

Conclusion

Professional commitment to teaching is of two kinds : it can be predominated by 'value for teaching' or 'value for interests', extraneous to the teaching' job itself. The study bears out Stebbins' theoretical proposition that commitment consists of two components namely, Value and Continuanace Commitment, which are with very few exceptions, unintentionally fused when one or the other is treated alone.

This study operationalised Continuanace Commitment and provided empirical evidence of the possibility of identification of Continuanace Commitment to teaching, which though distinct from Value Commitment to teaching is correlated to it and both are functionally fused together in behaviour.

In both kinds of commitment a majority of the Home Science college teachers in India are at the moderate level. However, Value Commitment to teaching was predominant in the professional commitment of a majority of the home science teachers.

Although the home science teachers are not found to be lacking in Value Commitment to teaching, the optimal level of commitment, in light of the challenges that the teaching profession faces at present in India, with special reference to the field of home science education, needs to be identified and understood.

The set of 'valuables' that commit teachers to teaching are in the areas of Convenience, Educational preparation, Nature of task, Social recognition and security, Egoistic satisfactions, Altruistic ideals, intellectual growth and self development, and interest in subject. As long as teaching enables fulfilment of these, there will be 'Continuance' commitment to teaching.

Of all the characteristics selected for study, professional status and anticipated length of stay in the profession may be hypothesised to be predictors of a teacher's Value Commitment or Continuance Commitment to teaching.

Recommendations for Further Study

The following recommendations are suggested as a result of this study :

- (1) Intensive case studies of the teachers identified as possessing a high level of Value Commitment and Continuance Commitment, would provide evidence of differential factors in behaviour patterns of their predominant commitment. This would prove to be invaluable to teacher educators in the field.
- (2) A general measure of professional commitment scale which takes into account both the components of commitment : Value and Continuance, could be developed.
- (3) A study be undertaken to explore the relationship between the level of Value and Continuance commitment and teacher effectiveness.