

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Review of Related Literature is an essential part of research. It involves systematically identifying, locating and analyzing documents having information related to the present research problem. It provides a clear insight to the investigator regarding the research problem. Review of research literature is conducted with in – depth analysis, insight and intensive logical thinking. The purpose of the review is to expand the context and background of the study, to help further understand the problem and define it and also provides an empirical base for the subsequent development of the hypothesis. It gives an idea to the investigator regarding what has been done in the field related to the present problem and what other contemporary researchers are doing. It provides an insight to the researcher regarding various studies conducted, methodology adopted, sample taken and findings of the studies. This helps the investigator to find research gaps and rationale. It provides proper guidelines to the investigator regarding the procedure to be followed in the present study.

Review of Related Literature is an important aspect of research study as it helps to expand the context and background of the study. It helps to define to problem specifically and also provides a strong basis for the development of objectives and subsequent hypothesis. It helps the investigator at every step of research as it shows what other research rs have already done and what contemporary researchers are doing. In other words this exercise of review of related literature helps in locating research gaps, developing methodology and also gives an overview of analysis technique used in the field of research. Through the survey of researches, the investigator can be sure that the present research or problem does not exist in vacuum but, a lot of considerable work has already been done. This forms the base for the investigation by the investigator.

According to Good (1959), a survey of related literature is necessary for proper planning, execution and right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for

interpretative purpose. According to Best (2004), a summary of the writings of recognized authorities and of previous research provides evidence that the researcher is familiar with what is already known and what is still unknown and untested. Since, effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestions for significant investigation.

The following can be considered as the Objectives of Review of Related Literature:

- To understand various aspects and scope of the research thoroughly.
- To study the researches which have been done before the current research.
- To decide hypothesis, objectives and methodology of research.
- To have evidence on the part of the investigator to show that the investigator is aware of what type of studies have been done in the same field.
- To have guidelines to complete the present research and also avoid repetition of research.
- To broaden the researchers' horizon of knowledge with respect to present study.

For the present study, reviews of related researches were collected from Education Resource Information Centre (ERIC), Sage Reference Online Collection (SRO), Springer Link, First Survey of Research in Education, Second Survey of Research in Education, Third Survey of Research in Education, Fourth Survey of Research in Education, Fifth Survey of Research in Education, Sixth Survey of Research in Education and abstracts and doctoral thesis available in Library of Centre of Advanced Study in Education, the Maharaja Sayajirao University of Baroda, Vadodara.

For the present study the investigator has reviewed seventy Indian studies and fifty nine studies conducted in abroad. Thus in all 129 studies were reviewed and have been broadly classified into following categories:

1. Studies conducted in India
2. Studies conducted in Abroad.

2.1 STUDIES CONDUCTED IN INDIA

Pal & Ghosh (1967) conducted a survey of the Load of Work on Higher Secondary School Teachers in Uttar Pradesh. The study was undertaken to investigate the workload of the teachers working in the higher secondary schools in Uttar Pradesh. The workload of an individual teacher was defined in terms of curricular and co curricular work, office and other academic work which the teacher is expected to perform either in the school or at home. Data was collected from higher secondary school teachers and principals of six districts of Uttar Pradesh. The questionnaire, interview, and personal observation were used for data collection. In all 560 higher secondary teachers, 125 principals and a few district inspectors constituted the sample. The variables of the study were gender of teachers, location of the school and management of school. The relationship between workload and efficiency of teachers was also dealt. The investigation revealed that the teachers entered the teaching profession with favorable attitude towards teaching but later on the circumstances, the service conditions and other factors contributed to their frustration and dis satisfaction, the teachers suffered on account of low socio-economic status, a vast difference existed in the service conditions of government and private schools, teacher training did not help in minimizing the workload of teachers, the work load for private school teachers was more than for the government school teachers, methods of teaching , number of subjects and heterogeneity of the classes contributed to the load of work and all the teachers were expected to attend office work of one kind or the other.

Anjaneyulu (1968) conducted a study on the Job Satisfaction in the Secondary School Teachers and its impact on the Education of Pupils with special reference to the state of Andhra Pradesh. The major objectives of the study were to find out reasons for dis satisfaction among teachers working under different conditions and to suggest ways and means to correct the existing situation so as to make the teachers dedicated, enthusiastic and contented. The study was conducted on a sample of one thousand teachers working in 102 secondary schools located in different parts of Andhra Pradesh. Filled up questionnaires were received back from 617 teachers. Stratified random sampling technique was used for drawing out the sample for the study. Various tools used for the study were questionnaire and interview for dis satisfaction among teachers and rating scale was used for finding

out the impact of job satisfaction. Also, personal interviews of 130 educationists including inspecting officers, headmasters and retired teachers was conducted. The questionnaire was again administered to 227 teachers to see consistency of their responses to the earlier questionnaire. Based on the results dissatisfaction was classified into three categories namely strong dissatisfiers, weak dissatisfiers and conditional dissatisfiers. Factors like frequent transfers, low standard of pupils and interference of politicians caused conditional dissatisfiers. Main factors that caused dissatisfaction were inadequate salary, lack of academic freedom and heavy work load. In government schools, rigid and orthodox service conditions, lack of parental co operation and frequent transfers to distant places caused dissatisfaction. Also there were differences in the factors of dissatisfaction among post graduate teachers, graduate teachers, secondary teachers, regional teachers and special teachers. Investigation revealed that satisfied teachers contributed to more number of excellent, good and average ratings on pupil's qualities and behavior than the dissatisfied teachers. Dissatisfied teachers contributed to more number of poor and below average students.

Pandey (1972) conducted a study on personal values, work values and job satisfaction. The objectives of the study were to find out relationship of job satisfaction with personal needs, work values and personal variables, to test 'motivators hygienes' theory of job satisfaction and to determine the primary factors underlying personal needs, work values, personal need satisfaction, work value satisfaction, job satisfaction and some personal variables. The sample consisted of 517 managerial personnels drawn out randomly from twenty different industries. The tools used for the study consisted a form to measure the relative strength of personal needs with 105 pair statements, Need satisfaction Opportunity scale for measuring perceived need satisfaction in the context of job, Work Value Inventory to measure work values and fulfillment opportunities of job, Index of job satisfaction by Brayfield & Roth and personal data bank. Data was analyzed by using correlation technique, Normalized Varimax procedure and principal axis analysis. The major findings of the study showed that there was low and significantly positive correlation between personal need satisfaction and overall job satisfaction, satisfaction score of work values and job satisfaction were closely

associated, satisfaction of both intrinsic and extrinsic work values were closely associated with job satisfaction.

Pillai (1973) conducted a study on Organizational Climate, Teacher Morale and School Quality. The major objectives of the study were to investigate the relationship between organizational climate and pupil performance, innovativeness of school, pupil performance and faculty morale. The sample of the study consisted of 190 secondary school teachers from both rural and urban areas and working in private schools and quasi government. The tools used for data collection were Organizational Climate Description Questionnaire, Teacher Opinionnaire of Bentley and Rempel and inventory scale prepared by the investigator. The major findings of the study included that pupil performance was significantly better in open and autonomous climate, the ten dimensions of morale like curricular issues, school facilities, services, community support of education, satisfaction of teachers and teacher load contributed to pupil performance.

Jayalakshmi (1974) studied Multivariate Analysis of Factors Affecting Job Satisfaction of Engineering Teachers. The investigation was carried out to study the relationship of ten back ground variables, eight general attitude variables, twenty two personality variables, six organizational dimensions and two supervisory style variables to job satisfaction among teachers of technological institutions. The data for the study was carried out from 208 teachers from thirteen technological institutions of engineering and technology of India and UK. Job satisfaction Inventory and Organizational Atmosphere Questionnaire were developed for the study. Other tools used for the study were Job Involvement Inventory, Personal profile, Personal Inventory, Environment Preference Schedule and Leader Behavior Description Questionnaire. Data was analyzed using univariate t- test, multivariate discriminant function analysis and linear regression analysis. The major findings of the study were that two back ground variables namely research involvement and research output, two general attitude variables related to the permanence of career plan and time satisfied were identified as significant discriminators of highly satisfied and highly dissatisfied teachers, leader behavior like initiating structure and consideration were found to be significant variables in predicting job satisfaction. All the five dimensions related to perceived character of the organizational atmosphere namely esprit, authority,

hindrance, administration and fairness were found to be significant variables, the total score being the single predictor of job satisfaction. Also, the cross cultural comparison between the teachers of UK and India showed that context job factors seemed to be more important in predicting the Job Satisfaction of Indian teachers while content job factors were more important to the Engineering Teachers.

Lavingia (1974) conducted a Study on Job Satisfaction among school teachers. The main objectives of the study were to measure the Job Satisfaction among teachers and to study the impact of job satisfaction on the stability of teachers. The hypotheses of the study were the female teachers are more satisfied than male teachers and there is significant relationship between job satisfaction and stability of teachers. The sample consisted of 1600 teachers of primary and secondary schools of Gujarat state. A rating scale was used to collect the data. Reliability of rating scale was found out by using test retest method. Major findings of the study were that primary school teachers were more satisfied than secondary school teachers, female teachers were more satisfied than male teachers, job efficiency was positively correlated with job satisfaction, young teachers in the age group of 20 to 24 years were more satisfied in both group of primary and secondary teachers and unmarried teachers were more satisfied.

Singh (1974) conducted a study on measurement of teacher values and their relationship with teacher attitude and job satisfaction. The study attempted to know the dominant values of the teachers, attitude towards profession and satisfaction towards job. The study was also concerned with examining the nature of relationship between teacher values attitudes and job satisfaction. An important phase of the study was construction and standardization of the Teacher Value Inventory. (TVI). The study was conducted in two phases: Construction and standardization of TVI and to study the relationship between teacher values, attitudes and job satisfaction. The sample consisted 517 higher secondary school teachers of Delhi for standardization of the TVI. For the study of relationship between values, attitudes and job satisfaction, different sample of 521 teachers was selected based on stratified random sampling technique. Various tools such as TVI, Teacher Attitude Inventory, Roth's Staff satisfactory survey and personal data sheet were used for the collection of data. The findings of the study showed that teachers scored highest on social and theoretical values and lowest on economic

and political values. Also it was found that level of education, training, management and location of school had no significant bearing on the values of teachers, the professional attitude of teachers were favorable and their attitude were child centered. Teachers were moderately satisfied with all factors of job satisfaction except with economic benefits, physical facilities and administration. There was no difference in the satisfaction of teachers with respect to age and marital status. Relationship between scores of values and job satisfaction was more pronounced. Teachers scoring high on theoretical values were more significantly satisfied with their profession. There was positive relationship between attitudes and satisfaction of teachers.

Uniyal (1976) studied job motivation and satisfaction of education. The main objectives of the study were to find out the differences in the motivational patterns of the satisfied and dissatisfied teachers towards the job. The hypothesis of the study included that there will be significant difference between highly satisfied and low satisfied group of teachers on dimensions of motivation, achievement and nurturance. A job satisfaction scale was constructed which had forty three items on a scale covering seven job areas of teaching. The data was collected from 1652 teachers of private and government secondary schools. The tools used for data collection were Job Anxiety Scale, Job Motivational Analysis Form, Edward's Personal Preference Schedule and the study of values. The analysis was done using mean, standard deviation, t-test, rank order correlations. Those who scored below the first quartile point formed the low satisfied group (LSG) and those who scored above the third quartile point were highly satisfied group (HSG). The sample consisted of 300 teachers in both LSG and HSG. The major findings were that out of fifteen needs, high and/or low job satisfaction did not have any effect upon the needs for affiliation. The highly satisfied male teachers displayed higher needs for achievement than LSG of teachers irrespective of institutional differences, Government school teachers were highly satisfied towards their job. The HSG of both male and female teachers were found to have lower levels of job anxiety than LSG. Teachers of private schools displayed higher levels of anxiety than government school teachers.

Dektawala (1977) studied Teacher Morale in Secondary Schools of Gujarat. The objectives of the study were to construct and standardize a teacher morale inventory and to measure morale of secondary school teachers of Gujarat State. Various variables like regions, type of school, size and achievement of school were considered for the study. The sample for the study consisted of 1220 secondary school teachers. The data was analyzed using mean, standard deviation and t-value. The data was subjected to factor analysis by principal six method. The major findings of the study were that there was a significant relationship between teacher morale and achievement of students but no relationship was found with size, type and area of school. Through factor analysis thirteen factors such as characteristics and leadership behavior, teachers' feelings towards teaching profession, teacher cheerfulness, group cohesiveness, efficiency towards teaching profession, satisfaction with school climate, teachers' zeal and extra effort, teachers' workload, feelings towards the institution and satisfaction and attitude towards job were found to be most important in building the morale of teacher.

Kolte (1978) conducted a study on Job Satisfaction of Primary school teachers : a test of the Generality of the two factor theory. The objectives of the study were to identify the factors responsible for satisfaction and dis satisfaction of teachers and to test the validity of Herzberg's two factor theory of job satisfaction. The sample consisted of six panchayat samitis in a district. From each panchayat Samiti three primary schools were selected randomly. All the teachers of these schools formed the sample for the study. The data was collected through a questionnaire in which teachers were expected to describe one incident when they felt exceptionally good about their job and another when they felt exceptionally bad. Content analysis of the data collected was done and percentage was calculated for the number of incidents of each type. The major findings of the study were that Achievement, recognition, advancement in job and job itself were responsible for feeling of satisfaction among primary school teachers. While unfair policy and administration, salary, interpersonal relations emerged as dis satisfiers. Herzberg's dual factor theory was not supported in Toto by the study.

Parmaji (1978) studied the relationship between general higher education and job aspirations, job satisfaction and job proficiency of non professional job holders. The objectives of the study were to find out in what way general higher education

and job satisfaction and efficiency were related, to find out the relationship between job satisfaction and length of education and length of service. The sample for the study was drawn out on a stratified random basis. The sample consisted of 641 clerical workers serving in Life Insurance Corporation and State Bank of Hyderabad and having varying levels of educational attainments. The tools used for data collection were personal data bank, job aspiration inventory, job satisfaction questionnaire and job efficiency tool. Statistical techniques like mean, Standard Deviation and correlation were used for the analysis of the data. The major findings of the study were that job aspirations escalated levels of education, the levels of education has a progressively negative association with the job satisfaction, the negative association tended to intensify when academic merit got added to the length of schooling, the relationship between the levels of pre job aspirations and the levels of job satisfaction of the clerical workers was found to be negative, the relationship between the measure of job satisfaction and job efficiency of the clerical workers was not significant and education was more potent predictor of clerical dis satisfaction than the length of service.

Gupta (1980) conducted a study of Job Satisfaction at three levels of teaching. The objectives of the study were to measure the job satisfaction of primary, secondary and college teachers, to find out the relationship between selected psychological variables and job satisfaction, to compare the job satisfaction of married and unmarried teachers, teachers of different age groups, teachers of different experience groups, to work out multiple regression equation that would predict job satisfaction of teachers and to compare job satisfaction of teachers at different levels of teaching. The sample consisted of 765 male teachers of primary, secondary schools and colleges. The sample was selected by stratified random sampling technique. Tools such as Teachers' Job Satisfaction Scale, Attitude towards teaching as a career scale, Personality Inventory, Personality Maturity Test, Personal data and Information form were used to gather data. Data was analyzed using Product moment coefficient correlation, multiple coefficient correlation and regression analysis were used. The major findings of the study were that needs of achievement, affiliation and endurance were positively correlated while dominance, aggression and needs of autonomy were negatively correlated to job satisfaction. Attitude towards teaching as a career and personality

maturity were positively related to job satisfaction. Marital status, age and teaching experience were not associated to the job satisfaction. Out of twelve variables, only eight variables significantly contributed to the prediction of job satisfaction. Primary school teachers were significantly less satisfied than secondary school teachers and college teachers. Also secondary school teachers and college teachers were almost equally satisfied with their job.

Mathur (1981) conducted a study on mobility patterns and Professional Commitment of Higher Secondary School women teachers. The objectives of the study were to understand the significance of condition of work, to study the correlation between mobility and professional commitment. The sample for the study consisted of 390 higher secondary women teachers. The data was collected using stratified random sampling technique from four types of schools based on management and location of the school. The tools used for the study included a questionnaire, interview schedules, case histories of committed teachers and researcher's diary. The major findings included that there were nine distinct patterns of mobility including upward and downward mobility. There was a positive relationship between mobility of teachers and professional commitment. Teachers did not like unnecessary transfers and changes in schools. So mobility patterns were negatively related to the professional commitment. Upward mobility was positively related to professional commitment where as lack of mobility was least conducive to professional commitment. Mid term transfers were a big hindrance in professional commitment and were disliked by principal, teachers and students of the school.

Rana (1981) conducted a study on professional commitment of home science college teachers in India and its relationship with personal and professional characteristics and to organizational climate. The objectives of the study were to make an analytic survey of the level and kind of professional commitment among home science college teachers of India, to identify organizational climate of home science colleges and university department in India and to determine the relationship of value and continuance commitment with the type of organizational climate and with personal and professional characteristics. The data for the study was collected from 100 home science college teachers of India which were selected by stratified random sampling technique. Data was collected using the

Measure for professional commitment, Social Desirability scale, Organizational Climate Description Scale and Personal data form. The data was analyzed using percentage, coefficient of correlation and principal component analysis using correlational matrix. The major findings of the study were that a majority of the home science college teachers had moderate level of value commitment and continuance commitment, Value commitment which implied interest in teaching for own sake was predominant in the professional commitment, the pattern characteristics of the teacher with high level of continuance commitment differed significantly from that of the level of value commitment and a majority of the colleges had an open climate. Value commitment and continuance commitment to teaching was not significantly associated with the organizational commitment.

Chopra (1982) conducted a study of the organizational climate of schools in relation to Job Satisfaction of Teachers and students' achievement. The objectives of the investigation were to study the overall job satisfaction of teachers working in schools having different organizational climates, to identify the areas of job satisfaction on which teachers differed and to study the relationship between teachers' job satisfaction and students' achievement. The group with in treatment was adopted for the study. Six types of organizational climates – open, autonomous, familiar, controlled, paternal and closed were treated as six treatments, with school as the unit of sampling. Since the purpose of the study was teachers' job satisfaction and students' achievement in organizational climate, variables like gender of students, management and location of schools were controlled. Students having same gender (boys), same area (urban) and same management (government) were taken as the sample. The two stage sampling technique was adopted for conducting the study. At first all the forty two government boys secondary and higher secondary schools located in urban area were surveyed and six typed of organizational climate in these schools were identified. In the second stage, the stratified random sampling procedure was followed for selecting three schools from each of the six climate groups for studying criterion and control variables. The sample for the study included 272 teachers, and 602 students of 18 randomly selected schools. The two tools used for data collection were Sharma's School Organizational Climate Description Questionnaire, Wali's Teacher Job Satisfaction Inventory. One way analysis of

variance, ANOVA and ANCOVA were used for analysis. The major findings of the investigation were that among the six climates, the open climate schools showed the highest overall teacher job satisfaction, followed by the autonomous, familiar, controlled, closed and paternal climate schools respectively. Overall job satisfaction of the teachers in the open climate schools was significantly different from that of the teachers in the closed and paternal climate schools. The schools having other five types of climates did not show significant difference in respect of overall job satisfaction of the teachers. Out of the 15 areas of teachers' job satisfaction, only in two areas, namely supervisor and identification with the institution, there were significant differences among different climate types schools. The teachers in the open climate schools had significantly higher job satisfaction in the area of supervisor. Job satisfaction of the teachers related to the area of identification with the institution was significantly higher in open climate schools. There was no significant relationship between teachers job satisfaction and students achievement.

Nayak (1982) conducted a study on Adjustment and job satisfaction of married and unmarried teachers. The objectives of the study were to study the level of job satisfaction among married and unmarried teachers belonging to different categories, difference in the adjustment of the teachers, job satisfaction and adjustment of married female teachers and to study the relationship between job satisfaction and teaching aptitude of rural and urban married and unmarried female teachers. The sample consisted of 735 female teachers of secondary schools which was drawn out randomly. The tools employed for data collection included Teacher Job Satisfaction Questionnaire by Dr. Pramod Kumar and D.N. Mutha, Adjustment inventory and standardized teaching aptitude test. Data was analysed by frequency distribution, t-test and coefficient of correlation. The major findings included that there was no significant difference in job satisfaction of married and unmarried female teachers. There was no significant difference in the teaching aptitude of married and unmarried female teachers. Teaching aptitude was found to have significantly positive relationship with job satisfaction. Job satisfaction was not found to affect the adjustment of female teachers. There was no significant difference found in the job satisfaction of rural or urban teachers and married and unmarried teachers at various levels.

Shah (1982) conducted a study on Socio – economic background of Primary School Teachers and job satisfaction: A sociological study. The main objectives of the study were to study the socio – economic status of primary school teachers, to study their educational status, to identify motivating factors, to inquire into their attitude towards their job, to find out problems faced in teaching profession and to inquire into their job satisfaction. The sample consisted of 525 teachers serving in 155 primary schools of nine wards of Varanasi. Stratified random technique was adopted to draw out the sample. Data was collected by interview. Data was analyzed with the help of percentage. Some of the major findings of the study included that most of the teachers (88.2 percent) were satisfied with their job, most of the teachers were dissatisfied with their low pay scales but still wished to remain in their job as they liked it. Also as reported by teachers it was found that there were very few opportunities for professional growth and other facilities like pension, residence and medical allowance were not provided. Almost all the women teachers were satisfied by performing their dual role as house wife and teacher. Though the teachers were dissatisfied for low pay scales they liked job because the teaching profession traditionally commanded high esteem.

Sarita (1984) conducted a study on the role commitment and conflicts of women teachers of Thailand in relation to some Variables. The objectives of the study were to prepare a tool to measure the role commitment among teachers, to study the total conflict of women teachers and role conflict experienced in ones' own area. The investigator constructed a tool to measure role commitment based on four areas like own profession, discipline, social and personality. There were 108 statements in this tool spread across the four areas. It was in form of Likert Scale. On the basis t-value and point biserial statements were selected for inclusion in the final form. The final form was administered on a sample of 645 subjects which were selected randomly. The t-test was used for the significance of difference between means. The major findings were that there was significant difference in role conflicts experienced at different levels and administrators experienced highest level of role conflict, most of the teachers were committed to their role at different levels.

Kulsum (1985) conducted a study on influence of school and teacher variable on the Job Satisfaction and Job Involvement of secondary school teachers. The major

objectives of the study were to examine the relationship between dependent and independent variables with respect to job satisfaction and job involvement, to find out independent variables that are predictors of job satisfaction and job involvement and to develop prediction equation for predicting job satisfaction. The sample for the study consisted of 586 secondary school teachers that were selected through stratified random sampling technique. The tools used for data collection were Indirasens (1974) job satisfaction and job involvement scale, Leadership behavior Description Questionnaire (1967) by Porter and Job performance scale. The major findings of the study were that factors such as teachers' salary, job performance, attitude towards teaching, effectiveness of teaching, headmasters' initiating structure and job involvement were correlated positively and significantly with job satisfaction. Also, teachers working in corporation schools had the highest level of job satisfaction. Female and permanent teachers had higher levels of job satisfaction than their counterparts. Teachers attitude towards teaching and teacher effectiveness were common predictors for both job satisfaction and job involvement.

Mistry (1985) conducted a study on need achievement, job satisfaction, job involvement of secondary and college teachers. The study was conducted to study job satisfaction, job involvement and achievement as variables for academic climate and various types of role stress experienced by teachers. To conduct the study six tools were used which included Employers' satisfaction inventory, standardized test to assess job satisfaction, Social relation inventory and Motivation Analysis Questionnaire and Psychological participation index to assess extent of participation. Data was collected randomly from two hundred teachers serving in secondary schools and colleges. Analysis of data was done by using multiple regression. Major findings of the study included that there is no significant relationship between locus of control and various dimensions of job satisfaction, climate of academic motivation was significantly correlated with job satisfaction, job involvement was significantly and positively related with different aspects of job satisfaction, role stagnation, load, stress and ambiguity were negatively associated with job satisfaction.

Sarkar (1985) conducted a comparative study of Role Perception and Job Satisfaction of Head masters and teachers in relation to organizational climate of

secondary schools in Deccan city. The objectives of the study were to compare job satisfaction of head masters as well as teachers working in different organizational climates, to find out relationship between organizational climate and job satisfaction of head masters as well as teachers working under open, autonomous, controlled, familiar, paternal or closed climate and to find out relationship between role perceptions and job satisfaction of head masters as well as teachers in different climates. Sampling for the study was done by multi stage randomization in which 40 schools were randomly selected in first stage and in the second stage all headmasters and teachers serving in these schools were selected. Organizational climate of school was classified into six types on the basis response given by headmasters and teachers to an organizational climate questionnaire. Sample consisted of 40 headmasters and 594 teachers. The tools used in the study were Halphin and Croft Organizational Climate description questionnaire, Role perception scale and Chandel Job Satisfaction Scale(1978). The findings of the study were that there were significant differences in role perception among head master and teachers working in different organizational climate. There was a significant difference in the job satisfaction of headmasters under different organizational climate. There was no significant relationship between organizational climate and job satisfaction of head masters and teachers. In an open, autonomous, controlled, familiar, paternal and closed climate all sub tests of organizational climate had significant relationship with job satisfaction of teachers. There also existed a significant relationship between overall role perception and job satisfaction of teachers working in different climates.

Abdul (1986) conducted a study of Organizational Climate of Government High Schools and its effect on Job Satisfaction of Teachers. The Objectives of the study were to identify the climate of schools as well as the degree of job satisfaction of teachers and to determine whether there is significant relationship between organizational climate and job satisfaction of teachers. The data was collected from 175 teachers selected randomly from 18 government high schools. The tools used for data collection were The Halphin and Croft Organizational Climate description questionnaire and The Gaba Teacher job satisfaction scale. The job satisfaction scale had six sub scales namely principal, manager, society, emoluments, facilities and miscellaneous regarding personal characteristics. The major findings of the

study were that teachers in more open climate enjoyed job satisfaction than teachers in less open climate of schools. Teachers in open climate were more satisfied with their jobs with respect to principal and colleagues. Teachers in open climate schools were more satisfied with the facilities of the school. There was no significant correlation between organizational climate dimensions of hindrance, intimacy and aloofness and all the eight sub scales of the job satisfaction scale. Production emphasis was significantly related with job satisfaction sub scales of principal and emoluments. There was positive correlation between thrust and job satisfaction. Female teachers were more satisfied with their job than their male counterparts. Teachers of the age group 20-30 years were less satisfied with 'principal' subscale of job satisfaction than teachers above forty two years.

Balwinder (1986) conducted a study on Job Satisfaction of Home Science teachers: Its relationship with personal, professional and organizational characteristics. The objectives of the study were to study the relationship between personal characteristics and job satisfaction, examine nature of relationship between personal characteristics and job satisfaction, to study the relationship between organizational characteristics and job satisfaction, and to identify predictability of job satisfaction. The study was a correlational one, where the sample of 245 home science teachers was selected through stratified random sampling technique. The tools used in the study were the Srivastava need satisfaction scale, The Halpin and Croft Organizational Climate description questionnaire (1963) and Gupta and Srivastava Teacher Job Satisfaction scale (1980). The data was analysed through factor analysis and regression analysis. The major findings of the study were that need satisfaction was correlated to job satisfaction but professional characteristics like experience, salary and educational qualification did not correlate with job satisfaction. Eight characteristics of organization like hindrance, spirit, thrust, consideration, initiating structure, consideration and leadership were correlated to job satisfaction. Disengagement and hindrance emerged as significant predictors of job satisfaction.

Padmanabhaiah (1986) conducted a study on job satisfaction and teaching effectiveness of secondary school teachers. The objectives of the study were to estimate the level of dissatisfaction among secondary school teachers, find out personal and demographic variables that influence job satisfaction of teachers, to

find out relationship between job satisfaction and job related variables, and to assess relationship of job satisfaction with teaching effectiveness. A total of 960 teachers, 180 heads of institutions and 2160 students were selected as sample randomly. The tools such as job satisfaction scale, job discrimination index, rating scale for teaching effectiveness were used for collection of data. Data was analyzed using chi square and multiple R. The major findings of the study were that the teachers in general (72 percent) were dissatisfied with their job, the teachers were satisfied with co teachers, students and job suitability whereas were dissatisfied with factors such as policies, physical facilities, management and nature of work. Personal and demographic factors did not affect total job satisfaction. No difference in job satisfaction was found between male or female teachers and urban or rural teachers. But married and unmarried teachers were significantly different in the level of satisfaction.

Srivatava (1986) conducted a study of Job Satisfaction and Professional Honesty of primary school teachers. The objectives of the study were to examine the extent of job satisfaction and professional honesty among primary schools and to make suggestions for creating suitable environment for job satisfaction. The sample of 100 educational experts and 987 primary teachers were selected randomly. The tools of the study were a Job Satisfaction Inventory, professional honesty preference record, questionnaire on reasons for dissatisfaction of job and check list for the factors conducive to professional Honesty. The major findings were that the primary school teachers were highly satisfied with their jobs, female, unmarried teachers were more satisfied in urban areas and showed higher degree professional honesty, young, junior teachers with high academic achievement were significantly higher in job satisfaction. It was also found that factors such as salary, lack of physical facilities, problems in getting arrears and exploitation were major cause of dissatisfaction.

Singh (1987) conducted a study on job satisfaction, family adjustments, occupational and personal problems of working women in different professions. The main objectives of the study were to study the family adjustment, to study job satisfaction of working women in various professions and to compare the job satisfaction, family adjustment and occupational and personal problems of working women in various professions. The study was conducted on a sample of 400

married working women. The normative survey was used for the study. The tools used for data collection were Family Adjustment Inventory and Job Satisfaction Inventory. The major findings of the study were that adjustment of all the women under study were satisfactory. Also there was no significant difference between job satisfaction and occupational problems, personal problems and familial problems.

Sengupta (1990) conducted a study on Professionalization of Teachers: A Case Study of Men and Women Teachers of Calcutta University. The major objectives of the study were to assess professional commitment of teachers with respect to gender, experience, marital status, social background, change of jobs and academic freedom. The sample consisted of 150 full time teachers serving in twenty colleges of Calcutta University. The sample consisted of eighty one male and sixty nine female teachers. The study focused on studying professional commitment of academicians and so principals and part time teachers were not included in the study. The major tools for the study consisted of an interview schedule, a scaling instrument and an interview guide. An interview schedule was designed to gather information from teachers while interview guide helped in collection of data from the administration. The interviews were also recorded. The scaling instrument with four point rating scale was further used to measure professional commitment of teachers. Participant observation was also conducted to gather information from the teachers. The data collected was analyzed both qualitatively and quantitatively. The major findings of the study were female teachers were more professionally committed, there were more number of unmarried female teachers than male teachers, professional commitment is affected by social status of teachers and their occupational background, career pattern and academic freedom provided by the institution. It was also found that professional involvement positively affects professional commitment.

Fatima (2002) conducted a study on Job Satisfaction among Secondary School Teachers – An Investigation. The major objectives of the study were to study the degree of job satisfaction of the secondary school teachers, to compare the attitude of teachers at the different media schools, to suggest ways and means to improve the existing situation so as to make the teacher enthusiastic, contented and dedicated. The sample consisted of 770 teachers of different mediums. Stratified random sampling technique was employed for drawing the samples. The tool used

for this study was a standardized test scale for studying job satisfaction by Dr.(Mrs.) Meera Dixit, cutting across intrinsic aspects, salary service conditions and promotion, physical facilities, Institutional plan and policies, satisfaction with authorities, social status and family welfare, rapport with students and relationship with co-workers. The tool was translated in different languages and used. The data was analyzed using t- test and Chi- square. The major findings of the study were that teachers working at secondary school level have been found satisfied with their jobs to a great extent, there was no significant difference has been found in the degrees of job satisfaction of with respect to gender and marital status, teachers working in the schools situated in urban areas had been found more satisfied with their jobs than those working in semi-urban areas and there was no significant difference has been found between the English medium teachers of aided and non-aided secondary schools.

Maheshwari (2003) analyzed the views and opinions of secondary school teachers regarding the ways and means through which commitment may be inculcated and their suggestions for reforms and improvements in the overall system to inculcate commitment among them. The findings revealed that majority of teachers suggested that for increasing commitment, school environment should be healthy. Forty one percent respondents suggested that more salaries and other facilities might enhance commitment among the teachers and 40.3 percent respondents were in the favour of motivation by the principals. The other suggestions included increased social recognition and prestige, disincentive to non – committed teachers, participation in decision making and curriculum construction, qualitative improvement in the teaching learning programme, etc. The study also suggested reforms in the existing education system, social climate and management, teachers' competencies and skills and social prestige of the teacher.

Priyadarshini (2005) conducted a study on occupational stress and job satisfaction in relation to the Professional Commitment and background factors in Primary school Teachers of Tribal areas. The major objectives of the study were to develop professional commitment scale for primary school teachers, to assess the level of job satisfaction, occupational stress and professional commitment of primary school teachers, to study the relationship between occupational stress and professional commitment, job satisfaction and professional commitment, job

satisfaction and occupational stress, to assess the interactional effects of professional commitment of primary school teachers with respect to gender, marital status, teaching experience, service in tribal areas and socio economic status and to assess the interaction effect of professional commitment and job satisfaction. The sample for the study consisted of 400 primary school teachers of Orissa. The sample was drawn through random sampling. The tools used for the data collection were occupational stress questionnaire, job satisfaction scale and SES scale. Also tool for measuring professional commitment was constructed for the study. Data was analyzed using mean, median, percentiles, Standard deviation and ANOVA. The major findings of the study were that primary school teachers had average level of job satisfaction and were highly committed to their profession, the highly professionally committed teachers had high degree of job satisfaction, variables such as gender, marital status and professional commitment affect teachers' job satisfaction, the job satisfaction of teachers was positively related length of service in tribal area, the professional commitment and teaching experience had effect on the job satisfaction of teachers.

Jamal et al (2007) conducted a study of Predictors of Organizational Commitment of Secondary School Teachers. The major objectives of the study were to examine organizational commitment of secondary school teachers with respect to factors such as teacher stress, job satisfaction, teacher morale and socio – emotional school climate for male and female teachers. The findings revealed that the teacher stress was negatively correlated with organizational climate implying that if the teachers expected to be committed to their organization, they must be free from stress. Job satisfaction was found to be positively correlated with organizational commitment. Teacher morale and socio-emotional school climate were also found to be positively correlated with organizational commitment implying that if the morale of the teachers is high and the school provides good socio – emotional climate then the teachers will be more committed to their institutions where they are employed.

Kaewpang (2007) conducted a study of the organizational commitment of Primary School Administrators in Thailand. The major objectives of the study were to find out the level of organizational commitment of primary school administrators of Thailand, to study the difference between organizational commitment of primary

school administrators and instructors of Thailand and to study the relationship between educational level and experience to organizational commitment. The sample consisted of 700 educators. The tools used for the data collection was a questionnaire specially designed for the study. The data was analyzed using mean, standard deviation, t-test, Pearson's correlation and one way ANOVA. The major findings were work experience, educational qualification and areas were positively correlated to the organizational commitment of the primary schools.

Joolideh & Yeshodhara (2008) compared the organizational commitment of high school teachers in India and Iran. The major objectives of the study were to examine organizational commitment of high school teachers in the two countries and compare it, to study the influence of teachers' gender and type of school on the organizational commitment of teachers. It was found from the study that female teachers had better organizational commitment than male teachers. The results also showed that only in normative commitment significant difference was observed between government and private high school teachers.

Patel (2008) conducted a study on Construction and Standardization of the Commitment Scale for Secondary School Teachers. The major objectives of the study were to construct and standardize a commitment scale for secondary school teachers, to measure the commitment of secondary school teachers with respect to various variables such as caste, area, educational qualification, teaching experience and religion of secondary school teachers. The standardized scale for professional commitment was made based on various dimensions like commitment towards students, commitment towards society, commitment towards profession, commitment towards achieving excellence and commitment towards basic human values. The tool had 75 teachers from four zones of Gujarat. The major findings of the study were that there was no significant difference in the commitment of male and female teachers, teachers serving in schools of urban areas were found to be more committed than those serving in rural areas, teaching experience, caste and stream did not have any effect on commitment of teachers.

Sharma (2008) made a comparative analysis of the commitment among teachers with regard to some of personal and academic variables such as age, gender, faculty, qualifications. The analysis of the data revealed that female and male teachers were equally committed and that age –wise differences produced no

differences among the commitment of teachers. The science and arts teachers were found to be equally committed revealing that subject had no significant effect on the commitment of the teachers. It was also reported that there was a significant difference in the commitment of teachers with respect to their qualifications and teachers with doctoral degrees were found to be more committed than the teachers with post graduation degree.

Tamilenthi & Mohanasudaram (2010) conducted a study on Professional Development of High School Geography teachers' with special reference to Profession Perception and Profession Commitment. The major objectives of the study were to study the professional development of teachers with reference to professional perception and commitment, to assess the profession perception and profession commitment of teachers and to find out association between perception and commitment of teachers. The sample for the normative survey was selected randomly through stratified random sampling method and consisted of 444 geography teachers serving in 150 schools. The tools for the study consisted of scale for profession perception and profession commitment which was developed and validated for the study and personal data sheet. Data was analyzed using t-test, f-test, chi-square and product moment correlation of variables. The findings of the study indicated that there was no difference in the profession perception of rural and urban teachers, the teachers teaching in Tamil medium schools showed higher level of profession perception and profession commitment than those teaching in English medium schools and the teachers teaching in aided schools showed higher levels of profession perception and profession commitment. Also, there was a significant and positive correlation between profession perception and profession commitment.

Athavale (2011) conducted a study of Professional Commitment of Junior College Teacher Educators in relation to their Burn out. The major objectives of the study were to study the professional commitment of Junior College Teacher Educators, to study the dimensions of Burn Out like Emotional Exhaustion, Depersonalization and Personal Accomplishment, to study the correlation between professional commitment and dimensions of Burn Out. The present study adopted correlation method in which data was collected from 372 teacher educators selected randomly. The tools used for the data collection included standardized professional

commitment scale with ninety nine items, burn out inventory made by Maslach & Jackson (1986) with twenty two items on various dimensions. The data was analyzed by computing mean, standard deviation, t- test and level of significance. The major findings of the study were that there was negative and negligible correlation between professional commitment and Emotional Exhaustion and professional commitment and personal accomplishment. There was positive but negligible correlation between professional commitment and Depersonalization. There was no difference in the mean scores between professional commitment and various dimensions of burnout.

Joshi (2011) conducted a study on Commitment of Secondary School Teachers. The major objectives of the study were to determine the level of commitment of secondary teachers, to study the effect of gender on the commitment of secondary teachers and to study the effect of experience on the commitment of secondary teachers. The data for the study consisted on 100 secondary school teachers from Ahmedabad that were selected randomly. The tool for the data collection consisted of Standardized Commitment Scale prepared by Patel (2010) consisting of sixty positive and fifteen negative statements. The data was analyzed by calculation mean, standard deviation, standard error and correlation. The major findings of the study were that female teachers were more committed than male teachers in various areas like commitment to learner, commitment of the profession, commitment to achieve excellence ; where as male teachers had more commitment in areas like commitment to basic human values. The level of entire commitment of male teaches was higher than female teachers. The level of commitment was higher in more experienced teachers.

Khetal (2011) studied the relationship between Teacher Effectiveness and Job Satisfaction of teachers teaching in higher secondary school. The major objectives of the investigation were to study the relationship between teacher effectiveness and job satisfaction, to study the effect of teacher effectiveness and job satisfaction with respect to location, different faculties of teachers, type of school and gender and to study the effect of teacher effectiveness on job satisfaction of junior and senior college teachers. For the descriptive research the sample was drawn randomly from 250 higher secondary school teachers. The tools used for the data collection were Teacher Effectiveness Scale by P. Kumar and Teacher Job

Satisfaction Questionnaire by D.Mutha. The data was analyzed using mean, standard deviation, standard error and t-value. The major findings were that there was low positive correlation between teacher effectiveness and job satisfaction, there was no significant difference in teacher effectiveness of teachers with respect to area but urban teachers were found to be more job satisfied, there was no significant difference between teachers of various schools and faculties.

Mishra (2011) studied the teacher effectiveness, job satisfaction and organizational commitment among secondary school teachers. The major objectives of the study were to determine whether male and female teachers differed significantly with respect to the teacher effectiveness, job satisfaction and organizational commitment. The results indicated that teacher effectiveness, job satisfaction and organizational commitment were positively correlated with each other. No significant differences were found among male and female teachers with respect to teacher effectiveness. While the study also revealed that job satisfaction and organizational commitment differed significantly among male and female teachers.

Pandya (2011) conducted a study of Organizational Commitment of Teachers in Effective and Ineffective Schools. The major objectives of the study were to explore where effective and ineffective schools differ on the organizational commitment as it is expected to influence teachers' performance and work habits. It was expected that effective schools provided necessary resources, culture and climate required for satisfying the needs of the teachers leading to higher commitment amongst the teachers as compared to their counterparts in ineffective schools. The findings of the study revealed that effective and ineffective schools were found to differ on organizational commitment of dimensions such as affective and normative commitment as well as total organizational commitment. However, no significant difference was found in continuance commitment of teachers from effective and ineffective schools. Also it was revealed that there was no significant gender difference in affective commitment, normative commitment, continuance commitment and total organizational commitment.

Shukla & Kumar (2011) conducted a study on Teacher Effectiveness in Relation to Job Satisfaction. The major objectives of the study were to compare the male and female effective teachers in relation to job satisfaction, to compare male and

female ineffective teachers in relation to their job, to compare effective and ineffective male teachers in relation to their job satisfaction and to compare effective and ineffective female teachers in relation to their job satisfaction. For the present study normative survey method was adopted and sample of 200 teachers was selected following stratified random sampling technique. The tools for the study consisted of Teacher Effectiveness Scale developed by Kumar and Mutha (1985) and Job Satisfaction Scale developed by Singh & Sharma (1986). The score of various teachers on Teacher Effectiveness Scale was arranged in descending order and teachers having score 300 and above were classified as effective teachers and those having score 285 and below were classified as ineffective teachers. Also, mean and standard deviation was calculated for job satisfaction scale of teachers to understand significant differences between the groups. The major findings of the study were that there was no significant difference between male and female effective teachers in relation to their job satisfaction, there was no significant difference between male and female ineffective teachers in relation to their job satisfaction, there was significant difference between effective and ineffective male teachers in relation to job satisfaction and there also exists significant difference between effective and ineffective female teachers in relation to their job satisfaction.

Anari (2012) investigated the relationship between emotional intelligence, job satisfaction and organizational commitment. The major objectives of the study were to examine the role of gender and age on the three variables – emotional intelligence, job satisfaction and organizational commitment. A positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment and between job satisfaction and organizational commitment was found. The study reported that there was no significant difference among high school teachers with respect to gender and age concerning their job satisfaction and organizational commitment. But concerning to emotional intelligence, female teachers reported significantly higher emotional intelligence but the results showed no age differences among the participants.

Arya (2012) studied Professional Commitment in relation to Institutional Climate among Teacher Educators. The major objectives of the study were to compare the level of professional commitment of teacher educators of government aided and self finance institutions, to compare the level of institutional climate of teacher educators of government aided and self finance institutions and to find out the relationship between professional commitment and institutional climate of government aided and self finance institutions. Descriptive survey method was employed for the study which involved measurement, classification, analysis, comparison and interpretation. The sample for the study consisted of 120 teacher educators from 10 colleges of education in random from Rohtak city of Haryana. The tools such as Professional Commitment Scale by Kanchan Kohli and Organizational Climate Scale developed by Sanjyot Pethe were used for the collection of the data. Data was analyzed using mean, standard deviation, coefficient of correlation and t-test. The major findings of the study were that there is not significant difference in professional commitment of teacher educators of government aided and self finance institutions, there was no significant difference in the institutional climate of government aided and self finance institutions, there was negligible relationship between professional commitment and institutional climate of government aided institutions and there was negligible relationship between professional commitment and institutional climate of self finance institutions.

Dhevakrishnan et, al. (2012) conducted a study on Job Satisfaction Among Secondary School Teachers. The present study was aimed at investigating the job satisfaction of secondary school teachers in Namakkal district and observing the influence of gender, locality, type of school and marital status on their level of job satisfaction. A sample of 198 secondary school teachers from Namakkal district was selected using random sampling technique. A standardized tool Teacher's job satisfaction scale the tool validated by Dr.A.R.Annamalai (1999) was employed to asses job satisfaction of the secondary school teachers. Data so collected was analysed using mean, S.D and t-test. Findings of the study revealed significant gender difference in job satisfaction with female teachers exhibiting better job satisfaction as compared to their male, significant difference in the job satisfaction with respects to their locality and significant difference in the job satisfaction with

respects to their type of school. Result also indicates marital status to have a significant bearing on the job satisfaction of the teachers with married teachers experiencing higher level of job satisfaction.

Goyal (2012) conducted a study on Professional Commitment among B.Ed. Teacher Educators. The major objectives of the research were to study the level of professional commitment of teacher educators and to study the difference in professional commitment of teacher educators with respect to gender, marital status and NET and non NET qualified candidates. The data for the study was collected from fifty teacher educators selected on the basis of purposive sampling technique. The tool for the study was developed and standardized by Kanchan Kohli (2008) which had 30 statements on five point Likert Scale. The data was analyzed using descriptive statistics like mean, median, skewness and kurtosis to assess the normality of the data. Significance of difference in the professional commitment was assessed by applying t-test. The major findings of the study were mean professional commitment scores of female teacher educators was found to be significantly high as compared to male teacher educators, the mean professional commitment scores of unmarried teacher educators was found to be significantly high as compared to married teacher educators, the mean professional commitment of NET qualified teacher educators was found to be significantly higher than non NET qualified candidates.

Kumar (2012) conducted a study on Professional Commitment in Relation to Thinking style, Job Values and Teachers' Effectiveness of Teachers working in Teacher Training Institutions of Haryana. The major objectives of the study were to study professional commitment of teachers in relation to their thinking style and to study the relationship between professional commitment and effectiveness of teachers. The sample for the study consisted of randomly selected 350 teachers teaching in teachers' training institutions of four districts of Haryana. The tools used for the study were Professional commitment scale by Kanchan Kohli (2010), Job value Questionnaire by Seema Singh (2009), Teachers' Effectiveness Scale by Dr. Pramod Kumar (2007) and thinking style questionnaire by the investigator. The major findings of the study were that thirty three percent teachers of teacher training institutions were highly committed, thirty eight percent were moderately committed and twenty nine percent were less committed. It was also found that

forty six percent teachers of self finance teacher training institutions are highly committed to their profession while sixteen percent teachers of Govt./Govt. aided teacher training institution are highly committed. There was significant positive correlation exists between the professional commitment and teacher's effectiveness of the teachers working in teacher training institutions. There was non-significant correlation exists between the professional commitment and job value of the teachers working in teacher training institutions. There was significant positive correlation exists between the professional commitment and thinking style of the teachers working in teacher training institutions. There was significant difference in the professional commitment level of the teachers working in self finance and Govt./Govt. aided teacher training institutions. Teachers of self finance institutions are more committed to their profession than teachers of Govt/Govt aided institutions. Male teachers of self finance institutions were more committed to their profession than the male teachers of Govt/Govt aided institutions. Female teachers of Govt./Govt aided institutions were more committed to their profession than the male teachers of Govt./Govt aided institutions.

Lade (2012) conducted an analytic study of teaching attitude and school climate of the primary school teacher teaching at primary level school of Vidarbha Municipal Corporation in the context of Job Satisfaction. The major objectives of the study were to assess the job satisfaction of primary school teachers, to study the teaching attitude of primary school teachers and to study the teaching attitude and school climate in the context of job satisfaction of the primary school teachers. The sample of 600 teachers from Vidarbha was drawn out randomly. The tools used for data collection were Job Satisfaction Scale by Dixit, Teaching attitude scale by Goyal and school climate questionnaire. The major findings of the study were that school climate had significant effect on the job satisfaction of primary school teachers, no significant difference in job satisfaction of male and female teachers, school climate and teaching attitude had no effect on job satisfaction of teachers.

Sharma & Srivastava (2012) conducted a study on Job Satisfaction in Teaching Profession of Higher Secondary school teachers. The main objectives of the study were to assess the Job Satisfaction of Higher Secondary School teachers with respect to gender and to compare the Job Satisfaction of male and female teachers. The sample for the study consisted of 500 teachers selected randomly. The tools

used for the study consisted of Job Satisfaction scale prepared by Pramod Kumar (2010). The tool was in the form of a questionnaire consisting of twenty nine highly discriminating Yes/No type items. The items were classified into four different aspects of Job Satisfaction in teaching consisting of attitude towards profession, attitude towards working conditions, attitude towards authority and attitude towards Institution. The data was analyzed using mean, standard deviation and t-test. The major findings of the study showed that both male and female teachers had almost equal level of job satisfaction in teaching profession, mean of job satisfaction as profession and job satisfaction with respect to working conditions revealed male teachers are comparatively more satisfied with their profession and working situation or policies of their institutes than female teachers. According to them teaching is the best profession and they felt proud to be a teacher. Their scores indicate that they are less satisfied with reward they got for their work. The mean calculated for the aspect of authority revealed that female teachers are comparatively more satisfied with their authority. It also shows that teachers feel that their manager or head is working properly for progress of their institute. Also it was found that female teachers had higher job satisfaction than male teachers about the institutions in which they were working. Responses indicates that they feel that their institute is teacher oriented and give them sufficient freedom and facilities to improve their educational and professional qualification. Whereas some teacher shows less satisfaction with manners of solving their problems by their institution.

Arjunan (2013) conducted a study on Professional Commitment of Teachers Working in Tribal Area Schools. The major objectives of the research were to study the level of teachers' professional commitment, to study professional commitment with respect to various dimensions such as commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values, to find out difference in the professional commitment of teachers with respect to demographic variables like gender, locality, type of school, community and teaching experience. The data was collected randomly from 121 teachers serving in secondary and higher secondary schools serving in tribal areas of Andhra Pradesh. The tools used for the study included professional commitment scale constructed by Ravinder Kaur et al

(2011). The tool consisted five point Likert scale, had forty five items on various dimensions like commitment to learner, commitment to society, commitment to profession, commitment to attain excellence and commitment to basic human values. The data was analyzed by computing mean and standard deviation. The major findings of the study show that teachers serving in tribal areas had average and low level of professional commitment. The male teachers and female teachers had same level of professional commitment. The professional commitment of the school teachers is towards the welfare of students, welfare of society, human values and academic excellence.

Bhuyan (2013) conducted a study on Job Satisfaction of Engineering College Teachers of Assam. The major objectives of the study were to investigate the job satisfaction of Engineering College Teachers on the basis of their age group and to examine the difference in the job satisfaction between technical and non – technical faculty members of Engineering Colleges. The data for the descriptive study was collected from 348 Engineering college teachers from four Government institutes of Assam. The sample was selected by stratified random sampling method. The tools for the study included Teachers’ Job Satisfaction Scale prepared by Mudgil, Muhar and Bhatia (1991) and Structural Interview Schedule prepared by the investigator. The data was analyzed by mean, standard deviation, t- test and ANOVA. The major findings of the study indicated the job satisfaction was higher among high age group teachers followed by lower age group teachers and lastly middle age group teachers. There was no significant difference between the perception of teachers and their job satisfaction. Also there was no significant difference in the job satisfaction of technical and non technical faculties.

Goswami (2013) conducted a study on Burn out of Secondary School teachers in relation to their Job Satisfaction. The objectives of the study were to determine the level of burn out of the secondary school teachers in relation to demographic variables, to determine if job satisfaction is a predictive factor of burn out among teachers and to examine the relationship between job satisfaction and job burnout of teachers relating to different dimensions of job satisfaction and burnout. The sample consisted of 300 secondary school teachers who were selected on the bases of stratified random sampling procedure. Various tools that were used for data collection included Job Satisfaction Scale by Dixit which had 58 items based on

eight dimensions of job satisfaction and in Likert Scale. The Maslach Burn out inventory was used to assess the dimensions of teachers' burn out which consisted 22 items on six point rating scale. The data was analyzed using Pearson's r-test and t- test to find out significant difference between the burn out of teachers with respect to area, gender and age. The major findings of the study were that teachers' burn out was related to decrease of job satisfaction, gender was not a factor of job burn out. However demographic variables like age and area of work place affect job burnout. Gender was not a factor of job burn out. All the three factors of burn out namely depersonalization, reduced personal accomplishment and emotional exhaustion lead to decreased job satisfaction.

Gupta & Gehlawat (2013) conducted a study on the examining the relationship among organizational commitment, job satisfaction and work motivation of secondary school teachers. The objectives of the study were to determine the relationship between organizational commitment and job satisfaction, to determine the relationship between organizational commitment and work motivation, to determine the relationship between job satisfaction and work motivation of secondary school teachers. Various variables such as gender of teacher teaching in secondary schools, type of schools and teaching experience were considered for the study. The study was a descriptive survey. The sample for the study consisted of 400 secondary school teachers working in Haryana. The sample was drawn out using multi stage stratified random sampling technique. The tools used for data collection were Organizational Commitment Scale by Dr. Anukul M. Hyde and Mrs. Rishu Roy (2006) to assess the organizational commitment of teachers, Job Satisfaction Scale by Dr. Meera Dixit (1993) to assess job satisfaction of teachers and Employees Motivation Schedule by Srivastava (1988) was used to assess motivation of teachers. Pearson's Product moment correlation was used to compute the relationship among organizational commitment, job satisfaction and work motivation of teachers. The major findings of the study were that there was a moderate and positive relationship between organizational commitment and job satisfaction, organizational commitment and work motivation whereas job satisfaction and work motivation were highly associated with each other, there was a moderate and significant relationship between organizational commitment and job satisfaction, organizational commitment and work motivation of male and

female teachers. Also, organizational commitment of teachers working in government schools was highly associated with work motivation where as low but positive correlation between organizational commitment and job satisfaction of less experienced teachers was reported. The study also revealed that certain educational implications for the principals, school authorities, administrators and policy makers for enhancing the organizational commitment among the teachers.

Kauts (2013) attempted to study Teacher Commitment in relation to its Dimensions such as Teaching Experience, appropriateness of qualification of teachers at the secondary stage. The sample consisted of forty schools, including both government and private schools that were randomly selected for the study. Out of the selected schools, approximately twenty teachers from each school were selected purposively on the basis of their experience. In all 800 teachers formed the sample and were selected for the study by stratified random sampling technique. The data was collected using tool in form of questionnaire. The questionnaire was prepared on areas of commitment presented by NCTE which included commitment to the learner, commitment to the society, commitment to the profession, commitment to attain excellence and commitment to the basic human values. The sample was selected on the basis of teaching experience of the teachers, qualification of teachers and their gender. 2 X 2 X 3 analysis of variance was employed to calculate the total scores of teacher commitment. The major findings of the study were that teachers with high experience were more effective to commitment than those with low experience. Female teachers were more committed towards profession and basic values than male teachers. Male teachers were more committed to attaining excellence for Professional actions than female teachers. Teachers with higher experience were more committed towards the learner, society profession and basic values than teachers with low experience. Teachers with less than the required qualification and more than required qualification were more committed to the learner and to the society than teachers with appropriate qualification.

Khushwinder (2013) conducted a study on Professional Commitment of Secondary School Teachers on Punjab in relation to Self Efficacy and Motivation. The major objectives of the study were to study and compare professional commitment of secondary school teachers of Punjab with respect to gender,

location of school and length of teaching experience; to study and compare self efficacy of secondary school teachers of Punjab with respect to gender, location of school and length of teaching experience; to study and compare motivation of secondary schools of Punjab with respect to gender, location of school and length of teaching experience and to study the relationship between professional commitment, self efficacy and motivation of secondary school teachers and to predict the professional commitment of secondary school teachers of Punjab on the basis of self efficacy and motivation. Various tools used for the descriptive survey consisted of Professional Commitment Scale for teachers by Baljeet Kaur (2007), Teacher Self Efficiency Scale by Ralf Schwarzer, Gerdamarie and Gary (1999) and Teacher Motivation Scale by Satya Rao (2008). The sample for the study consisted of 1000 secondary school teachers from 160 schools of six districts of Punjab which was selected by stratified random Sampling Technique. The data was analyzed using descriptive and inferential techniques such as Mean, Standard Deviation, ANOVA, Pearson Product Moment correlation and Regression analysis. The major findings of the study were that Secondary school teachers of Punjab were found to have moderate professional commitment. Female teachers had more professional commitment as compared to male teachers; teachers teaching in rural area schools had more commitment as compared to teachers of urban area schools and no significant difference was found on the basis of length of teaching experience. No significant difference was found in self-efficacy of teachers with respect to their gender and location of the school. Significant difference was found in self-efficacy with respect to the length of their teaching experience. No significant difference was found in the motivation of male and female school teachers. But it was found that teachers teaching in rural area schools had higher motivation as compared to their counterparts in urban areas. No significant difference was found in teacher motivation on the basis of length of teaching experience. Highly significant positive co-relation was found between professional commitment and self-efficacy; between professional commitment and motivation. Self-efficacy and motivation were found to be highly significant predictors of professional commitment. The study concluded that discretion, autonomy, participation in decision-making, frequent and helpful feedback and encouragement from administrators and colleagues could enhance professional

commitment and that teacher education was an important factor in maintaining and reinforcing commitment among teachers.

Malik & Sharma (2013) conducted a study on Teaching Effectiveness of Secondary School Teachers in Relation to their Professional Commitment. The major objectives of the study were to study the status of Teaching effectiveness and Professional Commitment of teachers of secondary school and to study the teaching effectiveness of the secondary school teachers professional commitment with respect to various variables like gender and area. The data for the study consisted of 300 teachers from 36 schools selected randomly for the study. The data was collected by stratified random sampling technique. Teacher Effectiveness Scale constructed by Pramod kumar and D.N. Mutha was used for measuring teachers' effectiveness. Professional commitment scale was constructed by the investigator for the study. Data was analyzed using mean, median, t-test of significance and correlation. The results of the study revealed that gender of teacher did not bear any relation with teaching effectiveness and professional commitment. It was also found that locality of the school did not influence teaching effectiveness but had influence on the professional commitment of secondary school teachers. There also existed a significant relationship between teaching effectiveness and professional commitment of secondary school teachers. Lastly it was found that professional commitment influences teaching effectiveness positively.

Mondal (2013) conducted a study on Job Satisfaction of Secondary School Teachers in Relation to Gender, Educational Level and Residence. The major objectives of the study were to compare job satisfaction between male and female teachers, to compare the level of job satisfaction between rural and urban teachers, to compare the level of job satisfaction between under graduate and post graduate teachers, to assess the interaction effects of job satisfaction with respect to gender, residential background and level of education. The sample for the present study comprised of 499 teachers serving in secondary schools of six districts of West Bengal. The sample for the study was selected by using Systematic Sampling Technique. For this study descriptive research design was used and three independent variables like educational qualification, gender and residence were studied with respect to job satisfaction which was dependent variable. Job

Satisfaction was measured using Job satisfaction Scale developed by the researcher. The scale was based on seven dimensions like administration, work environment, personal factors, social impact, nature of job, job security and creativity. There were fifty seven items in the scale of which twenty eight items were intrinsic satisfiers and twenty nine items were extrinsic satisfiers. The scale was on five point rating scale. The data was analyzed using descriptive as well as inferential statistics. The normality of the data was assessed using mean, median, standard deviation, skewness and kurtosis. The significant difference in job satisfaction of teachers with respect to gender, educational level and residential background was analyzed using ANOVA and t-test. The major findings of the study were that level of teachers job satisfaction was average and the effect of gender, level of education and residence was insignificant on the level of job satisfaction.

Sharma (2013) conducted the study on Teachers' Job Satisfaction in Teaching Profession. The major objectives of the study were to study Teachers' Job Satisfaction in teaching profession of higher secondary schools, to study Teachers' Job Satisfaction in teaching profession of higher secondary English medium schools and To compare Teachers' Job Satisfaction in teaching profession of higher secondary Hindi and English medium schools' teachers . The Sample consists of 345 male and female teachers of higher secondary schools which were selected randomly for the study. The tools for the data collection comprised of Teacher Job Satisfaction Questionnaire developed by Pramod Kumar and Mutha which consisted of twenty nine items in different aspects like attitude towards profession, working condition, authority and institution. The major statistical techniques used for analysis included mean, standard deviation and t-test. The major Finding indicates, there were indications that teachers' level of job satisfaction had a positive relation with success in teaching. The satisfaction of teachers with teaching profession was significantly correlated with teaching success.

Upadhyay (2013) explored the generational diversity inherent in the modern organizations. It examines the generational differences between Generation-X (born between 1960-1980) and Generation-Y (born between 1980-2000) professionals working in the software industry. The study attempted to explore

whether there were generational differences in work commitment between the two age cohorts or it is only a myth. The sample for the study consisted of 250 respondents belonging to Software industries. The tool for the data collection include a questionnaire. 125 respondents were typically X-Generation and 125 were Y-Generation employees. 50 percent of the respondents in both the cases were males and 50 percent of the respondents were females. The study examined generational differences for the five types of work commitment work involvement, job involvement, work group commitment, organizational commitment and professional commitment. Organizational commitment and professional commitment in turn had three components each affective commitment, continuance commitment and normative commitment. Thus, a total of nine factors was examined for the study. The data was analyzed using two-tailed t-tests (pooled variances method). The results reveal that the two generations differed significantly only on three of the nine factors examined. Thus, the generations are more homogenous than heterogeneous in their work values and beliefs. This findings of the study were that both Gen X and Gen Y professionals formed a homogeneous group, Gen X employees had higher job involvement than Gen Y employees and Gen X employees had higher normative and continuance commitment than Gen Y.

Dhanraj (2014) conducted a study on Job Satisfaction of Physical Education Teachers working in Schools of Jammu District. The present study aimed to find out the job-satisfaction and life satisfaction of the government and private school teachers of Jammu district. A total of 200 teachers (110 male and 90 female) were selected using random sampling technique. The data was obtained through questionnaires which were administered personally. Results indicated Physical Education teachers have to work in different conditions in various schools with and without sports facilities. A significant difference in the job satisfaction of male physical education teachers with female physical education teachers having higher job-satisfaction. Male and Female private physical education teachers do not differ significantly on job satisfaction scores. The purpose of the study was to find out significant difference of job satisfaction among physical education teachers and the gender difference towards the variable under investigation. To achieve the objectives of the study, Job satisfaction scale by Dr. Parmod Kumar and Dr. D.N

Muth was used as test scale for the collection of data. The analysis of data shows that male physical education teachers working in schools have better job satisfaction than their female counterpart.

Ram Babu (2014) conducted a study on Job Satisfaction among Teacher Educators in Telangana Region of Andhra Pradesh. The major objectives of the study were to find out job satisfaction of Teacher Educators and to find out relationship of job satisfaction of teacher educators in relation to gender, age, marital status, teaching experience and management of the institution. The study was a descriptive research survey. The sample for the study consisted of 400 teacher educators selected from different colleges of Education located in Telangana Region of Andhra Pradesh. Simple Random Sampling technique was used for selection of sample. The tools such as The Job Satisfaction Scale by Meera Dixit (1993) was used to assess and analyze the job satisfaction of teacher educators. The scale was well established with construct validity. The data was analyzed through descriptive as well as inferential statistics. Also, mean, t- test, f-ratio and standard deviation of data was computed. The major findings of the study were that maximum number of teacher educators i.e eighty seven percent had very low degree of job satisfaction where as ten percent teacher educators reported low degree of job satisfaction and 2.75 percent had average degree of job satisfaction. The study also revealed that there was no significant relationship between job satisfaction and gender, age, marital status, experience and management.

Rani (2014) conducted a study on Relationship of Professional Commitment of Secondary School Teachers with Personality, Locus of Control and Attitude towards Teaching. The major objectives of the study were to assess the relationship between professional commitment and Personality of teachers with respect to gender, to study the relationship between professional commitment and nature of personality of teacher i.e. introvert and extrovert teachers, to study the professional commitment of teachers with respect to locus of control i.e. external and internal locus of control among male and female teachers, to study the relationship of professional commitment of teachers with respect to their attitude of teaching i.e. high and low attitude of teaching among male and female teachers and to study the professional commitment of teachers with respect to location of school and type of school. The sample for the study consisted of 300 male and female teachers of 40

secondary schools located in three districts of Haryana. The dependent variable for the study was professional commitment while personality, locus of control and attitude towards teaching were the independent variables of the study. The tools used for the study consisted of Professional Commitment Scale for Teachers made by Ravinder Kaur (2011), Introversion-Extroversion Inventory by P. F. Aziz and Rekha Gupta (2009) , Locus of Control by Roma Pal (1983) and Attitude Scale Towards Teaching Profession (A.S.T.T.P.) by Umme Kulsum (2008). Various statistical techniques such as Mean, Standard Deviation, Frequency, Product moment correlation and t test were used for analysis. The major findings of the study were that there was significant positive relationship between professional commitment and personality of secondary school teachers, there was positive correlation between professional commitment locus of control of teachers, there was a significant correlation between professional commitment and attitude of teachers, there was not difference found in the professional commitment of government and private school teachers and there was no difference in the professional commitment of urban and rural teachers.

Rokade (2014) conducted a study on Job Satisfaction of Female Teachers Working in Junior Colleges. The major objectives of the study were to find out job satisfaction of female teachers serving in aided and unaided arts and science faculties of Junior colleges and to compare the job satisfaction of female teachers working in arts and science faculty of aided and unaided junior colleges. The sample comprised of 200 female teachers of Junior colleges selected randomly from aided and unaided colleges. Job Satisfaction Scale developed by Dr. Amar Singh and Dr. T.R. Sharma was used for collection of the data. The tool measured intrinsic and extrinsic job satisfaction. Both descriptive and inferential statistics were employed for analysis of the data. The descriptive statistics such as mean and standard deviation were used and inferential statistics such as t- value was employed for computing job satisfaction for female teachers working in junior colleges. The major findings of the study were that female teachers working in aided junior colleges have more job satisfaction than female teachers working in unaided colleges. Female teachers working in science junior colleges had more job satisfaction than those working in arts junior colleges. Female teachers working in both aided arts and science junior colleges were much similar in respect to their job

satisfaction. Female teachers working in unaided science junior colleges had more job satisfaction than female teachers working in unaided arts junior colleges.

Shamina (2014) studied the impact of Job Satisfaction on Professional Commitment in Higher Education. The main objectives of the investigation were to study the various factors determining the job satisfaction of teachers in higher education, to examine the extent of the professional commitment of teachers of higher education and to study the relationship between job satisfaction and professional commitment of teachers in higher education. The sample for the study consisted of 250 teachers serving in self finance colleges and were chosen using random sampling technique. Professional commitment was measured by using Meyer and Allen's Professional Commitment Scale (1990) which had twenty on items. Job satisfaction was measured by using Scale developed by Schriesheim and Tsui (1980) which had six items. Both the scales had five point Likert Scale. The scale included single items to assess level of satisfaction with the work itself, supervision, co-workers, pay, promotion opportunities and job in general. Regression technique was used to determine which dimension of the job had significant influence on teachers' professional commitment. T- test was employed to determine whether mean scores of job satisfaction and professional commitment significantly differ from median of their respective scales. Also, inter correlational matrix between job satisfaction and professional commitment was made. The major findings of the study reflected that satisfaction with job dimension and professional commitment of teacher were linearly and significantly related with each other. All the teachers had high degree of job satisfaction and professional commitment. Teachers had significantly higher degree of satisfaction with nature of work, salary, co workers, quality of supervision and opportunities of promotion. Teachers satisfaction with work itself was found to be highest but they were relatively less satisfied with promotion opportunities and salary.

Almeida (2015) conducted a study on Organizational Commitment of Secondary School Teachers in relation to School Health and Transformational Leadership. The major objectives of the study were to ascertain total organizational commitment, continuance commitment and affective commitment with respect to individualized consideration, intellectual stimulation, inspirational motivation, idealized influence, goal acceptance and high performance acceptance. Other

objectives of the study were ascertain relationship between commitment and transformational leadership and commitment and school health. The data was collected from 360 teachers serving in 19 secondary schools. The tools for the data collection included Organizational Commitment Questionnaire developed by Meyer & Allen (1997) consisting of eight items each of affective commitment, continuance commitment and normative commitment; Transformational Leadership Scale developed by Leithwood & Jantzi (1996) consisting of 24 items on six dimensions; School Health Scale developed by Hoy et al (1997) consisting of 44 items seven dimensions and personal data form. The major findings of the study showed that the magnitudes of organizational commitment and school health of secondary school teachers was moderate and that of transformational leadership was substantial; there was significant but low relationship of total organizational commitment of secondary school teachers and transformational leadership and between organizational commitment of secondary school teachers and school health.

Anuradha & Kalapriya (2015) conducted a study on Job Satisfaction of Secondary School Teachers. The objectives of the study were to estimate the general level of job satisfaction among secondary school teachers. The study was conducted with respect to certain personal variables like family type and size of the family. Job Satisfaction was also studied with respect to professional variables like salary, educational qualification and experience of teachers, teachers' age, income, education and length of service. The sample for the study was selected using multi – stage stratified random sampling technique. The sample consisted of sixty four secondary school teachers from both private and government schools. Various tools such as General Information Schedule and Job Satisfaction Inventory by Mishra (1993) were used for the collection of data. The Job Satisfaction Scale comprised of forty questions on five point Likert Scale. The higher the score, the higher was job satisfaction. The major findings of the study revealed that the job satisfaction of secondary school teachers differed significantly according to their age, gender, income and length of service as a teacher. It was found that there was positive correlation of these variables with the teachers' Job Satisfaction Score. However, teachers' educational qualification, family type and family size were found to have no significant relationship with their job satisfaction score.

Borah (2015) conducted a study on Job Satisfaction of the College Teachers: A Comparative Study of the college teachers in the Nagaon District of Assam. The objectives of the study were to measure the level of Job Satisfaction of the college teachers and to study whether there is any significant difference in the level of job satisfaction with respect to gender, area and experience of teachers. The sample for the study consisted of 100 teachers from ten colleges selected by using purposive sampling technique. The tools for the data collection consisted of data gathering schedule and Teachers' Job Satisfaction Scale (2005) developed by Yudhvirendra Mudgil, Prof. I.S. Mubar and Prabha Bhatia. The tools consisted various aspects of job satisfaction and was a Five point Likert Scale. The data was analyzed by computing mean, standard deviation and Z score. The major findings of the study were that the college teachers had a good degree of satisfaction as a whole, there was no significant difference between job satisfaction of male and female college teachers, there was no significant difference between job satisfaction of rural and urban college teachers and there was no significant difference between job satisfaction of college teachers with respect to their teaching experience.

Gangai & Agrawal (2015) conducted a study on Job Satisfaction and Organizational Commitment and its importance for Employee Performance. The major objectives of the study were to investigate the role of job satisfaction in organizational commitment among the employees and to find out job satisfaction and organizational commitment among teachers. The sample for this descriptive study comprised of 200 teachers that were collected randomly for the study. The tools used for the data collection were Allen and Meyer Organizational Commitment scale (1990) consisting of twenty four items on five point Likert Scale in various subscales: affective, continuance and normative commitment. The job satisfaction was measured using Job Satisfaction Questionnaire developed for the study with 15 questions on five point Likert Scale. The data was analyzed using correlation, mean, standard deviation and t-test. It was found from the study that there was no significant correlation between affective commitment and continuance commitment but the overall commitment was positively correlated with affective, continuance and normative commitment. There was a significant correlation between continuance commitment and job satisfaction and also there

was inter correlation between job satisfaction and organizational commitment among female employees. The results showed that there was a highly significant correlation among factors of organizational commitment, including both gender. But, there was no significant correlation between job satisfaction and organizational commitment and among three dimensions, only continuance commitment and normative commitment had significant correlation with job satisfaction at 0.05 level. Similarly findings shown in the case of gender (male and female) that there was no correlation between organizational commitment components and job satisfaction.

Panda (2015) conducted a study on Teacher Effectiveness in Relation to Job Satisfaction of Teacher Educators. The major objectives of the study were to find the relationship between teachers' effectiveness and job satisfaction of teacher educators, to study the mean difference in the teacher effectiveness with respect to gender, type of teacher education college and experience of teacher educators. The study was a descriptive survey in which random sampling technique was used. The data was collected from 100 teacher educators serving in several private and grant in aid colleges. The investigator used Teacher Effectiveness Scale by Dr. Parmood umar and Dr. N. Mutha and Job-Satisfaction Questionnaire by Dr . Parmod Kumar and Dr . Mutha to collect the necessary information. The statistical techniques like product moment methods of correlation, mean, standard deviation and t-test were used to test the hypotheses. The major findings of the study were that teacher effectiveness was positively correlated with job satisfaction of teacher educators, their attitude towards the teaching profession, working conditions, attitude towards authority, attitude towards institution. There was no difference in the teacher effectiveness of male and female teachers. But there was a significant difference in the teacher effectiveness of government and private colleges teacher educators. Lastly it was also found that there was a significant difference in the teacher attitude of more experienced teachers and less experienced teacher educators.

Srinivasan (2015) conducted a study on Job Satisfaction towards Teaching Profession among the Higher Secondary School Teachers. The major objectives of the study were to find out the level of job satisfaction towards teaching among the higher secondary school teachers, to find out significant difference in the job satisfaction towards teaching among the higher secondary school teachers with

respect to gender, locality of the school, marital status of teachers, level of teaching and whether qualified TET or not. For the Normative survey the sample comprised of randomly selected 646 teachers serving in higher secondary schools. The tools for the study consisted of Job Satisfaction Scale prepared by Amar Singh and Sharma. T.R. (1999). Statistical techniques such as mean, standard deviation and t – test were used for the analysis of the data. The major findings of the study indicated that the level of job satisfaction towards teaching profession among higher secondary school teachers was found to be average, there was no difference in the job satisfaction of higher secondary school teachers with respect to gender and marital status. Although there was a significant difference in the job satisfaction of higher secondary school teachers with respect to locality and it was found that there was higher job satisfaction among urban teacher than the rural teachers. Also it was found that there was significant difference in the job satisfaction towards teaching profession among higher secondary school teacher with respect to learning. It was found that higher secondary school teachers were more satisfied in their job and teaching profession than high school teachers. Lastly it was found that various exams like TET did not affect the job satisfaction of higher secondary school teachers.

Sood & Anand (-----) conducted a study on Professional Commitment among B.Ed Teacher Educators of Himachal Pradesh. The major objective of the investigation were to study the professional commitment among B.Ed teacher educators, to study the gender wise and experience wise difference in the professional commitment of B.Ed teacher educators and to study the difference in the professional commitment of married and unmarried B.Ed teacher educators and NET qualified and non – NET qualified B.Ed teacher educators. The study was a descriptive survey. The sample for the study was collected from teacher educators serving in 25 colleges of teacher education from 5 districts of Himachal Pradesh. The tools used for data collection were Scale for Professional Commitment of Teacher Educators developed by Kanchan Kohli (1996). The scale had 30 items on five point likert scale. The data was analyzed through descriptive and inferential statistics. The normality of the data was calculated using mean, median, standard deviation, skewness and kurtosis. In order to study the significant difference in professional commitment of teacher educators with regard to gender, marital

status, teaching experience and educational qualification, t –test was employed. The major findings of the study was that the professional commitment of B.Ed teacher educators was moderate and factors like gender, marital status and teaching experience had an impact on the professional commitment. :Also the professional commitment of NET qualified and non- NET qualified teacher educators was more or less the same.

2.1.1. SUMMARY OF STUDIES CONDUCTED IN INDIA

In the chapter of Review of Related Literature, the investigator has reviewed seventy Indian studies from 1967 to 2015. From the Review of Indian Studies it was observed that there were few studies related to professional commitment but many were related to job satisfaction which is one of the variables for the present study. Various other variables studied in past studies included age, gender, marital status, location of school and so on. These seventy Indian studies reviewed by the investigator were summarised in this section.

Mathur (1981) concluded from the study on Professional Commitment of Higher Secondary teachers that factors such as upward mobility positively affected professional commitment where as mid term transfers were a hindrance in professional commitment. Arya (2012) conducted similar study on effect of Institutional Climate on Professional Commitment and found that there was a negligible relationship between the two.

At primary school level, studies conducted by Pillai (1973), Priyadarshini (2005), Lade (2012) and Kaewpang (2007) showed that autonomous and open climate of school supported professional commitment of teachers, both professional commitment and teaching experience affected job satisfaction of teachers, highly professionally committed teachers were also having high degree of job satisfaction and professional commitment was correlated positively with work experience, educational qualification and area or location of school.

At secondary level, Joshi (2011) studied Commitment of Secondary school teachers and found that there was positive correlation between professional commitment and personality of teachers, locus of control of teachers, attitude of teachers. It was also concluded by Khetal (2011) that there was positive correlation between teacher effectiveness and job satisfaction. Similarly,

Khushwinder (2013) and Rani (2014) concluded that teachers serving in schools of rural areas had higher levels of professional commitment than their counter parts serving in schools of urban areas. They also concluded that professional commitment of secondary school teachers was also positively related to personality, locus of control and attitude of teachers. Kauts (2013) , Jamal et al (2007) and Sharma (2008) conducted studies on variables affecting professional commitment of teachers and found that female teachers were more committed towards profession and basic human values than male teachers. It was also found that teachers with higher experience were more committed towards learner, society and teaching profession. It was also found that teacher morale and socio emotional climate of school were positively correlated with organizational commitment of teachers. With respect to stream as a variable, it was found that gender, age difference and stream did not affect commitment of teachers.

Rana (1981) studied Professional Commitment of Home Science College Teachers and found that value commitment and continuance commitment were at moderate levels and value commitment was predominant for professional commitment. Sengupta (1990) conducted a case study on professionalization of teachers of Calcutta University and found that female teachers were more committed than male teachers and professional commitment was affected by social status, occupational background, career pattern and academic freedom of teachers. Athavale (2011) studied Professional commitment of Junior College Teachers and found that there was negative correlation between professional commitment and emotional exhaustion and personal accomplishment. Also professional commitment was directly related to teacher burn out ratio.

There were few studies related to professional commitment and its effect in terms of teacher effectiveness, school quality, teachers job satisfaction and overall effect of teachers' professional commitment on education. Studies conducted by Kumar (2012), Pandya (2011) and Mishra (2011) concluded from their respective studies that there was significant positive correlation between professional commitment and teacher effectiveness and thinking style of teachers. Also there was difference in professional commitment with respect to gender and type of institution which indicated that female teachers and teachers of self finance institutions were more committed than their counter parts. Results of these studies also indicated positive

correlation between professional commitment and teacher effectiveness and job satisfaction.

Patel (2008) conducted a study on construction and standardisation of the commitment scale. The scale that was standardised had various dimensions such as commitment towards students, commitment towards society, commitment towards profession, commitment towards achieving excellence and commitment towards basic human values.

Nayak (1982), Shah (1982), Mistry (1985) and Gupta (1980) studied factors affecting job satisfaction of teachers and concluded that needs of achievement, affiliation, endurance, teaching aptitude and academic motivation positively affect job satisfaction. Whereas factors such as frequent transfers, low standards of pupils, interference by politicians, role stagnation, excess work load, exploitation and role ambiguity affect job satisfaction negatively. Teachers were also not satisfied with few opportunities of professional growth and development and facilities like pension and medical facilities. Dekhtawala (1977) concluded from the study that thirteen factors such as characteristics and leadership behaviour, teachers' feelings towards teaching profession, teacher cheerfulness, group cohesiveness, efficiency towards teaching profession, satisfaction with school climate, teachers' zeal and extra effort, teachers' workload, feelings towards the institution and satisfaction and attitude towards job were factors that cause job satisfaction and help to develop morale of the teachers.

Lavingia (1974), Ram babu (2014), Borah (2015), Rokade (2014), Fatima (2002) and Anuradha & Kalapriya (2015) studied various variables that affect job satisfaction of teachers at different levels. Various variables such as marital status, gender, location of school, length of service and co workers were studied to understand their impact on job satisfaction. It was found that women teachers were satisfied by performing their dual role as house wife and teacher. Female teachers were more satisfied than males. There was no significant difference in the job satisfaction of married and unmarried teachers. Also teachers serving in urban areas were more satisfied than teachers serving in rural areas.

Many studies reviewed focussed on impact of job satisfaction on professional commitment, teachers' effectiveness, motivation and emotional intelligence.

Shamina (2014), Gangai & Agrawal (2015) studied the impact of job satisfaction on professional commitment and concluded that job satisfaction and professional commitment of teachers were linearly and significantly related to each other. Teachers with higher levels of job satisfaction were also committed to their profession. There was significant correlation between continuance commitment and job satisfaction. Sharma (2015) concluded that teachers' level of job satisfaction had a positive relation with success in teaching. The satisfaction of teachers with teaching profession was significantly correlated with teaching success. From the study of Panda (2015) it was concluded that there was positive correlation between job satisfaction and teacher effectiveness and attitude towards teaching profession, attitude towards authority and attitude towards institution. This was also supported by the findings of study conducted by Mishra (2011) who concluded that teachers' effectiveness, job satisfaction and organizational commitment were positively correlated with each other. Priyadarshini (2005) concluded from her study on occupational stress and job satisfaction in relation to professional commitment that teachers had moderate levels of job satisfaction but were highly committed to the profession. Also it was found that job satisfaction directly correlated with the length of service and teaching experience which significantly affected professional commitment of teachers. Similarly, Shukla & Kumar (2011) job satisfaction affected teachers' effectiveness among both males and females. Teaching aptitude was found to have significant positive relationship with job satisfaction. Sarkar (1985) , Chopra (1982) and Abdul (1986) conducted studies on effect of organizational climate on job satisfaction and found that teachers in open climate enjoyed more job satisfaction than teachers in less open climate. Teachers serving in schools with open climates were more satisfied with their jobs with respect to principal and colleagues. Though job satisfaction of teachers did not have significant relationship with achievement of students.

2.3 STUDIES CONDUCTED IN ABROAD

Amernic & Aranya (1983) conducted a study on Organizational Commitment: Testing Two Theories. The major objectives of the study were to assess the relationship of professional commitment and job satisfaction with respect to age, length of service and likelihood of finding suitable position in other organization. The other objectives of the study were to assess organizational commitment of teachers in various levels of schools with reference to two alternative theories of organizational commitment. Two theoretical approaches of organizational commitment namely the exchange approach and the investment approaches were studied. According to the exchange theory, the individual organizational commitment depends on his or her perceived balance of reward utilities. The investment approach focuses on the time element, the longer a person has been with the organization, the more that person wants to stay. In the study these two approaches were studied with respect to age, length of service and likelihood of finding a suitable position in some other organization. Job Satisfaction was also taken as a main exchange variable. The data was collected from 2,590 teachers of Ontario, Canada. The tools used for data collection were questionnaires for professional commitment adopted from Porter et al (1974) consisting of 15 items, Job satisfaction questionnaire consisting of items based on various work characteristics social desirability index by Crowne and Marlowe (1964) to assess degree of validity of various constructs. The data was analyzed using one way ANOVA, correlation and multiple regression. The major findings of the study were that professional commitment was a significant predictor of organizational commitment with respect to total sample, higher level of professional commitment was found among government teachers, both age and length of service were found to be insignificant with respect to professional commitment and satisfaction with job scope was found the most important predictor of organizational commitment.

Lynn & Martin (1989) studied Job Satisfaction and Organizational Commitment in Relation to Work performance and Turn over Intentions. The main objectives of the study were to study the relationship between job satisfaction and organizational commitment, to establish job satisfaction and organizational commitment as distinct work related attitudes, to study the theoretical perspective of organizational commitment given by Porter et al., to study the relationship between job

satisfaction and organizational commitment with job performance and to provide additional insight in relationship between both work attitude and job performance. The data for the study was collected from a sample of ninety four professional staff members of fifteen departments of a large hospital. The data was collected with help of job satisfaction tool and organizational commitment tool. The Job Satisfaction tool consisted of a five point rating scale developed by Van de Ven and Ferry (1980). The Organizational Commitment was measured using a tool developed by Mowday et.al (1979). Also, tools were used to study the intent of the employees to leave the organization which was measured by a scale developed for the study, Job Performance was measured using supervisory ratings and over and short records were also recorded. The major findings of the study were that there was higher correlation between organizational commitment and intention to stay as compared to job satisfaction, Job Satisfaction was highly related to Supervisory ratings as compared to organizational commitment, the results provide support for Porter et al's contention that global attitudes towards the organization were associated more closely with organization oriented outcomes and that more specific attitudes were more closely associated with task oriented outcomes. The findings also suggest that specific job attitudes were more closely associated with task related outcomes such as performance ratings where as global organization attitudes were more closely associated with organization related outcomes like turn over intentions.

Coladarci (1992) conducted a study on Teachers' Sense of efficacy and Commitment to Teaching. The major objectives of the study were to examine the degree of teachers' sense of efficacy and to examine the relationship between commitment to teaching and teachers' sense of efficacy. The data for the study was collected from 364 teachers selected randomly for the study. The dependent variable commitment to teaching was assessed through the question 'suppose you had it to do it all over again: in view of your present knowledge, would you like to become a teacher?' Higher scores on this 5 – point Likert Scale reflected a greater likelihood for teaching. Teacher efficacy was the primary independent variable which was assessed by the instrument developed by Gibson and Dembo (1984). The questionnaire was also designed to get additional information related to teachers' salary, school climate, teaching experience, gender, type of school and

teacher student ratio. The data was analyzed using descriptive statistics including mean, standard deviation, intercorrelation and multiple regression analysis. The major findings of the study were that greater teaching commitment was expressed by those teachers who had higher levels of general and personal efficacy; those who taught in schools with fewer students per teacher; and who worked under the principal with positive instructional leadership, advocacy, decision making and relations with students and staff. Teaching commitment was also higher for female teachers.

Meyer et al. (1993) conducted a study on Testing the Generalizability of J.P.Meyer and N.J. Allen's (1991) three - component model of organizational commitment to the domain of occupational commitment. Measures of affective, continuance and normative commitment to occupation were developed and used to test hypotheses concerning their differential relations with antecedent and consequence variables. Confirmatory factor analysis was conducted on the data collected from samples of students and registered nurses revealed that the three – component measures of occupational commitment were distinguishable from one another and from the measures of the three components of organizational commitment. Results of correlation and regression analyses were generally consistent with predictions made on the basis of the three – component model and demonstrated that occupational and organizational commitment contribute independently to the prediction of professional activity and work behavior.

Ronald (1997) conducted a study of Teacher Commitment in the Educational Workplace, the major objectives of the study were to assess the multiple dimensions of teacher commitment and to study the presence of varying levels of simultaneous commitments to these dimensions; to study the effects of personal and organizational variables on the dimensions of teacher commitment in Saskatchewan; and lastly to standardize the instruments to measure professional commitment. The study included several stages like a review of research literature to identify three dimensions of teacher commitment: organizational commitment, professional commitment, and union commitment. A number of independent variables were also identified for inclusion in the study, particularly in the areas of personal and organizational characteristics such as job task characteristics (variety, autonomy, feedback, and friendship), manifest personal needs (achievement,

affiliation, autonomy, and friendship), leadership (administrator responsiveness and principal leadership), role stress (role ambiguity, role conflict, and role overload), participation in decision making, group cohesion, and intent to stay in teaching. In Pilot Study One 300 teachers and graduate education students were sampled with a survey form that addressed three dimensions of teacher commitment (the dependent variables). In Pilot Study Two, 470 teachers and graduate education students were sampled with a revised version of the first form plus scales to measure a number of independent variables identified during the review of literature. In the Final Study, the researcher sampled 860 public school teachers from 60 schools in 10 school divisions within Saskatchewan. The final survey form included scales for the dependent variables that had been validated through two pilot studies, plus scales for the independent variables revised based according to findings from Pilot Study Two. Methodology for the analysis of data included principal components analysis, scale analysis, one way analysis of variance, and multiple regression analysis. The major findings of the study supported both the presence of the three dimensions of teacher commitment as well as the presence of simultaneous commitments to more than one dimension. In addition, there was support for the presence of school-level and division-level effects in the relationships amongst the dependent and independent variables. Some of the more prominent variables of effect upon dimensions of commitment included: years of teaching experience (which were also examined by means of three career stages of ten-year intervals), job task characteristics and leadership factors.

Hawkins (1998) conducted a study on Predictors of affective organizational commitment among high school principals. The step wise multiple regression performed in the study indicated that fifty eight percent of the variation in affective commitment was explained by perceived fairness, organizational tenure, perceived organizational support and high school principal's age. The findings of the study revealed that perceived fairness was the most powerful of the four variables that entered the regression equation where as age explained the least amount of variance in affective organizational commitment. Gender and perceived autonomy were not significant enough to enter the stepwise multiple regression equation.

Abraham (1999) conducted a study on The Role of Job Control as a moderator of emotional dissonance. The major objectives of the study were to examine the relationship between emotional intelligence and two forms of organizational commitment – affective and continuance. The data for the study was collected from seventy nine professionals from three industries. It was reported that emotionally intelligent employees were happier and more committed to the organization. It was also concluded that social skills components of emotional intelligence leads to strong interpersonal relationships, which in turn influences employee commitment. It was found that emotionally intelligent individuals are optimistic, a trait that enables them to focus on the resolution rather than the reasoning. The work given in any organization imposes difficulties that may result in the feeling of frustration. Emotionally intelligent individuals would know not to hold the organization responsible for every eighty two feeling of frustration as they adapt at placing themselves in positive states, and able to experience negative affective states that have insignificant destruction consequences. This is especially true for senior managers who have to reconcile the feelings of frustration of conflicting interest groups within and outside the organization. Their mood and expression of emotions has a direct impact on subordinates. This can be done effectively only when they are able to place themselves in a positive state of mind. Thus high emotional intelligence of leaders results in high organizational commitment of the subordinates.

Yusof (1999) conducted a study on School Climate and Teachers' Commitment : A case study in Penang Malaysia. The major objectives of the study were to analyze the relationship between school climate and teachers' commitment, to investigate the predictability of key dimensions of school climate related to collegial leadership, professional teacher behavior, achievement pressure and institutional vulnerability towards teacher commitment collegial leadership, professional teacher behavior, achievement pressure and institutional vulnerability towards teacher commitment. The sample for the study consisted of teachers from five national primary schools in the Island of Penang, Malaysia. The data was collected by using two instruments by Hoy, Smith and Sweetland (2003) Organizational Climate Index (OCI) that related to the four dimensions of the school climate, and the instrument by Cevat Celep (2000) Teachers'

Organizational Commitment in Educational Organizations which was used to measure Organizational Commitment. The data were analyzed to determine the overall openness of the school climate in selected national Primary schools in Penang, Malaysia and to find out the commitment level of these teachers. Furthermore, to find out whether there was a significant relationship between the four dimensions of school climate, whether there was a significant relationship between dimensions of school climate and the level of teachers' commitment, whether there was a significant relationship between school climate and teachers commitment and lastly whether there is any significant predictor of school climate dimensions for teachers' commitment. The major findings of study were that the level of school climate openness and overall teachers' commitment of the selected 5 primary school was high. As for correlation between school climate dimensions, it was determined that they were positively correlated with the teachers' commitment. The regression analysis showed that only Professional Teacher Behaviour made a significant contribution to teachers' commitment.

Ahmad (2000) conducted a study on Job Satisfaction and Organizational Commitment for nurses. The major objectives of the study were to find out the extent to which nurses in public hospitals were satisfied with their jobs and committed to their hospitals. The study intended to assess the relationship between job satisfaction and organizational commitment. The data consisted of 400 nurses serving in public hospitals and were selected randomly. The tools used for the data collection included a Commitment Scale developed by Mowday and Steers which had 15 statements and Rothe's Scale of General Satisfaction with 18 items. The data was analyzed using mean and standard deviation. The major findings of the study were nurses were satisfied with their job to some extent and slightly committed to their hospitals, there was a strong correlation between job satisfaction and organizational commitment, age was significantly correlated with satisfaction and commitment but experience was correlated only with commitment. Also, nurses differ in their degree of commitment in terms of their marital status and nationality, where as they differ in their degree of satisfaction only with regard to their nationality.

Bagraim (2003) conducted a study on The Dimensionality of Professional Commitment. The primary objective of the study was to examine the construct validity and factor structure of Meyer et al.'s (1993) Three – Component Model of Professional Commitment amongst South African Professionals and to assess the nature and level of professional commitment among South African actuaries. The data for the study was collected from 434 fellow and student members of the Actuarial Society of South Africa. This sample was selected by random sampling technique. The tools for the study consisted of Professional Commitment Scale constructed by Meyer et al.'s tools for commitment (1993) consisting of eighteen items of affective, continuance and normative occupational commitment of six items in each scale. Out of these 5 items were negatively phrased and were reversed scored. The items were modified to apply to the actuarial profession and were on seven point scale of ranging. The personal characteristics such as gender, marital status, age and kinship responsibilities and professional characteristics such as tenure and professional status were considered for the study. Data was analyzed using exploratory factor analysis. Also Varimax rotation was used to study dimensions of factors. The results indicated that professional commitment is a multi dimensional construct. The six items in each extracted factor exactly match with the six items in Meyer et al.'s (1993) occupational commitment scales. There was strong inter correlation between professional commitment scales.

Mathew (2003) studied the organizational commitment of teachers in relation to work values, self actualization and leadership behavior of the principals. The major objective was to investigate whether differences in work values, self actualization and leadership behavior of principals would account for significant differences in the organizational commitment of teachers. The study reported a significant positive relationship between organizational commitment (all components) and work values, organizational commitment (affective and normative) and self actualization, organizational commitment (all components) and leadership behavior of principals. The teachers having work values were found to be more committed to the organization and the older teachers possessed more normative commitment than their counterparts.

Bogler & Somech (2004) conducted a study on the Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. The study focused on the relationship between teacher empowerment and teachers' organizational commitment, professional commitment and organizational citizenship behavior. It examines which sub scales of teacher empowerment can best predict these outcomes. The sample for the study consisted of 983 teachers selected randomly for the study from middle and high schools of Israel. The tools used for collection of data consisted of School Participant Empowerment Scale (SPES) for measuring teacher empowerment and overall perception of teachers' empowerment and had thirty eight items on five – point rating scale. The Organizational Commitment was measured using Organizational Commitment Questionnaire (OCQ) prepared by Mowday et al. The tool had fifteen items on seven – point rating scale. Professional commitment was measured using Lodahl & Kejner's scale which had twenty items having questions related to job involvement and importance of work. Organizational citizenship behavior was measured by a twenty three item scale developed and validated for the study. Data was analyzed using t- test, mean, standard deviation and inter correlations of the variables. The major findings of the study were that sub scales of empowerment namely professional growth, status and self – efficiency were significant predictors of professional commitment where as decision making, self efficacy and status were significant predictors of Organizational Citizenship Behavior. There was positive correlation between organizational commitment and professional commitment. Also, teachers who view themselves as professionals or perceive opportunities to grow professionally contribute to the school and their commitment to the organization and to the profession increases.

Khoza (2004) conducted as a comparative study on Comparison of Teachers' Stress, commitment and School Climate in Schools with difference success rates. The major objectives of the study were to compare teacher stress, professional commitment and school climate in schools with different success rates at matric level. The sample consisted of teachers from four high schools with different matric pass rates. The schools were selected from twelve high schools in the same rural area, same education district and circuit. The data was collected using

questionnaire consisting of the Job Stress Survey, Professional Commitment Scale, as well as the Organizational Climate Index. The job satisfaction survey was used to assess the stress experienced by the teachers. The scale had thirty items associated with amount of stress associated. Teacher commitment questionnaire was developed by Hausman and Goldring (2001) having three items. Organizational climate was assessed using organizational climate index with twenty seven items. The data was analyzed using descriptive statistics. The results indicated similarities in terms of the levels and sources of stress among the teachers from the two school types, as no significant differences between the schools were found. However, the teachers in schools with excellent matric pass rates have higher levels of commitment, and perceive their schools more favorably than the teachers in schools with poor matric pass rates. Significant correlations were also found to exist between teachers' professional commitment and organisational climate. These findings indicate that there is a need in South Africa to seek out ways of improving the climate of the schools as well as teachers' professional commitment in order to produce quality education.

Loi (2004) conducted a research to examine the effect of professional identification on several job attitudes. The major objectives of the study were to examine the effect of professional identification on job attitudes like job satisfaction, organizational commitment and career satisfaction and to explore the moderating roles of gender and organizational tenure on these relationships. The data was collected from 310 teachers that were randomly selected from 30 secondary schools. The tools used for the collection of the data included Professional Identification Scale with five items developed by Lui et al (2001), Job Satisfaction was measured using three items scale developed by Powell (2004), Organizational Commitment was using eight items scale developed by Allen and Meyer (1990) measuring affective commitment, career satisfaction was measured using five items scale that was developed for the study. Demographic characters like gender and organizational tenure were also studied. The data collected was analyzed using hierarchical regression. The major findings of the study were that professional identification had a significant positive effect on both job satisfaction and organizational commitment, gender moderated the relationship between professional identification – job satisfaction and professional identification –

organizational commitment and organizational tenure moderated the relationship between professional identification and job satisfaction as well as the relationship between professional identification and career satisfaction.

Bull (2005) conducted a study on The Relationship Between Job Satisfaction and Organizational Commitment Amongst High School Teachers in Disadvantaged Areas in the Western Cape. The major objectives of the study were to determine the level of job satisfaction amongst teachers from disadvantaged areas, to determine the level of organizational commitment amongst teachers from disadvantaged areas, to determine the relationship between job satisfaction and organizational commitment amongst teachers from disadvantaged areas, to determine if there is significant relationship between the biographical characteristics and job satisfaction of teachers and to determine the relationship between biographical characteristics and organizational commitment. The sample for the study consisted of 450 teachers of disadvantaged areas selected randomly. The tools for the data collection included Job Description Index developed by Smith (1969) having seventy two items in nine facets like pay and promotion, work, supervision and co workers. Organizational commitment was measured using organizational commitment questionnaire developed by Mowday (1982) having 15 items related to the goals and values of organization and willingness to maintain relationship with the organization. The data collected was analyzed using descriptive statistics and by calculating mean, standard deviation, Pearson Product moment correlation and multiple regression analysis. The major findings of the study indicate that teachers were most satisfied with their co workers and less satisfied with the nature of work, supervision, advancement and least satisfied with their pay; teachers displayed average levels of organizational commitment; there was a significant positive correlation between pay, advancement, co workers and job satisfaction and there was significant relationship between tenure and organizational commitment.

Chan (2006) conducted a study on In service teachers' motives and commitment in teaching. The major objectives of the study were to study the motives in choosing teaching as a career, factors affecting teachers' commitment to teach, difference in the motives and commitment of teachers with respect to gender, age and teaching experience and to assess the relationship between teachers' motive

factors and commitment to teaching. The sample for the study consisted of 106 teachers of university in Hong Kong. The tools for data collection were in form of a questionnaire consisting of fifty five items on five point Likert Scale. Out of total fifty five items, twenty one items were for measurement of the motives to take up teaching as a career and thirty four items examines the teachers' commitment in teaching. Data was analyzed by factor analysis using principal component analysis and varimax rotation to determine the number of factors accounting for the motives to take up teaching as a career and teachers' commitment to teaching. Reliability of the identified motives and commitment factors were computed. Multi variate analysis was also done to investigate significant difference of the factors with respect to demographic characters of the participants. Pearson correlation analysis was applied to study the relation between the motive and commitment factors in teaching. The major findings of the study factors which influenced teacher commitment were "teaching as a career choice", "students' learning and school development", "teacher pupil interaction and attitudes" and "demands on teaching and school practices." There was close relationship between intrinsic motives and commitment factors in teaching. It was also found that teachers' commitment can be enhanced or diminished by factors like student behavior, collegial and administrative support, parental demands, educational policies and career phases.

Crosswell (2006) conducted a study on Understanding Teacher Commitment in times of change. The study aimed to explore how teachers conceptualize commitment, to identify various factors that influence commitment of teachers and to investigate the relationship between teacher commitment and the ways that teachers engage with their individual school initiatives and programs. The study was a multi – method study that examined the phenomenon of teacher commitment as it was perceived by the teachers themselves. So multi method enquiry approach was employed and phenomenography was combined with the case study. In the phenomenographic investigation thirty experienced school teachers of Queensland were interviewed. The interview data was analyzed to identify categories of description and to develop a conceptual map of teacher commitment. Case study data was also collected from range of sources such as school websites, school documents, anecdotal evidences, observation and informal discussion. The major findings of the study were conceptualization of Model of Contemporary Teacher

Commitment that illustrated the relationship between the key categories. The six categories of teacher commitment were teacher commitment as a passion, investment of extra time, focus on the students, maintaining professional knowledge, engagement with the school community and transmitting knowledge and values. These categories were integrated into the model by the use of two summarizing dimensions like personal dimension and professional dimension.

Crosswell & Bob (2006) conducted a study on committed teachers, passionate teachers : the dimension of passion associated with teacher commitment and engagement. The objective of study was to uncover how individual teachers conceptualize commitment and possible relations between their commitment and ways that they practice their commitment. Participants of the study were representative of education settings both educationally and geographically. The geographical areas included sub-urban, regional and remote areas of Brisbane. Various schools like special schools, primary schools, high schools and school of distance education were taken into the study. Thirty teachers in different schools were interviewed. Teachers were selected for the interview on voluntary basis. All teachers had experience of more than ten years in teaching. Teachers were selected on the basis of teaching experience, gender and teaching areas(subjects) following the discussion with the principal. Data was collected to identify each teachers' conception of commitment and any factors that impacted their levels of commitment. The data was analyzed in form of isolate comments and phrases made during the interview and then qualitative method was used to derive meaning of commitment to teaching. The analysis focused on constructing position statements that characterized how individual teachers were conceptualizing commitment. The position statements were found on the actual phrases the teachers used in the interviews. From the study, six categories of conceptualization of commitment was found as – “Teacher commitment as passion”, “Teacher commitment as an investment of time outside the contact hours of students”, “Teacher commitment as a focus on the individual needs of students”, “Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs”, “Teacher commitment as maintaining professional knowledge.” Thus from the study it was concluded that teachers conceptualize teacher commitment in six different categories.

Ross & Gray (2006) conducted a study on Transformational Leadership and Teacher Commitment to Organizational Values. The major objective of the study was to examine the mediating effect of teacher efficacy by comparing two models derived from Bandura's Social Cognitive Theory. Model A hypothesized that transformational leadership would contribute to teacher commitment to organizational values exclusively through collective teacher efficacy. Model B hypothesized that leadership would have direct effects on the teacher commitment and indirect effects through teacher efficacy. The sample for the data consisted of 3074 teachers serving in 218 elementary schools. The tools for the data collection consisted of a questionnaire consisting of twelve items of transformational leadership measuring perception of teachers and principal by developing the capacity of the organization and its members to adapt to the changing demands of the environment, 14 items of collective teacher efficacy reflecting highest loading on the perception of the task factor and competence factor and twenty one items measuring teacher commitment in areas like commitment to school mission, commitment to school as a professional community and commitment to school – community partnership. Data of both the models were analyzed using cross validation sample design and calculating chi square, confirmatory factor analysis and root mean square of approximation. The major findings of the study were that Model B was supported than Model A. Transformational leadership had an impact on the collective teacher efficacy of the school; teacher efficacy alone predicted teacher commitment to community partnerships; and transformational leadership had direct and indirect effects on teacher commitment to school mission and commitment to professional learning community.

Ayeni & Popoola (2007) conducted a study on work motivation, job satisfaction and organizational commitment of Library Personnel. The major objectives of the study were to study the relationship between work motivation, job satisfaction and organizational commitment of the library personnel, to study the difference in the work motivation of professional and non professional library personnel, to study the difference in the job satisfaction of the library personnel in academic and research libraries and to study the difference in the commitment of library personnel based on their experience. The study was of a descriptive survey type consisting of 200 library personnel as sample that was randomly selected. The

tools for the study were a questionnaire of work motivation, job satisfaction and commitment scale designed for the study. The first part of the tool consisted of a personal data form while the second part consisted of fifteen – item scale for measuring motivation constructed on five point likert scale, an instrument for measuring Job Satisfaction on five point Likert scale which was adapted from Minnesota Satisfaction Questionnaire (1967) and fifteen items for assessing organizational commitment adapted from organizational commitment questionnaire by Mowday, Steer and Porter (1979). The data was analyzed using descriptive statistics, Pearson Multiple Correlation and t-test. The major findings of the study were that there was a correlation between perceived motivation, job satisfaction and commitment. The correlation between motivation and commitment were although found to be negative. There was no difference in the perceived motivation of professional and non professional library personnel. Further there was difference in the job satisfaction of library personnel in academic and research libraries but no relationship was found between the organizational commitments of library personnel based on their experience.

Balay (2007) investigated the relationship between different levels of organizational commitment (compliance, identification, internalization) of teachers and their conflict management strategies (compromising, problem solving, forcing, yielding, avoiding). The study indicated that male teachers were more likely to experience commitment based on compliance and also were more likely to avoid conflicts with female teachers. It was revealed that as teachers grow older, they are more likely to experience commitment based on internalization and on identification and they were more likely to use problem solving conflict management strategies than those who were younger.

Tella (2007) conducted a study on Work Motivation, Job satisfaction and organizational Commitment of Library Personnel in Academic and Research Libraries in Oyo State, Nigeria. The major objectives of the study were study the relationship between work motivation, job satisfaction and organizational commitment of library personnel, to study the difference in the work motivation of professional and non – professional library personnel, to study the difference in the job satisfaction of the library personnel in academic and research library and to study the difference in the commitment of library personnel based on experience.

The study was a descriptive survey design in which sample comprised of 200 library personnel who were selected randomly for the study. The tools for the study consisted of Work Motivation, Job satisfaction and Commitment scale specifically designed for the study. The tool consisted of fifteen items of motivation, Job satisfaction scale designed by Minnestota (1967) and commitment questionnaire by Mowday and et al (1979). The data was analyzed using descriptive statistics, personal multiple correlation and t-test. The major findings of the study were that there was positive correlation between work motivation and job satisfaction, motivation was also negatively correlated with organizational commitment, there was no significant difference in the work motivation and job satisfaction of professional and non professional library personnel and experience did not affect the commitment of library personnel.

Khan & Kord (2009) investigated the relationship of mental health, job satisfaction and organizational commitment among the employees. The results indicated a significant correlation between job satisfaction and organizational commitment but mental health was not significantly correlated with job satisfaction and organizational commitment. No significant differences were found between gender, education level, monthly salary and job tenure of the employees on the mean scores of affective, normative and continuance commitment and overall organizational commitment respectively. However the older employees were found to be more satisfied than the younger employees.

Smith (2009) conducted a study on School Climate and Teacher Commitment. The major objectives of the study were to examine the relationship between school climate and teacher commitment among elementary school teachers. The data for the study was collected from 522 teachers serving in thirty four elementary school teachers. The tools for the data collection consisted of Organizational Climate Index (OCI) prepared by Hoy et al consisting of twenty seven items to measure school climate. The various dimensions of this tool are collegial leadership, teacher professionalism, academic press and institutional vulnerability. Organizational commitment was measured by Organizational Commitment Questionnaire prepared by Mowday et al (1979) with fifteen items. Data was analyzed by calculating percentage. Results indicated that The dependent variable was teacher commitment was related to school climate. The study showed that the most

significant predictor of teacher commitment was teacher professionalism. Collegial leadership and academic press were predictors of teacher professionalism, while SES was a predictor of academic press.

Awang & Ahmad (2010) conducted a study on modeling Job Satisfaction and Work Commitment Among Lecturers: A Case Study on UiTM Kelantan. The objectives of the study were to measure the existing level of job satisfaction and work commitment among UiTM lecturers and to determine the influence of job satisfaction on job commitment among UiTM Kelantan Lecturers. Also, the study investigated specifically factors contributing to job satisfaction namely promotional opportunities, remuneration, working environment, workload, and relationship with colleagues and management style. The data for the study was collected from a sample of 320 lecturers from UiTM Kelantan which were selected randomly. The tool consisted on a questionnaire adapted from Zain (1997) and Lassim et al. (1990) in which changes were made to suit the needs of the research. The questionnaire had ten point rating scale to measure the responses. The reliability for each variable of the tool was measure using Cronbach's Alpha. Also correlation test was conducted to test the correlation of each independent variable with job satisfaction. The major findings of the study showed that variables like promotional opportunities, work load and relationship with colleagues had highest correlation with job satisfaction. There was a significant relationship between job satisfaction and work commitment. The findings of the study also indicated that satisfied lecturers were committed to the job and promotional opportunities, work load and relationship with colleagues should be given due consideration as they were significantly relation to job satisfaction.

Chuan (2010) conducted a study on Professional Support and Professional Commitment in Teaching Profession. The major objectives of the study were to assess the relationship between professional commitment and professional support, to assess the relationship between professional commitment and principal support, to assess the relationship between professional commitment and collegial support and various significant predictor variables towards the variance of professional commitment. The study employed descriptive correlational design mainly to investigate the relationship between professional support and professional commitment. The research design employed was a quantitative cross sectional

survey methodology. The data was collected from 800 teachers of secondary schools. The tool for the study was a questionnaire consisting of three sections like demographic information in first part, fifty items to measure professional support adapted from Singh & Billingsley (1998) in second part and third section consisting of professional commitment scale derived from Meyer, Allen and Smith (1993). The data was analyzed using correlation and multiple regression. The major findings of the study were that professional commitment was positively and significantly correlated with professional support and principal support. Professional commitment was moderately related to collegial support. Both principal support and collegial support were significant predictors of professional commitment.

Erawan (2010) conducted a Comparative Study of Teaching Efficacy, Commitment to Teaching Profession and Satisfaction with Program Effectiveness of Teachers Students under different curricula. The purpose of this study was to compare the results of the curricula of teacher production in 5 year program curriculum and 4+1 year program curriculum with respect to teaching efficacy, commitment to teaching profession and satisfaction with program effectiveness of the teacher students in both the curricula in different fields. The data was collected from 322 teachers students from 12 universities of Thailand. The tools for the data collection included Teaching efficacy test created by Bandura (1982) which was in five point Likert Scale and had 24 items. Commitment to Teaching Profession was measured using tool prepared by Capara et.al (2006) which was on five point Likert Scale and had 12 items. For measuring satisfaction with the program effectiveness a tool was constructed having 19 items. The data was analyzed using MANCOVA, mean and standard deviation. The major findings of the study were that the teaching efficacy of 5 year program was higher than that of 4+1 year program. The multivariate analysis of covariance was conducted with the program and independent variables and it was found that there was a significant difference between the two programs and it was found that teaching efficacy, commitment to teaching and satisfaction with program effectiveness was higher in case of 5 year program.

Malik et.al (2010) conducted a study on Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan. The major objectives of the study were to determine the impact of teachers' satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan and to assess the level of commitment and satisfaction of university teachers with respect to their job. The survey based descriptive research was used and consisted of 650 university teachers who were selected randomly for the study. The tools used for data collection were teachers' level of satisfaction and organizational commitment questionnaire with five point Likert Scale. The organizational commitment was measure using a questionnaire with six items and specially designed for the study. Overall job satisfaction was measured using six items scale developed by Schreiesheim and Tsui (1980). Satisfaction was measured with respect to work itself, supervision, co-workers, pay, promotion opportunities and job in general. Data was analyzed using step wise multiple regression analysis and t-test. The major findings of the study indicated that the satisfaction with work itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of university teachers. The teachers had high degree of organizational commitment and satisfaction and both were positively related to each other in inter correlation matrix.

Canrinus et al (2011) conducted a study on Self – efficacy, Job Satisfaction, Motivation and Commitment : Exploring the Relationship between Indicators of Teachers' Professional Identity. The major objectives of the study were to investigate the relevance of relationship between indicators of teachers' sense of professional identity with job satisfaction, occupational commitment, self-efficacy and change in level of motivation. A model was proposed, tested with structural equation modelling (SEM) and refined using data from 1,214 Dutch teachers working in secondary education. The tools used for data collection were Job Satisfaction Index by Van der Ploeg & Scholte (2003) with various dimensions like support, autonomy, relationship, work and fringe benefits. Occupational commitment of the teachers was measured using a tool prepared by Meyer et al (1993) with affective, continuance and normative dimensions. Self Efficacy was measured using Teacher Self Efficacy Scale (2002) with classroom and school context. The data was ananalyzed by finding correlation and standard deviation.

The major findings of the study were that Classroom self-efficacy and relationship satisfaction played a key influencing role in the relationships between the indicators. Using multiple-group SEM, the parameters of the overall model were found to be similar for the novice, experienced and senior teachers in a constrained model. This aspect of similarity across experience groups was in line with findings of previous research on teachers' professional identity. The present study was contribution to the further development of a solid theory on teachers' professional identity, which had been lacking.

Choi & Tang (2011) conducted a study on Satisfied and Dissatisfied Commitment : Teachers in Three Generations. The major objectives of the study were to investigate the characteristics of teachers commitment among first ten years of teaching in Hong Kong School education and to investigate teachers' emotional experiences relating to changes of teacher commitment in teachers' first ten years of teaching. The study also explores the self appraisal of teacher commitment and their associated emotional experiences. The study employed a life history method to study the intensity of commitment among teachers and related emotional experiences in their career paths against the changing social, educational and work place contexts. The data was gathered using interview from teachers. Purposive sampling strategy was employed for sample selection in which various variables like teachers' teaching experience, type of school, gender, marital status, professional qualifications and career development were taken in to consideration. The sample consisted of thirty three teachers who entered the teaching profession at difference periods from 1960s to 2000s in the Hong Kong School Education. The focus was on participants commitment and sense of satisfaction in their early and mid careers as commitment in earlier career phases was more vulnerable. Semi structured interview and documentary analysis were major methods of data collection. Interviews were conducted to collect teachers' full life histories. Also interviews were conducted with the colleagues, friends/spouse of the participants to get a detailed perspective in the life of the participants. A second interview was also conducted to gain an understanding of teachers' commitment to teaching over the course of their life. Based on the interviews commitment graph was plotted representing zero as the lowest and ten as the highest commitment intensity. The commitment graph was probing strategy to understand change in commitment of

the respondents. The major findings of the study affirmed previous views that high commitment level of teachers was characterized with the psychological attachment to the commitment objects. However, the relationship between increased teacher commitment level, time investment in work and psychological attachment to teaching was found uncertain in the changing contexts, leading to the conceptualization of satisfied and dissatisfied commitment among teachers staying in the profession. The critical difference between satisfied and dissatisfied laid in the nature of teachers' emotional experiences and their psychological state of teaching. It was reported that commitment of teachers changed in the first ten years of teaching.

Gerarld (2011) conducted a study on Rewards And Job Commitment of Primary School Teachers. The major objectives of the study were to establish the effect of rewards on job commitment of primary school teachers in primary schools in Mityana District. The study was guided by two objectives: to establish the effect of (a) financial rewards and (b) non-financial rewards respectively on job commitment of the said teachers. The study took quantitative and qualitative approaches using cross-sectional and correlational designs, involving 327 teachers of whom 126 were from government schools and 201 from private primary schools using a questionnaire and interview guide, data were collected and analyzed at the descriptive level using summary statistics such as means and standard deviations, and at the inferential level using t-tests for independent groups and Pearson's correlation co-efficient. The major findings of the study were that there was an insignificant correlation between financial rewards and job commitment, there was positive significant correlation between non-financial rewards and job commitment of the said teachers, financial rewards do not significantly affect commitment of the teachers and that non-monetary rewards significantly positively affect the commitment of the teachers. The study finally recommended that managers of various schools, policymakers and other stakeholders should know that financial rewards are not the sole factors that enhance the commitment of teachers. They should instead look for other ways of raising commitment of teachers, Policymakers, administrators, managers of various schools should ensure that teachers are rewarded through non- monetary rewards by praising, promoting, giving teachers responsibilities, among others to realize their commitment.

Mensah (2011) conducted a research on Motivation and Job Commitment among Teachers in Senior High Schools. The major objectives of the study were to investigate the motivational level of teachers, to determine the link between motivation, job satisfaction and job commitment of teachers, to identify various variables that lead to motivation, job satisfaction and job commitment and to recommend various ways to improve job motivation and commitment of teachers. The sample for the study was selected randomly from four different schools of Ghana and 25 teachers serving in each of these school were selected for the study. The tools used for the data collection included a questionnaire with three section in which section one dealt with demographic variables, section two dealt with teachers' commitment which was measured by standardized scale by Sincich (1999) and section three dealt with measurement of motivation level which was measured by standardized scale by Meyer & Allen (1991). The data was analyzed using frequencies, percentage, mean and standard deviation. The major findings of the study indicated very high level of overall motivational levels of the teachers. Some factors such as opportunities to use abilities, job itself and good money were responsible for high level of motivation. Job Satisfaction of teachers was also found to be high particularly for the younger group of teachers as teachers above age of thirty years had to look after their family. Factors such as teachers' position in school, teaching experience and age had positive and significant influence of commitment of teachers towards their jobs.

Ming (2001) conducted a study of Work Values and Job Satisfaction of Primary School Teachers in Hong Kong. The major objectives of the study were to investigate the relationship among the importance and fulfillment of each work value dimension and the overall job satisfaction, to develop job satisfaction model for primary school teachers and to analyze the impact of the school setting on the work values and overall job satisfaction of teachers. The study comprised of two phases : a quantitative research survey and case studies. The quantitative survey involved the survey of 1019 teachers of fifty primary schools. The tool used for the study comprised of a self – reported questionnaire. The cases studies involved three primary schools which were chosen according to the results of the quantitative survey. The questionnaire survey of job satisfaction was based on four work dimensions of teachers: authority, affective, material and work nature. The

findings of the study indicated that the primary school teachers placed the lowest emphasis on the authority dimension and valued the affective dimension the highest. Path analysis revealed that the effects of the satisfaction of the four work value dimensions on overall job satisfaction were positive. The analysis further revealed that the satisfactions of the four dimensions were interdependent. The quantitative part of the study was also used to make a model of job satisfaction for the teachers. In the model, the importance and perceived fulfillment of each work value dimension had a negative and positive direct effect on the overall job satisfaction respectively. The four personal characteristics like gender, age, level of professional training and administrative responsibility were studied. The case studies also revealed that teachers could attain a high degree of overall job satisfaction in a school. The findings of the questionnaire survey and case studies also suggested that job satisfaction could be a multi level concept. The overall job satisfaction was affected by both personal and school characteristics.

Adebomi (2012) conducted study on Job Satisfaction and Self- Efficacy as Correlates of Job Commitment of Special Education Teachers in Oyo State. The major objectives of the study were to assess the relationship between job satisfaction and commitment among special education teachers, to assess the relationship between self efficacy and job satisfaction among special education teachers, to study the composite effect of job satisfaction and self efficacy on job commitment of special education teachers and to study the relative effect of job satisfaction and self – efficacy on special teachers’ job commitment. The sample for the study comprised of 250 special teachers in special primary and integrated secondary teachers in Oyo State. Seven primary schools and six secondary schools were selected for the study. The tools for the study comprised of a standardized instrument of Job Satisfaction, Self Efficacy and Job Commitment Questionnaire on four point Likert scale. The Questionnaire had four sections: Section one consisting of demographic characteristics, section two consisting of thirty six items on job satisfaction designed by Spector (1994), section three consisting of thirteen questions teachers’ self – efficacy scale designed by Daymer (1999) and section four consisting of fourteen questions on teachers’ job commitment designed by Celep (1990). The data was analyzed using Pearson Product moment correlation coefficient and multiple regression analysis. The major findings of the study were

that there was a positive significant relationship between job satisfaction and job commitment, Self – efficacy of teachers and their job satisfaction were also significantly related, self – efficacy and job satisfaction combined together were important for predicting significant result, it was also found that self efficacy and job satisfaction produced a mutual effect on job commitment. Lastly, it was found that when measured separately job satisfaction and self – efficacy also had significant effect on job satisfaction which implies that special teachers' self efficacy would enable them to try all forms of instructional approaches to ensure that students learn adequately and were personally motivated for learning.

Ahmad et al (2012) conducted a study on Organizational Commitment of Public Primary School Senior Head Teachers. The objectives of the study were to indentify the significant difference between the selected demographic variables and organizational commitment. A cross sectional research study with purposive sampling was employed for collection of the data. The cross sectional survey design was used to determine the demographic variables of gender and ethnicity. The data was collected using a questionnaire of Organizational Commitment that was developed by Mowday et al (2003). The sample for the study consisted of senior public primary school head teachers who had professional degree in Education Management. The study thus consisted of 600 students and 107 teachers of degree programme. They were purposively selected because they represented almost equal number of respondents based on gender and ethnicity of the ration of people in Malaysia. The data was analyzed using t-test, mean and correlation. The analysis of the data revealed that organizational commitment showed no significant difference between male and female. There was significant difference in the organizational commitment related to ethnic of Malay, Chinese and Indian. The degree of commitment of the organization among senior teachers show the difference between the ethnics but no difference was found with respect to gender. The organization need to build up the necessary efforts to encourage and enable the different ethnics to strive their strong commitment to the organization. This would enable the organization to meet future challenges and at the same time maintain employee's attachment to the organization.

Jaiyeoba (2012) conducted a study on Job Satisfaction of Secondary School Administrators in Kano State of Nigeria. The major objectives of the study were to assess job satisfaction of School Administrators with respect to various variables such as gender, type of school, location of school, teaching experience, age, marital status, school size and educational qualification. The sample for the study comprised of 421 school administrators serving in various schools selected by stratified random sampling technique. The data was collected using Job Descriptive Index (JDI); a standardized instrument, adapted from Smith, Kendall & Hulin (1992). The index consisted of five facets/factors like Work itself, Pay, Promotion, Supervision, and Coworkers. The instrument was modified from its original form and then reliability and validity of the tool was established. The data was analyzed using t-test and ANOVA to determine the difference between the means. Findings of the study showed that there was no significant difference in male and female; public and private; rural and urban administrators' level of job satisfaction. Also, the study found that there was a significant difference in the level of satisfaction with years of experience as well as with age, marital status, school size and educational qualification.

Khanifar (2012) conducted a study on Analysis of Job Satisfaction and Professional Commitment among Staff. The main objectives of the study were to assess analysis of relationship between job satisfaction and organizational commitment, to assess analysis of relationship of job satisfaction with professional commitment and to give various suggestions to improve organizational commitment. Various tools used for the study were a questionnaire to assess professional and organizational commitment and job satisfaction with eighteen items on five point Likert Scale. The data was collected from 150 teachers serving in primary and secondary schools of Iran. The data was analyzed using mean, Standard Deviation and chi square. The major findings of the study were that job satisfaction was found to be main variable for an organization; there was a positive correlation between job satisfaction and professional commitment and job satisfaction and organizational commitment.

Necati et al (2012) conducted a study to examine the relationship between school principals' transformational leadership styles and teachers' organizational commitment. The purpose of the study was to determine the relationship between

school principals' transformational and transactional leadership styles and teachers' organizational commitment. A total of 237 primary school teachers employed in Ankara participated in the study. The Multi Factor Leadership Questionnaire developed by Bass and Avolio (1995) and Organizational Commitment Questionnaire developed by Allen and Meyer (1990) were used to gather data. Results indicated that school principals were more likely to perform transformational leadership style than transactional leadership style. Teachers' commitment scores were the highest in continuance commitment. There was significant relationship between transformational and transactional leadership styles of principals and organizational commitment of teachers. Results also showed that motivation by inspiration and individualized consideration predicted affective commitment significantly. While contingent reward dimension of leadership styles was the only significant predictor of teacher continuance commitment, management by exceptions (passive) and laissez fair significantly predicted normative commitment.

Obot et.al (2012) conducted a study on Teacher's Professional Commitment and Students' Interest in Social Studies Education in Akwa Ibom State – Nigeria. The aim of the study was to investigate teachers' commitment in relation to students' interest in social studies education and to improve on teachers' motivation and students' interest. The sample for the study consisted of 1000 students selected by stratified random sampling technique. The main tools used for collection of the data were the Perception of Teachers' Characteristics and Students' Interest Questionnaire. The reliability of test was computed by Cronbach's Alpha. Analysis of the data was done using ANOVA, f- test, Fishers' LSD multiple comparison analysis to determine the group means. The major findings of the study were that students' perception of teachers' level of professional commitment had a significant influence on their interest in Social Studies Education. Implementation of curriculum mainly depended on professional commitment of teachers. The results of the study implied that teachers should be motivated to enable them to show more professional commitment to their duties.

Oyewumi et.al (2012) conducted a study on Job Satisfaction and Self efficiency as Correlates of Job Commitment of Special Education Teachers in Oyo State. The major objectives of the study were to assess the significance of relationship

between job satisfaction and commitment, self efficiency and job satisfaction among special education teachers, to study the composite effect of job satisfaction and self efficiency on job commitment and to study the relative effect of job satisfaction and self efficiency on special education teachers' job commitment. The study was a descriptive survey in which sample was selected by random sampling technique. The sample consisted of 250 special education teachers serving in primary and secondary teachers. A standardized instrument with Job Satisfaction, Self – Efficiency and Job Commitment was used to gather the data. The tool had four point Likert Scale and had Four sections with thirty six items. The data was analyzed using Pearson Product Moment Correlation Coefficient and Multiple Regression Analysis. The major findings of the study showed a positive significant relationship between job satisfaction and job commitment, self efficiency of teachers was also found to be significantly related to job satisfaction and produce mutual effect on job commitment, teachers' job satisfaction and self efficiency were significantly related to their job commitment. It was recommended that teachers should be encouraged to attend workshops and seminars, motivated and provided positive working environment to enhance their job commitment.

Ozdem (2012) conducted a study on the relationship between the organizational citizenship behaviors and the organizational and professional commitment of secondary school teachers. The major objectives of the study were to determine the relationship between organizational citizenship behavior, organizational and professional commitment depending on the opinion of teachers working in secondary schools. The data for the study was collected from 832 teachers serving in various secondary schools. Various tools such as Organizational Citizenship Behavior Scale By Podsakoff et al (1990) and organizational and professional commitment scale by Meyer, Allen and Smith (1993) were used for collection of the data. Data was analyzed using one way analysis of variance, Pearson Product moment correlation analysis and Multiple Linear Regression Analysis. The major findings of the study were that there was a significant difference between organizational commitment perceptions of the teachers, the 'affective commitment' and 'normative commitment' sub divisions of the organizational commitment scale and 'sportsmanship' sub dimension of Organizational citizenship behavior scale, there was a positive and significant relationship between professional commitment

and organizational commitment with organizational citizenship behavior, Professional commitment was more related to the organizational citizenship behavior than organizational commitment and professional commitments of teachers were found to be higher than their organizational commitments.

Pai et al (2012) conducted a study on Professional Commitment of Information Technology employees Under Depression Environments. The major objectives of the study were to study as to what extent the professional commitment of IT staff was being affected by the amount of work stress and job satisfaction under the environment of economic down turn as well as to study the professional jobs IT staff being directly affected by work stress and job satisfaction. The other objectives of the study were to assess the correlation between work stress and job satisfaction, work stress and professional commitment and correlation between job satisfaction and professional commitment. Survey method was used for the study. Various dimensions such as job satisfaction, work stress and professional commitment were the variables of the study and were assessed in the study. Job Satisfaction scale made by Smith & Weiss was used which included various items related to general satisfaction, satisfaction with colleagues, satisfaction with superiors, promotion satisfaction and salary satisfaction. Work stress was measured using tool prepared by Caplan et al which had various items like kind of work load, use of technology and role ambiguity. Professional commitment was measured using tool prepared by Morrow & which included various items related to professional identification, willingness to stay in the same profession. The data for the study was collected from 300 IT employees. The data was analyzed using ANOVA and t-test. The major findings of the study included that during economic downturn, job satisfaction was positively correlated with professional commitment, work stress had negative correlation with professional commitment, job satisfaction had a significant positive influence on professional commitment and general satisfaction, Satisfaction towards the achievement acquired from work has highest impact on professional commitment.

Pan et,al (2012) conducted a study on the Development and Examination of a Teaching Commitment Scale for Elementary school teachers. The major objectives of the study were to develop and examine a teaching commitment scale for elementary school teachers. Sample for the study was selected using stratified

random sampling and cluster sampling technique. In the first stage 300 teachers were sampled and during the second stage 400 teachers were sampled. In order to prepare the scale, forty items from prepared based on the review of theory and related literature. The tool for the study was in the form of a scale consisting of four dimensions including teaching identification, teaching involvement, teaching objectives and tendency towards work continuation. The tool was on six point Likert scale. The tool was prepared by following steps: analyzing related theory and literature, researching and collecting information of practical teaching activity, make an open ended questionnaire for consultation with experts, construct forty statements on six point likert scale, use the exploration factor analysis and complete the formal scale after validity. Data was analyzed using descriptive statistics like mean, median, standard deviation and percentage. Validity analysis of the tool was done by item analysis, consistency reliability, exploratory and confirmatory factor analysis. It was found from the study that if teachers identify with their work, they will have higher commitment towards teaching and will put in more efforts, more time and will have better teaching attitude. It was also found that scale had 24 items and four stable factors like teaching identification, teaching involvement, teaching objective and tendency towards work continuation.

Sezgin & Agar (2012) conducted a study on Impact of Affective Organizational and Occupational Commitment on Job Satisfaction. The main objectives of the study were to analyze the impact of affective organizational commitment and affective occupational commitment on job satisfaction of secondary school teachers. The sample for the study consisted of 331 teachers selected from 16 schools of Turkey. The tool for the study consisted of Allen & Meyer's Questionnaire (1991). The questionnaire had six items of affective organizational commitment, six items of affective occupational commitment and three items of Job satisfaction on five point Likert Scale. Affective organizational and occupational commitment was independent variables and was interrelated where as job satisfaction was dependent variable in the study. The data was analyzed by calculating Cronbach's alpha values. The results demonstrated that there was a significant and positive relationship between affective organizational commitment and affective occupational commitment. Additionally, it was determined that main

effects of both affective organizational commitment and affective occupational commitment on job satisfaction were also positive and significant.

Shah (2012) studied the Impact of Teachers' Collegiality on their Organizational Commitment in High and Low Achieving secondary schools in Islamabad, Pakistan. The major objectives of the investigation were to study the impact of teachers' collegiality on their organizational commitment and to compare the organizational commitment of high and low achieving secondary schools. The sample for the investigation was collected from 445 teachers working in seventeen public secondary schools including eight high achieving and nine low achieving schools. The tools used in the survey were Teacher Collegiality Scale which was developed for the purpose of the research and had thirty two items based on mutual support of teachers, sharing ideas and expertise, sharing resources. Organizational commitment Scale with 18 items developed by Meyer, Allen and Smith (1993) was used to measure affective, normative and continuance commitment of teachers. Data was analyzed using Structural equation modeling to analyze the impact of teacher collegiality on organizational commitment. Also mean and standard deviation was computed. The major findings of the investigation were that teacher collegiality positively affected their organizational commitment, but the difference in the teacher collegiality were found to be non-significant between high and low achieving schools.

Susanto & Hastomo (2012) studied Organizational and Professional Commitment and their effect on Job Satisfaction. The major objective was to assess organizational and professional commitment and job satisfaction and to assess effect of organizational and professional commitment on job satisfaction. Another objective of the study was to assess the role of motivation in job satisfaction. The data was collected from 150 accountants of Indonesia collected randomly. Various tools used for data collection were Organizational Commitment Questionnaire with twelve items related to sense of loyalty to the organization and sense of involvement on four point Likert Scale. Professional commitment was measure using professional commitment scale with eighteen items on four point Likert Scale with items related to identity with professional goals, level of individual loyalty to the profession and attitude towards profession. Motivation was assessed using instrument with ten items. Job Satisfaction was assessed using four item

scale used by Locke (1997) based on feelings towards work and job expectation. Data was analyzed by using two way interaction between motivation and commitment and job satisfaction. Other ways for analysis were mean, F- ratio, p-value, ANOVA. The major findings of the study were that motivation leads to organizational and professional commitment. Organizational and professional commitment was directly associated with satisfaction in job. Both commitment and job satisfaction helped the employees to work efficiently.

Unal (2012) conducted a study on Relationship Between Organizational Commitment and Ethical Climate : The Mediating Role of Job Satisfaction Dimension. The major objectives of the study were to examine the mediating role of the facets of job satisfaction on the relationship between ethical climate and the dimensions of organizational commitment – affective and continuance. The sample for the study consisted of randomly selected 800 teachers from secondary schools of Turkey. The tools for the study consisted of Ethical Climate Scale by Quails and Puto (1989) consisting of six items. The Job Satisfaction was measured using a standardized scale consisting of seventeen items like work, promotion, pay, supervision, policy and colleagues. Organizational Commitment was measured on two dimensions – affective and continuance with the help of scale prepared by Allen and Meyer (1990) consisting of twelve items. All the scales were on five point Likert Scale. The data was analyzed using single and multiple regression to test the hypothesis and Variance Inflation Factors. The major findings of the study indicated that perception of positive ethical climate was positively associated with some facets of job satisfaction and affective and continuance dimensions of organizational commitment. The results also showed that some facets of job satisfaction mediated the relationship between ethical climate and dimensions of affective commitment and continuance commitment.

Yang et. al (2012) conducted a study of nurses job satisfaction: the relationship to professional commitment and friendship network. The objectives of the study were to assess employees' job satisfaction and its relationship with friendship network and professional commitment and to assess friendship network in the same ward and across the ward and its effect on job satisfaction. The data for the cross sectional survey was collected from 405 nurses selected randomly. The major tools for the study were social network nomination in which the participant had to

nominate upto eighteen persons, professional commitment was assessed by using scale for professional commitment which was developed by the investigators for the study. Nurses' Job Satisfaction Scale measured job satisfaction in four domains of job environment, human relationship, feedback and benefit and promotion. The regression model of Job Satisfaction was constructed using friendship network variables and professional commitment as independent variable. Data was analyzed using convergent validity and factor loading. The major findings of the study were that for all the dimensions of job satisfaction, professional commitment was the robust predictor. The efficiency of friendship network was a good predictor for all the dimensions of job satisfaction while it was negatively related to the work load.

Zilli & Zahoor (2012) conducted a study on organizational commitment among male and female teachers. The major objectives of the study were to compare the organizational commitment with respect to gender. It was hypothesized that female teachers had greater affective, normative and continuance commitment as compared to male teachers. The data was analyzed using descriptive and inferential statistics. The results revealed the female teachers possessed significantly higher level of organizational commitment than their male counterparts.

Burd (2013) conducted a study on Work Values of Academic Librarians : Exploring relationships between values, job satisfaction, commitment and intent to leave. The objectives of the study were to assess various values important to academic librarians, effect of individual work values on job satisfaction, commitment and intent to leave and to assess the effect difference in organizational values on job satisfaction, commitment and intent to leave. The sample for the study was consisted of 127 academic librarians from fifty one academic libraries across United States. Job Satisfaction was measured using modified version of Spector's Job Satisfaction Survey (1999) which included various dimensions like pay, promotion, supervision, contingent rewards, co workers, nature of work, communication and fringe benefits. Commitment was measured using modified version of Meyer & Allen's scale (1991) which included affective commitment and continuance commitment. Intent to Leave was measured with three statements reflecting plans to remain with the organization for the next two years. The data was analyzed using mean, standard deviation, z- score and ANOVA. The major

findings of the study were Librarians expressed greater intent to leave in case of less affective commitment since affective commitment reflects emotional attachment and agreement of values. Librarians in organization that support participatory management, open communication, opportunities of achievement and trust were more satisfied and committed and less likely to leave.

Butucha (2013) conducted a study on Teachers' Perceived Commitment as Measured by Age, Gender and School type. The major objectives of the study were to assess secondary school beginning teachers' perception of professional commitment and to discover the impact of age, gender and school type on secondary school teachers' perception of professional commitment. The study employed a descriptive – comparative research design. For the study data was gathered from 381 secondary school beginning teachers. Various tools used for data collection included an instrument to measure teachers' perceptions of their professional commitment which was measured using 18 item professional commitment scale developed by Allen et al (1993). The scale had two parts including demographic variables and professional commitment. The data was analyzed using percentage. The major findings of the study showed that background variables like age, gender and school type have significant but small effects on the perceptions of beginning teachers' professional commitment. Beginning male teachers had higher levels of affective professional commitment while their perception of normative and continuance commitment tend to be neutral. The study also revealed that teachers in public secondary schools had higher normative and continuance professional commitment as compared to private secondary school teachers.

Ling & Ibrahim (2013) conducted a study on Transformational Leadership and Teacher Commitment in Secondary Schools. The major objectives of the study were to investigate the relationship between teacher commitment and transformational leadership in secondary schools, and to investigate level of teachers' commitment. The tool used for the quantitative survey was based transformational leadership tool constructed by Bass (2006) and teacher commitment tool constructed by Danetta (2002). The tool was prepared on five point Likert Scale. The sample for the study consisted of randomly selected 1014 trained secondary school teachers from twenty seven schools. The data was

analyzed using Multiple Linear Regression to study the significance of relationship between transformational leadership and teacher commitment. Analysis was also done by ANOVA and MANOVA to determine the significant difference in transformational leadership and commitment and demographic factors. The findings of the study were that there was moderate level of teacher commitment and low level of transformational leadership qualities. It was also found that leadership practices affect teacher commitment. It was also found that transformational leadership qualities were crucial in changing teachers' attitude and improving their commitment level.

Mohamed (2013) conducted a study on Professional Commitment and Perceived Organizational Support among Nursing Academic Staff: A Comparative Study. The major objectives of the study were to assess the nature the professional commitment among nursing academic staff and examine its relationship with their perceived organizational support among Nursing faculties. The data was collected from 210 nursing academic staff that was selected randomly. The tools for the data collection consisted of the Tri component model of employee commitment scale developed by Allen and Meyer (1991) consisting of twenty three items based on affective, normative and continuance commitment. Perceived Organizational Support Scale developed by Eisenberger et al (1990) was also used for the study. This tool consisted of twelve items to assess the levels of perceived organizational support among nursing academic staff members. All the scales utilized five point Likert type of format. The data was analyzed by computing mean, standard deviation, range and Pearson correlation coefficient. The major findings of the study were that there was no significant difference between the three dimensions of professional commitment perceived among nursing academic staff, half of the nurses were very satisfied with perceived organizational support; perceived organizational support had a significant relation with professional commitment.

Salim et al (2013) conducted a study on Factors Affecting Organizational Commitment Among Lecturers In Higher Education Institution in Malaysia. The major objectives of the study were to examine the relationship between job satisfaction, job involvement and perceived organizational support towards organizational commitment. Survey method was employed for the study. The sample for the study consisted of 140 lecturers serving in different Higher

Education Institutions in Malaysia. The tools for the study included Job Satisfaction Survey by Spector (1997) had thirty six items that included nine aspects like pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co workers, nature of work and communication. Perceived Organizational Support was measured using Perceived Organizational Support Questionnaire adapted from Eisenberger et al (1986) that had 8 items. Organizational Commitment Survey developed by Meyer & Allen (1997) having three subscales – affective commitment, continuance commitment and normative commitment was used. All the questionnaires were on seven point Likert Scale. The internal consistencies of the scale were assessed using Cronbach's alpha. The major findings of the study show that there was significant relationship between job satisfaction, job involvement and perceived organizational support. The results also suggested that an improvement of social change by increasing job involvement, perceived organizational support and job satisfaction is an efficient way to get highly committed human resource.

Tok (2013) conducted study on Teachers' Job Satisfaction and Organizational Commitment in Turkey. The major objectives of the study were to determine the job satisfaction and organizational commitment of civil servants, contracted teachers and paid teachers working at elementary schools; to study the attitude of teachers towards job satisfaction and factors affecting job satisfaction like work, content, salary, administration, evaluation, development and advancement; to study attitude of teachers towards organizational commitment and to assess the significant relationship between teachers' attitude regarding their levels of job satisfaction and organizational commitment. The study was a descriptive research based on survey model. The sample consisted of 253 teachers which was selected randomly for the study. The tools used for the data collection consisted of Job Satisfaction Questionnaire devised by Balci (1985) for assessing level of job satisfaction and Organizational Commitment Questionnaire devised by Allen and Meyer (1990) to assess the level of organizational commitment of teachers. Both the scales were on five point Likert scale with total fifty seven questions. The data collected was analyzed using factor analysis, factor loading, ANOVA and Pearson's correlation. The results of the study indicated that Job Satisfaction of the teachers was medium and level of organizational commitment was high. The group

with the highest job satisfaction and organizational commitment were the paid teachers while the contract teachers had lowest level of job satisfaction and organizational commitment. It was also observed that level of continuance commitment was medium and there was very high level of affective commitment among the factors affecting organizational commitment. It was concluded from the study that economic conditions of the teachers should be improved by paying high salaries so that they are committed to the profession.

Usop et al. (2013) studied Work Performance and Job Satisfaction among Teachers. The major objectives of the study were to find out relationship of work performance and job satisfaction among teachers, to assess the profile of teachers, to rate the work performance of teachers with respect to diversity of learners, curriculum, planning, learning environment, community linkage, professional development and social regard for learning, to rate job satisfaction of teachers with respect to school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition and responsibility. The study was a descriptive correlation design. The sample consisted of 200 elementary school teachers from twelve public schools. The tool for the data collection consisted of survey questionnaire consisting of two parts : the first part was on personal information and the second part consisted of questions related to job satisfaction on various facets like school policies, pay, supervision, promotion and growth of the employees, working condition and recognition. The data was analyzed using descriptive statistics such as frequency distribution, percentile, mean, standard deviation and correlation between job satisfaction and work performance. The major findings of the study were that teachers were found to be proficient in all the seven domains of work performance. Also it was found that majority of teachers were satisfied with respect to facets like school policies, supervision, inter personal relations, promotion, working condition and achievement and recognition.

Bashir (2014) conducted a study on Determinants of Organizational Commitment – A Study of Information Technology Professionals in Pakistan. The major objectives of the study were to examine the relationship between career opportunities, work life policies, job characteristics and organizational commitment of Information Technology Professionals in Pakistan. The data was

collected from 155 IT professionals from sixteen organizations. The study began with the assumption that career opportunities, work life policies and job characteristics together lead to increased organizational commitment. The tool used for the study included a questionnaire adopted by Dockel (2003) and included questions related to organizational commitment, career opportunities, work life policies and job characteristics. The data was analyzed using correlation test to study the relationship between independent variables like career opportunities, work life policies, job characteristics dependent variable organizational commitment. The results of the study indicated that career opportunities and work life policies in IT professionals were significantly correlated with organizational commitment, job characteristics did not determine their organizational commitment.

Martin & Roodt (2014) conducted a study on Perceptions of Organizational Commitment, Job Satisfaction and Turn over Intentions in a Post-merger South African Tertiary Institution. The major objectives of the study were to understand how people cope with and respond to a merger of the institution, impact of post merger on the perceptions of the institution, to study commitment and job satisfaction of the employees. A predictive model of turn over intentions was also proposed for employees of South African Tertiary institution. A non-experimental and cross – sectional field survey was conducted. The sample consisted of 367 employees of a South African tertiary institution. The data was analyzed using correlation and ex-post facto analysis. The tools used for the study were Minnesota Satisfaction Questionnaire with twenty items associated with intrinsic and extrinsic satisfaction, Organizational Commitment Questionnaire Developed by Roodt (1997) with thirty eight items based on work, job, career, occupation and organization and Turnover Intentions Questionnaire developed by Roodt (2004) with fifteen items. The data was analyzed using ANOVA, t-test, correlation and step wise linear regression. The major findings of the study were that there was a substantial correlation between turnover intentions and job satisfaction, organizational commitment decreased with increase in the education level may be as there were greater job opportunities, turnover intentions were significantly related to the age and were positively related.

Shann (2014) conducted a study on Professional Commitment and Satisfaction among teachers in Urban Middle Schools. The major objectives of the study were to assess the professional commitment and teachers' job satisfaction and to assess the relationship between teachers' professional commitment, teachers' satisfaction and school effectiveness. The sample for the study consisted of randomly selected 92 teachers in 4 urban middle schools to assess the importance and satisfaction they assigned to various aspects of their jobs. The tools for the study included scale for professional commitment and satisfaction which were developed for the study. Also, interview was conducted to assess the validity of responses obtained from the questionnaire. The data was analyzed using mean, median and standard deviation. It was found from the study that teacher – pupil relationship ranked highest overall in terms of importance and satisfaction. Parent – teacher relationships commanded respondents' highest concern. Teachers in the lower achieving schools were more dissatisfied with teacher – teacher relationships and their school's curriculum than those in the higher achieving schools, and they reported greater discrepancy in student achievement. Principals were advised to act on issues that erode teacher satisfaction by promoting teacher involvement in decision making and simultaneously focusing on education reforms.

2.2.1 SUMMARY OF STUDIES CONDUCTED IN ABROAD

In the chapter of Review of Related Literature, the investigator has reviewed fifty nine studies conducted in abroad from 1983 to 2015. From the Review of Indian Studies it was observed that there were more number of studies related to professional commitment and few related to job satisfaction. It was also found that most of the studies were conducted in industrial settings rather than in educational set ups. The summary of these fifty nine studies reviewed by the investigator is presented below.

Crosswell & Bob (2006) concluded from their study that professional commitment had multiple dimensions. They gave six categories of commitment namely teacher commitment as passion, teacher commitment as investment of time outside the contact hours of students, teacher commitment as focus of individual needs of students, teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs and teacher commitment as maintaining professional knowledge. Chan (2006) gave various dimensions of commitment such as teaching

as a career choice, students' learning and school development, teacher – pupil interaction and attitudes, demands on teaching and school practices. Meyer et al (1993) gave three component model of professional commitment. These three components were affective commitment, continuance commitment and normative commitment. Similarly, Bagraim (2003) studied various dimensions of professional commitment and concluded that professional commitment had a multi dimension construct. The items extracted from the study matched exactly with Meyer et al (1993) model of professional commitment. There was a strong inter correlation between professional commitment scales. Ronald (1997) concluded from the study that teacher commitment had multiple dimensions. The study identified three dimensions of teacher commitment namely organizational commitment, professional commitment and union commitment. It was concluded from the study that teachers showed the presence of these three dimensions of teacher commitment.

Choi & Tang (2011) investigated characteristics of teacher commitment and concluded that teachers with high level of commitment were characterized with the psychological attachment to the commitment object. It was also found that commitment of teachers changed in the first ten years of teaching. From the study of Khoza (2004) it was found that excellent matric pass rates had higher levels of commitment. Also commitment had significant correlation with organizational climate.

From the review of related literature, the investigator came across various studies focussing on variables and determinants of commitment. Bashir (2014) and Chuan (2010) concluded that there were various determinants of professional and organizational commitment. Professional support and principal support, collegial support and career opportunities were significant predictors of professional commitment. From the study of Ronald (1997) it was found that independent variables such as job task characteristics, manifestation of personal needs, leadership, role stress, group cohesion and intent to stay in teaching affected teacher commitment. Of all these variables it was found that teaching experience, job task characteristics and leadership factors were predominantly important for developing teacher commitment. From the study of Gerald (2011) it was concluded that there was positive correlation between non – financial rewards and job

commitment. It was found that financial rewards did not affect the commitment of teachers.

From review of related literature, job satisfaction emerged as one of the main variables of commitment. This was supported from the findings of study conducted by Khanifer (2012) who concluded that job satisfaction is the main variable for an organization and there is a positive correlation between job satisfaction and professional commitment and job satisfaction and organizational commitment. Lynn & Martin (1989) concluded that job satisfaction was related to professional commitment. Also specific job attitudes were more closely associated with performance and intent to leave. Study conducted by Abedomi (2012) also concluded to give similar finding that there was positive relationship between job satisfaction and job commitment. Self efficacy and job satisfaction produced mutual effect on job commitment. In the study conducted by Martin & Roodt (2014) it was concluded that there was substantial correlation between turn over intentions and job satisfaction. Also, organizational commitment decreased with the increase in educational level mainly because it gave greater job opportunities. It was found that turn over intentions were significantly related to the age. On the same lines, Burd (2013) concluded that individual with less affective commitment showed greater intent to leave which reflected emotional attachment with the organization. Also, characteristics of organization such as open climate, participatory management, open communication, opportunities for achievement and trust increased satisfaction and commitment of the employees and they were less likely to leave. Bull (2005) studied the relationship between job satisfaction and organizational commitment and concluded that co workers, nature of work, supervision, advancement were variables that satisfied most where as pay was the variable that least satisfied the teachers. Also there was significant correlation between tenure and organizational commitment.

There were studies related to impact of professional commitment. Pan et al (2012) conducted a study on development of teaching commitment scale. Factors such as teaching identification, teaching involvement, teaching objective and tendency towards work continuation affect teaching commitment. It was concluded from the study that if teachers identify their work, they will have higher commitment and will tend to put in more efforts, more time and will have better teaching attitude.

Bogler & Somech (2004) concluded that there was positive correlation between organizational and professional commitment. Teachers who view themselves as professionals or perceive opportunities to grow professionally contribute to the school and their commitment to the organization and profession is more. Obot et al (2012) concluded from the study that students' perceptions of level of professional commitment of teachers had a significant influence on their interest. Implementation of curriculum mainly depended on professional commitment of teachers. Also, teachers should be motivated to enable them to show more professional commitment for their duties. Tella (2007) also concluded that there was positive correlation between work motivation and job satisfaction, but motivation was found to have negative correlation with organizational commitment. Mensah (2011) concluded that teachers had very high level of overall motivational level for which factors such as opportunities to use abilities, job itself and good money were responsible. Factors such as teachers' position in the school, teaching experience and age had significant and positive influence on commitment of teachers.

2.3 IMPLICATIONS FOR THE PRESENT STUDY

From the Review of Related Literature of various studies conducted in India and abroad presented in this chapter, it was observed that professional commitment plays a major role in the organization. Professional commitment was studied in relation to various factors such as organizational climate, teacher morale, teacher stress and teachers' personal and academic variables such as educational qualification, gender, age, experience and so on. Professional commitment of teachers was also studied with respect to job satisfaction, teachers' effectiveness, leadership qualities, scholastic achievement of students and attitude towards the work. Professional commitment is of vital importance as it leads to retention of teachers, improves performance of teachers and job involvement.

Apart from the above mentioned detailed reviews of various studies conducted in India and Abroad, an overview of few reviews is presented in the table below. It will present a summary of various studies conducted in the field of professional commitment. These kind of studies were a guiding line for the investigator to further prepare the tool for the investigation.

TABLE : 2.1
SUMMARY OF STUDIES CONDUCTED

STUDY \ AND YEAR	TITLE AND PURPOSE	SAMPLE	SAMPLING TECHNIQUE	MAJOR FINDINGS
Rana (1981)	Professional commitment and its relationship with personal characteristics.	Home science teachers of India.	Loftis' Measure of Professional Commitment used for survey	<ul style="list-style-type: none"> ➤ Professional commitment is related to Job satisfaction. ➤ Commitment is affected by organizational structure
Mowday et al (1982)	Teacher commitment and effect of various variables on it.	Pilot study comprised of 400 teachers. Final study conducted on 860 public school teachers.	Data was collected through questionnaire.	<ul style="list-style-type: none"> ➤ Presence of three dimensions of commitment. ➤ Variables such as experience, leadership factors and job characteristics affect commitment
Conbs (1995)	Factors affecting professional commitment	Teachers of Vth and VIth grade.	Case study – Interviews.	<ul style="list-style-type: none"> ➤ Seven factors were identified for the development of commitment among teachers. ➤ School principals affect the attitude of teachers and also affect commitment. ➤ Positive collegial relations are important.
Keller (1997)	Job involvement and Commitment.	Teachers of secondary school.	Commitment by Porters OCQ Job satisfaction by MSQ.	<ul style="list-style-type: none"> ➤ Job involvement is a strong predictor of job performance.
Lynn and Harry (2000)	Relation of job satisfaction and commitment on performance and turn over.	94 professional and 85 non teaching staff members.	Commitment by Mowday OCQ Job satisfaction by Van de Ven and Ferry.	<ul style="list-style-type: none"> ➤ Commitment was strongly related to job satisfaction.
Kumar (2002)	Organizational commitment, job satisfaction and	Male and female teachers with	Commitment by Mowday OCQ Job satisfaction	<ul style="list-style-type: none"> ➤ Teachers who were more committed were

STUDY \ AND YEAR	TITLE AND PURPOSE	SAMPLE	SAMPLING TECHNIQUE	MAJOR FINDINGS
	attitude towards work	teaching experience of more than 12 years	by Hackman. Attitude scale by Gordon	more satisfied. ➤ No impact of gender, experience and age on commitment
Chan (2006)	Inservice teachers motives and commitment to teaching in Hongkong	106 inservice teachers.	Questionnaire with 5 point rating scale having 55 items.	➤ Three motive factors were identified- intrinsic, extrinsic and influence from others. ➤ Four factors affecting commitment- students learning, school practices, teaching as career choice and teacher – pupil interaction.
Vishal and Arti (2004)	Professional commitment of B.Ed Teachers.	80 teachers were surveyed to study factors that influence professional commitment	Questionnaire	➤ Various characteristics of teachers are responsible to make the teacher committed.
Karim (2008)	Investigation of correlates and predictors of job satisfaction.	Academic Librarians of Malaysia	Interview	➤ Variables that affect job satisfaction include commitment, autonomy, feedback, role conflict, role clarity and tenure.
Hosseini (2012)	Relationship between commitment and job satisfaction.	150 staff members	Questionnaire	➤ There is a positive relationship between commitment and job satisfaction.

The above table depicts the importance of professional commitment for an organization and its relationship with various other variables. Though commitment is very vital, there is a paucity of research on professional commitment of teachers especially in school settings. The studies reviewed in this chapter also showed that

most of the studies were conducted in industrial sector, health sector, corporate sector and so on. A vast array of the review of related literature on professional commitment of teachers also show it is moderated by numerous psychological factors such as attitude towards teaching, job involvement and perception of school climate, locus of control and life satisfaction. A sizeable number of researches show that there is close relationship between professional commitment and demographic variables such as age, gender, type of school, location of school, teaching experience and educational qualifications of the teacher. From the review job satisfaction emerged as an important predictor of professional commitment. It is thus expected that highly satisfied teachers will be more committed to the teaching profession.

The review of related literature helped the investigator to find various research gaps mentioned below:

- Extensive work in the field of organizational commitment is done on management experts. There is a dire need to conduct study on professional commitment in field of teaching especially in India.
- Study needs to be done on professional commitment with respect to various demographic variables such as medium of teaching, stream in school, location of school especially in educational settings. Research in the area of teachers' professional commitment is still underdeveloped as compared to other professions.
- Since job satisfaction is found to be an important variable that leads to professional commitment, study needs to be done in this context also.
- Personal factors such as age of teachers, educational qualification of teachers, teaching experience affect professional commitment. So there is a need to understand these factors with respect to professional commitment.
- Professional commitment plays a vital role in educational setting as it helps in teachers retention, increases effectiveness of teaching and helps in professional development of teachers. So there is a need to understand the impact of professional commitment of teachers, education and society as a whole.

- Professional commitment was measured using standardized tools in most of the above discussed studies. These standardized tools that were frequently used included OCDQ - Organizational Commitment Description Questionnaire and LBDQ – Leadership Behaviour Description Questionnaire.
- Also, from the review of the literature it was found that most of the studies on professional commitment and job satisfaction were conducted in Industrial Settings. Tools used in these studies can obviously not be used in the teaching and education sector.

So there is a need to construct and standardize the tool for professional commitment according to the requirement of the study. There is a need to prepare a tool based on Indian educational settings considering all the personal and professional variables affecting education.

The findings of the review of related literature provided sufficient grounds for the investigator to study professional commitment of teachers and develop further research on these lines.