CHAPTER VI
SUMMARY
6.1. TEACHERS AS INDISPENSABLES

Teachers are an integral part of all human societies inhabiting this earth. It is impossible to conceive of any human society sans teachers. If there were one, it would not be a human society. The role of teachers in all human societies is indispensable. It is impossible to conceive of any society with literate and educated population without the functions of teachers. If there were no teachers, the world would be reduced to the age of barbarism.

All human societies have high stakes with regard to their cultures and civilizations. Cultures and civilizations can be preserved and transmitted to the new generation primarily with the active role of teachers. Again, it is almost impossible to effect improvements in civilization and cultural achievements and modes without the functions teachers perform.

All present day societies have their economic, political, medical and legal systems. Nobody can think that such heavy and sophisticated systems can work smoothly and proficiently without the education teachers impart in educational institutions from the primary and elementary school levels up to the college and university levels. All sorts of goings in all modern societies remain in the state of flow and flux. Teachers are the torchbearers who enable us to keep pace with the breath-taking march of life.

Turning to the history of educational thoughts from the Greek times to the present times one finds that all the thinkers have spoken about the great role teachers’ play in the nurture of human nature and in the development of human societies. One of the basic truths in education is that the quality of education largely depends on the quality of teachers. The teacher’s role as a practitioner is an ancient one, since teaching in one form or another has gone on throughout the history of man.
Teachers are literally the arbiters of nation’s destiny. They shape destiny of future citizens and their influence is ever lasting. Teachers affect eternity. Their influence is not confined to a particular state or a country. It transcends all the boundaries. NCTE document (1998) exhorts that teachers are the torch bearers in creating social cohesion and national integration by revealing and elaborating the secrets of attaining higher values in life. Only enlightened and emancipated teachers lead communities and nations in their march towards better and higher quality of life. True teachers are the educational sun emitting rays for the overall optimum development and advancement of cultures and civilizations. Obviously, every society needs individuals who are teachers not just in name but teachers who are truly committed to their profession.

Quality education is the key to national development as recommended in National Policy on Education (1986). If quality education is the goal, it cannot be achieved without the efforts of dedicated and committed teachers. Teachers who are dedicated and committed to teaching facilitate school based innovations or reformations that are meant to benefit students’ learning and development.

Professional commitment of teachers has assumed a great importance in the realm of education throughout the world. International Conference of Education held in 1996 in Geneva agreed that teachers’ morale has gone down everywhere, standards have dropped and commitment is slowly eroding away. It necessitated the need for further professionalization of teaching vocation, as well as for more commitment and responsibility on the part of the teachers.

Teaching is a noble profession, conceptually and ideally. It is different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Only in the case of teaching there is much more that is required to be accomplished than in the case of other professions.
According to Huggett and Stinett (1956), in terms of the characteristics of profession as listed by many thinkers, teaching certainly meets its criterion. Teaching has developed a body of specialized knowledge. The activities of its members are predominately intellectual in nature and the work performed by its members is basic to the preparation for all other professional endeavors. Teaching is referred to as the ‘mother of professions’. Professional teacher organizations have emerged. An extended professional preparation is necessary to produce competent teachers.

6.2. CONCEPT OF COMMITMENT

Commitment is multi-dimensional construct and is described as a phenomenon wherein a person activates his or her cognitive and emotional process, makes decision about organisational membership.

"Commitment” is a term that teachers use to distinguish those who are caring, dedicated’ and those who ‘take the job seriously’ from those who ‘put their own interests first’. Some teachers see their commitment as part of their professional identity. Thus, commitment has been conceived as an individual’s cognitive, affective and behavioural characteristics related to his act, related either to his close relations or to his sense of durable affiliation to his profession.

6.3. CONCEPT OF PROFESSIONAL COMMITMENT

Commitment is seen to be one of the most desirable attributes of a teacher. The term “commitment” is used to describe a number of teacher behaviours and attitudes, beyond the dimensions of organisational commitment.

Aranya and Ferris (1984) defined professional commitment as “the relative strength of (an individual’s) identification with, and involvement in one’s profession; acceptance of its goals and willingness to exert effort on behalf of that profession.” O'Reilly (1989) defines professional commitment as “an individual’s psychological bond to the organization, including a sense of job involvement, loyalty and belief in the values of the organization.”
Simpson and Hood (2000) have defined commitment in context of the teaching profession. According to them a committed teacher reflects certain behavioural characteristics. He shows that with him professional development is a top priority; reflects excitement about teaching and learning; shows positive attitude about students and is perceptive about their motives, strengths, need and situation. Professional commitment is a multidimensional construct and refers to a socio-psychological bonding of an individual to his group or organization, its goals and values; or to his occupation and profession.

For professionally committed teachers, teaching is a mission—a mission to which they are transparently and wholeheartedly dedicated.

Professionally committed teachers dedicate their lives to the academic success of their students, promote students’ achievement by intentionally committing themselves to their continuous professional growth through active learning and advancement of their practices.

6.4. DIMENSIONS OF TEACHER’S PROFESSIONAL COMMITMENT

Dave (1998) takes multidimensional view of teacher’s commitment. He identifies five commitment areas:

1. **Commitment to the Learner**—including love for the learner, readiness to help learners, concern for their all-round development, to tuning his teaching to meet the varied requirements of his students.

2. **Commitment to the Society**—such as awareness and concern about impact of teacher’s work on the degree of advancement of families, community and the nation.

3. **Commitment to the Profession**—that is, internal acceptance of the role and responsibility of the teaching profession, no matter under what circumstances one entered in it.
4. **Commitment to Achieve Excellence** – that is care and concern for doing everything in the classrooms, in the school and the community in best possible manner and in the spirit of “whatever you do, do it well.”

5. **Commitment to Basic Values** – including the role aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual loyalty etc. teachers must live the values he wants to inspire in his wards.

6.5. **SIGNIFICANCE OF PROFESSIONAL COMMITMENT IN TEACHING**

Educational institutions like other organizations are established to serve specific purposes and to carry out designed missions. To this end, they provide resources, infrastructure, and necessary training to their faculty and non-teaching workforce for enabling them to accomplish goals and objectives directed towards their mission.

Commitment to a course of action helps in the translating of positive attitudes and skills affectingly into action. In context of teaching profession the importance of teacher’s professional commitment has been highlighted by Dave (1998) in following words “teacher effectiveness is not automatically insured by professional competencies and practical skills only. The actual performance of trained teachers in the class room or school in a consistent manner is equally dependent on their commitment to performs well. It is this commitment component that plays the decisive role.”

Expounding the importance of professional commitment in teaching, National Council for Teacher Education (1998) has posited “Professionalism can be defined in several ways. It is, however, certain that adequate rigour, identified duration, nature and fine-tuning of skills and competencies required are essential to give any particular job the status of a profession. Even this would not suffice unless and until the members of the profession continue to upgrade and enhance their knowledge and skills regularly. These two would
remain soul-less without professional commitment which must become the major driving force of day-to-day functioning of each individual associated with the profession”. Teacher’s professional commitment, in real terms, is transformation of the mind in such a way that there is consciousness and realization of one’s role and responsibilities. There is an awareness of the fact that the demands on the teacher are many, that teaching is a profession and not an ordinary vocation, that teacher have to derive satisfaction and pleasure from what he/she does and that this is possible if he/she has a missionary spirit.

6.6. BEARING OF SPECIFIC VARIABLES ON PROFESSIONAL COMMITMENT

Commitment is not a phenomenon that stands cynically and majestically cut off from everything else in the world. It is something very sensitive and as such liable to be influenced by internal factors, specific situational realities and general conditions of life. Commitment of teachers to their profession tends to be influenced in one way or the other by the religious outlook, by their philosophic orientation, by their family situations, by their self concept and also by such factors as life satisfaction, teaching experience and organisational climate.

Present work was limited to the last three above said factors of variables having bearing on professional commitment.

6.6.1. LIFE SATISFACTION

Life satisfaction is generally defined as composite state of satisfaction resulting from the fulfillment of personal needs, desires, ambitions, and aspirations. Most of the definitions of life satisfaction given by different authorities do not seem to significantly differ in their essence.

*Schmitt and Lohar* (1987) define life satisfaction as the personal and affective response of the individual to a specific situation or condition.
According to New Illustrated Webster's Dictionary (1992), "Satisfaction means the fulfillment of a need or desire. It sometime refers to an overall feeling or satisfaction with situation as a whole."

LIFE SATISFACTION is often considered a desirable goal, in and of itself, stemming from the Aristotelian ethical model, eudemonism, (form eudemonia, the Greek word for happiness) where correct actions lead to individual well-being, with happiness representing the supreme good (Myers, 1992).

Life satisfaction is not a kind of ‘DING AN SICH’ - a thing – in itself. Unmistakably, it is dependent on a number of factors like one’s physical and mental health, one’s aspiration levels achieved, one’s perception of the gap between one’s targets and the extent to which success has been attained in approaching them, one’s capability of adjusting, one’s ambitions to the means or resources at one’s disposal, and one’s overall contentment, arrived at subjectively and objectively with the conditions of existence.

**LIFE SATISFACTION AND TEACHERS**

General meaning of life satisfaction is true in case of teachers too but their life satisfaction must also be deemed to result from the nature of their professional work. Teachers who have adopted their profession out of love for it and continued with it with zeal and enthusiasm must be in different state of mind and outlook from those who happen to adopt the profession without real zeal for it. Love for the profession one adopts is surely an essential factor in life satisfaction. This applies to all professionals whatever their professional areas. Teaching undoubtedly belongs to the accepted category of major professions in present day civilized societies. A low life satisfaction is likely to cause harm to the quality and degree of professional commitment of teachers. On the other hand, high life satisfaction can have strengthening effect over the professional commitment of teachers.

Societies in which teachers are respected and honoured and are give their due in material terms are likely to have greater life satisfaction than the
teachers of societies in which teaching profession does not command due respect and honour.

Teachers who willingly, join teaching profession are likely to have greater life satisfaction than the teachers who joined their profession keeping in mind only the need for job in life. Teachers joining the profession with love and teachers able to retain their love for it, are likely to have greater life satisfaction. Teachers who feel inspired with the nobility of teaching profession and its contribution to the cultures and civilizations of human kind are likely to experience relatively greater life satisfaction.

Teachers having love for the profession and having necessary competencies to establish rapport with their pupils are also likely to have relatively greater life satisfaction.

Life satisfaction is a fluctuating value for all humans and obviously teachers could not be any exception in this respect. Even if all circumstances of existence and conditions of work are the same in educational institutions, they are bound to different significantly in terms of their professional commitment.

**EFFECTS OF LIFE SATISFACTION ON PROFESSIONAL COMMITMENT**

The degree and quality of life satisfaction as conceived by individuals engaged in different professional lives or areas must have something to do with the quality and degree of their professional commitments.

A low and trembling degree of life satisfaction can be, almost safely, taken to have negative effect over professional commitments and proficiencies. Again following this vary line of reasoning, it can be reasoned out that high degree of life satisfaction must prove, to be (in terms of concrete results), positively favourable factors in the development and sustainability of professional commitment, skills and capabilities.

Professionally committed persons can be supposed to experience, ‘consciously or subconsciously’, greater life satisfaction, the joy or the thrill we experience from being professionally competent and proficient.
6.6.2. TEACHING EXPERIENCE

Experiences undergone by human beings in social and other spheres of life inevitably leave their effects over their ideas and practical modes of interactions with one another. In educational settings, experience undergone by teachers while dealing with their pupils and colleagues are also inevitably tends to leave the effects of same nature. These effects tend to influence their outlook on life as a whole and the course of their professional development.

It is not just mere length of teaching experience which matters with respect to the development of professional commitment. Many other factors also matter. How serious teachers are in performing their duties, what steps they take for their professional growth during their carrier, how far they sustain their love for teaching and how much job satisfaction they feel they have, are also factors which can legitimately deemed to have impact over the quality and depth of professional commitment. In this respect Shulman & Shulman, observed as under:

"...... An accomplished teacher is a member of professional community who is ready, willing, and able to teach and to learn from his or her teaching experiences ...."

Accomplished teachers are key to the success of their students.

Shulman & Shulman, (2004) observe that teaching proficiencies develop over time, through multiple, coherent opportunities to experience, understand, act, and reflect, many times with colleagues, sometimes alone, sometimes spontaneously and at other times through structured professional development sessions.

Ponte, Oliveira & Varandas (2002) observe that the majority of practice teachers are deficient in the professional knowledge required and they are not yet good or effective enough in teaching. When teachers become more experienced in their teaching, then a kind of decision scheme develops. Teachers commit their time and energy to maximizing learning for all students,
and student achievement improves. Teaching expertise is often associated with years of experience, and highest degree attained (Anderson, 2004).

The authorities recognize the reality that it is only in the context of time that teachers have interactions with their pupils, that they have opportunities and chances of professional growth and professional commitment, that they tend to develop more or less permanent attitude towards teaching profession that they start pondering over its meaning for themselves and the society to which they belong. Thus professional commitment on the part of teachers cannot be conceived and interpreted apart from the dynamics of teaching experience.

6.6.3. ORGANISATIONAL CLIMATE

The environmental variable organisational climate has been attracting the attention of research in the field of education, it may safely be asserted that importance of this variable as an object of research studies in relation to other variables is no less important from the stand point of research in the field of education than the research about it in other areas of life.

Forehand and Glimmer (1964) defined Organisational Climate as a ‘set of characteristics that (a) describe the organization and distinguish it from other organization (b) are relatively enduring over time and (c) influence the behaviour of the people in the organization.

Tagiuri (1968) says Organisational climate is a relatively enduring quality of the internal environment that is experienced by the members, influences their behaviour and can describe in terms of values of a particular set of characteristics of the organization.

Tagiuri (1968) suggested as ‘climate is generally defined as the characteristics of the total environment, in a school environment. Tagiuri described that the total environment in an Organization is composed of four dimensions:-
• The Ecology
• The Milieu
• The Social system
• The Culture

‘Ecology’ refers to the physical and material factors in the organization. It also refers to the technology used by people in the organization. ‘Milieu’ is the social dimension in the organization. This includes everything relating to the people in the organization. ‘Social system’ refers to the organisational and administrative structure of the organization. ‘Culture’ refers to the values, belief system, norms and ways of thinking that are characteristics of the people in the organization.

THE IMPORTANCE OF SCHOOL ORGANISATIONAL CLIMATE

Large-scale organisational improvement does not occur in a vacuum or sterile environment. It occurs in human systems, organizations, which already have beliefs, assumptions, expectations, norms, and values, both idiosyncratic to individual members of those organizations and shared.

School climate can affect many areas and people within schools. A positive school climate has been associated with fewer behavioural and emotional problems for students (Kuperminc et al., 1997). Additionally, specific research on school climate indicates that a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by students (Haynes & Comer, 1993) Harris (2002) asserted, “Successful school improvement can only occur when schools apply those strategies that best fit in their own context and particular developmental needs”. Similar claims on the need to consider school climate as part of the organisational change process are made by many of the leading authorities on school improvement, including Deal (1993), Deal and Peterson (1994), Hargreaves (1994), Harris (2002), Hopkins (2001), and Sarason (1996).
Berman and McLaughlin (1978), Hopkins (2001), Rosenholtz (1989), and Stoll and Fink (1996) all demonstrated the pronounced effects of school climate on the organisational change process. However everyone agrees that organisational climate is the key to organisational improvement.

Whatever has been highlighted devoted to the description of the said variable leaves no doubt about its potential and actual relationship with the variable of professional commitment of professionals. Whatever the areas in which they might happen to operate in educational institutions, the professional commitment of teachers cannot remain uninfluenced and un-tempered by the positive and negative characteristics of organisational climate.

6.7. NEED AND SIGNIFICANCE OF THE STUDY

Professional commitment of teachers has assumed a great importance in the realm of education throughout the world. It is recognized as a natural ingredient of teaching profession. It is closely connected to teacher's work performance, absenteeism, burnout and turnover as well as having an important influence on students’ achievement in, and attitudes towards school. It is identified as one of the most critical factors in the success and future of education.

It is universally recognized that onus of the quality of education rests squarely on teachers. They need to serve as role models in terms of competencies and commitment needed in the field of teaching. Teacher forms the nucleus of any system of education. It is also a truism that no system of education can rise above the level of its teachers. No programme of educational reforms can be implemented without the willing and active cooperation of teachers. If quality education is the goal, it cannot be achieved without the sincere effort of dedicated and committed teachers. The impact of teachers on the upcoming generation, i.e., their students, is very subtle and long lasting. It
is, therefore, necessary that they should feel committed, contented and devoted to their noble profession.

Teacher commitment may be enhanced or diminished by certain factors. Personal context factors which revolve around personal crisis or consequences of particular life-stage diminish teachers’ commitment. Teachers being cornerstone of the arch of education must be satisfied with their life. Only then they will be able to discharge his duties and responsibilities intelligently or effectively.

The professional commitment on the part of teachers is related to several variables and teaching experience is definitely one of them. As man advances in his career life he gets more matured and modifies his patterns of behaviour in the light of his experience. Teachers’ professional thoughts and attitudes are bound to change with their length of teaching experience which ultimately affects their professional commitment. Teachers are often found having different ideas regarding nature of relationship between professional commitment and the length of their teaching experience.

There are certain organisational factors which affect the life satisfaction and behaviour of the teacher to make maximum contribution and commitment. Among these, organisational climate is one of the most dominating factors. Organisational climate has a major influence on teachers’ performance through its impact on individual motivation and job satisfaction. Individuals in the organization have certain expectations and fulfillment of these expectations depends upon their perception as how the organisational climate suits to their needs.

Since the educational system stresses that educational organization should create an environment conducive to effective and efficient teaching performance in the improvement of the quality of instruction, administrators should always keep abreast with the factors that affect teaching performance
and professional commitment. They should keep an eye to the behaviour of their teachers because teachers’ needs may change from time to time. Their concern should be focused on the level of satisfaction and dissatisfaction, for them to know if the teachers are likely to be more committed or less committed. Lower-level commitment of teachers may create a dilemma that could affect negatively the effectiveness of an educational organization and may cause teachers to be less efficient in their professional performance or to leave the profession. The less committed teachers may create difficulties and cause deviations in respect of the educational aims of the school.

Teachers’ professional commitment is a complex and multifaceted phenomenon having serious implications for teaching in particular and for the system of education in general. This study is significant because its findings can assist education leaders at the level of both policy and practice in identifying ways to support, stimulate and enhance teachers’ commitment levels.

6.8. STATEMENT OF THE PROBLEM

The problem under investigation is stated as, “PROFESSIONAL COMMITMENT OF TEACHERS IN RELATION TO THEIR LIFE SATISFACTION, TEACHING EXPERIENCE AND ORGANISATIONAL CLIMATE”

6.9. OPERATIONAL DEFINITIONS OF THE TERMS USED

For the convenience and precision and to avoid any ambiguity the operational definitions of the terms included in the present study are given below:-

Professional commitment “professional commitment of teachers is role obligation of teachers’ measureable behaviour pattern according to certain rules, norms and code of ethics of the teaching profession concerning mainly with the learner, society, profession, attaining excellence and basic values.”

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**Life Satisfaction:** - Life satisfaction refers to person’s general happiness, freedom from tension, interest in life etc. It is associated with high levels of activity, social interaction, socio-economic status, perceived adequacy of income and perceived health status of the individual.

**Teaching Experience:** - Teaching experience is the experience that teachers undergo over years while teaching their students.

**Organisational Climate:** - Organisational Climate refers to a set of global perceptions held by individuals about their organisational environment. The sets of perceptions are basically the result of interactions between personal and organisational characteristics.

### 6.10. OBJECTIVES OF THE STUDY

The objectives of the study are given below:-

1. To construct a tool for measuring professional commitment of secondary school teachers.
2. To study the professional commitment of secondary school teachers.
3. To find out gender differences in the professional commitment of secondary school teachers.
4. To find out differences in the professional commitment of secondary school teachers on the basis of their locale.
5. To find out the difference in professional commitment of secondary school teachers with respect to organisational set-up.
6. To find out the differences in the professional commitment of teachers having high, average and low levels of life satisfaction.
7. To find out the difference in professional commitment of teachers having varying lengths of teaching experience.
8. To find out the difference in professional commitment of teachers working in schools having highly favourable, favourable and unfavourable type of organisational climate.

9. To find out the relationship of professional commitment of teachers with their life satisfaction.

10. To find out the relationship of professional commitment of teachers with organisational climate of schools.

11. To find out the conjoint effect of life satisfaction, teaching experience and organisational climate on professional commitment of teachers.

6.11. HYPOTHESES OF THE STUDY

The hypotheses of the study were:

1. Significant difference exists in professional commitment of male and female secondary school teachers.

2. Significant difference exists in professional commitment of secondary school teachers of rural and urban areas.


4. Significant difference exists in the professional commitment of teachers with high, average and low levels of life satisfaction.

5. Significant difference exists in professional commitment of teachers with varying lengths of teaching experience.

6. Significant difference exists in professional commitment of teachers working in schools with highly favourable, favourable and unfavourable organisational climate.

7. Significant relationship exists between the professional commitment of teachers and their life satisfaction.
8. Significant relationship exists between professional commitment of teachers and organisational climate.


6.12. DELIMITATIONS OF THE STUDY

The study was delimited to:

1. The present study was delimited to teachers teaching in Secondary Schools of Punjab state only.

2. The study was restricted to 600 teachers teaching in Secondary Schools.

3. The study was delimited to the variables of professional commitment, life satisfaction, teaching experience and organisational climate.

4. The study was delimited to schools of four districts of Punjab state selected randomly (Moga, Hoshiarpur, Ferozepur and Ludhiana).

6.13. EMERGENCE OF THE PROBLEM

As stated in the beginning of this chapter, no research problem can be raised up and formulated validly for further research without going through the research literature and the findings of the related studies already carried out by the earlier investigators. The problem of the present research was formulated after thorough and critical study of related studies. The problem of the present research work emerged on the basis of several vital reasons.

The first reason was the high importance of professional commitment in all major areas of present day existence all over the world and very particularly in the realm of education. The perusal of related studies shows that so far only a limited number of researches have been undertaken in our country. In the state of Punjab, the research on professional commitment of secondary school teachers has almost been negligible.
The second reason for undertaking the present work of research was the absence of any definite and precise knowledge pertaining to the relationship between professional commitment of teachers and their life satisfaction.

The third reason for undertaking the present problem was similar to the second reason. Perusal of related studies showed that as yet that there is no definite knowledge emerging from the research work regarding the relationship between professional commitments of teachers and teaching experience. Whatever the knowledge is available that is characterized by conflicting evidence.

The fourth reason for undertaking the present problem was that even in the case of relationship between professional commitment and organisational climate the knowledge resulting from previous research studies is rather scanty.

Additional reason for undertaking such a study is that the results to be gathered through the conduct of the present study are likely to have considerate significance, both theoretical and practical. It would be pertinent to point out that the need for the scientifically ascertaining the relationship of relevant variables with professional commitment is of great importance in all modern societies.

The problem of the present study was conceived in the light of the factum that earlier investigators in the field of education (perhaps all over the world), advertently or inadvertently missed the great opportunity of exploring the ever alive phenomenon of professional commitment of teachers in relation to such obviously significant variables as life satisfaction, teaching experience and organisational climate.


The universe of the study was secondary school teachers of the state of Punjab. Keeping in view the geographical diversity of the state comprising 20 districts at the time of data collection, it was decided to select 4 districts on
random basis. The schools were selected by using the technique of random sampling and the teachers were also selected in the same manner.

In the present study the random cluster sampling technique was employed, keeping in view the heterogeneous characteristics of the population. The criteria for randomization in sample are met when every individual in the population has the same chance of being chosen for the sample and when selection of one individual has no influence on the choice of another. The sample of the present study was drawn from government and non-government secondary schools of Moga, Ludhiana, Ferozepur and Hoshiarpur districts of Punjab state selected randomly. All the schools and their teaching faculty could not have formed the subjects of the study by a single researcher; hence it was decided to select a representative sample of 40 schools on the basis of random sampling technique. Finally, a sample of 600 secondary school teachers teaching in 40 selected schools from 4 districts constituted the sample for the study. Teachers who were engaged in teaching secondary classes became the subjects of the study. Thus 600 teachers in all constitute the sample for the purpose of this study.

6.15. DESIGN OF THE STUDY

The present study is essentially empirical in nature and falls mainly within the purview of survey research design. Exploratory descriptive survey method has been employed in this study. The study was completed in two phases. In the first phase, the tool, which was not available, was constructed by the investigator. In the second phase the data was collected, analyzed and interpreted by following the steps as under:-

Stage 1: In this step, nature of score distribution for the variables of professional commitment, life satisfaction and organisational climate was worked out.
Stage II: During this stage, the total sample of teachers was placed on five. The levels of commitment were; very high, high, average, low and very low. This classification was done for studying the levels of professional commitment among secondary school teachers. The placement of teachers in five different levels on the basis of scores they obtained on professional commitment.

Stage III: This step consisted in finding out the mean differences in professional commitment of teachers with respect to gender, locale and organisational set-up. It also deals with finding out differences relating to the life satisfaction, teaching experience and organisational climate.

Stage IV: During this stage, in order to find out the nature and extent of relationship of life satisfaction and organisational climate with professional commitment, product moment method was used.

Stage V: In this stage, the technique of regression equations was used to process the data obtained on the variables of life satisfaction, teaching experience, organisational climate and professional commitment to find out their interactional effects.

6.16. TOOLS USED

The aims of the study as enunciated in the first chapter required the collection of the relevant data through standardized tools on the variables of professional commitment of teachers, life satisfaction, teaching experience and organisational climate. The tools used for the purpose were as under:

1. Professional Commitment Scale for Teachers (Self Constructed).
2. Life Satisfaction Scale (Singh and Joseph, 2005).
3. Teaching Experience (no separate tool required).
4. Organisational Climate Scale (Pethe, Chaudhari and Dhar 2001).
6.17. ADMINISTRATION OF THE SCALES

Prior to the administration of the composite booklet containing Professional commitment scale, Life satisfaction and Organisational climate scale to secondary school teachers, the investigator sought the permission and cooperation of the heads of the institutions and the teachers. First of all, the purpose of test was clarified to the teachers and rapport was established with them. The said tools were administered to the teachers taken randomly from each selected school depending upon the strength of the school staff. All the teachers under study were assured that the information would be kept strictly confidential and it would be used only for the research purpose. While handling over the booklets of the scales, they were requested to go through the printed instructions and understand them correctly before responding to the items of the tools. The investigator again emphasized the paramount need of genuine research, i.e., the need to respond to the items of research tools with utmost honesty and truthfulness. Here sufficient time was given to the respondents to respond.

The data pertaining to the years of teaching experience, gender (male/female), locale (rural/urban) and organisational setup (govt./non-govt. schools) of teachers were obtained from the particulars they were required to mention in the relevant columns of the title page of the scales used.

It needs to be mentioned here that all the said tools were administered to about 700 teachers. However, the number of subjects who completely filled the tools gradually dropped to 600. It would be worthwhile to mention that with repeated personal visits and requests to the respondents the investigator could achieve her target of collecting data from 600 teachers.

After the collection of all types of data the responses of the subjects were scored in the light of the criteria laid down for each of the tools used, as
described in description of tools. Thereafter, the scores of the subjects pertaining to each variable were tabulated on a proper code sheet which was used for statistical analysis.

6.18. STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS

As stated earlier, 600 secondary school teachers were studied in the present research. Hence, the sample size (N=600) is adequately large enough. These teachers were selected impartially, technically on equal probability basis. Besides, the tools used were fairly reliable and valid. All these conditions permitted the use of parametric statistical techniques. The bearing of the data on the objectives and hypotheses of the study was determined by employing following statistical techniques:

1. Mean, median, standard deviation, skewness and kurtosis of the scores of teachers were calculated on the variables of professional commitment, life satisfaction and organisational climate to ascertain the nature of score distribution.

2. ‘t’-values were calculated to locate the mean differences in professional commitment of teachers with respect to gender, locale and organisational setup.

3. One-way analysis of variance (ANOVA), therefore, was employed using F-test to compare the differences in professional commitment of teachers with different levels of life satisfaction, with varying lengths of teaching experience and various types of organisational climate.

4. Coefficient of correlation was calculated to find out the relationship of professional commitment of teachers with their life satisfaction and organisational climate.
5. Step up regression equations were worked out to ascertain the predictability of life satisfaction, teaching experience and organisational climate with professional commitment of teachers.

6.19. FINDINGS AND CONCLUSIONS OF THE STUDY

The analysis and interpretation of results presented in chapter V (Section II, III, IV and V) leads to the following conclusions:

SECTION II

1. 8% to 11% teachers depict very high level of professional commitment.
2. 11% to 14% teachers has high level of professional commitment.
3. 48% to 54% teachers possess average level of professional commitment.
4. 19% to 27% teachers has low level of professional commitment.
5. 2% to 5% teachers possess very low level of professional commitment.

SECTION III

1. Significant difference exists between the professional commitment of male and female secondary school teachers and the difference is in favour of the category of female teachers.
2. Significant difference exists in the professional commitment of teachers coming from rural and urban backgrounds. The difference is in favour of teachers coming from rural background.
3. Teachers working in government and non-government schools do not differ significantly with respect to their professional commitment.
4. Significant difference exists in the professional commitment of teachers with high, average and low level of life satisfaction. Teachers with high level of life satisfaction have higher level of professional commitment than that of teachers with average or low levels of life satisfaction.
5. No significant difference exists in the professional commitment of teachers with varying lengths of teaching experience.

6. Teachers working in schools with highly favourable, favourable and unfavourable type of organisational climate differ significantly with respect to their professional commitment. Teachers working in schools with highly favourable organisational climate are significantly higher in professional commitment than those working in favourable or unfavourable organisational climate.

SECTION IV
1. Life satisfaction and professional commitment are positively and significantly related.

2. There exists significant and positive relationship between various dimensions of professional commitment and life satisfaction of teachers.

3. There exists significant and positive relationship between professional commitment and life satisfaction of female, rural, urban teachers and teachers working in non-government schools.

4. There exists no significant relationship between professional commitment and life satisfaction of male teachers and teachers working in government schools.

5. Organisational climate of schools and professional commitment of teachers are positively and significantly related.

6. There exists significant and positive relationship between various dimensions of professional commitment and organisational climate.

7. There exists significant and positive relationship between organisational climate and professional commitment of male, female, rural, urban, government and non-government school teachers.
SECTION V

1. Life satisfaction, teaching experience and organisational climate conjointly predict professional commitment of secondary school teachers.

2. Life satisfaction, teaching experience and organisational climate conjointly predict 23.9% of professional commitment of secondary school teachers. 3.3% of professional commitment is predicted by life satisfaction, 0.1% of professional commitment is predicted by teaching experience and 23.7% of professional commitment is predicted by organisational climate.

3. The conjoint effect of three independent variables, i.e., life satisfaction, teaching experience and organisational climate on professional commitment of secondary school teachers is more as compared to the effect of any single variable.

4. Out of three independent variables of life satisfaction, teaching experience and organisational climate, variable of organisational climate is the best predictor of professional commitment of secondary school teachers in the present sample.

6.20. SUGGESTIONS FOR FURTHER RESEARCH

In the opinion of researcher, the following studies need to be undertaken on empirical lines:

1. Studies relating to the means and measures for enhancing professional commitment on the part of teachers of elementary, secondary, higher secondary and university levels.

2. Studies relating to the institutional factors having adverse effect over the professional growth of teachers.
3. Studies relating to the organismic factors hindering the growth of teachers on professional lines.

4. Studies of socio-economic conditions now prevailing in the society at large and adversely affecting the efforts of professionals to attain continuously higher and higher levels of professional excellence.

5. Studies are also needed to ascertain the views of school and college teachers regarding the effect of the length of teaching experience on their teaching proficiencies.

6. The present study was conducted to examine the relationship between life satisfaction, teaching experience, organisational climate and professional commitment. Further studies may be conducted in order to investigate the links between some other concepts like self efficacy, burn out, personality hardiness and organisational role stress.

7. Studies relating the dynamics of professional commitment need to be conducted at different educational levels and different regions of our country.

8. Studies also need to be undertaken with regard to professional areas other than the teaching profession.

9. Comparative studies concerning the problem of professional commitment also need to be conducted across nations.

6.21. EDUCATIONAL IMPLICATIONS

In the light of the findings of the study the following educational implications are recommended:

1. Since the first finding of the study revealed that greater majority of secondary school teachers are operating at the moderate level of professional commitment, serious efforts need to be made on right and
cogent lines for enhancing the potency of every possible aspect of professional commitment in the field of teaching.

2. Leaders and administrators in the field of education need to seriously explore the causes of relatively low degree of professional commitment on the part of male teachers as compared with that of professional commitment of female teachers. However their efforts should not stop short at the mere exploration of the causes. Practical steps must also be thought out and implemented for enhancing the professional commitment of male teachers. And, while doing so, female teachers must also be motivated to remain conscious of the need to further enhance their loyalty to the profession.

3. Authorities in the field of education should realize that they need to discover factors having adverse effect over the strength of professional commitment of teachers hailing from urban areas. For this purpose suitable research works need to be initiated so that the real causes of the difference between the two categories of teachers can be laid bare. Once the true causes are discovered the category of teachers rating low in professional commitment can be professionally helped.

4. Fourth finding of the study does not seem entail any kind of educational implication in connection with the steps that may be especially needed for enhancing professional commitment of any given category of teachers. It simply highlights that the two organizational set-ups (govt. and non-govt.) are more or less at the same level so far as issue of professional commitment is concerned.

5. Since life satisfaction is crucial adjunct in professional commitment in the field of education, human societies need to be aware of the factors that enhance the life satisfaction of teachers working in educational institutions and also the factors that militate against it. This awareness
would lead to undertake the steps that can effectively contribute to their life satisfaction.

6. Educationists and researchers need to study why the length of teaching experience does not operate as a possible factor in the professional commitment of teachers. This investigator is inclined to suggest that if teachers develop the habit of reconstructing their teaching experience every now and then or at different interval of times, length of teaching experience would be found to contribute to their professional commitment.

7. This study revealed positive relationship between the professional commitments of teachers and organisational climate. Hence its results have practical implications for educational leaders, policy makers and administrators. They should make sincere and persistent efforts to improve organisational climate in educational institutions so that professional commitment levels of teachers continue to improve.
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