષણિક સાધન બનાવડાવશો.					
13	In case your are puzzled with your personal problems in schools then- જો તમે શાળામાં તમારા અંગત મુશ્કેલીના કારણે મૂંઝાઓ છો તો –					
	A It will be impossible for you to continue your duty as a teacher. તમારી માટે શિક્ષકની ફરજ બજાવવાનું અશક્ય બનશે.					
	B There will be no hitch in my duties toward the school. તમારી શાળા પ્રત્યેની ફરજો પર અસર થશે નહીં.					
	C I shall forget the problem in the school. હું મારી મુશ્કેલી શાળામાં ભૂલી જઈશ.					
14	According to you the staff meetings તમારા મત મુજબ સ્ટાફ મીટીંગ એટલે -					
	A Create the sense of co-operation among the teacher. શિક્ષકોમાં સહકારની ભાવના કેળવે					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	છે.					
B	Improve the efficiency of the school. શાળાની કાર્યક્ષમતા માં સુધારો લાવે છે.					
C	Are places where staff members can socialise. એવી જગ્યા છે જ્યાં સહકર્મચારીઓ હળીમળી શકે.					
15	If an important work is assigned to me by my authority then- જો સંચાલક તમને કોઈ મહત્વનું કામ સોંપે તો-					
A	I feel it should have been given to my seniors who are more capable. હું એવું માનીશ કે તે કાર્ય મારાથી વધુ અનુભવ વાળાને આપવું જોઈતું હતું.					
B	I enjoy the work at initial stage but later it becomes a burden for me. મને શરૂઆતમાં તે કાર્ય કરવામાં મજા આવશે પરંતુ પછીથી તેજ કાર્ય મારી માટે બોજરૂપ બનશે.					
C	I feel happy that authority has trusted my potential. હું સંતુષ્ટ થઈશ કે સંચાલકને મારી આવડત પર વિશ્વાસ છે.					
16	The number of periods allotted to me per week are- મને અઠવાડિયામાં આપેલ તાસની સંખ્યા –					
A	Not enough to complete the syllabus. અભ્યાસક્રમ પૂરો કરવા માટે પૂરતા નથી.					
B	Enough as I have the ability to complete the syllabus in any number of periods allotted to me. પૂરતા છે કારણકે મારામાં એવી					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	આવડત છે કે મારો અભ્યાસક્રમ કેટલા પગા આપેલ તાસમાં હું પૂરો કરી શકું છું.					
	C Enough as students these days are not interested in school teaching. પૂરતા છે કારણકે આજકાલ વિદ્યાર્થીઓને પગા શાળા શિક્ષણમાં રસ રહ્યો નથી.					
17	I am satisfied with my teaching job so much that - હું મારા શિક્ષણની નોકરી થી એટલી હદે સંતુષ્ટ છું કે-					
	A I advice my students also to enter the teaching field. હું મારા વિદ્યાર્થીઓને પગા શિક્ષણના ક્ષેત્રમાં પ્રવેશ કરવાની સલાહ આપું છું.					
	B I even want my children to be teacher when they grow up. હું તો એવું પણ ઈચ્છું છું કે મારા બાળકો પણ મોટા થઈને શિક્ષક બને.					
	C I never wish to change my job. હું મારું કામ ક્યારેય નહીં બદલું.					
18	I am satisfied with my teaching job because - હું મારા શિક્ષણની નોકરીથી સંતુષ્ટ છું કારણકે -					
	A I can contribute to the society as a whole. હું સમાજને મારો ફાળો આપી શકું છું.					
	B I get enough free time in the teaching job. શિક્ષણની નોકરી માં પૂરતી નવરાશ મળે છે.					
	C I get respect from my students. મને વિદ્યાર્થીઓ પાસેથી આદર મળે છે.					
19	I am satisfied with my present school because -					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	હું મારી હાલની શાળાથી સંતુષ્ટ છું કારણકે-					
	A School has positive environment. શાળામાં સકારાત્મક વાતાવરણ છે.					
	B School has all facilities. શાળામાં બધી સુવિધાઓ છે.					
	C Principal, teachers, parents and students are good. શાળાના આચાર્ય, સહકર્મચારીઓ, વિદ્યાર્થીઓ, વાલીઓ સારા છે.					
20	If I have to improve teaching profession then- મને શિક્ષણના વ્યવસાય ને સુધારવું હોય તો-					
	A I will reduce the paper work. હું કાગજીય કાર્યવાહીમાં ઘટાડો કરીશ.					
	B I will make changes in the salary structure. હું પગાર ધોરણમાં બદલાવ લાવીશ.					
	C I will improve upon my teaching styles. હું મારી પોતાની ભણાવવાની પદ્ધતિઓ બદલીશ.					
21	While entering the classroom – વર્ગખંડમાં પ્રવેશ કરતી વખતે –					
	A My mind is filled with innovative ideas. મારા મગજમાં નવીન વિચારો આવે છે.					
	B My mind is filled with tension as students are notorious these days. મારા મગજમાં તણાવ પેદા થાય છે કારણકે આજકાલ વિદ્યાર્થીઓ મસ્તીખોર છે.					
	C I eagerly wait for the period to get over.					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	હું આતુરતાથી તાસ પૂર્ણ થવાની રાહ જોઉં છું.					
22	Whenever I get free time in school – જ્યારે પણ મને શાળામાં ખાલી સમય મળે છે ત્યારે -					
	A I plan for next day. હું બીજા દિવસનું આયોજન કરું છું.					
	B I gossip with my colleagues. હું મારા સહ કર્મચારીઓ સાથે વાતો કરું છું.					
	C I teach weak students. હું નબળા વિદ્યાર્થીઓને ભણાવું છું.					
23	My views regarding the present day semester system are – મારા મત અનુસાર આજની સેમેસ્ટર પદ્ધતિ-					
	A It is tiring for teachers as assessment is done in various ways. શિક્ષકો ને થકવી દે છે કારણકે પરીક્ષાઓ વિવિધ રીતે લેવી પડે છે.					
	B Provides many opportunities to students. વિદ્યાર્થીઓને ઘણી તક આપે છે. જેથી તેમના બધા ગુણોનો વિકાસ થાય.					
	C Has increased workload of teacher to a great extent. શિક્ષક નો કારભાર ખૂબ વધારી દીધો છે.					
24	My views regarding Continuous Comprehensive Evaluation are- મારા મત અનુસાર સતત સર્વગ્રાહી મૂલ્યાંકન એટલે-					
	A It is merely another educational policy implemented in schools. ફક્ત એક શિક્ષણની નિતી છે જેનું શાળામાં અમલીકરણ થયું છે.					
	B It is important for achieving broader goals					

Sr. No.		Statement	Very often	Often	Some-times	Rare-ly	Never
		of education. શિક્ષણના વ્યાપક ધ્યેયો ને સિધ્ધ કરવા જરૂરી છે.					
	C	Removes educational difficulties of students. વિદ્યાર્થીઓમાં રહેલ શૈક્ષણિક અસામનતાઓ દૂર કરે છે.					
25		In case if school achieves an award in any area – જો શાળાને કોઈ ક્ષેત્રમાં પુરસ્કાર મળે તો –					
	A	I feel proud for the school's achievement. હું શાળા ની ઉપલબ્ધી માટે ગૌરવ અનુભવીશ.					
	B	I am least bothered as it was not of my area. મને ભાગ્યેજ ફરક પડશે કારણકે તે મારા ક્ષેત્રનું નથી.					
	C	I know that such awards are merely show off. હું જાણું છું કે આ પુરસ્કાર ફક્ત દેખાવા માટે છે.					

THANK YOU
FOR YOUR
CO-OPERATION

APPENDIX - IV
FORWARDING LETTER TO EXPERTS

CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE M.S. UNIVERSITY OF BARODA
VADODARA – 390 002

GUIDE:

Prof. R.G. Kothari
Dean
Faculty of Education & Psychology
The M.S. University of Baroda
Vadodara.

INVESTIGATOR:

Shalini Varandani

Respected Sir/Madam,

I am pursuing Ph.D. from M.S. University of Baroda, Vadodara. The topic of my study is A Study of Professional Commitment of Secondary School Teachers in Vadodara District.

For the purpose of Research I have Constructed a tool for Professional Commitment and a tool for Job Satisfaction. So based on your wide experience in field of education, you are here by requested to give your valuable suggestions so as to finalize the tool. Your suggestions will provide a direction to my study and help me. Copy of Tools and Objectives of the Study are attached here with.

Thank you.

Yours' sincerely

Shalini Varandani

APPENDIX V

LIST OF EXPERTS FOR TOOLS

Sr. No.	Name of Expert	Name of Organization
01.	Dr. Perna Shelat	Asst. Prof., Indian Institute of Teacher Education, Gandhinagar.
02.	Dr. Rupesh Patel	Asst. Prof., Dept. Of Education, North Gujarat University, Patan.
03.	Dr. Kadem Srinivas	Asst. Prof., RIE, Ajmer.
04.	Dr. Vaishali Patel	Asst. Prof., Seth. M.N.C. College of Education, Dabhoi.
05.	Dr. Chandrakant Sangada	Asst. Prof., Seth. M.N.C. College of Education, Dabhoi.
06.	Dr. Bharti Rathore	Asst. Prof., Way Made College of Education, Vallabh Vidyanagar.
07.	Dr. Chhaya Padya	Principal, Sarvodaya College of Education, Derol.
08.	Dr. Ramesh Padya	Former Principal, College of Education, Khambhat.
09.	Mrs. Jalda Vora	Asst. Prof., I.J. College, Mogri, Anand.
10.	Mrs. Shakuntala Singh	Principal, Yanshy School, Makarpura, Vadodara

APPENDIX - VI

FINAL DRAFT OF PROFESSIONAL COMMITMENT SCALE

Dear Teachers,

I am pursuing my Ph.D. titled “A study of professional commitment of secondary school teachers of Vadodara District” from the Department of Education, Faculty of Education and Psychology, The M.S. University of Baroda. I request you to kindly support by giving responses. Your inputs will help in knowing your professional commitment and job satisfaction. Also there are some factors which will help to frame future policy matters in order to raise the level of commitment and job satisfaction in future teaching fraternity. I assure you that your answers/responses will be used for the research purpose only and will be kept strictly confidential.

In case you want to share few more issues/problems/difficulties or some personal experiences related to above topic, please feel free to contact me on 9825841657 or mail me on shalu8dec_4u@yahoo.co.in.

Instructions:

1. There are three parts in this questionnaire: Part A covers the general information; Part B covers statements related to professional commitment while Part C covers statements related to job satisfaction.
2. Please answer all the questions.
3. Please tick ✓ in the appropriate box given.
4. You are requested to attempt all the statements.
5. You can fill the questionnaire in any of the two languages presented- English/Gujarati as per your understanding.

Thank you.

Shalini Varandani

Personal Details

A. General Information:-

1. **Name :**

2. **Age:** Less than 30 years 30-40 years

41 - 50years 51-60 years

Above 61 years

3. **Gender:** Male/Female

4. **Mother tongue:** _____

5. **Category :** General/ STSC/OBC

6. **Marital Status:** Married Unmarried

7. **Name and address of school:**

4. **Area of school :** Rural Urban

5. **Educational Qualification:** _____

Educational Qualification	Subject of Specialisation	Name of University	Percentage/ Class
Graduation (B.Sc/B.Com/B.A.)			
Post Graduation (M.Sc/M.Com/M.A.)			
Professional Qualification(B.Ed)			
M.Ed			
Any other (Please specify)			

6. Your medium of instruction in higher education: _____
7. Total teaching experience (in years): _____
8. Experience in the present school (in years): _____
9. Medium of instruction in school: _____
10. Timing of school: _____
11. Subjects you teach in the school: _____
12. Any other achievement in school (Please specify) : _____

B. Professional Commitment:-

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
1	I myself being a teacher know how to teach students effectively.					
૧.	હું પોતે શિક્ષક હોવાથી જાણું છું કે વિદ્યાર્થીઓ ને ભણાવવાની કઈ રીત પ્રભાવશાળી છે.					
2	I have a sound knowledge of current learning theories, pedagogical models and various fields of study which contribute to an understanding of student learning.					
૨.	મને પ્રવર્તમાન જ્ઞાનના સિદ્ધાંતો, શિક્ષણશાસ્ત્ર ના નમૂના અને વિવિધ શિક્ષણને લગતા ક્ષેત્રો ની જાણ છે કે જે વિદ્યાર્થીઓમાં સમજણ વિકસાવવામાં ફાળો આપે છે.					
3	I know the principles and skills of instruction and design program to engage students actively in learning.					
૩.	હું વિદ્યાર્થીઓને ભણાવવામાં સક્રિય રાખવાના સિદ્ધાંતો અને શીખવવાના કૌશલ્યો ને આધારે કાર્યક્રમની રૂપરેખા બનાવવા જાણું છું.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
4	I do not conduct activities that develop awareness of environment among the students.					
૪.	હું વિદ્યાર્થીઓમાં પર્યાવરણ પ્રત્યેની જાગૃતતા કેળવવા કોઈ પ્રવૃત્તિ નથી કરતી/કરતો.					
5	I have a critical understanding of tools and practices under formative and summative assessment to report and record students' progress to stakeholders.					
૫.	મને સતત મૂલ્યાંકન તેમજ સત્રાંત પરીક્ષાઓ માટે ના સાધનો અને રીત ની ઉંડી સમજ છે જેના દ્વારા હું વિદ્યાર્થીઓની પ્રગતિ ની જાણકારી નોંધીને વાલીઓને અહેવાલ આપું છું.					
6.	I am aware of how curriculum and assessment is structured to support learning among students.					
૬	હું જાણું છું કે અભ્યાસક્રમ અને મૂલ્યાંકન વિદ્યાર્થીઓના અભ્યાસ માટે મદદરૂપ થવા કઈ રીતે ગોઠવેલા છે.					
7	I know the pedagogical approaches, resources and ICT technologies that support and assess student learning within the content areas.					
૭.	હું શિક્ષણશાસ્ત્રના અભિગમો, ચુકિતઓ અને ICT ઔદ્યોગિક વિશે જાણું છું. જે વિદ્યાર્થીઓ ને પાઠ્યક્રમ ભણવામાં તેમજ મૂલ્યાંકન માં મદદ આપે છે.					
8.	I demonstrate empathy and positive attitude for students.					
૮.	હું વિદ્યાર્થીઓ પ્રતિ સહભાવ અને હકારાત્મક વલણ દર્શાવું છું.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
9	I demonstrate an understanding of equity by considering all students equally capable of learning.					
૯.	હું બધા વિદ્યાર્થીઓ પ્રતિ સમાનતાનો ભાવ દર્શાવું છું અને બધાને ભણવા માટે સમર્થ ગણું છું.					
10.	My efforts are to develop positive rapport with the students.					
૧૦.	હું વિદ્યાર્થીઓની સાથે સકારાત્મક સંબંધ કેળવવાના પ્રયાસ કરું છું.					
11.	I am capable of identifying prior knowledge, learning strengths and weaknesses of students, and other factors which impacts learning.					
૧૧.	વિદ્યાર્થીઓના ભણાતરમાં અસર કરતા પરિબળો જેવા કે તેમનું પૂર્વજ્ઞાન અને ભણાતરમાં તેમની શક્તિઓ અને ખામીઓનું જાણવા માટે સક્ષમ છું.					
12.	I have an understanding of the cultural and religious diversity among students.					
૧૨.	વિદ્યાર્થીઓમાં રહેલ સાંસ્કૃતિક અને ધાર્મિક વિવિધતા ને હું સમજું છું.					
13.	I have knowledge of socio-economic status which has an impact on the learning of students.					
૧૩.	મને વિદ્યાર્થીઓના ભણાતર પર અસર કરતા તેમના સામાજિક અને આર્થિક પરિસ્થિતિનું જ્ઞાન છે.					
14.	I am aware of teaching and classroom management challenges.					
૧૪.	હું ભણાવવાની બાબતમાં અને વર્ગખંડમાં સંચાલનમાં ઉદ્ભવતા પડકારોથી વાકેફ છું.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
15.	I am aware that positive parent teacher relationship is essential for students' development.					
૧૫.	હું વાકેફ છું કે વિદ્યાર્થીઓના વિકાસ માટે હકારાત્મક વાલી-શિક્ષક સંબંધો જરૂરી છે.					
16.	I have idea that all the activities conducted in the school hardly help in all round development of students.					
૧૬.	હું માનું છું કે શાળામાં થતી બધી પ્રવૃત્તિઓ ભાગ્યેજ વિદ્યાર્થીઓના સર્વાંગી વિકાસમાં મદદરૂપ થાય છે.					
17.	I use my professional knowledge to establish clear, challenging and achievable learning goals for students.					
૧૭.	વિદ્યાર્થીઓના જ્ઞાન પ્રાપ્ત કરવા માટે ના સ્પષ્ટ તેમજ પડકારમય ધ્યેયો સિદ્ધ કરવા માટે હું મારા વ્યવાસાયિક જ્ઞાન નો ઉપયોગ કરું છું.					
18.	I never use ICT and other learning technologies for teaching lessons to students.					
૧૮.	વિદ્યાર્થીઓને પાઠ ભણાવતી વખતે હું ક્યારેય ICT કે અન્ય ઔદ્યોગિકી ક્યારેય નથી વાપરતી/વાપરતો.					
19.	I plan learning sequences and units based on the curriculum guidelines given by the board and as per the new semester system.					
૧૯.	હું વિદ્યાર્થીઓને ભણાવવાનો અભ્યાસક્રમ ક્રમબદ્ધ અને મુદ્દાસર રીતે બોર્ડ તેમજ સેમેસ્ટર પદ્ધતિ દ્વારા આપેલ માર્ગદર્શન થી કરું છું.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
20.	I provide appropriate feedback to the students regarding their progress and how to improve.					
૨૦.	હું વિદ્યાર્થીઓની પ્રગતિ વધારવા માટે તેમને યોગ્ય પ્રતિસાદ આપું છું.					
21.	My behaviour reflects positive interaction and co-operative learning.					
૨૧.	મારા વર્તણુકમાં નિરપેક્ષ પ્રતિક્રિયા તેમજ સહકારી જ્ઞાન પ્રતિબિંબિત થાય છે.					
22.	I employ strategies for building positive relationships with students, parents and colleagues.					
૨૨.	હું વિદ્યાર્થીઓ, વાલીઓ અને સહકર્મચારીઓ ની સાથે કુશળતાથી નિરપેક્ષ સંબંધો બનાવું છું.					
23.	I always put efforts to develop curiosity and enthusiasm among students for learning.					
૨૩.	હું વિદ્યાર્થીઓમાં જ્ઞાન પ્રાપ્ત કરવા માટે જિજ્ઞાસા અને ઉત્સાહ વિકસાવવા માટે પ્રયાસો કરું છું.					
24.	I create opportunities for students so that various skills develop among them.					
૨૪.	હું વિદ્યાર્થીઓમાં વિવિધ કૌશલ્યો વિકસે તે માટેની તકો નો નિર્માણ કરું છું.					
25.	I create opportunities to cater to varied learning needs of students to foster independent learning among them.					
૨૫.	હું વિદ્યાર્થીઓની વિવિધ જ્ઞાન મેળવવાની જરૂરિયાતોને સંતોષી તેઓ સ્વતંત્ર રીતે વિચારી શકે તે માટેની તકોનો નિર્માણ કરું છું.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
26.	I recognize the importance of regularly reflecting on my professional knowledge and practice.					
૨૬.	હું મારા વ્યવસાયિક જ્ઞાન અને અભ્યાસમાં નિરંતર ચિંતનના મહત્વને સમજુ છું.					
27.	I am not aware of strengths and weaknesses of my learners.					
૨૭.	હું મારા વિદ્યાર્થીઓની શક્તિઓ અને ખામીઓથી વાકેફ નથી.					
28.	I always try to update my knowledge and refine professional practices.					
૨૮.	હું મારા જ્ઞાન ને અદ્યતન કરવા અને વ્યવસાયિક અભ્યાસ ને દોષમુક્ત કરવા સદા પ્રયત્ન કરું છું.					
29.	I demonstrate a capacity to work collaboratively within the profession to achieve broader goals of society.					
૨૯.	હું મારા વ્યવસાયમાં બધાની સાથે મળીને કામ કરવાની ક્ષમતા દર્શાવું છું જેથી સમાજના વ્યાપક દ્યેયો સિદ્ધ થાય.					
30.	I always like to be a member of professional body in my field.					
૩૦.	હું સદાય ઈચ્છુ છું કે મારા ક્ષેત્રના વ્યવસાયિક મંડળમાં સભ્ય બનું.					
31.	I understand that education has direct relation with society, our ethical values and political system of the country.					
૩૧.	હું સમજુ છું કે શિક્ષણનો સીધો સંબંધ સમાજની સાથે, આપણા નૈતિક મૂલ્યો અને દેશના રાજકારણની સાથે છે.					
32.	I follow ethical code of conduct expected by a teacher.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
32.	હું શિક્ષક પાસેથી અપેક્ષિત નૈતિક આચરણ ના ધોરણોનું અનુસરણ કરું છું.					
33.	I am aware of professional duties and expectations of teachers and fulfil these competently.					
33.	હું મારા વ્યવસાયિક કર્તવ્યો અને અપેક્ષાઓ પ્રત્યે વાકેફ છું અને તેમને અસરકારકતા થી નિભાવું છું.					
34.	I know the content area properly and understand how knowledge is created, organized, linked together with other disciplines and applied beyond school settings.					
34.	હું પાઠ્યપુસ્તક ના મુદ્દાઓ સારી રીતે જાણું છું અને જ્ઞાન ને નિર્મિત કરી, અન્ય વિદ્યાશાખા ઓની સાથે જોડીને તેને શાળા બહાર ની પરિસ્થિતિઓમાં વાપરવાનું સમજું છું.					
35.	I design instructions that address core concepts, skills and help students to meet their learning needs.					
35.	હું માહિતીનું આયોજન એ રીતે કરું છું. કે વિદ્યાર્થીઓની જરૂરિયાતો અને કૌશલ્યો સમજીને મહત્વના મુદ્દાઓને સંબોધી શકું.					
36.	I engage students in a variety of explanations that help them to develop conceptual understanding.					
36.	વિદ્યાર્થીઓમાં મુદ્દાઓની સમજ વિકસાવવા માટે હું તેમને વિગતવાર સમજુતી આપું છું.					
37.	My teaching is always based on prior knowledge of students which helps in developing understanding among students.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
૩૭.	હું હંમેશા વિદ્યાર્થીઓના પૂર્વજ્ઞાન ના આધારે તેમને ભણાવું છું જેથી તેમના સમજણમાં વિકાસ થાય.					
38.	I develop alternative instructional strategies to meet specific needs of students with learning disabilities.					
૩૮.	હું અસમર્થ વિદ્યાર્થીઓ માટે ભણવાની ખાસ જરૂરિયાતો પૂરી પાડવા વૈકલ્પિક અધ્યાપન ની રચના કરું છું.					
39.	I plan lessons that challenge students to develop higher level of cognitive skills.					
૩૯.	હું વિદ્યાર્થીઓને પાઠ શીખવવાની સાથે તેમના માં ઉચ્ચ જ્ઞાનાત્મક શક્તિઓનો વિકાસ થાય તેમ તેમને પડકારું છું.					
40.	I pose questions to students that encourage them to view, analyze and interpret ideas from multiple perspectives.					
૪૦.	હું વિદ્યાર્થીઓને પ્રશ્નો પૂછી તેમને અનેક પાંસાઓથી નિહારવા, પૃથ્થકરણ અને અર્થઘટન કરવા પ્રેરિત કરું છું.					
41.	I create supportive learning environment that encourages appropriate standards of behavior, positive social interaction and active engagement in learning and self motivation.					
૪૧.	હું એવા શૈક્ષણિક વાતાવરણનું નિર્માણ કરું છું જેથી આદર્શ વર્તણૂંક , સકારાત્મક સામાજીક અસપરસ ની ક્રિયા થાય અને શિક્ષા મેળવવા માટે પ્રેરણા મળે.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
42.	I participate in workshops, seminars and conferences for my own professional development.					
૪૨.	હું મારા વ્યવસાયિક સજ્જતા માટે પરિસંવાદ, ચર્ચાસભા તેમજ વર્કશોપ માં ભાગ લઉં છું.					
43.	I do not help students to imbibe their role in the family and in the society.					
૪૩.	હું વિદ્યાર્થીઓને તેમના પરિવાર અને સમાજ પ્રત્યેની જવાબદારીઓ આત્મસાત્ કરવામાં મદદરૂપ નથી.					
44.	I explore and evaluate the application of current research, instructional approaches and strategies to improve students' learning.					
૪૪.	હું વિદ્યાર્થીઓનું ભણતર સુધારવા માટે પ્રવર્તમાન સંશોધનો, અધ્યાપન અભિગમોનું મૂલ્યાંકન કરી તેનું અમલીકરણ કરું છું.					
45.	I maintain and upgrade my own standards for the best interest of students.					
૪૫.	હું વિદ્યાર્થીઓનો રસ જળવાઈ રહે તે માટે મારા પોતાના શૈક્ષણિક ધોરણોને દુરસ્ત કરીને વધારું છું.					
46.	I follow all the policies given by the professional bodies and school.					
૪૬.	હું વ્યવસાયિક મંડળો તેમજ શાળા દ્વારા આપેલ નીતિઓને અનુસરું છું.					
47.	I never conduct activities with a view to develop values among students.					
૪૭.	હું વિદ્યાર્થીઓમાં મૂલ્યો વિકસાવવા માટે ની પ્રવૃત્તિઓનું આયોજન ક્યારેય નથી કરતી.					

Sr. No.	Statement	Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly Dissatisfied
48.	I do not try to develop value of sportsmanship spirit among the students					
૪૮.	મારાથી ક્યારેય એવા પ્રયાસો નથી થતા જેના દ્વારા વિદ્યાર્થીઓમાં ખેલદીલીની ભાવના વિકસે.					
49.	I understand the role of community participation in supporting the schools.					
૪૯.	હું સમજુ છું કે શાળાને મદદરૂપ થવા સમાજ ભાગ ભજવે છે.					
50.	I make students understand their rights and duties as a citizen in a democratic country.					
૫૦.	હું વિદ્યાર્થીઓને લોકશાહી દેશના નાગરિક માટે ના હક અને જવાબદારી વિશે સમજૂતી આપી શકું છું.					

***THANK YOU
FOR YOUR
CO-OPERATION***

APPENDIX - VII

FINAL DRAFT OF JOB SATISFACTION SCALE

Dear Teachers,

I am pursuing my Ph.D. titled “A study of professional commitment of secondary school teachers of Vadodara District” from the Department of Education, Faculty of Education and Psychology, The M.S. University of Baroda. I request you to kindly support by giving responses. Your inputs will help in knowing your professional commitment and job satisfaction. Also there are some factors which will help to frame future policy matters in order to raise the level of commitment and job satisfaction in future teaching fraternity. I assure you that your answers/responses will be used for the research purpose only and will be kept strictly confidential.

In case you want to share few more issues/problems/difficulties or some personal experiences related to above topic, please feel free to contact me on 9825841657 or mail me on shalu8dec_4u@yahoo.co.in.

Instructions:

1. There are three parts in this questionnaire: Part A covers the general information; Part B covers statements related to professional commitment while Part C covers statements related to job satisfaction.
2. Please answer all the questions.
3. Please tick ✓ in the appropriate box given.
4. You are requested to attempt all the statements.
5. You can fill the questionnaire in any of the two languages presented- English/Gujarati as per your understanding.

Thank you.

Shalini Varandani

Personal Details

A. General Information:-

1. **Name :**

2. **Age:** Less than 30 years 30-40 years

41 - 50years 51-60 years

Above 61 years

3. **Gender:** Male/Female

4. **Mother tongue:**_____

5. **Category :** General/ STSC/OBC

6. **Marital Status:** Married Unmarried

7. **Name and address of school:**

4. **Area of school :** Rural Urban

5. **Educational Qualification:** _____

Educational Qualification	Subject of Specialisation	Name of University	Percentage/ Class
Graduation (B.Sc/B.Com/B.A.)			
Post Graduation (M.Sc/M.Com/M.A.)			
Professional Qualification(B.Ed)			
M.Ed			
Any other (Please specify)			

6. **Your medium of instruction in higher education:**_____
7. **Total teaching experience (in years):**_____
8. **Experience in the present school (in years):** _____
9. **Medium of instruction in school:**_____
10. **Timing of school:**_____
11. **Subjects you teach in the school:**_____
12. **Any other achievement in school (Please specify) :**

Job Satisfaction Scale: (Note: You have to attempt all the options given)

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
1	Suppose you have no taste for a particular subject and you do not know it also, still the principal tells you to teach it then- ધારોકે તમને કોઈ વિષય પ્રત્યે અણગમો છે અને તમને તે વિષય આવડતું પણ નથી, છતાંય આચાર્ય તમને તેજ વિષય ભણાવવાનું કહે છે તો -					
A	You will tell the principal that you will not be able to teach it under any circumstances. તમે આચાર્યને જણાવશો કે તમે કોઈપણ પરિસ્થિતિમાં તે ભણાવી શકો નહીં.					
B	You shall prepare the subject and try to take interest in it. તમે તે વિષયની તૈયારી કરશો તેમજ તેમાં રસ લેવાનો પ્રયત્ન કરશો.					
C	You shall teach the subject as if imposed on you. તમે તે વિષયને તમારા પર થોપી દીધેલ હોય તેમ ભણાવશો.					
2	A new teacher is appointed in the school and you are working as a teacher for long time. Then your attitude towards that teacher will be – એક નવા શિક્ષકની ભર્તી શાળામાં થઈ છે અને તમે ઘણા સમયથી શિક્ષક તરીકે કામ કરો છો. તો, આ શિક્ષક પ્રત્યે તમારું વલણ-					
A	Friendly and co-operative. મિત્રતાવાળું અને સહકાર આપનારું.					
B	Provocative as it will help in the learning of new entrant teacher. ઉશ્કેરનારું જેથી નવા આવેલ શિક્ષકને ભણાવવામાં મદદ રહે.					
C	To find faults and run him down. તેમનામાં ભૂલો શોધવી અને તેમને નીચા બતાવવા.					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
3	Suppose a student cannot do homework due to his domestic circumstances. In such a situation you will – ધારોકે કોઈ વિદ્યાર્થી પોતાના ઘરેલું પરિસ્થિતીઓને કારણે ગૃહકાર્ય નથી કરતો. તો આવી પરિસ્થિતીમાં તમે-					
A	Hear him patiently. તેને ધીરજથી સાંભળશો.					
B	See his parents and try to find out the actual problem. તેના વાલી ને મળીને ખરી તકલીફ જાણવાનો પ્રયાસ કરશો.					
C	Pressurise him to do his homework. તેને ગૃહકાર્ય કરવા માટે દબાણ કરશો.					
4	If there is a rift between you and the management in a matter of administration then – જો તમારા અને સંચાલક વચ્ચે કોઈક વહીવટી મુદ્દે અણબનાવ થાય છે તો-					
A	I would make necessary changes in my own views after due discussion with the school committee. હું શાળાના મંડળની સાથે પૂરતી ચર્ચા કરી મારા પોતાના મત/અભિપ્રાયમાં જરૂરી બદલાવ લાવીશ.					
B	I would openly oppose the management. હું સંચાલકનો વિરોધ જાહેરમાં કરીશ.					
C	I would complain to the educational department and seek its help. હું શિક્ષણ વિભાગમાં ફરિયાદ કરી તેમની મદદ લઈશ.					
5	According to you a teacher developing closer relations with the students – તમારા મત મુજબ જે શિક્ષક વિદ્યાર્થીઓની સાથે નિકટતા કેળવે છે તે-					
A	Can inspire the students for developing self confidence among them. વિદ્યાર્થીઓને પ્રેરીત કરી તેમનો આત્મવિશ્વાસ વધારે છે.					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	B Cannot maintain discipline in the classroom. વર્ગખંડમાં શિસ્ત જાળવી શકે નહીં.					
	C Can be termed as trying to seek cheap popularity among the students. વિદ્યાર્થીઓમાં લોકપ્રિયતા પામવા હલકી રીત અપનાવે છે એવું કહેવાય.					
6	As a teacher you are faithful to your students, your feeling for this faithfulness is that – શિક્ષક તરીકે તમે તમારા વિદ્યાર્થીઓ પ્રત્યે વફાદાર છો, તો આ વફાદારી માટે તમારું અનુભવ છે કે-					
	A The faithfulness is misused by students. વિદ્યાર્થીઓ વફાદારીનો દુરુપયોગ કરે છે.					
	B The faithfulness is considered as your weakness by the students. વિદ્યાર્થીઓ વફાદારીને તમારી નબળાઈ માને છે.					
	C The faithfulness is equally reciprocated by the students. વિદ્યાર્થીઓ વફાદારીને પૂરતી રીતે વાળે છે.					
7	Suppose you develop friendly relations with students while organizing extra curricular activities then – ધારો કે સહ-અભ્યાસિક પ્રવૃત્તિઓનું આયોજન કરતી વખતે તમારી અને વિદ્યાર્થીઓની વચ્ચે મિત્રતા કેળવાય છે તો –					
	A You will stop conduction of such activities in the school. તમે શાળામાં આવી પ્રવૃત્તિઓનું આયોજન કરવાનું બંધ કરશો.					
	B Explain to students that in spite of your friendly relations you will not err from your responsibilities.					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
	તમે વિદ્યાર્થીઓને સમજાવશો કે તમારા આવા મિત્રતાભર્યા સંબંધો થી તમે તમારી જવાબદારી ઓમાં ચૂકશો નહીં.					
	C Punish those students who misuse your friendly relation with them. જે વિદ્યાર્થીઓ મારી મિત્રતાનો દુરુપયોગ કરશે તેમને હું સજા કરીશ.					
8	A student is found weak in a subject then – કોઈ વિદ્યાર્થી કોઈક વિષયમાં નબળો જોવા મળે છે તો-					
	A You will tell the student to take help of a clever student. તમે તે વિદ્યાર્થીને હોશિયાર વિદ્યાર્થી ની મદદ લેવાનું કહેશો.					
	B You will try to remove the weakness of the student by finding out the main reason behind it. તમે તે નબળાઈનું મુખ્ય કારણ શોધીને ને દૂર કરવાનો પ્રયાસ કરશો.					
	C You will inform the principal about it. તમે આચાર્યને આ બાબતે જાણ કરશો.					
9	The relationship between the teacher and student should be – શિક્ષક અને વિદ્યાર્થી વચ્ચેનો સંબંધ –					
	A Confined to school and studies only. શાળા તેમજ ભણવા સુધી મર્યાદિત હોવું જોઈએ.					
	B Life long and mutually helpful. જીંદગીભર એકબીજાને મદદરૂપ થાય એવું.					
	C Limited to the overall development of the student. વિદ્યાર્થીઓના સર્વાંગી વિકાસ સુધી મર્યાદિત હોવું જોઈએ.					

Sr. No.	Statement	Very often	Often	Some-times	Rare-ly	Never
10	In case if you have some grievances against school authorities then- જો કોઈકવાર તમને શાળા અધિકારી વિરુદ્ધ ફરિયાદ હોય તો-					
	A You shall complain to the school authorities itself. તમે શાળાના જ અધિકારીઓને ફરિયાદ કરશો.					
	B You shall discuss with your colleagues. તમે તમારા સહકર્મચારીઓની સાથે ચર્ચા કરશો.					
	C You shall complain to the teacher association. તમે શિક્ષક મંડળમાં ફરિયાદ કરશો.					
11	Your idea of an ideal curriculum is – તમારા મત મુજબ આદર્શ અભ્યાસક્રમ કેવો હોવો જોઈએ -					
	A The curriculum should be broad based to cover as many subjects as possible. અભ્યાસક્રમ વ્યાપક હોવો જોઈએ જેથી ઘણાં વિષયોનો સમાવેશ થાય.					
	B The curriculum should have few subjects but giving sound knowledge. અભ્યાસક્રમ માં થોડા જ વિષય રાખવા પણ ઊંડાણમાં જ્ઞાન આપતો હોવો જોઈએ.					
	C The curriculum should be according to the level of students and should be dynamic. અભ્યાસક્રમ વિદ્યાર્થીઓની કક્ષા પ્રમાણે અને સમયાંતરે બદલાતો હોવો જોઈએ.					
12	In case if there are no sufficient teaching aids for a lesson in the school then- જો શાળામાં પાઠ માટે પૂરતા શૈક્ષણિક સાધનો ન હોય તો-					
	A You will not worry and manage without it.					

Sr. No.	Statement	Very often	Often	Sometimes	Rarely	Never
	તમે ચિંતિત થયા વિના તેના વગર જ ચલાવી લેશો.					
	B You will borrow from other school and use them temporarily. તમે બીજી શાળા પાસેથી કામચલાઉ ધોરણે માંગી લાવશો.					
	C You will take help of students to prepare teaching aids. તમે વિદ્યાર્થીઓની મદદથી તે શૈક્ષણિક સાધન બનાવડાવશો.					
13	In case your are puzzled with your personal problems in schools then- જો તમે શાળામાં તમારા અંગત મુશ્કેલીના કારણે મૂંઝાઓ છો તો –					
	A It will be impossible for you to continue your duty as a teacher. તમારી માટે શિક્ષકની ફરજ બજાવવાનું અશક્ય બનશે.					
	B There will be no hitch in my duties toward the school. તમારી શાળા પ્રત્યેની ફરજો પર અસર થશે નહીં.					
	C I shall forget the problem in the school. હું મારી મુશ્કેલી શાળામાં ભૂલી જઈશ.					
14	According to you the staff meetings તમારા મત મુજબ સ્ટાફ મીટીંગ એટલે -					
	A Create the sense of co-operation among the teacher. શિક્ષકોમાં સહકારની ભાવના કેળવે છે.					

Sr. No.		Statement	Very often	Often	Some-times	Rare-ly	Never
	B	Improve the efficiency of the school. શાળાની કાર્યદ્રમતા માં સુધારો લાવે છે.					
	C	Are places where staff members can socialise. એવી જગ્યા છે જ્યાં સહકર્મચારીઓ હળીમળી શકે.					
15	If an important work is assigned to me by my authority then- જો સંચાલક તમને કોઈ મહત્વનું કામ સોંપે તો-						
	A	I feel it should have been given to my seniors who are more capable. હું એવું માનીશ કે તે કાર્ય મારાથી વધુ અનુભવ વાળાને આપવું જોઈતું હતું.					
	B	I enjoy the work at initial stage but later it becomes a burden for me. મને શરૂઆતમાં તે કાર્ય કરવામાં મજા આવશે પરંતુ પછીથી તેજ કાર્ય મારી માટે બોજરૂપ બનશે.					
	C	I feel happy that authority has trusted my potential. હું સંતુષ્ટ થઈશ કે સંચાલકને મારી આવડત પર વિશ્વાસ છે.					
16	The number of periods allotted to me per week are- મને અઠવાડિયામાં આપેલ તાસની સંખ્યા –						
	A	Not enough to complete the syllabus. અભ્યાસક્રમ પૂરો કરવા માટે પૂરતા નથી.					
	B	Enough as I have the ability to complete the syllabus in any number of periods allotted to me. પૂરતા છે કારણકે મારામાં એવી આવડત છે કે મારો અભ્યાસક્રમ કેટલા પણ આપેલ તાસમાં હું પૂરો કરી શકું છું.					

Sr. No.		Statement	Very often	Often	Some-times	Rare-ly	Never
	C	Enough as students these days are not interested in school teaching. પૂરતા છે કારણકે આજકાલ વિદ્યાર્થીઓને પણ શાળા શિક્ષણમાં રસ રહ્યો નથી.					
17		I am satisfied with my teaching job so much that - હું મારા શિક્ષણની નોકરી થી એટલી હદે સંતુષ્ટ છું કે-					
	A	I advice my students also to enter the teaching field. હું મારા વિદ્યાર્થીઓને પણ શિક્ષણના ક્ષેત્રમાં પ્રવેશ કરવાની સલાહ આપું છું.					
	B	I even want my children to be teacher when they grow up. હું તો એવું પણ ઈચ્છું છું કે મારા બાળકો પણ મોટા થઈને શિક્ષક બને.					
	C	I never wish to change my job. હું મારું કામ ક્યારેય નહીં બદલું.					
18		I am satisfied with my teaching job because - હું મારા શિક્ષણની નોકરીથી સંતુષ્ટ છું કારણકે -					
	A	I can contribute to the society as a whole. હું સમાજને મારો ફાળો આપી શકું છું.					
	B	I get enough free time in the teaching job. શિક્ષણની નોકરી માં પૂરતી નવરાશ મળે છે.					
	C	I get respect from my students. મને વિદ્યાર્થીઓ પાસેથી આદર મળે છે.					
19		I am satisfied with my present school because - હું મારી હાલની શાળાથી સંતુષ્ટ છું કારણકે-					
	A	School has positive environment. શાળામાં સકારાત્મક વાતાવરણ છે.					

Sr. No.		Statement	Very often	Often	Some-times	Rare-ly	Never
	B	School has all facilities. શાળામાં બધી સુવિધાઓ છે.					
	C	Principal, teachers, parents and students are good. શાળાના આચાર્ય, સહકર્મચારીઓ, વિદ્યાર્થીઓ, વાલીઓ સારા છે.					
20		If I have to improve teaching profession then- મને શિક્ષણના વ્યવસાય ને સુધારવું હોય તો-					
	A	I will reduce the paper work. હું કાગજીય કાર્યવાહીમાં ઘટાડો કરીશ.					
	B	I will make changes in the salary structure. હું પગાર ધોરણમાં બદલાવ લાવીશ.					
	C	I will improve upon my teaching styles. હું મારી પોતાની ભણાવવાની પદ્ધતિઓ બદલીશ.					
21		While entering the classroom – વર્ગખંડમાં પ્રવેશ કરતી વખતે –					
	A	My mind is filled with innovative ideas. મારા મગજમાં નવીન વિચારો આવે છે.					
	B	My mind is filled with tension as students are notorious these days. મારા મગજમાં તણાવ પેદા થાય છે કારણકે આજકાલ વિદ્યાર્થીઓ મસ્તીખોર છે.					
	C	I eagerly wait for the period to get over. હું આતુરતાથી તાસ પૂર્ણ થવાની રાહ જોઉં છું.					
22		Whenever I get free time in school – જ્યારે પણ મને શાળામાં ખાલી સમય મળે છે ત્યારે -					

Sr. No.		Statement	Very often	Often	Some-times	Rare-ly	Never
	A	I plan for next day. હું બીજા દિવસનું આયોજન કરું છું.					
	B	I gossip with my colleagues. હું મારા સહ કર્મચારીઓ સાથે વાતો કરું છું.					
	C	I teach weak students. હું નબળા વિદ્યાર્થીઓને ભણાવું છું.					
23		My views regarding the present day semester system are – મારા મત અનુસાર આજની સેમેસ્ટર પદ્ધતિ-					
	A	It is tiring for teachers as assessment is done in various ways. શિક્ષકો ને થકવી દે છે કારણકે પરીક્ષાઓ વિવિધ રીતે લેવી પડે છે.					
	B	Provides many opportunities to students. વિદ્યાર્થીઓને ઘણી તક આપે છે. જેથી તેમના બધા ગુણોનો વિકાસ થાય.					
	C	Has increased workload of teacher to a great extent. શિક્ષક નો કારભાર ખૂબ વધારી દીધો છે.					
24		My views regarding Continuous Comprehensive Evaluation are- મારા મત અનુસાર સતત સર્વગ્રાહી મૂલ્યાંકન એટલે-					
	A	It is merely another educational policy implemented in schools. ફક્ત એક શિક્ષણની નિતી છે જેનું શાળામાં અમલીકરણ થયું છે.					
	B	It is important for achieving broader goals of education. શિક્ષણના વ્યાપક ધ્યેયો ને સિધ્ધ કરવા જરૂરી છે.					
	C	Removes educational difficulties of students.					

Sr. No.		Statement	Very often	Often	Some-times	Rare-ly	Never
		વિદ્યાર્થીઓમાં રહેલ શૈક્ષણિક અસામનતાઓ દૂર કરે છે.					
25		In case if school achieves an award in any area – જો શાળાને કોઈ ક્ષેત્રમાં પુરસ્કાર મળે તો –					
	A	I feel proud for the school's achievement. હું શાળા ની ઉપલબ્ધી માટે ગૌરવ અનુભવીશ.					
	B	I am least bothered as it was not of my area. મને ભાગ્યેજ ફરક પડશે કારણકે તે મારા ક્ષેત્રનું નથી.					
	C	I know that such awards are merely show off. હું જાણું છું કે આ પુરસ્કાર ફક્ત દેખાવા માટે છે.					

THANK YOU
FOR YOUR
CO-OPERATION

**APPENDIX VIII
LETTER TO SCHOOLS**

**CENTRE OF ADVANCED STUDY IN EDUCATION
FACULTY OF EDUCATION AND PSYCHOLOGY
THE M.S. UNIVERSITY OF BARODA
VADODARA – 390 002**

To,

The Principal.

Vadodara.

Sub: To Collect data from teachers for research purpose.

Respected Sir/Madam,

With reference to the above mentioned subject, I undersigned Shalini Varandani, am doing Ph.D from M.S. University on the topic “ A Study of Professional Commitment of Secondary School teachers in Vadodara District.”

For the purpose of Research, I have prepared tools on professional commitment and job satisfaction of teachers. This tool needs to be filled by the teachers serving in your school. So kindly give me permission for collection of data from the teachers.

Thank you

Yours' Sincerely,


**Shalini Varandani
(Investigator)**

**Through Guide
(Prof. R.G.Kothari)**

APPENDIX - XI
NET CERTIFICATE

Certificate No. : A 051977


University Grants Commission
NATIONAL EDUCATIONAL TESTING BUREAU


ज्ञान-विज्ञान विमुक्तये

NATIONAL ELIGIBILITY TEST FOR LECTURESHIP

UGC Ref. No. 38657 (NET JUNE, 2006) Roll No. A350334

Certified that MS. VARANDANI SHALINI RUPCHAND
Son/Daughter of SHRI VARANDANI RUPCHAND HOTCHAND
and SMT VARANDANI SARLA RUPCHAND
has qualified the UGC-NET Examination for eligibility for Lectureship held on
25th JUNE, 2006 in the Subject EDUCATION
His/Her Post-graduation Subject is EDUCATION
Validity of the certificate is forever.


Head
NET Bureau

Date of Issue: 16 APR 2007

Note: a) UGC has issued the certificate based on the information provided by the candidate and his/her records/certificates have not been verified. The appointing authority should verify the original records/certificates of the candidate while considering him/her for appointment, as the Commission is not responsible for the same. The candidate must complete UGC specified Master's Degree within one year of date of UGC-NET.

b) Wherever [REDACTED], PH or VH is shown in the UGC Ref. No., the recruitment body should check the relevant documents of [REDACTED] Physically Handicapped/Visually Handicapped Candidates before appointment.

APPENDIX - XII

COURSE WORK COMPLETION CERTIFICATE



THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA CERTIFICATE

[As per O.Ph.D. 2 under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009 for 15 Credits to be earned by Ph.D. Scholars]

This is to certify that **Varandani Shalini Rupchand**, Research Scholar, registered under UGC (Minimum Standards and Procedure for Awards of M.Phil./Ph.D. Degree) Regulation, 2009, vide Registration Certificate Number **69** dated **04/08/2012**, for pursuing Ph.D. on has undertaken and completed the course work with the Grade A.

STATEMENT OF CREDITS EARNED

Name of Research Scholar: **Varandani Shalini Rupchand**

Faculty/Institution: Faculty of Education And Psychology

Department: Department of Education

Paper Number	Course Title	Course Credits	Grade Earned
Core Courses – 09 Credits [Offered At University Level]			
I.	Introduction To Research & Research Writings	3	B
II.	Introduction To Basic Computer Functions & Application For Research Purposes	3	A
III.	Quantitative Research Techniques & Data Analysis	3	C
Departmental Courses – 06 Credits [Offered at Departmental Level]			
IV.	Review & Report of Research	3	A
V.	Conceptual Framework of Research Problem	3	A
Overall Grade			A

ACA3/36

Date of Issue: 02-06-2015

Place: Vadodara

[Signature]
Registrar (OSD)

Grade Conversion Table and Grade Calculation Formula

Grade	Grade Points	Range
O	10	Above 9.01
A	9	8.01 – 9.00
B	8	7.01 – 8.00
C	7	6.01 – 7.00
D	6	5.01 – 6.00
E	5	4.01 – 5.00
F	4	Below 4.00

$$\text{Overall Grade} = \frac{\sum (\text{Grade Points} \times \text{Credits})}{\sum \text{Credits}}$$

APPENDIX - XIII

FACTOR ANALYSIS CORRELATION MATRIX FOR PROFESSIONAL COMMITMENT

COMPONENT MATRIX

COMPONENT

	1	2	3	4	5	6	7	8	9	10	11	12
B01	.455	.162	4.437 E-02	-.218	-7.192 E-02	.307	.333	-7.248 E-03	-5.544 E-02	1.190 E-02	-7.908 E-02	.259
B02	.573	6.459 E-02	-8.445 E-02	-.233	4.893 E-02	.338	7.188 E-02	-.253	-.161	8.856 E-02	9.760 E-04	-9.744 E-02
B03	.546	.120	-.112	-.163	-.146	.324	.190	-8.723 E-03	4.680 E-02	3.193 E-03	-7.897 E-02	-6.049 E-02
B04	-.439	-.110	.453	.242	5.493 E-02	.179	-4.539 E-02	.182	-9.166 E-02	2.321 E-02	-.152	.220
B05	.523	3.049 E-02	-8.246 E-02	-.235	-.205	.215	.312	-.165	-.140	-.167	4.887 E-02	4.868 E-02
B06	.536	9.316 E-02	-.228	8.990 E-02	.108	.350	5.724 E-02	-.217	.295	-2.550 E-03	2.803 E-02	9.962 E-02
B07	.585	-.299	-6.372 E-02	-8.298 E-02	-1.029 E-02	.116	8.242 E-02	-.220	.297	8.695 E-02	3.364 E-03	-.108
B08	.435	.123	.165	.156	.475	-.380	6.775 E-02	-.137	-.156	-9.594 E-02	9.432 E-02	4.496 E-02
B09	.510	.168	.179	.128	.426	-.119	6.887 E-02	-.159	2.190 E-03	-5.653 E-02	2.842 E-02	9.316 E-02
B10	.470	.188	.261	9.525 E-02	.511	-.126	.165	-.208	-2.700 E-02	-.168	1.919 E-02	.138
B11	.561	.213	1.883 E-02	7.340 E-02	.359	-.223	.186	-2.623 E-02	5.999 E-02	2.936 E-02	-3.125 E-03	.224
B12	8.392 E-02	.614	.407	-.154	-.230	-2.772 E-02	4.590 E-03	-.168	-1.221 E-02	-8.577 E-02	-9.462 E-02	4.886 E-03

	1	2	3	4	5	6	7	8	9	10	11	12
B13	-1.151 E-02	.141	.606	-.192	-.273	-.191	.216	-.118	9.791 E-02	.256	-4.642 E-02	-.156
B14	.356	-.424	.369	-.257	7.027 E-02	-.175	.159	-.128	7.499 E-02	-7.885 E-02	-.162	.128
B15	-7.752 E-02	.621	.514	-.189	-.128	-4.610 E-02	-8.127 E-02	7.033 E-02	7.758 E-03	5.330 E-02	3.486 E-02	4.903 E-03
B16	-.463	2.862 E-04	.303	.363	-2.516 E-02	.209	.221	4.957 E-02	-.228	-2.860 E-02	7.662 E-02	.165
B17	.487	8.430 E-02	-5.477 E-02	-.190	-.232	-.191	6.513 E-02	2.928 E-02	.288	.147	9.387 E-02	.145
B18	.142	6.924 E-02	-.134	.466	1.009 E-02	.208	.190	9.636 E-02	-7.273 E-02	-.301	-.376	-.190
B19	.443	4.995 E-02	5.636 E-02	-.326	.217	.122	-.238	6.463 E-02	5.706 E-02	-.206	-9.343 E-04	.157
B20	.477	.138	.144	-.323	.286	2.555 E-02	-5.427 E-02	.252	-2.168 E-02	-.127	.172	-.391
B21	.500	-.400	.260	-.235	-.121	8.472 E-02	.138	3.943 E-02	6.390 E-02	-.110	-.149	-9.451 E-02
B22	.569	.104	7.936 E-02	-.290	.128	4.882 E-02	-1.597 E-02	.240	-3.851 E-04	-4.901 E-02	.131	-.301
B23	.465	9.531 E-02	.168	-.372	.296	7.162 E-02	-1.131 E-02	9.046 E-02	-.234	.212	9.410 E-02	-.181
B24	.627	.100	1.039 E-02	.166	-9.059 E-02	.171	-.129	-9.262 E-02	.138	-.204	-.182	1.555 E-02
B25	.165	.603	.398	.158	-.296	.105	-9.711 E-02	-6.392 E-02	-2.300 E-02	-.133	-4.217 E-02	-8.518 E-02
B26	.434	-.500	.330	-5.619 E-02	4.201 E-02	-4.387 E-02	2.732 E-02	2.448 E-02	.183	-6.477 E-02	-1.437 E-02	8.999 E-02
B27	-.393	4.565 E-04	.303	.303	-8.999 E-02	-1.820 E-02	.406	.207	-.172	5.225 E-02	.161	-6.025 E-02

	1	2	3	4	5	6	7	8	9	10	11	12
B28	.650	9.206 E-02	9.203 E-03	.118	-9.548 E-03	3.750 E-02	4.041 E-02	.331	.129	.162	5.662 E-02	.158
B29	.652	4.763 E-02	.118	2.813 E-02	-2.903 E-02	.133	-.223	.214	-5.836 E-02	-.168	7.276 E-02	.116
B30	.223	.165	.313	.184	-.303	-.170	1.088 E-02	.106	.427	-.188	9.293 E-02	-6.533 E-02
B31	.510	.139	-.197	-2.806 E-02	6.313 E-02	-6.518 E-02	.140	.359	9.503 E-02	.306	-.129	8.118 E-02
B32	.607	7.962 E-02	-5.914 E-02	.163	-1.676 E-02	5.853 E-02	-2.052 E-02	.426	5.540 E-02	-3.540 E-02	-3.696 E-02	2.880 E-02
B33	.625	7.130 E-02	3.310 E-02	6.754 E-02	-2.282 E-02	.143	4.213 E-02	.137	-.283	.314	-5.053 E-02	.128
B34	.607	2.390 E-02	-.108	.241	-4.483 E-02	3.714 E-02	-6.398 E-02	-.213	-.136	8.801 E-03	.114	-.147
B35	.481	-.538	.244	.180	-.120	-1.909 E-02	4.222 E-03	5.091 E-03	-.109	2.437 E-02	.144	-.161
B36	.273	-.612	.352	-8.713 E-02	-.127	-9.969 E-02	7.718 E-02	-7.313 E-02	-.165	6.046 E-02	-3.398 E-02	6.999 E-03
B37	.453	-5.270 E-02	.111	-.111	-.106	.190	-.469	-.110	-.224	-4.635 E-02	.214	.267
B38	.348	3.140 E-02	.349	.332	-.210	-6.182 E-02	-.360	-.187	-4.859 E-02	.136	-.133	-3.480 E-02
B39	.634	9.031 E-02	-7.407 E-02	.439	.196	-.135	-7.328 E-02	-7.871 E-02	1.813 E-02	3.731 E-02	-6.322 E-02	-.237
B40	.579	3.148 E-02	4.819 E-02	.181	-1.367 E-02	-1.699 E-02	1.255 E-02	-9.700 E-02	-1.620 E-02	.275	-.337	-3.222 E-02
B41	.568	6.896 E-02	-.202	.112	-.106	-.141	-4.536 E-02	7.139 E-02	5.247 E-02	.229	9.004 E-02	8.725 E-02
B42	.587	8.030 E-03	-3.746 E-02	.266	-.119	1.391 E-02	-.266	-2.461 E-02	6.690 E-03	.117	.179	2.460 E-02

	1	2	3	4	5	6	7	8	9	10	11	12
B43	-.438	-1.510 E-02	.238	.146	-6.196 E-03	.292	.214	3.888 E-03	.122	-9.432 E-03	.492	4.610 E-02
B44	.532	-.413	.175	.148	-.144	2.758 E-02	-8.510 E-02	-4.544 E-02	.105	-6.588 E-02	.173	3.525 E-02
B45	.643	-.117	2.758 E-02	.160	-6.564 E-02	2.211 E-02	3.454 E-02	3.488 E-02	-.156	.144	-4.905 E-02	-.131
B46	.500	-.277	.131	7.410 E-02	-7.125 E-02	-5.686 E-02	-6.431 E-02	.296	-.150	-.265	-7.557 E-02	2.601 E-02
B47	-.407	-7.079 E-02	.271	.215	.400	.317	-1.272 E-02	.107	.265	-2.048 E-02	-4.277 E-02	-.133
B48	-.328	-8.270 E-02	.324	.235	.367	.347	-.118	-3.266 E-02	.240	.322	2.590 E-02	-1.220 E-02
B49	.524	7.399 E-02	-.227	.144	-.180	-.228	.182	.153	1.220 E-02	-.174	9.283 E-02	.115
B50	.457	9.840 E-02	-.263	.386	-.179	-2.500 E-02	.249	-.192	-4.172 E-02	-1.963 E-02	.290	-.105
Extraction Method: Principal Component Analysis.												
a 12 components Extracted.												

APPENDIX - XIV
COMPONENT MATRIX FOR JOB SATISFACTION

Component Matrix
Component

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
C01A	-.354	1.658 E-03	-3.153 E-02	.195	.273	-7.462 E-02	-.123	-.110	-2.643 E-03	.116	.265	.234	.273	-3.605 E-02	-.298	-.140	1.857 E-02	-5.716 E-02	.199	-3.150 E-02	-8.690 E-02
C01B	-.264	.311	.601	-6.393 E-02	3.711 E-03	4.378 E-02	-4.824 E-02	.118	5.452 E-02	-1.525 E-02	-7.636 E-02	-.246	-7.245 E-02	-8.209 E-02	8.779 E-02	9.303 E-03	-.136	3.326 E-02	-8.281 E-02	-2.968 E-02	1.152 E-02
C01C	-.233	-9.511 E-02	4.996 E-02	.238	.419	.244	-.102	-.174	.199	-.190	-8.411 E-02	.149	4.530 E-02	8.152 E-02	9.250 E-02	1.336 E-02	.243	5.204 E-02	.144	-.329	9.864 E-02
C02A	.296	-.286	.457	-8.324 E-02	9.927 E-02	-.217	-6.269 E-02	.184	3.327 E-02	-7.827 E-02	-.143	-.121	4.630 E-02	-8.464 E-02	.210	-.187	-8.442 E-02	8.699 E-03	-7.131 E-02	-3.477 E-02	.132
C02B	-.126	-.110	-5.593 E-02	.303	1.824 E-02	-.175	-.316	1.059 E-03	-2.052 E-02	.354	.441	-8.415 E-02	6.030 E-02	-.120	.281	-.135	9.491 E-04	4.726 E-02	2.169 E-02	-.140	-.107
C02C	2.917 E-02	.310	.111	4.460 E-02	.130	-6.869 E-02	-.182	5.613 E-02	-3.269 E-03	.159	.122	7.436 E-02	2.038 E-02	-.207	-.222	-6.356 E-02	.320	.219	-5.330 E-02	.205	8.416 E-02
C03A	-.196	.271	.579	.307	-.192	5.699 E-02	-.203	-.173	9.753 E-02	7.367 E-03	8.349 E-02	7.859 E-02	-8.492 E-02	-1.113 E-02	-9.476 E-02	-6.180 E-02	-.119	7.574 E-02	-3.535 E-02	5.379 E-02	2.460 E-02
C03B	.476	-.114	.353	5.178 E-02	.262	2.101 E-02	.101	-3.663 E-03	-.229	-.277	.292	-4.956 E-02	-3.924 E-02	-.108	.140	-2.544 E-02	-4.788 E-02	.109	.137	.108	-.170
C03C	-.416	-.119	-.133	.255	5.774 E-02	-2.658 E-02	-.264	.321	4.987 E-02	.130	-.354	-.226	.117	-6.495 E-02	9.068 E-02	-4.381 E-02	5.587 E-02	3.440 E-02	9.050 E-02	.155	-.115
C04A	.260	-.475	.172	5.387 E-04	7.385 E-02	-1.624 E-02	.154	.106	-.116	-.172	-.177	.141	.198	4.972 E-02	9.763 E-02	-.309	.201	-.126	7.602 E-02	.119	.173
C04B	.415	-.301	-.291	.210	.151	-.177	3.460 E-02	-.117	4.240 E-02	.427	4.908 E-02	4.856 E-02	-4.072 E-02	-.126	-5.729 E-02	.132	-9.479 E-02	-4.300 E-02	3.095 E-02	-2.749 E-02	-9.709 E-02

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
C04C	-.425	-.161	.234	.235	.430	.146	-5.397 E-02	-.176	.152	7.705 E-02	-8.920 E-02	-4.751 E-02	6.660 E-02	-3.872 E-02	-6.770 E-02	-6.660 E-02	-1.730 E-02	-6.428 E-02	.171	-.104	-.144
C05A	.443	-9.761 E-02	.317	-8.252 E-02	-3.401 E-02	-9.353 E-02	.105	.171	.113	-.109	2.586 E-02	-.134	-.133	-6.935 E-02	-2.094 E-02	4.970 E-02	-.135	.136	-5.189 E-02	-.237	.142
C05B	-.327	.467	.237	.156	8.452 E-02	-.347	-6.788 E-02	-1.261 E-02	-.254	1.394 E-02	-.341	-3.733 E-02	7.351 E-02	5.957 E-03	6.948 E-03	-1.645 E-02	-5.064 E-02	5.228 E-02	6.052 E-03	-7.503 E-02	1.126 E-02
C05C	-.374	1.372 E-02	.124	.207	7.544 E-02	-.131	.297	-2.139 E-02	-.259	.240	-.272	.258	.148	6.386 E-02	6.624 E-02	-2.454 E-03	8.621 E-02	.154	-.210	.100	-4.853 E-02
C06A	-.569	6.843 E-02	4.922 E-02	.263	-.187	6.875 E-02	.431	-4.414 E-03	-1.805 E-04	.143	-6.137 E-02	.154	3.908 E-02	-2.509 E-02	-1.119 E-02	1.501 E-02	-6.998 E-03	.224	-5.320 E-02	3.993 E-02	-2.488 E-02
C06B	-.272	.590	.306	7.267 E-02	-.144	-.169	.152	1.516 E-02	-9.939 E-03	.175	-5.587 E-02	.135	-9.199 E-02	.188	-6.660 E-02	5.795 E-03	8.177 E-02	6.974 E-02	-3.127 E-02	-4.910 E-03	.106
C06C	.587	-.157	.269	-.252	.236	-.224	-.175	-7.066 E-02	7.563 E-02	-.191	-3.357 E-02	-8.711 E-02	.267	-1.189 E-02	-4.910 E-03	-6.189 E-02	-7.292 E-02	-7.506 E-02	-8.929 E-02	7.979 E-02	5.483 E-02
C07A	-8.935 E-02	.524	.125	.108	.219	-.252	-.239	-6.767 E-02	-6.454 E-02	9.976 E-02	7.647 E-02	.140	.106	2.256 E-02	3.596 E-02	-7.614 E-03	7.825 E-03	7.496 E-02	-3.124 E-02	7.264 E-02	9.594 E-02
C07B	.351	-.394	.136	-.151	-2.260 E-02	-.175	.185	-.185	-3.879 E-02	6.594 E-02	-.122	7.556 E-02	.393	.208	-8.608 E-02	-9.101 E-02	-.133	-2.993 E-02	-2.955 E-02	2.099 E-02	.134
C07C	-.364	.212	.397	3.789 E-02	.102	-2.952 E-02	-.363	.189	-.148	6.301 E-02	-1.814 E-02	.153	.188	.209	-3.622 E-02	.197	-8.290 E-02	9.861 E-02	-6.756 E-02	-.131	1.918 E-02
C08A	-.482	-.103	.108	.321	-.256	.165	-3.359 E-02	-.111	.399	-5.821 E-02	-5.546 E-02	8.927 E-03	8.176 E-02	-.336	5.762 E-02	-2.884 E-02	-.116	-.161	1.668 E-02	1.262 E-02	2.637 E-02
C08B	.470	-.107	.388	-4.896 E-02	.158	5.647 E-03	.214	.140	.113	-.155	8.214 E-02	1.403 E-02	5.234 E-02	-.196	-.166	-3.792 E-02	-9.036 E-03	.191	-8.247 E-02	3.090 E-03	-6.278 E-03
C08C	.652	2.226 E-04	-.210	.329	.267	2.231 E-02	7.520 E-03	2.096 E-02	-3.938 E-03	-7.780 E-02	-5.079 E-02	5.960 E-02	-5.752 E-02	8.929 E-02	4.129 E-02	-4.034 E-02	.184	-.119	2.961 E-02	7.564 E-02	-9.970 E-02
C09A	.660	8.017 E-02	-.120	.158	6.937 E-02	-.352	-.185	.147	.202	4.814 E-02	4.967 E-02	7.999 E-02	-.174	7.214 E-02	6.535 E-02	-6.490 E-02	-2.813 E-02	3.264 E-02	-1.006 E-02	-8.513 E-02	5.859 E-02

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
C09B	.615	5.291 E-02	-1.405 E-02	-9.260 E-02	.245	1.516 E-02	-.125	-.263	-.347	-7.104 E-02	-7.696 E-02	-.210	8.666 E-02	-.120	-2.305 E-02	-2.644 E-02	.192	-.108	-2.109 E-03	-1.320 E-02	-1.385 E-02
C09C	.490	-.200	-9.223 E-02	.156	.175	-9.127 E-03	-.276	.121	.377	9.339 E-02	1.636 E-02	.162	2.832 E-02	.114	-.101	-2.949 E-02	-.217	-6.249 E-02	-.126	-8.431 E-02	.144
C10A	-2.909 E-02	-.336	.279	.220	.119	.308	-.132	-9.750 E-02	-.157	.158	8.886 E-03	-.147	.204	-.196	.104	.230	-.101	-.123	-.116	.141	.302
C10B	.292	.209	.181	.158	.514	-2.749 E-02	.125	.152	4.128 E-02	.164	8.015 E-02	-.163	-2.548 E-02	3.337 E-02	-8.119 E-02	-3.741 E-02	-4.996 E-02	-.108	-.204	.222	-9.699 E-02
C10C	-.500	-.158	.299	.291	.248	.127	.204	.157	-1.751 E-02	.215	-1.409 E-02	6.896 E-02	-.109	1.375 E-03	-3.242 E-02	2.260 E-03	-.114	1.228 E-02	.114	.124	-8.796 E-02
C11A	.591	.122	.140	.232	.175	-.298	3.446 E-02	.117	.191	-7.600 E-02	-.162	.272	-7.752 E-02	.106	1.227 E-02	5.654 E-02	.100	5.542 E-02	-3.049 E-02	-6.367 E-02	-2.318 E-02
C11B	.305	-.417	.101	.313	2.210 E-02	3.774 E-02	7.103 E-02	-.204	4.132 E-02	-3.260 E-02	-.200	.158	-.141	6.991 E-02	-8.479 E-02	-.322	-.202	3.936 E-02	5.845 E-02	.105	4.066 E-02
C11C	.474	-4.232 E-02	.355	-7.335 E-03	-6.357 E-02	-1.836 E-02	.170	-.190	9.866 E-03	6.103 E-02	.322	-4.237 E-02	4.421 E-02	.298	-1.808 E-02	7.165 E-02	3.931 E-03	.155	.111	-4.173 E-02	.173
C12A	-.617	-.236	.177	.244	-1.315 E-02	6.640 E-02	6.643 E-03	8.893 E-03	.254	8.834 E-02	-5.638 E-02	-.159	.155	-.102	.115	2.867 E-02	8.407 E-02	-7.387 E-02	-.176	7.600 E-02	-3.650 E-02
C12B	.508	.209	-5.390 E-02	2.207 E-02	.192	.280	.257	-.372	1.369 E-02	.135	3.371 E-02	-.213	-7.252 E-03	.112	.250	-8.471 E-02	6.777 E-02	2.212 E-03	-.110	-2.281 E-02	-.151
C12C	.625	2.916 E-02	.273	.183	-7.438 E-03	-2.187 E-02	-5.229 E-02	-8.707 E-02	-2.576 E-02	7.195 E-02	-4.842 E-02	4.672 E-03	7.684 E-02	-5.811 E-02	-5.780 E-02	.287	-.208	-1.157 E-02	.170	5.669 E-02	.122
C13A	-.389	-6.382 E-02	.167	.285	-8.210 E-02	-.226	.321	-5.565 E-02	9.285 E-02	-.103	.246	6.110 E-02	-2.295 E-02	-7.629 E-02	7.755 E-02	-.375	8.706 E-02	-.156	1.879 E-02	-5.691 E-02	-2.211 E-02
C13B	.572	.207	-7.671 E-02	9.342 E-02	-.327	-.161	2.812 E-02	-.176	.148	.143	.119	-.159	.326	7.551 E-02	3.432 E-02	4.004 E-02	4.179 E-02	6.405 E-02	3.951 E-02	-1.494 E-02	-7.161 E-03
C13C	.171	-.690	-9.732 E-02	-7.527 E-02	-.143	.109	.110	-9.322 E-03	3.066 E-02	2.238 E-02	-.122	.118	.106	.155	-9.304 E-02	.337	4.514 E-02	-3.131 E-02	1.089 E-02	4.330 E-02	-7.184 E-02

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
C14A	.476	-2.966 E-02	.314	.377	-.227	6.613 E-02	-.155	-.180	.138	-.215	-2.294 E-02	-5.139 E-02	7.149 E-02	1.011 E-02	-.269	-4.027 E-03	8.813 E-02	6.609 E-02	-.179	4.722 E-02	-.204
C14B	.480	-.178	.446	-4.201 E-02	-2.359 E-02	5.334 E-02	-3.691 E-02	3.613 E-02	.132	-.176	9.735 E-02	-.112	9.520 E-02	.179	-.220	6.858 E-02	.109	-3.734 E-02	-8.309 E-02	4.878 E-02	-.234
C14C	-.664	.330	.440	.171	-.166	.131	-4.586 E-02	-4.337 E-02	9.054 E-02	-1.622 E-03	-1.634 E-02	-6.647 E-02	2.174 E-03	-3.201 E-02	8.346 E-03	3.176 E-02	5.622 E-02	-5.296 E-02	-1.848 E-02	-9.113 E-03	-.103
C15A	3.126 E-02	.169	-.412	.302	9.975 E-02	.150	-.107	.425	7.810 E-02	-.141	.168	-9.841 E-02	.264	.183	-.196	-1.343 E-02	-.135	3.396 E-02	5.402 E-02	-6.735 E-02	6.421 E-02
C15B	-.297	.591	-.272	.195	5.802 E-02	.356	5.087 E-02	-5.667 E-02	6.524 E-02	-3.938 E-02	3.400 E-02	-8.728 E-02	.154	8.408 E-02	-7.998 E-02	-6.685 E-02	-2.151 E-02	-6.819 E-02	-.218	4.978 E-02	.102
C15C	.497	-.172	.504	-.127	5.967 E-02	-.310	2.329 E-02	-2.424 E-02	.148	8.723 E-02	-3.662 E-02	-1.925 E-02	-8.929 E-02	-6.851 E-02	8.713 E-02	.131	.129	-3.659 E-02	-1.254 E-02	.101	-2.269 E-02
C16A	.701	.317	-.251	.177	1.149 E-02	-.123	.144	-1.082 E-02	2.472 E-02	-3.094 E-03	-5.681 E-02	1.857 E-02	6.284 E-02	-.142	-2.904 E-02	-7.530 E-02	5.700 E-02	8.418 E-03	-.144	8.597 E-02	.150
C16B	-.750	-.358	.314	-4.513 E-02	-2.473 E-02	8.939 E-02	-.104	.141	-6.252 E-02	-1.269 E-02	5.425 E-02	1.189 E-02	-8.149 E-02	5.027 E-02	5.116 E-02	.128	1.205 E-02	-3.256 E-02	9.058 E-02	1.376 E-03	-7.479 E-02
C16C	-.498	.142	-.310	.329	-8.046 E-02	5.010 E-02	.302	.186	3.204 E-02	-.190	.197	7.692 E-02	.119	1.839 E-02	-8.094 E-03	3.249 E-02	1.456 E-03	-2.101 E-02	4.406 E-02	.103	.161
C17A	.628	.135	.205	-1.667 E-02	-9.084 E-02	.114	.192	.164	-4.636 E-03	.169	7.836 E-02	-2.365 E-02	-.199	7.953 E-02	5.761 E-03	5.261 E-02	8.221 E-02	-.124	7.777 E-02	1.130 E-02	5.517 E-02
C17B	.411	-.114	.446	.161	-.304	-.159	-2.828 E-02	.144	-.196	4.032 E-02	.196	6.440 E-02	-.136	-.148	-.104	-1.152 E-02	4.609 E-02	-.161	9.030 E-02	-1.845 E-02	3.066 E-03
C17C	.530	.174	4.862 E-02	.188	-.359	-.163	.147	-.190	8.949 E-02	7.860 E-02	1.714 E-02	-3.657 E-02	.225	-1.866 E-02	.135	.247	.176	-9.479 E-02	5.017 E-02	-1.474 E-02	2.204 E-02
C18A	.360	8.672 E-02	.160	-.135	-.138	7.575 E-02	8.674 E-02	.174	.191	.356	-7.448 E-02	-.214	2.504 E-02	.163	-9.838 E-02	-.158	2.880 E-02	.105	.342	.171	-.129
C18B	-.108	-.316	-8.684 E-02	.516	1.253 E-02	-.148	.170	.132	-.139	-6.248 E-02	8.529 E-02	-3.029 E-03	-7.981 E-02	5.559 E-02	9.068 E-02	6.425 E-02	-.151	2.283 E-02	-.374	-6.478 E-02	-.226

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
C18C	.473	9.415 E-02	4.457 E-02	.365	-.170	4.376 E-02	-.271	-9.398 E-02	-.170	-.134	-.208	-6.310 E-02	-.127	.234	-3.199 E-02	1.777 E-02	3.191 E-02	-4.180 E-02	-2.503 E-02	-7.622 E-02	-.179
C19A	.415	6.933 E-02	.113	.240	-.381	.374	-.319	.116	-7.292 E-02	-2.715 E-03	-.142	.140	1.286 E-02	3.427 E-02	4.033 E-02	-.144	4.138 E-03	-.105	-1.726 E-02	.177	.111
C19B	.360	-.418	-8.202 E-03	.278	-.392	.121	-.212	.110	-.154	-1.570 E-02	1.090 E-02	.251	-.107	-2.703 E-02	.152	-8.400 E-02	1.823 E-02	.190	5.168 E-02	1.497 E-02	3.694 E-02
C19C	.464	4.906 E-03	.147	-5.798 E-02	-.144	.420	-.189	.166	-4.528 E-02	4.767 E-02	.160	-9.581 E-02	-6.554 E-03	.249	4.975 E-02	-.222	.167	6.496 E-02	-.131	.121	1.045 E-02
C20A	-.432	-.248	.367	6.652 E-03	6.792 E-03	.150	.179	-3.548 E-02	-1.210 E-02	-1.376 E-03	.169	-6.426 E-02	.147	.285	.208	4.649 E-02	-9.826 E-02	7.918 E-02	-3.264 E-02	-4.135 E-02	4.503 E-02
C20B	-.503	.272	.432	9.448 E-02	5.323 E-02	7.154 E-02	-7.741 E-02	-.149	-.103	-.170	-1.585 E-02	.239	-1.332 E-02	3.575 E-02	.164	7.684 E-02	.139	-.143	4.019 E-02	-.116	-7.470 E-02
C20C	.550	.197	5.853 E-02	.103	8.580 E-02	.275	7.541 E-02	-.344	-.167	2.544 E-02	-1.604 E-04	.211	-9.326 E-02	-.138	-.142	-3.253 E-02	-.274	-7.863 E-03	1.965 E-02	1.838 E-02	2.832 E-02
C21A	.479	.106	4.486 E-02	-7.399 E-02	.217	.285	5.118 E-02	9.995 E-02	5.376 E-02	.100	.176	.199	-.186	4.325 E-02	8.173 E-02	8.095 E-02	8.720 E-02	-.200	-.291	-.150	.137
C21B	-.464	-7.134 E-02	-8.754 E-02	.295	2.053 E-02	-.287	.196	.147	4.624 E-02	-.333	.122	-.125	1.433 E-03	-9.768 E-02	1.844 E-02	.171	.119	2.412 E-02	-2.897 E-02	.183	.146
C21C	-.245	-7.608 E-02	-3.355 E-02	.306	.309	9.045 E-02	-8.452 E-02	-.132	.155	-.150	-3.279 E-02	-.106	-.218	7.667 E-02	3.429 E-03	.224	.245	.269	.184	.182	.237
C22A	.465	.180	.162	-3.002 E-02	6.512 E-02	.169	.304	.200	.205	.120	-.132	.206	-8.591 E-02	-2.086 E-02	-1.418 E-02	.134	3.756 E-02	-.311	4.973 E-02	9.380 E-02	-4.672 E-02
C22B	.329	-.280	-.186	.419	4.036 E-04	4.723 E-02	9.050 E-02	-.195	.193	.106	-.179	-.239	-.172	7.470 E-02	.147	-8.520 E-02	-9.649 E-03	.306	-4.336 E-02	-.135	.122
C22C	.689	.274	-.132	.228	1.341 E-02	4.691 E-02	-7.434 E-02	2.646 E-02	.226	-6.266 E-02	-4.904 E-02	7.983 E-03	-5.231 E-02	-.151	8.571 E-02	.154	-1.385 E-02	-5.162 E-02	.135	2.099 E-02	-7.139 E-02
C23A	.592	.264	-.184	.382	-5.239 E-02	-9.217 E-02	9.819 E-03	8.829 E-02	-.293	2.808 E-02	-5.179 E-02	-.244	-2.628 E-02	5.063 E-02	6.014 E-02	1.030 E-02	-2.808 E-03	-.109	1.182 E-02	-5.838 E-02	4.920 E-02

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
C23B	.564	.229	-9.638 E-02	-.119	.194	.174	3.710 E-02	.235	1.129 E-02	-8.123 E-02	-.140	.155	.187	-5.939 E-02	.214	8.379 E-02	-.129	.185	1.703 E-02	-3.332 E-02	-.237
C23C	.205	7.492 E-02	.115	.547	9.364 E-02	6.250 E-02	.178	.160	-.390	-4.797 E-03	-4.530 E-02	-.218	-1.923 E-02	-9.080 E-03	-8.981 E-02	4.428 E-03	-8.933 E-02	-.170	.243	-.164	.173
C24A	.180	-.502	-.203	.441	-5.788 E-02	-.116	-1.455 E-02	4.544 E-02	-.171	-6.710 E-02	.120	1.750 E-02	8.883 E-02	6.992 E-02	-.129	.146	9.085 E-02	-6.597 E-03	-4.303 E-02	-5.125 E-03	-.166
C24B	.580	.185	6.168 E-02	-7.954 E-02	.169	.318	.157	.154	-.112	-6.122 E-02	.108	.113	.136	-.107	.205	2.750 E-02	-.102	.256	.130	.103	-7.258 E-02
C24C	.627	.271	-.119	5.514 E-02	-.210	5.257 E-02	-6.053 E-02	-5.806 E-02	2.577 E-02	-.169	3.469 E-02	.209	.190	-.294	.208	3.291 E-02	-5.517 E-02	.144	1.835 E-02	4.466 E-02	-8.793 E-02
C25A	.284	7.227 E-02	.198	3.575 E-02	-9.709 E-02	.131	.171	.289	9.259 E-02	.156	-9.252 E-02	3.569 E-02	.306	-9.578 E-02	9.498 E-02	-7.425 E-02	.230	-4.881 E-02	7.517 E-02	-.385	-3.473 E-03
C25B	-.173	5.377 E-02	-.108	3.904 E-02	7.611 E-02	-.224	-.234	-7.058 E-02	9.436 E-02	-4.649 E-03	.137	.167	-2.067 E-03	.314	.467	2.809 E-02	-.103	-.205	9.464 E-02	.312	1.438 E-02
C25C	-.122	.565	1.924 E-02	.102	-8.114 E-02	-.178	.224	-5.841 E-02	.178	-.310	-6.496 E-02	-.102	2.643 E-02	.210	3.699 E-02	-3.754 E-02	-.244	-.103	.156	3.395 E-02	-.116
Extraction Method: Principal Component Analysis.																					
a 21 components extracted.																					

PROFESSIONAL COMMITMENT IN PROMOTING EDUCATION: NEED OF THE HOUR

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Abstract

Commitment to the teaching profession is an attribute desired in teachers and underlies the quality of education. Professional commitment of teachers is a key factor influencing the teaching-learning process. It is the psychological identification of an individual teacher with the school and the subject matter or goals of education, and the intention of the teacher to maintain organizational membership and become involved in the job well beyond personal interest. Continued efforts made by professionally committed teachers flourish in supportive collegial environments that encourage continual professional growth and development throughout the career of teacher.

Teachers have been criticized for not reciprocating to the benefits of revision in pay scales, not improving professional competence and by not showing a dedication to their work. At the beginning of the career, there is an early stage of commitment to teaching associated with the choice of professional identity, followed by a stage of experimentation and search for new challenges. Teachers often experience a stage of conservatism, which can lead to eventual disengagement from the teaching profession. This transition from an enthusiastic engagement with the profession to a more distanced and limited

involvement, reduces a teacher's willingness to reform classroom practice, their engagement in whole school initiatives and levels of participation in extra-curricular activities. A decrease in commitment levels during the course of the teaching career is also problematic in relation to the retention of experienced teachers in the teaching profession. This paper will explore various aspects of professional commitment of teachers and the importance of professional commitment in promoting education.

Key words: *Professional commitment, challenges to professional commitment, ways to inculcating professional commitment.*

INTRODUCTION

Education is the process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the enfoldment of learners' potentialities, enlargement of their competencies and transformation of their interests and values. Teachers can act as trail blazers in the lives of learners and in the process of education for development. According to **Dave (1999)** if teachers acquire professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom, school and community, then a chain reaction can begin starting with a sound teacher performance and culmination into high quality learning

among increasingly more learners in cognitive and psychomotor areas of human development. Education has tremendous potential for improving the quality of living of the people in society with competent and dedicated teachers. The nations' well being depends on teachers' well being. The teachers' place in the society is of vital importance. Education is one of the most important institutional organizations of any nation as it oversees issues of national agenda. Its effective running firmly depends on its co – ordination in the direction of societal expectation. Successful educational programme lies on the important contributions of effort, involvement and most importantly on the overall teacher professionalization.

Teacher commitment, among other factors, is crucial for effective schools. Teacher professionalization therefore is the key in establishing the degree in teacher commitment and job satisfaction. The key to improving quality of schools lies in upgrading the status, training and working conditions of teacher, that is, in furthering the professionalization of teachers and teaching. Upgrading teaching occupation will lead to improvements in teachers' performance, which will ultimately lead to improvements in student learning. According to **Rana (1981)** commitment to teaching is quality of teacher significant to all the levels of education – pre primary to higher education. There is an imperative need for committed teachers. Lack of commitment becomes a serious obstacle to the professionalization of teaching. **Manning and Patterson (2005)** observed that while academic qualification, subject matter knowledge, pedagogy and teaching skills are important factors determining teachers competence and teaching efficacy, a knowledgeable teacher without motivation and dedication to teaching may not sustain quality education. In

other words, the quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment to teaching. Teachers who are dedicated and committed to teaching facilitate school based innovations and reforms that are meant to benefit students' learning and development. Teacher commitment and engagement has been identified as one of the most crucial factors in the success of education. The constant leaving of teachers from the teaching profession to other careers suggest that teaching is not an attractive career to in- service teachers. As noted by **Ingersoll (2001)** a fairly high proportion of teachers leave the teaching profession in the early years of teaching and that some potential teachers do not join the teaching profession.

CONCEPT OF COMMITMENT

Definition Of Commitment

According to **Becker (1960)** commitment is always by somebody to something- be it a cause, an individual, a group, a position or a social phenomenon. Whereas **Goffman (1963)** referred to commitment as attachment to a position and its role. **Nash (1966)** noted that

commitment has the connotation of an ‘inescapable responsibility’. **Kanter (1968)** refers to commitment as loyalty and involvement of a person. At times it is a binding of the individual to behavioural acts. More recently, **Rana (1981)** observed that commitment has gained prominence as a personal quality and an ideal attribute desirable in personnel in ‘service oriented profession.’

A similar definition of commitment emphasizes the importance of behavior in creating it. **Salancik (1977)** conceives commitment as a state of being in which an individual becomes bound by his actions and it is these actions that sustain his activities and involvement. Thus from this definition of commitment, three features of behavior are important in binding the individuals to act: visibility of acts, the extent to which the outcomes are irrevocable; and the degree to which the person undertake the action voluntarily. Thus, commitment can be increased and harnessed to meet the goals and interests of the organization.

Commitment includes a notion of membership. Also, it has special predictive potential and can provide

predictions of a member regarding performance, motivation to work, spontaneous contribution and other related outcomes. Commitment has an element of ‘voluntariness’.

Nature Of Commitment

Commitment has a multi dimensional nature. Commitment also has an element of voluntariness. According to **Gerard (1968)**, Commitment has an element of ‘voluntariness’ to the extent that it results in cost implications for the person. Due to this, the person who has no freedom of choice would be more committed than when the person has had freedom of choice in originally deciding whether to engage in a particular line of action. The decision is often ‘bolstered’ by values of an individual.

Kanter (1968) proposes three types of commitment: Continuance, Cohesion and Control commitment. He postulates that an individual who makes continuance commitment finds what is profitable to him and is bound up with his position in the organization. He is contingent on his participation in the system, commits for

his role..... There is 'profit' associated with continued participation and a 'cost' associated with leaving. Thus, sacrifice and investment are among the components of cognitive – continuance commitment.

According to **Stebbins (1970)** Commitment has a complex nature and it was postulated to have two distinct but related dimensions: 'Value' Commitment and 'Forced' Commitment or 'Continuance' Commitment. He defines commitment as a 'frame of mind that arises from the presence.' According to him, continuance commitment is a psychological state that arises not from the presence of rewards but from the 'immense of subjectively defined penalties.'

Another side of functioning of commitment as noted by **Kiesler(1971)** that it may tie a person to a consistent line of activity because the person is motivated but due to 'cognitive need' to be consistent, for, 'commitment in and itself is not motivating.'

Based on the multi dimensional nature of commitment, **Meyer and Allen (1991)**

proposed three component model of commitment. All the three components have implications for the continuing participation of the individual in the organization. The three components are affective, continuance and normative commitment. **Guest (1991)** concluded that high commitment is associated with lower turn over and absence, but there is no clear link to performance. Commitment is a broader concept and tends to withstand transitory aspects of an employee's job. It is possible to be dissatisfied with a particular feature of the job while retaining reasonably high level of commitment for the organization as a whole. Creating commitment will thus include, communication, education, training programmes and initiatives to increase the involvement and the development of performance and reward management system.

Components of Commitment

Meyer & Allen (1991) viewed Commitment as affective orientation towards the organization, recognition of costs associated with leaving the organization and a moral obligation to remain with the organization.

Organizational commitment is the view that commitment is a psychological state that characterizes the employee's relationship with the organization and has implications for the decision to continue membership in the organization. What differs across in the above definitions is the nature of the psychological state being described. These differences were labeled differently by Meyer & Allen and were described as **three component of commitment**: Affective, Continuance and Normative.

Affective Commitment refers to the employee's attachment to, identification with and involvement in the organization. Employees with strong affective commitment continue employment with the organization because they want to do so.

Continuance Commitment refers to an awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so.

Normative Commitment reflects a feeling of obligation to continue employment. Employees with a high level

of normative commitment feel that they ought to remain with the organization.

According to **Mowday, et.al (1982)** The relative strength of an individual's identification with and involvement in particular organization, conceptually, can be characterized by at least three factors: (a) a strong belief in and acceptance of organization's goal and values. (b) a willingness to exert considerable effort on behalf of the organization. (c) a strong desire to maintain membership in the organization.

Dave (1999) argued that commitment plays a decisive role in effective teacher education. Thus, well trained and effective teachers are those who are both competent and committed professional practitioners. Hence, the task of fostering professional commitment among teachers must become an integral part of pre service and in service teacher education. He gave five areas of commitment which are stated below:

1. **Commitment to the learner**- This component focussed on love for learner, readiness to help learner, concern for all round development of learner

2. **Commitment to the society**-This component focussed on awareness and concern on the impact of teachers work on the degree of advancement of families, communities and Nation as a whole.
3. **Commitment to the profession**- This component focussed on internal acceptance of the role and responsibility of the teacher's profession, no matter under what circumstances one has entered into it.
4. **Commitment to achieve excellence**- This component focussed on care and concern shown by the teacher for doing everything in the society and in the community in the best possible manner, the do-it well attitude (whatever is done, is done well)
5. **Commitment to the basic human values**- This component focussed on genuine practice of professional values such as impartiality, objectivity intellectual honesty, national loyalty with consistency. (Role model)

affects work related behaviour such as attendance, performance and willingness to go beyond and above the call of duty.

An employee with strong affective commitment feels emotional attachment to the organization. The employee has greater motivation or desire to contribute meaningfully to the organization. Employees with strong affective commitment remain less absent from their work and are motivated to perform better for the job. Affective commitment is positively related to attendance of employee. Thus, it leads to reduced absenteeism in the organization. Employees with strong affective commitment to the organization work harder at their jobs and perform them better than those with weak commitment. It is positively correlated with work effort.

Employees with strong continuance commitment remain with the organization not because of the emotional attachment but because of recognition that the cost associated with doing otherwise is too high. It is negatively related to attendance. Employees with strong continuance commitment are more likely

Consequences of Commitment

Commitment of any type is related to employee retention. Commitment directly

to stay with the organization than are those with weak commitment.

Employees with strong normative commitment are tied to the organization by feeling of obligation and duty. Such feeling motivates the individual to behave appropriately and do what is right for the organization. It is positively related to job performance, attendance and organizational citizenship. Employees who remain in organization primarily because of strong normative commitment might occasionally resent their sense of obligation to the organization.

Mathieu-Zajac (1990) commented that Commitment and employees intention to leave the organization and actual turnover are negatively correlated. Thus, commitment directly leads to employee retention in the organization and reduces the turnover. Commitment is also found to be positively related to citizenship behavior of employees at work. Citizenship behavior includes work related behavior that goes “beyond and above” that dictated by the organizational policy and one’s job description. It includes extra role or volunteering for special work activities. Commitment is

also found to be related to the way employees respond to dissatisfaction with events at work. Commitment is positively correlated with willingness to suggest improvements and negatively correlated with the tendency to withdraw passively. Commitment to the organization has implication on well being and behavior of the employee beyond the work place.

Variables Of Commitment

An important aspect of present study would be to look into various variables affecting commitment. Several years ago, it was suggested by **Stebins (1970)** that the major influence on commitment could be grouped into three categories namely: (a) Personal Characteristics (b) Job or role related Characteristics (c) Work experiences. More recent research by **Nais (1981)** suggested the need for a forth category namely structural correlates.

Personal Variables of Commitment

Personal correlates of commitment include age, tenure, educational level, gender, race and various personal factors. As observed by **Brown (1969)** Commitment is positively related to both age and tenure. As the age or tenure in the

organization increases, the individual's opportunities for alternative employment become more limited. In case of gender, studies show that women as a group were found to be more committed than men.

Thus, a variety of personal correlates have been found to be related to commitment. These findings indicate rather clearly that individual differences must be taken into account while studying commitment.

Role Related Variables Of Commitment

Studies conducted by **Brown (1969)** showed that Commitment increases with increased job scope and with increase in challenge employee experiences in the organization. Employees positively respond with more challenge in their job. Also, Role conflict was found to be inversely related to commitment where as mixed results emerged for role ambiguity. Thus role related correlates positively affect commitment as long as employee has clear and challenging job assignments. Where the assignment are ambiguous, place of employee in conflict or if there is excessive role stress, than commitment is affected adversely.

Structural Variables of Commitment

According to **Stebbins (1970)** various structural correlates like organization size, union presence, span of control and centralization of authority were found to be not related to commitment. However, **Mowday (1982)** found that formalization, functional dependence and decentralization were related to commitment. Employees experiencing greater decentralization, greater dependence on work of others and greater

formality of written rules and procedures were found to be more committed. In the study of **Juliane (2006)** it was concluded that increased participation in decision making was also related to commitment. Thus, structural correlates can combine with personal and role related correlates to influence commitment of an individual in the organization.

Work Experience Variables of Commitment

Work experiences are viewed as a major socializing force and represent an important influence on the extent to which psychological attachments are formed with the organization. They occur during an employee's tenure with the organization. **Stebbins (1970)** found that Organizational dependability or the extent

to which employees felt the organization could be counted upon to look after employee interest, was significantly related to commitment. It was also found that commitment was related to the extent to which employee expectations were met at the work place. Thus, employees maintaining positive attitude towards the organization showed heightened commitment.

Also the grant –in-code (1964) and Secondary Education Act (1972) has also given various code of conduct to be observed by the Secondary School Teachers. These include attendance and timing of job according to which a full time teacher has to provide guidelines for fixed teaching hours for teachers, rules of attendance, and rules for teachers such as not allowing them to take tuitions and so on. These codes to conduct also influence commitment of teachers.

CONCEPT OF PROFESSIONAL COMMITMENT

A profession is a vocation or occupation requiring advanced training in some liberal art or science and usually involves mental work rather than manual. Various fields like teaching and engineering are

example so profession. The term professional refers to members of a particular vocation or occupation that adhere to particular ethics of profession and practice the profession based on similar standards.

Mowday (1982) defined professional commitment as “the extent to which one identifies with one’s profession and accepts its values.” **Meyer (2001)** noted that professional commitment is a distinct concept from organizational commitment.

According to **Hall (1968)** Professional commitment is defined as the extent to which one is committed to one’s profession, identified elements including dedication and social obligation.

Vandenberg & Scarpello (1994) defined professional commitment as “a person’s belief in and acceptance of the values of his or her chosen occupation or line of work and a willingness to maintain membership in that occupation.”

IMPORTANCE OF PROFESSIONAL COMMITMENT

As cited by **Rana (1981)** Radhakrishnan had stated that “The teacher.....must be a committed man, committed to faith in the

future of man, humanity and its recuperative power.” Since commitment to the teaching profession is an attribute desired in teachers and underlies the quality of education, an investigation into commitment of teachers, various factors leading to teachers’ commitment would make a significant contribution to the field of education. In India, the teaching commitment has been maligned in recent years as inefficient and there has been a decline of faith in education in general.

Teachers have been criticized as not reciprocating to the benefits of revision in pay scales, in improving professional competence and by showing a dedication to their work. It is also felt that the teaching commitment of this country as a whole has not been able to exercise their moral authority and commitment to ideals adequately, in shaping the destiny of the coming generation. Professional commitment of teachers in India is not considered as an important pre-requisite for entry, nor for maintaining and securing membership in the profession.

Teachers dedicate their professional lives to the academic success of their students. Effective high school teachers promote student achievement by intentionally

committing themselves to their continuous professional growth through active learning and advancement to their teaching practice. As teachers embrace professional commitment, administrators must support teachers in self-reflective practices, dedicating themselves to growing professionally in their practice and actively working to advance the teaching profession. Continued efforts of professionally committed teachers flourish in supportive collegial environments that encourage continual professional growth and development through out the career of teacher. In this way, the joint vision of professionally committed teachers and supportive administrators to produce well prepared students for reality.

The key to improving the quality of schools lies in upgrading the status, training and working condition of teaching, that is, in furthering the professionalization of teachers and teaching. The rationale underlying this view is that upgrading the teaching occupation will lead to improvements in the motivation and commitment of teachers which in turn, will lead to improvements of teacher performance,

which will ultimately lead in student learning. Commitment is considered to be an important variable in understanding employee behavior and attitudes.

Teaching is a complex and demanding work and there is a daily need for teachers to fully engage in that work with not only heads, but also with their hearts.

It appears to be a professional necessity for teachers to be emotionally committed to their work, for without this emotional connection teachers face the constant danger of burn-out in an increasingly intensified work environment. Teacher commitment has significant implications for both school leaders and system of education. According to Huberman (1993) Teacher commitment has been identified as one of the most critical factors for the future success of education and schools. Teacher commitment is closely associated to teachers' work performance and their ability to innovate and to integrate new ideas into their practice, absenteeism, staff turnover as well as having an important influence on students' achievement in and attitudes towards school.

The level of teachers' commitment is considered to be as a key factor in the

success of current educational reform agenda as it influences teachers' willingness to engage in co-operative, reflective and critical practice.

Qualified teachers lacking motivation to teach often have little enthusiasm and driving force in their work. When a teacher has taught for some time, work may become routinized. Consequently, interest decreases and the teacher fails to work to his/her capacity and becomes less effective. The result is lack of planning, resistance towards change and general negligence. Here professional commitment of teachers helps to motivate teachers to stay in the field of teaching.

ROLE OF TEACHER

Teacher is the central element in educational system holding various important responsibilities. Teacher plays a pivotal role in the educational system. The overall performance of educational institution depends upon the teachers and their level of professional commitment and job satisfaction. The progress of a country largely depends on the quality of teachers and for this reason, teaching is the noblest of all professions and the teachers are also referred to as Nation Builders. Teachers are expected to help

students to become critical and constructive thinkers through the teaching learning process. So role of teacher is very importance in all the societies. Teachers play an important role in overall development of students in different phases of education.

3. Too much importance given to completion of portions
4. Lack of encouragement from higher officials/ management
5. Insufficient salary
6. Lack of increments and incentives
7. Commercialization of Education

CHALLENGES FOR TEACHER COMMITMENT

As opined by Day (2004) Teacher commitment may be enhanced or diminished by factors such as student behaviour, collegial and administrative support, parental demands, and national education policies. UNESCO International Conference on Education (1996) suggests that reformed policies in many countries in recent years have led to deterioration in the working conditions of teachers, in turn producing demoralization, abandonment of the profession, absenteeism, and a negative impact on the quality of education offered to students. The following are some of the hazards to teacher commitment in education:

1. Lack of self-motivation
2. Monotonous way of teaching

WAYS AND MEANS TO INCULCATING PROFESSIONAL COMMITMENT AMONG TEACHERS

The following are a few signposts, which if seriously followed, can be useful for most of the teachers to become passionately committed.

1. Realizing the responsibility:

Teachers are the sculptors of the future society. Therefore, they must realize their role and a great responsibility that has been entrusted in their hands in producing good citizens with great democratic values.

2. **Developing self-esteem:** The teachers with higher self-esteem are more flexible in their thinking, more willing to learn and more effective in making their students' learning.

3. *Being interesting and interested:*

Most of the teachers who inspire their students have varied personal professional qualities-they help students to enquire, explore, examine, question, reason and solve their own problems. They have the knack of making education entertaining and entertainment education.

4. *Choosing a mentor:* A young teacher can get the help of another teacher whom he admires. Even experienced teachers can make advantage of special mentors.

5. *Making teaching meaningful:* A good teacher relates the subject to life and makes his students know why they are studying a particular subject of lesson and how they can be benefited by it. In this way their teaching becomes meaningful.

6. *Controlling and caring:* What is needed is to promote self-discipline and encourage teachers and students to respect and care for each other.

7. *Developing cultural sensitivity:* It is the moral responsibility of passionately committed teacher to cultivate cultural sensitivity and appreciate cultural diversity and teach the same to his students.

8. *Finding time for being alone:* To be passionately committed, teachers must find time for solitude to reflect in private moments on his personal professional life. Such a self-introspection would not only give them opportunity for self-improvement but would make them able to inspire their students to do the same.

9. *Determine core values:* Fried (1995) advises teachers to ask themselves a specific set of questions to clarify their core values and ideas about education.

10. *Provide meaningful challenges:* Teachers can develop their passion for teaching by introducing meaningful challenges or real jobs for pupils to "plan, organize, carry out and complete for the good of the community." For example, pupils can take part in "Reduce, Reuse and Recycle" projects.

CONCLUSION

Education is, indeed, a process of human enlightenment and empowerment. It is not a product to be sold and bought in the academic market. In the name of high surrounding words like globalization, professionalization, commercialization and privatization, we are tending to convert educational process into a market process. School can never be a factory

and teachers can never be technocrats.

Likewise, students cannot be treated as finished products. It is high time that interface between commitment among teachers and their performance is empirically tested, analysed and explained. It is indeed, the need of the hour. There has to be a humanistic approach to the teaching-learning process.

Teacher commitment indicates that teachers with high levels of commitment work harder, demonstrate stronger affiliation to their schools, and show more desire to carry out the goals of teaching than teachers with low levels of commitment. More importantly, students of highly committed teachers are more likely to learn material and develop a positive attitude toward school than those of teachers with low levels of commitment. Teachers are to imbibe a high level of commitment to learning, and the society should learn that the teachers are not a special brand of workers or employees but it is the most respected and revered section of the population. Only then, we will be able to achieve the goals of education and make our nation a true leader of the academic world.

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