CHAPTER I

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1.1. 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 generations primarily with the active role of teachers. It is almost impossible to effect improvements in civilizations 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 a 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.

There is no system of education in the world that can be run without teachers. In fact, teachers are the heart and soul of systems of education in all societies. In early’ of 17th century Locke (1632-1704 A.D.), declared teachers
as the pivot of entire system of education and advocated that the best
investment of society lay in great teachers and demanded from teachers to be
the masters of their subjects, to be of very high moral character and devoted to
the good of their pupils. A good teacher in Lockean system of education is
concerned with the book of the world.

Russell (1872-1969 A.D.), also very aptly recognizes the importance of
teachers in human society. He believes that the teacher who does not keep the
flame of knowledge burning, is incapable of throwing light on the path of those
who are in search of it.

Dewey (1859-1952), while propounding his philosophy of education,
observes that the school is an absolute necessity for every society and nobody
can think of the functioning of schools without teachers.

Tagore (1861-1941), also succinctly brings out the importance of the
role of teachers in human society by observing that only man can teach another
man.

In the words of Radhakrishnan (1888-1975), Teacher’s place in the
society is of vital importance. The teacher is the pivotal for the transmission of
intellectual, traditional and technical skills from generation to generation and
keeps the lamp of civilization burning.

Like other Indian educational thinkers Aurobindo (1872-1950),
assigned very important place to the teacher in human development. In his
opinion the teacher always remains philosopher and guide to the young ones of
the society.

Rivlin (1965), who has written foreword of the book bearing title The
Profession of Teaching written by T. M. Stinnett observes that one of the basic
truths in education is that the quality of education largely depends on the
quality of teachers. Stinnett goes on to observe that the role of teachers is an
ancient one, since teaching in one form or another; formal or informal, has
gone on throughout the history of man.
Teachers are literally the arbiters of nation’s destiny. They shape destiny of future citizens. Their influences are ever lasting. They influence eternity. Their influence does not remain confined to any particular 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.

**The Secondary Education Commission of India** has rightly said “We are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the institution as well as in the community.” The teacher is the yard stick that measures the achievements and aspirations of the nation.

In the words of **Dave (1998)**, “Teachers can act as trail-blazers in the lives of learners and in the process of education for development. If teachers acquire professional competences and commitment, and if they are enabled and empowered to perform their multiple tasks in the class room, school and community in a generally professional manner, then a chain reaction can begin starting with a sound teacher performance and culminating into high quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development”.

It can be said with least exaggeration that 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. Only such teachers can be termed as the Educational Sun.
It is globally recognized that the greatness of any human society or of any nation or country does not depend upon lofty buildings and gigantic projects. Straightway, it depends upon teachers truly committed to their profession. Perusal of historical educational thought would tell us that teachers have been respected and worshiped throughout human history because of their noble mission and because they are the architects of harmonious societies on earth. Teaching is a profession which demands from its practitioners exceptional qualities and capabilities and absolutely sincere devotion to human betterment.

The new millennium has witnessed phenomenal explosion of knowledge and application of communication-cum-information technologies accelerating the access to knowledge and skill. There is a growing concern of assuring quality at all levels of education in the present educational scenario.

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. The National Policy on Education (1986), has rightly observed that no people can rise above the level of its teachers.

Ballou & Podgursky (1997), pointed out that the quality and performance of teacher has been a focused concern in education. The quality of teaching is not only governed by the knowledge and skill competence of teachers but also their enthusiasm and commitment in teaching (Rikard, 1999). When a teacher is motivated and loves the teaching profession, the students not only learn the content taught by the teacher, they may also be motivated towards learning (Czubaj, 1996).

As noted by Thorat (2007), “The physical infrastructure facilities, the methods and technological innovations to enable teaching in a better manner are important. But what is important above all is the quality of the teacher as far as the education system is concerned.”
Azad (2003), in his article, 'The Teacher of the New Millennium', opined that one single factor that enables a teacher to fulfill his responsibilities to nation is his commitment to the cause of education.

National Council for Teacher Education (1998), has emphasized that commitment should be made an essential part of teacher education. In the technological age the teacher must be trained to provide the commitment to the learner, society and the profession to achieve excellence and commitment to basic values.

Professional commitment 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 attitude towards school (Louis, 1998).

Teachers who are dedicated and committed to teaching facilitate school based innovations or reformations that are meant to benefit students’ learning and development. In fact, teacher engagement and commitment has been identified as one of the most critical factors in the success of education (Huberman, 1993; Nias, 1981).

During the last few decades, professional commitment of teachers has assumed a great importance in the realm of education throughout the world. Indeed, this has become in a very true sense a global concern. 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.

Professional commitment of teachers may be enhanced or diminished by certain factors. Elliot and Crosswell (2001), analyzed personal context factors which revolved around personal crisis or consequences of particular life stage diminish teachers’ commitment. It is therefore, essential to ensure that teachers are satisfied with their life.
Teachers’ personal factors are significantly related to teacher commitment in teaching. Teaching efficacy is expected to decrease with teachers’ lowering of confidence and drives in teaching. Passion and commitment would begin to fade as teachers become debilitated by the daily demands of students, the environment and personal life factors (Day, 2004).

Reduction of anxieties, Stress and burnout, an awareness of the need for life-work balance, coupled with support from colleagues and others, under a good leadership in the school, would have to be formulated in order to restore teachers’ passion and commitment in teaching.

Teachers form a crucial element of the educational system in a world where globalization is occurring at lightning speed, pressure is exerted on teachers to form not only disciplined, skilled and quick learners but also students who are flexible and dynamically team players. To perform this task effectively, teachers have to be professionally committed and satisfied with their job as educators. They need to have realistic and balanced outlook on life.

The need for professional commitment is felt in all professions, more so in teaching. Professionalization of teaching has emerged as the prominent agenda before our nation. This has become the main challenge particularly when the country is facing globalization on the one hand and falling standards of general education in terms of quality and employment on the other. Hence, professional commitment of teachers has become the basic requirement of the day. Professional commitment is not merely a philosophic obligation but also an indispensible need and demand of modern society.

1.2. CONCEPT OF PROFESSION

Stinnett (1968), opined that the term ‘profession’ as used in modern society, had no counterpart in the ancient world. In Greece, lawyers and doctors had no formal training, other than apprenticeship. During middle ages, the men who provided now called professional services, were either members of priesthood or members of exclusive guilds.
Profession refers to a set of characteristics that can vary from one occupation to another, that is, high involvement, feeling of identity, autonomy and high adherence to objectives and professional values (Llapa et al, 2008).

A profession is generally defined as an occupation requiring advanced education and special training. To become a true professional, people must invest a lot of time and energy into learning and practicing their professional knowledge and skills (Wang & Armstrong, 2004).

An occupation can be classified as a profession only when it meets the following criteria:

1. Exclusivity through restricted entry
2. Dedication
3. Extended preparation
4. Esoteric knowledge
5. Acceptance of a particular code of ethics and practices
6. Autonomy of the occupation (Jyue, 1984)

Carr-Saunders (1928), who has done pioneer work on professions, helps us in understanding as to what constitutes a profession. According to him profession emerges when a number of persons are found to be practicing a definite technique founded upon a specialized training. It can be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled service and to advise others for a definite fee or salary.

Kerr (2005), noted that a profession is a special type of occupation, one whose members exhibit high levels of such characteristics as expertise, autonomy, a belief in the regulation of the profession by its members.

According to Weick & Mc Daniel (1989), a profession requires a deep commitment by all members that goes beyond a desire for pecuniary gain and that requires the adoption of specific values.
Blau (1985), outlined six characteristics of an ‘ideal’ profession. These qualities include: expertise, autonomy, commitment to work and the profession, identification with the profession, ethics, and collegial maintenance of standards.

Talbert and Mc Laughlin (1994), distinguish a “Profession” from other occupations as specialized knowledge base and shared standards of practice, a strong service ethic, or commitment to meeting clients’ (students) needs, strong personal identity with, and commitment to the occupation, and collegial versus bureaucratic control over entry, performance evaluations, and retention in the profession.

National Educational Association, Division of Field Services, Washington (1966), listed salient characteristics of a profession as under:-

- A profession involves activities essentially intellectual.
- A profession commands a body of specialized knowledge.
- A profession requires extended professional preparation.
- A profession demands continues in-service growth.
- A profession affords a life-career and permanent membership.
- A profession sets-up its own standards.
- A profession exalts service above personal gains.
- A profession has a strong, closely knit, professional organization which guarantees professional conduct of its members and works to raise the status of the profession.

1.3. TEACHING AS A PROFESSION

Teaching is profession – indeed a noble one, conceptually and ideally. And it is also 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.
Modern society is full of professional men and women like Doctors, Engineers, Barber, Sweeper, Lawyers etc. though each one’s profession is useful for the society it is limited to physical side of the human life. But the highest good consists in the all round development of an individual. It is the teaching profession which helps an individual for his growth fully in body, mind and spirit with moral values and artistic sensitivity. Therefore teaching has been accepted as the noblest profession.

As pointed out by Rao and Venkataramana (1988), “among all professions, teaching belongs to a very special professional category as for instance, in the case of professionals like doctors and lawyers, their professional concern ceases ones for all with the desired ‘cure effected’ or with the ‘winning of the context’ in the court of law. But the professional impact of a teacher does not end merely ‘examination passed’ by the student. The professional role of a teacher is not analogous to that of a lawyer or doctor because the former’s influence endures and is reflected in minds sharpened (or not sharpened), personalities shaped (or not shaped) and characters moulded or not moulded”.

Day (2004) and Elliot & Croswell (2001), characterized teaching as a complex and demanding profession. There is a daily need for teachers to fully engage in that work with not only their heads, but also their hearts. Indeed, beauty, joy and fulfillment are in the teaching profession. Those who look to the profession as a career would need to nourish these perceptions in order to prevail over the negative aspects that surround the profession. Teaching is more than the presentation of facts; it includes the dedication of both heart and time.

According to Huggett and Stinett (1956), 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 thus sometimes is referred to as the ‘mother of professions’.
ILO (1984), also observed that teaching should be regarded as a profession. It is a form of public service which requires of teachers’ expert knowledge and specialized skills acquired and maintained through rigorous and continuing study; it calls also for a sense of responsibility for the education and welfare of the pupils in their charge.

A report on Baroda seminar 1968 points out that “teaching is a profession which demands of its practitioners’ exceptional qualities and sincere devotion to human betterment”

The teaching profession:-

• Demand rigorous Academic and Practical training.
• Demands a life time commitment to the profession.
• Involves intellectual activities
• Based on systematic body of knowledge.
• Requires continuous professional growth.
• Cultivates high service motive.
• Set-up its own organisation.
• Provides autonomous status.
• Ensures life-career and permanent membership.
• Based on code of ethics.

1.4. TEACHER AS A PROFESSIONAL

In a colloquial sense, the term “professional” is typically used to communicate a normative judgment of quality or performance. A professional tends to be highly committed to performing an excellent job for clients (Nelson, 1988).

To describe a teacher as a professional does not simply mean that he/she has subject and pedagogical knowledge and is paid for sharing that knowledge with students. Rather, a professional teacher also exhibits professionalism in: personal characteristics, commitment to change and continuous improvement,
and thorough participation in educational activities beyond the confines of the classroom (Sockett, 1993; Tichenor & Tichenor, 2005).

For Wilensky (1964), “professional man adheres to a set of professional norms” specifically a service ideal.

On the most basic level, the definition of “professional teacher” refers to the status of a person who is paid to teach. However, teacher as a professional represents the best in the profession and sets the highest standard for best practice. Wise (1989), describes professional teachers as those: [who] have a firm grasp of the subjects they teach and are true to the intellectual demands of their disciplines. They are able to analyze the needs of the students for whom they are responsible. They know the standards of practice of their profession. They know that they are accountable for meeting the needs of their students. This definition clearly illustrates that teaching at a professional level is an advanced and multidimensional undertaking.

According to Wang & Armstrong (2004), a professional community has the following defining characteristics:

- **Peoples self image**: it is professionals’ self-identification with a profession not any others that determines a professional community.

- **Reference group members**: a professional community regards other members of the same profession as their major reference group, with whom they share a common set of beliefs, values and norms and they look to one another for support and confirmation and the meaning they ascribe to events around them, for approval and disapproval of patterns of behaviour and for evaluation of their professional performance.

- **Fading boundaries between work and leisure**: people prefer to associate with other members of their profession than with outsiders, and people carry work activities, interest and relationship into leisure.
A teacher, to be called a professional, should have both the behaviour s in him/her—the ability to do (professional competence, i.e., mastery of the subject matter and its efficient delivery), and the will to do (the professional commitment and integrity).

Teacher as a professional must have

(a) A moral commitment to serve the interests of their clients.
(b) Informed decision making in which options are explored and evaluated in order to determine the most appropriate course of action.
(c) An obligation to advance knowledge of the educational community.

1.5. 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.

A number of researchers have attempted to distinguish between the meanings that teachers have ascribed to the word commitment.

"Commitment” is a term that teacher frequently use in describing themselves and each other (Nias, 1981). It is a word they 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. It defines them and their work and they get a lot of enjoyment from this (Elliot & Croswell, 2001).

Lortie (1975), regards commitment as the willingness an individual enacts in investing personal resources to the teaching task.

Commitment is part of teacher’s affective or emotional reaction to their experience in school setting (Ebmeier & Nicklaus, 1999). It can be seen as a part of learned behaviour or attitude associated with the professional behaviour of teachers. From these affective reactions to the school settings, teachers make
decisions (both consciously and subconsciously) about their level of willingness to personally invest to that particular setting, or particular group of students.

Commitment is high level of attachment of someone or something to a social endeavor. It is simultaneously psychological and social and describes an intrinsic attachment to that endeavor (Kanter, 1974). Thus it goes beyond mere calculation of expected benefit from participation in venture. Rather, commitment take on a moral character, invested with devotion (Etzioni, 1975). It is strength of one’s moral character to invest most time and energy to a particular cause. Commitment can manifest itself in extra investment of personal resources such as time, money or effort (Tyree, 1996).

In terms of the literary conception of the term ‘commitment’ The Dictionary of Sociology, 1970 says: “Commitment refers to a feeling of obligation to follow a particular course of action or to seek a particular goal”.

Webster Collegiate Dictionary, 1979 says: “Commitment is referred to as pledging or binding of oneself, in continuing a course of action”.

Cambridge International Dictionary, 1982 says: “to commit means to promise or give your loyalty to a particular principle, person or plan of action. Thus commitment depicts the firm and not changing orientation in support of one’s belief in his principles or action”.

Logman Dictionary of Contemporary English gives the following about commitment and its derivatives.

- A promise to do something or behave in a particular way.
- The hard work and loyalty that someone gives to an organization, activity etc.
- Something that you have previously arranged to do at a certain time and that prevents you from doing anything else at that time.
Koch and Steers (1976), defined commitment as congruence between one’s real and ideal jobs, an identification with one’s chosen occupation and reluctance to seek alternative employment.

Randall (1987), defined commitment as:
1. Strong belief in organization’s goals and values;
2. A willingness to exert considerable effort on behalf of the organization; and
3. A strong desire to continue as an organization’s member.

Tyree (1996), commitment involves the steadfast attachment of thought and actions to someone or something.

Cohen (1999), states commitment is a force that binds an individual to a course of actions relevant to one or more targets.

Wiener and Vardi (1989), have found that commitment is value based, normative in nature; it involved evaluations of alternative organization related behaviours. The specific beliefs from which these evaluations were derived consisted of values of loyalty and duty towards organization. It is evident from this contention that commitment has close relationship with one’s beliefs and values.

Thus, commitment has been conceived as an individual’s cognitive, affective and behavioural characteristics related to his intimate relations or to his sense of durable affiliation to his profession.

1.5.1. TYPES AND FORMS OF COMMITMENT

Kanter (1974), identify three analytically identifiable but interdependent dimensions of commitment - continuance commitment, cohesive commitment and control commitment.
Continuance Commitment: refers to participating in a system and remaining as its member which is a cognitive judgment, which is worthwhile to remain in a group rather than bear the cost of leaving the group.

Cohesion Commitment: refers to cathetic orientation, to the extent to which one feels affective ties to one’s group and to its members. Identification, solidarity and gratification from interpersonal interaction are part of this dimension.

Control Commitment: is an evaluation along the lines of good – bad of the legitimacy of the group, the moral rightness of group norms, its way of doing things, the authority structure, its goals and means for their achievement. Kanter reformulated these into-

(a) Cognitive Continuance Commitment: as commitment to social roles or positions with no affectivity or evaluation attached to the role. The role merely has positive valence acting in terms of rewards and punishments, profits and costs.

(b) Cathetic-Cohesion Commitment: as attachment to social relationships, without any moral imperatives attached to it.

(c) Evaluation Control Commitment: as commitment to norms, values and inner conviction, which morally obligate the individual. It is similar to internalization, in which the individual accepts influences, which appear congruent with and even necessitated by his inner core of belief.

Reichers (1985), suggested the concept of multiple commitments. He explained that an individual has several commitments simultaneously to the goals and values, clients, professional, union, community managers and the co-workers. Therefore it was more rational and operational to talk of multiple commitments rather than commitment. It was also assumed that commitment to one group might imply the necessary abandonment of identification with other
group. They reproduced the concept of multiple commitments by developing a model as under:

**Figure 1.1 Model Of Multiple Commitments (Reichers, 1985)**

Iles, Mabey and Robertson in (1990), viewed three dimensions of commitment, i.e., affective, compliance and continuing. Affective commitment is based on value attachment. Compliance commitment is reflected in individual’s perception regarding available alternatives and some sacrifices and disruption, if he leaves the organization. Furthermore, it has two forms; ‘Instrumental-Calculative’ or ‘Alienative’. The ‘Instrumental-Calculative’ involves exchange of involvement in return for rewards. Whereas ‘Alienative’ commitment reflects a condition where the individual perceives himself unable
to change or control his organization. ‘Continuing Commitment’ is based on individual’s evaluation of cost benefit analysis of the job.

Figure 1.2 Model Showing Multiple Dimensions Of Commitment (Iles, Mabey And Robertson, 1990)

**Meyer and Allen (1991)**, found multidimensional nature of Commitment and proposed a three component model. They are:

* **Affective Commitment**- refers to the employee’s emotional attachment to, identification with, and involvement in the organization. It is an emotional commitment, where people that are in a great deal affectively connected to the organization stay within it because they want to do so.

* **Continuance Commitment**- refers to the awareness of the costs associated with leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they need to do so. This involves the extent to which employees feel committed to their organization by virtue of the costs that they feel are associated with leaving the organization.

* **Normative Commitment**- this involves employees feeling of obligation to remain with the organization. It reflects a feeling of obligation to continue
employment. Employees with a high level of normative commitment feel that they ought to remain with the organization.

It is evident from the survey of the various conceptions of the term commitment that it is subjective aspect of an individual: it refers to a socio-psychological bonding of an individual to his group or his organization, its goals and values: or to his occupation and profession.

1.6. PROFESSIONAL COMMITMENT

The literature on professional commitment of teachers can be distilled for generalizations and assumptions about the ways the teachers define, describe and characterize commitment. The current accepted conceptualizations of professional commitment of teacher can be directly linked back to the research done in the 1970’s into organisational commitment by Kanter (1974) and Mowday, Steers and Porter (1979). Teachers’ work is set within the structures and environments of organizations, such as schools and education systems. Therefore professional commitment could be discussed in terms of organisational dimensions of affective, continuance and normative commitment (Meyer & Allen, 1991). Educational researchers, such as Graham 1996, Louis (1998), Tsui & Cheng (1999), have undertaken research based on the assumption that teacher commitment is equivalent to organisational commitment.

Commitment is one of the most desirable attributes of a teacher. The term “commitment” can be used in a variety of ways to describe numerous teacher behaviours and attitudes, beyond the dimensions of organisational commitment. However, since the teacher work is not limited to the classroom, the concept of professional commitment needs to be considered in a broader context.

The profession of teaching is unique in a number of ways. Its very nature involves a complex and rich combination of working relationships with not only the organization (school and education systems) but with a number of other stakeholders, including the parents, students and colleagues. To consider
the idea of teachers' professional commitment only in terms of organisational commitment ignores many of the factors that are integral to teaching itself. Thus, an extended view of teachers' professional commitment is necessary.

Jauch (1978), defined professional commitment as a career focus forum of work commitment and as one of important factors determining people's work behaviour.

Fruth, Bredson and Kasten (1982), defined teachers' professional commitment in terms of intrinsic motivation to teaching and found that intrinsic motivation was the most powerful link to teachers' performance.

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.”

Professional Commitment indicates (i) the belief in and acceptance of goals and values of the profession, (ii) the willingness to exert considerable effort on behalf of the profession and (iii) a definite desire to maintain membership in the profession.

Thus professionally committed employees expend their effort on behalf of the profession which results in their internalization of the profession's success or failure as personal success or failure.

Blau (1985), demonstrated that professional commitment is distinct from organisational commitment. He defined professional commitment as “one's attitude towards one's vocation, including a profession”. Blau (1989), summarized that professional commitment represents a distinct work referent for vocations ranging from highly professional (e.g., registered nurses) to less professional (e.g., bank tellers)”. 

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Morrow & Wirth (1989), professional commitment is an appropriate concept for representing at least part of the career focus dimension of work commitment.

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.”

Louis (1998), described “Professional commitment consists of personal and professional investments in a specific workplace and its goals, as indicated by specific behaviours that indicate extra effort as well as attitudes.”

Deering & Jones (2000), Conceived teacher’s professional commitment has a wide range of subjective beliefs regarding his role, proper functioning and obligations and about norms of conduct.

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 professional development is a top priority; reflects excitement about teaching and learning; connects with students; shows positive attitude about students; is perceptive about students motives, strengths, need and situation.

Joffres and Haughey (2001), defined professional commitment in terms of professional behaviour, “someone who is striving to improve on their practice” and in terms of the investment of time outside of school contact hours.

Definitions of the professional commitment have ranged from the extent to which one is engaged in carrying out the specific tasks in the present work environment to the degree of importance that work place in one’s life (Somech & Bogler, 2002).

The definitions of teachers’ professional commitment differ depending on the context in which it is analyzed. Commitment involves a psychological
state that identifies the objects an individual closely associates with or desires to be involved with (Leithwood, Aitken, & Jantzi, 2001).

A number of researchers attempted to distinguish between the meanings that teachers have ascribed to the word commitment, teachers professional commitment like organization commitment, is conceptualized as being multidimensional (Nias, 1981).

It is evident from the survey of various definitions that 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.

1.6.1. TYPES AND FORMS OF PROFESSIONAL COMMITMENT

Smith & Gall (2008), demonstrated three types of professional commitment; each type develops in different ways and leads to different outcomes. These are:

- **Affective Professional Commitment** (individuals want to stay in their profession): The extent to which individuals “want to stay” in their profession because they identify with the profession’s goals and want to help the profession to achieve those goals. A person with high affective professional commitment will more strongly identify and have more positive feeling about his profession compared to a person with low affective professional commitment.

- **Continuance Professional Commitment** (individuals feel they have to stay in their profession): The extent to which individuals feel they have to stay in their profession because of an accumulation of investment or lack of comparable alternatives. Continuance commitment is based on Becker’s theory of side-bets. According to this theory, more a person invests in his profession or organization the greater becomes the commitment to organization or profession. Continuance Professional Commitment may develop as individuals acquire investments in the
profession that would be lost upon leaving, including technical expertise, high status and rewards, poor labour market conditions, the development of non-transferable skills and cost of returning may limit comparable alternatives and thus increases continuance professional commitment.

- **Normative Professional Commitment** (individuals feel that they ought to stay in their profession): The extent to which individuals feel they ought to stay in the profession through a sense of professional commitment and through a sense of obligation. Normative Professional Commitment may arise as a result of experiencing significant benefits from working in the profession or pressure from colleagues or the family that emphasizes the importance of remaining in the profession.

### 1.7. PROFESSIONALLY COMMITTED TEACHERS

For professionally committed teachers, teaching is a mission to which they are transparently and wholeheartedly dedicated. They are passionately dedicated to the great cause of education.

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.

**Reyes (1990),** teacher with high levels of commitment work harder, demonstrate stronger affiliation to their schools and demonstrate more desire to accomplish the goals of teaching than teachers with low levels of commitment. More importantly, students of highly committed teachers are more likely to learn material and develop a positive attitude towards school than those of teachers with low levels of commitment.

**Mehrotra (2003),** identified committed teachers in the following words, “a committed teacher is one who, when employed as a teacher commits or binds himself to ‘teaching’, i.e., to the duties and to the role of a teacher and is
bound to a certain behaviour but not as if in a prison, undertakes that he/she will definitely act or behave in a particular manner; will put in hard work and loyalty; will perform all the duties as previously arranged at a certain time, e.g. according to the time table. The commitment will prevent him/her from doing anything else at that time and he or she will willingly work very hard to fulfill all responsibilities”.

Walia (2003), described the quality of a committed teacher as “a committed teacher is he/she who (i) affectionate, kind and friendly, caring and sympathetic towards the learners; (ii) facilitates and supervises all round development in the learner; (iii) is a good listener and totally devoted; (iv) is dedicated and patient; (v) is understanding and solves problems; (vi) is a lifelong learner; (vii) is committed to society and community; and (viii) realizes he/she is a role model.

Hopper (2003), has listed the following common characteristics of a committed teacher; (i) she/he has a vision, which has been translated into mission statements related to school education; (ii) she/he manifests acquiescence in responding and then expresses willingness to respond and finally has immense satisfaction in responding in a positive manner to development of education; and (iii) she/he has formed a distinctive character through the process of internalizing many values cherished by him/her over the years in education.

National Board for Professional Teaching Standards (2006), identified committed teachers, as ones who are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust to their practice based on observation and knowledge of their students’ interests, abilities, skills, knowledge, family circumstances and peer relationships. Their decisions are not only grounded in
the literature but also in their experience. They seek the advice of others and draw on educational research and scholarship to improve their practice.

**Policy Research Initiative in Science Education (2007),** defines professionally committed teachers as those who are (1) dedicated to developing themselves professionally, by seeking advanced degrees and standard based professional growth opportunities (2) critically reflective in their practice, by seeking meaningful feedback and discourse, and engagement in action research; and (3) advancing the teaching profession through the creation of professional learning communities and teachers’ contributions to leadership positions.

Teacher is a human being and as such is entitled to human dignity. A teacher has certain rights and duties in common with citizens of the country. A teacher has a chain of identities-member of society, professional, a worker-and has diverse commitments accordingly. A teacher has essentially to be committed to professional ethics, knowledge, societal values and humanistic concerns, like human suffering, inequity, injustice, deprivation, and respect for the dignity of an individual, positive relationships, harmony, compassion, affection and tolerance.

A teacher must be committed to secure all its citizens social, economic and political justice, liberty of thought, expression, belief, faith and worship; equality of status and of opportunity and to promote among them all fraternity-assuring the dignity of the individual and the unity and integrity of the nation.

Thus commitments on the part of teachers imply that committed teacher will:

- Accept the plurality of way of life—culture, languages, etc.
- Use diversity as a resource of strength and development.
- Nurture tolerance, liberalism and secularism.
- Work for removal of poverty, deprivation among the masses.
• Extend one’s services to the children who have not been able to come into the educational system.
• Work to remove class, caste and gender difference and biases.
• Work for removal of social ills, like dowry, vulgar display of wealth, aggressiveness, violence, terrorism, casteism, sectarianism, and communalism.
• Activity work for harmony during times of turmoil among communities.
• Not remain passive and silent in times of crises.

1.8. CONCEPTIONS OF TEACHERS’ PROFESSIONAL COMMITMENT

Elliott and Crosswell (2001), identified six distinct, yet related categories of teachers’ professional commitment. These six categories represent different ways teachers perceive, understand and conceptualize the phenomenon of teacher commitment. The six identified categories are,

1. **Teacher commitment as a ‘passion’** - This conception sees teacher commitment as a passion or a positive emotional attachment to the work involved in teaching generally, or a specific aspect of teaching.

2. **Teacher commitment as an investment of time outside of contact hours with Students** – This conception identified teacher commitment as an investment of ‘extra’ time outside of expected contact hours with student, this extra time is discussed as either visible time invested at the school site or, invisible time invested off the school site.

3. **Teacher commitment as a focus on the individual needs of the students** – This conception considers teacher commitment to be a sharp focus on the needs, either emotional and/ or academic, of student.

4. **Teacher commitment as a responsibility to impart knowledge, attitudes, values and beliefs** - This conception considers teacher commitment as taking responsibility for imparting a body of knowledge and/or certain attitudes, values and beliefs.
5. **Teacher commitment as ‘maintaining professional knowledge’** - This conception views teacher commitment as the maintenance of professional knowledge and ongoing professional learning. Within this conceptualization embodies the notion that committed teachers are proactive in their professional development and in many cases are willing to share with and learn from their colleagues.

6. **Teacher commitment as engagement with the school community** - This conception considers teacher commitment to be the willingness to engage with the school and the schools’ community. Within this conceptualization is the belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school.

1.9. **DIMENSIONS OF TEACHER’S PROFESSIONAL COMMITMENT**

Broad dimensions of professional commitment of teachers have been mentioned by the authorities as under.

1) **Commitment to the Organization** - Organisational commitment include the belief in and acceptance of organisational goals and values; willingness to exert effort on the organization’s belief; and a desire to remain in the organization includes (Mowday Steers, & Porter, 1979).

National Centre for Education Statistics [NCES], 1997 report proposed that teacher commitment is the degree of positive, affective bond between the teacher and the school.

Tsui & Cheng (1999), also regards teacher commitment as referring to the values and goals of the school or organization. Teachers who are committed to the goals of the school are more likely to work collaboratively, cooperatively and collegially with other teachers in the school and seek ways to promote the school and the teaching profession.
2) **Commitment to the Students**—Commitment to students is another identified dimension of teacher professional commitment (Biklen, 1995).

Tyree (1996), focuses on the unique relationship between a teacher and their students. Teachers who regard students as individuals may be more likely to attempt to individualize learning and assessment.

Teachers, who regard students as the central reason to teach, may also be more likely to act outside the role of teacher and support students in mentoring and coaching. Another way this commitment can manifest itself is in the organization of work programs that benefit children even if they are at the expense of the teacher’s working conditions (Biklen, 1995).

Kushman (1992), speaks on the same line as under, commitment to student learning focuses on the degrees to which teachers are dedicated to student learning, regardless of the other issues that may be involved e.g. academic difficulties, social background.

3) **Commitment to Career Continuance**—Another aspect of commitment is concerned with career continuance (Yong, 1999). Commitment is the willingness to remain within the profession and relates to Meyer and Allen's (1991) notion of continuance commitment. Yong (1999) believes that the very nature of teaching entices a certain type of person to remain committed. Teaching involves demanding, stressful and complex work. However, these very factors make the job appealing for those looking for a challenging career.

4) **Commitment to a Professional Learning Base**—This dimension encompasses commitment to the teacher’s ongoing development of professional learning of skills (Day, 2004). This dimension has some link to Meyer and Allen’s ‘affective commitment as teachers maintains some type of involvement with the organization.

Nias (1981), suggests that this dimension interprets commitment as teachers constantly improving their own “knowledge and expertise”, this dimension of commitment characterizes teachers who take the job seriously and want to do it well.
5) **Commitment to the Teaching Profession**—Commitment to the profession is generally the degree, to which one has a positive, affective attachment to one’s work (Coladarci, 1992, Firestone & Rosenblum, 1988).

Commitment can also be viewed as loyalty to teaching as a profession (Tyree, 1996). Teachers who are so committed are thought to view teaching to be not “just a job” (Day, 1999). They remain loyal to the moral purpose of profession, even though this commitment may entail significant personal cost.

6) **Commitment and Teacher Engagement**—Engagement or involvement in an organization has also been identified as a possible dimension of commitment (Meyer & Allen, 1991).

Firestone and Pennell (1993), use the term “participation” to discuss teacher engagement with school-based decision-making. Being involved in school management processes can serve to increase some levels of teacher commitment.

Dave (1998), also 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 Attain 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.

1.10. **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. In a reciprocal way, such employees are expected to share the vision of their organization, be committed to its mission and goals, and give unreservedly of themselves in order to attain these purposes.

   Professional Commitment of teachers has been identified as one of the most critical factors for the future success of education and schools (Huberman, 1993). Teacher commitment is closely connected to teachers work performance and their ability to innovate and integrate new ideas into their own practice, as well as having an important influence on students’ achievement in, and attitudes toward school (Tsui and Cheng, 1999).

   The level of teachers’ commitment is a key factor in the success of any educational undertaking as it heavily influences teachers’ willingness to engage in cooperative and critical practice. To sustain energy and enthusiasm for the work, teachers need to maintain their personal commitment to the job. This concept of commitment,’ as investment of personal resources, has long been associated with the professional characteristics of a teacher. At a time when education is in constant flux, teachers are expected to incorporate reforms on a number of levels into their daily practice. The present educational environment requires that those who wish to survive and thrive must become involved in an
increased rate of personal adaptation and professional development (Day, 1999).

Nias (1996), very rightly points out that it is the professional necessity of teachers to be emotionally committed to their work, for without this emotional connection, teachers face the constant danger of burn-out in an increasingly intensified work environment.

For Clinton (1998), Teaching is the profession that is shaping education – moulding the skills of the future workforce and laying that foundation for good citizenship and full participation in community and civic life. Without well-qualified, caring and committed teachers, neither improved curricula and assessment, nor safe schools – not even the highest standards in the world – will ensure that our children are prepared for the challenges and opportunities.

The educationists have only recently begun to talk about commitment among teachers. In our country, the reason for its late arrival in educational field may, perhaps, lie in the very nature of the teaching profession. From the very beginning, the teaching was supposed to be having missionary character. Hence commitment among teachers was assumed to exist in a natural way. But contrary to this assumption, various social scientists and educationists have begun to witness that the essential element of commitment among practitioners of teaching profession is undergoing the process of erosion.

**International Conference of Education** held in 1996 in Geneva identifies the following trends and concerns regarding the teachers throughout the world:

i) The need for further professionalization of teaching vocation, as well as for more commitment and responsibility on the part of the teachers;

ii) A deterioration in the social standing of teachers;

iii) A deterioration in working conditions including teachers’ salaries in real terms and sometimes in terms of the actual amount; and
iv) Teachers' morale has gone down almost everywhere standards have dropped and commitment is slowly eroded away.

Perhaps that is the reason that National Council for Teacher Education has emphasized that commitment should be made an essential part of teacher education (NCTE, 1998).

Cohen (1999), aptly observes that committed teachers have strong psychological ties to their school, their students, or their subject matter.

Firestone & Pennell (1993), believe that schools are loosely coupled organizations having difficulties in observing teachers, assessing performance, and mandating specific practices; therefore, teachers' professional commitment is crucial for achieving good instruction.

Mayer & Schoorman (1992), confidently assert that committed people are more likely to remain with the organization, work toward organisational goals, and invest more effort in their job.

Mayer (2003), points out that symptomatic of the current culture of globalization, the role of teacher has also changed. Teachers’ responsibilities have expanded out of the classroom into the school in general and school community at large.

Teachers have been required to collaborate, not only with their peers but also with administration and the wider school community. The role of a teacher has moved away from its narrow, traditional base of classroom instruction to become increasingly more complex and, arguably, more stressful. Teaching in these new times requires a sophisticated understanding of the multiple dimensions and perspectives within education that incorporate teaching roles, teaching contexts and education stakeholders (Mayer, 2003).

The role of a teacher today is not confined to a classroom, nor is it restricted to teaching what is prescribed in the given syllabi there are various new demands on the teacher. The role of the teacher today, therefore, is more of an agent of change, never before the teacher was expected to shoulder that
kind of responsibility. A teacher, besides being academically strong, must be able to build the total personality of the child. Rather than merely dispensing information to the child, he/she has to inculcate in the child fundamental values that should guide each individual’s life. Most of the teachers do not care to establish an enduring relationship with the child. They are seldom aware of the new demands that are placed on them because of the newer social expectations.

Higher teacher’s professional commitment is an urgent need of our country today. If we have to implement the concept of education as a fundamental right of each child, we will have to enhance productivity of the education system, reduce repetition and failure rate, raise the quality of education imparted by us, ensure total development of child’s personality and create a value based and learning society. If we are thinking keen to bring a radical social change then raising the level of teacher commitment in our schools is a must.

We need to adopt a variety of strategies to strengthen teachers’ commitment, as commitment is not a thing, which can command by force, nor can we enforce it by threat or fear of punishment. No amount of persuasion can make teachers the committed ones. But an inspiring leader can certainly create conditions for generating a climate of commitment. It is convincing way of enhancing motivation and commitment among teachers.

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 depend, if not more, on their commitment to performs well. It is this commitment component that plays the decisive role.”

Further, Feldman & Morie (1960), pointed out the importance of commitment in the following manner:
a) A committed person requires less supervision and certainly less disciplinary supervision and his behaviour will be more consistent with the code of conduct expected of a valuable worker.

b) Having accepted the norms appropriate for his particular role behaviours, he is more predictable in choice situations; and

c) The reliability of behaviour is specifically noteworthy in crisis situations.

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”.

Committed teachers devote themselves wholly to the teaching profession and to the educational organization. They exert effort to the optimum level. Organizationally and professionally committed teachers are satisfied teachers who display punctuality and loyalty. They play a decisive role in effective teaching. The more a teacher is committed more he would acquire competencies and more he would tend to be performing teacher.

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.
In fact, the importance of commitment as an essential component of the teaching profession could not be over emphasized.

1.11. 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. It is a matter of common observation that 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 or variables having bearing on professional commitment.

1.11.1 LIFE SATISFACTION

Research literature abounds in definitions of satisfaction and of 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.

Satisfaction is a concept we all value. We are pleased with a positive outcome, a wish fulfilled, a job well done. Satisfaction is the sum of an individual's negative and positive feelings to a set of variables. Three common variables are:

- Status consensus
- Goal accomplishment or progress towards the goal and
- Participation

**Hoppock (1935)**, states, "The degree of satisfaction is determined by the ratio between what we have and what we want."
Goldenson (1984), states that satisfaction in psycho-analysis is the gratification of basic needs such as hunger, thirst, sex, aggression, which discharge tension, emanate pleasure and restore the organism to a balanced state.

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."

A satisfying experience is one that we remember fondly, that we wish to repeat, that we hope to share with others. Satisfaction occurs when positive expectations are fulfilled or exceeded (Oliver, 1993). Thus, satisfaction is derived from being engaged in a piece of work or in any pursuit of higher order. It is essentially related to human needs and their fulfillment through work.

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).

According to Veenhoven (1991), Life satisfaction is related to better physical and mental health, longevity and other outcomes that are considered positive in nature.

Horley (1984), observes that life satisfaction is one of the indicators of subjective well being.

Headley (1993), views the life satisfaction as a dimension of mental health. Thus according to these two authorities life satisfaction is a broad and non specific subjective perception comparable to self-rated health.
For Shin and Johnson (1978), Life satisfaction is a person's cognitive evaluation of his or her quality of life. It refers to the judgmental process, in which individuals assess the quality of their lives on the basis of their own unique set of criteria.

Diener, Such, Lucas and Smith (1999), also include the following under life satisfaction: desire to change one's life; satisfaction with past; satisfaction with future; and significant other's views of one's life.

For Smith (1999), Life satisfaction is also an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. Subjective life satisfaction is a measure of an individual's perceived level of well being and happiness.

In the thinking of Diener et al., (1985), Life satisfaction is one's positive evaluation of one's whole life according to the criteria determined by the individual himself and life satisfaction is related with the fact that the individual's experience in the important life areas (school, job, family etc.) which create positive feelings are more than the experiences that create negative feeling.

In the judgment of Vara (1999), Life satisfaction, in general, includes one's whole life and the various dimensions of this life. Life satisfaction does not mean the satisfaction of a certain situation but the satisfaction of the whole set of experiences. It refers to the state of well being in terms of happiness, morale etc.

According to Wolman (1973), life satisfaction is the attainment of a desired end and fulfillment of an essential condition.

Andrews and Withey (1976), conceptualize life satisfaction as an assessment of life as a whole on the basis of the fit between personal goals and achievements.
George and Bearnon (1980), proceed to define the concept of life satisfaction as “an assessment of the overall conditions of existence as derived from a comparison of one's aspirations to one's actual achievements.”

Singh and Mulay (1982), opine that life satisfaction includes satisfaction in relation to job and to the basic general requirement of life.

For Diener (1984), life satisfaction refers to an individual's personal judgment of well being and quality of life based on his or her own chosen criteria.

Russell (1984), states that, "life satisfaction pertains to a cognitive process in which the current situation is evaluated by contrasting it with an external standard of comparison."

Brown (1986), in the Dictionary of life considers it to be a dynamic process which goes on throughout one's life.

Maddox (1987), in the Encyclopedia of Ageing defines life satisfaction as a subordinate construct of subjective well being, others being happiness, mood and morale. It is contentment with one's life in general.

For Pavot and Deiner (1993), life satisfaction is the conscious cognitive judgment of one's life in which the criteria of judgment are up to the person.

In the assessment of De Neve and Cooper (1998), life satisfaction is a cognitive evaluation of the quality of one's experiences, spanning an individual's entire life.

Cribb (2000), views life satisfaction as "an assessment of the overall conditions of existence as derived from a comparison of one's aspiration to one's actual achievement."

Land (2001), states life satisfaction is an overall level of well-being of individuals. It indicates how well people fare in several dimensions of life, which are more or less consensually defined as reflecting important societal values and goals.
Byrne (2001), perceives life satisfaction as the most comprehensive individual assessment of living conditions. He goes on to aptly observe that life satisfaction is dependent on life circumstances and also on aspiration levels, preferences, and comparisons.

From what has been stated and quoted in the previous lines relating to the concept of life satisfaction. It is absolutely clear that 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.

1.11.1.1. PHILOSOPHICAL AND PSYCHOLOGICAL ASPECTS OF LIFE SATISFACTION

In Indian philosophy satisfaction in life is thought to be a state of mind. A satisfied and meaningful life involves both, subjective thinking and objective components. The three foundation of a satisfied life include:

(i) The establishment of depth relationships,
(ii) The commitment to project and goals and
(iii) The use of stories that place life in a genuinely ultimate context.

Life satisfaction is a broader concept and varies with types of relationship established, age as well as gender. It measures the extent to which an individual is satisfied with his life in relation to environment in which he lives. Life satisfaction is the ultimate goal that human beings strive to achieve in their entire live. It is one of the oldest and most persistently investigated issues in the study of adulthood.
1.11.1.2. COMPONENTS OF LIFE SATISFACTIONS

Neugarten, Havighurst & Tobin (1961), analyzed the term life satisfaction for the purpose of developing instruments to measure it. They found five major components of life satisfaction:

1. **Zest vs. apathy**— this is a measure of ego involvement and enthusiasm in activities, persons, and/or ideas, whether or not those activities are socially approved or status giving.

2. **Resolution vs. fortitude**— the extent to which people accept personal responsibilities for their lives as meaningful and inevitable.

3. **Congruence between desired and achieved goals**— the extent to which people have accomplished the goals for their lives which they feel are important.

4. **Positive self-concept**— this implies both social and psychological attributes. It is concerned with feelings of self-worth, competence, appearance, and accomplishment.

5. **Mood-tone**— this component deals with general attitudes and feelings about life (e.g., optimistic vs. pessimistic attitude). It reflects the ability to take pleasure from life and express it.

Measures of these five components were used to develop an overall life satisfaction rating, which reflected a global rating of satisfaction based upon the five individual components. This overall rating was called life satisfaction.

1.11.1.3. FACTORS AFFECTING LIFE SATISFACTION

Safari (2004), considering research findings (based on path analysis) on factors affecting life satisfaction, noted that independent factors affect on life satisfaction (as a dependent factors) by three different methods: (A) purely direct effect, (B) purely indirect effect, and (C) both direct and indirect effects as well as with different beta coefficients. In following paragraphs, relative contribution of each independent variable in these methods has been studied.
A) **Factors Directly Affecting Life Satisfaction**

1. Social security factors is the first one (with 0/45 path coefficient) which has the most influence on satisfaction. It shows that the rate of satisfaction increases regarding the increase of social security in society, and vice versa.

B) **Factors Indirectly Affecting Life Satisfaction**

1. Social justice feeling factor affects satisfaction with 0/12 path coefficient through social security factor as well as (0/32 path coefficient) through social trust. It shows that security and trust feeling increase as the people have positive attitudes towards justice trend in a society.

2. Hope for social future factor (with 0/22 path coefficient) through trust factor has an increasing effect on peoples satisfaction. It shows that life satisfaction increases as the rate of hope for social future and trust feeling improves. As a result, the people who lose their hope for social future have less satisfaction.

3. Hope for personal future factor (with 0/30 path coefficient) through trust factor and (having 0/16 path coefficient) with regard to social security factor has increasing effect on people satisfaction. This result shows that satisfaction rate increases as the rate of hope for personal future, feeling of trust and security improves among people.

C) **Factor Affecting Satisfaction both Directly and Indirectly**

In addition to factors mentioned above, there are other factors affect on life satisfaction both directly and indirectly. The quality of these factors affects the basis of their rate as following:

1. The deprivation feeling variable directly has decreasing effect on life satisfaction (0/4 path coefficient) while this variable through security feeling variable (with -0/04 path coefficient) has decreasing effect on life satisfaction. It shows that as the rate of deprivation feeling increases in a society, security feeling and trust and finally satisfaction rate are expected to decrease.
2. Trust in efficiency of practitioners (with 0/11 path coefficient) directly affects life satisfaction. However, this variable through feeling of security (with 0/16 path coefficient) and social trust (with 0/06 path coefficient) has increasing effect on life satisfaction. This effect shows that as the rate of trust in practitioners increases in a society, satisfaction rate is expected to increase.

3. Need fulfillment in a direct way (with 0/11 path coefficient) and through security feeling factor (with 0/08 path coefficient) indicated that the rate of security and life satisfaction increases as the society highly satisfies the needs of all members.

Figure 1.3 Path Analysis of Direct and Indirect Factors’ Effect on Life Satisfaction

The consequences of this diagram show that in order to increase rate of satisfaction from life. We must pay attention to following cases

1. Feeling of social security (security and safety in the fields of public environment of society, physical and financial)
2. Hopefulness about social future (clear outlook among people about the future of society or hopeful to improve situations in different spheres).

3. Being hopeful for future in individual level (hopefulness for improving individual conditions such as situations of occupation, revenue).

4. Social trust (in first level, trust to relatives and close friends and in second level to individuals of society).

5. Political trust or trust to efficiency of practitioners (trust to capability of practitioners to regarding given responsibilities).

6. Feeling of social justice (feeling of distributive justice in the field of facilities and positions among people).

7. Rate of needs fulfillment (including initial and secondary needs such as eating, clothing to self-esteem and self actualization among people).

8. Feeling of relative deprivation in comparison with others in the field of material and non-material facilities and self role and position in society.

9. Rate of commitment to religious beliefs (the rate of beliefs to religious instructions and observance of religious rites).

1.11.1.4. THEORIES OF LIFE SATISFACTION

Life satisfaction includes a cognitive appraisal of one's general state, and there are two approaches. One is built on the idea that there are basic and universal human needs and that people will be happy if one's circumstances allow a person to fulfill those needs.

The other approach assumes that life satisfaction is seen as the product of internal traits, temperament and personality dimensions have been considered as powerful determinants of life satisfaction. Kim, Suh, Shin, Jung & Oh (2007).

Two opposite view expressed in theoretical models have explained life satisfaction on the basis of disengagement and activity theory.
Cumming & Henry (1961), have propounded 'disengagement theory' according to which high satisfaction is normally found in those individuals who accept the inevitability of reduction in social and personal interactions.

On the other hand 'activity theory' emphasizes that the people who live an active life derive greater satisfaction from their life (Baltes & Schais, 1976).

Most of the earlier researches on life satisfaction centered on its relationship to either activity theory or disengagement theory. Proponents of activity theory argued that continued activity was necessary for life satisfaction, whereas the proponents of disengagement theory argued that a discontinuation of activities by the elderly was necessary for life satisfaction. The research has shown neither activity nor disengagement theorists to be correct in their beliefs. Life satisfaction has proven to be far more complex than either activity theory or disengagement theory postulated (Havighurst, 1968 b).

**Maslow's Need Hierarchy Theory emphasizes** – two fundamental premises:

1) Man is a wanting animal whose needs depend on what he already has. Only the needs not yet satisfied can influence behaviour.

2) Man's needs are arranged in a hierarchy of importance. Once one need is satisfied, another need emerges and demands satisfaction.

According to Maslow (1970), the physiological needs have to be first satisfied, but simultaneously several needs may be fully or partially satisfied. With the partial or substantial satisfaction of one of the lower needs, a higher need may slowly emerge... which dominants the organism. And when these in turn are satisfied, again new (and still higher) needs emerge and so on. That is what saying that the basic human needs are organized into a hierarchy of relative prepotency.

Maslow as a psychologist believed that human needs as a kind of instincts, especial to human beings and not found in any other animals. Maslow's opinions about human needs and hierarchy of needs are of high
importance, although most psychologists have already addressed the subject of human needs. For this purpose we will, firstly, discuss Maslow's opinions in the following.

Maslow proposed five sets of basic needs that can be arranged in a definite hierarchical order as shown in figure 1.4.

1. Physiological Needs
2. Safety Needs
3. Social Needs
4. Esteem Needs
5. Self Actualization Need

Figure 1.4 Maslow’s Hierarchical Structure of Human Needs

Physiological needs includes needs such as food, clothing, dwelling, health, all of which human being has to meet in order to continue his life. All of them can individually be examined in social studies for the assessment of individuals’ current situations. Compared with upper level needs, physiological needs are more limited, concrete, conscious and evident. Maslow knew those needs as the most important ones and put them at the top of hierarchy. He believed that most human activities would be met and enables his body system to work. It is only in this case that other human activities will give him stimulation.

After that one level of needs were met, need of other level will become significant. They are these latter needs which dominate the individual behaviour until we reach to the lowest level of hierarchy.

In his theory and throughout his book "Stimulation and Personality", Maslow introduced the concept of "satisfaction" equal to needs satisfaction which includes states as awareness, strength, quickness, joy and reward.

Another theory about life satisfaction is "Relative Deprivation". This theory believes that an individual generally compares himself with others. Thus
whenever he feels poverty and injustice, he will show severe emotional reactions such as job changes, disobedience, suicide……etc. When this feeling reaches high, it will lead to serious social conflict.

In general, according to the theory, an individual compares himself with others and reference group. He likes to have similar conditions as others. If he perceives, as the result of comparison, that his rewards and situation, according to his efforts and money spent, is unfair and injustice, he will feel relative deprivation. This will lead to personal and social dissatisfaction.

1.11.1.5. LIFE SATISFACTION AS AN INDICATOR OF SUBJECTIVE WELL-BEING AND QUALITY OF LIFE

Related terms sometimes used interchangeably with life satisfaction are happiness, quality of life, and (subjective or psychological) well-being (a broader term than life satisfaction).

Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time raging from negative to positive. It is one of three major indicators of well-being: life satisfaction, positive effect, and negative affect (Diener, 1984).

Life satisfaction is one of the indicators of subjective well being (Horley, 1984). It has been conceptualized as an assessment of life as a whole on the basis of the fit between personal goals and achievements (Andrew and Withey, 1976).


Land (2001), states life satisfaction is an overall level of well-being of individuals. It indicates how well people fare in several dimensions of life,
which are more or less consensually defined as reflecting important societal values and goals.

The concept of subjective well-being is widely accepted and generally used for describing individual subjective experiences of their lives with respect to (Diener & Suh, 1997):

1. Satisfaction, which refers to more cognitive – driven evaluation of living conditions or life as a whole.
2. Pleasant feelings, which refers to positive moods and emotions, like happiness.
3. Unpleasant feelings, which refers to negative moods and emotions like stress or worries.

Subjective quality of life is the sum of people's experiences of opportunities open to them, and of the actual choices they make and the life results they achieve within their social contexts.

Allardt (1993), introduced the concept of having, loving and being into quality of life research. According to Allardt, these are 'catchwords for central necessary conditions of human development and existence'. In this triad, 'having' is the dimensions refer to material living conditions which are' necessary for survival and for avoidance of misery'. People must have clothes, meals, a home, heating, and so on. Health was also placed in this concept. In addition to material aspects of life, 'loving' stands for relation to other people and feeling of belonging and social identity. This dimension includes the intensity and quality of contacts with one's family and relatives as well as with friends and neighbours. Finally 'being' refers to the degree of integration into wider society and of living in harmony with nature. The positive side of being is characterized as personal growth. The negative side is described as alienation from work, society, or nature. Further in addition to it Allardt used the
summarizing measure, life satisfaction, in order to explain dimensions or areas of life (either measured by objective or subjective on indicators) which have the strongest impact on individuals' contentment with life.

<table>
<thead>
<tr>
<th>Having</th>
<th>Life satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Economic resources, income and living standards)</td>
<td></td>
</tr>
<tr>
<td>Objective/ subjective</td>
<td>(Positive or negative assessment of</td>
</tr>
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<table>
<thead>
<tr>
<th>Loving</th>
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<tr>
<td>(Social relations with family, friends and neighbours)</td>
<td></td>
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<td>Objective/ subjective</td>
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<tr>
<th>Being</th>
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<tr>
<td>(Integration into wider society, career)</td>
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<tr>
<td>Objective/ subjective</td>
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Figure 1.5 Conceptual Schemes for the Life Satisfaction

1.11.1.6. LIFE SATISFACTION AND TEACHERS

General meaning of life satisfaction as stated in the earlier pages is true in case of teachers too but their life satisfaction must also be deemed to result from nature of their professional work. Obviously teachers who have adopted their profession out of love for it and continue with it with zeal and enthusiasm must be in a significantly different state of mind and outlook from those who happen to adopt the profession without real zeal for it or after having adopted it have lost interest or are losing interest in their professional work. Love for the profession one adopts is surely an essential factor in life satisfaction. This applies to all professionals whatever their professional areas.
Implications of love for one's profession are obvious. Without the love one would never to improve continuously one's knowledge, skills and capabilities needed for doing the work effectively and reach requisite levels of proficiency and excellence.

Many factors influence classroom instructions. A teacher's pattern of behaviour is considered as one of the most significant factors.

The success of any educational programme depends upon the performance of the teacher. The role of a teacher is crucial and without a positively oriented teacher, education system would crumble. Most of the teachers working in schools live under duress and bear the strain of administrative pressure at work place and family tension back home. If the nation builders themselves are not satisfied with their life, it cannot be expected from them to produce well educated citizens, as professional satisfaction has been reported to be positively correlated with life satisfaction (Cramer, 1995).

A good teacher is the backbone of all educational programmes carried out in educational institutions. A good teacher is the one who is committed, dedicated, proficient and satisfied. So if the teachers have professional values and are satisfied with their teaching and life, they can do a lot to uplift the standards of education in schools.

The teacher's job needs zeal, fervor, devotion, and commitment towards work and inculcation of knowledge, attitudes and values among the children. The teacher being the corner stone of arch of the education must be satisfied with his job so that he delivers the goods to the best of his ability. Therefore, it is essential to see that the teachers are satisfied with their occupation as well as with their life, so that they can produce the best citizens who can become the backbone of the future society. If the teacher is sufficiently efficient, greatly interested and immensely involved in his work and does it satisfactorily, all efforts made to effect any improvement in the field of education are bound to succeed.
Human behaviour plays an important role in life. It consists of many aspects and many factors influencing their behaviour. No doubt, progress and prosperity and satisfaction in life also depend upon many factors, but all the other factors can come into full play, if the members of the society are more creative. It is also important that an individual must be fully satisfied in every sphere of life. Happiness is the essence of satisfaction. Day by day, it is observed that teachers are becoming dissatisfied which is making them anxious.

According to Lavingia (1979), a teacher who is happy with his work and finds satisfaction in his life, plays a pivotal role in the upliftment of the society. Such a teacher can do justice to his work and is supposed to be acclaimed and highly accepted personality among students. Only a friendly, enthusiastic and secure, well adjusted teacher can contribute to the well being of his pupils.

According to Verma and Suri (1981), frustration should not creep in teacher's life as it may directly influence students and the teacher himself. A dissatisfied teacher can become irritable, depressed, hostile, tired and neurotic. He may create tensions which can have negative influence on students’ learning process consequently affecting their academic growth. Such a teacher can also be a source of danger to the country.

Satisfaction is most essential and important in every sphere of life. Where there is dissatisfaction in life no improvement or betterment is feasible. One who is dissatisfied or discontented with life a kind of frustration will prevail and he cannot step on the stair of becoming a good citizen. This is also true with regard to teachers. Satisfied teachers concern themselves with subject matter, helping children to learn, influencing their life, character development and drawing personal satisfaction when students grow and achieve (Trotler, 1985).
In summary, teaching undoubtedly belongs to the accepted category of major professions in present day civilized societies. Whatever has been said under the previous headings in the previous pages, applies with almost equal probability and veracity to professional commitment in the field of teaching. A low life satisfaction is likely to called 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 than other teachers. Again, 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 same time having necessary competencies to establish rapport with their pupils are also likely to have relatively greater life satisfaction.

It needs to be stated as explicitly as possible that life satisfaction is a fluctuating value for all humans and obviously teacher could not be exceptions in this respect. Even if all circumstances of existence and conditions of work are the same in educational institutions, they are bound to be different significantly in terms of their effect upon professional commitment.
1.11.1.7. EFFECTS OF LIFE SATISFACTION ON PROFESSIONAL COMMITMENT

Irrespective of the nature of the factors on which life satisfaction is considered to depend, it can be convincingly asserted that 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 very line of reasoning it can be safely 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.

1.11.2. 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 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.

However, it needs to be straight way mentioned that it is not just mere length of teaching experience which matters with respect to the development of professional commitment. Obviously, 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.

Bishop & Whitfield (1972), hold the view, as novices in the profession. the practice teachers might be unable to understand fully what and how students think, to represent accurately what subject content they know, to manage the classroom situations effectively.

Ponte, Oliveira & Varandas (2002), observe aptly 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 or criteria develops.

Modern Society now requires teachers to be “knowledge workers” with experience. Professional knowledge about teaching is getting rapidly expanded to include new knowledge and skills, in particular new information-cum-communication technologies and other forms of technology.

In the words of Candy (1997), change is now so rapid that anyone who “is prepared to be a professional cannot be considered to be prepared in any
final sense, but must continue to go on learning” throughout their professional lives.

Hargreaves (2000), aptly observed that new and uncertain times require teachers to reinvest themselves as lifelong learners who are capable of operating in new ways.

Teacher expertise is the most important factor in student achievement. Expert teachers devote their time and energy to maximizing learning for all students, and they enable them to improve their achievements. Teaching proficiency is naturally associated with years of experience. If teaching task are taken seriously and sincerely over years that leaves to the highest degree of teaching capability and proficiency.

Expert teachers commit their time and energy to maximizing learning for all students, and hence student achievement improves. Teaching expertise is often associated with years of experience, and highest degree attained (Anderson, 2004).

Day (2004), says that experienced teachers who do maintain their levels of commitment became capable because they modify their commitment in response to their current personal and professional situations.

Hoy and Woolfolk (1993), found that experiences that provide teachers with success in daily tasks increases teacher’s sense of efficacy. In particular, pre-service teachers’ sense of efficacy grows as a result of field experiences with students in schools.

Glatthorn (1995), asserts that teachers’ professional development is what a teacher attains as a result of obtaining experiences and exploring his or her teaching systematically. Teachers’ professional development can be brought to teachers as opportunities to upgrade or apply their knowledge or it can be what teachers need and try to obtain or explore by their experiences.
Thinking on the same lines Eleonora (2003), points out that teacher professional development has to be perceived as a long term process as it acknowledges the fact that teachers learn over time help teachers in mastery of new skills widen their knowledge, develop an innovative insight into their pedagogy, their practice and their understanding of their own needs since teacher's professional experience is an aspect of his or her personal development as a whole.

Huberman (2001), defines and identifies five stages of teacher professional development from the beginning to their retirement as follows:

**Career entry** (1-3 years in the profession): Teachers try to survive and discover their job;

**Stabilization** (4–6 years in the profession): Teachers show their commitment;

**Divergent** (8–18 years in the profession): Teachers explore themselves and develop new methods of teaching;

**Second divergent period** (19–30 years in the profession): Some teacher relax and assess themselves, others criticize the system, administration colleague etc.

**Disengagement** (up to 50 years of experience): Teachers gradually separate from their profession; some other teachers find it a time of bitterness.

Angell, Ryder & Scott (2005), provided a framework to investigate the interaction of the differing aspects of professional practice in teaching contexts over an extended period of time. The framework relates to three aspects of practice: knowledge base, pedagogical action and fundamental influences. One novel (and central) feature of the framework is the identification of the communication approach as a key element in the development of pedagogical action from novice to expert teacher. Pedagogical action is intimately related to the kinds of knowledge (about content, teaching strategies, pupil reasoning etc), or knowledge base, which are available to novice and expert teachers.
For the beginner teacher there is a tendency to focus on their own teaching performance Hogan et al. (2003), and to be primarily concerned with the transmission of correct information or content. In this way, it might be expected that the beginner teacher adopts a communicative approach which is largely authoritative in nature. By way of contrast we conceptualize the practice of the expert as focusing on both teaching and learning and being concerned with responding to the learners existing situation (Meyer, 2004). The expert teacher is able to move fluently between authoritative and dialogic passages (taking account of students' reasoning) for teaching (Mortimer & Scott, 2003).

In other words, the expert teacher is likely to demonstrate both authoritative and dialogic communicative approaches in their teaching according to the teaching context and purposes.

Shulman (1995), provided a model (figure-1.7) which depicts the notion that teacher understanding and expertise develop over an extended,
ongoing time continuum, with certain aspects becoming more salient than others at different times (the time line at the bottom).

Figure 1.7 Model of Teacher Expertise (Shulman, 1995)

Throughout their professional live, teachers develop along six domains: vision, motivation, knowledge, reflection, practice, and context. This development does not just occur at the individual level, but is a result of complex interactions and situations shared with others and with institutions.
From what has been said and quoted in the previous pages, it is clear that all the authorities recognized 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.

1.11.3. ORGANISATIONAL CLIMATE

The environmental variable of 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.

The earliest reference of Organisational Climate is found in the article of Lewin, Lippit and White (1939). The article mainly emphasized on the relationship between leadership styles so called ‘social climate’.

Fleishman (1953): discussed ‘Leadership climate’ as a construct but he did not explain the concept of climate very elaborately. Organisational climate was first very comprehensively defined by Argyris (1958). Argyris defined climate in terms of formal polices, employee need, values and personality.

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.

Halpin and Croft (1963), constructed the term organization climate as the “organisational personality” of the school. Analogously, “personality is to the individual what organisational climate is to the organization”
individual has been called different names, i.e., atmosphere, tone, personality, health and climate.

For Lonsdale (1964), organisational climate is the “global assessment of the interaction between the task-achievement dimension and the needs satisfaction dimension within the organization or in other words, of the extent of the task needs integration”.

Gregopoulos (1965), defined organisational climate as a ‘normative structure of attitudes and behaviour al standards which provided a basis for interpreting the situations and act as a source of pressure for directing activities.’

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.

Schneider and Bartlett (1968), viewed organisational climate as global perception held by individuals about their organisational environment.

Litwin & Stringer (1968), has given a macro perspective of analyzing the organisational climate. According to them,” Organisational climate can be defined as the perceived attributes of an organization and its sub-systems as reflected in the way an organization deals with its members, groups and issues”.

Campbell et. al., (1970), defined organisational climate as ‘set of attributes specific to a particular organization that may be induced from the organization, deals with its members and its environment. For the individual member within an organization, climate takes the form of a set of attitude and expectancies which describe the organization in terms of both static characteristics and behaviour outcomes and outcome-contingencies.”

Schneider & Hall (1972), presented organisational climate as 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.

**Pritchard & Karasick (1973)**, synthesized the definition of organisational climate as a relative enduring quality of an organization’s internal environment distinguishing it from other organizations (a) which result from the behaviour and polices of members of the organization especially top management (b) which is perceived by members of the organization (c) which serves as a basis for interpreting the situation and (d) acts as a source of pressure for directing activity.

**Schneider (1975)**, defined organisational climate as a mutually agreed internal (or molar) environmental description of an organization’s practices and procedures.

**Payne and Pugh (1976)**, defined organisational climate “as a molar concept reflecting the content and strength of the prevalent values, norms, attitudes, behaviour and feelings of the members of a social system.

**O’Neal (1987)**, defined school climate as the combination of eight variables (i) clear school mission (ii) safe and well ordered learning environment (iii) Expectations for success (iv) high moral (v) effective instructional leadership (vi) quality classroom instruction (vii) monitoring of student progress (viii) positive home school relations.

**Sweeny (1988)**, organisational climate is defined as the prevailing conditions affecting life and activities for effective schools. A humane, healthy school climate affecting life and activities of students and staff is a necessity. Because school climate influences the affective domain, it is difficult to isolate climate from the skills, knowledge and attitudes that students gain through their academic studies.

**Reichers and Schneider (1990)**, defined organisational climate as “The shared perception of the things are around here”. They emphasized the importance of shared perceptions as underpinning the notion of climate.
Hart, Griffin, Wearing & Cooper (1996), have pursued the shared perception model of organisational climate. Their model identifies the variables which moderate an organization’s ability to mobilize its workforce in order to achieve organization’s goals and maximize performance.

Owens (2004), related the organisational climate to such terms as atmosphere, personality, tone, or ethos.

Isaksen and Ekvall (2007), defined organisational climate as the recurring patterns of behaviour, attitudes and feelings that characterize life in the organization.

1.11.3.1. PARAMETERS OF ORGANISATIONAL CLIMATE

As it is clear from the said definitions of organisational climate, School organisational climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. It significantly impacts educational environments and can be a positive influence on the health of the learning environment or a significant barrier to learning.”

Halpin and Croft (1963), identified eight dimensions of school climate which are described as follows:

![Dimensions of School Climate](image)

**Figure 1.8 Dimensions of School Climate**
a) Teacher’s Behaviour (Group Characteristics)

1. Disengagement refers to a teacher’s tendency to be “not with it”. It describes a group which is “going through motions”, a group that is “not in gear” with respect to the task at hand. In short, this focuses on the teacher’s behaviour in a task oriented situation.

2. Hindrance refers to the teachers’ feeling that the principal burdens them with routine duties. Committee demands and others requirements which they feel are unnecessary work. They feel that the principal is hindering rather than helping their legitimate work.

3. Espirit refers to “morale” of teachers, a feeling that their social needs are being satisfied and that they are at the same time, enjoying a sense of accomplishment.

4. Intimacy refers to a teacher’s enjoyment of friendly social relations with each other. This dimension describes a social need satisfaction which is not necessarily associated with task accomplishment.

b) Principal’s Behaviour (Leader’s Characteristics)

1. Aloofness refers to the behaviour of the principal which is characterized as formal and impersonal. He “goes by the book” and prefers to be guided by rules and policies rather than deal with teachers in an informal, face-to-face situation. He keeps himself at least ‘emotionally’ at a distance from staff.

2. Production Emphasis refers to behaviour by the principal which is characterized by close supervision of the staff. He is highly directive. His communications go in one direction and he is not sensitive to feedback from the staff.

3. Thrust refers to the behaviour of the principal which reflects his evident effort in trying to “move the organization”. This behaviour shows the
principal’s attempt to motivate teachers through examples set personally. His behaviour is viewed favorably by the teachers.

4. **Consideration** refers to the behaviour of the principal with an inclination to treat teachers ‘humanely’, to try to do something extra for them in human terms.

In brief, all the eight dimensions are divided into categories, four referring teacher’s behaviour and four to principal’s behaviour.

**Dimensions of School Organization Climate by Hoy, Tarter, & Kottkamp, (1991)**

**Institutional Integrity** is the school’s ability to cope with its environment in a way that maintains the educational integrity of its programs. Teachers are protected from unreasonable community and parental demands.

**Principal Influence** is the principal’s ability to influence the actions of superiors. Being able to persuade superiors, to get additional consideration, and to proceed unimpeded by the hierarchy are important aspects of school administration.

**Consideration** is principal’s behaviour that is friendly, supportive, open, and collegial: it represents a genuine concern on the part of the principal for the welfare of the teachers.

**Initiating structure** is principal behaviour that is both task- and achievement-oriented. Work expectations, standards of performance, and procedures are articulated clearly by the principal.

**Resource Support** refers to a school where adequate classroom supplies and instructional materials are available and extra materials are readily supplied if requested.

**Morale** is a collective sense of friendliness, openness, enthusiasm, and trust among faculty members. Where teachers like each other, like their jobs, and help each other and they are proud of their school and feel a sense of accomplishment in their jobs.
Academic emphasis is the extent to which the school is driven by a quest for academic excellence. High but achievable academic goals are set for students; the learning environment is orderly and serious; teachers believe in their students' ability to achieve; and students work hard and respect those who do well academically.

1.11.3.2. TYPES OF SCHOOL ORGANISATIONAL CLIMATE

Halpin and Croft (1963), identified six types of school climate on the basis of sampled schools.

1. **Open Climate** – It is an environment in which teachers obtain social needs satisfaction as well as job satisfaction and enjoy a sense of accomplishment in their job. They perceive their principal (leader) as highly considerate and democratic in behaviour and hence the group members as well as the principal feel “all of a piece”. So the group enjoys a high degree of integration and authenticity of behaviour.

2. **Autonomous Climate** – It is an environment in which the teachers enjoy a friendly relationship and a high degree of group morale. They satisfy their social needs to a great extent, moderate and enjoy a degree of job-accomplishment. Absence of active leadership mixed with average controls on the part of the principal is perceived as an element of psycho-physical hindrance.

3. **Familiar Climate** – It is the conspicuously friendly behaviour of both the principal and the teachers. The teachers have established personal friendship among themselves and socially, at least, everyone is a part of a large happy family. Social needs satisfaction is extremely high. The principal exercises leadership in an indirect manner and tries to keep production satisfactory. His behaviour is job oriented but does not hinder the social needs satisfaction on the part of the teachers.

4. **Controlled Climate** – It is an environment which can be characterized as highly task-oriented at the cost of social needs satisfaction of the members (teachers). Leadership acts stem from one side and in a
dictatorial manner. Group involvement is never encouraged. The human aspect of the individual is neglected and communication is always one-sided. Teachers get little job satisfaction out of task accomplishment.

5. **Parental Climate** - It is a situation in which the faculty has to work in the way the principal wants but at the same time principal acts as a parental guardian of school faculty and does not ignore the individual interest and hence his behaviour is perceived as highly considerate.

6. **Closed Climate** – In this climate all members of the organization have a high degree of apathy. The organization is not moving. This climate lacks authenticity of behaviour. The principal constrains the emergence of leadership acts from the group. The group members secure neither social needs satisfaction nor job satisfaction stemming from task accomplishment.

1.11.3.3. **FACTORS AFFECTING ORGANISATIONAL CLIMATE**

Characteristics of school, such as the physical structure of a school building and the interactions between students and teachers, are two diverse factors that both affect and help to define the broad concept of school climate. School climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes. The elements that comprise a school’s climate are extensive and complex. As a result, researchers have identified the following factors that influence school climate.

- Number and quality of interactions between adults and students *(Kuperminc, Leadbeater and Blatt, 2001)*
- Students’ and teachers’ perception of their school environment, or the schools ‘personality *(Johnson, Johnson, & Zimmerman, 1996)*
- Environmental factors (such as the physical buildings and classrooms, and materials used for instruction)
- Academic performance *(Johnson & Johnson, 1993)*
- Feeling of safeness and school size *(Freiberg, 1998)*
• Feeling of trust and respect for students and teachers (Manning & Saddlemire, 1996)

Litwin and Stringer (1968), have considered six factors which affect organisational climate. These are:

1. **Organisational Structure:** It is a perception of the extent of organisational constraints rules and regulation. It refers to the degree of formalization and non formalization of behaviour.

2. **Individual Autonomy:** It refers to the feeling of individuals’ freedom to exercise his responsibility. The more the forbidden activities are, the less unhappy the individuals are; and the more the permitted activities, the more the sense of satisfaction.

3. **Reward Orientation:** The degrees of confidence participants have how hard work of achievement is rewarded.

4. **Risk and Risk-taking:** The degree of which an individual feels free to try out new ideas or otherwise take risks without fears of reprisal, ridicule or other forms of punishment.

5. **Warmth and Support:** This refers to the cooperativeness and helpfulness received from other organization members in all respects. This creates a family atmosphere.

6. **Tolerance and Conflict:** This refers to the degrees of openness among organization members and willingness to tolerate individual differences.

Clark (1972), identifies eight general climate factors that determine the quality of school climate. He states, “the quality of the climate results from the interactions of the school’s program, processes, and physical condition. A positive school climate has strong evidence of:

1. **Respect** – Students see themselves as worthy. The staff feels the same way.

2. **Trust** – People don’t let each other down. Others can be counted upon in times of need.
3. **High morals** – People feel good about what is happening.

4. **Opportunities for input** – People cherish opportunities to contribute ideas.

5. **Continuous Academic and social growth** – Students and staff need to develop academic, social, and physical skills, knowledge, and attitudes.

6. **Cohesiveness** – Members need to feel a part of the school, having a change to exert their influence on it in collaboration with others.

7. **School renewal** – The school should be self–renewing with renewal, differences is seen as interesting, to be cherished.

8. **Caring** – Individuals feel other persons are concerned about them as human being.”

1.11.3.4. INTERVENTIONS TO IMPROVE SCHOOL ORGANISATIONAL CLIMATE

Educators and parents have multiple options to enhance school climate and students’ overall educational experience. The following is a possible intervention to improve school climate:

- Increased parent and community involvement
- Implementation of character education or the promotion of fundamental moral value in children
- Use of violence prevention and conflict resolution curricula
- Peer mediation
- Prevention of acts of bullying (Peterson & Skiba, 2001)
- Teachers and principals treat students fairly, equally and with respect
- Provide a safe environment for staff and students (Harris & Lowery, 2002)
- Personalization though adopt-a-kid programs, honouring most – improved students, and block scheduling (Shore, 1995).
1.11.3.5. COMPONENTS OF ORGANISATIONAL CLIMATE

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.

Litwin & Stringer (1968), has given a macro perspective of analyzing the organisational climate. This framework emphasizes on motivational linkages and seems to be quite relevant for studying organisational climate.

Litwin & Stringer (1968), Model: A brief

Their Framework considers six motives relevant for organisational climate.

1) **Achievement** – This motive is characterized by concern for excellence competition against standards set by others or by oneself, the setting of challenging goals for oneself, awareness of the obstacles that might be encountered in attempting to achieve these goals, and persistence in trying alternative paths to one’s goals.

2) **Influence** - this motive is characterized by a concern for making an impact on the others, a desire to make people do what one thinks is right and an urge to change situations and develop people.
3) **Control**- this is characterized by a concern for orderliness, a desire to be and stay informed about an urge to monitor events and to make corrective action when needed, and a need to display personal power.

4) **Extension** – this is characterized by a concern for others, interest in super ordinate goals, and an urge to be relevant and useful to large groups, including society as a whole.

5) **Dependency**- This motive is characterized by a desire for the assistance of others in developing oneself, a need to check with significant others (those who are more knowledgeable or have a higher status, experts, close associates and so on), a tendency to submit ideas or proposals for the approval, and an urge to maintain a relationship based on the other person’s approval.

6) **Affiliation**- this is characterized by a concern for the establishing and maintaining close personal relationship, and emphasis on friendship, and a tendency to express one’s emotions.

**1.11.3.6. ORGANIZATION AND HUMAN BEHAVIOUR**

The relevant literature makes a mention of several authorities whose works pertain to the influence that organisation has on human behaviour. Among these authorities are the names of Lewin 1936, Getzels and Guba 1957, Cheng 1987, Carver and Sergiovanni 1969. After conducting numerous studies, Lewin (1936) demonstrated that understanding human behaviour requires that we consider the whole situation (both the person and the environment) in which behaviour occurs. To Lewin (1936) behaviour is a function of the interaction of person and environment. For Getzels and Guba (1957) an organization is a social system which includes both the organisational dimensions and the individual dimensions. For Cheng (1987) the dynamic process of interaction between these two dimensions influences the working behaviour of members within the organization.
Carver and Sergiovanni (1969), provide the following model to depict the relationship of organizations and human behaviour found in schools.

Figure 1.9 Organizations and Human Behaviour: Focus on Schools.

Castetter (1976), links the individual and the organization in the following model.

Figure 1.10 The Individual and the Organisational climate.
Owens (1970), writes of organisational behaviour in schools:

“The individual person finds himself functioning in the organization not only as his individual self - but also as on who occupies a certain role within the social system in the organization. When we consider the individual person carrying out his unique role in an organization, we become concerned with the complex web of human involvement and its attendant behaviour in organisational life. As the individual, with all his needs, drives, and talents, assumes his official role, he shapes that role to some extent, and he is also shaped by it.”

Lonsdale (1964), depicts the interaction of the individual and the organization as under.

![Figure 1.11 Interactions of the Individual and the Organization](image-url)
1.11.3.7. THE IMPORTANCE OF SCHOOL ORGANISATIONAL CLIMATE

Authorities repeatedly point out that it is essential to recognize that 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.

A positive school climate is associated with fewer behavioural and emotional problems for students (Kuperminc et al., 1997). Additionally, a positive, supportive, and culturally conscious school climate can significantly shape the degree of academic success experienced by students (Haynes & Comer, 1993).

Positive interpersonal relationships and optimal learning opportunities for students in all demographic environments can increase achievement levels and reduce maladaptive behaviour (McEvoy & Welker, 2000). A positive school climate is associated with increased job satisfaction for school personnel. Finally, student perspectives are important during the transition from one school level to another. Attending a new school can be frightening for students and this apprehension can adversely affect students’ perceptions of their school’s climate and learning outcomes. Therefore, researches has shown that providing a positive and supportive school climate for students is important for a smooth and transition to a new school Taylor and Tashakkori (1995).

School climate plays a significant role in providing a healthy and positive school atmosphere. Freiberg (1998), notes, “the interaction of various school and classroom climate factors can create a fabric of support that enables all members of the school community to teach and learn at optimum levels”. It has been found that a positive school climate can yield positive educational and psychological outcomes for students and school personnel; similarly, a negative climate can prevent optimal learning and development (Freiberg, 1998;
Manning and Saddlemire (1996), conclude aspects of school climate, including “trust, respect, mutual obligation, and concern for other’s welfare can have powerful effects on educators’ and learners’ interpersonal relationship as well as learners’ academic achievement and overall school progress”. What children learn about themselves in school through interactions is equally important as the academic knowledge they receive. School climate, if positive, can provide an enriching environment, both for personal growth and academic success.

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 stated and devoted to highlight the description of the said variable leaves hardly any doubt about its potential and actual relationship with the variable of professional commitment of teachers. Whatever the areas in which they might happen to operate in educational institutions, the professional commitment of teachers cannot remain uninfluenced and untempered by the positive and negative characteristics of organisational climate.

1.12. 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. It is therefore necessary that teacher being corner stone of the arch of education must be satisfied with his life only then he will be able to discharge his duties and responsibilities intelligently or effectively. Hence, it is essential to see that teachers are satisfied with their life, as it helps in sustaining their professional commitment.

The professional commitment on the part of teachers is obviously and essentially 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. Yet, it can safely be asserted that nobody can possibly deny this relationship.

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. Thus, organisational climate can be said to be directly related with teacher’s performance and commitment in the organization.

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, in fact, is a complex and multifaceted phenomenon having serious implications for teaching in particular and for the system of education in general. A systematic study of professional commitment of teachers offers a rich and fertile land for yielding a high quality research product.
Present study was significant as it aimed at discovering the facts relating to;

1. The levels of professional commitment of teachers.
2. The relationship between professional commitment and life satisfaction.
3. The impact of length of teaching experience on professional commitment and finally;
4. The facts relating to the relationship between professional commitment and organisational climate in the schools of Punjab state.

All the said type of facts are such facts which could be utilized for framing policies and practices of education for all that goes by the name of quality in the field of teaching and learning. However, the investigator is fully conscious of the fact that the results of the findings of a single empirical study for the discovery of said type of facts cannot be deemed sufficient for framing policies and practices of education. For this purpose the undertaking of many more such studies would be required.

1.13. 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”

1.14. 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 the pledge or promise or role obligation of teachers’ measurable 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.”

**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.

### 1.15. 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 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 differences in the professional commitment of secondary school teachers with respect to organisational set-up.
6. To find out the difference in the professional commitment of teachers with high, average and low levels of life satisfaction.
7. To find out the differences in the professional commitment of teachers with varying lengths of teaching experience.
To find out the differences in the professional commitment of teachers working in schools with highly favourable, favourable and unfavourable type of organisational climate.

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

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

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

1.16. HYPOTHESES OF THE STUDY

The hypotheses of the study are stated as under:

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.


1.17. DELIMITATIONS OF THE STUDY

Every research problem has to be investigated within certain well-defined boundaries. The present study was confined to the following:

1. The present study was delimited to secondary school teachers of Punjab state only.

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

3. A restricted sample of 600 teachers from secondary school was taken up.

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