# Chapter IV

## ANALYSIS OF DATA, FINDINGS AND DISCUSSION

The ultimate objectives of determining the kind and level of professional commitment of home science college teachers in India, and of determining the relationship of professional commitment to organizational climates, and selected personal and professional characteristics of Home Science teachers were the basis for the analysis, interpretation and discussion of the data.

This chapter describes the population and sample of the study and the analyses and findings which are presented under the following headings :

(1) Personal and Professional characteristics of the respondents, and organizational climate.

(2) Status of professional commitment of the respondents on the measures of Value Commitment and Continuance commitment.

(3) Description of side-bets of the respondents.

(4) Nature and structure of Professional Commitment of the defined population.

(5) Association between professional commitment and personal and professional characteristics and organizational climate.

## Population and Sample of the Study

Out of 612 Home Science college teachers of the defined population contacted, usable data were received from 372 (60.8 percent). This achieved sample of 372 was examined for its representativeness of the defined population and the presence of any bias due to non-response.

Two stratified random samples were drawn from the defined population for this purpose. The difference between non-response of the defined population and that of the two random samples drawn, was found to be obviously negligible.[1] The chi-square test of no significant difference between characteristics of the two random samples indicated that there was no significant difference between the personal and professional characteristics of the subjects in the two random samples[2]. Hence the random samples could be considered representative of the defined population.

Since the achieved sample also did not differ in relation to all the characteristics when compared with the two random samples, it could be accepted that it was an unbiased representative sample of the population.[3]

In view of the above analysis and 60.8 percent returns, the sample achieved was accepted as a large representative sample

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[1] Appendix M. Table 1. [2] Ibid., Table 2.

[3] Ibid., Table 3.

of the defined population, in which all the regions were represented except Himachal Pradesh and Orissa, forming .01 percent of the total defined population.

A stratified random sample of 100 was drawn from the defined population to carry out certain analysis such as investigation of reliability of the data on the MOPC Form A and Continuance Commitment scale, correlation between the two measures of commitment, and to ascertain the effect of social desirability on the responses to both the commitment scale items.

## Reliability of the Data

The reliability of the data on the Continuance Commitment scale determined by computing the coefficient of the alternate pairs of items introduced in the scale was .81. And .90 was the reliability of the data collected on the MOPC Form A. Seventy one cases out of 372 required correction for social desirability, only on the MOPC Form A.

## 1. Personal and Professional Characteristics of Respondents and Organizational Climate

The personal and professional characteristics[1] of the Home Science teachers which were hypothesised as influencing their level and kind of commitment are described below.

### Personal Characteristics

The age of the Home Science college teachers ranged from 21-60 years. Nearly 50 percent were in the category of 26-35 years of age. The remaining were distributed in the categories of 21-25 years and 36-60 years of age. A majority of the teachers (62.90 percent) were married, and their husbands were in non-teaching occupations.

Over 75 percent of the teachers had a Master's degree, a majority of which was earned in Home Science. Of the remaining teachers a low percent had a double Master's degree, and a Doctoral degree. A negligible percent had only a bachelors degree. The Home Science teachers had additionally qualified themselves with professional, and other vocational degrees and diplomas. Only three respondents had a degree in Education.

Seventy percent of the teachers were lecturers. Only 16.39 percent were found to be Readers and Professors. A majority of the respondents (79 percent) did not hold any administrative

[1]For details see Appendix N.

position, of the remaining 20 percent, a majority were Heads of departments, others held posts as that of the Dean, Assistant Dean, and Vice Principal of colleges or university departments of Home Science.

Nearly seventy five percent of the Home Science teachers were permanent employees. Of the 25 percent who were temporary, one fourth were on probation.

A very low percent (4.57) had a long standing teaching experience of 21-30 years. The remaining were nearly equally distributed in the categories of 1-5 years, 6-10 years, and 11-20 years of experience in the teaching profession. Only 34 percent of the Home Science teachers anticipated remaining in the teaching profession for "more than 15 years", whereas 41 percent were "not certain". The others anticipated staying less than 2 to 15 years in the profession.

With a majority (68.80 percent) of the respondents, teaching as a career was a first choice, 16.13 percent claimed it as their second choice. Whereas a negligible 1.61 percent reported it to be their third choice and 13.44 percent "had no option".

Over half (51.88 percent) of the sample under study had held previous posts, whereas for the remaining the present teaching job was the initial one. Most of the previous posts held were teaching jobs, or jobs closely related to teaching such as lecturer, counsellor, training officer in literacy centre,

instructor, and head mistress. The other broad areas of work besides teaching in which the respondents were previously employed were: social welfare, extension work, child welfare, social education, and psychiatry. In the field of science and medicine the positions held included those of laboratory assistants, midwives, dieticians, and research assistants.

## Professional Characteristics

A majority (60 percent) of the home science college teachers belonged to professional organizations. Most of them were members of only the Home Science Association of India.

More than half (53 percent) of the college teachers did not have a single publication in their name. Of the 46.51 percent who had publications a majority had published at least one book, more than five articles and presented more than five papers at seminars or conferences.

## Organizational Climate

A related objective of the study was to identify the organizational climate of the institutions under study, which could be categorised as Departments, Colleges, and Institutes offering home science. There were 45 university departments, 17 colleges and 4 institutes of home science in various parts of India.

Out of the total 66 institutions, complete data was obtained from 42 for identification of the organizational climate (Table 1). The data obtained from a majority (60 percent

and above) of the staff in the respective institutions, was the basis for identification of the organizational climate.

Table 1

DISTRIBUTION OF HOME SCIENCE COLLEGES AND UNIVERSITY DEPARTMENTS ACCORDING TO THEIR ORGANIZATIONAL CLIMATE

| Organizational climates | Status of Instituion | | | | | |
|---|---|---|---|---|---|---|
| | Department N=32 | | College* N=10 | | Total N=42 | |
| | f | % | f | % | f | % |
| 1. Open | 23 | 71.86 | 8 | 80.00 | 31 | 73.81 |
| 2. Autonomous | 6 | 18.75 | 1 | 10.00 | 7 | 16.67 |
| 3. Controlled | 1 | 3.13 | - | - | 1 | 2.38 |
| 4. Familiar | 1 | 3.13 | - | - | 1 | 2.38 |
| 5. Paternal | 1 | 3.13 | 0 | - | 1 | 2.38 |
| 6. Closed | - | - | 1 | 10.00 | 1 | 2.38 |
| Total : | 32 | 100.00 | 10 | 100.00 | 42 | 100.00 |

* includes 4 institutes of Home Science.

As seen in Table 1, the organizational climate of a majority (73.81 percent) of colleges of Home Science and University departments of Home Science under study were identified on Halpins measure as 'open climate'. Further, 18.75 percent (n=6) of departments and 10 percent (n=1) colleges had an autonomous climate. Only one institution could be identified in each of the climates described as "Familiar" "Paternal" and "Closed" climates.

## 2. Status of Professional Commitment

Both the commitment instruments, the MOPC Form A and the continuance commitment measure offered a measure of Commitment on a continuum of low to high Level of Commitment. For assessing the status of commitment, the range of total possible scores formed the scale on which three categories of levels of commitment were marked off : High, Moderate and Low. This was done by dividing the total range of commitment scores from 59 to 295 on the MOPC Form A Scale and 0 to 111 on the Continuance Commitment Scale, into four equal parts.

Since on both the scales higher scores indicated a higher level of commitment, each quarter of the range was categorised as follows :

| | | |
|---|---|---|
| Lowest quarter of the scale | = | Range of low level of commitment |
| Middle quarters of the scale | = | Range of Moderate level of commitment |
| Higest quarter of the scale | = | Range of High level of commitment |

(Refer tables 2 and 3).

The level of commitment of a sample then could be defined on this reference scale by plotting the distribution of the obtained total scores, for value commitment and continuance commitment on the repective scales.

Since Loftis' or Youngner's scales were not standardised, there could be no statistical basis for marking off levels differing significantly at certain standard score distances.

In view of the above limitations of marking off levels on a statistical basis, only categories on logical basis were possible. At the same time for defining levels for the purpose of comparisons, a scale of reference was necessary. Hence, the identification of total scores as low or high was made only with reference to the categories defined on the reference scale for both kinds of commitment.

### Status of Respondents on the MOPC Form A

The scores of the respondents on the MOPC Form A fell in the moderate and high categories of commitment. Over 60 percent of the Home Science college teachers were found to have scores ranging from 178-236, falling in the moderate category, whereas only 35 percent were found in the high commitment category defined on the scale. None of the respondents fell in the low commitment category (Table 2).

The possible range of scores on the MOPC Form A was 59-295, with a range of 236. The lowest and highest scores obtained were 153 and 288 respectively, (Table 4) with a range of 135, which was 57 percent of the possible range, indicating a homogenous sample with respect to Value Commitment to teaching. The mean score was 228.05, and the stamdard deviation of the distribution was 25.24.

Table 2

DISTRIBUTION OF RESPONDENTS AT THREE LEVELS OF COMMITMENT ON THE VALUE COMMITMENT TO TEACHING SCALE (MOPC FORM A)

| Range of Scores | Level of commitment | Frequency | Percentage |
|---|---|---|---|
| 59 - 118 | Low | 0 | 0 |
| 119 - 236 | Moderate | 239 | 64.25 |
| 237 - 295 | High | 133 | 35.75 |
| Total | | 372 | 100.00 |

Table 3

DISTRIBUTION OF RESPONDENTS AT THREE LEVELS OF COMMITMENT ON THE CONTINUANCE COMMITMENT TO TEACHING SCALE

| Range of Scores | Level of commitment | Frequency | Percentage |
|---|---|---|---|
| 0 - 27.5 | Low | 46 | 12.37 |
| 28 - 82.5 | Moderate | 180 | 48.38 |
| 83 - 111 | High | 146 | 39.25 |
| Total | | 372 | 100.00 |

The operational hypothesis was that the obtained mean score ($\bar{x}_{vc}$) on the measure of value commitment (MOPC Form A) would be significantly lower than the mid-point ($x_M$) of the MOPC Form A scale.

In the null form the $H_o : \bar{x}_{vc} - x_M = 0$

and alternately, $H_1 : \bar{x}_{vc} < x_M$ at .05 level of significance.

The test of significance of difference between the obtained mean (228.05) and the mid point score (177), of the MOPC Form A scale was significant at .01 level. Therefore the null hypothesis of no difference was rejected. The commitment scores of a majority were on the higher side of the moderate category. Hence the data did not support the hypothesis that the obtained mean ($\bar{x}_{vc}$) on the MOPC Form A would be significantly lower than the mid point score of the scale ($x_M$).

The data on value commitment was grouped with an interval of 15 scores (Table 4), an interval more than half of the standard deviation of the distribution.

Table 4

DISTRIBUTION OF HOME SCIENCE COLLEGE TEACHERS ON THEIR TOTAL SCORES FOR VALUE COMMITMENT TO TEACHING

| Class-interval | Mid-point | f | % |
|---|---|---|---|
| 153 - 167 | 160 | 7 | 1.88 |
| 168 - 182 | 175 | 8 | 2.15 |
| 183 - 197 | 190 | 27 | 7.26 |
| 198 - 212 | 205 | 48 | 12.90 |
| 213 - 227 | 220 | 97 | 26.08 |
| 228 - 242 | 235 | 81 | 21.77 |
| 243 - 257 | 250 | 57 | 15.33 |
| 258 - 272 | 265 | 30 | 8.06 |
| 273 - 287 | 280 | 16 | 4.30 |
| 288 - 302 | 295 | 1 | 0.27 |
| Total | | 372 | 100.00 |

A frequency polygon curve drawn with the scores indicated that value commitment to teaching was normally distributed in the sample under study. Normality of the distribution was confirmed by the method of 'Goodness of fit'.[1] (Figure 1).

The standard deviation of the Quartile ranges of the obtained distribution on the Value Commitment scale indicated that there was a comparatively homogeneous grouping in the interquartile range and disparate at the extreme quartile ranges[2], which is expected of a normal distribution.

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[1] Appendix O. Table 1. [2] Ibid., Table 3.

## Status of Respondents on the Continuance Commitment Scale

The distribution of the respondents on the Continuance Commitment scale covered the entire range of the scale. About 39 percent of the respondents' had scores ranging from 83 to 110 and fell in the defined high category of the Continuance Commitment scale. A low percentage (12.37) fell in the defined low Continuance Commitment category, within the score range of 0 to 27.5, whereas 48 percent had scores ranging from 28 to 82.5 falling in the defined moderate category (Table 3).

The possible range of scores on the Continuance Commitment scale was 0 to 111. The obtained lowest and highest scores were 0 to 108 respectively, with a range of 108, which was 98 percent of the possible range and presented a spread of scores on the entire scale. This suggested the presence of a more disparate sample with respect to Continuance Commitment as compared to that on the MOPC Form A. The mean score of the distribution was 68.40, with a standard deviation of 29.39. The test of significance of differences between the standard deviations of the distributions on the two respective commitment scales was significant at .01 level.

The data was grouped with an interval of 15 scores, (Table 5), an interval nearly half the standard deviation (29.39) of the distribution. The 'Goodness of fit' method used to test normality confirmed that the distribution of the

respondents scores on Continuance Commitment was not a normal distribution for the sample under study[1] (Figure 2).

Table 5

DISTRIBUTION OF HOME SCIENCE COLLEGE TEACHERS ON THEIR TOTAL SCORES FOR CONTINUANCE COMMITMENT TO TEACHING

| Class-interval | Mid-point | f | % |
|---|---|---|---|
| 0 - 15 | 7.5 | 35 | 9.41 |
| 16 - 30 | 22.5 | 11 | 2.95 |
| 31 - 45 | 37.5 | 29 | 7.80 |
| 46 - 60 | 52.5 | 43 | 11.56 |
| 61 - 75 | 67.5 | 71 | 19.08 |
| 76 - 90 | 82.5 | 85 | 22.85 |
| 91 - 105 | 97.5 | 77 | 20.70 |
| 106 - 120 | 112.5 | 21 | 5.65 |
| Total | | 372 | 100.00 |

The standard deviations ranging from 4.54 to 5.56 for the second, third and fourth quartiles of the obtained distribution on the Continuance Commitment measure suggested that the respondents were distributed in more or less the same way in these 3 quartiles. The standard deviation of 18.71 of the first quartile suggested a wider dispersion of the respondents

[1]Appendix, O. Table 2.

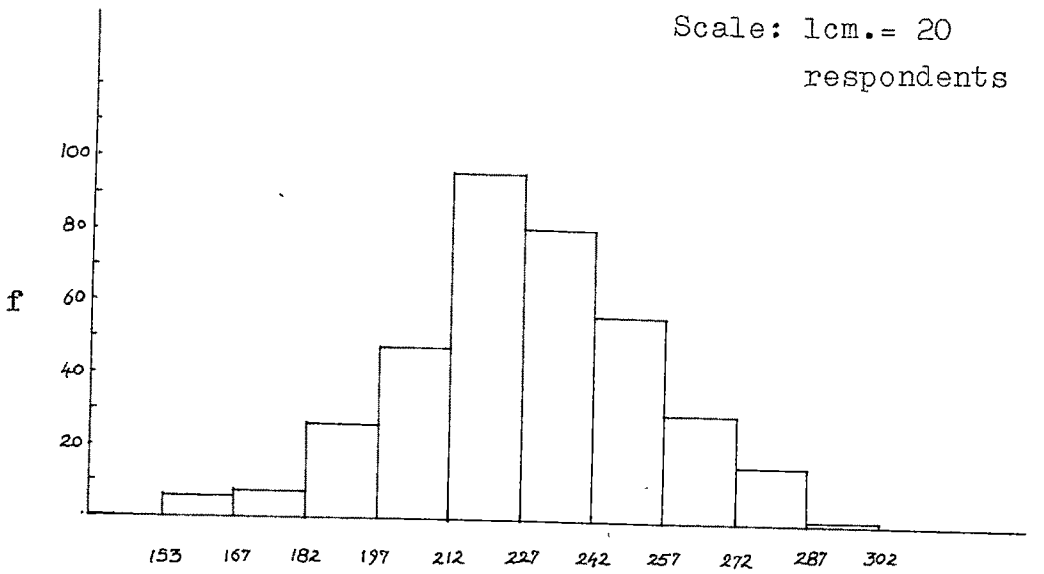


Fig.1.-- Distribution of total scores obtained on the measure of Value Commitment to Teaching.

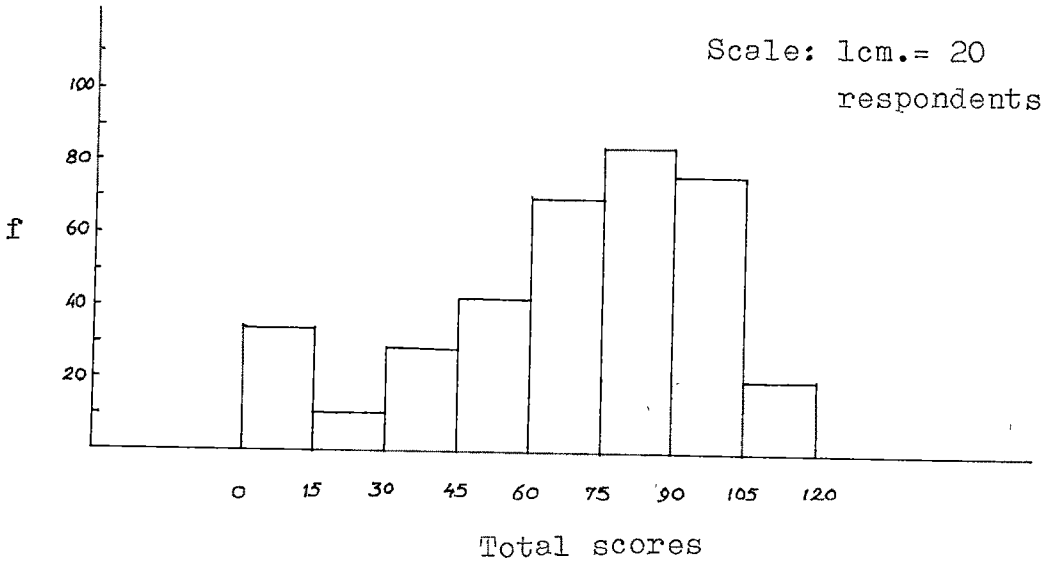


Fig.2.-- Distribution of total scores obtained on the measure of Continuance Commitment to Teaching.

therein. Comparatively the group was found to be more homogeneous at the higher levels of the distribution.[1]

## Predominance of the Kind of Commitment

To measure the predominance of any one kind of commitment over the other, an Index of Predominance was obtained using the percentage of Continuance Commitment scores ($P_{cc}$) in the numerator and that of Value Commitment ($P_{vc}$) in the denominator.

Thus $\frac{P_{cc}}{P_{vc}}$ = Index of predominance (IP).

(1) Index of predominance = 1 indicated no predominance of cc or vc

(2) Index of predominance $<$ 1, indicated predominance of vc

(3) Index of predominance $>$ 1, indicated predominance of cc.

The operational hypothesis was that the number of cases with predominant Continuance Commitment ($P_{cc}$) will be greater than the number of cases with predominant Value Commitment($P_{vc}$).

In the null form $H_o : P_{cc} - P_{vc} = 0$

Alternately $H_1 : P_{cc} > P_{vc}$

To test the above hypothesis ideally one should find out in how many cases IP is exactly equal to one, IP is $<$ 1 and IP is $>$ 1. However, to allow for errors in rounding off and continuity it was decided to find out the number of cases

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[1] Ibid., Table 4.

for which IP is around 1. Therefore the following intervals were considered : 0 - .94, .95 - 1.05, 1.06 and above (Table 6).

Frequencies were obtained in the three categories of the Index of Predominance, and the chi-square of significance of difference between the number of cases in each was calculated.

Table 6

DISTRIBUTION OF RESPONDENTS IN THE CATEGORIES OF THE INDEX OF PREDOMINANCE

| IP | 1 | % | IP = 1 | % | IP 1 | % | Total |
|---|---|---|---|---|---|---|---|
| fo | = 180 | 48.38 | 66 | 17.74 | 126 | 33.88 | 372 |
| fe | = 124 | | 124 | | 124 | | 372 |

Chi-square = 52.451, with 2 df, significant at .01 level

IP = Index of Predominance.

The chi-square value of 52.451 with 2 df, was found to be significant at .01 level. The table indicated that the group that had predominant Value Commitment (48.39 percent) was significantly larger than the group with a predominance of Continuance Commitment. (33.87 percent).

Hence the null hypothesis of no predominance was rejected. Thus the operational hypothesis that the number of cases with a predominance of Continuance Commitment will be greater than the number of cases with a predominance of Value Commitment was not supported by the data.

The findings indicated that the professional commitment of a majority of the home science college teachers is predominated by Value Commitment to teaching. A majority of the teachers have a moderate level of Value Commitment which implies a sense of devotion and dedication to teaching. This finding is not in consensus with the general criticism that the teaching community is not dedicated.[1]

The above observation is supported in a study by Chitnis[1] (1979) who assessed 171 college teachers of three colleges. She also found that a majority are committed to their occupation, are inspired by idealism, and have a capacity to look for satisfaction other than material or economic gains.

However, this idealism and commitment could not be conclusively estimated due to the absence of definitive measures. It may be said that the measure of professional Value Commitment employed in this study is a step in the direction of providing a definitive measure as it consisted of a comprehensive set of specific identifiable behaviours and qualities indicating commitment. A majority of Home Science teachers show a moderate level of commitment in both kinds of Value and Continuance Commitment.

Nearly the whole professional group of Home Science teachers, except a negligible percent could be divided into two groups, indicating the predominance of one or the other kind of

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[1]Chitnis, op.cit., pp.48-49.

commitment. This is consistent with the preliminary finding of a low correlation between the two components of Professional Commitments : Value and Continuance Commitment. Therefore, it may be inferred that professional commitment to teaching can have a 'service orientation' i.e. Value Commitment to teaching or on the other hand be a kind that satisfies 'extraneous interests' or side-bets. Such a finding is in consensus with the explanation offered by Stebbins and gives empirical support to the existence of two components of commitment : Value and Continuance.

A more heterogenous grouping on Continuance commitment was indicated by the varying strengths of extraneous interests in the sample studied. This variation was expected as the nature of the side-bets that bind the teachers to teaching are subjective to their value orientations. Any sort of compromise of these values involves subjectively defined penalties. Whereas a more homogenous grouping with respect to level of Value commitment to teaching may be expected as the sample under study that entered the profession was a group of teachers, a majority of whom indicated teaching was their 'first free choice', indicating a voluntary entry into the teaching profession.

## A Detailed Analysis of High Scorers on Value Commitment

The items describing commitment behaviours on the Value Commitment scale were ranked in descending order based on the percentage of frequency of responses of the High scorers in the column "Always true of me".

Most of the items marked as "Always true of me" by over 65 percent of the high scorers on Value Commitment, were in the areas which reflected Ambition and Self-Understanding (Table 7). Whereas a lower percentage of the teachers (20-55 percent) marked most of the items as "Always true of me" in the following areas : Involvement in the profession, concern for teaching tasks, Social sensitivity, Loyalty to organization and Rationality.[1]

Hence it may be concluded that the respondents in the High Commitment category on Value Commitment to teaching, in general are characterised by items that relate to the self. They seem to be more introspective and ambitious as suggested by the content of items in the areas of 'Self understanding' and 'Ambition'. Comparatively, less are characterised by items that relate to teaching viz; Concern for teaching tasks and Involvement in the profession.

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[1]For details refer Appendix P.

Table 7

PERCENTAGE OF RESPONSES OF HIGH SCORERS ON VALUE COMMITMENT IN THE COLUMN 'ALWAYS TRUE OF ME' ON THE MOPC (FORM)A

| Code No. | Statements | f | % |
|---|---|---|---|
| | | (N=133) | |
| | Area - Ambition | | |
| 33 | I take an active part in professional organizations | 51 | 38 |
| 6 | I belong to professional organizations | 65 | 49 |
| 20 | I tend to find self advancement a worthwhile purpose | 66 | 50 |
| 9 | I find fulfillment in my work | 87 | 65 |
| 27 | I feel that I should belong to professional organizations | 87 | 65 |
| 40 | I feel that the desire for self advancement is legitimate | 89 | 67 |
| 17 | I am highly motivated to work hard for success | 90 | 68 |
| 43 | I am oriented to my job | 91 | 68 |
| 3 | I identify with my profession | 92 | 69 |
| 48 | I work hard to succeed in the profession | 94 | 71 |
| 15 | I identify with my work | 96 | 72 |
| 56 | I strive to improve my abilities | 99 | 74 |
| | Area - Self-understanding | | |
| 44 | I produce work that has unique qualities | 32 | 24 |
| 7 | I seek a new beggining in my work | 61 | 46 |
| 10 | I seem to have achieved personal happiness | 73 | 55 |
| 34 | I can recognise my own weaknesses | 85 | 64 |
| 28 | I am of utmost sincerity | 89 | 67 |
| 41 | I seek to understand myself better | 89 | 67 |
| 49 | I have faith in the future | 94 | 71 |
| 57 | I can face myself honestly | 108 | 81 |
| 16 | I am concerned with being true to myself | 110 | 83 |

### 3. Description of Side-bets of the Respondents

To recapitulate, the conditions on the Continuance Commitment scale rated as "definitely" preventing the teachers from leaving teaching were assumed to be 'side-bets', indicating Continuance Commitment. "Possible side-bets" were those that the teachers rated as "mostlikely" or "somewhat likely" to prevent them from leaving teaching.

The grouped frequency distribution on the number of side-bets was unimodal and asymmetrical. The modal number of side-bets was 16 in the distribution. As indicated in table 8, the highest percentage (20.16) were bound by 13-18 side-bets, whereas 14.78 percent were not influenced by a single side-bet. A low percentage (9.68) were bound by 31-37 side-bets. Almost an equal percentage (13 percent) of the home science teachers were bound with 1-6, 7-12, 19-24, and 25-30 side-bets, (Fig.3).

Table 9 shows the distribution of respondents according to total scores on Continuance Commitment and number of side-bets. The modal number of 16 side-bets fell in the category of 56-82.5 scores. However, in this score interval the total number of side-bets of the respondents ranged from 1-24 side-bets and the scores indicated that the respondents were in the moderate category of Continuance Commitment.

A majority of the teachers with a high level of Continuance Commitment were bound by 25-30 side-bets, whereas a

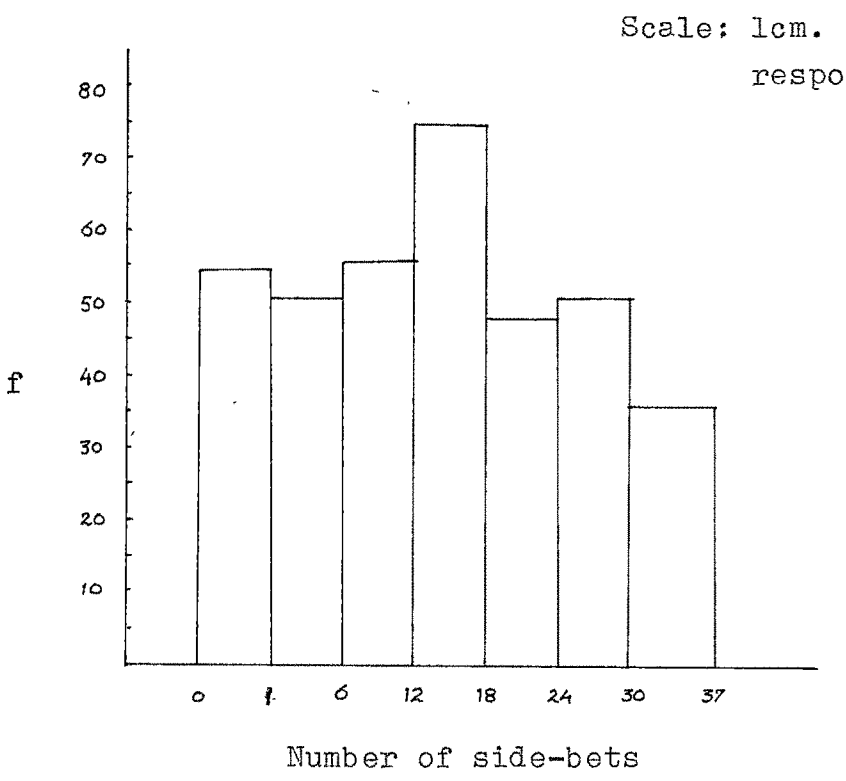


Fig.3.-- Distribution of number of side-bets of the respondents.

majority of the teachers with a low level of Continuance Commitment were not bound by any side-bet. Thus there appears to be a positive correlation between total scores on Continuance Commitment and number of side-bets (Table 9), indicating that a greater number of side-bets increases the strength of Continuance Commitment.

## Nature of Side-bets of the Respondents

The side-bets of the teachers were ranked in descending order, based on the frequency percentage of their responses. It signified the extent to which the side-bet was common or pervasive in the group.[1] The five top ranking side-bets were categorised as "Most common" side-bets and the five lowest ranking as "Least common" side-bets. A description of the nature of the side-bets is given below.

Twenty seven to 59 percent of the home science college teachers were influenced by one or more side-bets, whereas 13 to 27 percent were not influenced by side-bets as they indicated that the conditions would "definitely not prevent" them from leaving teaching.

The top ranking side-bets rated by 50 to 59 percent of the teachers, in general reflected academic interest, self-development and practical considerations of a safe job for women (Table 10).

[1]For details Refer Appendix Q.

TABLE 8

DISTRIBUTION OF RESPONDENTS ACCORDING TO NUMBER OF SIDE-BETS

| Number of side-bets | Average Number of side-bet | Respondents f | % |
|---|---|---|---|
| 0 | 0 | 55 | 14.78 |
| 1 - 6 | 3 | 51 | 13.71 |
| 7 - 12 | 10 | 56 | 15.06 |
| 13 - 18 | 16 | 75 | 20.16 |
| 19 - 24 | 22 | 48 | 12.90 |
| 25 - 30 | 28 | 51 | 13.71 |
| 31 - 37 | 34 | 36 | 9.68 |
| Total | | 372 | 100.00 |

TABLE 9

FREQUENCY DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR NUMBER OF SIDE BETS* AND TOTAL SCORES ON THE CONTINUANCE COMMITMENT SCALE

| Total score intervals | Number of side-bets | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 0 | 1-6 | 7-12 | 13-18 | 19-24 | 25-30 | 31 and above | f | % |
| 0 - 27.5 | 24 | 9 | - | - | - | - | - | 33 | 0.19 |
| 28 - 55 | 14 | 19 | 11 | 5 | - | - | - | 49 | 13.65 |
| 56 - 82.5 | 4 | 23 | 43 | 50 | 11 | - | - | 131 | 36.49 |
| 83 - 111 | - | - | 2 | 20 | 37 | 51 | 36 | 146 | 40.67 |
| Total | 42 | 51 | 56 | 75 | 48 | 51 | 36 | 359 | 100.0 |

* 13 had 0 scores i.e. All the stated condition will definitely not prevent from leaving the teaching profession.

Fortyfive to 50 percent of the teachers had as side-bets those conditions that referred to being qualified for the teaching profession. Twenty seven to 35 percent of the Home Science teachers were bound by various side-bets which were categorised in the areas "egoistic satisfaction", "working with people", "nature of task", "convenience", "intellectual growth" and "social recognition".

Out of the lowest ranking five side-bets "opportunity to do service to the community", a condition that reaches out beyond self and the occupation, bound less than 30 percent of the teachers to the teaching profession (Table 11).

Thirty six to 44 percent of the Home Science college teachers have as side-bets those conditions which suggested that teachers were bound more by practical considerations, like a good salary, opportunity for new experiences, job security, convenient job timings, specialised training, scope for higher education, social esteem in which a teacher is held, opportunity for research in the area of interest and also by considerations related to self-development.

Side-bets reflecting "altruistic ideals" like pursuing teaching as it 'rendered an opportunity to do service to the community', 'doing useful and important work', 'helping students grow and develop', 'inculcating values in students', were not side-bets for a majority of the teachers of home science.

Table 10

MOST COMMON SIDE BETS OF THE RESPONDENTS

| Rank order | Conditions | % (n=372) | Area |
|---|---|---|---|
| 1 | Opportunity to remain in touch with subject of interest | 59.14 | Interest in subject |
| 2 | Opportunity for intellectual development | 58.87 | Intellectual growth |
| 3 | Opportunity to impart knowledge | 53.23 | Altruistic ideals |
| 4 | Opportunity to keep my knowledge of field updated | 52.96 | Self development |
| 5 | Safe job for women | 52.15 | Security |

Table 11

LEAST COMMON SIDE BETS OF THE RESPONDENTS

| Rank order | Conditions | % (n=372) | Area |
|---|---|---|---|
| 33 | Time to pursue other interests | 29.30 | Convenience |
| 34 | Novelty and variety in work | 28.76 | Nature of task |
| 35 | Congenial colleagues | 28.23 | Working with people |
| 36 | Opportunity render service to the community | 27.96 | Altruistic ideals |
| 37 | Opportunity for making wider contacts | 27.42 | Egoistic satisfactions. |

Besides, "social esteem in which a teacher is held", as a side-bet bound only 36 percent of the respondents, which perhaps reflected the professional community's low estimation of their own social status as teachers.

For the second largest group of home science college teacher (20 percent), certain conditions were not side-bets at all, and these (items ranked 5, 16, 17, 18, 20 and 22.5, table Appendix P) were : safe job for women, scope for higher education, good salary, specialised training for teaching, freedom from political pressures, convenient job timings and freedom to plan own use of time.

### Side-bets of Teachers in the Category of High Level of Value and Continuance Commitment

The data on the Continuance Commitment scale were further examined to differentiate between the side-bets of those who were in the high category with respect to Value Commitment and Continuance Commitment. Table 12 presents the top five ranking* side-bets of those high on Value Commitment and Continuance Commitment.

The first five side-bets of a majority of the respondents in the high Commitment category of Value Commitment and Continuance Commitment belonged to the same areas, viz.

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* Ranked on frequency percentage of responses of those in the category of high Value Commitment and Continuance Commitment.

TABLE 12

TOP FIVE SIDE-BETS RANKED ON THE FREQUENCY PERCENTAGE OF RESPONDENTS HIGH ON CONTINUANCE COMMITMENT (CC) AND VALUE COMMITMENT (VC)

| Sr.No. | Side-bets | Rank order value | | Area of commitment |
|---|---|---|---|---|
| | | CC | VC | |
| 1. | Opportunity for intellectual development | 2 | 1.5 | Intellectual growth |
| 2. | To remain in touch with subject of interest | 2 | 3 | Interest in subject |
| 3. | To keep knowledge of the field updated | 2 | 1.5 | Self development |
| 4. | Satisfaction of doing important useful work | 4 | - | Altruistic ideals |
| 5. | Opportunity for new experiences | 5.5 | - | Nature of task |
| 6. | Intellectually stimulating environment | 5.5 | 4.5 | Intellectual growth |
| 7. | Safe job for women | 8 | - | Security |
| 8. | Help young people grow and develop | 8 | 7.5 | Altruistic ideals |
| 9. | To utilise aptitude for teaching | 8 | 4.5 | Educational preparation |
| 10. | To impart knowledge | 11.5 | 6 | Altruistic ideals |
| 11. | For development of personality | 11.5 | - | Self development |
| 12. | To use qualifications | 11.5 | - | Educational preparation |
| 13. | Specialised training for teaching | 11.5 | - | Educational preparation |
| 14. | Opportunity to do creative work | 14.5 | 7.5 | Nature of task |

"Intellectual growth", "Educational preparation", "Altruistic ideals" and "Interest in subject". Comparatively, the percentage of respondents (74%) bound by side-bets in the category of High Value Commitment were less than those in the category of High Continuance Commitment (90%).

As seen in table 12, "opportunity for intellectual development" and "opportunity to update knowledge" were the only side-bets that occupied the first rank whilst the side-bet "opportunity for intellectually stimulating environment" occupied the third rank for those high on Continuance Commitment and high on Value commitment.

The side-bets which rank in the top five for a majority of the respondents high on Continuance Commitment namely: opportunity for "doing important useful work", "new experiences" "safe job for women", "development of personality" "opportunity to use qualifications" and "specialised training for teaching", are not found to be correspondingly so, for the respondents in the category of high Value Commitment.

The Spearman's rank difference correlation coefficient between the top five ranking side-bets of respondents in the category of high Continuance Commitment and the corresponding ranks for those high on Value Commitment, was found to be .50 not significant at .05 level of significance (two tailed test). This indicated that the ranking of side-bets of the respondents

high on Value Commitment significantly differed from respondents high on Continuance Commitment. Thus it could be inferred that the pattern of top five ranks of side-bets differed with the kind of commitment of the person, namely : Value or Continuance Commitment.

The nature of the side-bets of a majority (65 percent and above) of teachers in the category of High Value Commitment reflected more of academic interest. Whereas the side-bets of a majority (90 percent and above) of teachers in the High Continuance Commitment category reflected more of practical considerations (Table 12).

The findings show that the respondents were prevented from leaving teaching due to a single side-bet or a combination of side-bets as few as three and as many as thirty. This indicates that it is the intensity with which one feels the penalty of losing even one valuable or side-bet that governs one's behaviour and is sufficient grounds for remaining in the teaching profession for some teachers. Whereas for others this binding commitment is resultant of the accrual of a large number of side-bets, in the teaching profession, which increases the magnitude of the penalty and forces one to remain in teaching.

It is clear that teachers also may not be bound by a single side-bet, indicating very little or no Continuance Commitment.

The level of Continuance Commitment categorised on the Continuance Commitment measure, was indicated by a summated score on side-bets (will definitely prevent) and possible side-bets, (most likely and somewhat likely to prevent), and was assumed to indicate strength of Continuance Commitment. The possible side-bets were considered on the assumption that they would assume significance for the person as "potential side-bets". This also made an allowance for the respondents' lack of clarity in ascribing a priority in their system of values, which perhaps make them view many conditions as "most likely" to prevent them from leaving teaching.

The findings that a greater number of side-bets appeared to correlate positively, with the total scores for Continuance Commitment supports the theoretical assumption that the more side-bets at stake, greater the strength of Continuance Commitment to the teaching profession.

The findings also bring to light a set of 'valuables' (conditions) with which side-bets can be made by the teachers, and that have value within the sub-culture of the occupation of teaching. Further, it helps to understand "the kind of counters with which side-bets can be made",[1] by members of the teaching community. A majority of the teachers of Home Science were found to have 16 side-bets which bolstered their Continuance Commitment to teaching.

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

The conditions that were rated as side-bets by a majority of the Home Science teachers reflected an admixture of academic interest, self development and practical consideration of a safe job for women. The latter indicates that this consideration assumes importance for women's employment in teaching in the Indian context.

### 4. Nature and Structure of Professional Commitment

On the basis of seven areas that could be identified in both the kinds of commitment, it was hypothesised that commitment was structurally complex consisting of seven distinct factors underlying it. To explore this aspect of the nature of the two kinds of commitment of the sample studied, a principal component analysis was carried out with the help of a computer program using the correlation matrix[1] of 372 observations.

The analysis indicated the presence of a single component in each of the measures of Value Commitment and Continuance Commitment (Tables 13 and 14). A large percent of the total variation is accounted for by the first component in the case of Continuance Commitment (78.68 percent) and Value Commitment (62.2 percent).

In each case the remaining components[2] account for a relatively small percentage of the total variation, and thus

[1] Appendix R. [2] Ibid.

only one dependable component could be identified. It could be inferred that the structure of Continuance Commitment and Value Commitment as measured by the MOPC Form A and the Continuance Commitment scale for the sample were each structurally a single component attribute, and not factorially complex.

### Relationship between Value Commitment and Continuance Commitment

The chi-square value for association between Continuance Commitment and Value Commitment to teaching was found to be significant at .01 level as shown in Table 15. This association is to be expected as an r of .21 was obtained in the random stratified sample of 100 cases where an effort was made to find out the relationship between the two scales in order to explore and determine the nature of commitment measured by the Modified MOPC Form A. The correlation coefficient of .21 was significantly different from 0 (N=100) at .05 level of significance. However, the test of chi-square association gave more information on the nature of association at different levels of value commitment.

The positive association between the two kinds of commitment was more clearly seen in the most commited category compared to the least committed category, since approximately 70 percent of those most committed on Value Commitment were also high on Continuance Commitment, while approximately only

Table 13

COMPONENT LOADINGS ON AREAS OF VALUE COMMITMENT TO TEACHING ON THE FIRST TWO COMPONENTS

| | Areas of commitment | Component Loadings I | II |
|---|---|---|---|
| 1. | Social sensitivity | .838 | .320 |
| 2. | Involvement in the profession | .831 | .227 |
| 3. | Ambition | .820 | .138 |
| 4. | Concern for teaching tasks | .784 | .068 |
| 5. | Self understanding | .781 | .404 |
| 6. | Loyalty to organization | .751 | .447 |
| 7. | Rationality | .708 | .438 |
| | Percentage of variation | 62.22 | 10.47 |

Table 14

COMPONENT LOADINGS ON AREAS OF CONTINUANCE COMMITMENT ON THE FIRST TWO COMPONENTS

| | Areas of commitment | Component Loadings I | II |
|---|---|---|---|
| 1. | Educational preparation | .940 | .054 |
| 2. | Intellectual growth | .940 | .127 |
| 3. | Egoistic satisfactions | .937 | .108 |
| 4. | Altruistic ideals | .924 | .068 |
| 5. | Interest in subject | .849 | .393 |
| 6. | Social recognition | .834 | .311 |
| 7. | Convenience | .770 | .531 |
| | Percentage of variation | 78.68 | 8.13 |

35 percent of those least committed on Value Commitment were also least committed on Continuance Commitment. Respondents least committed on Value Commitment were more evenly distributed in the three different categories of Continuance Commitment.

Table 15

CHI-SQUARE TABLE SHOWING ASSCIATION BETWEEN VALUE AND CONTINUANCE COMMITMENT OF RESPONDENTS

| Level of value commitment to teaching | Level of continuance commitment | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | Most committed | | Moderate committed | | Least committed | | |
| | f | % | f | % | f | % | |
| Q4 Most committed | 67 | 70.53 | 12 | 12.63 | 16 | 16.84 | 95 |
| Q2 - Q3 Moderate | 92 | 50.55 | 48 | 26.37 | 42 | 23.08 | 182 |
| Q1 Least committed | 28 | 29.47 | 33 | 34.74 | 34 | 35.79 | 95 |
| Total | 187 | | 93 | | 92 | | 372 |

Chi-square = 32.772, 4 df, Significant at .01 level.

Fifty percent of those with moderate Value Commitment were also high on Continuance Commitment and half of these were nearly equally divided between moderate and low levels of Continuance Commitment.

Thus it would be concluded that those high on Value Commitment are also likely to be high on Continuance Commitment. While on the other end those low on Value Commitment are not necessarily low on Continuance Commitment too.

Since commitment is a psychological attributed and hence universally present in people, it should not be surprising that the earlier outcome of the principal component analysis of data on American subjects by Youngner was confirmed.[1]

Even though the items of the Continuance Commitment scale were grouped into clusters, each group differing in their specific value orientation, it may be accepted on the basis of the principal component analysis that component I represented a predominant component of Continuance Commitment in all the clusters.

Similarly, since the measure of Value Commitment to teaching identified commitment behaviours in the tasks inherent to teaching, even though items could be clustered on the basis of common areas of commitment, only one component was identified as a predominant component of Value Commitment to teaching in all the clusters.

It could also be concluded that the Value Commitment and Continuance Commitment Scales each measured a different kind of commitment and each is a valid and reliable measure of the trait it was intended to measure. It gave a more conclusive evidence that the MOPC Form A measures predominantly Value Commitment to teaching and established the construct validity of this measure.

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[1]Youngner, op.cit., p.28.

All the seven areas designated in both the measures of Value and Continuance Commitment had high loadings of .75 and above on the first component in most of the cases. (Table 13-14). It followed that each cluster of items grouped under one area was as good a measure of whatever was measured by component I,[1] in the case of both measures of commitment.

However, areas such as Social Sensitivity, Involvement in the profession and Ambition, with loadings of .82 and above contribute the most to Value Commitment (Table 13) and areas such as Educational Preparation, Intellectual growth and Egoistic satisfactions with loadings of .94 contribute the most to Continuance Commitment (Table 14).

The areas of Value commitment and Continuance commitment with the lowest loading on component I were "Rationality" and "Convenience" respectively. These it was inferred, were contributing the least comparatively, to the trait being measured.

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[1] A.L.Edward, The measurement of Personality Traits by Scales and Inventories. (New York : Holt Rinehart and Winston, Inc., 1970), p.76.

## 5. Association between professional commitment Personal and professional Characteristics and Organizational climate

Teachers identified as possessing high or low Value Commitment and Continuance Commitment to teaching may be significantly different from their peers in specific ways.

Would highly committed teachers be more experienced, in the older age group, have attained a higher level of education, be without any encumberances of a family, expect to stay longer in the profession, be a member of professional organizations, and have more publications to one's name, when compared with less committed teachers ? Would commitment differ in teachers in relation to the organizational climate ? Or would the aforementioned personal and professional characteristics in the highly committed teachers occur only by chance ?

To explore these questions chi-square tests of association between Value and Continuance Commitment and the specified personal and professional characteristics and the organizational climate were carried out.

The respondents whose scores fell above the third quartile of the range of distribution of scores were categorised as "Most Committed", those whose scores were below the first quartile score were categorised as "Least Committed".

In each of these two extreme categories, on the range of distribution of Value Commitment scores there were ninety-five respondents, while on the distribution of Continuance Commitment scores there were ninety three in the least and ninety eight in the most committed groups. Thus the total number of observations available for the computations of the Chi-square were 190 and 191 respectively.[1]

The null hypotheses formulated were that : there was no association between each of the following selected personal and professional characteristics as variables and the level of (a) Continuance Commitment, and (b) Value Commitment to teaching. The variables selected were : Age, Marital status, Husband's occupation, Educational qualifications, Professional status, Administrative position, Nature of appointment, Length of experience, Anticipated length of stay, Order of choice of a career, Previous posts held, Membership in professional organizations, Publications and Organizational climate.

Since most of the selected characteristics were found to be highly inter-correlated,[2] Chi-square tests of association were carried out, with and without controlling each of these correlating variables separately.

The number of categories of the measure of each characteristic was reduced to fewer categories wherever necessary, by combining those with small cell frequencies, to facilitate

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[1] Appendix, S. Table 1. [2] Ibid. Table 2.

statistical calculations. Care was taken that there was no likely distortion in interpretation of the categories. Yates correction was applied wherever necessary.

Findings concerning the chi-square values for Value Commitment and Continuance Commitment, without applying controls, are summarised and presented in Appendix S.[1] It was found that except for husband's occupation, length of experience, marital status and educational qualifications the chi-square values of the test of association between Value Commitment to teaching and the other remaining variables were found to be significant. Whereas in the case of Continuance Commitment, except for marital status and anticipated length of stay, there was no evidence of any association between Continuance Commitment and the remaining variables specified.

### Association between Commitment and Selected Variables with Statistical Control for Intercorrelation Among Variables

Taking the variables which were highly correlated with one another, and were found to have a significant association with Value and Continuance Commitment, Chi-square tests of association were carried out, controlling each of those characteristics and noting the effect of these on the contingency coefficient in every test of association with Value and Continuance Commitment.

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[1] Ibid., Table, 3-4.

Value Commitment

The contingency coefficient denoting the strength of association between Value Commitment and the variables, was found to be lowered in each case on controlling each correlating variable, except in the case of age.[1]

In the case of the relationship between professional status and Value commitment, control of the variable 'age' increased the contingency coefficient. This indicated that the contribution of age as a correlating variable was much less compared to that of professional status, in its association with Value Commitment.

Therefore it may be concluded that each of the characteristics singly was not significantly associated with Value Commitment but the combined effect of the cluster of correlating variables brought about a significant association of each with Value Commitment.

Continuance Commitment

Anticipated length of stay and marital status were found to be the only two variables significantly associated with Continuance Commitment to teaching. In case of the association between Continuance Commitment and anticipated length of stay, control of the correlating variable 'marital

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[1]Appendix, S. Table 5.

status', increased the contingency coefficient. Thus indicating that the contribution of marital status as a correlating variable, was much less compared to that of anticipated length of stay, in its association with Continuance Commitment.

Therefore it can be said that the combined effect of the above mentioned variables brought about a significant association with Continuance Commitment too.[1]

Since a significant level of association is reached only in the presence of correlating variables the hypotheses that there is no relationship between professional status and Value Commitment and Anticipated length of stay and Continuance Commitment may be partially rejected.

Value Commitment :

The null hypotheses partially rejected was that there was no association between level of Value Commitment and professional status.

The null hypotheses accepted were that there was no association between level of Value Commitment and each of the following :

a. Age

b. Marital status

c. Husband's occupation

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[1] Ibid., Table 6.

d. Educational qualifications

e. Administrative position

f. Nature of appointment

g. Length of experience

h. Anticipated length of stay

i. Previous posts held

j. Order of choice of teaching as a career

k. Membership in professional organizations

L. Publications.

Professional Status

The professional status of the respondents was described in terms of their hierarchical designation in the institution or department they were employed in, viz. Professors, Readers, Lecturers and Teaching assistants.

Besides, the respondents with a designation variously referred to in the different parts of the country were equated in terms of the above professional hierarchy and categorised accordingly : namely Lecturers and Assistant Professors.

Professional status was found to be associated with Value Commitment to teaching. Having acquired a certain status implied a certain tenure of service in the profession which perhaps made the teacher better acquainted with the field of education and more involved with the larger interests of the profession rather than self-interests.

The very fact that the professional status is acquired by qualifying for the same speaks of the efforts the teachers have expended in order to achieve it, and thus it is logical that professional status be associated with Value Commitment to teaching.

Continuance Commitment

The null hypotheses partially rejected were that there was no association between level of continuance commitment and anticipated length of stay.

The null hypotheses accepted were that there was no association between level of Continuance Commitment and each of the following :

a. Age
b. Marital status
c. Husband's occupation
d. Educational qualifications
e. Professional status
f. Administrative position
g. Nature of present appointment
h. Length of experience
i. Previous posts held
j. Order of choice of teaching as a career
k. Membership in professional organizations
l. Publications.

Anticipated Length of Stay

It was logical to assume that persons who identified themselves with a profession were likely to have less occupational mobility perhaps due to the inherent value for teaching. On the other hand people would anticipate a greater length of stay due to the penalties (side-bets) involved in making any change in the present occupation thus forcing the individual to continue in the same. This could be the explanation for the positive association between anticipated Length of stay in teaching and Continuance Commitment.

A majority of the least committed teachers (52.7) were not certain of staying on in the profession, whereas in the category anticipating a stay of "more than 15 years", a majority were most committed.

Such an association indicated that it was more likely that a longer anticipated period of stay in the profession meant that such persons acquired certain binding side-bets, in the teaching profession, which made them want to stay longer in the profession.

Organizational Climate

The 'open' end of the climate continuum was characterised by institutions identified as having 'open' and 'autonomous' organisational climates. Since a negligible percent of the institutions could be identified in the other climates on the

continuum, they were categorised together and termed 'Not Open', for the purpose of determining the relationship of organizational climate with professional commitment.

Table 16

ASSOCIATION BETWEEN ORGANIZATIONAL CLIMATE, AND VALUE AND CONTINUANCE COMMITMENT

| Kind of commitment | Chi-square value | df | Remarks | N |
|---|---|---|---|---|
| Value Commitment to teaching | 0.552 | 1 | ns* | 190 |
| Continuance Commitment to teaching | 1.705 | 1 | ns | 191 |

*ns = not significant.

The chi-square values for association between Value Commitment to teaching and organizational climate (Table 16) failed to reach the .05 level of significance. Thus the hypotheses that there was a relationship between professional Value Commitment to teaching or Continuance Commitment, and the organizational climate was not supported.

Thus one can conclude that there was no significant difference in the level of Value and Continuance commitment to teaching, and the Open and Not-Open climates, and that commitment did not vary in relation to the organizational climate of the institutions specified.

Febel[1] (1966) used the Organizational Climate Description Questionnaire to measure perceived climates, and also found that

[1]Febel, op.cit.

there were no significant differences in the student teachers from both the climates and favourable responses toward commitment to professional education.

The findings suggest that organisational climate does not serve to be a structural constraint for the developing of value commitment to teaching or the accrual of side-bets reflecting Continuance Commitment. These findings should be taken with certain reservations due to the limitation of the data available which compelled the investigator to resort to gross categorizations of climates : 'Open' and 'Not open' climates. More probing is called for to arrive at conclusive results.

## Summary of Findings

In this section the findings of the study are presented in brief. The findings were based on data collected from a large representative sample (66 percent) of the defined population of 612 home science teachers in India.

(1) Nearly fifty percent of the Home Science teachers in higher education in India were in the age range of 26-35 years. A majority (62.90) were married, and their husbands were in non-teaching occupations. Over 75 percent had a Master's degree which, for a majority, was earned in Home Science. Seventy percent were lecturers, and a majority (75 percent) were permanent employees. Only 20 percent held administrative posts. Almost an equal percentage were found to have a length of experience of 1 to 5 years, 6 to 10, and 11 to 20 years, in the teaching profession.

Forty-one percent were uncertain of their staying on the job, whereas 34 percent expected to stay for more than 15 years. With a majority (68.80 percent), teaching as a career was the first choice. Fifty percent had held previous posts, most of which were teaching jobs or jobs related to teaching. A majority of the Home Science teachers were members of only one professional organization and had no publications to their credit.

(2) A majority of the home science colleges and university departments had an 'Open' organizational climate. Value Commitment and Continuance Commitment to teaching was not significantly associated with organizational climate.

(3) A majority of the home science college teachers had a moderate level of Value Commitment and Continuance Commitment to teaching.

(4) Value Commitment which implied interest in teaching for its own sake, was predominant in the professional commitment of a majority of the home science teachers. The hypotheses (a) Value Commitment to teaching of the Home Science teachers is low and (b) that the level of Continuance Commitment to teaching is higher than their level of Value Commitment is not supported.

(5) The items rated as "always true of me", on the Value Commitment measure, by a majority of the teachers with a high level of Value Commitment, belonged to the areas of commitment identified as 'Ambition' and 'self-understanding'.

(6) The total number of side-bets identified per individual, that prevented teachers from leaving teaching ranged from one to thirty. A majority of the respondents were bound by sixteen side-bets. The five top ranking side-bets of over 50 percent of the respondents were :

a. Opportunity to remain in touch with subject of interest

b. Opportunity for intellectual development.

c. Opportunity to impart knowledge.

d. Opportunity to keep my knowledge of the field updated.

e. Safe job for women.

(7) The pattern of side-bets of teachers with a high level of Continuance Commitment differed significantly from that of teachers with a high level of Value Commitment. Those high on Continuance Commitment reflected more of practical considerations whereas those high on Value Commitment reflected more of academic interest.

(8) Both the kinds of commitment were structurally a single factor attribute and not factorially complex.

(9) There was a significant correlation of .21 between Value Commitment and Continuance Commitment as components of Professional Commitment, which signified that those high on Value Commitment were likely to be high on Continuance Commitment too. However, those low on Value Commitment were not necessarily low on Continuance Commitment.

(10) The selected personal and professional characteristics were highly inter-correlated. None of the characteristics was singly associated with Value and Continuance

Commitment to teaching, but were associated due to the combined effect of a cluster of correlated characteristics.

However, Professional status and Anticipated length of stay were found to be contributing the most to value commitment and continuance commitment to teaching, respectively. Thus the null hypotheses that there is no relationship between professional status and Value Commitment and anticipated length of stay, and Continuance Commitment, is partially rejected.

## Discussion

The theories of commitment and the basic ideas underlying the psychology of commitment were found to be more overlapping than conflicting. The differences in conceptualizations of commitment by different authors appear to be due to the different field orientations of the authors, which make them delve into the concept of commitment with different perspectives.

That teachers enter into the teaching profession due to altruistic motives seems to be the premise of Loftis' description of professional commitment as commitment is described in terms of "dedication and devotion" of a person. However, this idea of persons entering the teaching occupation with considerations of 'service' rather than 'self-interest', with overtones of idealism appears to be a narrow and unrealistic conceptualization of commitment in the socio-psychological context, in light of further theories of Becker (1960) and Stebbins (1970).

Moreover, this view of the motive being altruistic has little scientific support, for it overlooks the fact that persons enter occupations for 'additional motives' other than altruism.[1] It appears that these additional motives are probably what Becker calls 'side-bets'.

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[1]M.Lieber Man, Education as a Profession. (New Jersey: Prentice Hall, 1956), p.215.

In both the conceptualizations of commitment, that to be committed is either "to be dedicated" or "make a side-bet", the element of prior recognition of one's values is a necessary component. In general, both conceptualizations involve the same end result: a consistent line of activity, prompted by values that a person upholds or valuables a person invests in.

In the present study, a majority of the Home Science teachers were found to have a moderate Value Commitment and Continuance Commitment to teaching, though Value Commitment was predominant in the professional commitment of a majority of the teachers. There were no respondents in the category of low level of Value commitment. This could be attributed to the fact that a majority indicated teaching to be their first choice. Besides, the home scientists are expected to be dedicated to the goal of improving the quality of home and family life. Moreover, one of the aims of home science education is of developing values in their clientele, which would perhaps help the teachers to become aware of and examine their own professional values. Hence their level of value commitment to teaching may be on the higher side.

However the levels categorised as "Moderate" or "High" on the MOPC Form A scale does not imply a commitment level in the sense of an absolute measure. Thus the vital question remains, whether this moderate level of Value Commitment to teaching is adequate, for the educational system to face its

challenges. Especially since Home Science as a field of study is yet to stabilise its academic status.

For a meaningful interpretation of a measure of any level of commitment one needs to look at the teacher competence and their achievement as manifested in their professional work. What does the moderate or high level of Value commitment to teaching imply in terms of teacher behaviours and effectiveness? Is this moderate level of commitment of Home Science teachers manifested at present in higher education in motivating students, stemming student unrest, management of education and making successful assessments of students' academic achievements?

If the level of commitment of the majority of teachers shown as "moderate" on the MOPC Form A is not adequate or does not meet the expectations of society, in regard to goals of education, it still remains to be seen if the "highly" committed teachers identified as such on the same measure achieve these goals. In other words the optimal level of commitment needs to be identified and understood in terms of its effectiveness in higher education.

There is also the question of how significant professional commitment alone is responsible for achieving the expected goals of education. That is, the present level of moderate commitment may be made ineffective by intervening counteractive factors such as: paucity of resources, students attitude towards education, quality of students, and administrative arrangements.

A concerted study of these intervening factors affecting professional commitment would help to come to a more conclusive evidence of the teachers status of professional commitment, and should be explored.

The data gave evidence of a majority of teachers being bound by sixteen side-bets, which indicates that for the home science teachers a number of extraneous interests are satisfied by being in the teaching profession and bolster their Continuance commitment to teaching.

The findings of the present study identifies the kinds of 'counters' or valuables with which side-bets can be made by the teachers in their occupation. The valuables of a majority of the home science teachers reflected an admixture of academic interest, self development, and the practical consideration of a safe and secure job for women.

For thirteen home science teachers, none of the stated conditions were side-bets; and would "definitely not prevent them from leaving teaching", which indicated an absence of a measurable level of Continuance Commitment. Of the thirteen teachers eight were found to have a high level of Value Commitment. This finding is in line with Goffman[1], who suggested that under some circumstances the two components of commitment are relatively exclusive of the other. Thus it is possible

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[1]E.Goffman, op.cit., p.90.

that a few teachers have only a service orientation to teaching, predominating in their professional commitment. However, a more conclusive evidence of this finding is necessary through further research.

Teachers who are bound with side-bets which lack staying power, and are not sizable enough to bolster commitment and produce consistent behaviour, weaken in their Continuance Commitment. This perhaps happens more easily in the case of those with very few side-bets, as side-bets involve 'valuables' and what are valuables may cease to be so in case of any drastic change in their (side-bet's) socio-psychological context. Thus persons are likely to be free of them in due course of time.

Conditions reflecting altruistic ideals were not found to be side-bets for a majority of the Home Science teachers viz: "opportunity to do service to the community", "doing important useful work", and developing values in students". It is quite possible that the teachers role is not perceived in its broader perspective by a majority of this group of home science teachers. Though the field itself encompasses and extends itself to enrichment of personal and community living, the teachers do not perceive these conditions to prevent them from leaving teaching.

Becker contends that the side-bets are developed either unconciously as 'commitment by default', or conciously. Thus

it is possible that the Continuance Commitment of the teachers is due to either valuables accrued unconciously over a period of time or valuables that are conciously acquired already when they enter teaching.

The present study does not throw light upon this aspect, as it does not differentiate how the side-bets are formed, but identifies what are the valuables, with which side-bets can be made, only within the sub-cultural group of the professional body of teachers of home science.

If the Continuance Commitment is developed conciously by teachers, one could expect such teachers who have entered the occupation to have a low level of Value Commitment to teaching and have predominantly Continuance Commitment to teaching. If Continuance Commitment is built unconciously, it would be over a period of time in the occupation. The teacher would recognise the involvement of side-bets in the teaching activity, which are costly to lose, only at some point of change.

A high Continuance Commitment would make teachers stay on in an occupation. This may in turn increase the opportunity to familiarise and recognise the intrinsic rewards inherent in teaching. Thus implying that a high Continuance Commitment may help to develop Value Commitment to teaching.

This has implications for the training of teachers. Teacher educators should help teachers to see intrinsic rewards

in teaching, which would help to enhance and develop Value Commitment to teaching in the professional commitment of the teacher trainees, in the sense of defication to teaching and not only in terms of continuance and adherance to the teaching profession.

On the other hand the teachers with a low Value Commitment are not necessarily low on Continuance Commitment. Those low on either kind of commitment in general are less likely to stay on in the profession and therefore less chances of developing Value Commitment. This indicates the possibility of every occupation having its share of "drifters" who due to no option or circumstances are compelled to take up that occupation.

The less meaningful an occupation is in terms of rewards, value-satisfaction, the more difficult it is for one to commit oneself to it, and the more likely it is to commit oneself to "extraneous interests". So that work-life is made more meaningful. Teachers are also likely to have a low Value Commitment to teaching due to certain "concommitant factors that inevitably accompany women and hamper the development of their commitment to teaching".[1]

A question that remains to be answered is, which kind of commitment is desirable for superior teaching. Future

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[1]Purvis, op.cit., p.48.

research in terms of intensive case studies of the effectiveness of teachers identified as high on the respective kinds of commitment may help to find clues to this query, and would throw light upon the differences in behaviour of teachers with a predominance of either kind of commitment.

Developing value commitment to teaching does not seem to be an easy task for teacher educators, "for the problem of achieving professional commitment does not simply reside in methods of educating teachers, but the difficulty to be committed to what might be considered a marginal role.[1]

Some teachers continue to teach because it has become convenient a negative form of commitment which may not result in good teaching.[2] Besides, some teachers are comfortable working at 'unproductive' and 'unrewarding' tasks that stimulate little professional commitment.[3] This serves as a pointer to the educational institutions to gear their efforts towards a renewed professional dedication, by ensuring that teachers are productively engaged in activities that are rewarding. This would be an impetus toward striving for excellence in teaching.

Besides, the use of natural interests of college teachers in the service of professional goals may help to achieve professional commitment to teaching.[4]

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[1]Epperson, op.cit., pp.36-37. [2]Geer, op.cit.,p.44

[3]Gerler, op.cit.,p.191. [4]Epperson, op.cit.,p.37.

In the present study about twenty percent of the teachers with a length of experience of less than two years, who could be considered fairly new to the occupation, had a high level of Value commitment. This observation supports the view that commitment to teaching is most likely to be manifested in the early years of professional life, particularly at initial entry into service or training[1], and is worth exploring further.

Though organizational climate is theorised as being important for professional commitment, the findings of the study did not indicate any relationship with either kind of commitment. However it must be noted that due to limited data, the association of commitment with the different types of climates could not be examined. Thus further research is necessary to confirm the findings in this respect.

A majority of the institutions offering home science under study, had an open climate, which depicted a situation in which the members enjoyed extremely high Espirit, were not burdened by busy work, with helpful principal's policies for teachers' to accomplish their tasks, enjoyed friendly relations, obtained considerable job satisfaction, and were sufficiently motivated to overcome difficulties and frustrations. Besides, the teachers were proud to be associated with their college.

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[1]Purvis, op.cit., p.44

The principal/head was genuine, had high 'Consideration', he did not have to 'Emphasize Production' of work nor supervise teachers' and clearly provided leadership for the staff.[1]

None of the selected personal and professional characteristics were singly associated with Value Commitment, but a cluster of intercorrelated variables brought about the significant association. This implies that, for identification of Value Commitment, for purposes of appraisal or recruitment of teachers, a broad based criteria inclusive of all these personal and professional characteristics needs to be considered.

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[1]Halpin, op.cit., p.174.