Chapter II

REVIEW OF LITERATURE

This chapter deals with the review of relevant
literature on commitment, presented under two subheads :
(1) Theoretical literature and (2) Research literature. The
theoretical literature reviewed is with reference to the
concept, nature and mechanism of commitment, development of
professional commitment, and to commitment as a quality in
teachers. The research literature reviewed includes particu-
larly researches done on identification and measurement of
commitment, factors associated with professional commitment
and nature of commitment.

Theoretical Literature

Concept of Commitment

The term commitment is perceived differently by different
scholars of the behaviourial sciences and is used to express a
varied assortment of meanings in the literature reviewed.

It refers to 'loyalty' and 'involvement' of a person[1],
and to attachment to a position and its role.[2]   At times it

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[1]R.M.Kanter, "Commitment and Social Organization : A
study of Commitment Mechanisms in Utopian Communities",
American Sociological Review, Vol.33, No.4 (August 1968),p.499.

[2]E.Goffman, Encounters. Two Studies in the Sociology of
Interaction (Indiana: Bobbs Merrill Co., 1963), p.89.

means the binding or pledging of the individual to behaviourial

acts[1], and dedication and devotion of a person.[2] As a quality

then it exists with reference to a cause, an object, or an end.

The term commitment also has the connotation of an

'inescapable responsibility'.[3] Kane's[4] and Kant's[5] concept of

'Dharma' and 'duty' as a 'moral imperative' also seem to refer

to commitment. It is often referred to as a mechanism used to

explain consistent behaviour.[6]

Commitment is sometimes seen as frequency of occupational

unrest, and defined in terms of the tendency on the part of

persons to adhere to an organization or occupation, or in terms

of rapidity of mobility[7], these definitions are also reflected

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[1]C.A.Kiesler and J.Sakumura, "A Test of a Model for Commitment", Jl. of Personality and Social Psychology, Vol.3, No.3 (1966), p.349.

[2]H.A.Loftis, "Identifying Professional Commitment and Measuring its Extent among Selected Members of the Teaching Profession". (Unpublished Ed.D.Dissertation, The Pennsylvania State University, 1962), p.24.

[3]P.Nash, Authority and Freedom in Education,(New York: John Wiley and Sons, 1966), p.293.

[4]P.V.Kane, History of Dharmashastra, Vol.2, Part I(Poona: Bhandarkar Oriental Research Institute, Govt. Oriental Series, 1930), p.3.

[5]I.Kant, "Duty", Encylopaedia of Religion and Ethics,ed. J.Hastings, New York:Charles Scribner's,Vol.5(1951),pp.120-121.

[6]Becker, op.cit., p.39.

[7]T.K.Oommen, Doctors and Nurses: A study in Occupational Role Structures (Delhi: Macmillan Co., 1978), p.67.

by Walker[1] and Coulter.[2] Trice[3] and Alutto[4] also have an
identical concept. Commitment in general, is always by some-
body to something - - be it a cause, an individual, a group,
a position[5] or a social phenomenon.[6]

As a psychological trait, commitment manifests itself
in behaviour "it is through behaviour that one is committed".[7]
Commitment is assumed to be a continuous variable rather than
dichotomous, therefore reference is made to a 'degree' of
commitment and not to whether a person is committed or not.[8]

More recently, commitment has gained prominence as a
personal quality and an ideal attribute desirable in personnel
in 'service oriented' professions. Teaching as a profession

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[1]W.G.Walker, "Occupational Commitment in a sample of
Australian Teachers, Five Years after Training," The Australian
J.of Higher Edu., Vol.3, No.1 (December 1967), p.20.

[2]F.Coulter, "Commitment to Teaching and Occupational
Mobility of Beginning Teachers, "The Australian J. of Edu.,
Vol.16, No.3 (October 1972), p.239.

[3]M.H.Trice, and G.Ritzer, "An Empirical Study of
Howard Becker's Side-bet Theory," Social Forces, Vol.47, No.4
(June 1969), pp.475-478.

[4]J.A.Alutto, and Others, "On Operationalising the
Concept of Commitment", Social Forces, Vol.51, No.4 (June 1973),
pp.452-453.

[5]B.S.Bloom and Others, Taxonomy of Educational
Objectives: Handbook II Affective Domain (New York: Longmans
Green and Co., 1964), p.149.

[6]Oommen, op.cit., p.67.

[7]C.A.Kiesler, The Psychology of Commitment (New York:
Academic Press, 1971), p.17.

[8]Ibid., p.30.

has stimulated philosophers and educators, especially teacher-educators to research into commitment as an element of professionalism of the members of the teaching profession.

In psychological literature the term 'commitment' refers either to the difficulty in changing (or psychologically undoing) some overt behaviour or act, or to the resistance of some cognitive element to change.

The concept of commitment is found increasingly in sociological discussions too. In Becker's words,

"Sociologists use it to analyze both individual and organizational behaviour. It is used as a descriptive concept to mark out forms of action characteristic of particular kinds of people or groups and a wide variety of phenomena, power, religion and occupational recruitment".[1]

Attempting to clarify the complex nature of the concept of commitment, Stebbins[2] postulates that there are two distinct but related dimensions: 'value' commitment and 'forced' or 'continuance' commitment.

He defines value commitment as a "frame of mind that arises from the presence, in exceptional number, of subjectively defined rewards associated with a particular position or social

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[1]Becker, op.cit., p.32.

[2]R.A.Stebbins, "Commentary, On Misunderstanding the Concept of Commitment: A Theoretical Clarification", Social Forces, Vol.28, No.4 (June 1970), p.526.

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identity in which the person finds himself. These subjectively
defined rewards may also be the absence of certain costs or
penalties..."

Continuance commitment, according to Stebbins[1] is a
psychological state that arises not from the presence of
rewards, but from the "imminence of subjectively defined penal-
ties" associated with the attempt or desire to leave a specific
position. The basic inquiry in Stebbins' study of continuance
commitment, is into what prevents the person in a particular
social identity from renouncing this position and taking up an
alternative position. A theory of continuance commitment is
a theory of forced behaviour whereas a theory of value
commitment is not concerned with forcing.

Kanter[2] proposes three types of commitments: continuance,
cohesion and control commitment, which binds personality
systems to areas of social systems.

Fundamentally, in consonance with Stebbins theory of
continuance commitment, Kanter[3] postulates that the individual
who makes a cognitive - continuance-commitment finds what is
profitable to him is bound up with his position in the organi-
sation, is contingent on his participating in the system - he

[1]Ibid., p.527.   [2]Kanter, op.cit., p.500
[3]Ibid., p.504.

commits himself to a role... there is a "profit" associated with continued participation and a "cost" associated with leaving. Thus, sacrifice and investment are among the components of cognitive - continuance commitment.

Commitment is variously understood as (1) the heightening of the probability that an action will be under-taken (2) an ordering of the likelihood of actions, or (3) a condition of heightened predictability of action.[1]

Nature and Mechanism of Commitment

In the literature reviewed, commitment is variously conceived as involving 'dissonance', 'nonfitting relations among elements of cognitions'[2] 'side-bets' or valuables[3], 'irrevocability' and 'high psychological costs'[4], being 'unavailable for alternate lines of action'[5], 'resolving inconsistencies' between cognitions and behaviourial acts which an individual is induced to perform due to varied

[1]E.Abramson, and Others, "Social Power and Commitment: A Theoretical Statement, "American Sociological Review, Vol.23, No.4. (1958), p.16.

[2]L.Festinger, A Theory of Cognitive Dissonance, (California: Stanford University Press, 1956), p.3.

[3]Becker, op.cit., p. 39.

[4]H.B.Gerard, Basic Features of Commitment, "Theories of Cognitive Consistency: A source book, ed. R.P.Abelson,et.al. (Chicago: Rand McNally, 1968), p.458.

[5]W.Kornhauser, "Social bases of Political Commitment", Human behaviour and Social Processes: An Interactionist Approach, ed. A.M.Rose, (London: Routledge and Kegan Paul,1962), p.321.

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reasons.[1] All these ideas imply a psychological constraining
of behaviour to follow a consistent line of action, or imply
difficulty in changing one's behaviour with special emphasis
on the implications of "present behaviour for future behaviour".

Commitment has an element of 'voluntariness' to the
extent that it results in cost implications for the person.[2]
Due to this, the person who has had no freedom of choice would
be more committed than when the person has had freedom of choice
in originally deciding whether to engage in a particular line
of action. The decision is often 'bolstered' by values of an
individual.

Commitment is at the highest level, among the three
levels of valuing, each representing a stage of deeper
internalization, and has a connotation of "belief without
doubt".[3] The person who displays behaviour at the level of
commitment is clearly perceived as holding the value, and acts
to further the thing valued in some way, to deepen his involve-
ment with it, and with things representing it. /The evidence
necessary for testing for commitment are : how long the value
has been held, the investment of energy in it, and likelihood
of the continuation of the value to be held.[4] /

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[1]Kiesler, op.cit., 1971, p.30-32.

[2]Gerard, op.cit., p.458.

[3]Bloom, op.cit., p.139.   [4]Ibid, p.149-150.

Another side to the functioning of commitment is, it may tie a person to a consistent line of activity not because the person is motivated but due to the 'cognitive need' to be consistent, for, "commitment in and of itself is not motivating".[1]

According to Gerard[2] the cognitive accompaniments of a behaviourial commitment does not occur in isolation, but is generated by the person's need to establish and maintain an unequivocal behaviourial orientation towards his environment. Thus the additional element in commitment is the 'force' of circumstances to which one becomes exposed by virtue of following a course of action.[3]

Becker's[4] notion of striving for consistency where a person by making a side-bet links extraneous interests on his following a consistent line of activity, also seems to imply a rejection of other feasible alternatives by the person and choice of the one that best serves his purpose.

Becker's Theory of Commitment

In a summarising statement of Becker's theoretical discussion of commitment Perrucci and Targ[5] call it a "frame

[1]Kiesler, op.cit., 1971, p.63.   [2]Gerard, op.cit., p.458.

[3]Kornhauser, op.cit., p.322.   [4]Becker, op.cit., p.33.

[5]C.C.Perrucci and D.B.Targ "Early work Orientation and Later Situational Factors as Elements of Work Commitment among Married Women College Graduates," The Sociological Quarterly, Vol.19, No.2 (Spring 1978), pp.266-280.

work combining elements of choice and situation." According
to Becker some commitments result from conscious decision
whilst others arise accidentally. The result of commitment
is consistent behaviour. In Becker's words :

> "Whilst striving for consistency a person acts in
> such a way as to involve other interests of his,
> originally extraneous to the action he is engaged
> in, directly in that action."[1]

This commitment has been achieved by making a side-bet.
What is intriguing about this notion of side-bets is the
possibility that they are not always made consciously and
deliberately resulting in "commitment by default". Extraneous
interests unknowingly become attached to some course of action,
and the extent of commitment to them is realised only at some
point of change.

This type of commitment arises through a series of
individually trivial acts, which eventually get strengthened
with additions and constitute an investment - a series of
side-bets of enormous magnitude that the person finds difficult
to lose. Decisions bolstered by sizable side-bets are likely
to produce consistent behaviour. Decisions not supported by
such side-bets will 'lack staying power'.

This idea of a side-bet makes it possible to specify
the elements of commitment and separate, conceptually, the

[1]Becker, op.cit., p.35.

commitment from the resultant consistent behaviour.

The major elements instrumental to the development of commitment are "(1) prior actions of the person staking some originally extraneous interest on his following a consistent line of activity; (2) a recognition by him of the involvement of this originally extraneous interest in his present activity and (3) the resulting consistent line of activity".[1]

Some of the ways in which such side-bets come about are as follows : (1) generalised cultural expectations, (2) impersonal bureaucratic arrangements and (3) individual's adjustment to social positions. These modes of side-betting are not exhaustive. [2]

It is important to note in Becker's theory that "for a complete understanding of a person's commitments we need an analysis of the system of values or valuables with which side-bets can be made."[3] Thus underlying the process of achieving consistency are values which are expressed in preferential behaviour at the level of commitment.[4]

There are, then, commitments which are made consciously and those which arise from day-to-day events and accidental accrual of side-bets. In either case, when the investment is great enough, a consistent line of behaviour will result.

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[1]Becker, op.cit., p.36.   [2]Ibid, p.36-37.

[3]Ibid, p.39.   [4]Bloom, op.cit., p.139.

Development of Professional Commitment

Bennett[1] found that some female student teachers looked upon teaching as only temporary employment until they married, or as a means of supplementing family income. However, there was a significant relationship between successfully completing the regular certification course for teachers and commitment to teaching at least during the first year of teaching.

Epperson[2] identified the locus of the problem of achieving professional commitment as the difficulty of being committed to a marginal role, a role with great responsibility but with relatively low status and financial rewards. Besides, the only strong commitments for women were to the various dimensions of the general feminine role.

Many teachers seem to be comfortable working hard at unproductive and unrewarding tasks that stimulate little professional commitment.[3]

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[1]D.D.Bennett, "Teacher Commitment-Whose Responsibility", Jl. of Teacher Education, Vol.21, No.4 (Winter 1970), p.515.

[2]D.C.Epperson, "Achieving Professional Commitment from College Women," Jl. of Teacher Education, Vol.26, No.1 (March, 1965), pp.36-37.

[3]E.R.Gerler, "Toward Professional Commitment through Risking and Sharing", Personnel and Guidance Journal, Vol.53, No.3 (November 1974), p.191.

Geer outlines the aspects of occupational and organizational structures which appear likely to facilitate or impede the accumulation of 'valuables' resulting in commitment to teaching. They are training, knowledge and skills, low status of the clientele, lack of public and audience of colleagues, and not much opportunity for promotion.[1]

Commitment is likely to be manifested even in the early years of professional life, particularly at initial entry into training and service.[2]

The pre-student teacher's resolution of the three phases of career uncertainties confronting them: the perceived phase, the experienced and the crystallised phase, preceded their movement towards a more mature teaching commitment.[3]

A Committed Teacher

A committed teacher is one whose behaviour is consistent with his philosophy of education, desires to be a good teacher, is more than a purveyor of facts, recognises and accepts the worth of each individual and fulfills his professional responsibility.[4]

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[1]B.Geer, "Occupational Commitment and the Teaching Profession,"School Review, Vol.16, No.4(Spring 1966),pp.31-46.

[2]J.R.Purvis, "School Teaching as a Professional Career, British Journal of Sociology, Vol.24, No.1 (March 1973), p.44.

[3]A.Antoinette, Coping with the Uncertainties of careers: An Integrative theory for Pre-student Teachers. Dissertation Abstracts, op.cit., Vol.40, No.3 (Sept.1979), p.141-A.

[4]R.Fox, "The Committed Teacher", Educational Leadership, Vol.22, No.10 (October 1964), pp.19-20.

Personal qualities such as : belief in the dignity and worth of the human being, an honest appraisal of oneself, and love or respect for oneself, provide a foundation upon which one builds commitment. In teaching, as in any other profession, the practitioners are committed to achievement.[1]

In Dr.Radhakrishnan's words the teacher "... must be a committed man, committed to faith in the future of man, humanity and its recuperative power, this country and the world.[2] "

The rewards of a committed teacher are intangible : a smile, a sense of achievement, expression of gratitude from a parent or student. But the greatest reward is realization that one's role in life is an important aspect and that he is fulfilling his purposes.[3]

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[1]S.G.Beasley, "Commitment is a Personal Quality," Ibid, p.21.

[2]Ministry of Information and Broadcasting, "The Tradition of Teachers", President Radhakrishnan's speeches and Writings, (Govt. of India Publication, 1962), p.204.

[3]K.Wiles, "Commitment: To what and why ?" Educational Leadership, Vol.22, No.10 (October 1964), pp.20,72.

Research Literature

In recorded research available for review, commitment as an essential attribute of teachers received attention in U.S.A. in the 1960's.[1] After which sporadic attempts have been made to study this attribute. A number of the research studies in this area have been conducted with home science teachers as subjects.

The researches conducted on commitment can be broadly categorised as those related to :

1. Identification and measurement of professional commitment.

2. Factors associated with professional commitment.

3. Nature of commitment.

The investigator however, did not come across a single study in relation to professional commitment of teachers in India.

Identification and Measurement of Professional Commitment

Attempts have been made to develop scales to identify, measure, and predict commitment. The research studies of Loftis and Youngner measuring professional commitment are reported in some detail, as being important to the present study.

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[1]Loftis, op.cit., 1962.

[1]
Loftis' study was designed to identify and describe
commitment to teaching in behavioural terms, and to develop
a measure to determine the degree to which commitment might
be found among individuals.

The study included 246 teachers in fourteen Public
Secondary Schools of Pennsylvania, who were identified by their
administrators as committed or non-committed, to the teaching
profession, defining commitment as dedication or devotion.

The development of a Measure of Professional Commitment,
included several pilot tests and the analysis of four preli-
minary forms of the instrument. The process included deter-
mining the levels of discrimination and acceptability of items;
exploration of contaminating variables; and examination of the
original definition of professional commitment by using
multiple regression to analyse sub-groups of items identified
as self understanding, social relations, creativity, autonomy,
rationality, ambition and non-fanaticism.

The Measure of Professional Commitment used was a self-
report instrument containing 100 items which were found to
correlate significantly with total commitment scores. The
obtained coefficient of reliability was .92.

The major hypothesis was that teachers differed to a
measurable extent in their commitment to the teaching profe-
ssion, and that they would be aware of their level of commitment.

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[1]Ibid.

Committed teachers would be more satisfied with their job
and would be seen by their administrators as more committed
and more effective than the least committed teachers.

Commitment to the teaching profession was identified
and described in behavioural terms. The MOPC was shown to
discriminate among teachers with varying degrees of profess-
ional commitment, to be independent of personal factors viz.
sex, age, marital status, educational level and length of
experience, and to relate positively to validating criteria :
self commitment rating, job satisfaction, commitment rating by
administrators and teaching effectiveness.

In 1977 Youngner[1] followed up this effort of measuring
commitment by further analysis of the MOPC. The purposes of
the study were to : (1) determine the level of professional
commitment of Georgia Home Economics teachers, (2) determine
the relationship of professional commitment to selected
activities of home economics teachers and further operationally
define Professional Commitment by the activities that related
to it, and (3) revise an instrument to measure professional
commitment.

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[1]A.H.Youngner, "The Professional Commitment of Georgia
Home Economics Teachers, and Its Relationship with Selected
Activities". Unpublished Ed.D. Dissertation, University of
Georgia, 1977.

The MOPC developed by Loftis (1962) was refined by
evaluating the item content and item statement format, as also
through analysis of pilot study data.

The self ratings of the 203 respondents on the revised
instrument produced a total commitment score. These total
commitment scores were rank ordered and the lower 25% was
(N = 51) operationally defined as the least committed and the
upper 25% (n = 51) was operationally defined as the most
committed. Tests of significance were conducted between the
means of the most committed and the least committed with
respect to the selected seven activities.

The findings, showed that the level of Professional
Commitment among Georgia home economics teachers was relatively
high. None of the seven variables could be used as predictors
of professional commitment among the finite population of
Georgia Home Economics teachers identified in this study.

Houser[1] attempted to develop affective scales to predict
career commitment to education. The scales intended to
differentiate between teacher education graduates who later
entered and remained in education and those who either did not
enter teaching or left after a short period of involvement. It
was concluded that the scales per se exhibited no value for

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[1]R.L.Houser, "Development of Affective Scales to Predict
Career Commitment to Education", Dissertation Abstracts, Vol.30,
No.2, ed. Patricia Collings, (Ann Arbor, Michi: Xerox Univer-
sity Microfilms, March 1972), p.788-A.

predicting teaching status after graduation. However, the
factors identified, if developed further with intellective and
other affective measures, might assist in the selection and
guidance of teacher education students who could be expected
to enter and remain in the teaching profession.

<div align="center">Factors Associated with
Professional Commitment</div>

Commitment to the teaching profession has been studied
with respect to many factors. The degree (high and low) of
professional commitment of secondary teachers as determined
by Loftis' Measure of Professional Commitment was found to
have a significant relationship with positive attitudes toward
research.[1]

The teacher's self-concept and role perception have
considerable effect on commitment.[2] The more committed teachers
perceived role fulfillment to be less difficult than did
teachers who were less committed.[3]

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[1]R.C.Bengal, "Teachers Attitudes toward Research as
Related to Professional Commitment", Ibid., Vol.30, No.3
(September 1969), pp.1008-1009.

[2]T.A.Anthony, "Factors Related to a Measure of Profess-
ional Commitment Among Home Economics Teachers in Upstate,
New York", Ibid., Vol.32, No.3 (September 1971), p.1372-A.

[3]E.W.Adams, "Supervising Teachers Perceptions of their
Role and Degree of Professional Commitment." Ibid., Vol.30,
No.3 (September 1969), p.1038-A.

Bryant[1] in contrast to the above found no association between the effectiveness (in teaching) of cooperating teachers, as rated by teacher educators and self-assessment of role perception and professional commitment.

Commitment and job satisfaction were found to be related, by Loftis,[2] Anthony,[3] Boeve[4] and Amos.[5] However, Weifenne[6] found that employment satisfaction was negatively correlated with professional commitment and teaching responsibility.

Teaching Experience

There was no evidence that extended experience or concentrated experience was more beneficial than short term experiences for gaining insight into teaching and for development of commitment to teaching.[7]

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[1]Bryant M.J., "Professional Commitment, Role Perceptions and Rated Effectiveness of Home Economics Cooperating Teachers", Ibid., Vol.35, No.4 (October 1974), p.1877.

[2]Loftis, op.cit.   [3]Anthony, op.cit.

[4]J.Boeve, "Factors Influencing the Commitment of Teachers to the Junior High School", Ibid., Vol.30, No.7 (January 1970), p.3626.

[5]O.C.Amos, "Satisfaction and Commitment of Ohio Teachers of Educable Mentally Retarded Children", Ibid., Vol.32, No.7 (January 1972), p.3818.

[6]H.M.Weifenne, "Professional Attitudes, Commitment, and selected Demographic Variables as Indicators of Home Economist's Employment Satisfaction", Ibid., Vol.37, No.11 (May 1977), p.6996-A.

[7]K.R.Kramer, "The Effect of the Attitudes of Prospective Teachers on the Utilization of Professional Laboratory Experiences for the Development of Insight about and a Commitment to Teaching", Ibid., Vol.27, No.9 (March 1967), p.2919-A.

Moreover, commitment to teaching had little to do with the pattern of training per se. Those who seriously considered teaching as a professional career saw themselves as being at an advantage and who tended to be the most committed.[1]

However, elementary school women teachers who had successfully completed a professional education sequence of courses were more committed to the teaching profession.[2] Similarly, those teachers who had completed a graduate course in curriculum construction in Home Economics had higher professional commitment scores than those who had not completed the course.[3]

Teachers who supervised student teaching experiences were more committed to the teaching profession than non-supervising teachers, and colleague - related work experiences were functional in increasing commitment.[4]

Besides, direct contacts and relationships with students influenced commitment. Committed teachers viewed 'Discipline' more favourably than non-committed teachers as a factor of job satisfaction.[5]

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[1]D.Hellawel, and A.Smithers, "Commitment to Teaching of Post Graduate and College Trained Students", Educational Research, Vol.16, No.1 (November 1973), p.50.

[2]D.D.Bennett, op.cit. p.515-518.   [3]Bryant, Ibid.

[4]M.T.Sillito, "Relationship between some Colleague-related Work experiences of Teachers and their Career Commitments and Job Satisfactions", Ibid, Vol.31, No.8. (Feb.1971), p.3971-A.

[5]Boeve, Op.cit.

Qashu[1] recognised the need for experiences in the
field, which might not only increase commitment to teaching
but add skills to the potential teachers.

Teachers identified as more accepting of people with
diverse backgrounds could be distinguished from those who were
less accepting, by their degree of commitment to the teaching
profession as measured by Loftis' MOPC scale.[2]

Using Loftis' measure to identify the professional
commitment of Home Economics co-ordinators, Lawson's[3] study
indicated that co-ordinators who were more committed to the
profession evidenced a greater level of change orientation.

Two main predictors of commitment of college teachers
to the institutional goals and objectives, were found to be
"teaching assignment" and "teaching arrangement". Vocational
and full time teachers had a higher goal - commitment than
college transfer and part-time teachers.[4]

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[1]M.F.Qashu, "The Relation of Commitment, Creativity,
and Openness to Successful Interaction with Children," Ibid.
Vol.29, No.1 (July 1968), p.487-A.

[2]R.L.Meis, "Teachers Attitudes Toward People of Diverse
Backgrounds, Knowledge of the Disadvantaged, and Professional
Commitment," Ibid, Vol.29, No.1 (July 1968), p.70-A.

[3]R.J.Lawson, "Professional Commitment and Change Orien-
tation of Coordinators of Home Economics in High Schools in
Victoria, Australia", Ibid, Vol.39, No.5 (Nov.1979), pp.2789-90A.

[4]N.R.Theodore, "A Study of Goal Commitment and
Attitude sets of Faculty members in two Illinois Community
Colleges", Ibid, Vol.35, No.2 (August 1974), p.767-A.

Personal and Professional
Characteristics

Mother's work orientation, social class background,
source of financial support in college, were all significantly
discriminating background factors in relation to the career
commitment of women teachers, Type of college attended was
not a significantly discriminating factor.[1]

In consideration of other variables, commitment to
teaching did not appear to be independent of marital status,[2]
and age.[3] Husband's occupation[4] was found to contribute to
commitment to teaching. Individuals of lower social origins
were slightly more prone to develop an early commitment to
teaching.[5]

Contrary to some of the above stated findings certain
studies showed that level of commitment was independent of age,
sex, years of teaching experience, marital status and level
of education.[6]

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[1]K.White, "Social Background Variables Related to
Career Commitment of Women Teachers", Jl. of Personnel and
Guidance, Vol.45, No.3 (1967), pp.648-52.

[2](i) White, ibid., (ii) Anthony, op.cit.,
(iii) R.W.Kingsley,"Commitment to teaching", Jl of Teacher
Education, Vol.19, No.4 (Winter 1968), pp.454-455.

[3](i) Lawson, op.cit. (ii) Bengel, op.cit.

[4]Anthony, op.cit. [5](i) Loftis, op.cit.
(ii) Bengel, op.cit. (iii) Bennett, op.cit.

[6]J.Lauglo, "Teachers Social Origins, Career commitment
During University and Occupational Attitudes,"Sociology of
Education, Vol.48 (Summer 1975), pp.287-307.

Professional Activities

Participation in professional activities was one manifestation of professional commitment. Members belonging to or participating in meetings of professional organizations, and holding offices in professional organizations represented a higher level of commitment.[1]

Professional commitment could not be predicted on the basis of the following selected activities: professional journals read regularly, offices held in professional organizations, non-credit classes taken, home visits made in excess of requirements, and honour roll achievement by the Future Home Makers. However, when generalising to an infinitely large population of home economics teachers, professional commitment scores could be predicted by the professional journals read regularly and by the offices held in professional organizations.[2]

Organizational Climate

Febel found that student teachers in an "open" climate school perceived the efficacy of the student teaching situation more favourably than student teachers in a closed climate school. There was no significant difference in the student teachers

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[1](i) H.P.Goodell, "A Study of Commitment to a Profession: An application of Becker's Concept to Classroom Teachers in Selected Elementary Schools," Dissertation Abstracts. Vol.29, No.11 (May, 1969), op.cit., p.3894. (ii) Anthony, op.cit.

[2]Youngner, op.cit.

from both the climates and favourable responses toward commit-
ment to professional education. Halpin and Croft's Organiza-
tional Climate Description Questionnaire (OCDQ) was used to
measure the perceived climate.[1]

Anticipated Length of Stay

Coulter,[2] investigated commitment to teaching and
occupational mobility among beginning teachers, and found that
only 33.5 percent anticipated that they would remain in the
teaching profession for a period of five years or longer,
39.1 percent reported that they were uncertain. Only 21 per-
cent indicated that teaching featured in their long range
career plans. Thus only 54.5 percent of the beginning teachers
were committed to teaching as a career.

Beginning teachers with a high academic performance
background were uncommitted to teaching as a career than those
with low academic performance backgrounds, and received lower
assessments in practice teaching than did those who were
committed.

There was considerable discrepancy between predicted
occupational status five years later and actual dropouts of

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[1]
        V.A.Febel, "The relationship of the organizational
climate of schools to student teachers perception of the
efficacy of the student teaching situation and commitment
to Education", Dissertation Abstracts, Vol.27, No.11
(May 1967), op.cit., p.3660.

[2]Coulter, op.cit.

student teachers. Females were less accurate in their predictions than males. Graduates as a whole were quite accurate in their predictions. Fifty eight percent predicted that they would leave teaching in five years and sixty percent did so.[1]

Commitment, whether to teaching as a career or as a contingent occupation, increased in the case of females, especially the non-graduates.

A study of commitment to teaching and open mindedness of teachers in training[2] revealed, that commitment to teaching was not related to change in dogmatism, However, committed students tended to change in the direction of less dogmatism, and the ambivalent, and not committed in the direction of greater dogmatism.

Commitment to teaching did not appear to be independent of time of decision to teach, vocation preferred or vocation preferred five years hence. About half the students entering the college of education were not highly motivated toward a career in teaching. Even students' expressed commitment to teaching at the time of teacher preparation was not an indication of career commitment.

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[1]Walker, op.cit.

[2]Kingsley, op.cit.

A majority of teachers entered the teaching profession
for service oriented values, and teaching was their first
choice. In spite of this, one third did not expect to remain
in teaching five years after.[1]

The major findings of Nelson's[2] study did not evidence
any apparent relationship with either occupational involvement
or work role orientations of teachers, length of teaching
experience and type of teaching assignment. Besides the
teachers typically did not view their occupation as their
major "central life interest".

Teachers tended to be committed to the rules and
regulations, methodology and activities prescribed by the
organization for accomplishing work tasks. Commitment increased
with membership and active participation in state educational
associations.

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[1] T.W.Kent, "Career Commitments of First Year Public
School Teachers in Florida, "Dissertation Abstracts, op.cit.
Vol. 35, No.9 (March 1975), pp.5753-5754.

[2] E.H.Nelson, "Occupational Self-image of Teachers:
A Study of the Occupational Involvements and Work Role
Orientations of Michigan Industrial Education Teachers,"
ibid, Vol.23, No.9 (March - April 1963), pp.3694-3695.

Studies with Commitment
as a Variable

Commitment as a variable has been studied in relation
to opinion change,[1] and attraction and conformity.[2] Dissonance
is yet another variable, the interactive effects of which
with commitment have been exhaustively studied.[3]

It has been demonstrated[4] that commitment does not
depend upon social support, familiarity with the issues, and
extreme opinions, whereas dissonance, decision-making, and
attribution are concepts related to commitment.

A longitudinal study of selected student teacher
characteristics and their relation to occupational and
personal adjustment as a beginning teacher showed that the

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[1](i) C.A.Kiesler and Others, "Deviation and Conformity:
Opinion Change as a function of Commitment, Attraction, and
presence of a Deviate", Jl. of Personality and Social
Psychology, Vol.3, No.4 (1966), pp.458-467.

(ii) Rosenbaum, M.E. and Donglas E.F., Opinion Change
as a Function of External Commitment and Amount of Discrepancy
from the Opinion of another. Jl. of Abnorm. Soc. Psycho.,
Vol.61, No.1 (1960), pp.15-20.

[2]C.A.Kiesler and L.H.Corbin, "Commitment, Attraction
and Conformity," Ibid., Vol.2, No.6(1965), pp.890-895.

[3](i) C.A.Kiesler, et al., Interactive Effects of
Commitment and Dissonance, ibid., Vol.8, No.4 (1968), pp.331-
338. (ii) R.F.Marlowe, et al., Commitment to Action taking as
a Consequence of Cognitive Dissonance," ibid., Vol.2, No.6
(1965), pp.864-868. (iii) J.W.Brehm, "Attitudinal consequences
of Commitment to Unpleasant Behaviour", Jl. of Abnorm Soc.
Psycho. Vol.60, No.3, (1960), pp.379-383.

[4]Kiesler, The "Psychology of Commitment", op.cit.

sample, revealed no change in commitment of the teachers,
among other variables.[1]

Identification with
an Occupation

Some of the major elements of the concept of work
identification was postulated to be commitment to task and
commitment to particular organizations or institutional
positions.[2]

The processes by which graduate students developed and
maintained specific kinds of occupational identities, were
development of interest in problems and pride in new skills,
acquisition of ideologies, investment, the internalization
of motives and sponsorship. Specifically, the first three
above mentioned mechanisms operated to produce identification
in the area of task commitment. The changes occurred in
different degrees in the subjects studied. The identifications
were not so clearly defined in the first year as they became
later.[3]

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[1]P.P.Gerard, "A Transition from Education Student to
Beginning Teacher : Personality, Self Perceptions, Vocational
Characteristics, Commitment and Work Satisfaction."
Dissertation Abstracts, Vol.40, No.5 (Nov.1979), op.cit.,p.3971.

[2]H.S.Becker and J.W.Carper, "The Elements of Identifi-
cation with an Occupation, American Sociological Review,
Vol.21, No.3 (June 1956), p.341.

[3]H.S.Becker and J.W.Carper, "The Development of
Identification with an Occupation", American Jl. of Sociology,
Vol.21, No.4 (January 1956), pp.289-296.

Nature of Commitment

Clayton[1] integrated many of the insights offered in
recent literature and defined three kinds of commitment
namely : 'belief', 'identification' and 'obligation' commitment.
Data were collected on belief commitment. The findings of
his study supported the concept of belief commitment
(commitment to conventional values) and was found to vary in
adolescents.

Blackman[2] explicating the term commitment as it was
applied to human activities, found two logically independent
concepts coming under the term commitment: "obligation
commitment", either "moral" or "legal" bound by a contract. It
can also be an "emotional involvement" independent of
obligations to another.

Singh[3] operationalised commitment as the actors
perceptions of the degree of importance a person attaches to
the activity in which he is involved.

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[1]S.T.Clayton, "The Commitment Concept and an Application
to conventional values", Dissertation Abstracts, Vol.34, No.8
(February 1974), op.cit., p.5327.

[2]R.J.Blackman, "Commitment: Explication of this term as
Applied to Human Activities", ibid, Vol.36, No.5 (Nov.1975),
p.2891-A.

[3]R.N.Singh, "Toward an Operationalization of Commitment
as a Construct", Sociological Abstracts, Vol.20, No.4
(July 1972), p.722-723.

Studies based on Becker's
Concept of Commitment

Becker's concept of commitment provided a theoretical base for use in developing a category system to classify and analyse the nature of commitment in examining professional commitment of elementary classroom teachers, though it did not discriminate between teachers rated high and low in professional commitment.[1]

Participation in professional activities was found to be one manifestation of professional commitment. Teachers rated high in professional commitment gave more reasons for participating in professional activities. Teachers rated low gave more reasons for not participating. Teachers rated high in professional commitment in contrast to those rated low, expressed strong feelings of relationship between personal and professional interests. The study revealed a oneness in personal and professional self-image through a personal fulfillment in teaching. This finding has implications for teacher education programs that strive to nurture the personal-professional self.

Perrucci and Targ,[2] conducted a longitudinal study based on Becker's theory of commitment with married and employed women college graduates as subjects, to determine the effects

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[1]Goodell, op.cit.   [2]Perrucci and Targ, op.cit.p.276.

of early work orientation and the situational attributes of full-time work experience. They found that the side-bets (or investments) that bolstered early work orientations were significant predicators of 'Work-Commitment'. These were husband's attitude towards wife's employment, low income of husband and absence of children.

Insignificant relationship with variables central to Becker's side-bet theory led Trice and Ritzer[1] to conclude that the side-bet theory was not valid. Contrary to this, Alutto and others[2] using a modification of Ritzer and Trice's measure, found that their study supported the concept of side-bets as a structural phenomenon important in understanding an individual's commitment to an organization or an occupation.

The study used Becker's concept of commitment to determine how willing a person was to change if given a large increase, a slight increase, or no increase in status, pay, freedom, responsibility and opportunity to advance. Their findings revealed that occupational commitment was greater among older workers, next among the very young workers, with a slump in commitment during middle years. Commitment was positively related with years of experience and advanced degrees, and was not associated with marital status.

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[1]Trice and Ritzer, 1969, op.cit.

[2]Alutto, and others, op.cit.

Summary of the Review of Literature

The concept of commitment has found frequent usage in psychological literature and sociological discussions, and is perceived differently by the scholars of the behaviorial sciences. However, their conceptualizations contribute to one or the other facet of commitment. The professional commitment of primary, secondary and college teachers was studied in the U.S.A., wherein the MOPC scale (Measure of Professional Commitment) developed by Loftis was extensively used.

In a majority of the studies professional commitment has been studied in relation to personal and professional characteristics of teachers. Only one study explored the effect of organizational climate on professional commitment. Some studies have examined the usefulness of Becker's theory of side-bet commitment.

Commitment to the teaching profession is related significantly to positive attitudes toward research, supervision of students, role perception, self concept and job satisfaction. However, in one study, job satisfaction and commitment are found to be negatively correlated. There is an association between professional commitment of teachers and participation in professional organizations, offices held, journals read regularly, and successful completion of professional education courses. Anticipated length of stay in the profession was

investigated into as an indicator of commitment to teaching, and women teachers were found to be less accurate in their predictions than males.

Mother's work orientation, social class background are significantly discriminating background factors in relation to career commitment of women teachers.

That commitment to the teaching profession is independant of age, marital status, sex, length of experience and educational qualifications is contradicted by some studies. Commitment is found to be independent of the organizational climate of the institution.