CHAPTER II

REVIEW OF THE RELATED LITERATURE
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A review of related literature is of paramount importance for every researcher who wants to proceed meaningfully in choosing his/her research project from the field of interest. Best (1993), says, "...a familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and what problems remained to be solved." The perusal of research studies enables new researchers to acquaint themselves with the research strategies that have proved efficacious in executing research works carried out by earlier investigators. This helps them to proceed with essential insight and avoid pitfalls of trial and error. According to Koul (2001) ... review of related literature, besides allowing the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research, enables the researcher to define the limits of his field." The real purpose of the review of related research is the fitness of a particular project into a broader scheme, enabling one to see its importance and relate it to other studies.

In the present chapter, however, an attempt has been made to review the literature on professional commitment of teachers, whatever could be gathered from various sources. The review of related studies is concluded with an overview, highlighting the emerging trends in research relating to professional commitment.

The review is based on a survey of articles, speculative essays, empirical papers published in research journals, educational surveys published by National Council of Educational Research and Training, books and M.Phil. or Doctoral dissertations related to the theme. With a view to make our theme
more comprehensive, coherent and unified, the review of related studies is
divided into the following categories;

2.1. Studies related to Professional Commitment.
2.2. Studies related to Professional Commitment and Life Satisfaction.
2.3. Studies related to Professional Commitment and Teaching Experience.
2.4. Studies related to Professional Commitment and Organisational Climate.

The review of a reasonable number of studies related directly or indirectly to the problem undertaken by the investigator is given below.

### 2.1 STUDIES RELATED TO PROFESSIONAL COMMITMENT

Studies related to professional commitment were divided into two broad
categories:-

(a) Studies carried out abroad.
(b) Studies carried out in India.

**Studies carried out abroad**

McIntyre (1970) studied job involvement as a variable of organization
behaviour in relation to career commitment, on a group of male teachers. He
observed that job involvement and career commitment are positively related.
He also reported that the element of upward ‘flux’ did not influence the career
commitment of the people.

Hrebiniak and Alutoo (1972) compared commitment of 318 elementary
and secondary school teachers and 395 nurses in relation to personal
characteristics, role related variables. Females, married persons, less interest in
higher degrees, showed high commitment. Further analysis revealed that role
tension and tenure were best predictors. The findings of the study also
confirmed that there was no significant difference between teachers and nurses
on the average level of commitment, respondents from blue collar background
exhibited less commitment than that of white collar, managerial and
professionals. The most committed respondents were those with the greatest
amount of seniority and lowest level of tension, while least committed were male subjects with the high level of experience of role tensions.

Stahl, et. al. (1979) reported positive correlation between organisational commitment and professional commitment.

Angle and Perry (1981) reported females were more strongly committed to their organization with organisational effectiveness measures. They also found that commitment to stay showed negative relationship with turnover and no strong relationship with organisational effectiveness. They concluded that value commitment showed stronger relationship with effectiveness than stay commitment. Finally they suggested that commitment to stay and commitment to work, though, independent constructs but in combination have far reaching implications for organizations.

Wera (1982) conducted a survey in Thailand and found that professional attitude of urban teachers was more favourable than that of rural teachers, female teachers had more favourable attitude towards teaching profession than male teachers, more experienced teachers had more favourable attitude than less experienced teachers.

Lacy et. al. (1983) studied the effect of sex difference on job attribute preferences and work commitment and utilized data from five national samples gathered as a part of general social survey by National Opinion Research Centre, university of Chicago between 1973 to 1980 (N=7281). Their study indicated that commitment to work was related to age, tenure, education and occupational prestige and that more men than women preferred to continue to work.

Ferris and Aranya (1983) found that professional’s moral involvement may be more important determinant of turnover than calculative involvement and that organisational commitment and professional commitment were strongly related. In this study professional commitment was measured by Organisational Commitment Questionnaire by replacing organization with term ‘profession’.
Luthans et al. (1985) made a cross-cultural study of levels of commitment among 1187 American, 176 Japanese and 302 Korean employees. Result showed that Korean’s and Japanese employees have similar commitment but both of them were lower than US employees and that the notion of lifetime commitment was not relevant to commitment.

Sadler (1987) examined the trend that more academic ability teachers leave teaching profession than less academic ability teachers. For this he administrated a questionnaire at 2, 4, 6 years interval after graduation. Results revealed no support to the above contention.

Brown (1987) tested a model of individual situational and demographic variable as antecedents of commitment, for this he included 261 faculties from two universities. Results indicated that situational variables taken together did not significantly predict professional commitment, and that background variables were not significantly related to professional commitment.

Mathieu and Zajac (1990) supported two dimensional conceptualization of professional commitment using active commitment characterized by involvement and identification, and passive commitment characterized by intention to stay. The study also acknowledged links between commitment and employee behaviour that might be moderated by situational factors. It was also concluded that education level has a low negative correlation with commitment, while age shows a medium positive correlation whereas women show higher commitment than men.

Bourantas and Papalexandris (1992) studied variables affecting Organisational Commitment in a comparative study of private versus publicly owned organizations in Greece and found that Organisational Commitment among managers in the public sector was lower than that of private sector. The study revealed that both the type and size of an enterprise as well as the organization culture could affect the Organisational Commitment of managers.

Bradley (2003) found a reasonable correlation between desire to teach and making a difference in students’ lives and in society. Three qualities were
identified which make the teachers successful; these were (i) motivating students, (ii) strong communication skills, and (iii) commitment.

Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators had no impact on their attitude towards teaching profession as well as level of job satisfaction.

(b) Studies carried out in India.

Punia (2000) studied commitment among university teachers on two dimensions namely, organisational commitment and job commitment. He found that university teachers were more committed towards their job as compared to their organization.

Shishupal (2001) studied student-teachers of Bachelor of education classes with an intension to gauge their commitment to teaching profession. He found that the teacher-trainees exhibited a fair degree of commitment to teaching profession. He also found sex, tenure, age, father’s occupation, community background and income groups were not predictors of commitment. His study also revealed that caste categories have some influence in determining levels of commitment.

Sharma, (2001) studied commitment among teachers engages in inter colleges, degree colleges and the University teachers. Her sample size consisted of 100 teachers. She found that age, sex, faculty had no bearing on commitment, where as the level of education, i.e., primary, secondary and higher had contributed to the development of commitment. Teachers engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education. Similarly higher academic career, achievement and higher commitment went together.

Maheshwari (2004) carried out a study with an objective to ascertain the extent, variation and distribution of professional commitment among teachers in secondary education. Findings revealed (1) Secondary school teachers have exhibited a tendency of moderate level of professional commitment. (2) The
professional commitment is differently distributed among school teachers. (3) The variation of professional commitment among school teachers is related to their social and academic characteristics. (4) Gender has been found to be a predictor of professional commitment. Female teachers exhibited higher commitment than their male co-professionals. (5) Age, academic achievement, caste community background, length of teaching experience, associational membership have not been found to be the discriminator of professional commitment among teachers. (6) Above mentioned variables however have shown some significant relationship with different dimensions of professional commitment among teachers.

Kohli (2005) conducted a study on professional commitment of teacher educators and found that majority of teacher educators are moderately committed. No significant difference is there between male and female teacher educators with respect to their professional commitment as a whole. Different dimensions of professional commitment of teacher educators are positively and significantly co related. There is no consistent significant relationship between professional commitment and length of teaching experience of teacher educators. Professional commitment of teacher educators increases in the early years of their service which decreases as the span of teaching experience increases initially but when time and tenure of their being in service decreases and teaching experience increases the level of their professional commitment also increases. Professional commitment and job satisfaction are positively and significantly co related. There is no significant difference in the professional commitment of highly satisfied and less satisfied teacher educators.

Usha and Kumar (2007) Studied the teachers commitment and teachers self concept as predicators of job satisfaction among school teachers. The study revealed that there were low and slight correlation between teacher commitment and job satisfaction in case of male and female teachers.

Rajan (2009) studied the qualitative difference as perceived by pupil teachers of self financed and government aided teacher education institutions
and found significant difference between the two. The pupil teachers of self financed institutions showed better perception than government aided teacher education institutions. The qualitative difference as perception by male and female pupil teachers of teacher education institutions, the significant difference was found between male and female pupil teachers of teacher education institutions. The male pupil teachers have better perception than female pupil teachers of teacher education institutions. The qualitative difference as perceived by male and female pupil teachers of self financed teacher education institutions, the insignificant qualitative difference was found between male and female pupil teachers of self financed teacher education institutions. The qualitative difference as perceived by male and female pupil teachers of government aided teacher education institutions, the significant qualitative difference between male and female government aided teacher education institutions, the male pupil teacher perceived better qualitative difference than female pupil teachers of government aided teacher education institutions.

THE REVIEW

The study of the above quoted research studies relating to professional commitment reveals that the phenomenon of professional commitment is more popular in foreign countries in comparison to our country. By and large researchers have remained focused more on organisational commitment than on professional commitment. Some of them have been studying the antecedents and consequences of organisational and professional commitment. On the variable of professional commitment, the investigator could trace only a few studies those too not directly related to the professional commitment of school teachers. However, she could find some studies indirectly related to the commitment reflected in the teachers’ attitude towards teaching profession and teachers self efficacy and competency. The review suggested that the studies on professional commitment of teachers await empirical investigations. A need was felt to study the professional commitment of teachers with its various
dimensions of commitment to students, society, profession, to attain excellence and basic values. It was also felt that it would be interesting and instructive to gauge the influence of gender, locale and organisational set-up on professional commitment.

2.2 STUDIES RELATED TO PROFESSIONAL COMMITMENT AND LIFE SATISFACTION

Studies related to professional commitment and life satisfaction were divided into two broad categories:

(a) Studies carried out abroad.
(b) Studies carried out in India.

(a) Studies carried out abroad.

Ritzer and Trice (1969) studied the relationship between age, salary, tenure, gender and commitment. He suggested that organisational and occupational commitments are psychological phenomena based on subjective meaningfulness of an occupation or an organization. They also found that organisational and occupational commitments were positively and highly interrelated, and that commitment was related with factors like age, tenure, marital status, salary etc.

Maultsby (1970) studied normative commitment, defined as an extent to which the individual mobilizes energy in the maintenance and defense of a normative standard. His sample consisted of 794 male high school seniors; the respondents were relatively homogeneous with respect to age and race. The finding of the study produced interesting results: that high status respondents were higher in commitment than middle and low status respondents, though the association was weak but statistically significant; that the respondents with the lowest opportunity and with the lowest aspirations tend to have low commitment; that when opportunities and aspirations were high, commitment was also high; and, that the other combinations produced commitment between
these extremes. He concluded that these categories were better predictors of commitment.

Sheldon (1971) studied social involvement and commitment to the organization, the results indicated that social involvement mediated in the development of organisational commitment in professionally committed people.

Jones (1972) studied commitment pattern among university teachers and students, he observed that their ability to communicate with other, elitism of one’s group, desire to control others, life satisfaction, desire for the institution to meet the need of the individuals and a feeling that others within organizations show responsibility as the best predictors of commitment.

Antonovsky and Antonovsky (1974) measured cohesion commitment and control commitment with seven-item scale. The finding clearly indicated that commitment is associated with a sense of satisfaction in terms of social needs, one’s major social roles, interpersonal relations and values.

Mc Laughin and Butler (1974) in their study found that career retention and commitment were significantly related. They also reported a significant relationship between professional commitment and job satisfaction.

Gould (1975) investigated relationship between commitment, organisational identification and growth-need satisfying environment. He reported strongest relationship between job involvement and commitment when growth needs are satisfied. His results also suggested that there might be two forms of commitment. Internal commitment, which has basis of higher order need satisfaction through participation in organization and external commitment based on satisfaction of lower order needs and overcoming barriers.

Bartok (1976) examined whether attitudinal and personality characteristics determined and distinguished between high, moderate or low career commitments. They used multivariate analysis and found significant
relationship between career commitment and present life satisfaction and level of education.

O'Reilly and Cadwell (1980) studied the relationship between job choices, job satisfaction and commitment. He made distinction between choices based on intrinsic factors and choices based on extrinsic factors. The former included factors like interest in job, opportunity for advancement, responsibility the job provided, own feelings about the job, where as the later included factors like external pressure, advice of others, location of the job and salary. Their study revealed that tenure intensions were directly related to salary and that intrinsic concerns appeared to lead increased commitment. They concluded that both intrinsic and extrinsic decisions factors were positively related to job satisfaction and commitment.

O'Reilly (1981) made an attempt to study relationship between turnover and commitment of new employees by testing the retrospective aspects of commitment. He found that behavioural commitment, attitude commitment, and satisfaction were positively related with behavioural commitment with irrevocability, job satisfaction and job turnover.

Farrel and Rusbult (1983) carried out a study to establish relationship between job satisfaction and job commitment. They found that job satisfaction and job commitment are related to each other. In general, job satisfaction resulted from high job reward and low job cost where as strong job commitment was produced by high rewards, low costs, poor alternatives quality and large investment size. They also found that investment size exerted a greater impact on job commitment with passage of time.

Dubinsky and Skinner (1984) studied the perceived job characteristics, job satisfaction, motivation, commitment, job perception, and job performance. Result indicated overall job satisfaction and job performance had positive effect on commitment.
Folger and Konovsky (1989) found that commitment is more closely related to perceptions of fair treatment than to satisfaction with personal outcomes.

Meyer et al. (1989) examined the relationship between the performance and affective commitment, continuance commitment and job satisfaction. Job satisfaction and commitment were correlated with three indices of performance. The findings were interpreted in terms of distinction between commitment based on desire and commitment based on need.

Romzek (1989) while studying the effect of employee commitment on individual’s life satisfaction and career satisfactions concluded that the individual consequences of employee commitment are positive and supported the belief that psychological attachment to a work organization yields personal benefits for individuals.

Tomscheck (1986) studied the number of variables including leadership style, role clarity, social involvements, rewards, and life satisfaction on commitment and job performance. Among others, programme involvement and role clarity were related to commitment and social involvement and commitment were related to job performance.

Witting (1986) in a study of comparison of determinants and consequences between value commitment and continuance commitment reported that value commitment was predicted by intrinsic and extrinsic satisfaction, low level of role conflict, organisational size, inability to leave, the protestant work ethic, the self-growth ethic, and lack of materialistic ethic. Continuance commitment was predicted by intrinsic satisfaction, span of control, lack of belief in self-growth ethic. With respect to the consequence, negative outcomes of affective nature such as personal alienation, psychological symptoms of stress were found strongly inhibited by value commitment than continuance commitment.

Ciriello (1987) administered 163-item questionnaire on 655 full time teachers employed in catholic parochial elementary schools to understand
relationship between organisational commitment, professional commitment (teaching) and job commitment (particular school). Results revealed that professionally committed teachers were less organisationally committed. Professionally committed teachers were much influenced by personal significance of instructional goals and they ranked first in importance to the goal of personal growth. Finance scales were also found to be salient among work factors for professional commitment. Importance of religion in one’s own life was identified as a predictor of professional commitment.

Elzbieta (1987) examined elements of job satisfaction and individual social background among four professional groups: Doctors, Engineers, Lawyers and Teachers, as well as their differences in level of job satisfaction/dissatisfaction. The results revealed that there are some differences between professional groups in terms of work satisfaction/dissatisfaction, stemming, among other things, from the different prestige ascribed to each profession, to a large extent, they face similar ‘problems’ and derive similar ‘satisfaction’ from their professional work.

Johnston (1987) developed and tested a comprehensive model of organisational commitment using such variables leadership behaviour, role stress, job satisfaction, job involvement, comparison of alternatives, job tenure, propensity to leave, turnover and performance on organisational commitment.

Pierce and Molloy (1990) studied psychological and biological difference between secondary school teachers experiencing high and low level of burnout. They concluded that burnout in teacher had positive links with employee characteristics of low levels of responsibility and professional commitment.

Bisaria (1991) has conducted a pilot study of mobility patterns and professional commitment of higher secondary teachers and concluded that frequent transfer and mobility patterns were negatively correlated with professional commitment.
Capel (1991) in his longitudinal study of burn out in teachers has arrived at the conclusion that burnout and low level of commitment among teachers were positively correlated.

Baugh & Roberts (1994) studied professional and organisational commitment in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance.

Dolan & Gossenlin (1995) carried out a study with the objective to testing a reciprocal model of job involvement and life satisfaction, while controlling for same social demographic variable. The multiple item questionnaires were analyzed using correlation analysis, chi-square and Analysis of Variance. Results show interesting patterns emerging for the relationship between job involvement and life satisfaction of which 49.2% of all individuals have spillover, 4.35% compensation, and 7.3% segmentation type of relationships. Globally, social demographic variables demonstrate some effects on each satisfaction individual but also on the interrelation between life and work satisfaction.

Healy (1999) drawing on a larger study of professional teachers found that commitments change overtime and commitments of returners to job are the outcome of the interplay between ‘choices’ and ‘conditions’ encountered by them during their life cycle.

Kacmar, Carlson & Brymer (1999) found that demographic factors age, sex and marital status have a bearing on commitment. As regards the consequences of commitment, they have been studied in relation to job satisfaction, non-work satisfaction, and job involvement and found interactive relations between antecedents and consequences of commitment.

Lu and Chang (2002) carried out a survey to find the relationships among professional commitment, job satisfaction and turnover intentions. They found a significant positive correlation between job satisfaction and
professional commitment. A negative correlation was significant between professional commitment and turnover intentions.

Safari (2004) conducted a study to investigate the factors affecting on life satisfaction. Result of path analysis shows that security feeling variable has effect on life satisfaction with path coefficient 0.45. Therefore, we can refer to considerable contribution of organization such as disciplinary force and welfare organization in creation and establishment of security among people. It was observed that rate of individual satisfaction has increasing trend and as a whole rate of satisfaction in this domain is more than dissatisfaction but in relation to super individual domain (Social field) life satisfaction has descending trend.

Day (2005) identified factors which affected teachers enthusiasm and commitment in teaching and found teaching efficacy is expected to decrease with teachers lowering of confidence and drive 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.

Jagielo (2005) conducted a qualitative study so as to examine the perceptions that grassroots Head Start teachers had about the influence of their experiences in life (home, school, work, social forces etc.) on their professional pedagogy. The participants identified a variety of life experiences that influenced that professionally pedagogy. Three of the participants identified a predominant influence; one of the participants reported that she reversed the negative climate of her family origin to become positive in her own home and on job; another participant reported that a major shift in her thinking occurred when she experienced stress attack at work.

Lazar (2005) focused on occupational and organisational commitment and turnover intentions of employees. The study showed that occupational and organisational commitment can affect an employee’s intends to leave an organization. An employee’s emotional attachment, satisfaction level and
obligation to organization had a stronger correlation to turnover intention and commitment.

Trehan (2005) studied the relationship between the quality of working life and life satisfaction and found that the urban teachers are satisfied with their family life but rural teachers are more dissatisfied because of family pressures, time constraint and inconvenience of location. As a result of these their working hours increase leading to dissatisfaction in their working life. Urban teachers’ feel that their income is adequate for their needs and they are highly paid whereas rural teachers think their income is not sufficient they feel insecure.

Cetin (2006) conducted a research to find out if there is a significant difference between job satisfaction, occupation and organisational commitment of 132 academics and found a relationship between the academics’ job satisfaction, occupational and organisational commitment.

Elitharp (2006) studied the relationship of occupational stress, psychological strain, and satisfaction with job, commitment to the profession and resilience to the turnover intentions of special education teachers. The study reports on significant findings that emphasize for the first time, the role of psychological resilience in the study of special education teacher retention. The results indicate that as the perception to psychological resilience increases, commitment to the profession increases and the intent to leave the field of special education decreases.

Khanifar & Jandaghi & Shojaie (2010) explored a significant relationship between opportunities for inner life satisfaction and affective professional commitment. They reached a major conclusion that paying attention to people’s personal milieu and respecting their spiritual values and also allowing them to overtly and openly express their ideas in the work environment results in increasing inner life satisfaction and subsequently it causes increasing in affective professional commitment.
(b) **Studies carried out in India**

Ahmad (1986) studied job involvement among teachers and concluded that both individual and organisational factors determined job involvement of college teachers. He also found that job involvement was positively correlated with job satisfaction and life satisfaction.

Balaji (1986) measured commitment as an affective state of the individual. He found positive correlations between organisational commitment and age, level of position in the organisational hierarchy, and life satisfaction. But he found negative relationship with level of education and intention to quit.

Raju and Srivastava (1994) reported that commitment was positively related to institutional satisfaction and intrinsic motivation, but not with job involvement. It was argued that satisfaction with the institutional policies as well as the desire to perform well and the satisfaction derived by performing well might have led to commitment. They suggested that job involvement and commitment are independent constructs.

Verma and Roy (1988) reported a positive effect of need satisfaction (i.e., work motivation) and job satisfaction on organisational commitment.

Mohan Raju, P. (1992) studied the factors contributing to commitment to the teaching profession. He studied 454 senior secondary school teachers of Delhi. He found, work related personality (factor I), perceived characteristics of the profession (factor II), professional choice satisfaction (factor III), professional satisfaction and importance (factor IV), desire to improve skill (factor V). The scores of factor third and its constituent variable were found significantly more important for more committed teachers than less committed teachers. Results also revealed that four out of five factors were found significant; they were perceived characteristics of the profession, work related personality, professional satisfaction and importance, and desire for skill improvement. Among the psycho-social variables external expectations were the most contributing variables followed by the variables-perceived status,
intrinsic motivation, interests in the profession, desire to improve skills, social support, choice satisfaction and perceived challenges.

Kapoor (1999) carried out a study to analyze the work, family satisfaction and its effects on occupational commitment, choices/work aspirations, study reveals that the inherited advantage of each individual influences his or her pattern of upbringing, work aspirations access to a particular type of education and ultimately the position he/she is able to secure in the world of work. Parents’ educational and occupational standing is crucial in influencing and motivating an individual to be educated and level of education that she could aspire to reach.

Misra and Srivastava (1999) studied a sample of 250 employees in government medical college in Lucknow. Results showed that mental health and life satisfaction had moderating effect on organisational commitment and job satisfaction relationship.

Kudva (2000) investigated into the relationship between professional aspects of teachers and their burnout. Her major findings are:
1. Professional commitment has a significant negative relationship with development of negative attitude towards students and a lack of personal achievement.
2. There is no significant relationship, either linear or nonlinear, between increased feelings of emotional exhaustion and fatigue and professional commitment.

Rama (2000) conducted a study to determine the relationship between the level of life satisfaction of teachers and their job satisfaction. Descriptive survey method was adopted for the study. Four hundred teachers were selected through probability sampling from secondary schools in Rayalesma area of Andhra Pradesh for this study. The results revealed a significant relationship between the level of life satisfaction of teachers and their job satisfaction.
Tilk (2002) conducted an empirical study of correlates of teacher effectiveness of secondary school teachers and found that teachers’ effectiveness is positively affected by the level of motivation to work. Job satisfaction does not affect teachers’ effectiveness significantly. Thus, teachers with high job satisfaction are not significantly better than their counterparts with low levels of job satisfaction. There is no significant interactional affect of work motivation on teachers’ effectiveness.

Pushpam (2003) carried out a study to find out the association between attitude of women teachers towards teaching profession and their job and life satisfaction. Results revealed Age, Experience, Job of spouse, total family income, number of children and life satisfaction of women teachers did not significantly influence their attitude towards teaching profession. A significant positive correction was found between the attitude of women teachers and the job satisfaction. Thus, teachers having better attitude toward teaching profession had higher level of job satisfaction.

Tripathy (2003) carried out a study with the objectives to analyze the role structure and role stress in relation to work satisfaction of primary school teachers in Orissa. The study reveals the primary level female teachers in Orissa have high level of professional commitment and aspiration, higher degree of moral and good deal of professional and social awareness (Role-Structure) experiencing high amount of stress and moderate level of satisfaction.

Dave and Kulshrestha (2004) studied the personal professional and social adjustment of the primary school teachers. Both descriptive and inferential statistics were used as per the nature of data. The mean value scores indicated that the primary teachers are highly adjusted in social life and least adjusted in professional life. The distribution of scores of the teachers according to the level of adjustment in different areas revealed that majority of the teachers has average level of adjustment. They had seen to be satisfied or very satisfied with their personal, professional and social life.
Kumar and Patnaik (2004) studied the organisational commitment, attitude towards work and job satisfaction of post graduate teachers. The correlation between organisational commitment and job satisfaction is moderate which showed that the teachers who were more committed towards organization are more satisfied with their job. The organisational commitment is moderately related to attitude towards work.

Raj and Mary (2005) carried out a study to find out the difference in job satisfaction between teachers with respect to: gender, Organisational Climate of the school, educational qualification, experience. Overall job satisfaction of government school teachers was not high. No significant difference was found in job satisfaction between genders, medium of instruction, educational qualification. There was no significant difference among teachers irrespective of experience, age and type of organisational climate of schools.

Usha & Shashikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers.

Bala (2009) carried out a study on teachers’ role commitment in relation to their life satisfaction and found positive and significant relationship between role commitment and life satisfaction. Study also revealed that male teachers were more committed than female teachers. No significant difference was found in role commitment of teachers of government and private schools. A significant difference was found in life satisfaction of male and female teachers.

Chamundeswari & Vasanthi (2009) conducted a study aimed at finding of there is any significant difference in job satisfaction and occupational commitment among teachers, the investigator concluded that if the teachers attain adequate job satisfaction. They will be in position to fulfill the educational objectives and national goals. The results revealed a significant difference in job satisfaction and occupational commitment between teachers in different categories of schools. Job satisfaction occupational commitment correlated with each other and significant at 0.01 level.
Lakshmi & Devi (2009) conducted a study with the objective of assessing the role satisfaction of women in different occupations. Exploratory research design was adopted for the study. The total sample comprised of 120 working women. The data was collected by modifying the extended satisfaction with life scale developed by Bernard S. Gorman. The results of the study revealed that among all the three categories of working women lawyers and more role satisfaction in marital, family, recreational, social, job/ work life. It was found that with due to non-availability of adequate time and non satisfaction in domains of personal life, family life, and marital life most of the respondents were not satisfied with their role performance in life.

Saveri (2009) studied relationship between life satisfaction and job satisfaction among B.T. Assistant teachers. The results revealed that majority of B.T. Asst. teachers showed a moderate level of life satisfaction and job satisfaction. There was significant difference between urban and rural school B.T. Asst. teachers in their extent of life satisfaction. There was significant association between job satisfaction and total number of years of teaching experience of B.T. Asst. teachers. There was positive relationship between job satisfaction and life satisfaction among B.T. Asst. teacher.

Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed.

Srivastava & Pratibha (2009) studied the relationship of teaching competency to teaching attitude and professional commitment. Three hundred primary school teachers were taken as sample of the study. Results revealed significant difference in the mean scores of teaching competency of primary school teachers belonging to low and high teaching group. The teaching competency of primary school teacher of low professional commitments was high, while the mean scores of three groups were almost similar for aspects of teaching competency. The results indicated that difference in professional
commitment of teachers had no significant effect on the overall teaching competency and aspects of teaching competency.

THE REVIEW

To the professionals of all professional areas, life satisfaction would straightway seem to be naturally related to professional commitment. The relationship would be deemed as invariably existing and invariably positive. Yet, as one goes through the research works already accomplished one is surprised and even almost shocked to find that studies on the relationship on professional commitment and life satisfaction have been woefully negligible. For the present investigator, it was a great disadvantage and disappointment to find that previous research literature does not contain even a dozen studies upon the relationship of the two variables in question. Apparently life satisfaction and professional commitment seem to be related whatever the professional area. It is not only the realm of education that research studies have not been undertaken. The same is the reality regarding all other professional domains of life. The variable of job satisfactions has been stealing the light over decades together. There are studies and studies over its relationship with all the relevant variables including the variable of professional commitment. This situation does not even remotely exist for the variable of life satisfaction. It may be quiet relevant here to mention that job satisfaction is generally taken as component of life satisfaction. However, life satisfaction is a term with much larger connotation and implications. In this chapter of related studies we could mention only a few studies regarding the relationship between professional commitment and life satisfaction. It may be stated that many studies relating to job satisfaction have been mentioned in this chapter because of the consideration that job satisfaction is one of the significant component of life satisfaction. The investigator cannot but state, that no researcher should deem life satisfaction with metaphysical implications not amenable to empirical research.
From what has been stated so far about research involving life satisfaction as a variable, it can be solidly and definitely stated that research works need to be undertaken involving the variable of life satisfaction on a much larger scale in almost all areas of life whether professional or non professional. This investigator feels pride over the fact that in her problem she incorporated the task of investigating the relationship between life satisfaction and professional commitment on the part of teachers.

2.3 STUDIES RELATED TO PROFESSIONAL COMMITMENT AND TEACHING EXPERIENCE

Studies related to professional commitment and teaching experience were divided into two broad categories:-

(a) Studies carried out abroad.

(b) Studies carried in out India.

(a) Studies carried out abroad.

Sillito (1971) explored the relationship between some colleagues related ‘work experiences of teachers and their career commitments’. He reached to a major conclusion that colleague-related work experience is functional in increasing both satisfaction and commitment.

Hrebiniak and Alutoo (1972) compared commitment of 318 elementary and secondary school teachers and 395 nurses in relation to personal characteristics, role related variables. Females, married persons, less interest in higher degrees, showed high commitment. Further analysis revealed that role tension and tenure were best predictors. The findings of the study also confirmed that there was no significant difference between teachers and nurses on the average level of commitment, respondents from blue collar background exhibited less commitment than that of white collar, managerial and professionals. The most committed respondents were those with the greatest amount of seniority and lowest level of tension, while least committed were male subjects with the high level of experience of role tensions.
Saran (1975) studied teachers’ attitude towards teaching profession as related to the amount of teaching experience and reported that attitude towards teaching profession was not positively related to experience in teaching profession; teaching experience and adjustment to teaching profession were not significantly related; the amount of experience and need of achievement were positively related.

Steers (1977) investigated the relationship between commitment, turnover and employee performance. Results indicate that antecedent factors (achievement, age, work experience, education) positively influenced commitment and commitment is strongly related to desire and intent to remain, moderately related to turnover, but performance was unrelated to commitment.

Wera (1982) conducted a survey in Thailand and found that professional attitude of urban teachers was more favourable than that of rural teachers, female teachers had more favourable attitude towards teaching profession than male teachers, more experienced teachers had more favourable attitude than less experienced teachers.

Cleg (1983) found a positive relationship between “attachment to work” and age. He observed that the old people may have an increased need for stability and regularity where as younger ones may not have become socialized into particular work behaviour and at the same time may place a different value on the set of norms and expectation underpinning them.

Lacy et al. (1983) studied the effect of sex difference on job attribute preferences and work commitment and utilized data from five national samples gathered as a part of general social survey by National Opinion Research Centre, university of Chicago between 1973 to 1980 (N=7281). Their study indicated that commitment to work was related to age, tenure education and occupational prestige and that more men than women preferred to continue to work.

Jenner (1984) conducted a study of women volunteer’s organisational commitment. The study surveyed 250 such volunteers at two times at an
interval of two years, in relation to involvement, satisfaction and number of volunteer hours. Jenner found the “number of hours” as predictor of organisational commitment in the first survey and “expressed intention to stay” as predictor of the same in second survey.

Meyer and Allen (1984) found that age and tenure was significantly correlating with affective commitment rather than continuance commitment.

Werbel and Gould (1984) hypothesized that tenure in the organization moderates relationship between commitment and turnover. Results indicated that there was no relation between commitment and turnover on subjects whose tenure is less than one year. Whereas they found inverse relationship between tenure and commitment on those employees whose tenure was high.

Wali (1985) in his study on teaching correlates of teacher effectiveness reported that a significant positive correlation exists between experience and professional commitment, experience and democratic temper of teachers.

Hanushek (1986) reviewed 109 studies on the effects of teacher experience and found only one half showed that teacher experience significantly affects student learning.

Ferguson (1987) studied elementary teachers and experienced classroom teachers’ perceptions of effective management of student conduct. The responding sample of 179 subjects included 87 experienced elementary classroom teachers and 92 elementary student-teachers. A significantly greater number of experienced teachers indicated that they had almost no need to learn more about management of students’ conduct, whereas student-teachers indicated that they were undecided; both kinds of teachers indicated that they were undecided as to whether or not their choices or how to handle the classroom situations were base upon research findings.

Meyer and Allen (1987) examined development and consequences of organisational commitment early in employee’s careers. 54 graduates who had recently become employed responded to Mowday et.al. (1979) organisational commitment questionnaire and self reported measure of work experience, work
behaviour and turnover intentions results indicated early work experience influence organisational commitment.

Koslowsky (1987) examined the role of continuance commitment as a predictor and outcome variables-prediction of continuance commitment from demographic variables such as age, sex, tenure; continuance commitment was also used as a predictor of various outcome behaviours such as number of hours spent in studying, number of times consulted instructor, number of hours spent in written work and numbers of visit to library. None of the demographic variable correlated with continuance commitment. Continuance commitment could predict hours spent in written work only.

Jore-Bloom (1988) examined influence of certain personal and organisational factors on job satisfaction and professional commitment of 629 early childhood educators. Co-worker relation, supervisor relation, nature of work itself, pay and opportunity for promotion, and general working condition differed; in the extent to which the teachers were committed or non-committed. He also concluded that background variables such as age, education, experience, and salary achieved did influence the commitment of educators.

Armour-Thomas, Clay, Domenico, Bruno, and Allen (1989) found that differences in teaching experiences accounted for approximately 90% of the variation in student achievement scores when students’ characteristics are held constant. Those variables address the knowledge and the skills teachers must have to be successful in classrooms.

Rosenholtz (1989) examined teacher experience she found that less-experienced teachers (with one to three years of experience) are not as effective yet, after five years of teaching student achievement tends to level off.

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 experience with students in schools. When teachers have a sense of efficacy, they remain motivated and committed despite setbacks and obstacles.
Jones, Reid and Bevins (1997) focused on teachers’ concerns about emphasis on skills required for good classroom performance during initial teacher training. The results show that experienced teachers argued that newly qualified teachers need training not only in their role as classroom managers but also in their wider professional commitments.

Boylan and Mc Swan (1998) found that teachers who had served in rural schools for more than six years reported a high level of commitment to teaching, which appeared to increase as teaching experience increased.

Hung and Liu (1999) found that stay-back is the factor which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment.

Asam (2000) conducted an exploratory study to examine the professional experiences and influence of cultural identity on sixteen per-service native Hawaiian teachers over a two year period. Teachers were asked to reflect on their experiences by which they learned to identify with teaching as a profession. Three major themes emerged from the data; influence of role models; cultural issues and changing confidence; and commitment. One of the results indicated that as the participants learned more about teaching, they become even more committed to improving education for native Hawaiian students.

Aubrey (2000) studied moral purposes of successful teachers. Conclusions showed that teachers expressed several reasons for entering the profession (1) working with people (2) serving society (3) continuing successful school experience (4) and desiring to emulate a significant teacher. Most of the successful teachers suggested that their moral purposes have not changed very much overtime even though students and methodologies have changed. Finally they described community service as an important activity of committed teachers.
Wheeler (2000) examined the relationship between effective middle school teams and beginning teachers’ self-efficacy and job satisfaction. Thirty four first year teachers assigned to academic middle school teams in three different Denver Metropolitan school districts were surveyed five times throughout the academic year. Results indicate that no relationship existed between the perceived effectiveness of the middle school team and a first-year teacher’s self-efficacy, yet a significant relationship existed between the perceived effectiveness of the middle school team and a first year teacher’s job satisfaction. Significant predictors for a teacher’s job satisfaction at the end of their first year of teaching was, their initial job satisfaction, perceived team effectiveness and quality of pre-service teacher preparation.

Joffres & Haughey (2001) studied the associations between teacher’s characteristics (age, education, gender, experience, organisational tenure, career stages) and commitment, they found that commitment of teachers in teaching are influenced by their motives in taking up teaching as a career, their confidence level, efficacy and concerns in teaching.

Kowalski (2002) carried out a study on teachers’ implicit theories of personal teaching efficacy and professional experience as predictors of teachers’ willingness to consult with a psychologist regarding students’ academic and behavioural problems (affective commitment). The results indicated that teachers’ professional experience was positively related to a greater sense of personal teaching efficacy. Only personal teaching efficacy effectively predicted teachers’ willingness to consult with a psychologist regarding a student’s behavioural problems.

Rugraff (2004) studied the relationship of teacher experience and teacher education on student outcomes. The study showed that teachers’ level of education has significant effect on student achievement and drop-out rate; but it showed little or no effect in achievement and drop-out rate based on the years of experience of teachers.
Brantley (2005) examined teachers’ perceptions of shared decision making. Teachers’ perceptions were compared between leadership team members and non-members, at differing school levels, and as an effect of increased years of teaching experience. No statistically significant differences were found as an effect of increased years of teaching experience.

Coble (2005) studied the way in which tenure, work group and job level influence employee commitment. The focus of the study was affective or emotionally activated commitment and the ways in which this form of commitment differs according to employees’ tenure, work group or job level. This study found that affective commitment differs significantly according to these organisational factors.

Daugherty (2005) carried out a study with the purpose to understand the influences on an outcome of teachers’ characteristics of teaching experience, instructional level and professional development and their relation to teacher efficacy. The results indicated that teachers with more years of experience tend to report higher levels of teacher efficacy.

Hitchens (2005) carried out a study on teachers’ professional development across the life span, with the purpose to find out how all the teacher participants, who were currently working in a reform active environment, were affected in their practice, in their professional growth and in their professional commitment. The data suggested that if the rhetoric of reform that pushes for changes in standards and assessments, new modes of school organization climate and decision making and revised curriculum are to become a reality, teachers’ professional development across the life span, form pre-service training to life along learning, needs to become a central focus in the process and implementation of educational change.

Jackson (2005) examined the influence of North Carolina principals’ prior teaching experiences, including the length of their classroom teaching experience and the length of administrative tenure on their schools’
performance on ‘accountability model.’ The findings indicated that neither the number of years served in the administrative position, the years taught prior to becoming principal, nor do the subjects/grade levels taught singularly or in combination, have a significant impact on North Carolina schools’ performance over time.

Chan (2006) administered questionnaire to 106 in service teachers of a university in Hong Kong to study their motives and commitment in teaching. Pearson correlation analysis showed that intrinsic/altruistic motives were significantly related to teachers’ commitment in teaching. Multivariate analysis (MANOVA) of the commitment factors showed no significant differences at .05 level with respect to the participants gender, age, elective and teaching experiences.

Chughtai & Zafar (2006) studied commitment among 125 Pakistani teachers from 33 universities. The findings of this research revealed that age, tenure, marital status, and the level of education were not related to commitment. None of the four demographic variables were found to be significant predictors of teacher’s commitment.

Kurz (2006) carried out a study with the objectives to examine teacher commitment at individual level and then to identify those factors that predict it. Data were collected from a random sample of third and fourth grade teachers in Ohio. Correlation and exploratory factor analysis were conducted to analyze the data. The results of the investigation supported the hypotheses that teacher experiences and expertise factors are not related to teachers’ sense of academic optimism and commitment to the profession.

McLaren (2006) focused on development of professional expertise through reflection in the principalship. This study was concerned with school principals as learners and how they learn from experiences and how they reframe their understandings based on those experiences. The results showed that school principals learn from experiences situated in practice through
reflection; the participant principals described the ability to reflect on practice and regulate their learning performance.

Akyol (2009) studied commitment levels of 250 teachers working in the primary schools in Canakkale province and the effects of teachers’ demographic features on their commitment levels. Findings show that the basic reason for teachers’ commitment is internal factors like professional affection rather than external factors. In addition to this, it is inferred that teachers’ affective commitment increases up to their ages and working periods. No meaningful relationship between teachers’ commitment level and gender, marital status and educational level was found.

Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators had no impact on their attitude towards teaching profession as well as level of job satisfaction.

(b) Studies carried out in India

Sukhwat (1977) found that majority of the teachers under the study favoured teaching profession; the higher the age, greater was the increase in degree of favourableness in attitude towards the profession.

Patel (1984) carried out a study on role perception of primary school teachers in relation to their psychological characteristics. The findings in relation to teaching experience showed that younger teachers with less experience had better role perception than older teachers.

Subbarayan (1985) revealed that teachers who had fifteen or more years of experience did not differ from those of less experience in general factors of teacher effectiveness but significant difference was reported in respect to professional factors.

Mehta (1990) carried out a philosophical study on experience as a major premise in education and concluded that experience is an act of acquisition of
knowledge as well as realization; epistemologically, the meaning of experience is essentially obtained from the natural world and remains available in different forms. The propositions thus obtained are of significance for theory as well as practice and for pedagogy as well as curriculum.

Ray (1992) found a positive and significant correlation between teachers’ teaching experience and their attitude towards pupils. A positive and significant correlation was observed between teachers’ teaching experience and job satisfaction. Professionally satisfied teachers had a favourable attitude towards pupils.

Rangan (1995) studied the impact of job experience on burnout syndrome in teachers and found that burnout is highly but negatively correlated with dimensions such as experience, mental health, self-control, self work, work satisfaction, and locus of control. Burnout seems to be prevalent among younger teachers. Higher work commitment predicts lesser burnout.

Sharma (2001) studied commitment among teachers engaged in inter colleges, degree colleges and the university teachers. Her sample size consisted of 100 teachers. She found that age, sex, tenure of faculty had no bearing on commitment, where as the level of education, i.e., primary, secondary and higher had contributed to the development of commitment. Teachers engaged in higher education were found to be more committed in comparison to the teachers engaged in secondary education. Similarly higher academic career, achievement and higher commitment went together.

Shishupal (2001) studied student-teachers of Bachelor of education classes with an intension to gauge their commitment to teaching profession. He found that the teacher-trainees exhibited a fair degree of commitment to teaching profession. He also found sex, tenure, age, father’s occupation, community background and income groups were not predictors of commitment. His study also revealed that caste categories have some influence in determining levels of commitment.
Tripathy (2003) carried out a study to find out the difference between more and less experienced teachers in respect of role-structure, role stress and work-satisfaction and found that the primary level female teachers in Orissa have high level of professional commitment and aspiration, higher degree of moral and a good deal of professional and social awareness (Role-structure), experiencing high amount of stress and moderate level of work satisfaction.

Smart (2003) carried out a study to investigate the relationship between working conditions, selected personal factors and professional commitment of primary school teachers. A significant positive relationship was found between professional commitment and working conditions. A linear relationship was found between professional commitment and all the four predictors’ variable, working conditions, gender, salary and qualifications. The four regression models show working conditions to be the strongest predictor of professional commitment followed by gender, salary and qualification. Marital status, teaching experience, type of school do not contribute significantly in the prediction of professional commitment in this study.

Mary & Soundarajan (2004) studied the association of the level of teaching competency of teachers with their qualification, teaching experience, subject specialization, age, income, size of the family, job satisfaction and marital status. And found that the teaching competency of more experienced teachers is better than the teaching competency of less experienced teachers. Type of the management of the school significantly influenced the teaching competency of teachers. More job satisfied teachers have better teaching competency. Married teachers have better teaching competency than unmarried teachers.

Kohli (2005) conducted a study on professional commitment of teacher educators and found that majority of teacher educators are moderately committed. No significant difference is there between male and female teacher educators with respect to their professional commitment as a whole. Different dimensions of professional commitment of teacher educators are positively and
significantly correlated. There is no consistent significant relationship between professional commitment and length of teaching experience of teacher educators. Professional commitment of teacher educators increases in the early years of their service which decreases as the span of teaching experience increases initially but when time and tenure of their being in service decreases and teaching experience increases the level of their professional commitment also increases. Professional commitment and job satisfaction are positively and significantly correlated. There is no significant difference in the professional commitment of highly satisfied and less satisfied teacher educators.

Sood and Anand (2010) studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. Result showed moderate level of professional commitment among teacher educators. Significant differences were found in professional commitment of teacher educators with regard to gender, marital status and teaching experience. Female teachers were found to be significantly high in comparison to male teachers. It was found that highly experienced teachers were more professionally committed in comparison to less experienced teachers.

THE REVIEW

The perusal of results (studies related to professional commitment and teaching experience) of related studies quoted in this chapter make it clear that length of teaching experience is related to teachers’ working at different school levels. However the results of the studies quoted do not lead to any clear conclusions concerning the extent to which the length of teaching goes to impact professional commitment of respondents. Some studies show only meager, even negligible impact of teaching experience over professional commitment, whereas others show moderate effect of teaching experience over professional commitment. Yet, there are some studies also whose results leave hardly any doubt about clear influence of teaching experience over significant characteristics of professional commitment.
The said situations regarding the relationship between professional commitment and nature and length of teaching experience at different levels of education surely demands for more empirically rigorous scientific research than what has been accomplished so far as by previous investigators. The task is frighteningly challenging because the play of dynamics of professional commitment tends to differ from respondent to respondent even if they are operating under similar or same conditions or situations.

Since, the reality regarding the relationship between the professional commitment and length and the nature of teaching experience still remains to be bared clearly, the present investigator took up the task of investigating the relationship between the professional commitment of secondary school teachers and their varying lengths of teaching experience along with the task of exploring the relationship between professional commitment and the two variables, namely, life satisfaction and organisational climate.

2.4 STUDIES RELATED TO PROFESSIONAL COMMITMENT AND ORGANISATIONAL CLIMATE

Studies related to professional commitment and organisational climate were divided into two broad categories:-

(a) Studies carried out abroad.
(b) Studies carried out in India.

(a) Studies carried out abroad.

Halpin and Croft (1963) by mapping climate proper for 71 elementary schools analyzed school and teacher characteristics facilitating the creation of an open or closed school climate. As such, academic emphasis was viewed as an organisational level variable or the degree to which an organization seriously commits itself to students, academic growth.

Grusky (1966) studied 1649 managers of the largest single enterprise of the public utility corporation in U.S., to explore the relationship between rewards received and experiences to receive them and organisational
commitment. The results indicated that the greater the obstacles the person has to overcome in order to obtain the organization’s rewards, the greater is the commitment and that highly mobile managers were generally more committed, managers experiencing moderate or minimum mobility did not reveal the expected pattern.

Thornton (1970) studied the effect of professional and non-professional types of organisational involvement on the compatibility of organisational and professional commitment for 383 junior college teachers. Results showed that organisational and professional commitment could be compatible to the extent to which one perceives organisational professional experiences and an organisational climate as affirming and exemplifying certain principles of professional determinism.

Bull & Aucoin (1975) found that active organisational participation was related to life satisfaction, by this relationship was dependent upon the health and socio-economic status of the subjects. Persons with higher health ratings and socio-economic status were more prevalent among high participators.

Grossman (1976) studied 182 teacher trainees and observed that high role congruence group and that were significantly higher on commitment than low congruence group and that task oriented group were higher in commitment than person oriented group. Commitment to teaching was measured with teacher’s attitude towards self and other.

Mawter (1976) examined teacher’s professionalism and decision making modes in elementary schools as determinants of job satisfaction. 147 principals, responses indicated inverse relationship between professionalism and supervision, no relation between professionalism and satisfaction with work, pay promotional opportunities and work group.

Morris and Steers (1980) studied several aspects of organisational climate with organisational commitment on 262 employees and by using multiple regression frame work strongly suggested inclusion of structure while study organisational commitment.
Welsch & La Van (1981) attempted to identify variables that can lead to increased commitment. For this purpose they studied interrelationship between organisational climate, demographic characteristic, job satisfaction and job characteristics like role conflict, role ambiguity, power and teamwork and professional behaviour. Results indicated that age, length of professional employment, satisfaction with work and promotion, teamwork, power and participating climate had positive correlation. Whereas, role ambiguity, role conflict had negative correlations with commitment.

Kang (1982) studied sample of 501 teachers of South Korea of various special education programmes, it was concluded that personal factors such as educational setting, teaching level, age, employment of spouse, academic level, administrator attitudes and practices and support of administrators are highly correlated with teacher’s professional commitment.

Koroloff (1986) explored antecedents that contribute to faculty’s commitment and intent to leave. Four sets of antecedents were individual characteristics, perception of employment alternatives, working conditions and support for higher education. Results on 227 faculty revealed that the antecedents explained 56 percent variance in commitment level. Antecedents along with professional commitment explained 45 per cent of variance in intention to leave. Individual characteristics were not a significant contributor.

Colarelli, Dean and Konstans (1987) stated that commitment is positively related to job challenge, degree of autonomy, organisational climate and variety of skills the employee uses.

Torbert (1987) was interested in identifying antecedents of faculty organisational commitment with 6 factors, 41 variables model of antecedents. His sample consisted of 498- faculty member. He found that the important antecedents of organisational commitment were: (i) Curriculum controlled by faculty; (ii) Encouragement of research and other scholarly activities; (iii) Faculty travel fund; (iv) Sponsorship of student organizations; (v) Involvement in community; (vi) Age; (vii) Frequent talk with college students; and (viii) Cut
backs in faculty position (negative). Strong organisational commitment was possible when encouraged for research, attending professional meetings and decision participation.

Lang (1987) studied the linkage of organisational commitment and Hodkinson’s value paradigms on senior officials of eight organisations. The study indicated that commitment to organization is fundamentally value based; that when more than one value systems are involved the dominant influence is consistent with hierarchical system, and finally that as the type of commitment is commensurate with the values of the organizations, the inculcation of commitment must proceed from socialization process reflecting these values.

Jore-Bloom (1988) examined influence of certain personal and organisational factors on job satisfaction and professional commitment of 629 early childhood educators. Co-worker relation, supervisor relation, nature of work itself, pay and opportunity for promotion, and general working condition differed; in the extent to which the teachers were committed or non-committed. He also concluded that background variables such as age, education, experience, and salary achieved did influence the commitment of educators.

Koys (1988) found that organisational climate and human resource management practices were more likely to influence employees’ commitment when they were seen as motivated by a concern for employees.

Mottaz (1988) studied 1385 persons to examine linkages between work rewards, work values and their relative importance of influence on commitment. The findings of the study revealed: (i) that rewards were having strong effect on commitment; and (ii) that the intrinsic rewards commitment (task autonomy, significance and involvement) were more powerful determinants of commitment than external rewards (supervisory assistance, pay equity); and that the effect of the background variables on commitment is indirect through work rewards and values.
Waltan (1991) identified organisational culture as an important antecedent of commitment. He found that organisational culture played an important role in generating commitment.

Coladarci (1992) surveyed the teachers’ weather. They would choose the profession again, the most reported reason for leaving the profession was low salary and working conditions such as excessive non-teaching responsibilities, lack of job autonomy and discretion, sense of isolation from colleagues and supervisors, insufficient administrative support and powerlessness regarding important decision making processes.

Riehl & Sipple (1996) examined the relationships between among teacher’s task environments, more general characteristics of school organisational climates, and teacher’s professional and organisational commitments. Data work derived from the 1987 to 1988 National Center for Education Statistics Schools and Staffing Survey: the study was based on a sample of 14,844 secondary school teachers. Task environment was operationalised in terms of structural features of teachers’ class a schedule, school climate was measured in terms of administrative support, teacher influence and autonomy, and collegially. Results suggest that, while teachers’ professional commitment and organisational commitment were unrelated to teachers’ class schedules, commitment was associated with school climate.

Mottaz (1998) reported that work rewards, work values and their relative importance have influence on commitment. The study also found intrinsic rewards (task autonomy, significance and involvement) more powerful determinants of commitment than external rewards (supervisory, assistance, pay equity).

Becker & Riel (1999) found that school organisational climate plays a significant role in teacher commitment. Schools are social organizations that have embedded cultures that influence the behaviour of the various participants, particularly the teachers that work within them.
Ma and MacMillan (1999) found that workplace conditions such as administrative control and organisational climate positively affected the job satisfaction and commitment of teachers.

Tsui & Cheng (1999) conducted a contingency study with multi-level analysis on school organisational health and teacher commitment and found that less experienced teachers are more likely to be sensitive to a school leader’s particular management style.

Celep (2000) studied teachers' level of commitment with regard to commitment to school, to teaching works, to work group and to teaching profession. Data was collected from 302 teachers working in public high school. As a result of research, a direct relationship was discovered between teachers commitment and having a proper pride to belong to such a school and work group.

Easthope & Easthope (2000) found that schools climate that construct environment of uncertainty; stress and high expectations contribute to a decrease in levels of commitment.

John and Tylor (1999) carried out a study on principal’s leadership style, school climate and institutional commitment of teachers in Philippines. The data collected from 227 full time teachers from 20 schools indicated that (1) principals’ leadership style, school climate and organisational commitment of teachers were found to be interrelated. (2) Teachers perceived higher commitment under a leadership characterized by high consideration. (3) Teachers’ organisational commitment was positively related to climate openness intimacy and low levels of teacher frustration.

Ingersoll (2001) found that school characteristics and organisational conditions, including lack of administrative support, salary, student discipline and motivation, class size, inadequate planning time, and lack of opportunity for advancement, have significant effects on teachers commitment and turnover.
Kuperminc, et. al (2001) found effects of school climate on student achievement. High students achievement was associated with high teacher commitment or engagement, positive peer norms, an emphasis on group or team cooperation, high level of expectation held by teachers and administrators, consistency in administering rewards and punishments, consensus over curriculum and discipline, and clearly defined goals and objectives. Some of these relationships between school climate and student achievement remained significant after students' background characteristics were controlled.

Murray (2002) studied school violence and teachers’ perception of social system characteristics with high school settings of different size. The findings revealed significant differences between school size and schools violence, teacher characteristics and the connections teachers have between school administration, their profession, and colleagues and students.

Mathew (2003) found that there is significant and positive relationship between organisational commitment and work values, organisational commitment and leadership behaviour of principals, teachers whose principals exhibited high consideration and initiation behaviour were more committed. Older teachers had more normative commitment. There was a significant difference in the organisational commitment of private aided and government college teachers, private unaided and government college teachers private aided and private unaided college teachers.

Bogler and Somech (2004) carried out a study to examine the distinctive relationships of professional and organisational commitment with participation in decision making and with organisational citizenship behaviour. The data was collected through questionnaires from a sample of 983 teachers at 25 middle schools and 27 high schools in Israel. The results of the structural equation model confirmed the main hypotheses and depicted distinctive patterns of relationship regarding professional commitment and organisational commitment in schools. Participation in the managerial domain was positively
associated with both professional and organisational commitment. Professional commitment was positively associated with organisational citizenship behaviour toward the student, whereas organisational commitment was positively associated with all three domains of organisational citizenship behaviour (toward the student, the team and the organization).

Korkmaz (2004) carried out a study with to find out the relationship between teachers perception of school health and a robust school vision in elementary school in Turkey. Study revealed a significant positive relationship between teachers’ perceptions of organisational health and the relative robustness of their school vision. Subsequent regression analysis indicated that collegial leadership and academic emphasis and resource support were the school health themes that characterized an overall association with robust school vision.

Roul (2004) carried study to find out the difference in teacher effectiveness of enormous and non-autonomous college teachers in relation to mental health and found that combined effect of the type of college and teachers mental health did not produce any significant effect on teacher effectiveness. Both male and female teachers from autonomous colleges were found to be significantly higher on teacher effectiveness as compared to the teachers from non-autonomous colleges.

Borland, Howson & Trawick (2005) sought to correlate class size and student learning this study examined the influence of class size on teachers’ sense of commitment and found that teachers who have smaller class size feel greater commitment towards a smaller group of students thereby indirectly influence the creation of positive learning environments.

Bunton (2005) from her study on the impact of changing nature of faculty composition on the extent and nature of time commitment to students concluded that some effects of the increasing number of part-time and off-tack faculty are positive; the overall impact of these hires is negatively affecting time spent with students, especially among the part-time hires who are
spending significantly less time with students out of the classroom; faculty from research institutions show less time commitment to student.

Chen (2005) found a highly significant correlation between employees’ perceptions of human resource practices and their organisational commitment. This study done in Taiwan indicated that humanistic democratic managerial practices and high commitment strategy are emerging.

Chirayath & Khalique (2005) Carried out a study on the relationship between leadership style of the Headmasters and organisational climate of secondary schools of Kerala and found that the schools with open and autonomous organisational climate have headmasters with style II leadership, i.e., high task and high relationship. The schools with controlled and paternal climate have headmasters with style I leadership, i.e., high task and low relationships. The schools with familiar organisational climate have headmasters with style III leadership, i.e., low task orientation with high relationship. The schools with closed organisational climate have headmasters with style IV leadership, i.e., low task and low relationship.

Jiang (2005) conducted a study with a purpose to explore the influencing and effective models of Chinese early childhood teachers’ job satisfaction. Using a questionnaire of 317 teachers from 21 kindergartens in Shanghai, China, the present study established the influencing and effective structure model of teachers’ job satisfaction. The results demonstrated that organisational climate and teachers’ involvement in curriculum reform are the direct factors to affect teachers’ job satisfaction, which is the important intermediate variable to influence on teachers’ professional commitment, autonomy and burnout. It is also concluded that organisational climate improves teachers’ professional commitment.

Martin et al. (2005) tested a theoretical model of employee adjustment during organisational change based on Lazarus and Folkman’s (1984) cognitive phenomenological framework on the sample of 779 employees. The results
showed that employees whose perceptions of the organization and environment in which they were working (i.e., psychological climate) were more positive, were more likely to appraise change favorable and report better adjustments in terms of higher job satisfaction, psychological well being and organisational commitment and lower absenteeism and turnover intentions.

Mutchler (2005) conducted a study on teacher commitment in an academically improving high poverty public school. The research was aimed at to better understand the dynamics of teacher commitment in a particular type of school. The results indicated (i) that factors influencing teachers’ professional commitment center on organisational culture and/or ideologically based dedication to making a difference for students (ii) on their willingness to devote personal time and energy outside their classrooms to take action on that commitment (iii) their professional commitment is grounded in the quality of organisational climate or school.

Ross (2006) tested a model hypothesizing that principals contribute to student achievement indirectly through teacher commitment and teacher beliefs about their collective capacity. The results supported the hypothesis-schools with higher levels of transformational leadership were found to be having higher collective teacher efficacy, greater teacher commitment to school mission, school community partnerships and higher student achievement. The strongest impact on achievement occurred through teacher commitment to school community partnerships.

Shams (2006) found that all the generators of organisational climate count towards the significant difference, which if found to exists in the levels of desirable organisational climates in the four schools of the study. Results revealed a significant positive correlation between the contributions made by the student teachers, principal, administrators and services of the school towards the development of its desirable organisational climate.
Adeyemi (2008) investigated the relationship between organisational climate and teachers’ job performance in primary schools in Ondo State, Nigeria. As a descriptive survey was utilized, the study population embraced all the 1153 primary schools in the State. Out of this population; a sample of 360 schools was selected through stratified random sampling technique. The instrument used to collect data was a questionnaire on organisational climate and teachers’ performance in schools. The data were analyzed using percentages, t-test, correlation analysis and multiple regressions. The findings revealed that most of the schools run an open climate type of organization. The level of organisational climate in the schools was however, very low. The level of the teachers’ job performance was equally low. A significant relationship was however found between organisational climate and teachers’ job performance.

Ipek (2008) carried out a study on 415 Turkish primary school teachers to predict commitment from organisational culture in Turkish primary schools. The results revealed that commitment compliance level was predicted from power and role cultures, achievement and support cultures of the schools.

Srisombut (2008) carried out a study to develop a linear structural equation model of factors affecting school commitment and professional commitment of teachers. Sample consisted of 600 teachers in Northeast Thailand. The research finding revealed the factors having the highest total effect on professional commitment was school commitment followed by participation in school administration, perceived organisational climate, self-esteem and job satisfaction respectively.

Yavuz (2010) studied a sample of 445 teachers and results indicated that organisational culture and organization justice affect teachers’ affective commitment (43%), continuance commitment (22.534%) and normative commitment (16.305%) respectively. A significant correlation was found between variables of organisational culture (distributive justice, procedural
justice, power culture, role culture and support culture) and teachers’ affective, continuance and normative commitment scores. Organisational culture was predictive variable in the normative sub-dimension.

Salam, Mohammad & Raheem (2009) carried out a study aimed at investigating the level of secondary English language teachers’ commitment toward their work in public schools and its relation to several variables (gender, qualification, school climate, administration type, marital status, years of teaching experience, age and salary). The major results of the study were: English language teachers’ commitment achieved a high degree, with a mean of (3.63) and percentage of (72.6). Commitment to teaching work domain achieve the first rank, commitment to work group achieved the second rank, and commitment to teaching occupation achieved the third rank, while commitment to school achieved the fourth rank. There were significant differences (at 0.05) in the level of commitment of secondary English language teachers among the four domains in favour of commitment to teaching work. There was a significant relation (at 0.05) between teachers’ commitment and students’ achievement. There were significant differences (at 0.05) among comfortable climate, moderate climate, and bureaucratic climate in favor of comfortable climate, whereas the results didn’t show significant differences in teachers’ commitment due to gender, qualifications, school administration type, marital status, teaching years, age, and salary. Results showed that the democratic climate was the most important factor in increasing teachers’ commitment to their job, whereas the low salary was the most important factor in decreasing teachers’ commitment to their job.

(b) Studies carried out in India

Berry (1976) studied the factors that influence elementary school teachers to retain or leave teaching profession. The study was carried out on those already terminated from employment in schools. In the sample, half of that all terminate stayed in teaching profession and others left teaching
profession. The most important reasons attributed by satyrs were the enjoyment in working with children. However, they left earlier teaching job for better pay, promotion to administrative positions and dissatisfaction with administration.

Singh and Das (1978) studied the impact of organisational climate on commitment to work. Results indicated that there was lower level of commitment in autocratic, bureaucratic and benevolent-autocratic climate than consultative and democratic climate organization. Their study was carried out on 200 employees of three organizations.

Amarnath (1980) found that organisational climate which is one of the major dimensions of organisational health affected the job satisfaction of teachers.

Padaki and Gandhi (1981) studied the relationship between 4 dimensions of organisational climate (as independent variables) and organisational identification and work identification, (as dependent variables), it was reported that organisational climate predicted organisational identification to a greater extent than work identification. The work identification was predicted by responsibility and risk factors of organisational climate and reported positive relation between organisational climate and professional commitment.

Darji and Dongree (1982) conducted a study related to school organisational health that include leadership behaviour of principals, goal focus, cohesiveness, problem solving adequacy, innovativeness, resource utilization etc. The result shows that better leadership provided better organisational climate in the schools.

Garg (1983) focused on teacher’s professional responsibility in relation to administrative styles and organisational climate at secondary level. The results showed that level of sense of professional responsibility of teachers of urban schools was found to be significantly higher than that of teachers of rural
schools. A positive correlation was observed between the type of the management of institution and teachers’ sense of professional responsibility.

Ahmad (1986) studied job involvement among teachers and concluded that both individual and organisational factors determined job involvement of college teachers. He also found that job involvement was positively correlated with job satisfaction and life satisfaction.

Aggarwal (1986) examined 1100 male teachers (Professors, Readers and Lecturers) from technical and non-technical organizations and reported that teachers who were high scores on the climate measures were also satisfied with their jobs and vice-versa. It may also be said that those who were more satisfied with their jobs scored high on the component of climate, viz. pride, authority, hindrance, fairness and administration. Hindrance and pride were more related to job satisfaction in comparison to administration and fairness. There was positive correlation between authority, hindrance and job satisfaction, Pride and job satisfaction were also correlated positively showing that the more satisfied a worker was, the more they felt pride in his job and vice-versa. The perception of organisational climate and job satisfaction were positively related to each other.

Pandey (1986) studied professional commitment, organisational commitment and job involvement in relation to organisational climate, micro-job climate and personality variables. Results indicated weak predictive nature of organisational and job climate variables on professional commitment but personality variable (growth and work involvement variable) were found to be strong predictors. Pandey’s study also found professional commitment having a weak relation with organisational commitment and moderate relationship with job involvement.

Veeraghawan (1986) carried out a comparative study of organisational climate leadership, adoptability and teacher effectiveness in high average and low performance schools. The results showed that high performance schools
had more teachers with more years of experience as compare to average and low performance schools.

Sharma (1987) found scope of advancement, grievance handling, participative management, objectivity and rationality, recognition and appreciation, safety and security, and training and education to be significantly correlated with professional commitment.

Srivastava (1987) conducted a comparative study on organization climate and job satisfaction of junior and middle level central government officers and revealed that the relationship between job satisfaction and organisational climate is quite significant in junior and middle level officers. The difference was statistically insignificant between the junior and middle level officers in terms of perception of organisational climate and on job satisfaction.

Sharma and Sharma (1989) studied organization climate, job satisfaction and job anxiety on a sample of 50 officers and 50 subordinates and reported that overall organisational climate was positively related to job satisfaction (overall, on-the-job and off-the-job) and negatively related to job anxiety. Such relationships were found to be stronger and pervasive in case to leadership and communication dimension of the profile organisational characteristics for subordinates and in case of interaction influenced decision making and goal setting dimensions of the profile organisational characteristics for officers. It was concluded that organisational climate, job satisfaction and job anxiety measures mere differentially correlated for people in different positions and the magnitude of these relationship varied with the nature of the dimensions of organisational climate and the indices of well being.

Singh (1990) found that supportive leadership, professional management, group cohesiveness and standardization have been found to be positively related to professional commitment. The study also reported commitment to be negatively related to employees’ perception of inequality.
Bisaria (1991) has conducted a pilot study of professional commitment and mobility patterns of higher secondary teachers and concluded that frequent transfer and mobility patterns were negatively correlated with professional commitment.

Sharma and Singh (1991) in a comparative study of one public sector and another private sector organization in Western India to find the factors involving affective commitment observed that situational factors such as job characteristics and various dimensions of organisational climate have a decisive role to play in influencing professional commitment in conjunction with certain personal attributes.

Solanki (1992) Studied the relationship between educational management organisational climates of secondary school, the findings indicated that- (i) the secondary school differed among themselves in their organisational climate. (ii) The organisational climate of secondary school appeared to be independents of organisational management, place of school, sex of students and population.

Sudhira (1994) in his study found that the job satisfaction of physical education teachers in different management schools found to be different significantly. It was indicated that the physical education teachers working in private school had significantly higher job dissatisfaction as compared to teachers working in semi government and government schools. The teachers working in semi government schools were also found to be more dissatisfied than teachers of government schools.

Sreepree dasak (1997) found that (i) high well being teachers working in favorable school organisational climate were more satisfied than low well being teachers working in favorable school organisational climate (ii) high well being teachers working in favorable school organisational climate were also more satisfied than high well being teachers working in unfavorable school organisational climate (iii) low well being teachers working in favorable school
organisational climate were more satisfied than high well being teachers working in unfavorable school organisational climate and (iv) low well being teachers working in favorable school organisational climate were more satisfied than low well being teachers working in unfavorable school organisational climate.

Bhardwaj (1999) carried out a study to find the relationship between organisational climate of DIETs and the moral of teacher educators. The profile of fourteen DIETs grouped in respect of the six organisational climates, on the basis of similarity scores, showed that only five climates, i.e., antonymous, familiar, controlled paternal and closed climates were found in 14 DIETs. There was no single DIET in the category of open climate. Esprit, Intimacy, Production Emphasis and Humanized thrust dimension of organisational climate were positively correlated with the individual characteristic of teacher educator’s moral. No significant relationship was found between various dimensions of organisational climate and job satisfaction.

Punia (2000) studied commitment among university teachers on two dimensions organisational commitment and job commitment. He has found that university teachers were more committed towards their job as compared to their organization. He also found that organisational commitment and organisational culture are not mutually exclusive; rather they are complementary to each other.

Chopra (2000) conducted a comparative study of working conditions of primary school teachers in rural and urban settings to suggest the remedial measures to improve the working conditions of teachers and found fifty percent infrastructure facilities were available in the schools. Majority to teachers experience average level of anxiety in the profession and not much variation was between rural and urban teachers on this aspect.

Chauhan (2002) found that teachers working under authoritarian principals give home work to their students and indicate limitations of their
work than their counter-parts working under democratic principals in all cases, viz male, female, urban and semi-urban only 10.30% of the teachers working under authoritarian principals do not arrange remedial classes as compared to 81.08% of those under democratic principals. Majority of teachers working under authorization leadership make use of audio-visual aids while teaching even if it is infrequent but this is not so with the teachers under democratic leadership.

Mehrotra (2002) carried out a study to ascertain the relationship between job satisfaction of teacher and organization climate of the schools. The data revealed that in government schools 46.4% teachers were highly satisfied 35.7% teachers were moderately satisfied and only 17.8 teachers were less satisfied. Considering the data for private school teachers there were 32.2% teachers teacher who were highly satisfied 42.8% teachers were moderately satisfied and significantly 25% were less satisfied. A prototypic profile of six climates was developed by the investigator. Majority of the government and private schools had autonomous climate was exhibited by equal of government schools, on the other hand in private schools merely 8.92 showed closed climate. As a whole, school organisational climate profile did not show any significant difference in two types of schools.

Maheshwari (2003) carried out a study to explore the views and opinions of secondary teachers regarding the ways and means through, high professional commitment may be inculcated. The sample consisted of 400 secondary teachers from the intermediate schools of Ghaziabad Janpad collected data was analyzed using percentage and descriptive statistics. Results revealed that Majority (47.8 percentage) of teachers suggested that for increasing commitment, school organisational climate should be healthy. 41 percent respondents suggested more salaries and other facilities might enhance commitment among teachers. 40.3 percent respondents were in famous of motivation by the principal.
Srivastava (2003) conducted a study on the sample of 456 primary school female teachers of Varanasi region to find out the relationship between organisational climate of schools and burnout tendency of female primary school teachers. Descriptive statistical techniques were used for analysis of the data. The study reveals that schools having poor organisational climate are likely to have a higher number of burnout female teachers. The schools with poor human and physical organization structure are likely to have high burnout female teachers.

Smart (2003) carried out a study of professional commitment of primary school teachers in relation to working conditions and selected personal factors. The sample consisting of three hundred primary school teachers selected by systematic random sampling method from government, Private unaided schools. Statistical techniques like correlations and multiple regressions have been used to analyze the data. The study revealed working conditions, gender, salary, and qualification were significant predictors of professional commitment. Working conditions emerged as the most important predictor of professional commitment followed by gender, salary, and qualification.

Kumaran (2003) carried out a study to find out the relationship between overall organisational climate and its dimensions with reference to the school district, age, management, sex, and level of academic performance of the schools. Findings revealed overall organisational climate of the schools was at a higher level. Younger schools (up to 25 years of age) had a better position than the aged (above 50 years) schools in overall organisational climate, principal’s behaviour, teacher’s behaviour; and in two dimensions namely, supportive behaviour of the principals and engaged behaviour of the teachers.

Singh (2004) carried out a study to find out the relationship between each dimension or organisational climate and leadership behaviour of secondary school principals and found no significant relationship between the various dimension of leadership between of secondary school principals and...
each dimensions of school organisational climate. The age, sex and administration experience of the principals of secondary schools played very important role in the relationship between school organized climates.

Mishra (2005) found schools in rural areas were found more open than their counterparts in urban areas. Twenty percent rural schools had open climate but there was no school with ‘open climate in urban areas. Significant positive relationship existed between organisational climate and leadership behaviour of principal. Positive relationship existed between leadership behaviour of principals and teacher’s job satisfaction. Healthy and open climate of the school enhanced the job satisfaction of teachers.

Choudhury (2007) indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction.

Joolideh & Yeshodhara (2008) compared the organisational commitment of high school teachers in India and Iran and also studied the influence of types of schools and teacher gender on organisational commitment of teachers. Main findings of the study are: Indian and Iranian female high school teachers have better organisational commitment than Indian and Iranian male teachers when both countries are compared separately and together. Indian private high school teachers have better organisational commitment than Indian government high school teachers. Overall, Indian and Iranian government and private high school teachers have equal organisational commitment.

Sharma & Patnaik (2009) conducted a study to determine the relationship between organisational climate and job satisfaction of teachers of elementary schools and founded that with respect to total organisational climate the private schools are better than that of government schools and all the
schools together. The private schools show highly satisfactory status of organisational health and government and all the schools together show only satisfactory status. Results revealed that the teachers of private schools are highly satisfied whereas the teachers of government schools are only above average in job satisfaction on the whole. The elementary school teachers of Bhopal city are highly satisfied.

Sharma (2010) conducted a study on professional commitment of teacher educators in relation to their emotional intelligence, job satisfaction and organisational climate. The results of the study revealed: - (i). A positive and significant relationship was found between emotional intelligence and professional commitment. (ii). A positive and significant relationship was found between job satisfaction and professional commitment. (iii). A significant and positive relationship was found between organisational climate and professional commitment. (iv). No significant relationship was found between socio-economic status and professional commitment. (v). While finding the conjoin effect of independent variables such as emotional intelligence, job satisfaction, organisational climate and socio-economic status on professional commitment, only two variables, i.e. job satisfaction and organisational climate were found to be good predictor of professional commitment. (vi). No significant difference was found in professional commitment of male and female teacher educators. (vii). Teacher educators belonging to rural and urban areas were not found significantly different in their professional commitment. (viii). No significant differences in professional commitment were obtained due to differences in teaching experience.

THE REVIEW

The present study along with the other objectives, aimed at finding out the relationship between professional commitment and organisational climate. The perusal of related studies quoted in this chapter revealed three main reasons for the adoption of the said aim in this research work. In the first place
the number of such studies undertaken to discover the relationship between professional commitment of secondary school teachers and organisational climate has been almost negligible. The few studies undertaken so far in the said respect have not so far produced any conclusive results.

In the second place the study of the quoted related studies revealed that no study has been undertaken regarding the relationship between various dimensions of professional commitment and organisational climate in the state of Punjab.

Thirdly and finally the perusal of the related studies quoted in this chapter also revealed that earlier investigators have not so far cared to find out the relationship between professional commitment of different categories of teachers and organisational climate. Thus, it was reasonably felt that there was definite need of research for exploring the relationship between professional commitment of teachers and the school organisational climate.

2.5 THE OVERVIEW

The perusal of the contents given in the earlier pages of the chapter reveals that only a few studies seems to have been undertaken so far to explore the gender, locale and organisational set-up differences relating to professional commitment of teachers. The researcher has found that so far investigators by and large have remained indifferent to conduct studies on professional commitment of teachers working in secondary schools.

Reading of the research studies in this chapter can easily convince the discerning minds that there is little work in the earlier literature, concerning the direct relationship between the variable of professional commitment of teachers and the variable of life satisfaction or dissatisfaction. It has been repeatedly and since long noted that life satisfaction tends to have positive effect on the work efficiency of professionals whatever be their area of operation.
The research studies quoted in this chapter also reveal that there has been negligible work in our country aiming at discovering the relationship between the professional commitment of teachers in general and chronological length of their teaching experience. This is particularly true in case of teachers working in secondary schools in the state of Punjab.

In regard to the relationship between professional commitment of teachers and the variable of organisational climate, the factual story is strangely the same.

From the research literature stated and reviewed in this chapter it is clear that nothing even remotely adumbrates that the earlier investigators in our country ever seriously thought of undertaking empirical researches on an extensive scale for discovering the facts regarding the relationship of professional commitment of teachers, in relation to their life satisfaction, teaching experience and organisational climate.

2.6. EMERGENCE OF THE PROBLEM

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

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

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

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

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

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

2.7. HYPOTHESES OF THE STUDY

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.