

CHAPTER 1

INTRODUCTION

1.0 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. **Indira (1966)** observed that 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 an important aspect in everyone's life. It is undeniable that education contributes towards ensuring development in a country. Hence, education system should be planned strategically in order to produce the best results for all concerned.

In a society where democracy is the way of life ; education is not an ornament or luxury, but an absolute necessity. Education must be for all and caters to needs of all. Every child should be given an opportunity, irrespective of caste, creed, religion and class, to receive education suiting his age, ability, aptitude and aspirations. It is only then every child will develop his personality to the fullest extent possible and contribute to progress and prosperity of the community and the country to which he belongs.

In this connection, the **Report of Education Commission (1964-66)** says: "The destiny of India is now being shaped in her classrooms. This we believe is no rhetoric. In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people. Our success depend on the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principle objective is to raise the standard of living of our people. In this context it is urgent to re evaluate the role of education in the total programme of National Development to identify the change needed in the existing system of education, if

it has to play its proper role to prepare a programme of educational development based on them and to implement this programme with determination and vigour.”

Before independence British rulers introduced a formal system of education in India. This formal education system introduced by Britishers was a combination of **Macaulay’s momentous ‘Minute’ (1835)** and **Wood’s Dispatch (1854)**. After the independence in 1947, India has been moving forward very fast through five year plans in order to come-up to the level of other advanced nations in the world. Education has been given a high priority in our constitution. Based on the recommendations of various commissions such as the **Radha Krishan, commission (1948-49)**, **Secondary Education Commission (1952-53)**, **Education commission (1964-66)**, set up after independence, definite targets for quantitative expansion of education were set up by the central and State Governments. As a result of this, the country has achieved a significant educational expansion by providing increased facilities for education. This includes setting up of primary and secondary schools and colleges for students and establishment of various teachers training colleges to train teachers in large numbers to improve the quality of education. But this was mostly confined to quantitative expansion although it cannot be denied that our system of education has produced scientists, technologists, educationists, artists and other specialists who are recognized all over the world.

However our educational system has been criticized on many accounts, particularly for its quality. The report of **Education commission (1964-66)** says in this connection: “that education could be made a powerful instrument of social, economic and cultural transformation. Quality education is necessary for national survival has been realized by every one and there is no one in the field of education to whom the message has not reached.”

The present system of education, geared more to a traditional society needs radical changes; if it is to meet the purpose of a modern, democratic and socialistic society. Robert Heilbroner as quoted in the report of **Education commission (1964-66)** describes the journey to economic development undertaken by a traditional society as “the great ascent” and points out “the essential condition for its success is human change on a grand scale”.

It is very well known that developed nations of the world are conducting experiments and formulating new theories and principles for making education more effective. In the word of **Adishesiah (1965)** “Education is a powerful instrument for change in society. The progress of the country can be measured with the quality and quantity of the schools. In India attention has been directed towards quantitative aspect of educational planning and the expansion of educational facilities at all stages.”

Thus it is very clear that education is a process of bringing about a desirable change in child’s behavior, knowledge, skills, attitudes, values and aspiration. As mentioned in the **National policy on Education (1986)**, “The growing concern over the National policy on values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.”

The **National policy of Education (NPE) (1986)** has also described the role of education as:

- In our national perception education is essentially for all. This is fundamental to our all round development, material and spiritual.
- Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit, thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.
- Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.

Thus, educational institutions are a psychological unit where person to person interaction between the teachers and the taught is a major factor in the child education. Basically the education may be regarded as the influence exerted by more mature and more experienced teacher’s personality upon the comparatively less mature less experienced but growing personalities of his students. Education works as an agent of social change. These social changes and cultural transmissions are brought by educational institutions e.g. schools, colleges and universities. The objectives of educational institutions are basically to inculcate

changes in thoughts and values of their students. The teachers then become agents of change in the system.

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 (1980)** 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.

1.1. CONCEPT OF COMMITMENT

Commitment is an important construct owing to its relationship with work related constructs like absenteeism, turnover, job satisfaction, job involvement and leader-subordinate relationships. It is highly valuable in field of behavioural sciences, industrial and organizational psychology. In general, commitment is an employees' psychological attachment to the organizations. Commitment of employees has a great impact on the successful performance of an organization as is indicated by many studies. Commitment can generally be understood as a bond or linking of an individual with the organization. Commitment of teachers is equally important in field of education.

1.1.1 DEFINITION OF COMMITMENT

According to **Baker (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'.

1. 1.2 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 a 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.

1.1.3 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-

Commitment to the learner includes genuine love for the learner, readiness to help the learner, enthusiasm, friendship, concern for their all- round development etc. The primary duty of a teacher is to help each learner to the best of his ability to become a worthy and effective member of society. It is his/ her personal responsibility to regard the moral, intellectual, physical, social and aesthetic development of the student.

Commitment to the learner implies teachers' genuine love and affection for students, tolerance towards their mistakes and mischief coupled with their pedagogically correct interpretations, commitment to their progress and development, concern for their human empowerment and care for the development of quality of life among the children. These commitments will indeed, add to the effectiveness of every teacher's role performance. Genuine love for children and tolerance can be correlated while explaining educational psychology. Teachers should do analysis and modify their behaviour wherever needed. Self-analysis is in fact, an important tool for commitment building. The teachers should also know about the impact of their intolerance and aggressiveness on the growth and development of the children. They should make sincere efforts in every respect under their caring guidance. The children have vastly different capabilities. Their intelligences and emotional quotients and capacity to respond to emerging academic situations are very different. A good teachers has to be aware of the individual differences and has to attune his teaching to meet the varied requirements of subjects. Any attempt to impose uniformity would be counter productive. This commitment is quite crucial on the part of the teachers in making the learning effective and as such it ought to be inculcated in teachers.

2. Commitment to the society-

The teacher, who is committed to the society, would create a sense of belonging among the members of community. Once this is achieved, there would not be any problem in mobilizing the community for raising resources for any cause. Teachers would be honoured if they prove themselves to be true friends, philosophers, and guides of the community they serve. Teacher's commitment to the local community should orient the community towards importance of education specially to science and mathematics education, where new knowledge is being generated in an exponential rate. Teachers commitment also orient the community towards importance of education as a life- long process and also motivate them to take it in that perspective. A teacher committed to society has to take care that the children should come to school regularly and punctually. This is more so at the present time, when education has been declared as a fundamental right. To achieve this, the pursuance acumen of the teacher, rather than her coercive or punitive capabilities should be brought into play. In this task, the help of the parent teacher associations is very effective. In order to motivate the deprived sections of the community to learn, teachers need to have deep concern and commitment towards the community. They have to mobilize the community and use mobilized community for various resources. Therefore, as a pre-requisite, the teachers need to have deep concern and commitment towards the community.

3. Commitment to the Profession-

Teachers with commitment to their profession have strong desire for professional development. They are proud of being in teaching profession. But today it is found that many of the teachers are in the profession not because of love or commitment, but due to situational constraints. Every teachers, called 'as nation builder' by Dr. S. Radhakrishnan must realize that it is a noble profession. Great responsibilities are charged on teachers as society hands over its children to this system for their wholesome education, development and proper socialization. Teachers' total involvement is needed to empower the students by educating them. A committed teachers mind remains occupied with thoughts of her students, their growth and improvement both during and even after school hours. Committed teachers not only seek all-round development of children but also work hard for their own professional growth to contribute their best as a teacher. They observe professional

ethics. 'Internal commitment' towards nobility of the profession, which was existed in India is expected from committed teachers. They should extend co-operation to fellow teachers and should have positive attitude towards professional development and national welfare. Thus, commitment to the profession deserves an integral part of a teacher. Only then they will understand the nobility of the profession and their true role.

4. Commitment to Achieve Excellence for Professional Actions-

Professional committed teachers love their quest for knowledge and excellence. Teachers who are committed to the profession should simultaneously be committed to excellence. They are always keen to achieve the best through their performance as teachers in terms of acquisition and transmission of knowledge. Their words and action must go hand in hand. It is very essential that they should be open to accept innovations. They try to attain excellence in the entire teaching learning-process through their constant quest for becoming better and better teachers.

The National Commission on teachers (1983-85) clearly stated, "teachers have to prove by their professional excellence and character, that they deserve the trust placed on them, while the importance of economic factor is in no way to be underplayed, it is felt that no amount of improvement in salaries and other benefits would raise the teachers status, if the teacher is negligent in his work and is not involved fully in his profession... The teachers should be the first to introspect and scrutinize their own value system so as to raise it to the highest moral standard..." Commitment to Achieve Excellence means the achievement in all aspects of a teacher's roles and responsibilities, care and concern for doing everything in the classroom, in the school and outside the school academically.

5. Commitment to the Basic Human Values-

The teachers' commitment to basic values is very important. There is crisis or values in the present world. The world is in a state of turbulence because of conflicts arising out of growing economic fanaticism, aggressive competitiveness and the tension between the spiritual and the material. These conflicts can be reduced by inculcating value system among the students. The teachers can play an admirable role in this grim situation. Teachers' own observance of basic values

such as truth, beauty, goodness, honesty, with special emphasis to intellectual honesty, love punctuality, regularity, impartiality etc. will automatically help children accept and internalize them. It is however essential for the teachers themselves to have an undiluted commitment to the basic value system governing the society. The teachers should be a role model in the classroom and community through genuine and consistent practice of professional values such as impartiality, objective and intellectual honesty, national loyalty etc.

We may say that the teacher's reaction during teaching activity represents a complex pattern, including specific attitudes and behavior. A multitude of individual characteristics may affect their work reaction, aspirations, reasons, needs, perceptions, personality, ability to learn, creativity as well as organizational characteristics, including working conditions, benefits, colleagues, leading style, company's policy, promotion opportunities etc. these factors are inter-related and influence employees in what concerns attitudes and behavior.

Crosswell (2006) noted that the commitment of the teachers can be identified in the six different forms. These six categories represent different ways that teacher perceive, understand and conceptualize the phenomenon of commitment of the teachers. The six identified categories are:

- 1. Teacher commitment as a passion:-** This concept sees teacher commitment as a passion or a positive emotional attachment to the work involvement in teaching generally or a specific aspect of teaching.
- 2. Teacher commitment as an investment of time:-** Outside of contact hours with student this conception identified teacher commitment as an investment of extra time outside of expected contact hours with students. This extra time is discussed as either visible time invested at the school site or invisible time invested of the school site.
- 3. Teacher commitment as a focus on the individual:-** This conception considers teacher commitment to be sharp focus on the needs of the student; student needs are discussed as either emotional or academic.
- 4. Teacher commitment as a responsibility to impart knowledge, attitudes values and beliefs:-** This concept considers teacher commitment as taking responsibilities for imparting a body of knowledge and for certain attitudes,

values and beliefs. Teachers who hold this conception place great value on the role that they play in preparing students for the future and take responsibility for passing on core set of skills, understandings and values.

- 5. Teacher commitment as maintaining professional knowledge:-** This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning with in this conceptualization in the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.
- 6. Teacher commitment as engagement with the school community:-** This conception considers teacher commitment to be the willingness to engage with the school and the school's community within belief that teachers have a professional responsibility that teacher beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

1.1.4 CONSEQUENCES OF COMMITMENT

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

1.1.5. VARIABLES AFFECTING COMMITMENT

An important aspect of present study would be to look into various variables affecting commitment. Several years ago, it was suggested by **Stebbins (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 **Nias (1981)** suggested the need for a forth category namely structural correlates.

1.5.1. 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.

1.5.2. 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, then commitment is affected adversely.

1.5.3. 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.

1.5.4. 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.

1.2 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.

Professional is someone who has completed formal education and training in one or more profession. The term also describes the standards of education and training that prepare members of the profession with the particular knowledge and skills necessary to perform the role of that profession. (Wikipedia)

The word “professional” has implications for an individual at the organizational and occupational level. A level of behavior is expected by the organizational employing like professional, as well as by the external peer group that makes up the profession. The extent to which individuals behave in the expected manner can be reflected in their commitment to the organization & profession. Commitment is defined as the act of committing or pledging or the state of being committed/pledged or / an obligation, promise, etc. that restricts one’s freedom of action.

As regards the literary conception of the term commitment the Cambridge International Dictionary of English says, “Commitment means to promise or give your loyalty or money to particular principle, person or plan of action commitment

depicts the firm & not changing orientation in support of one's belief in his/her principles".

Commitment can be defined as (i) a belief in and acceptance of the goals and values of the profession (ii) a willingness to exert considerable effort on behalf of the profession. (iii) a desire to maintain membership in the profession

Professional Commitment can be generally defined as a career focus form of work commitment and as one of the important factors determining people's work behavior. Professional commitment of the teachers represents different ways in which the teachers perceive, understand and conceptualize the phenomenon of commitment.

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."

The concept of professional commitment signifies an attitude reflecting the strength of the bond between an employee and an organization. According to **Morrow (1993)** Professional Commitment is defined as "the strength of an individual's identification and involvement in an organization or the "psychological attachment felt by an individual within an organization and reflecting the degree to which an individual has interiorized and adopted the organization's characteristics or perspective"

Professional commitment is "the degree to which a person's work performance affects his self-esteem. For a person who is professionally committed, work is a vital part of life. This means that both the work itself and the co-workers are very meaningful to the employee, in addition to the importance she/he attaches to organization as a whole active participation in decision-making increases involvement and professional commitment, which result in a higher level of

acceptance and satisfaction. Teachers' successful participation in decision-making could be explained by the feeling of ownership that comes from initiating ideas rather than responding to others' proposal. **Gaziel and Weiss (1990)** claimed teachers' participation, based on establishing a strong voice in decisions and policies. It was a characteristic of "Professional orientation" and fostered better working relations among staff members with regard to self- efficacy. Teachers with a greater sense of efficacy are more enthusiastic about teaching. Professional commitment is a 'passion to the work involved in teaching or a specific aspect of teaching.

1.3 IMPORTANCE OF PROFESSIONAL COMMITMENT

As stated by **Radhakrishnan (1962)** "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.

The quality of teaching depends a great deal on the level of teachers' involvement in relation to the professional commitment exerted, to the organization. One part of the professional satisfaction is that one feels. On the one side, the relation, the nature of the teaching activity and the work carried on in the professional community, the relations with peers, superiors, students' parent's leads to professional achievement and indirectly it reflects on to the achievements of one's students.

The indispensable root of quality teacher education is based on competency and commitment of teachers. It is presumed that if teachers acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teachers essentially consists not only in doing their best for introducing teachers to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession. The professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities.

1.4 TEACHER: AN AGENT OF CHANGE

In India there has been a greater emphasis on quantitative expansion than on quality of education. According to **Radhakrishnan (1962)**: "Educational salvation lies not in a streamlined system of educational organization, tricked out with all the modern paraphernalia of learning, but in the personal human factor which underlies a modern educational system and makes it tick. It is mainly this human factor in education which is neglected or taken too much for granted, that the rapid increase in the number of schools and the noticeable improvement in buildings, equipment, curricula and text books have not been accompanied by a commensurate improvement in the quality of the education imparted to them."

The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. He / She not only imparts knowledge to his/ her students, but also acts as an agent of social change and moulds the character of students. He is the backbone of the society. The place of the teacher in the society is of vital importance. He acts as the pivot for the transmission of intellectual and technical skills from generation to generation. He /

she is the destiny of the nation. This place a special responsibility on teachers at all levels of education. In fact, on him / her depends the future of mankind. The teacher plays an important role in shaping and moulding the character of students. The personality of the teacher is a significant variable in the classroom. The impact of a teacher is surely not due to what he /she knows or even what he /she does, but in a very real sense to what he /she is. That is why the question that how he /she would teach has always been a matter of major concern. Thus the role of schools and teachers in shaping the future of nation is very important.

All committees and commissions on education have emphasized the importance of the role of the teacher in education. According to the **Commonwealth Report (1974)** says; “The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for reform; on the other hand; he can participate actively as an initiator himself or an interpreter of the plans devised by others”. Learning is related to the kind of human relationship found in the classroom.

Teacher is a person who provides education for pupils. The role of teacher is often formal and ongoing, carried out in a school or other place of formal education. A teacher’s role may vary among cultures and regions. Teachers may provide instruction in literacy and vocational training, arts, religion, civics, community roles, or life skills.

The relationship is of two dimensions; one is related with the interaction between the teacher and the taught, the other is related with the theories of education give more stress on ‘child-centered’ education. The role of the teacher cannot be regarded as passive. The teacher has to play an active role for congenial interaction between the teacher and the taught. The **Education commission (1964-66)** in India has emphasized the importance and role of the teacher in the following words: “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective”. The quality

of teaching depends on a great deal on the level of teachers involvement in relation to the professional commitment exerted, to the organization. So professional commitment should be a passion for the teacher.

1.5 ROLE OF TEACHER

Teacher is the central element in educational system holding various important responsibilities. Teacher plays a pivotal role in the educational system. Teachers are one of the most important factors that help in increasing the efficiency and effectively influence the education 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.

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.

Professional commitment is an important factor contributing to the effectiveness of the education system. The more committed the teachers are to the schools, the more motivated they would be and more willing to work. Committed teachers can involve psychologically into teaching and their efficacy is utilized to a greater extent. An understanding of teachers' perception is helpful to promote professional commitment among them. The morale of teachers can be increased by involving them in decision making process and providing teachers to interact and be supportive to one another. The organizational authorities should also identify various ways and means through which teachers can be provided with facilitating work environment which will influence their work and also commitment towards

profession. The professional commitment of teachers can also be increased by well structured sensitization; attitude building and competence based programmes.

Even the best education system is bound to fail in the absence of competent and satisfied teachers. Such teachers will be a loss not only to themselves but also to country's future. Job satisfaction is a variable for professional commitment of teachers. Achieving a high level of job satisfaction is important for professional commitment. This can be done by principal by applying simple strategies, allowing teachers to use their creativity, rotating the staff members to avoid monotony, providing challenging tasks, providing non – critical feedback to teachers on their performance and opportunity for self development. The teacher needs to be empowered by giving autonomy. Teachers' professional commitment and job satisfaction is of much value to administrators and policy makers so that conditions that maximize teachers' potential can be provide.

1.6 CONCEPT OF JOB SATISFACTION

Job satisfaction is defined as peoples' affective relation to their work role, and a function of the perceived relationship between what they wanted from the job, and what they perceived it was offering. More specifically, teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and a contributor to teacher effectiveness.

1.6.1. DEFINITION OF JOB SATISFACTION

Job satisfaction has been defined as how content an individual is with his/her job. It is an overall feeling about one's career or in terms of specific facets of job or career and it can be related to specific outcomes such as productivity and job performance. According to **Werther & Davis (1999)** Job satisfaction is the level of favorableness or un favorableness with which teachers view their job. It refers to employees general opinion towards his/her job. As observed by **Robbins & Coulter (2005)** a person with high degree of job satisfaction has positive feeling towards his job. **Locke (1969)** defined job satisfaction as an emotional state related to the positive and negative appraisal of job. According to **Locke (1976)**, it is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. Job Satisfaction is a set of favorable or unfavorable feelings with

which employees view their work. It's a feeling of relative pleasure or pain that differs from objective thought and behavioral intentions .

From the above definition it can be said that job satisfaction is the perception of an employee about his job. It is a psychological phenomenon of an employee which describes the feeling and thought towards his job.

Job Satisfaction is a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is concerned with how well an employee's expectations at work are in tune with outcomes. It is an agreeable emotional state that results in development of positive attitude towards job. Job Satisfaction according to **McCormick & Ilgen (1985)** is an association of attitudes held by organizations members. Job satisfaction is a psychological construct and is a component of organizational commitment. Job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job. Job satisfaction relates to individuals' perceptions and evaluations of a job and this perception in turn is influenced by their circumstances, including needs, values and expectations. So job satisfaction is evaluated on the basis of factors which are regarded important for the employees.

Job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. Job satisfaction can be studied with reference to the needs and values of individuals and the extent to which these needs and values are satisfied in the workplace.

Job satisfaction is achieved when employees are satisfied with certain or all factors related to their job such as style of management, work culture, team empowerment and so on. It is perceived as an attitudinal variable measuring the degree to which an employee likes their jobs and the various aspects of their jobs. It is correlated to enhanced job performance, positive work values, and high levels of employee motivation and lower rates of absenteeism, turn over and burn out.

1.6.2 THEORIES OF JOB SATISFACTION

Job satisfaction can be understood if one knows what motivates people at work. Various theories of job satisfaction have been proposed. In few theories goals and incentives that people endeavor to achieve gives them satisfaction. In other theories it is proposed that money was not the only incentive but working conditions, security and supervision play an equal role for the satisfaction. Various theories of job satisfaction are discussed below:

1.6.2.1 MASLOW'S HIERARCHY OF NEEDS THEORY:-

It is believed that people who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on this theory, it can be argued that people who do not meet their needs at work will not function efficiently. This theory is based on two assumptions: people always want more and people arrange their needs in the order of importance.

The needs included in this theory are:

- Physiological needs – these needs include basic biological needs like food, water, rest and so on. Once these needs are met they no longer influence the behaviour of a person.
- Safety needs – these needs include security needs like job security, insurance and medical aid.
- Social needs – these needs include love for others, friendship, acceptance and understanding from other people. In an organization, managers and principals play an important role in encouraging people to interact with one another and make sure that social needs are satisfied.
- Ego & Esteem needs – these needs include self respect, recognition by others, confidence and achievement. In order to achieve these needs organizations arrange for incentives, rewards and motivate the good work done by the employees.
- Self actualization needs – this is the highest level of needs achievement which leads to full development of persons' potential. It can be achieved by providing an environment and open climate where maximum talents of individuals are utilized by the organization and make them more creative.

1.6.2.2 HERZBERG'S TWO FACTOR THEORY:-

According to this theory, factors that make the employees feel good about work are different from factors that make them feel bad about their work. Employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees attribute their dissatisfaction to external factors. Factors were called motivators which may be intrinsic or extrinsic.

1.6.2.3 ALDERFER'S ERG THEORY:-

Alderfer revised Maslow's theory and named it ERG theory. This theory is based on the following three needs: Existence, relatedness and growth.

Existence is involved with providing individual with their basic needs for existence.

Relatedness is the desire to keep good interpersonal relationships.

Growth needs are an intrinsic desire for personal development.

1.6.2.4 MCCLELLAND'S THEORY OF NEEDS:-

This theory focuses on the need for achievement, power and affiliation.

Need for achievement is a drive to excel to meet standards and try to be successful.

Need for power is to let others behave in such a way that they do not behave otherwise.

Need for affiliation is to have friendly disposition and good interpersonal relations.

1.6.3 DIMENSIONS OF JOB SATISFACTION

From the above mentioned theories it can be observed that Job Satisfaction is a multi variate concept. Job Satisfaction is affected by more than one dimensions. Understanding of these theories of Job Satisfaction help in emerging dimensions of job satisfaction. Job satisfaction of individuals is affected by various factors such as work/job, pay, supervision, promotion, co-workers, work environment and other demographic factors.

1. **Work itself:** this dimension includes the extent to which the job provides individual with interesting tasks, opportunities for learning and chance to accept responsibilities.

2. **Pay :** this dimension includes the financial remuneration that is received and the degree to which this is viewed to be equitable.
3. **Promotion Opportunities:** this dimension includes the chances for promotion and advancement opportunities provided by the organization.
4. **Supervision:** this dimension includes abilities of the supervisor to provide extended support in term of academic guidance or behavioural support.
5. **Co – workers:** this dimension includes the support provided by the fellow workers.

1.6.4. COMPONENTS OF JOB SATISFACTION

Job Satisfaction is an emotional response to a job situation. As it cannot be seen, it can only be inferred. Several related attitudes form a component which affects job satisfaction. The various components of Job Satisfaction are as follows:

1. **Individual Characteristics:** This included individual characteristics of the teacher with respect to his confidence, zeal, cheerfulness, enthusiasm, initiative taken up for doing new assignments and hope for the entire teaching field.
2. **Behavioral characteristics:** This component included behavioural characteristics of individual teachers like discipline of teacher, extra effort put in by the teacher for students, personal adjustments done by the teacher with the school, efficiency of the teacher and willingness of teacher to work beyond his/her limits.
3. **Group Spirit Characteristics:** This component included pride for the group, feeling of cohesiveness, developing cohesive climate, own feelings for institutional goals, individual ambitions for accomplishment of goals and leadership quality of teacher.
4. **Attitude towards Job:** This component included stability in job, job satisfaction with respect to salary, workload and curriculum, attitude towards school and students and opportunity for decision making.

5. **Community Involvement:** This component included support as well as pressure from the community on the teacher to work at their level best and achieve the wider goals of education and society.

1.7 IMPORTANCE OF JOB SATISFACTION

Satisfaction with job is an important variable for professional commitment of teachers. Job satisfaction reflects an employees' overall assessment of their job particularly their emotions, behavior and attitude about their job experience. The happier the people are within their job the more satisfied are they with their job. Until and unless teacher derives satisfaction he cannot initiate desirable outcomes to cater to the needs of the society and cannot live upto the expectations of the school also. Job Satisfaction may be an indicator of whether individual will be affectively connected to the institution, will merely comply with directives or will quit. There should be understanding of factors that influence teachers' satisfaction with their work lives and the impact this satisfaction has on teachers' involvement in their schools, especially when changes are implemented.

Teachers are arguably the most important group of professionals for our nation's future. Daily interaction between teachers and students is at the center of the educational process; attracting and retaining high quality teachers is, thus, a primary necessity for education. If education is viewed as the backbone and energizing force for the national progress then the exalted and pivotal position of the teacher cannot be ignored as she/he has been assigned the responsibility of educating the future generation. If teachers feel satisfaction, they will be in position to cope with the educational objectives in successful manner. It is surprising to find that many of the teachers are dissatisfied with their jobs. Many teachers chose teaching as a profession because they valued the intrinsic rewards that they received and because they enjoyed the emotional and personal benefits of the job itself, such as personal growth and a sense of accomplishment. In fact, many teachers selected this profession because they desired helping others and were afforded the opportunity for personal development and public service.

Teacher job satisfaction has been often associated in a two-dimensional view through extrinsic and intrinsic motivators by most researchers. Extrinsic satisfaction relates to those items provided by the organization through rewards

such as salary and benefits, promotion, status, a safe environment, and security in their position. When teachers' satisfaction is found through the individual and relate to performance such as the opportunity to contribute, involvement in challenging work, and the autonomy to pursue a variety of job tasks, it is said to be intrinsic. In today's educational economy, teachers are often stripped of the opportunity to rely on extrinsic motivators and therefore, must rely on the intrinsic motivators of their position to enjoy their jobs. Moreover, with the position becoming more difficult on a daily basis, the opportunity for intrinsic rewards may be fading as well. Subsequently, intrinsic factors including strong leadership and administrative support seem to play a paramount role in motivating individuals to remain in the teaching profession. Job satisfaction was extremely important for teachers because their attitudes toward the job impacted the learning outcome of students. When teachers possessed high levels of job satisfaction, they had a greater chance in believing that their role in the school was satisfying over time, cared more about the quality of their work, were more productive and committed to the school, and had higher retention rates. It appeared that teachers were more satisfied when they had freedom and authority to do their jobs in a manner that was accommodating to them. It was extremely imperative that teachers were allowed to make decisions that pertained to their instruction and their classes and had input on decisions that ultimately affected them.

Ziggarelli (1996) found that teacher satisfaction is a highly significant predictor of effective schools. Moreover, schools are only as good as the teachers dealing with students. Therefore, it has become a focal point of districts to ensure that they are hiring quality teachers and finding ways to ensure that they stay within that school or district. Subsequently, schools must give more attention to improving job satisfaction amongst their staff members. In spite of this, some Teachers felt that their profession was not valued properly by the society. The demands and accountability, stresses are increasing day by day but other benefits are remain constant. It is, therefore, needed to study their aspect of job satisfaction particularly at secondary level which is a transitional stage for the development of the society.

The **Education Commission (1964-66)** has opined in its report that "nothing is more important than providing teachers' best professional preparation and creating satisfactory conditions of work in which they carefully be effective." There is a

positive relationship between job satisfaction and effective teacher behavior. The commission further states that “the future of our Nation is being built in today’s classrooms.” Teachers are responsible for organizing these classrooms. The **National Policy on Education (1986)** has even stressed on the need for training programmes for in-service and pre-service teachers so as to develop in teachers' job satisfaction and commitment. Various facilities like increments, rewards and other incentives are also provided to satisfy teachers in their jobs. Various teacher organizations also work on these same lines to attract people for joining teaching profession.

A dissatisfied teacher spells disaster to the country’s future. Dissatisfaction among the employees is undesirable and dangerous in any profession and its is suicidal if it occurs in the teaching profession as cautioned by **Education Commission (1964-66)** . If teachers are the most important professionals for our nations’ future, it is disturbing fact that teachers are found to be dissatisfied with their job and lacking motivation. Job satisfaction of teachers is a variable which has a high and significant relationship in determining commitment of teachers. Even the best educational system is bound to fail in the absence of competent and satisfied teachers.

1.8 CHALLENGES FOR PROFESSIONAL COMMITMENT OF TEACHERS

As opined by **Day (2004)** Teacher’s Professional 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
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

1.9 WAYS AND MEANS TO INCULCATE 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. Teachers need to be empowered by giving autonomy.
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 or 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.
11. ***Developing creativity:*** The staff should be rotated to different tasks at regular intervals so that their work remains challenging. Frequent and non critical feedback should be given to teachers.
12. ***Improving Quality of teacher education Programmes:*** Healthy academic environment in teacher education colleges helps in improving quality of teacher education programmes which also helps in moulding student teachers.

Teachers should be given opportunities to attend orientation programmes, refresher courses, workshops organized by various agencies. This helps teachers to update their knowledge, skills and competencies and ultimately enhances commitment to their profession. In this regard, it was recommended by **Maheshwari (2003)** that professional development programmes like seminars and refresher courses help teachers to become more committed. There is a dire need that regulatory bodies in the field of education like NCTE and affiliating universities should strictly initiate steps to enforce rules and regulations especially for welfare of students and nation at large. This initiation will be a great boon and boost for enhancing professional commitment among teachers. Professional commitment has been linked to

important outcomes such as improved work performance; reduce turnover intentions and greater satisfaction at both organizational and professional levels. As noted by **Greenfield et al (2008)** Higher levels of professional commitment are associated with positive behaviors that are beneficial to the organization. Individuals with high levels of professional commitment should be less likely to engage in activities that are detrimental to a firm. It is an indisputable fact that every employee expects a reward or recognition from his employer. Every professional normally prefers a place where their performance is assessed and rewarded accordingly.

1.10 RATIONALE FOR THE STUDY

It was rightly stated by **Radhakrishnan (1962)** “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. 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. 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. Research in the area of teacher commitment is still under developed in comparison to other occupations. Research needs to be done in areas of measurement of commitment, motives leading to teachers’ commitment, role of principal for enhancing teachers’ commitment which is crucial for maintaining quality of education. It is rightly observed by **Becker (1960)** that in spite of widespread use of the concept of commitment there has been little formal analysis of the concept. Little is known regarding the development of commitment in teachers and professional context or organizational climate conducive for the enhancement of commitment.

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.

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. **Mowday,et.al, (1982)** found that 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. Teacher commitment has significant implications for both schools and system of education. Teacher commitment has been identified as one of the most critical factors for the future success of education and schools. **Darling (1984)** found that 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 agenda as it influences teachers' willingness to engage in co-operative, reflective and critical practice.

Educational organizations are deeply concerned with the quality of education being imparted today especially in the light of deteriorating educational standards. If the quality of education is to improve it must be led by educational professionals. This necessitates that educational administrators and teachers develop commitment and

accountability. The need of the day is committed teachers, effective administrators and conducive working environment. In order to achieve quality education, each and every individual involved in the process of education must be committed to the transformation process.

The educational organizations such as schools need committed teachers to achieve their objectives and cannot succeed without the efforts of committed teachers. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it wholeheartedly. Professional commitment is critical in attracting and retaining well qualified teachers in the teaching profession. The teachers who are not committed put fewer efforts in classrooms as compared to the teachers with high levels of professional commitment. This would adversely affect students' learning and achievement and will mainly affect the overall standard of education in Nation. Moreover, high turnover among teachers especially when good teachers quit the teaching profession, can have high losses to the overall education system. This is because good quality teachers can improve teaching learning process by their skills and experience.

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 become less effective. The result is lack of planning, resistance towards change and general negligence. Thus, it is important to study teachers' commitment in respect of teachers choosing teaching as a career and maintaining teachers' motivation. This aspect of study of various motives for joining teaching profession will also be considered as one of the important objectives of the present study by the researcher. It can be concluded from the review that the biographical variables have significantly affected commitment. So these variables were considered in the present study.

Academic institutions have a dearth of satisfied and committed teachers. When teachers are satisfied with their teaching profession they will be committed to their profession also. Lack of job satisfaction and professional commitment leads to lesser self development, stress, burn out, turnover, less organizational citizenship behavior and absenteeism. Dissatisfied and uncommitted teachers cannot exert

their full effort towards moulding the future national pillars. Hence this study attempts at studying the impact of the various factors of job satisfaction and professional commitment.

The findings of this study would help teacher educators and education authorities to understand the current situation and problems of teacher, based on which implications can be drawn for maintaining teacher motivation and commitment in teaching, in turn upgrading teacher professionalization and teacher qualities. The results of the present study will be of interest and provide assistance to management of schools, policy makers or ministry of education who need to manage the academic staff to improve on the level of professionalization and to understand the differences in their work behavior and work attitudes. The results will provide some insight to management in terms of how management may approach affective, continuance and normative commitment.

The teachers of secondary schools were selected for the study as standards IX and X are very important years in formal schooling. These students have to appear for Board Exams and also decide for their further studies based on the results of these exams. So for this case, professional commitment on the part of teachers becomes all the more essential as future of students will be shaped by them. So this study was conducted on secondary school teachers.

1.11 SPECIFICATION OF THE PROBLEM

1. 11.1 Statement of the Problem

A Study Of Professional Commitment Of Secondary School Teachers In Vadodara District

1.11.2 Objectives of the Study

1. To identify various components of professional commitment of secondary school teachers in Vadodara District.
2. To standardize the tool to measure professional commitment of secondary school teachers.
3. To identify various components of job satisfaction of secondary school teachers in Vadodara District.

4. To standardize the tool to measure job satisfaction of secondary school teachers.
5. To study professional commitment of secondary school teachers with respect to –
 - a. gender
 - b. experience
 - c. educational qualification (stream)
 - d. medium of instruction
 - e. category
 - f. area (location)
 - g. job satisfaction
6. To study the interaction effect of professional commitment with respect to variables for secondary school teachers –
 - a. gender
 - b. experience
 - c. educational qualification (stream)
 - d. medium of instruction
 - e. category
 - f. area (location)
 - g. job satisfaction

1. 11.3 Explanation of the Terms

1. Educational Qualification / Stream: Teachers' qualification has been divided into the following groups:

- Graduation with any of the subjects from Arts stream and B.Ed.
- Post Graduation with any of the subjects from Arts stream and B.Ed.
- Graduation with any of the subjects from Science stream and B.Ed.
- Post Graduation with any of the subjects from Science stream and B.Ed.

- 2. Teaching Experience:** The teachers have been divided into following groups for the purpose of the study based on their experience:
- Less than 10 years of teaching experience.
 - Teaching experience between 11 to 20 years.
 - More than 20 years of teaching experience
- 3. Category / Caste:** The social group to which the teachers belong to as per the rules set by the Government Resolution No: PVS – 1183/825/G3. The categories for the study were :
- General Category (Gen)
 - Scheduled Caste (SC)
 - Scheduled Tribe (ST)
 - Socially and Economically Backward Class (SEBC)
- 4. Location/ Area of the school:** For the present study the schools were categorized as urban schools and rural schools based on its location according to Mahanagar Seva Sadan Criteria.
- 5. Medium of Teaching:** For the present study the schools were categorized into Gujarati Medium Schools and English Medium Schools based on the medium of instruction used for teaching learning process in the school.

1.11.4 Operationalization of the Terms

- 1. Professional commitment:** The total score obtained on the standardized tool of professional commitment constructed by the researcher in 2013-14 was considered as professional commitment.
- 2. Job Satisfaction:** The total score obtained on the standardized tool of Job satisfaction constructed by the researcher in 2013-14 was considered as job satisfaction.

1.11.5 Hypotheses of the Study

To study the main effects, two way interactions, three way interactions, four way interactions, five way interactions, six way interactions and seven way interactions on professional commitment with respect to gender, Category, area, teaching

experience, educational qualification, medium of instruction and job satisfaction were studied by the investigator.

1. There will be no significant difference in the professional commitment of secondary school teachers with respect to Gender. (A)
2. There will be no significant difference in the professional commitment of secondary school teachers with respect to Category. (B)
3. There will be no significant difference in the professional commitment of secondary school teachers with respect to Location of School. (C)
4. There will be no significant difference in the professional commitment of secondary school teachers with respect to Educational qualification of teacher. (D)
5. There will be no significant difference in the professional commitment of secondary school teachers with respect to Medium of teaching in school. (E)
6. There will be no significant difference in the professional commitment of secondary school teachers with respect to Teaching Experience of teachers. (F)
7. There will be no significant difference in the professional commitment of secondary school teachers with respect to Job Satisfaction. (G)
8. There will be no significant interaction between Gender and Category on the professional commitment of secondary school teachers.
9. There will be no significant interaction between Gender and Location of the school on the professional commitment of secondary school teachers.
10. There will be no significant interaction between Gender and Educational Qualification of teachers on the professional commitment of secondary school teachers.
11. There will be no significant interaction between Gender and Medium of teaching on the professional commitment of secondary school teachers.
12. There will be no significant interaction between Gender and Teaching Experience of teachers on the professional commitment of secondary school teachers.

13. There will be no significant interaction between Gender and Job Satisfaction on the professional commitment of secondary school teachers.
14. There will be no significant interaction between Category and Location of the school on the professional commitment of secondary school teachers.
15. There will be no significant interaction between Category and Educational qualification of teacher on the professional commitment of secondary school teachers.
16. There will be no significant interaction between Category and Medium of Teaching on the professional commitment of secondary school teachers.
17. There will be no significant interaction between Category and Teaching Experience of teachers on the professional commitment of secondary school teachers.
18. There will be no significant interaction between Category and Job Satisfaction of the school on the professional commitment of secondary school teachers.
19. There will be no significant interaction between Location of the school and Educational qualification of teacher on the professional commitment of secondary school teachers.
20. There will be no significant interaction between Location of the school and Medium of Teaching on the professional commitment of secondary school teachers.
21. There will be no significant interaction between Location of the school and Teaching Experience of teacher on the professional commitment of secondary school teachers.
22. There will be no significant interaction between Location of the school and Job Satisfaction of teacher on the professional commitment of secondary school teachers.
23. There will be no significant interaction between Educational qualification and Medium of Teaching of teacher on the professional commitment of secondary school teachers.

24. There will be no significant interaction between Educational qualification and Teaching Experience of teacher on the professional commitment of secondary school teachers.
25. There will be no significant interaction between Educational qualification and Job Satisfaction of teacher on the professional commitment of secondary school teachers.
26. There will be no significant interaction between Medium of Teaching of teacher and Teaching Experience of teachers on the professional commitment of secondary school teachers.
27. There will be no significant interaction between Medium of Teaching of teacher and Job Satisfaction of teachers on the professional commitment of secondary school teachers.
28. There will be no significant interaction between Teaching Experience of teachers and Job satisfaction of teachers on the professional commitment of secondary school teachers.
29. There will be no significant interaction between Gender, Category and Location of school on the professional commitment of secondary school teachers.
30. There will be no significant interaction between Gender, Category and Educational Qualification of teachers on the professional commitment of secondary school teachers.
31. There will be no significant interaction between Gender, Category and Medium of Teaching on the professional commitment of secondary school teachers.
32. There will be no significant interaction between Gender, Category and Teaching Experience of teachers on the professional commitment of secondary school teachers.
33. There will be no significant interaction between Gender, Category and Job Satisfaction on the professional commitment of secondary school teachers.

34. There will be no significant interaction between Category, Location of school and Educational Qualification of teachers on the professional commitment of secondary school teachers.
35. There will be no significant interaction between Category, Location of school and Medium of Teaching on the professional commitment of secondary school teachers.
36. There will be no significant interaction between Category, Location of school and Teaching Experience of teachers on the professional commitment of secondary school teachers.
37. There will be no significant interaction between Category, Location of school and Job Satisfaction on the professional commitment of secondary school teachers.
38. There will be no significant interaction between Location of school, Educational Qualification of teachers and medium of teaching on the professional commitment of secondary school teachers.
39. There will be no significant interaction between Location of school, Educational Qualification of teachers and teaching experience on the professional commitment of secondary school teachers.
40. There will be no significant interaction between Location of school, Educational Qualification of teachers and Job Satisfaction on the professional commitment of secondary school teachers.
41. There will be no significant interaction between Educational Qualification of teachers, medium of teaching and Teaching Experience on the professional commitment of secondary school teachers.
42. There will be no significant interaction between Educational Qualification of teachers, medium of teaching and Job Satisfaction on the professional commitment of secondary school teachers.
43. There will be no significant interaction between medium of teaching, Teaching Experience and Job Satisfaction on the professional commitment of secondary school teachers.

44. There will be no significant interaction between Gender, Category, Location of school and Educational qualification of teachers on the professional commitment of secondary school teachers.
45. There will be no significant interaction between Gender, Category, Location of school and Medium of teaching on the professional commitment of secondary school teachers.
46. There will be no significant interaction between Gender, Category, Location of school and Teaching experience of teachers on the professional commitment of secondary school teachers.
47. There will be no significant interaction between Gender, Category, Location of school and Job Satisfaction on the professional commitment of secondary school teachers.
48. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers and Medium of teaching on the professional commitment of secondary school teachers.
49. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers and Teaching Experience on the professional commitment of secondary school teachers.
50. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers and Job Satisfaction on the professional commitment of secondary school teachers.
51. There will be no significant interaction between Location of school, Educational Qualification of teachers, Medium of teaching and Teaching Experience on the professional commitment of secondary school teachers.
52. There will be no significant interaction between Location of school, Educational Qualification of teachers, Medium of teaching and Job Satisfaction on the professional commitment of secondary school teachers.
53. There will be no significant interaction between Educational Qualification of teachers, Medium of teaching, Teaching Experience of teachers and Job Satisfaction on the professional commitment of secondary school teachers.

54. There will be no significant interaction between Gender, Category, Location of school, Educational Qualification of teachers and Medium of teaching on the professional commitment of secondary school teachers.
55. There will be no significant interaction between Gender, Category, Location of school, Educational Qualification of teachers and Teaching Experience on the professional commitment of secondary school teachers.
56. There will be no significant interaction between Gender, Category, Location of school, Educational Qualification of teachers and Job Satisfaction on the professional commitment of secondary school teachers.
57. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers, Medium of teaching and teaching experience of teachers on the professional commitment of secondary school teachers.
58. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers, Medium of teaching and Job Satisfaction on the professional commitment of secondary school teachers.
59. There will be no significant interaction between Location of school, Educational Qualification of teachers, Medium of teaching, teaching experience of teachers and Job Satisfaction on the professional commitment of secondary school teachers.
60. There will be no significant interaction between Gender, Category, Location of School, Educational Qualification, Medium of Teaching and Teaching Experience of Teachers on the professional commitment of secondary school teachers.
61. There will be no significant interaction between Gender, Category, Location of School, Educational Qualification, Medium of Teaching and Job Satisfaction on the professional commitment of secondary school teachers.
62. There will be no significant interaction between Category, Location of School, Educational Qualification, Medium of Teaching, Teaching Experience and Job Satisfaction on the professional commitment of secondary school teachers.

63. There will be no significant interaction between Location of School, Educational Qualification, Medium of Teaching, Teaching Experience, Job Satisfaction and gender on the professional commitment of secondary school teachers.
64. There will be no significant interaction between Medium of Teaching, Teaching Experience, Job Satisfaction, Gender, category and location of school on the professional commitment of secondary school teachers.
65. There will be no significant interaction between Medium of Teaching, Teaching Experience, Job Satisfaction, Gender, Category and Location of School on the professional commitment of secondary school teachers.
66. There will be no significant interaction between Teaching Experience, Job Satisfaction, Gender, Category, Location of school and Educational Qualification on the professional commitment of secondary school teachers.
67. There will be no significant interaction between Job Satisfaction, Gender, Category, Location of school, Educational Qualification and Medium of teaching on the professional commitment of secondary school teachers.
68. There will be no significant interaction between Gender, Category, Location of School, Educational Qualification, Medium of Teaching, Teaching Experience and Job Satisfaction on the professional commitment of secondary school teachers.

1.11.6 Delimitation of the Study

The present study was delimited in the following manner:

1. Only in-service secondary school teachers serving in grant in aid schools of English as well as Gujarati medium in Vadodara District.
2. Only grant in aid schools located in Vadodara district.