

Chapter I

INTRODUCTION

Commitment to the teaching profession is a quality of teachers significant to higher education. Thus there is an imperative need for committed teachers. Since women are found to predominate the teaching profession, any lack of commitment becomes a serious obstacle to the professionalization of teaching.¹

The field of Home Science education is assumed to have tremendous potential for improving the quality of living of the community. With competent and dedicated teachers present, the likelihood of realizing this potential increases, and therefore professional commitment of Home Science teachers is important.

In light of the above, the level and kind of professional commitment among women teachers of home science in universities in India, and the factors related to it were considered worthwhile areas of research and prompted the under-taking of the present study.

¹V. Stinnett, The Profession of Teaching, (Delhi : Prentice Hall, 1965) p.58.

Statement of the Problem

The focus of this analytical survey of professional commitment was on commitment to teaching, and not on any other aspect of professional commitment such as commitment to educational institutions or to professional organizations.

The problem in general was to identify the 'Level' and 'Kind' of professional commitment of home science college teachers in India. By 'Level' was meant the degree or strength of commitment that varied on a continuum. 'Kind' referred to two kinds of commitment: 'Value Commitment' and 'Continuance Commitment' to teaching.

Though there are already established measures of professional commitment and organizational climate available, there remained the major research tasks of cross-cultural validation of these measures, and development of a measure specifically for continuance commitment.

The research task in determining value commitment was that of identifying committed behaviour reflecting value for those aspects of teaching that are inherent in the teaching profession. To ascertain continuance commitment it was necessary to identify interests which were extraneous to teaching, but perceived to be inseparably linked with the teaching profession.

Secondly, the study attempts to analyse the relationship of professional commitment to such selected factors as

organizational climate and personal and professional characteristics.

Need and Significance of the Study

Since commitment to the teaching profession is an attribute desired in teachers and underlies the quality of education, an investigation of the level ~~and~~ kind of commitment of teachers would make significant contributions to the field of education.

In India, the teaching community has been maligned in recent years as inefficient, and there has been a decline of faith in education generally and in the colleges and universities in particular.¹ Teachers have been criticised as not reciprocating to the benefits of revision in pay scales, by improving their professional competence and by showing a sense of dedication to their work.² It is also felt that the teaching community of this country as a whole has not been able to exercise their moral authority and commitment to ideals adequately, in shaping the destiny of the coming generation.³

¹S.Chitnis, and P.G.Altbach (eds). The Indian Academic Profession, (Delhi: Macmillan Co., 1979) p.1.

²B.J.Patel, (Chief Minister Gujarat State), Twenty-seventh Convocation address, M.S.University of Baroda, (Baroda: December, 1977), p.6-7.

³P.C.Chunder, (Minister for Education and Social Welfare), Govt. of India, Twenty-eighth Convocation address, M.S.University of Baroda, (Baroda: December, 1978), p.8.

Specifically, the criticism in relation to home science in higher education, is that the curriculum content is still not indigenous, indicating a lack of research and concern to make home science education relevant to the needs of the Indian Society.¹

Moreover, there appears to be a negligence by the professional group of Home Scientists in evolving consensus as to the nature, scope and content of Home Science education.²

The above criticisms indicate that teachers lack professionalism, implying a low level of commitment to the teaching profession. In spite of this the professional commitment of teachers in India is not considered an important prerequisite for entry, nor for maintaining and securing membership in the profession. Besides, there has been no attempt in empirical research to assess the professional commitment of Indian college teachers with definitive measures of commitment. Such an assessment is valuable especially in a field of study like Home Science, which still has to build up its academic status.

Thus it was considered important to survey the status and identify the kind of professional commitment of home science college teachers.

¹P.S.Chari, "Development of Content in Home Science", Lecture (unpublished) delivered under the Programme of National Lectures, University Grants Commission, New Delhi, 1978, p.3.

²Ibid., "Home Science and its Variants: A Transient Cultural Phenomenon", p.1.

In spite of the widespread use of the concept of commitment there has been little "formal analysis of the concept."¹ Little is known regarding the development of commitment in teachers and the professional context or organizational climate conducive for its enhancement. "Most empirical work has dealt with the correlates and effects of commitment rather than its genesis."²

In light of the above, an exploration of the kind of professional commitment of teachers, and the organizational climate conducive to the development of the same, is important.

Becker postulated the involvement of "extraneous interests" in relation to an occupation which he calls "side-bets", lie at the root of commitment to that occupation. In relation to research done on this concept of commitment, Ford says

..."which interests are relevant to a course of action, and their relative effects on commitment are of crucial theoretical significance and yet it has not been attempted in empirical research."³

Thus the need to identify the extraneous interests (side-bets) linked with teaching and exploring related factors is strongly indicated.

¹H.S.Becker, "Notes on the Concept of Commitment", American Jl. of Sociology, Vol.66, No.1, (July 1960),p.32.

²D.A.Ford, "Commitment: A Mathematical Model", Quality and Quantity, No.7, (1973), p.1.

³Ibid., p.6.

In addition, knowledge regarding the factors associated with the kind of professional commitment of teachers would have broad implications for planning teacher education programs for home science teachers.

Thus a survey of the level and kind of professional commitment of Home Science college teachers assumes significance. The instruments developed could be used to ascertain the professional commitment prior to teacher recruitment, and during the preservice training period of Home Science college teachers.

Moreover, findings of the study would have implications for bringing about modifications, if any, in the organizational climates of the home science institutions in order to nurture the professional commitment of the teachers employed therein.

Objectives of the Study

The major objective was to make an analytical survey of the 'Level' and 'Kind' of Professional Commitment of Home Science college teachers of India.

Other related objectives were : (1) To identify the organizational climate of home science colleges and university departments of home science in India, and (2) To determine the relationship between Value and Continuance Commitment and (a) types of organizational climate, (b) personal and professional characteristics.

Assumptions

- (1) Commitment is the highest level on the continuum of the intensity dimension of value and varies in strength.
- (2) There are two identifiable components of professional commitment:
 - a. Value commitment
 - b. Continuance commitment.
- (3) Teachers vary in the extent to which they could be described as committed and this variation among teachers can be measured.
- (4) The extent of predomination of one kind of commitment over the other would vary.
- (5) The organizational climates of educational institutions offering home science as a degree, diploma or a subject will vary.

Hypotheses

- (1) The Professional Value Commitment to teaching among college teachers of home science in India will be low.
- (2) The Continuance Commitment to teaching among college teachers of home science in India will be higher than their Value commitment to teaching.
- (3) There is a relationship between (a) Value and (b) Continuance commitment to teaching and each of the following selected characteristics :

- a. Age
 - b. Educational qualifications in terms of degrees earned.
 - c. Professional status
 - d. Length of experience in the teaching profession
 - e. Order of choice of teaching
 - f. Anticipated length of stay in the profession
 - g. Marital status
 - h. Husband's occupation
 - i. Administrative position
 - j. Nature of present appointment
 - k. Previous posts held
 - l. Membership in professional organizations
 - m. Publications.
- (4) There is a relationship between the organizational climates, and both kinds of commitment viz. Value Commitment and Continuance Commitment to teaching.

Delimitations

This study of Professional commitment was confined to women teachers of home science colleges and university departments of home science in India. It included all teaching Home Science subjects, as regular members of the staff of the establishment.

The study is limited to determining the level of only two kinds of professional commitment: Value commitment and Continuance commitment to teaching.

Only those home science colleges and university departments of Home science with more than three teachers were included for identifying the organizational climate. The association of professional commitment was seen in relation to the organizational climate and the specified personal and professional characteristics.

Organization of the Report

This chapter is followed by a review and summary of related literature in Chapter II. The theoretical frame work, research design and description of procedures used in conducting the study are presented in Chapter III. Chapter IV contains the findings and discussion, and also the conclusions and recommendations of the study.