REVIEW OF RELATED LITERATURE:

In order to address the purposes outlined by the researcher, information from previous research was needed to provide direction for the concepts, relationships and instruments to be included in the study. The researcher organized the studies into two parts:

a. Reviews on the variable attitude towards teaching profession
   1. Indian Studies
   2. Foreign Studies
b. Reviews on the variable commitment towards teaching profession
   1. Indian Studies
   2. Foreign Studies

STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION IN INDIA

Dr. N.S.Munthas (2012) –“Attitude towards teaching before and after B.Ed programme” aimed at finding out and comparing the attitude towards teaching of student teachers before and after undergoing teacher training. The investigator found out that students who enroll for secondary teacher education programs are not homogenous in their attitude towards teaching profession. Though there is no difference based on gender and marital status in attitude towards teaching of student-teachers when they enroll for B.Ed course, students who are post-graduates and those having average and high achievement have significantly better attitude towards teaching than students with graduation and those have comparatively low academic achievement. After undergoing the teacher education program, student teachers have significantly better attitude towards teaching than the attitude they had before the course in all the sub-samples except males. Though there is no significant difference in attitude towards teaching between married and unmarried student-teachers after the B.Ed course, female student-teachers, student-teachers with post-graduation and those with average and high achievement have significantly higher attitude towards teaching than male, graduate and low achieving students respectively. This indicates that the teacher education programs fails to eradicate
gender-based, qualification-based and achievement-based differences in attitude towards teaching.

Gupta, S.L, Prasad Digamber and Ramachandaran Anandhi (2011)- “The effects of the Attitudes of Higher level Education teachers towards teaching in India” concluded that there is a vast difference among the teachers at higher level education. Many do not possess positive attitude towards the profession. It was also found that the female teachers have less positive attitude towards the profession compared to the male teachers. Also the score of the teachers working in private sector was less than the teachers working in the public sector. The majority of teachers working in the rural areas was less committed and satisfied as compared to the teachers working in urban areas.

Sumangala, V; Ushadevi V.K, (2009) “Role Conflict, Attitude towards teaching Profession and Job Satisfaction as Predictors of Success in Teaching”. The survey was carried out in Kerala among 300 secondary school women teachers working in 53 government and private-aided secondary schools of 10 districts. The study concluded that role conflict and attitude towards teaching profession are significant predictors of success in teaching among secondary school women teachers of Kerala. Role conflict contributes more to the variation in success in teaching when compared to attitude towards teaching profession.

STUDIES ON ATTITUDE TOWARDS TEACHING PROFESSION ABROAD

Hulya Yesul (2011)- “Turkish Language Teaching Students’ Attitude towards teaching profession”. The aim of the research is to analyze attitudes of the students who are studying in Turkish Language Teaching department towards teaching profession in terms of socio-demographic features. Result of the study presented that attitudes of the students of Turkish Language Teaching departments towards teaching profession are positive in general. It is determined that attitudes of the students of Turkish Language Teaching departments towards teaching profession differentiate significantly in terms of gender, situation of being satisfied in their department, their parents’ attitudes towards them, desire to become a teacher and do not differentiate significantly in terms of grade, mother’s attitude towards them, income variables.
Affizal Ahmad and Rafidah Sahak (2009)- “Teacher-Student Attachment and Teachers’ Attitudes towards work”. It was concluded that lack of attachment between teacher and students results in weak social relationship and poor social control of the teacher, which might worsen teachers’ attitude towards work. The findings of the present study, furthermore, proved the existence of significant relationships between teacher-student attachment and teachers’ attitude towards work in the subscales of warmth, communication and troubled feelings. Teacher-student attachment and teachers’ attitudes towards work appears critical in promoting and maintaining positive behaviours. More motivated activities can be organized to help teachers develop positive relationships with students.

Ibtesam Halawah (2008)- in his studies on “Factors Influencing perspective teachers’ attitudes towards teaching” in PHD studies concluded that six factors contribute mainly to influence the attitude of teachers towards teaching profession. The first and most important factor consisted of seven items related to salaries and promotion. The second factor had six items about the relationship between teachers and society and parents. Enjoyment in teaching was the third factor affecting perspective teachers’ attitudes. The last three factors were teaching load, curricula and students.

Osunde, A.U, Izevbigie, T.I (2006)- “An Assessment of Teachers' Attitude towards Teaching Profession in Midwestern Nigeria”. The study attempted to obtain empirical evidence on teachers' attitude towards teaching profession in Midwestern Nigeria. To execute this study, 400 post primary school teachers were randomly drawn from 40 post primary schools in the area under study. The Teacher's Attitude Questionnaire was the main instrument used for data collection. Results of the study indicated among others, that teachers are not well financially remunerated and that they are looked down upon because of delay in payment of salaries and allowances, thereby having a lost of sense of belonging. This situation has resulted in the low esteem and status of the teachers and the teaching profession in the society. Findings have also revealed that poor conditions of service, wider negative influence and teacher’s negative personal and professional behavior are critical factors responsible for teachers' low status.

Shaukat Hussain (2004)-“Effectiveness Of Teacher Training In Developing Professional Attitude Of Prospective Secondary School Teachers”, In this study effort
was made to investigate as to what extent different teacher training institutions are successful in developing positive professional attitude of their prospective secondary school teachers. The objectives of study were: 1) To develop a reliable and valid scale to measure the professional attitude of prospective secondary school teachers. 2) To measure the development of professional attitude of prospective secondary school teachers of various teacher training institutions in Punjab. 3) To assess the effectiveness of teacher training in developing professional attitude of prospective secondary school teachers. 4) To compare the effectiveness of teacher training institutions in developing attitude of prospective secondary school teachers towards teaching profession. 5) To suggest suitable measures to improve teacher training in Pakistan. In the light of comparisons undertaken, it was found that the teacher training institutions were not successful in developing the professional attitude of prospective secondary school teachers. The trend in the development of attitude among female students was slightly greater than the male students. Three years teacher training programme (12+3) was more successful than one year (14+1) and two years (14+2) programme. The parents’ profession had no effect on the development of attitude. The arts and science graduates exhibit no significance difference in the development attitude.

**Jack Slaybaugh, Cay Evans and Ronald Byed (2004) - “Second-Year Teachers Attitudes Towards the Teaching Profession”** The purpose of this study was to evaluate second year teachers attitudes towards their profession and to determine whether they were still committed to teaching. Difference was evaluated between year one and year two students. Significant changes included satisfaction with performance in the classroom and a feeling that induction programs had improved. Teachers remained committed to teaching with 97% planning to return following the second year of service. It was recommended that relative weaknesses be addressed through cooperative efforts by school districts and teacher education programs.

**STUDIES ON COMMITMENT TOWARDS TEACHING PROFESSION IN INDIA**

Hemalatha C.K and Dr. N. Nisar Ahmed (2011) –“Teacher’s Commitment in
Self-Financing Engineering Colleges explores a sample of Anna University Affiliated engineering College staffs in Chennai. The study was conducted to analyse the factors responsible for dearth of committed staff and quality education under different variables, the research analysis suggests the following means to bridge the gap. For a teaching staff, teachers’ commitment involves commitment to work, commitment to students, commitment to institutions, commitment to colleagues, commitment to management etc, the study also shows demographic representation to support the views. It was also found that the profession requires certain acquisition of special knowledge and application of the knowledge to achieve certain ends. The university is regulated by certain norms. But all these norms are not adhered to, by many institutions. To make certain things right, a common body could be formed consisting of representatives from all institutions coming under its affiliation. This provides better job security, satisfaction, increases self-esteem and thereby contributes to improve the teachers’ commitment in engineering colleges.

Sood Vishal, Anand Arti (2010)-“Professional commitment among B.Ed teacher educators of Himachal Pradesh”. This paper studied the level of professional commitment of teacher educators serving in secondary teacher training institutions of Himachal Pradesh. The data were gathered through ‘Scale for Professional Commitment of Teacher Educators’ from 135 teacher educators of 25 B. Ed. colleges of Himachal Pradesh. Results showed that the level of professional commitment of B. Ed. teacher educators in Himachal Pradesh is moderate. Significant differences were found in professional commitment of B. Ed. teacher educators with regard to gender, marital status and teaching experience. However, NET qualified and Non-NET qualified teacher educators were found to have similar level of commitment towards their profession.

Amrita Maheshwari (2005) in the study on “Professional commitment of teachers”. She studies commitment among teachers with regard to some of their personal and academic variables. A sample of 100 teachers was studied in Meerut using stratified cluster sampling technique. The analysis of data reveals that teachers of different age groups are equally committed. Teachers belonging to the faculty of science and maths are equally committed. Teachers having doctoral degree are more committed in teaching compared to teachers having post graduate degrees. As regards the levels of college teachers teaching in degree colleges are more committed in comparison to teachers
teaching in inter-colleges and university. The results indicate that teachers teaching in degree colleges and holding doctoral degrees are conducive to more commitment among teachers.

**STUDIES ON COMMITMENT TOWARDS TEACHING PROFESSION ABROAD**

Niloufar Mohammadtaheri (2011) in the studies “The study of effective factors on the teachers’ work commitment in High Schools” investigated effective factors on teachers’ work commitment in Tehran City on 2800 teachers. The samples were chosen by the use of Morgan table and it comprised 340 subjects. Research method was descriptive with simple random sampling. The researcher tried to analyse some effective factors on teachers’ work commitment and to do so six theories have been compiled. 1. There is a connection between the teachers’ economic factors and work commitment. 2. There is a connection between the teachers’ human relations and work commitment. 3. There is a connection between the teachers’ knowledge and work commitment. 4. There is a correlation between the teachers’ personal characteristics and work commitment. 5. There is a correlation between inner-school factors and work commitment of Teachers. 6. There is a correlation between value-system and work commitment. Gathered data were analyzed by using of descriptive and inferential statistics include Spearman correlation Test. It was found out that there was positive and significant correlation between economic factors, human relationship, teacher’s knowledge, in-school factors, values system, teachers’ personality traits and teachers’ work commitment.

Prof. Dr. Muhammad Ehsan Malik, Dr. Samina Nawab, Basharat Naeem, Rizwan Qaiser Danish (2010)-“Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan”. The purpose of this investigation was to determine the impact of teachers’ satisfaction with job dimensions on perceived organizational commitment in public sector universities of Pakistan. In addition, the study aimed at exploring to what extent these teachers are committed to their universities and satisfied with different dimensions to their job. A survey-based descriptive research design was carried on teaching faculty working in two public sector universities of Pakistan. About 650 survey questionnaires were distributed. The findings of the study
indicated that the satisfaction with work-itself, quality of supervision and pay satisfaction had significant positive influence on organizational commitment of faculty members. They had high degree of organizational commitment and satisfaction with work-itself, supervision, salary, coworkers and opportunities for promotion. The focus of the study was teachers working at public sectors universities in Pakistan only. Self-reported measures were used to measure job satisfaction and organizational commitment. Since respondents were from two public sector universities only so the findings cannot be generalized to faculty members of public sector universities in Pakistan.

Ahmad Habib, Khursheed Ahmad and Idrees Ali Shah (2010) - “Relationship between job satisfaction, job performance, attitude towards work and organizational commitment” conducts survey from 310 employees of 15 advertising agencies. Response patterns, analyzed by gender, education, department, income and age are also discussed. Results show a weak relation between job satisfaction and performance where as organizational commitment has strong positive relation with performance and attitude towards work has a strong positive relation with job satisfaction. The study identifies insignificant impact of organizational commitment on job satisfaction and attitude towards work on job performance.

Stan Maria Magdalena (2009) conducted studies on “Professional Commitment in Teachers: Comparative Study”. In the present study it was aimed at identifying the configuration of the professional commitment dynamics in the primary and pre-school teaching staff, according to the “years of teaching experience” variable and subsequently, the “age” variable. The investigation was performed on a panel of 45 teachers in primary and preschool educational staff, working in both rural (20%) and urban (80%) residencies, with teaching experience of two to over 25 years. Questionnaire was given to the teachers comprising of 18 items based on J.Meyer and N.Allen(1999). It was found out that there is a significant difference between the frame components according to the teacher’s working experience analysed on the three groups of participants: teachers with work experience upto five years, teachers with work experience between ten and twenty years and teachers over 25 years of experience.

Alan B. Henkin, Stephanie L. Holliman(2009)-“Urban Teacher Commitment Exploring Associations With Organizational Conflict, Support for Innovation, and
Participation”. This study explores relationships between teachers’ organizational commitment and interpersonal conflict, participation activities beyond the classroom, and innovation in schools. Potential relationships among study variables are suggested in research that views affective commitment as a proxy measure for decisions to leave the school. Increments in experience in the profession are negatively associated with organizational commitment. Higher levels of interpersonal conflict are linked to lower levels of organizational commitment. Participation in activities beyond the classroom is marginally related to commitment, whereas support for innovation has a strong positive effect on teachers’ commitment. Results, considered in context, suggest the importance of high levels of commitment and commitment norms in terms of the teachers’ work performance and the stability of the professional workforce.

Fauziah Noordin, Rahman Mohd. Rashid, Rohani Ghani, Rasimah Aripin, Zabani Darus(2009) conducted survey by using a questionnaire on “Teacher Professionalisation and Career Commitment”. The findings of the present study suggested that teachers have low to moderate levels of professionalization, high level of career identity and moderate levels of career resilience, and career planning. From the T-tests and f-tests conducted, it was found that gender has a significant impact on career identity whereas age and marital status have significant impact on career planning and also on career identity. The results indicate that there is a higher possibility of male teachers to leave the teaching profession than the female teachers. The result of the T-test on career identity in relation to gender supports this deduction in which female teachers have significantly higher career identity than their male counterparts. Marital status was also found to have a significant impact on career identity.

Abdul Salam Jameel Mohammad Abdul Raheem (2009)- “The level of commitment and its relation to Students’ Achievement as perceived by English Language teachers in Public Schools in Tulkarm District”. This 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), on the one hand, the relation between teachers’ commitment and their students’ academic achievement, on the other hand. The population of the study consisted of all secondary
English language teachers in Tulkarm District in the scholastic year 2003-2004. i.e 39 teachers (23 males and 16 females). The Organizational Commitment questionnaire, which was developed by Celep (2000), was adopted for this study to measure the level of teachers’ organizational commitment. The study concluded that 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 ($\alpha = 0.05$) 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 ($\alpha = 0.05$) between teachers’ commitment and students’ achievement. There were significant differences at ($\alpha = 0.05$) 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. Further 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.

Hsi-Kong Chin Wang (Kathleen) (2007) - “Study on Organizational Culture, Organizational Commitment and Attitude toward Organizational Reform—comprehensive high schools as example”. The main objective for the research is to study the attitude toward organizational reform in relation to school culture and teacher commitment for a comprehensive high school in the country. The researcher used “Questionnaire for the Attitude toward Organizational Culture, Organizational Commitment and Organizational Reform” for high schools in the country and recovered 545 valid questionnaires. One-way ANOVA, Scheffe multiple comparison method, Pearson product-moment correlation and regression analysis et al. were used to compare the difference and situation in organizational culture, organizational commitment and attitude toward organizational reform among different high schools and teachers. The conclusions are as follows:
1. There is significant difference in organizational culture among comprehensive high schools of different types, different sizes, public or private.

2. There is significant difference in organizational commitment to school by teachers of different genders, ages, education, service time, present positions.

3. There is significant difference in the attitude toward organizational reform by teachers of different genders, ages, service time and present positions.

4. There is significant correlation among organizational culture, organizational commitment by teachers and attitude by teachers toward organizational change for comprehensive high schools.

5. There is significant influence of organizational commitment by teachers and organizational culture for comprehensive high schools on the attitude toward organizational reform.

**Abdulhakam Hengpiya (2006) Teacher commitment: its relationship with principal decision-making styles as perceived by teachers in Pattani’s selected Islamic Private Schools**. The purpose of this co-relational study was to examine the relationships between principal decision-making styles, teacher commitment, and teachers’ demographics as perceived by teachers. The teacher commitment scale (TCS) and principal decision making styles scale (PDMSS) were used to obtain data from 226 teachers, who were selected randomly from eleven external quality-assurance Islamic private secondary schools in Pattani, Thailand. The Confirmatory Factor Analysis (CFA) provided evidence for the one-dimensional nature of teacher commitment, which is the combined factor of identification and involvement. The CFA also confirmed the existing of four principal decision-making styles, which are participative decision making, delegation decision-making, spontaneous decision-making, and avoidant decision-making. The descriptive statistics indicated a very high level of teacher commitment and a moderate level of principals’ use of the four decision-making styles. Correlation analysis yielded a significant relationship between principal decision-making styles and teacher commitment. The regression results revealed that participative decision-making, spontaneous decision-making, and avoidant decision making were significant consistent predictors across samples, while delegation decision-making was a marginal predictor of teacher commitment. Teachers’ demographics, however, were insignificant predictors of
their commitment. Participative decision-making was the strongest significant predictor of teacher commitment and the only style that achieved practical importance in the result. Harriet Rivalani Khoza (2004) “A Comparison Of Teacher Stress, Commitment And School Climate In Schools With Different Success Rates”. This survey was conducted in South African schools which often experience vastly different matric success rates, even in schools from the same areas, with similar resources (Snyman, 1998). This study was conducted to compare teacher stress, professional commitment and school climate in schools with different matric success rates, in an attempt to uncover some of the reasons behind differing pass rates. The sample consisted of teachers from four high schools with different matric pass rates in the same rural area, same education district and circuit. The questionnaires consisted of the Job Stress Survey, Professional Commitment Scale, as well as the Organizational Climate Index. The results indicated similarities in terms of the levels and sources of stress among the teachers from the two school types, as no significant differences between the schools were found. However, the teachers in schools with excellent matric pass rates have higher levels of commitment, and perceive their schools more favorably than the teachers in schools with poor metric pass rates. Significant correlations were also found to exist between teachers’ professional commitment and organizational climate.

Thus, many researches were conducted to find the attitude and commitment of teachers to their profession, but the work commitment in relation to their profession were not done and several studies have suggested for further research in this field.

**STATEMENT OF THE PROBLEM:**

The researcher has come up with the following problem which has to be investigated further. The present study is undertaken to explore the intensity of attitude and work commitment among teachers towards teaching profession at different levels of education i.e primary, secondary and higher secondary with regard to academic variables such as qualifications, experience, gender and pay scale. Hence the title of the problem is

**A STUDY OF ATTITUDE AND WORK COMMITMENT OF TEACHERS TOWARDS TEACHING PROFESSION.**
Definition of the terms:

**Attitude:** Refers to predisposition to perceive feel or behave towards specific objects in a particular manner.

However Attitude for this study is defined as the feelings of the teachers towards the teaching profession, classroom teaching, child centred practices, educational process, pupils and teachers.

**Work:** means the activity or job that a person does to earn money. For the purpose of this study work will be regarded as paid work. In other words, work is any activity that involves an exchange relationships of effort, knowledge or other contributions for financial rewards; whether in direct employment or not.

**Commitment:** Commitment means a pledge in the line of duty, which is ethical on the part of teacher.

Work commitment for this study is defined as the extent of mental concentration at work as well as the feeling of obligation to one’s job(profession) and to one’s organization.

**Teacher:** the person who instructs or teaches to the students.

**Teaching:** Gage has defined teaching as a personal relationship between the teacher and the taught causing behavior modification.

**Profession:** Profession may be defined as an occupation which requires specialized knowledge or advance learning. Here in this study a person having the qualification, skill, experience, level of knowledge and liking for the work.