

**PROFESSIONAL COMMITMENT OF
SECONDARY SCHOOL TEACHERS IN
RELATION TO THEIR WORK MOTIVATION
AND LOCUS OF CONTROL**

Thesis submitted for the award of the Degree of

DOCTOR OF PHILOSOPHY

In

Education

By

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JANUARY 2023**

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ABBREVIATIONS

ANOVA	Analysis of Variance
CBSE	Central Board of Secondary Education
DOE	Directorate of Education
ERC	Education Reform Commission
GBSSS	Government Boys Senior Secondary School
GGSSS	Government Girls Senior Secondary School
ICT	Information and Communication Technology
IGNOU	Indira Gandhi National Open University
IMF	International Monetary Fund
MANOVA	Multivariate Analysis of Variance
MDG	Millennium Development Goals
MHRD	Ministry of Human Resource Development
NCERT	National Council of Educational Research and Training
NCS	National Curriculum Standards
NCTE	National Council of Teacher Education
NEP	National Education Policy
NIEPA	National Institute of Educational Planning and Administration
NPE	National Policy on Education
SANKALP	Skill Acquisition and Knowledge Awareness for Livelihood Promotion
SCERT	State Council of Educational Research and Training
SDG	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
FA	Factor Analysis
UN	United Nations
UNICEF	United Nations Children's Fund
UNSCO	United Nations Educational, Scientific and Cultural Organization
WB	World Bank

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- Presented a paper entitled, “Professional commitment of secondary school teachers” in two-day International Conference entitled, “Idea- Bankruptcy of Educationists and Thinkers” held-on 28th & 29th March 2022. Organized by BPS Institute of Training and Research Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan Sonipat, Haryana.
- Presented a paper entitled, “Professional commitment of secondary school teachers” in the two days National Seminar on 1-2 April 2022, organized by IQAC of Army Institute of Education, Greater Noida.

ABSTRACT

The present research aims to study, "Professional Commitment of Secondary School Teachers in relation to Work Motivation and Locus of Control". It is a descriptive study and survey method has been used. All secondary school teachers working in different government and private secondary schools affiliated to CBSE and regulated by Delhi Government constitutes population for the present study. The investigator has selected 200 male and 200 female working teachers from 20 (10 Government and 10 Private) secondary schools affiliated to CBSE from South and South West Districts of Delhi, by using simple random sampling technique. For collection of data, the investigator has used tools, Professional Commitment Scale of Teachers (PCST-KRB) standardized by Ravinder Kaur, Sarabjit Kaur and Ranu Brar in (2011), Employees Motivation Scale (EMS) developed by A. K. Srivastava in (1999) and the instrument of Teacher's Locus of Control Scale (TLOCS-GMNI) constructed by Madhu Gupta and Indu Nain in (2016). The finding of the study shows that there exists significant difference in Professional Commitment, Work Motivation and Locus of Control among the teachers working in different government and private secondary schools and there is significant positive relationship in various dimensions of Professional Commitment, Work Motivation and Locus of Control.

CHAPTER I

INTRODUCTION

1. Introduction

From a historical perspective, the world went through a great expansion in education over the past two centuries. Despite all these worldwide improvements, some countries have been lagging behind.

The right of individuals to an educational program that has been upheld in various international agreements that promote the rights of the citizens for the educational programmes. These include: Universal Declaration of Human Rights (1948), Declaration of the Rights of the child (1959), International Covenant on Economic, Social and Cultural Rights (1966). UNESCO became a driving force toward the goal of universal education, especially through its sponsorship of the World Conference on Education for All (held in Jomtien, Thailand, in 1990), which targeted universal primary education for all. The target date of 2015 also became one of eight United Nations Millennium Development Goals (MDG) drafted in 2000. Although literacy is today higher than ever, there are still challenges in many developing countries. However, data on literacy rates by age groups shows that in most countries, and certainly in virtually all developing countries, there are large generational gaps: younger generations are progressively better educated than older generations. This indicates that in these countries the literacy rate for the overall population will continue to increase. Increasingly, large numbers of underemployed tertiary-level graduates have led to a renewed interest in vocational education. At both the primary- and secondary-education levels, another worldwide trend has been the inclusion of a greater number of courses in mathematics and science, accompanied by a growing emphasis on computer-related courses intended to prepare students of all ages for participation in the modern economy and its dynamic labour needs. [76]

The global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, adopted by India in 2015 - seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

1.1 Global Trends and Challenges in Education

The current world scenario of education is complex and dynamic, with both progress and challenges in different parts of the world. There are a number of major organizations that have taken initiatives to improve education around the world. Some examples include [117]:

- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- World Bank (WB) [118]: The World Bank works with governments and other partners to improve access to education, particularly in low-income countries. It provides funding and technical assistance for initiatives such as building schools, training teachers, and developing curricula.
- International Monetary Fund (IMF): The IMF provides financial assistance and policy advice to help countries invest in education.
- Education Commission: The Education Commission is an independent organization that works to promote global action on education. It has developed a framework for improving education called the Learning Generation, which outlines a set of recommendations for governments, donors, and other stakeholders to improve access to quality education.
- Bill and Melinda Gates Foundation: The Gates Foundation is a major philanthropic organization that has focused on improving education around the world. It has supported initiatives to improve teacher training, increase access to education for disadvantaged groups, and develop innovative approaches to teaching and learning.

1.2 Emerging Trends in Education

- Increasing use of technology in education, as more and more schools and universities adopt online learning platforms and educational apps.
- Growing recognition of the importance of early childhood education.
- Ongoing efforts to improve the quality of education for marginalized and disadvantaged groups.

1.3 Challenges Ahead

- Lack of resources and funding for education in many countries, which can lead to inadequate facilities, outdated materials, and a lack of support for students and teachers.

- Growing gap between the quality of education provided in urban and rural areas, as well as between private and public schools.

1.4 Education in India

India has consented to a credit arrangement with World Bank under ‘Skill Acquisition and Knowledge Awareness for Livelihood Promotion’ (SANKALP) project to upgrade institutional systems for skills development. Singapore will open its first skill development centre in Assam to provide vocational training. The education system in India is largely managed by the state governments, and there can be significant variations in the quality of education between states. In terms of access to education, there has been progress in increasing enrollment in secondary schools in India. However, there are still disparities in access to education, particularly for disadvantaged groups such as girls, children from low-income families, and children living in rural areas.

1.5 Challenges

There are also ongoing challenges in the quality of education in secondary schools in India.

- Shortage of trained and qualified teachers, which can lead to overcrowded classrooms and a lack of individual attention for students.
- Lack of resources and infrastructure in many schools, which can affect the learning environment and the quality of education that students receive.

1.6 Major Initiatives

In recent years, the Indian government has implemented a number of initiatives to improve the quality of education in secondary schools. These are as follows:

- Implementation of national curriculum standards.
- Expansion of teacher training programs.
- Establishment of a national assessment system to measure student performance.

However, there is still much work to be done to ensure that all students in India have access to quality education.

NEP-2020 represents a significant shift in the approach to education in India, with a focus on holistic, multidisciplinary learning and a greater emphasis on skills development. The policy also aims to increase access to education and to improve the quality of education, particularly in disadvantaged and rural areas (Singh, 2021). [77]

National education policies play a crucial role in shaping the direction and priorities of education systems. The policies will focus on equity, teacher development, and the use of evidence-based approaches tend to be associated with higher levels of student achievement and overall quality of education (Kaur and Singh, 2020).[78]

The progress of any country depends upon the quality of its teachers and for this reason, teaching is the noblest among all professions therefore the teachers are called the nation builders. Teaching is not an easy task and it demands a high degree of professional qualities and commitment which is inculcated in the teacher's personality. Scholars in the field of education all over the world have started realizing that it is not sufficient to secure enough teachers, but that the most important is securing the right type of teachers with right type of knowledge, skills and attitudes. Due to this, increased stress is being laid on the qualitative aspect of the teacher education. Society needs such teachers who can make education vibrant and production oriented, the teachers who possess professional commitment and selfless devotion. The concept of teaching and position of the teacher has changed with the altered values and views of life over time. The increasing complexity of the educational system has given rise to new dimensions and consequently the role of the teacher increased immensely and has acquired a new meaning. The role of the teacher is very important in helping pupils to develop a positive attitude towards their learning.

A committed teacher is focused and more involved in her/his profession. At times, it is presumed that teachers are committed and devoted to their profession, although this is not always the case. It has been sometimes noted that even though the line of work has been chosen voluntarily by teachers, commitment tends to decrease after sometime. Lower commitment affects the effectiveness of schools and causes teachers to be less successful in their professional performance or to leave the profession in extreme cases. Along with commitment towards the profession, teachers also need to be competent in their skills of teaching.

The teachers in India constitute one of the third largest service sectors. Teacher educators' job satisfaction and professional commitment are the most significant factors for preparing quality teachers, which in turn affect the quality of school education, (Sharma, 2019). [79]. A committed teacher is an asset of any organization and occupies the most important place in an educational institution because they are in charge of the future of the nation. Teachers are just like burning lamp having oil for lighting the young minds of children to contribute towards quality education without any discrimination at every level of education from elementary education to higher education. Education aims at over all personality development of child. Education is the knowledge of putting one's potentials to the maximum use. The report of education commission (1964-66) says, Education could be made a powerful instrument of social, economic and cultural transformation and that quality education is necessary for national survival. Through education an individual develops his mental capacities, thinking, reasoning, problem solving, intelligence, positive outlook, creativity, aptitude, and various life skills, positive moral values and desirable democratic attitudes. Education is a dialogue between the past, present and the future, so that the coming generations receive the accumulated lessons of the heritage and carry it forward.

A teacher has to face innumerable challenges he plays different roles in his/her institute. Teacher not only plan lessons but also organizes activities, provides motivation, keeps necessary records, makes purchases, administers time table, provides oral and aural teaching aids, and motivates the students by words and deeds. Effective teacher is the one who is quite consistently achieve goals with either directly or indirectly focus on the learning of their students. If quality education is the goal, it cannot be achieved without the sincere efforts of dedicated and committed teachers (Maheshwari, 2017). [80]. The quality of teachers very much depends upon the quality of training teachers received training institutions. In training colleges and institutions professionally committed teacher educator should possess all the qualities of a professional teacher. Kothari Commission (1964-1966) stated that all the different factors which influence the quality, competence and character of teacher are the most significant. Teaching has been considered as the noblest profession from a long time. The status of the teacher reflects the social cultural ethos of a society (National Policy on Education 1986). The teachers in India constitute one of the third

largest service sectors. Teacher educators' job satisfaction and professional commitment are the most significant factors for preparing quality teachers, which in turn affect the quality of school education, (Sharma, 2019). [79]. Today, the need of the nation is not only to attract but also to retain committed teachers.

Education is a process of bringing about a desirable change in learners' attitude, knowledge, skill, value, desires and behavior. Education could be made a powerful instrument of social, economic, moral and cultural transformation. "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant." - Indian Education Commission (1964-66). [81]

1.7 National Policy on Education (NPE-1986)

National policy on Education (1986) [82] focused on the values and the need to redesign the curriculum to make education a forceful tool for the cultivation of social and moral values. NPE (1986) has also described the role of education as: Education for all there should not be any discrimination on the basis of cast, creed, religion, gender etc. focus was on the all-round development of the child. Both pre service and in-service teacher training were emphasized. our national perception education is essentially for all. This is fundamental to our all-round development, material and spiritual. The policy was followed by Programme of Action (POA-1992) for successfully implement the recommendations of the policy.

1.8 National Education Policy (NEP-2020)

National Education Policy-2020. [83] has been framed and introduced after extensive discussion, review, reforms and recommendations of citizens of every part of the country. This policy is a blend of valuable thoughts and, suggestions of educationists, reputed policy makers, educators, teachers and researchers. It is a guiding force which has been framed on mainly two principles of Indians and inclusion. It has been constructed keeping on mind that "Education is a public service and access to quality education must be considered as a basic right of every student". Therefore, it aims to fill the gaps among the social, cultural, regional and linguistic areas. It emphasized on preserving of old and rich culture, values, heritage of India and also lays stress modernity, modern ways of living and modern knowledge system. It gives importance to the holistic development of child instilling values, critical thinking and

well verse of cultural & traditional practices and knowledge system. Many positive changes have been incorporated. Samagra shiksha, free and compulsory education for all children of six to fourteen years of age, inclusive education etc. It will be based on experiential learning. Virtual and online digital technology will be an integral part of education to cater to the needs of all children. Teacher training is also given importance, more workshops, FDPs, Induction programmes will be organized to train and educate in-service and pre -service teacher education programmes. More emphasis will be given to professionalism in education and professional development and competence of teachers. Provision of facilitating working conditions for teachers will help in the enhancement of their commitment to the profession.

Key points of NEP-2020 [83] are as follows:

- Fostering the unique capabilities of each student to promote holistic development in both academic and non-academic aspects.
- Flexibility to choose their learning, programmes and their own paths in life according to their talents and interests.
- Multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports to ensure the unity and integrity of all knowledge.
- Emphasis on conceptual understanding, creativity and critical thinking to encourage logical decision-making and innovation.
- Ethics and human & Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.
- Life skills such as communication, cooperation, teamwork, and resilience
- Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students.
- Continuous professional development, positive working environments and service conditions for teachers.
- Ensuring integrity, transparency, and resource efficiency of the educational system while encouraging innovation through autonomy, good governance, and empowerment.
- Research as a corequisite for outstanding education and development

- Continuous review of progress based on sustained research and regular assessment.

To prove the strength of our educational system we require teachers who are trained, motivated, professionally committed and who are aware of their duties thus they will perform their professional commitment with the best they can afford. Locus of control affects various components of a work motivation and is influenced by many other components as well. The present study focuses on the following variables as follows:

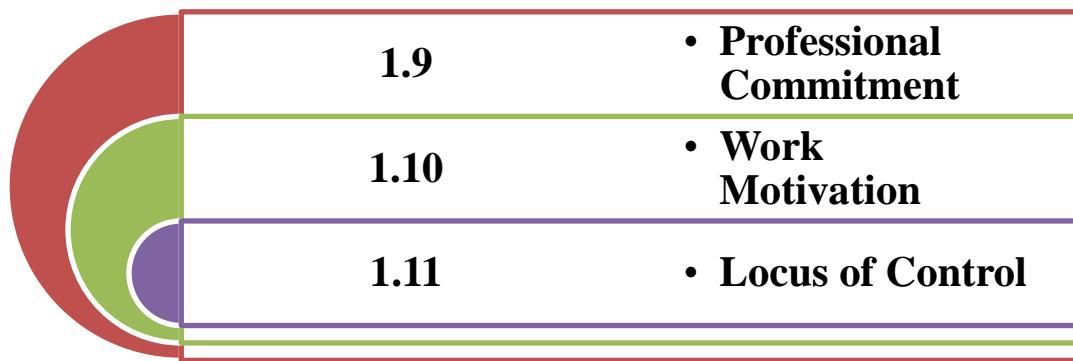


Figure 1.1: Variables of the Study

1.9 Professional Commitment

Professional Commitment comprises of two words: profession and commitment. Profession is an economic activity. It requires special kind of knowledge and specific skill of an individual for earning their living. Professions includes those occupations which involve the rendering of personal services of a particular specific and expert nature like Doctor, CA etc. A profession is defined as a systematic knowledge acquired through specialized training or education. A profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognized body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others. Commitment is a strong belief in an idea or system. Professional commitment is defined as loyalty, the desire to stay in a profession, and a sense of responsibility toward the profession's particular problems and challenges.

Professional commitment is defined by Lee, Creswell and Allen, (2000) [84] as the psychological connection between an individual and his profession, based on

affective reaction of the individual towards this profession" (p. 800). It has many attributes like putting the best foot forward at work and functioning with integrity in an organization. It means providing the best of one's ability, knowledge and remaining updated about new changes. It requires personal commitment and willingness to take on these assigned and to acquire needed knowledge.

Professional commitment is beyond a commitment for a particular organization and implies the individuals' perspective towards their profession and the motivation that they have to stay in their job with willingness to strive and uphold the values and goals of the profession. Professional commitment: "It is the relative strength of an individual's linkage to the respective profession. It implies the individual's perspective toward their profession and the motivation that they have to stay in their job that refers to one's loyalty to the profession and the willingness to strive and uphold the values and goals of the profession" (Yebeltal, 2018).[85]

Professional Commitment is the psychological bond between an individual and his profession based on affective reaction of the individual towards teaching profession. Like organizational commitment, professional commitment has also evolved from one dimensional to multidimensional construct.

1.9.1 Dimensions of Professional Commitment

In teaching process professional commitment plays a very significant role in reconstructing and redefining the teacher and secondary school teacher's role performance and building future citizens of India. According to NCTE (1998), teacher commitment is complete dedication and devotion to the teaching profession. In order to measure the professional commitment of teacher educators, there are 5 dimensions of professional commitment as follows:

Dimensions of Professional Commitment



Figure 1.2: Dimensions of Professional Commitment

- **Commitment to the Learner:** It includes concern and love for the learners, care for their future, all-round development of learners, friendship, always ready to help the learners, enthusiasm etc.
- **Commitment to the Society:** It includes the awareness and concern about the impact of the teachers work on the welfare and development of the society, democratic values, peace and harmony of the nation.
- **Commitment to the Profession:** Indicates the dedication to the teaching profession, professional ethics, code of conduct and sense of vocation.
- **Commitment to Achieve Excellence for professional actions:** Means the achievement in all aspects of a teacher's roles and responsibilities, care and concern for doing everything in the classroom, in the school and outside the school academically.
- **Commitment to Basic Human Values:** It includes the teachers should be a role model ideal in the classroom and community through practice of basic human values and professional values such as impartiality, objectivity, not biased, intellectual honesty, national loyalty.

Skidmore (2007) [86] described professionally committed teachers as those teachers who are:

- Dedicated to developing themselves professionally by seeking advanced degrees and standards- based professional growth opportunities.
- Critically reflective in their practice by seeking meaningful feedback and discourse, and engagement in action research.
- Advancing the teaching profession through the creation of professional learning communities and teachers' contributions to leadership positions.

Ahluwalia, A.K. and Preet, K. (2017) [87] cited Mowday et al (1979) [18] stated organizational commitment as a multidimensional construct. It is identified by Mowday in 1979 and categorized into three types:

- Affective commitment is a feeling of emotional attachment of employees to their organization.
- Continuance commitment is an awareness of various cost associated with leaving the organization.
- Normative commitment is a feeling of obligation to continue employment in the organization.

A professionally committed teacher is one who encourages students, has passion in teaching his subjects, inspires students for learning, provides activities to construct their own knowledge, takes time to explain things and treats pupils equally. Besides teaching teacher plans not only lessons but also organizes activities, provides motivation to students, keeping necessary records, makes purchases, administers time table, provides audio visual aids teaching aids, motivate the students by his words and deeds and leads by example. A professionally committed teacher always thinks about the improvement of the students and bringing positive change in their attitude and makes arrangement all needed resources and takes every possible and feasible help of the society in this regard. A committed teacher does the professional development also by following the professional ethics & studying the various latest development and researches done in the field of education by modern educationists. Therefore, an internal commitment towards the noble profession is really needed for success. defined professional commitment in terms of professional behaviour, “someone who

is striving to improve on their practice” and in terms of asset of occasion exterior of school contact hours. It is a socio psychological bond of a person to his organization, its goals and values or to his job and occupation. Commitment in context of the teaching profession shows that professional development is a top priority reflects excitement about teaching and learning, connected with students; shows positive attitude about students is perceptive about student’s motives, strengths, needs and situation. To become a professional a teacher must behave, act, think and present like a professional.

1.9.2 Attributes/ Qualities of Professionally Committed Teacher

Commitment in context of the teaching profession shows that professional development is a top priority reflects excitement about teaching and learning, connected with students; shows positive attitude about students is perceptive about student’s motives, strengths, needs and situation. To become a professional a teacher must behave, act, think and present like a professional. There are five important points to remember as you are bringing positive change in the lives of learners as follows [88]:

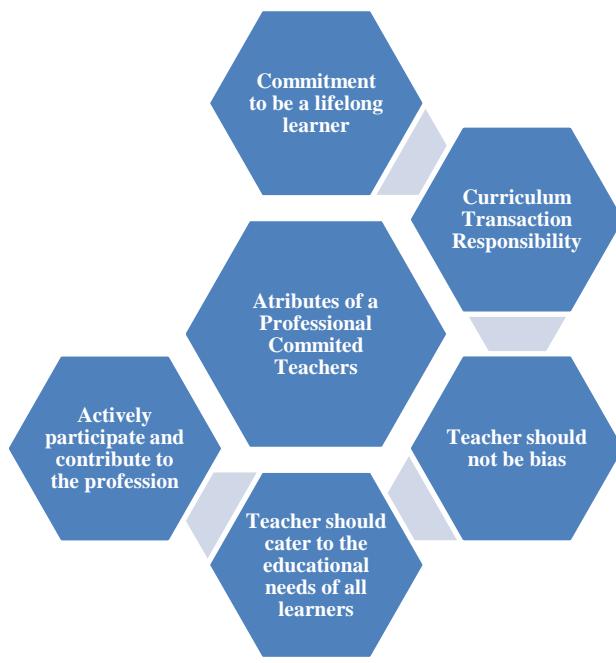


Figure 1.3: Attributes of Professional Committed Teachers.

Teacher as a professional should take care of the following:

- **Commitment to be a lifelong learner:** As a teacher one learns throughout the entire carrier from various sources of knowledge. Teacher learns from teaching practice, by making mistakes, from students, from other teachers, principal, community, management and administrators. Every day a teacher faces a new challenge in class and school. With each new challenge teacher gets an opportunity to learn. Besides this a teacher various professional development programmes, workshops, seminars, conferences, refresher courses or furthering education are all avenues to enhance knowledge. Teacher who learns continuously becomes role models.
- **Curriculum Transaction Responsibility:** There is an already set curriculum provided by school board, you as the teacher decide that what will be the objectives for the specific class at specific time, what will be the best method for the particular topic, how to make it interesting and relate to real life, and how to measure the progress. Teacher actively makes choices that allow them to best meet the needs of the learners.
- **Teacher should not be bias:** Teacher should give equal opportunities to each and every learner. He/she should not discriminate among the children on basis of cast, creed, culture, language, ethnicity, disability, socioeconomic status and sexual orientation. Teacher should not influence his/her own beliefs to meet the needs of all learners. Teacher must take appropriate steps to ensure that they don't exclude any student only because they do differ in beliefs from yours. You must also reduce the gap, and build the good relationship but not only with all your students, but also with their families too.
- **Teacher should cater to the educational needs of all learners:** In a class there is a heterogeneous group of learners. Every child unique in its own sense having different qualities, capacities, interests, attitudes, aptitudes and learning styles. As a teacher you can cater to every learner's needs by proving a variety of teaching methods like project method, discussion method, problem solving method, question answer method, debates, and inquiry based diverse group method. Individual assignment as well group assignments should be included so that child can learn to work on his own as well as in a diverse group in a cooperative manner. Teacher should ensure every child

have appropriate resources to get success. In order to get good results teacher should motivate and involve the learner to put his best efforts to achieve the maximum.

- **Actively participate and contribute to the profession:** Teacher has to perform some important duties. Teaching as a profession requires a lot of involvement in school activities. Collaborating and contributing to the school and classrooms are not just part of the job; they are teachers' responsibilities and accountability. Active teachers plan in advance and improve all areas of education. Teaching profession is a process that must be constantly nurtured by all the stakeholders, especially teachers. Teacher's professional philosophy enables him to build up a faith in the respect for students, democratic methods, strategies and techniques of teaching, pride about his work and dignity of his profession.

Teacher as a professional should take care of other qualities as follows [89]:



Figure 1.4: Qualities of Professionally Committed Teacher.

- **Personality:** Professionals should behave in a very polite and generous manner. They should have sympathy, empathy, kindness, honesty and be

inclined toward justice. A professional should be elegant, sober and neat in appearance.

- **Competence:** Professional keeps on learning new things by taking courses, attending seminars, workshops, lectures, reading educational journals & magazines, newspapers etc. It means continuing education by taking classes, attending workshops and attaining related professional designations.
- **Organizational skills:** Professionals can find things easily and quickly without wasting time. The surroundings and the place, especially the desk where the teacher work, should be clean, and only the naseberry stuff should be there at the time of the presentation.
- **Reliability:** A Professional should be able to find the solution to a problem and how to get the job done. S/he can be relay upon.
- **Accountability:** Professionals are accountable for their actions. If anyone makes any mistake, then s/he has to admit it and fix it if possible. S/he is not supposed to blame others.
- **Ethics:** Teachers' values and ethical principles include values, dignity, truthfulness, fairness and, responsibility & freedom. All teaching is based on ethics. It can be the teacher-student relationship, teacher-teacher relationship or a teacher's relationship with work.

Professions are unique it means their members have special type of knowledge, perform a specialized role, they acquire specific skills and have control over their occupation's structure, work related tasks, practice and destiny. Professionally a teacher is supposed to have rapport with all concerned with teaching profession, learners and their parents (Maheshwari, 2017) [90]. Hence s/he is expected to be committed to her/his profession, to learners, to society, and to high human values. In fact, commitment is an essential ingredient of every profession.

Teacher as a professional, it is very much needed to work with honesty and transparency. It is a dire need of a teacher to get acquaint with updated latest knowledge, strengthen the professional commitment and think critically to develop understanding and insight in different attributes and areas of a profession such as punctuality, positive outlook, towards coworkers, enthusiasm, co-operation, honesty

etc. Professionally committed teachers give equal opportunity, importance and respect to all students at the right time to ensure maximum level of achievement.

Report from Scotland suggests, “We know that it is the commitment and skill of individual teachers which makes the biggest difference to children’s progress and achievement” (HMIE, 2009, p. 3) as cited by (Tyagi & Misra, 2017).[91] All stakeholders of education recommend that enhancement of teachers’ professional capacities, potential and commitment to education is very much needed to improve the whole education. If quality education is the goal, it cannot be achieved without the sincere efforts of dedicated, motivated and professionally committed teachers.

Professionalism is known as the code of conduct, attitude and behavior of a person in a work place or business environment. A person doesn’t have to work in a specific profession to demonstrate the important qualities and characteristics of a professional. Professionalism is instrumental to get workplace success, a tremendous amount of professional reputation and a very high level of work ethics and excellence.

1.9.3 Strategies to Develop and Practice Professionalism



Figure 1.5: Strategies to Develop and Practice Professionalism

- **Develop efficient work habits:** Learn to manage work efficiently. Make use of technology where ever it is needed. Assignments and projects should be planned in advance. Accordingly prioritize, organize, direct, coordinate and manage effectively. Follow up and follow through with team and leader.
- **Take Initiative:** Individual should ask for more and more work in terms of projects, assignments, activities etc. This way potential can be utilized to meet organization's goals.
- **Be Productive:** Focus on work responsibilities and use time productively at workplace. Avoid spending more time on social media, web browsing and other phone activities.
- **Communicate Effectively** Practice effective professional communication skills in person, interpersonal communication and online communication.
- **Time Management:** Set the dead line for the task. Establish priorities, set objective /goals, create a plan of action to get the work accomplished on time.
- **Display integrity:** Take accountability for the work and actions. Always behave ethically.
- **Provide excellence:** Outcome of work and results should reflect a sense of pride and professionalism, mostly beyond expectations.
- **Build relationships:** Build the huge network of all the stakeholders of your profession. Build professional cordial relationship with colleagues, parents, students, community, management, government officials and policy makers. work on team and collaborate effectively.
- **Maintain a professional image:** Project like a professional. Dress appropriately. One should act professionally for organization.
- **Be a Problem Solver:** When you stuck into problems and hurdles take some time to think wisely and find some tentative solutions and alternatives before meeting with supervisor.
- **Be resilient:** Develop coping skills to deal with setbacks and challenges with a positive and constructive attitude.
- **Enhance self-awareness:** Be aware of self-emotions and learn how to deal with them. It is very important to be aware of self-emotional triggers. This way one can manage reactions positively and productively. Accept the positive or negative feedback and reflect on. Introspection will assist you to learn and grow.

Teaching comes in the category of profession. Teaching is not simply an occupation which aimed at making money for livelihood but it is a social service for national development. A teacher should always be committed to his work. Teaching is considered as one of the oldest as well as noblest professions. The word teacher is value loaded. Every teacher is expected to be an ideal person imbued with high moral character.

The meaning of teachers' development is located in their personal and professional lives and in the policy and school settings in which they work. Teachers are at the heart of the educational process. The greater the importance attached to education as a whole whether for cultural transmission, for social cohesion and justice, or for human resource development so critical in modern, technology-based economies the higher is the priority that must be accorded to the teachers responsible for that education. As professionals, teachers view the school in which they work as a place of learning and development. For all members of the school community learning and development are central to the process of schooling. Professional development is the development of teachers and support staff to enhance their knowledge and understanding, and their skills and abilities to improve the quality of teaching and learning.

Teaching becomes is not only of mastering skills and techniques, developing competence, efficiency and knowledge, but it also needs to involve in emotional work. It is a blend of competence, creativity, passion and happiness. Commitment is the main factor for effective and efficient work in any field. Teachers' professional commitment has been found to be critical to good instruction. Teachers are prepared and developed professionally in teacher training institutions.

A committed teacher is focused and more involved in her/his profession. At times, it is believed that teachers are committed and devoted to their profession, although this is not always the right. It has been sometimes noted that even though the line of work has been chosen voluntarily by teachers, commitment tend to decrease after sometime. Lower commitment affects the effectiveness of schools and causes teachers to be less successful in their professional performance or to leave the profession in extreme cases. Along with commitment towards the profession, teachers also need to be competent in their skills of teaching.

The professionalism and professional development have significantly affected the teachers` beliefs, attitudes, practices and student learning. Learning how to teach, and working to become an excellent teacher is a long-term process that requires not only the development of very practical and complex skill under the guidance and supervision of experts, but also the acquisition of specific knowledge and the promotion of certain ethical values, attitudes and commitment. Researches revealed that teaching profession is demoralized because of reduced commitment. This will lead to affect the quality of teaching in the long term.

1.10 Work Motivation

Work motivation is an internal drive which pushes someone to take some action in order to achieve something. It is a human drive to work in order to gain rewards from that work, these rewards may be of any kind for example, physical, emotional, social or monetary.

Work motivation is the desire or willingness to make an effort in one's work.

There are many factors of work motivation, it can be a desire or willingness to work. It may be salary and other benefits like status, recognition, feeling of importance and usefulness of work, sense of achievement, name, fame, felling of belongingness with colleagues and organization. Researches revealed that work motivation is not static but it varies with age, individual psychology and is often related to ability and environmental factors.

Work motivation helps to stimulate an individual to perform actions for achieving desired results. Thus, an effective motivational drive can stimulate people and help towards satisfaction and commitment towards their assigned work. Motivation is internal drive which pushes someone to do things in order to achieve a specific goal. Individuals who are intrinsically motivated become less focused on material gains and more on satisfaction and sense of achievement as compared to individuals who are extrinsically motivated. Intrinsically motivated teachers can help students to achieve to the maximum capacity. Teacher motivation is an essential component to enhance classroom effectiveness because learning outcomes are highly dependent on the quality of instruction.

1.10.1 Types of Work Motivation

There are two types of work motivation

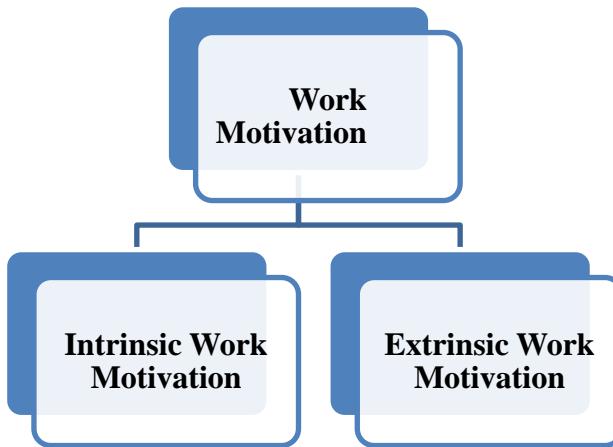


Figure 1.6: Types of Work Motivation

1. **Intrinsic Work Motivation:** Intrinsic motivation is the activity which is carried out for enjoyment or for the satisfaction driven from that activity, if a person works for because s/he love to work, the mission of organization, a noble cause, social responsibility or other intrinsic reasons, is called intrinsic motivation. Intrinsic motivation is internal; it comes from within-when people are internally motivated to do something. For example, when a teacher undertakes a task without any personal end in mind, s/he is intrinsically motivated. In general, motivation arising from instincts, drives and thoughts is conceived as intrinsic motivation. It includes competence, social interaction, autonomy, responsibility and self-esteem.
2. **Extrinsic Work Motivation:** Extrinsic motivation is the outcome of external factors which energize a person to work better for examples, remuneration, relationship with supervisor and colleagues, recognition, better salaries, conducive working conditions, career and promotional opportunities, opportunities for professional growth and development as well as high social status. Extrinsic Motivation is an activity which is carried out with the sense of obligation.

1.10.2 Dimensions of Needs for Work Motivation



Figure 1.7: Dimensions of Needs for Work Motivation.

1. **Need for personal growth:** Improvement of self and of competence, learning new things.
2. **Need for achievement:** High production, goal achievement, competition.
3. **Need for self-control:** Alert sincere to job responsibilities, attainment of goal dead line.
4. **Need for monetary gains:** Immediate monetary gains or rewards, increments and in salary or wages.
5. **Need for non- financial gain:** Status, recognition, appreciation, autonomy, power, prospects.
6. **Need for social affiliation and conformity:** Participation, co-operation, group influence, group conformity.
7. **Need for autonomy and self- actualization.**

1.10.3 Determinants of Work Motivation

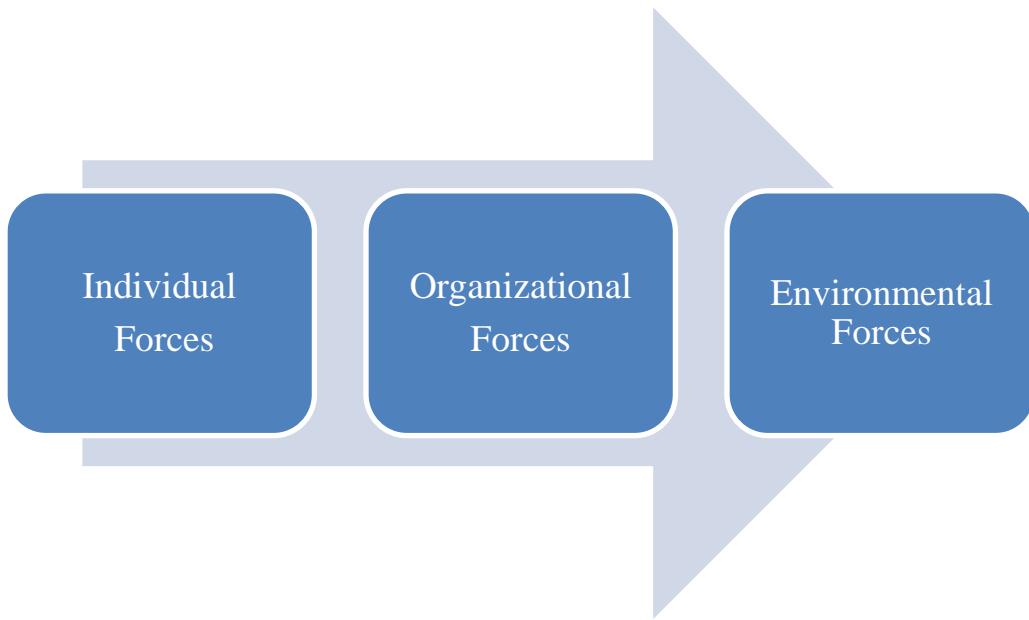


Figure 1.8: Determinants of Work Motivation

- **Individual Forces:** Forces acting within the individual are the major determinant of work motivation. Human needs are unlimited and available resources are limited; all needs cannot be satisfied in limited resources. Therefore, unsatisfied needs can affect the work motivation.
- **Organizational forces:** The climate of the school or organization can affect the work motivation; if it is not comfortable or not friendly than work motivation gets affected. Therefore, climate should be conducive and comfortable to human performance. Work motivation can also help the employer to understand the behavior of an employer.
- **Environmental Forces:** It also plays an important role. It determines the performance of teacher in school. The inside school and outside school experiences together affect the teacher's performance, these cannot be segregated, life style, traditions, norms, customs, and attributes play an important role in determining the work motivation level of the individuals.

1.10.4 Factors Affecting Work Motivation

There are two types of factors affecting Work Motivation as follows:

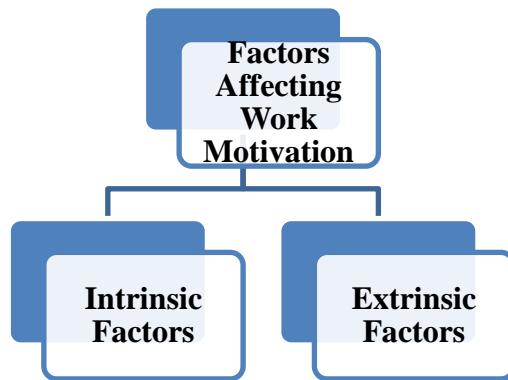


Figure 1.9: Factors Affecting Work Motivation

- **Intrinsic Factors:** Intrinsic factors represent tasks that are more enjoyable, interesting and psychological rewarding. These are achievement, recognition, responsibility, work, public reputation, advancement of knowledge, opportunity of growth, advanced technology and facility for effective classroom management, student's response, class size and school resources.
- **Extrinsic Factors:** Factors in terms of context or setting where the work is performed, these are: Salary, status, working or physical conditions, job security-tenure of job, organizational policy and administration, technical supervision, amount of work, effects on personal life, interpersonal relationship with colleagues, school climate and rooms, feedback system, school leadership.

1.10.5 Maslow's Need Hierarchy Theory of Motivation

Maslow (1943) [92] in "A Theory of Motivation" states that five categories of hierarchy of psychological needs dictate an individual's behavior. Those needs are in a sequence of physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs. These needs are further categorized in lower order needs (Basic Needs) and higher order needs (Intangible Needs). The theory is presented in a pyramid shape, with Basic needs like; physiological needs, safety needs, love and belonging needs, at the bottom and more high-level, intangible like esteem needs and self-actualization needs at the top. These needs are addressed when their basic needs of physiological needs, safety needs, love and belonging needs are sufficiently addressed.

Maslow's Need Hierarchy Theory of Motivation

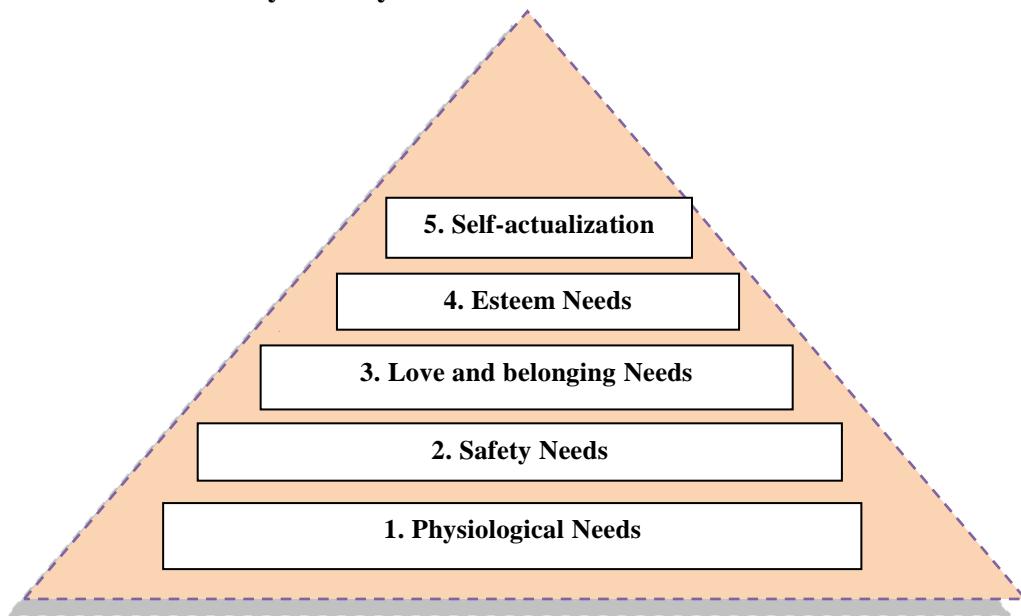


Figure 1.10: Maslow's Need Hierarchy Theory of Motivation

Five types of needs:

1. **Physiological needs:** The first lower needs/basic needs on Maslow's hierarchy are physiological needs. These basic needs are necessary for human survival like need of food, water, sleep, rest, clothing shelter, overall health, and reproduction. Maslow states that these basic physiological needs are at most important to be addressed before moving on to the next level of fulfillment.
2. **Safety needs:** At the second place come the need of safety among the lower-level needs. It includes health security, financial security, emotional stability and well-being and protection from violence and theft.
3. **Love and belonging needs:** At the third place come the social needs related to human interaction, love, family bond, marriage, emotional bonds, friendship, belonging to social group, club, team of colleagues.

4. **Esteem needs:** The higher needs are self - esteem and ego-driven needs. It includes self-respect (belief that they are valuable and deserving dignity), self- esteem (confidence in self-potential for growth).
5. **Self-actualization needs:** Self-actualization means the fulfillment of your full potential as an individual. It is the highest position at the pyramid. Self-actualization needs include education, skill development—the refining of talents in areas such as music, dance, athletics, design, gardening, caring for others, and broader goals like learning a new language, traveling to new places, and winning awards.

Maslow referred the self-actualization as "growth need" and he separates it from rest of the four needs which he named "deficiency needs". The theory says that if a person fails to fulfill deficiency needs, then he experiences unpleasant and harmful results like illness, isolation and self-doubt. Self -actualization needs become on priority when the other four basic/lower order needs are fulfilled.

1.10.6 Douglas McGregor's X and Y theory of Motivation

Douglas McGregor [93] a social psychologist developed X and Y theory of motivation in 1966 where he proposed two major styles of human behavior.

Theory X: Theory X believes in that the employees are less motivated, dislike the work, avoid responsibility, need constant check, supervision and direction at every small step. The style of management would be authoritarian. This approach involves micromanaging the employees' work and make sure work gets done in a right way. Employees constantly need to be rewarded, promoted or sometimes punished to complete the work efficiently on time. Employees are given monetary rewards, bonus, salary increments etc. based on their work performance and output.

Theory Y: Theory Y believes in that the employees are motivated and involved in work seriously. They are proud of what ever work they do and strive to perform the best of their abilities. In this theory managers trust their employees in taking the ownership of work and accomplish the task on their own efficiently. Management assumes that employees are happy to work on their own and take initiative to get better outcomes, improve the efficiency to accomplish the task on time, more involvement in decision making self- motivated to complete the work, view task as

fulfilling and challenging, solve problems creatively and imaginatively. It is a progressive approach, it provides flexibility, liberty and developmental control, achievement and continuous, improvement achieved by enabling and giving responsibly.

McGregor gave more preference to the theory Y. The Y theory is superior and popular in organizations than X theory. It fulfils the need for a meaningful carrier and provides employees with a sense of achievement and more experience along with money.

1.10.7 ERG theory of Motivation

Clayton P Alderfer developed ERG theory of motivation in 1969.[94]. This theory is a reinvention of Maslow's needs hierarchy theory of motivation. Maslow has mentioned 5 levels of human needs in his theory of motivation. In ERG theory Clayton P Alderfer condenses Maslow's 5 levels of needs into 3 slabs of needs. These 3 slabs of needs according to ERG theory are as follows:

1. **Existence Needs:** It includes all material and physiological desires i.e., water food, clothing, safety, love, affection etc. (First and second level of Maslow's theory).
2. **Relatedness Needs:** It includes social and external esteem relationship like family and co-workers. It also includes too be recognized and feel secure as a member of family and group. (Maslow's third and fourth level).
3. **Growth Needs:** It includes self-actualization and internal esteem of a person such as feeling of personal growth. It impels a person to make a creative and productive effects on himself and the environment i.e., to progress towards one's ideal self. (Maslow's fourth and fifth level of needs).

The first three letters of the needs constituted the name of the theory i.e., ERG theory of motivation. ERG theory of motivation is little different from Maslow's theory. Alderfer stated that order of human needs is not fixed and static as described in Maslow's' theory. He stated that at one time more than one needs can be active. One can proceed to the next level without satisfying the lower order needs. Priorities of the needs can be changed depending upon the situation.

Existence needs is most concrete and these are easy to verify. Relatedness needs are less concrete than existence needs and depends on the relationship between two or more people, growth needs are least concrete and their specific objective depends on uniqueness of a person.

1.10.8 Stacey Adams' Equity Theory

Stacey Adams' as cited in Pant (2022). [95] developed equity theory of motivation in 1963. It is a process model of motivation. It states that our level of motivation is affected by the level of reward we received in comparison with our own sense of our contribution. The theory depends on the concept of equality and fairness, besides that on the importance of comparison to others. It states that all employees should be treated equally. Only those employees should be promoted whose performance is better than other employees. This strategy helps in motivating other employees to perform better. Hence, it is preferred to have equity in rewards among all the employees. Rewards can be linked to workers efforts contributed in the performance in accomplishment of work.

Teachers work motivation can be enhanced by understanding their basic needs and growth needs. Suslu (2006) [96] emphasized on boosting intrinsic motivation for teachers to be successful. Every teacher is motivated with different need and demand. Unreasonable demands to administers, discouraging team spirit, neglecting rewards, financial problems may be demoralizing and can lead to decrease the productivity. Intrinsic rewards outweigh extrinsic ones in teacher motivation. Teachers work motivation can be enhanced by understanding their basic needs and growth needs. Newly appointed teachers and less experienced teachers should be motivated to achieve higher goals. Lather & Jain (2005).[97] indicated significant positive correlation between job satisfaction and need for autonomy and self-actualization of top-level managers and need for autonomy and self-actualization is a significant positive predictor of job satisfaction for them. Higher authorities can achieve self-actualization because at this stage all the basic need/lower-level needs have been fulfilled.

1.11 Locus of Control

Locus of control is derived from the word control. Control is defined as power to influence or direct human behavior or the course of events (Oxford Dictionary, 2022). Locus is conceptualized as internal (a conviction that one can handle one's own life)

or external (a conviction that life is constrained by outside factors which the individual can't impact, or that possibility or destiny controls their lives).

Locus of control was developed originally by Julian Rotter in 1954. Rotter, (1966) “Locus of control the degree to which the individual perceives that the reward follows from, or is contingent upon, his own behavior or attributes versus the degree to which he feels the reward is controlled by forces outside of his/ or herself and may occur independently of his or her own action.” “Locus of control refers to one’s beliefs in his or her abilities to control life events” (Rotter, 1966). He expressed the term Locus of control as the linking of good or bad events of life's experiences to themselves or others people, luck and fate.

Locus of control is a belief whether the outcomes of one’s actions are dependent on what one does (internal control) or on events outside one’s personal control (external control).

Locus of control refers to an individual's perception about the underlying main causes of events in his/her life. Locus of control is the degree to which people believe that they, as opposed to external forces (beyond their influence), have control over the outcome of events in their lives. People with high locus of control perceive that they can have great amount of control over their behavior. Therefore, they are likely to take more responsibility about their behavior. On the contrary a person with a high external locus of control gives credit of success to external influences fate or luck.

Spector (1988) [98] categorized it into two types: Internal locus of control and External locus of control. People with internal orientation generally believe that they are the masters of their fate and possess control over their life. They are often found confident, alert and are more motivated in controlling their external environments. Jones and George (2003) [99] internally oriented people show direct involvement in changing situations and also show readiness to solve any problem. Individuals with external orientations believe that they do not have direct control over their destiny (Rotter, 1966; Spector, (1988). They believe that many other factors play a role in influencing their life like their destiny and contacts. Morzaria, 2019 [100] stated that, the locus of control has a relationship with the effort, motivation, satisfaction, performance, compliance, the perception of the job, supervisory style and the compliance with authority. Locus of control may also moderate the relationship

between motivation and incentives. He further added that Extreme internal locus of control can be psychologically unstable and unhealthy. As cited by (Mehta & Gupta, 2021) [101], (Gupta, 2016) indicated that teachers having external Locus of control experienced higher level of conflict in terms of their roles and (Rani, 2016) explored Locus of control and academic achievement and stated a significant relationship between Locus of control and academic achievement.

Mehta & Gupta (2021) [102] indicated a significant positive effect of internal locus of control on classroom engagement. Locus of control is considered as a personality trait and it directs a person how to control the environment. It is the degree to which the person perceives that how s/he can control the events and the outcomes which effect the environment.

1.11.1 Types of Locus of Control

There are two types of Locus of Control as follows:

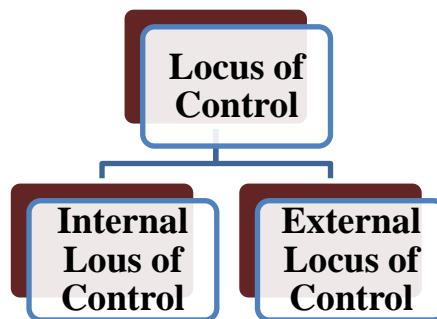


Figure 1.11: Types of Locus of Control

1.11.2 Internal Locus of Control

Internal Locus of Control: People with an Internal Locus of Control believe that they control their own destiny. Internals believe that success or failure is due to their own efforts. They also believe that their own experiences are controlled by their own skill or efforts. People with a strong internal locus of control believe that the responsibility for whether or not they get reinforced ultimately lies with themselves. Kamdorn (2015) [103]] stated that internal employees were found significantly more satisfied and more motivated while being predominantly intrinsically motivated. Gupta Nain (2016) [104]. indicated that teachers having external control Locus of control experienced higher level of conflict in terms of their roles.

People with internal orientation generally believe they are the masters of their fate and possess control over their life. They are often found confident and alert and their external environments. Internally oriented people are directly involved in changing situations and readiness to solve any problem. Internally oriented people generally have good coping skills, experience less stress respond positively to difficult situations. On the other hand, Individuals with external orientations believe they do not have direct control over their destiny. They think that many other factors play a role in influencing their life, like their destiny and contacts. Akkaya & Akyol (2016) [105] suggested to give more power and responsibility to take decisions related to their profession. Kushk (2019) [106] stated that Locus of Control can be altered with proper training and effective communication. The managers should take the responsibility to help their employees in understanding and shaping their locus of control. Kiral (2019) [107] gave the importance of aware raising activities to increase teachers' Internal Locus of Control and delivering practice-based training to teachers through the support of academics working in his field. Asni (2018) [108] indicated a high level of Internal Locus of Control and professional commitment, can help to take the best decision when the conflict situation occurs. An individual can behave more independently in conflict situations by having the high professional commitment. Kutannis (2011) [109] stated students with Internal Locus of Control reflected high in learning performances, more proactive and effective in learning process. Locus of Control focuses on ability to cope with uncertainty. Individuals with less tolerance resist to the change and with high tolerance can easily adapt to the change. Hence, Locus of Control identifies the reaction given to change according to situation. Individuals with Internal Locus of Control show less absenteeism and high involvement in comparison to people with external locus of control. Teachers who have self-belief, motivated committed lead to a greater quality of education. Also, they can prepare brighter future generations for the nation. Merwe (2013) [110] indicated that individuals with a high Internal Locus of Control believe that outcomes are a result of their own actions. Morzaria (2019) [111] stated that Extreme Internal Locus of Control could be psychologically unstable and unhealthy. Kamdorn (2015) [112] Internal employees were found significantly more satisfied and more motivated while being predominantly intrinsically motivated

People with an internal locus of control can manage their skills, experience image, experience lesser stress levels and exhibit a positive attitude towards any situation. Internal Locus of Control individuals has the quality to modify the situations according to their benefits and problem-solving skills and produce relevant work. (Jones and George). [113]

1.11.2.1 Characteristics of Internal Locus of Control

Features of People having Internal Locus of Control are as follows:

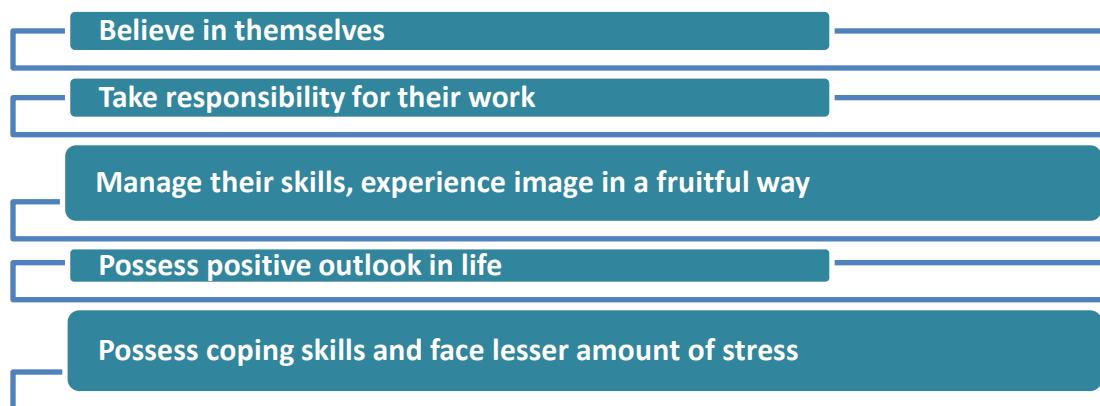


Figure 1.12: Characteristics of Internal Locus of Control

1.11.3 External Locus of Control

External locus of control: People with External Locus of Control believe that their lives are determined mainly by sources outside themselves like fate, chance, luck or powerful others. Externals believe that reinforces in life are controlled by luck, chance, or powerful others.

Individuals with external orientations believe they do not have direct control over their destiny. They think that many other factors play a role in influencing their life, like their destiny and contacts. Externals believe that reinforces in life are controlled by luck, chance, or powerful others. As cited by Mehta & Gupta (2021) [114], Gupta (2015) indicated that teachers having External Locus of Control experienced higher level of conflict in terms of their roles. Individuals having an External Locus of Control do not attribute the consequences of events to the individual but to other things like fate, luck and other people.

1.11.3.1 Characteristics of External Locus of Control

Features of People having External Locus of Control are as follows:

- They think events can be shaped according to abstract beliefs like fate and luck.
- People having an External Locus of Control cannot change the situation of their surroundings, and they feel that they are affected by influential people.
- They cannot change the situation.
- They are incapable of taking responsibility and instead feel affected by influential people.

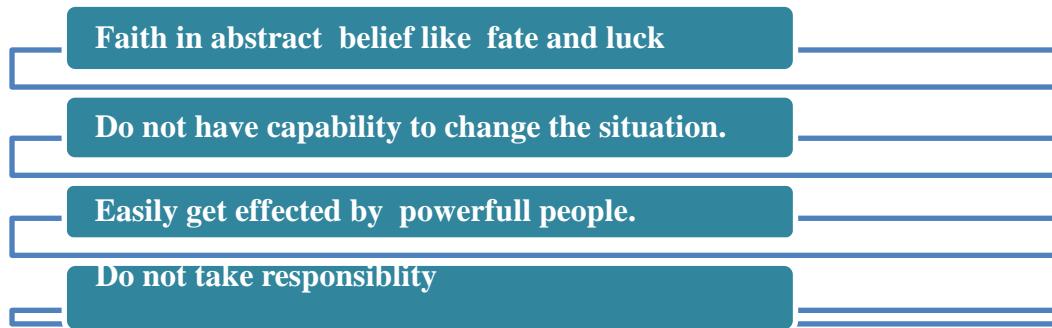


Figure 1.13: Characteristics of External Locus of Control

Locus of Control is a belief whether the outcomes of one's actions are dependent on what one does (Internal Control) or on events outside one's personal control (External Control). In the present study, the researcher deals with secondary school teacher's Internal and External Locus of Control.

1.11.4 Determinants of Locus of Control

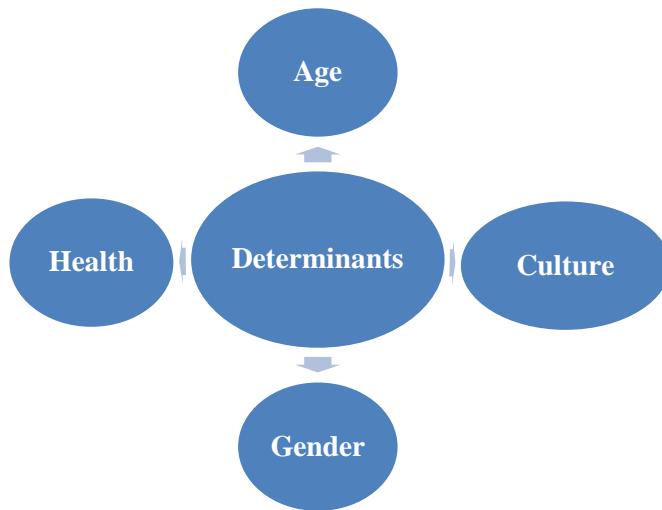


Figure 1.14: Determinants of Locus of Control

- **Age:** Age is considered as the most powerful determinant of Locus of Control. Researchers discovered that Locus of Control changed with the age i.e., individuals got older as with the increase of age they lost their sense of control. He stated retirement, widowhood, and deteriorating health all contributed to a low sense of control.
- **Culture:** Tradition and culture affects the individual Locus of Control.
- **Gender:** Gender also affects the sense of Locus of Control. Women are considered to have fewer Locus of Control than men due to inequality in education and life.
- **Health:** Health is a great determinant of individual's Locus of Control. An individual's Locus of Control is directly related to health, both internal as well as mental health.

1.12 Justification of the study

After searching from various research papers, magazines, articles, blogs, thesis and internet researcher has gathered a large amount of information about the present topic of research. Literature review has widened the horizon of knowledge. In order to provide quality education, we need competent teachers with high level of professional commitment among secondary school teachers. Work Motivation and Locus of control may also influence the professional commitment. Work motivation acts as a powerful tool in schools which would lead to increase performance of teacher. Hence,

it becomes important to study the impact of professional commitment of secondary school teachers on related variables such as work motivation and locus of control. Many previous researches have conducted similar studies by choosing the demographic factors such as gender, age, teaching experience, place and type of schools. There are few studies conducted related to inter relationship among professional commitment, work motivation and locus of control of secondary school teachers of Delhi. Out of those few studies many show conflicting results. Mostly studies are done at the school level on students, college level on teacher educators or in the industrial sector very few studies were conducted on secondary school teachers. There is a definite gap in the previous literature with respect to professional commitment and other concern variables such as work motivation and locus of control at senior secondary school education level. Besides that, not much work on this aspect has been done from the Indian perspective. Thus, efforts will be made to understand the inter relationship among professional commitment, work motivation and locus of control.

This study would be beneficial for all the stake holders of education. It includes students, teachers, parents, school management and administration and policy makers in a great deal.

- It will be beneficial for secondary school student: At secondary level teachers are specialists in their own discipline, well qualified and trained. They perform very important role at this stage where students are in teen age and they are going to make decisions about their carrier/ professional choices. Teachers play a great job in widening the horizon of knowledge. At this stage of teenage students need proper guidance and counseling on personal, academic and vocational aspects. Professionally committed and motivated teachers can help student in providing timely guidance in their problems.
- This study would be beneficial for teachers: Teachers can understand the concepts of professional commitment, work motivation and locus of control better. It will help teachers to work efficiently, communicate effectively, take responsibility behave professionally and ethically. Professionally committed and motivated teachers will be recognized, respected and appreciated for their immense hard work and efforts in bringing positive change in the life of

students by providing quality education and their contribution in building the nation.

- Parents would be benefited by getting quality education, regular feedback about the child's performance from professionally motivated teachers and active participation in the school and community.
- School authorities, administration and management would be benefited by understanding the problems better. The school administration and, management can understand the problems of teachers better. They can motivate teachers by giving them incentives like increments, bonus, promotion, awards, reward, recognition etc. They can take initiatives like workshops, lectures, refresher courses and training for professional development of teachers for motivating teachers intrinsically. Time to time various challenging programs, human resource development activities and enjoyment filled related work should be arranged by the school management and administration so that the teachers remain intrinsically motivated. Maslow's theory of motivation suggested that basic needs or lower order needs are met, the focus shift to higher order needs. Work Motivation and practical activity-based training may enhance professional commitment and locus of control. It will bring desirable outcomes and quality education.
- Policy makers can also take suggestion from this research to make secondary education more streamlined. The study will help employers to understand about teacher's work motivation and behavior in a better manner. Professional development programmes, proper training, better infrastructure, happy, healthy environment, monitory and non- monitory incentives can be provided to the teachers to boost their morale to work efficiently to bring quality in their work.

Researcher found gaps in previously done literature. Therefore, a new study is required to fill the gaps. The study would definitely help the parents, educational administrators and community members in creating a constructive and congenial atmosphere for teachers' professional growth and development in the desired planned direction which will contribute to the holistic development of the students.

1.13 Statement of the Problem

Taking into account the theoretical background and present relevance, an attempt has been made by the investigator to study Professional Commitment, Work Motivation and Locus of Control. Keeping in view the present study is stated as *Professional Commitment of Secondary School Teachers in relation to their Work Motivation and Locus of Control.*

1.14 Operational Definitions of the Terms used

- **Professional Commitment:** Professional commitment is the psychological bond felt by a person within an institution and showing the degree to which, the person has accepted and adopted the organizational characteristics or perspectives. It also signifies an attitude reflecting the strength of the attachment between the teacher and school. In the present study, the researcher deals with five major dimensions of professional commitment of secondary school teachers i.e., Commitment to the Learners; Commitment to the Society; Commitment to the Profession; Commitment to Achieve Excellence; and Commitment to the Basic Human Values.
- **Work Motivation:** Work motivation is the combined internal force produced by some intrinsic and extrinsic or both motives that activates teachers to do the work associated with their expected roles in the schools. Motivation to work is human state where competence to work and will to work fuse together to produce the results. The present study deals with seven dimensions of work motivation of the secondary school teachers i.e., Need for Personal Growth, Need for Achievement, Need for Self-Control, Need for Monetary Gains, Need for Non- Financial Gain, Need for Social Affiliation and Conformity, Need for Autonomy and Self- Actualization.
- **Locus of Control:** Locus of Control is the belief of an individual excelling specific situation that they control their own destiny or are controlled by sources outside themselves like, fate, chance, luck, power etc. In the present study, the researcher deals with internal and external locus of control of secondary school teachers.

1.15 Objectives of the Study

1. To study the difference in professional commitment of secondary school teachers with respect to gender and type of schools.
2. To study the difference in work motivation of secondary school teachers with respect to gender and type of schools.
3. To study the difference in locus of control of secondary school teachers with respect to gender and type of schools.
4. To study the interactional effect among various dimensions of professional commitment, work motivation and locus of control among secondary school teachers with respect to gender and type of schools.
5. To study the relationship between professional commitment and work motivation of secondary school teachers with respect to gender and type of schools.
6. To study the relationship between professional commitment and locus of control of secondary school teachers with respect to gender and type of schools.
7. To study the relationship among professional commitment, work motivation and locus of control of secondary school teachers with respect to gender and type of schools.

1.16 Hypotheses of the Study

1. There exists a significant difference in various dimensions of professional commitment of secondary school male and female teachers working in government and private schools.
2. There exists a significant difference in various dimensions of work motivation of secondary school male and female teachers working in government and private schools.
3. There exists a significant difference in various dimensions of locus of control of secondary school male and female teachers working in government and private schools.

4. There exists a significant interactional effect in various dimensions of professional commitment, work motivation and locus of control of secondary school male and female teachers working in government and private schools.
5. There exists a significant relationship between professional commitment and work motivation of secondary school male and female teachers working in government and private schools.
6. There exists a significant relationship between professional commitment and locus of control of secondary school male and female teachers working in government and private schools.
7. There exists a significant relationship among professional commitment, work motivation and locus of control of secondary school male and female teachers working in government and private schools.

1.17 Delimitations of the Study

Keeping in view the limited resources and time available, the present study is delimited to following aspects:

- The present study is delimited to teachers working in government and private secondary schools affiliated to CBSC Board, regulated by Delhi government and data was collected by using simple random technique from secondary schools of South and South West Districts of Delhi.
- It is further delimited to three variables as Professional Commitment, Work Motivation and Locus of Control.

CHAPTER II

REVIEW OF RELATED LITERATURE

A literature review is a "comprehensive study and interpretation of literature that addresses a specific topic" (Aveyard, 2010).

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. In the process of review, it provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. In other words, reviewing the literature is locating summaries, books, journals, indexed publications on a specific topic then selectively choosing which literature to include in review; and then summarizing the literature in a written report. For conducting any research study, review of relevant literature to the study being conducted is very much required. First of all, the review of literature serves the purpose of providing a need for a study and demonstrating that other studies have not addressed the same topic in exactly the same way. It is very significant because it helps the investigator not only in understanding the specific problem from different perspectives but also helps in identifying the gaps in research and need of research. Further it helps researcher in defining the problem in researchable form. It helps the researcher in identifying the objectives and the framing the corresponding hypothesis of the research study. The literature also helps to establish the need and importance of the study. At last, most important benefit of the literature review is that it helps in developing the insight of researcher to analyze, synthesis and interpret the results of the study that researcher investigates. In case of quantitative research, researcher compares results with predictions made at the beginning of the research. In qualitative research, the literature is used at the end of the study to compare and contrast findings in the study with past literature. (Creswell, 2014, P I04). [75]

Therefore, the most important contribution of reviews of this literature is that it may help the investigator in interpretation of the results of the study that the researcher investigates. Literature is generally found in the form of research report in educational journals, articles, monographs, books, theses, dissertations, educational journals and research report, government reports and publications on education,

encyclopedias of educational research. A good review, may also contain other information drawn from conference paper, researcher presentation and government documents. In the process of composing a literature review may cite articles from mixed method approach. No matter what is the source of information, all researches conduct a review of literature as a step in the process of research. Researcher conduct literature review to document how this study can add to existing literature. Moreover, researcher can provide evidences from previous researches to prove his/ her novel innovative point of view or ideas of new study. This way literature review provides enough evidences that how this study is needed in the field of education. Reading literature also help to learn how other researchers compose their research studies and also find new methods, models and techniques for his/her own study. Researcher may develop skills of using library and surfing on computer etc. A good literature review provides a scientifically proven reliable foundation to the new study.

2(A) Purpose of Literature Review

The main objectives of the present study are to find out Professional Commitment of secondary school teachers in relation to their Work Motivation and Locus of Control. Keeping this in view in this chapter, an effort has been made to review the literature briefly. At places, some of the studies reviewed here, would not appear to be exactly relevant in the true sense of the word ‘related’, but by suggestions and implications, their inclusion in this chapter is well justified.

2(B) Steps of Literature Review:

1. Identify key terms to use in search for literature.
2. Locate literature about the topic of study by collecting different type of material and sources like books, articles, reports, documents etc. from library and internet.
3. Evaluate critically and select the literature for the review.
4. Organize the selected literature.
5. Write a literature review that reports summaries of the literature for inclusion in research report.

Although, the search for related literature is a time-consuming task but it gives fruitful results in the process of investigation as it provides the clarity of visual chart of the problem of the study. This journey of literature review helps researcher to find out appropriate methods, statistical tools and techniques to be employed for investigating the problem of research.

Many researches have been conducted in this topic earlier, the investigator is trying to add something new in the vast field of educational research and fill the gaps in research. It is assumed that the survey of related studies will make the present investigation more direct and precise. It is found that a few researches have been conducted on secondary school teachers, but from the review of the articles, abstracts, research papers, journals, international reports, dissertations, monographs etc., the researcher has been equipped with adequate and up-to-date knowledge regarding the field in general and problems in particular on variables i.e., professional commitment, work motivation and locus of control. In the present investigation, the investigator has tried to scan most of the relevant and reported studies done on Professional Commitment, Work Motivation and Locus of Control in India and abroad. Despite earnest efforts, the investigator could not find much in the educational literature directly related to the problem in hand but the investigator did come across quite a few studies indirectly showing a connection with certain aspects of the problem, if not with the problem as a whole. For the present study, reviews of related researches were collected from Education Resource Information Centre (ERIC), Sage Reference Online Collection (SRO), Springer Link, Surveys of Research in Education, and abstracts and doctoral thesis available in the library in Delhi University, GGSIPU, NCERT, NEUPA, IGNOU, National Digital Library (NDL), Shodhganga and Open Educational Resources (OERs) available online.

A detailed account of review of related literature is presented in a chronological order as follows:

2.1. Survey of Related Literature Pertaining to Professional Commitment

2.2. Survey of Related Literature Pertaining to Work Motivation

2.3. Survey of Related Literature Pertaining to Locus of Control

2.1 Survey of Related Literature Pertaining to Professional Commitment

2.1.1 Studies Conducted in India

Mahajan & Kauts (2022). [1] carried out a study professional commitment among secondary school teachers of Punjab with respect to type of schools. The results revealed that the private secondary school teachers were professionally highly committed than government secondary school teachers on all five dimensions of professional commitment i.e., commitment to learner, commitment to society, commitment to own profession, commitment to own dimension, commitment to attaining excellence, commitment to basic human value.

Begum & Alam (2021). [2] carried out a study on professional commitment of teacher educators. The results revealed that professional commitment of teacher educators was found not significant with respect to gender and their qualification. Also, the difference in the level of professional commitment of teacher educators was found.

Shanthi (2021). [3] investigated Professional commitment of primary school teachers. The results revealed that a significant difference was found between Professional Commitment of teachers with respect to Experience, also no significant difference was found between Professional Commitment of teachers with respect to Gender and Qualification.

Kushk (2021). [4] conducted a study professional commitment of teacher educators in colleges of education with respect to gender, locality, qualification, NET non-NET, marital status. The professional commitment scale for teacher educators (PCSTE) prepared by Dr. Vishal Sood (2011) was used. The results indicated that, The Female teacher educators were betters than the Male teacher educators. The M.Phil., Ph.D. teacher educators were better as compared to teacher educators having post-graduation degree. The Urban teacher educators were better than educators of rural area. The Unmarried teacher educators were better than the married teacher educators. The net qualified teacher educators were better than the non-NET qualified Teacher Educators.

Naik (2020). [5] investigated professional commitment among teachers of higher secondary schools. in relation to sex and locality. The main objective of the study was to investigate the significance of mean difference of professional commitment among teachers of higher secondary schools with respect to their gender and location of school. Findings revealed that, a significant mean difference of professional commitment was found among male & female teachers of higher secondary schools in rural and urban area.

Habib (2019). [6] investigated professional commitment of secondary school teachers in relation to their self-efficacy. The purpose of study was to examine the relationship between professional commitment and self- efficacy of secondary school teachers. Findings of the study revealed that female secondary school teachers have high professional commitment. No significant difference was found in the self-efficacy of secondary school teachers. A significant positive correlation was found between Professional commitment and self- efficacy of secondary school teachers.

Sharma (2019). [7] conducted a study on job satisfaction and professional commitment of teacher educators. The purpose of the investigation was to explore the relationship between job satisfaction and professional commitment of teacher educators. It also studied the impact of marital status, teaching experience and stream on job satisfaction and professional commitment of teacher educators. It was found that 60 % teacher educators fall in average and below average level of job satisfaction and 50% fall in average and less than average level of professional commitment. Unmarried teacher educators have possessed significantly higher level of job satisfaction and professional commitment. No significant difference has been found in the job satisfaction and the professional commitment of teacher educators with regard to teaching experience and stream (science and arts). Significant positive relationship was found between job satisfaction and professional commitment of teacher educators.

Singh & Billingsley (2018). [8] conducted a study on professional support and its effect on teacher's commitment. National survey data was used to examine the effect of professional support on teachers' commitment to the teaching profession. Results revealed that teachers' professional commitment is influenced by leadership or support of principal directly and also indirectly through peer support. Also found that

largest direct effect on professional commitment of teachers was from peer support. Findings revealed that role of principal's leadership is important in enhancing commitment of teacher's collegial relationships. Study suggested the ideas for enhancing teachers' commitment to the profession of teaching.

Soaib & Khalid (2018). [9] carried out a study on professional commitment of teacher educators: future of nation builders. Main purpose of the study was to find out the professional commitment of teacher educators. Results revealed that aged teacher educators were more committed as compared to young ones. Teachers having higher academic and professional qualification were more committed as compared to less qualified teachers.

Laxmi (2018). [10] attempted to study professional commitment and work motivation as related to adjustment of senior secondary school teachers. Results revealed that, there was a high significant joint contribution of professional commitment and work motivation in predicting adjustment of senior secondary school teachers. The best predictor of adjustment of school teachers was found to be professional commitment and work motivation of senior secondary school teachers. The relationship between work motivation and adjustment was moderate when the effect of professional commitment of male senior secondary school. There was a high significant joint contribution of professional commitment and adjustment in predicting work motivation of male as well as female senior secondary school teachers separately. The best predictor of work motivation of male and female senior secondary school teachers was found to be their adjustment.

Singh & Singh (2018). [11] attempted to study on, professional commitment: an essential link between the curriculum and educational system to enhance performance. The purpose of present study was to examine the professional commitment level of teachers working in primary, secondary and higher secondary schools with respect to dimensions of professional commitment and demographical variables such as gender, locale, type of school, teaching experience, age, teaching subject and level of teaching. Teachers are possessing average and above average commitment. The results indicated, gender-wise differences, locale and type of schools produce no difference in commitment among teachers. Among the five dimensions of professional commitment, the highest level was "commitment to the

learner" and the least level was "commitment to basic human values". Demographic variables like teaching subject and level of teaching were found to be significant. Variables of qualification, age group and teaching experience of teachers were found insignificant. Among teaching subjects, the mathematics and social sciences teachers, mathematics and languages teachers, social sciences and other subject's teachers differing significantly on their overall professional commitment. Among the level of teaching the teachers teaching at primary level and teachers teaching at the higher secondary level, the teachers teaching at secondary level and teachers teaching at higher secondary level were found to differ significantly on their overall professional commitment.

Bala (2017). [12] carried out a study on professional commitment of school teachers in the state of Punjab. The results revealed the significant difference of male and female school teachers on professional commitment. It also found that mostly school teachers have average level (56%) of professional commitment.

Bashir (2017). [13] attempted to investigate job satisfaction of teachers in relation to professional commitment. The result indicated a significant difference between male and female secondary school teachers in their job satisfaction and no significant difference between male and female secondary school teachers in their professional commitment. It proved that job satisfaction and professional commitment are significantly related to each other.

Devi & Attri (2017). [60] attempted to examine professional commitment of secondary teacher educators in relation to their self-efficacy and work motivation. The finding of the study indicated that secondary teacher educators having high self-efficacy had higher professional commitment as compare to their counterpart teacher educators having low self-efficacy. Whereas, secondary teacher educators having high and low work motivation had almost professional commitment of teacher educators having high and low work motivation.

Maheshwari (2017). [14] investigated Professional commitment of male and female school teachers. The study design was ex post facto research. Findings revealed that Male and female teachers were found to differ significantly on professional

commitment. As compared to male teachers, female teachers were found to be more professionally committed.

Shukla (2017). [15] investigated professional commitment of secondary school teachers in relation to their personality characteristics and values. Results revealed that: Personality characteristics were found as correlate of professional commitment. Personality characteristics dimension-Activity was positively associated with professional commitment, while enthusiastic, assertive, suspicious, depressive and emotional instability personality characteristics dimensions were negatively associated with professional commitment of secondary school teachers. Values were found as correlate of professional commitment. Theoretical, assertive and social values were positively associated with professional commitment while economic, political and religious values were negatively associated with professional commitment of secondary school teachers. The locality was not significantly associated with professional commitment. Urban and rural teachers had same professional commitment. The gender was significantly associated with professional commitment of secondary school teachers. Female teachers had higher professional commitment than male teachers. Findings showed that personality characteristics and values of the teachers jointly and relatively predicted professional commitment.

Soaib & Khalid (2017). [115] carried out a study to examine, commitment with the teaching profession: Demographical View of teacher educators. Findings revealed that level of commitment for teaching profession increases with experience and also found female teachers were more committed than male teachers. This study recommended to enhance the social and financial status of male teachers to raising their level of commitment. Provision for training and resources for professional development of rural teachers. [56]

Sundari & Raja (2017) [16] investigated teacher's morale and professional commitment of higher secondary school teachers. Survey method was adopted for the study. Teacher morale and Professional commitment was tested by using self-made tools. The collected data were analyzed by proper statistical techniques. The result of the study revealed a positive significant correlation between Teachers.

Pan (2016). [17] attempted to study professional commitment of teacher educators. The objective of the study was to examine the professional commitment of the teacher educators in relation to categorical variables like gender, age, teaching experience and teaching subject. The finding revealed teacher educator's professional commitment differs significantly with regard to gender, age, teaching experience but the difference was found not significant with regard to teaching subject.

Basu (2016). [18] investigated professional commitment and job satisfaction among secondary school teachers. results revealed that gender and length of teaching experience influenced the professional commitment of secondary school teachers. The type of school has not shown significant effect. A strong positive correlation was found between the professional commitment and job satisfaction of the secondary school teachers. Also, gender, type of school and length of teaching experience were found to be significant factors which influence the job satisfaction of the secondary school teachers.

Beri & Beri (2016). [19] investigated professional commitment of teacher educators in relation to work motivation. Results revealed that a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation.

Ibrahim & Iqbal (2015). [20] attempted to explore, teachers' perceptions of professional commitment (affective, continuance and normative commitment) to teaching profession. Results revealed that teachers faced academic and social problems such as poor, sick, ill-disciplined students and slow learners. It suggested that teacher's role should be redefined. The government and society should take responsibility to support and provide necessary means to the teachers.

Kaur (2015). [21] conducted a study on professional commitment of secondary school teachers in relation to self-efficacy and motivation. The research undertaken attempted to study and compare professional commitment, self-efficacy and motivation of secondary school teachers with respect to gender, location of school and length of teaching experience. Secondary school teachers were found to have moderate professional commitment. Female teachers had higher level of professional

commitment than male teachers; teachers teaching in rural area schools had more commitment than teachers of urban area schools and no significant difference was found on the basis of length of teaching experience. No significant difference was found in the motivation of male and female school teachers. But it was found that teachers teaching in rural area schools had higher motivation than teachers teaching in urban areas. No significant difference was found in teacher motivation on the basis of length of teaching experience. Highly significant positive correlation was found between professional commitment and self-efficacy; between professional commitment and motivation. Self-efficacy and motivation were found to be highly significant predictors of professional commitment. The study suggested that discretion, autonomy, participation in decision-making, frequent and helpful feedback and encouragement from administrators and colleagues could enhance professional commitment and that teacher education was an important factor in maintaining and reinforcing commitment among teachers.

Rani (2015). [22] examined the relationship of professional commitment of secondary school teachers with personality locus of control and attitude towards teaching. The findings revealed that a significant positive relationship was found between professional commitment and personality of teachers including male Extrovert, female Extrovert and male Introvert secondary school teachers but no significant relationship was found between professional commitment and female Introvert secondary school teachers. It can be concluded that the Extrovert Personality of male and female were more Professionally Committed than the Introvert Personality.

Malik (2014). [23] conducted a study of teaching effectiveness of secondary school teachers in relation to their emotional intelligence personality and professional commitment. The results revealed a significant difference in teaching effectiveness of high emotional intelligent and low emotional intelligent secondary school teachers. High emotional intelligent teachers reflected better teaching effectiveness as compared to their counterpart low emotional intelligent teachers.

Arjunan & Balamurugan (2013). [24] studied professional commitment of teachers working in tribal area school. The results revealed that at .05 level there was no significant difference was found among male and female teachers working at

secondary and higher secondary levels on overall professional commitment and its five dimensions of professional commitment.

Malik & Sharma (2013). [25] conducted a study on teaching effectiveness of secondary school teachers in relation to their professional commitment. The major objectives of the study were to study the status of teaching effectiveness and Professional Commitment of teachers of secondary school and to study the teaching effectiveness of the secondary school teacher's professional commitment with respect to various variables like gender and area. The results revealed that there was no relationship between teaching effectiveness and professional commitment on the basis of gender of the teacher. Also found that the locality of the school had no influence on teaching effectiveness but had influence on the professional commitment of secondary school teachers. There also existed a significant relationship between teaching effectiveness and professional commitment of secondary school teachers. Lastly it was found that professional commitment influence teaching effectiveness positively.

Ruchi (2012). [26] carried out a study of role conflict in relation to professional commitment frustration tolerance and teacher attitude of secondary school. The study examined the relationship between role conflict and frustration tolerance of school teachers. Findings of the study revealed that, total role conflict of male & female teachers was significantly related with their frustration tolerance and total role conflict rural and urban teachers is not significant related with their frustration tolerance or total role conflict of govt. and public-school teachers is significant related with their role performance.

2.1.2 Studies Conducted in Abroad

Erdal & Erdem (2020). [27] conducted a study, prediction of professional commitment of teachers by the job characteristics of teaching profession. This study was carried out to find the relationship between the professional commitment and commitment to the job of the teachers working in public schools affiliated to the Ministry of National Education. The main objective of this study was to investigate the predictive value of the characteristics of teaching profession for teachers' professional commitment to their job. Findings revealed that teachers' perceptions of

job characteristics and professional commitment standard was very high degree. It was found a moderate positive relation between teachers' perceptions of job characteristics and professional commitment, commitment to job and commitment to students, a low positive relationship was found between perceptions of job characteristics and work. It stated that job characteristics explain 34% of professional commitment. It revealed that the sub-dimensions of job characteristics; teacher competencies, teacher performance feedback and teacher autonomy are significant predictors of professional commitment. It concluded with the statement that teachers' perceptions of job characteristics and degree of professional commitment do not differ in terms of gender, area and educational level; the perceptions of job characteristics do not differ in terms of marital status and span of service, the professional commitment is found to differ in favor of single teachers and teachers with 1-10 years of service, level of teacher educators did not differ significantly in relation to gender, habitat and educational background. Whereas professional work commitment level of teacher educators differed significantly in relation to academic qualification.

Delima (2015). [28] investigated, Professional identity, professional commitment and teachers' performance. The study was intended to determine the influence of professional identity, professional commitment and teachers' performance. Three sets of questionnaires on five-point rating scale were prepared. The data obtained were tabulated, analyzed and interpreted utilizing descriptive-correlation method with mean, Pearson's r, and Linear Regression. In all cases, significant differences among variables in this study were found.

Lo & Nieh (2015). [29] conducted a study on the correlations among organizational support, professional commitment, and employee engagement in catering industry. The research findings show the significant correlations between Organizational Support and Professional Commitment, Professional Commitment and Employee Engagement and Organizational Support and Employee Engagement.

Dora et al. (2014). [30] attempted to study Relation between organizational commitment and professional commitment: an exploratory study conducted with teachers. This study was intended to examine the relationship between organizational and professional commitment in public higher education professors according to the

multidimensional perspective of Meyer and Allen (1991), based on teachers. The proposed models were estimated through structural equation modeling methodology. Model 1 specified a relationship of direct influence of professional commitment on organizational commitment and model 2 established the opposite relationship of direct influence of organizational commitment on professional commitment. Both models presented a good fit to the data without statistically significant differences between them. It was found that the explanatory power of model 1 was superior to model 2, because it included a larger number of determinant relationships that are statistically significant. Theoretical and practical implications were discussed and new directions for future research were identified.

Shah & Abualrob (2012). [31] studied Teacher collegiality and teacher professional commitment in secondary schools in Islamabad. Collegiality among educators is considered as an essential component of successful and effective organizations. The findings revealed that teacher collegiality positive influenced professional commitment among school teachers. A strong positive impact of teacher collegiality on professional commitment among school teachers necessitates school leadership to focus on this aspect if teachers are remain highly committed and devoted to the teaching profession.

Ware et al (2007). [32] investigated Teacher and collective efficacy beliefs as predictors of professional commitment. The authors sought to determine whether teacher and collective efficacy beliefs predict commitment to the teaching profession. Findings supported the hypotheses that the scales would significantly predict teacher professional commitment. Given the teacher turnover rate, the present findings are significant for retaining teachers in the profession.

Bogler et al (2004). [33] investigated Influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools. The study focused on the relationship between teacher empowerment and teachers' organizational commitment, professional commitment and organizational citizenship behavior. It examined which subscales of teacher empowerment can best predict these outcomes. Analyses indicated that teachers' perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their organizational

citizenship behaviors. Among the six subscales of empowerment, professional growth, status and self-efficacy were significant predictors of organizational and professional commitment, while decision-making, self-efficacy, and status were significant predictors of organizational citizenship behavior. Practical implications of the study are discussed in relation to teachers, principals and policy-makers.

2.2 Survey of Related Literature Pertaining to Work Motivation

2.2.1 Studies Conducted in India

Jadhav & Karabasanagoudra (2021). [34] investigated a study on work motivation of secondary school teachers. It was intended to find out the gender wise and educational qualification wise (under graduate & post graduate), difference with respect to work motivation and its dimensions. The findings revealed that, male teachers exhibited little higher scores for the dimensions ‘awards’, ‘intrinsic’, ‘extrinsic’, ‘job security’ of work motivation as compared to the female teachers. No difference was seen with respect to the dimension ‘work group’ of male and female teachers. Male teachers showed higher ‘work motivation’ scores as compared to female teachers. Teachers with post graduate as their educational qualification exhibited marginally higher scores for the dimensions ‘awards’ and ‘extrinsic’ scores of work motivation as compared to those having under graduate educational qualification. Teachers having post graduate as their educational qualification exhibited higher scores for the dimensions ‘Intrinsic’, ‘work group’, ‘job security’ and ‘work motivation’ as compared to those having under graduate educational qualification.

Alam (2018). [35] investigated study of professional commitment of secondary school teachers across certain demographic variables. The findings of the study revealed that there was a significant difference between male and female teachers in professional commitment, no significant difference between rural and urban teachers in professional commitment, there was a significant difference between government and private teachers in professional commitment. Investigator suggested that head of institutions should take responsibility to create good and friendly environment. The head should provide proper resources, develop good rapport, communicate effectively and deal employees with care and respect. Efforts should be made to enhance the

competencies of teachers with the help of teacher training programs like workshops, seminars and interaction with experts.

Marak (2018). [36] investigated professional commitment in relation to work motivation, job satisfaction and self-efficacy of elementary school teachers. Findings revealed a significant relationship between professional commitment and work motivation teachers in terms of total variables as well as maximum dimensions of the variables, no correlation was found between professional commitment as a whole and all the dimensions of work motivation except for ‘psychological work incentives’; no correlation between work motivation as a whole and all the dimensions of professional commitment except for ‘commitment to achieve excellence’ dimension; no correlation between dimensions of professional commitment and dimensions of work motivation except for ‘commitment to learner’ and ‘commitment to achieve excellence’ dimensions of professional commitment and ‘psychological work incentives’ dimension of work motivation, ‘commitment to basic values’ dimension of professional commitment with ‘dependence’ and ‘psychological work incentives’ dimensions of work motivation. It indicated that the geographical location affects the work motivation of teachers but the school type does not have any influence on the work motivation. Female teachers exhibited higher work motivation than their male counterparts. Teachers having below 5 years of teaching experience exhibited higher work motivation than above 5 years of teaching experience. Untrained teachers have exhibited higher work motivation than trained teachers.

Ahluwalia & Preet (2017). [37] conducted a study on work motivation, organizational commitment, locus of control and work experience amongst university teachers. This study was intended to examine the experience-wise differences amongst the teachers working in universities of Punjab with regard to commitment, motivation and locus of control. The findings revealed that intrinsic motivation increase with the work experience. Teachers with lesser work experience were found to be more extrinsically motivated. Teacher with greater work experience was found more organizational commitment than teachers with less work experience. High continuance commitment was found amongst teachers who were more experienced. In normative commitment, there was a decreasing trend with the years of experience adding up. In locus of

control, as the teacher become more experienced showed inclination towards external locus of control rises and towards internal locus of control decreases.

Bharti (2017). [38] investigated Job involvement and work motivation: A study of male and female teachers. The present investigation was aimed to see the significance of difference between male and female teachers working in Schools. Results indicated that male teachers maintain markedly higher level of work motivation and job involvement, significant difference was found between the group on different dimensions of work motivation. A significant difference was found on the level of job involvement. Also, teacher's motivation and job involvement have found to be positively correlated.

George et al (2017). [39] studied Work motivation of teachers: Role of biographical variables. Motivation of teachers towards work is a crucial factor for the success of education at any level. The objective of this study was to find the importance of biographical variables of teachers in their work motivation. The results showed a positive relationship between work motivation and the type of management and subject specialization of teachers. Teachers working in government aided and private unaided institutions were found to be more motivated than the government college teachers. Science teachers were found to be more motivated than arts and commerce teachers.

Kumar (2017). [40] conducted a study on work motivation among secondary school teachers. Purpose of the study was to explore work motivation of secondary school teacher with respect to gender and type of school. The study revealed that there was no significant difference in the work motivation of male and female secondary school teachers. There was significant difference in the work motivation of government and private secondary school teachers.

Beri & Beri (2016) [41] conducted a study on professional commitment of teacher educators in relation to work motivation. Results revealed that there was a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation.

Vaghela (2015). [42] carried out a study of work motivation of female teachers in relation to their marital status. Purpose was to study of work motivation of female teachers in relation to their marital status. Results revealed that there is significant difference between the mean score of work motivation of female teachers in relation to their marital status. The result could be said that the unmarried teachers have high work motivation than the married teachers.

George & Sabhapathy (2014). [43] investigated work motivation for teachers: Relationship with organizational culture. Findings revealed a positive relationship between work motivation and the organizational culture. Also, it showed that teachers working in organizations with high culture were found to be more motivated.

Dwivedula et al (2014). [44] carried out a study on personality and work motivation as determinants of project success: the mediating role of organizational and professional commitment. The study explored the relationship between an individual's personality type, and work motivation on project success. very little literature was available that focused on studying the influence of organizational commitment on project success. There were research articles that looked at the influence of personality on project success, but possible influence of commitment (both organizational Commitment and professional commitment) has largely been overlooked. The study overcomes these limitations.

Gupta & Gehlawat (2013). [45] conducted a study of the correlates of organizational commitment among secondary school teachers. The study was planned to determine the effect of job satisfaction, work motivation and type of schools on organizational commitment of secondary school teachers. Findings reported significant effect of type of schools and job satisfaction on the organizational commitment of the teachers. No significant difference was found in organizational commitment of private school teachers with level of work motivation and the government school teachers with high level of work motivation were found to be better than their counterparts with respect to their organizational commitment. The study also revealed certain educational implications for the teachers, principals and the administrators for enhancing the organizational commitment among the teachers.

Lather & Jain (2005). [46] investigated motivation and job satisfaction a study of associates of public and private sector. The purpose of the study was to find out the relationship between the job satisfaction and various motivational need at different managerial, supervisory and staff levels and also to find the effect of various motivational needs on job satisfaction at different level of associates. Findings The results show significant positive correlation between job satisfaction and need for autonomy and self-actualization of top-level managers and need for autonomy and self-actualization is a significant positive predictor of job satisfaction for them. This suggests that for top level managers fulfillment of self-actualization need is what motivates them. This is so because they have already achieved the lower levels of growth hierarchy.

Suslu (2006). [47] Conducted a study on, motivation of elementary level teacher. It investigated the motivators for teachers and the sources of motivation in teaching process. Results revealed that motivation has an important role in teaching job and lack of motivation may cause teachers to be less successful in teaching a foreign language. Factors like, unreasonable demands to administers, discouraging team spirit, neglecting rewards, financial problems may be demoralizing. Every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each teacher is different. For success intrinsic motivation is important. Lack of motivation can cause the decrease in productivity. Intrinsic rewards outweigh extrinsic ones in teacher motivation and job satisfaction.

2.2.2 Studies Conducted in Abroad:

Magallanes et al. (2019). [48] conducted a study on differences in work motivation of public basic education in Philippines and Job Satisfaction with respect to gender. The study intended to find the differences in work motivation and job satisfaction of male and female teachers and to determine the relationship between work motivation and job satisfaction. The study found that work motivation and job satisfaction of basic public schools is very high and there was no correlation between work motivation of both gender and job satisfaction. It also found that there was no difference between job satisfaction of male and female teachers and as whole, there was no difference between work motivation of both genders but taking it singly, there was a difference on work motivation of both genders in terms of integrated regulation.

Ates et al (2018). [49] conducted a study to examine the work motivation levels of teachers working in primary school institutions in Istanbul on the basis of gender, age and marital status. The results revealed a low level of work motivation of primary school teachers. The average work motivation scores do not vary by gender, age and marital status.

Mintrop & Ordenes (2017). [50] investigated Teacher work motivation in the era of extrinsic incentives: Performance goals and pro-social commitments in the service of equity. The study revealed the results through both quantitative and qualitative data that for teachers in the charter schools a constellation of public service motives predominated: diffuse pro-social commitments, ideologies of fairness and equity, a belief in the moral deservingness of deprived student populations in opposition to societal neglect, and identification with one's work as a personal calling. By comparison, monetary rewards were embraced as already deserved. Neither rewards, nor accountability, seemed to regulate behavior in a deep way. Prestige was not bestowed by official performance statuses within the accountability system, but flowed from judgments, personally communicated, by students, parents, or colleagues who had direct contact with teachers' work.

Tentama & Pranungsari (2016). [51] investigated the role of teachers' work motivation and teachers' job satisfaction in the organizational commitment in extraordinary schools of Bantul Yogyakarta. This research was aimed to examine the roles of teachers' work motivation and teachers' job satisfaction in the commitment of the organization. Results revealed that teachers' job motivation more dominantly influence organizational commitment compared to teachers' job satisfaction.

Kamdrone (2015). [52] carried out a study on work motivation: relationships with job satisfaction, locus of control and motivation orientation. The aim of the current study is to identify relationships between work motivation, job satisfaction and locus of control of public and private sector employees in Estonia. The results revealed a strong relationship between levels of work motivation and job satisfaction, some socio-demographic factors (job position, gender, age) and an internal locus of control have an effect on both. Internal employees are significantly more satisfied and more motivated while being predominantly intrinsically motivated. The results of research

make possible to connect such essential phenomena of job satisfaction and work motivation as locus of control and motivation orientation.

Fernet (2013). [53] studied the role of work motivation in psychological health. This study throws light on the role of work motivation on employees' psychological health in order to give better understanding of the force at play. It says how multidimensions of work motivation can describe employees' adaptation to the work environment and their psychological health. Directions for future research are then proposed. It is incumbent on organizations to find ways to support their employees and help them achieve their full potential; they must provide employees with conditions that promote psychological health.

2.3 Survey of Related Literature Pertaining to Locus of Control

2.3.1 Studies Conducted in India

Asni et al (2018). [54] examined the influence of locus of control and professional commitment toward auditor's behavior in conflict situation. Results revealed that locus of control and professional commitment significantly influenced auditor's behavior in conflict situation simultaneously. It indicated that auditor with a dominant internal locus of control would be able to manage the auditing work in conflict situations. It also found that by having a high level of internal locus of control and professional commitment, it can help the auditor to choose the best decision when the conflict situation occurs. It indicates the auditor can behave more independently in conflict situations by having the high professional commitment.

Ahluwalia & Preet (2017). [55] conducted a study on work motivation, organizational commitment, locus of control and work experience amongst university teachers. This study was intended to examine the experience-wise differences amongst the teachers working in universities of Punjab with regard to commitment, motivation and locus of control. The findings revealed that intrinsic motivation increase with the work experience. Teachers with lesser work experience were found to be more extrinsically motivated. Teacher with greater work experience was found more organizational commitment than teachers with less work experience. High continuance commitment was found amongst teachers who were more experienced. In normative commitment,

there was a decreasing trend with the years of experience adding up. In locus of control, as the teacher become more experienced showed inclination towards external locus of control rises and towards internal locus of control decreases.

Rani (2014). [56] conducted a study, relationship of professional commitment of secondary school teachers with personality, locus of control and attitude towards teaching. Data was analyzed with the correlation and t-value. Finding revealed that, professional commitment and introvert personality of the male teachers are related to each other, professional commitment and introvert personality of the female teachers are not related to each other, professional commitment and extrovert personality of the male as well as female are related to each other. Professional commitment and locus of control of the male are related to each other. Professional commitment and internal locus of control of the female are not related to each other. Professional commitment and external locus of control of the male as well as female are related to each other.

Chabra (2013). [57] a study on locus of control as a moderator in the relationship between job satisfaction and organizational commitment: A study of Indian IT professionals. It was a positive relationship between job satisfaction and internal locus of control with organizational commitment. Findings revealed locus of control was found to moderate relationship between job satisfaction and organizational commitment such that the relationship was stronger for internals than externals.

Mahajan & Kaur (2012). [58] carried out a study to examine the relation between locus of control of college teachers and their job satisfaction. The finding revealed a significant relationship between locus of control and job satisfaction of college teachers. Male teachers having high job satisfaction had a better locus of control than female teachers having high job satisfaction.

Basaka & Ghosh (2011). [59] carried out a study on school environment and locus of control in relation to job satisfaction among school teachers - a study from Indian perspective. The results of the study confirmed a significant relationship among job satisfaction, school environment and locus of control of teachers. Teachers having internal locus of control believing that results were primarily from their own behavior and action taken, assuming that their efforts will be successful are more satisfied with

their jobs. Teachers who believe that their environment, other people, higher power control their decisions and their life (external locus of control), they do not involve in school's innovative ways and do not use their skills and capabilities in creativity work as well as freedom to experiment. Teachers having friendly relationship with colleagues and students can be better adjusted with the working condition, feel secured, participate in school's decision making and gets recognized from all. Teacher's satisfaction can be affected by various demographic variables like, medium of teaching, status of job and type of class in which teachers teach also affect satisfaction.

2.3.2 Studies Conducted in Abroad

Su'un et al. (2020). [61] investigated professional commitment and locus of control toward Intensity in whistle blowing through ethical sensitivity. The study aimed to examine the effect of professional commitment and locus of control on the conducting whistle blowing through ethical sensitivity in Makassar. The results found that partially professional commitment and locus of control had a positive relationship and had a significant effect on ethical sensitivity. Professional commitment and ethical sensitivity have a positive relationship with the intensity of whistle blowing. While the locus of control has a negative relationship, ethical sensitivity has a significant effect while professional commitment and locus of control have no significant effect. While the intervening variable partially shows that professional commitment and locus of control have a positive relationship and significantly influence the intensity of whistle blowing through ethical sensitivity.

Hassan & Akbar (2020). [62] investigated Locus of Control: teachers' neglected attribute towards students' achievement scores in facing diverse socioeconomic status. The study aimed to explore the effect of teachers' Locus of Control on students' achievement scores in facing diverse socioeconomic status enrolled in public sector secondary schools of Kasur, Punjab. The present quantitative causal comparative study concluded that teachers were applying their 33.90% less locus of control potential among students and it was an alarming situation for stakeholders. Also, secondary school teachers were using traditional teaching strategies among students. Results revealed that teachers' locus of control affected 66%, teachers' demographic variables 84.30% and parental socioeconomic status affected 74.70% of

students' achievement scores. Investigator recommended that Govt. provide in-service training to secondary school teachers on their neglected psychological attribute; locus of control that confirmed worth-seeing importance in obtaining students' achievement scores and grant monthly stipend to passed ninth grade students having 85% marks in annual examinations focusing their parental socioeconomic status.

Khushk (2019). [63] carried out a study on impact of Locus of Control and organizational commitment on employee performance- study of service sector, Pakistan. The study aimed to examine the impact of Internal and External Locus of Control and organizational commitment on employee performance and to identify correlation. The respondents of the research belong to managerial position at top level, middle and lower-level managers of transportation service industry. Finding of this research reveals that strength of correlation between Locus of Control and employee performance is medium and doesn't show enough evidence, whereas employee organizational commitment and employee performance shows strong correlation and reveal evidence of correlation. Employee who possesses Internal Locus of Control, belief that organizational commitment is necessary for employee performance whereas, employees who possess external locus of control belief that organizational commitment does not play major role in employee performance. Therefore, it is major responsibility of the manager to help their employees in understanding and shaping their locus of control because locus of control can be altered with proper training and effective communication.

Kiral (2019). [64] a study on Anatolian high school teachers working in Aydm state on locus of control of teachers and different variables. Researcher used "Multidimensional Locus of Control Scale" adopting quantitative research method. Results revealed that mostly teachers exhibited Internal Locus of Control than External Locus of Control and chance Locus of Control. No significant difference was found in locus of control with respect to gender, marital status, length of service at that school and love the profession. The locus of control of teachers exhibited significant difference in and socio- economic with respect to age, seniority, teaching specialty and socio- economic status of the school. On the basis of these findings, it signified that awareness raising activities to increase teacher's Locus of Control and

delivering practice-based training to teachers through the support of academics working in his/her work.

Morzaria (2019). [65] studied the relationship between Locus of Control and work behavior. Researcher states, “The Locus of Control has a relationship with the effort, motivation, satisfaction, performance, compliance, the perception of the job, supervisory style and the compliance with authority. Locus of Control may also moderate the relationship between motivation and incentives”. He stated that extreme Internal Locus of Control can be psychologically unstable and unhealthy. Researcher emphasized on the importance of maintaining to match the Internal Locus of Control with self-efficacy, competence and opportunity. It will make it possible to experience a sense of personal responsibility and control. People who are overly internal but lack competence, opportunity and efficacy can become anxious, neurotic and depressed. It concluded that internals should have a realistic sense of influence in order to be successful. It also mentioned that the experiences and knowledge gained by an individual through organizational learning are crucial in increasing the performance of that individual, so necessary learning should be provided to improve employee performance. He added locus of control affects our health either directly or indirectly. The feeling of control over what we do can help us to reduce stress and we are likely to get involved in activities.

Akkaya & Akyol (2016). [66] studied the relationship between teachers' Locus of Control and job satisfaction: a mixed method study. Both qualitative and quantitative methods were used to collect data. Findings revealed that teachers' perception of Internal Locus of Control was lower than External Locus of Control. Teachers' perception of internal job satisfaction was high and external job satisfaction was low. There was a relationship between teachers' perception of Locus Control and job satisfaction. It suggested that teachers should be given more power and responsibility to take decisions related to their profession.

Deborah et. al (2016). [67] attempted to study Locus of Control and savings. The study was aimed to examine the relationship between individuals' Locus of Control and their savings behavior, in terms of wealth accumulation, savings rates, and portfolio choices. Locus of Control is a psychological concept that captures individuals' beliefs about the causal relationship between their own behavior and life

events. It was found that households with an internal reference person (a main respondent who believes that he/she can generally control relevant aspects of life) save more in terms of levels and, in some cases, as a percentage of their permanent incomes. Although the locus-of-control gap in savings rates is largest among rich households, the gap in wealth accumulation is particularly large for poor households. Findings indicated that households with an internal reference person are in a better position to save in forms that are harder to access (such as pension wealth) than otherwise similar households with an external reference person.

Anderson (2014). [68] studied locus of control, self-efficacy and motivation in different Schools: Findings revealed that the boys had lower achievement level in English than girls in English, no significant sex difference in the data set in motivation or Locus of Control scores. There was no interaction effect between sex and either school or class within school in relation to any of these measures. The results suggest that environmental variable had powerful effect on academic achievement and related behavior than personality (on locus of control) did. Suggestions: Future research should look to identify ideal achievement to foster motivation and achievement as well as development of adaptive personality orientation.

Alkautsar (2014). [69] carried out a study on Locus of Control, commitment professional and dysfunctional audit behavior. The objective of this research was to test the model of dysfunctional audit behavior by relating auditor's individual characteristics (Locus of Control and Commitment to the Profession in Indonesia Jakarta on the unit of analysis is the individual auditors at senior, supervisors, managers, and partners positions who work at the audit firm. The results revealed that, Locus of Control has positive effect and significance to audit dysfunctional behavior. Similarly, Professional Commitment significantly influences the behavior of dysfunctional audit. The results also demonstrate the effect of Commitment to the Profession to dysfunctional audit behavior stronger than Locus of Control.

Merwe (2013). [70] carried out a study perceived levels of teacher efficacy and Locus of Control at secondary school in Lejweleputswa district. Teacher efficacy and locus of control was evaluated as part of the teacher's personal characteristics. Individuals with a high self-efficacy and Internal Locus of Control believe that outcomes are a

result of their own actions. Individuals possessing low self-efficacy and an External Locus of Control will conclude that external factors of which they had. The study ascertained the perceived levels of Teacher Efficacy and Locus of Control.

Nasution & Ostermark (2012). [71] investigated the impact of social pressures, locus of control, and professional commitment on auditors' judgment: Indonesian evidence. The study attempted to investigate the role of locus of control and assess the relationship of multidimensional Professional Commitment on auditors' judgment under conditions of social pressure. The experimental method was used. The study used a case developed by Lord and De Zwart to manipulate the interest variable, social pressures. The study also used Locus of Control and multidimensional Professional Commitment as the explanatory variables. Findings revealed that social pressures affect auditors' judgment in a high-power distance and low individualism society. Auditors who contend with improper social pressures make judgments that violate their integrity and professionalism. The paper also found that locus of control and multidimensionality of professional commitment may potentially affect auditors' judgment.

Kutanis (2011). [72] studied the effects of locus of control on learning performance: It is concluded that learning performances of the students with internal locus of control were high, and they are more proactive and effective during the learning process. It also revealed that there were some differences among students' demographic groups and their learning factors. Findings concluded that locus of control focused on ability to cope with uncertainty. While the individuals who have less tolerance resist to the change, the ones with high tolerance can adapt to the change more easily. Therefore, locus of control tries to identify the reaction given to change according to its status. If an individual can make self-control and has the belief that he/she is the dominant of his/her fate, he/she can give positive reactions to the change. The individuals with internal locus of control have the belief that they can monitor the events or situations with their own fate and they have a strong belief in themselves and their abilities in life. They believe that the reactions that they take from environment are the causes of their attitudes. Individuals with external locus of control relate the events and situations, success or failures to the factors not related to them.

Munir (2010). [73] investigated examining Locus of control as a determinant of organizational commitment among university professors in Pakistan. It indicates that participants having high Internal locus of control would have more affective and normative commitment and participants having more external locus of control are likely to have continuance commitment.

Thomas et al. (2006). [74] studied locus of control at work. The purpose of the study was to analyze the relationship between locus of control and a wide range of work outcomes. It was analyzed in three categories according to three theoretical perspectives: locus of control and wellbeing, locus of control and motivation, and locus of control and behavioral orientation. It was found that internal locus was positively related with favorable work outcomes, such as positive task and social experiences, and greater job motivation.

2.4 Summary of Literature Review on Variables: Professional Commitment, Work Motivation and Locus of Control

The review of the related literature has been summarized by the investigator. Variables of study: professional commitment, work motivation and locus of control has been taken into account separately and in each variable the research has been carried out in India as well as abroad.

A) Review of Related Literature on Professional Commitment.

A.1 Study Conducted in India on Professional Commitment

Table 2.A.1: Study Conducted in India on Professional Commitment

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
1.	Mahajan & Kauts (2022)	Professional Commitment	Type of Schools	Survey	Study revealed that the private secondary school teachers were professionally highly committed than government

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					secondary school teachers on all five dimensions of Professional Commitment
2.	Begum & Alam (2021)	Professional commitment	Gender, Qualification	Survey	Professional commitment of teacher educators was found not significant with respect to gender and their qualification. Also, the difference in the level of professional commitment of teacher educators was found.
3.	Shanthi (2021)	Professional Commitment	Gender, Qualification, Experience	Survey	Indicated a significant difference between Professional Commitment of teachers with respect to Experience, no significant difference between Professional Commitment of teachers with respect to Gender and Qualification.
4.	Kushk (2020)	Professional Commitment	Gender, qualification,	Survey	Results revealed that Female

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
			Locality, NET non-NET, marital status		teacher educators are betters than the Male teacher educators. The M.Phil., Ph.D. teacher educators are better than teacher educators who have only post-graduation degree. The Urban teacher educators are betters than teacher educators of Rural area. The Unmarried teacher educators are better than the married teacher educators. The Net qualified teacher educators are betters than the non-NET qualified teacher educators.
5.	Naik (2020)	Professional Commitment	Gender and Location	Survey	A significant mean difference of professional commitment was found among male & female teachers of higher secondary schools in rural

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					and urban area.
6.	Habib (2019)	Professional Commitment and Self-Efficacy	Gender,	Survey	The study revealed that female secondary school teachers have high professional commitment. No significant difference was found in the self-efficacy of secondary school teachers. A significant positive correlation was found between Professional commitment and self-efficacy of secondary school teachers.
7.	Sharma (2019)	Professional Commitment and Job satisfaction	Teaching Experience, Stream, Marital Status	Survey	It showed a significant positive relationship between job satisfaction and professional commitment of teacher educators, average and less than average level of professional commitment of 50% of the teacher educators. Unmarried

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					teacher educators possessed significantly higher level of job satisfaction and professional commitment. No significant difference has been found in the job satisfaction and the professional commitment of teacher stream (science and arts). Positive relationship was found between job satisfaction and professional commitment of teacher educators.
8.	Alam (2018)	Professional Commitment	Gender, Location and Type of School	Survey	The findings of the study revealed that there was a significant difference between male and female teachers in professional commitment, no significant difference between rural and urban teachers in professional commitment, there was a significant

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					difference between government and private teachers in professional commitment.
9.	Laxmi (2018)	Professional Commitment, Work Motivation and Adjustment	Gender	Survey	Study Results revealed that a high significant joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of teachers. The best predictor of Adjustment of School Teachers was found to be Professional Commitment and Work Motivation of teachers. There was a high significant joint contribution of Professional Commitment and Adjustment in predicting Work Motivation of Male as well as Female teachers separately. The best predictor of Work Motivation of Male and Female Senior

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					Secondary School Teachers was found to be their Adjustment.
10.	Singh & Billingsley (2018)	Professional support	Teacher's commitment	Survey	It was found that teachers' professional commitment is influenced by leadership or support of principal directly and also indirectly through peer support. Also found that largest direct effect on professional commitment of teachers was from peer support.
11.	Soaib & Khalid (2018)	Professional Commitment	Age, Qualification	Survey	It was found that aged teacher educators were more committed as compared to young. Teachers having higher academic and professional qualification were more committed as compared to less qualified teachers.
12.	Singh &	Professional	Gender, Type	Survey	The results

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
	Singh (2018)	Commitment and Dimensions	of school, Location		indicate that Gender-wise differences, locale and type of schools produce no difference in commitment among teachers. Among the five dimensions of teacher's professional commitment, commitment to the learner is high and least level is Commitment to Basic Human Values.
13.	Bala (2017)	Professional Commitment		Survey	The results revealed the significant difference of male and female school teachers on professional commitment. It also found that mostly school teachers have average level (56%) of professional commitment.
14.	Bashir (2017)	Professional Commitment, Job Satisfaction	Gender	Survey	The result indicated a significant difference between male and female secondary school teachers

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					in their job satisfaction and no significant difference between male and female secondary school teachers in their professional commitment. It proved that job satisfaction and professional commitment are significantly related to each other.
15.	Devi & Attri (2017)	Professional Commitment	Self-Efficacy, Work Motivation	Survey	It was found secondary teacher educators having high self-efficacy had higher professional commitment as compare to their counterpart teacher educators having low self-efficacy. Whereas, secondary teacher educators having high and low work motivation had almost professional commitment of teacher educators

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					having high and low work motivation.
16.	Maheshwari (2017)	Professional Commitment	Gender	Survey	Male and female teachers were found to differ significantly on professional commitment. As compared to male teachers, female teachers were found to be more professionally committed.
17.	Shukla (2017)	Professional Commitment, Personality characteristics and Values	Gender	Survey	Found that female teachers had higher professional commitment than male teachers and personality characteristics and values of the teachers jointly and relatively predicted professional commitment.
18.	Soaib & Khalid (2017)	Professional Commitment	Gender	Survey	Findings revealed that level of commitment for teaching profession increases with experience. Also found female teachers

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					more committed than male teachers. The study recommended to enhance the social and financial status of male teachers for raising their level of commitment. Provision for training and resources for professional development of rural teachers.
19.	Sundari & Raja (2017)	Teacher Morale and Professional Commitment		Survey	The result of the study revealed that there exists a significant positive correlation between Teachers.
20.	Pan (2016)	Professional Commitment	Gender, Age, Subject, Teaching Experience	Survey	The finding revealed teacher educator's professional commitment differs significantly with regard to gender, age, teaching experience but the difference was found not significant with regard to teaching subject.

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
21.	Basu (2016)	Professional Commitment and Job Satisfaction	Gender, Type of school. Teaching experience	Survey	The study revealed that gender and length of teaching experience influenced the professional commitment of secondary school teachers. The type of school has not shown significant effect. A strong positive correlation was found between the professional commitment and job satisfaction of the secondary school teachers. Also, gender, type of school and length of teaching experience were found to be significant factors which influence the job satisfaction of the secondary school teachers.
22.	Beri & Beri (2016)	Professional Commitment	Work Motivation	Survey	It found a negligible relationship overall and in each dimension between professional commitment

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation.
23.	Ibrahim & Iqbal (2015)	Teachers' Perceptions of Professional Commitment (Affective, Continuance and Normative Commitment) to Teaching Profession		Survey	Results revealed that teachers faced academic and social problems. It suggested that teacher's role should be redefined. The government and society should take responsibility to support and provide necessary means to the teachers
24.	Kaur (2015)	Professional Commitment, Self-efficacy and Motivation	Gender, Location, Teaching Experience	Survey	Finding revealed a moderate professional commitment of teachers. Female teachers had higher professional commitment than male teachers; teachers

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					teaching in rural area schools had more commitment than teachers of urban area schools and no significant difference was found on the basis of length of teaching experience. No significant difference was found in the motivation of male and female school teachers. But it was found that teachers teaching in rural area schools had higher motivation as compared to their counterparts in urban areas. No significant difference was found in teacher motivation on the basis of length of teaching experience. Highly significant positive correlation was found between professional commitment and self-

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					efficacy; between professional commitment and motivation. Self-efficacy and motivation were found to be highly significant predictors of professional commitment.
25.	Singh & Kumar (2015)	Professional Commitment		Survey	The study describes how the multiple dimensions and functions of work motivation can explain employees' adaptation to the work environment and their psychological health
26.	Rani (2015)	Professional Commitment	Locus of Control, Attitude towards Teaching	Survey	The findings revealed that a significant positive relationship was found between professional commitment and personality of teachers including male Extrovert, female Extrovert and male Introvert secondary

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					<p>school teachers but no significant relationship was found between professional commitment and female Introvert secondary school teachers. It can be concluded that the Extrovert Personality of male and female were more Professionally Committed than the Introvert Personality.</p>
27.	Malik (2014)	Teaching Effectiveness, Emotional Intelligence Personality and Professional Commitment		Survey	<p>The results revealed a significant difference in teaching effectiveness of high emotional intelligent and low emotional intelligent secondary school teachers. High emotional intelligent teachers reflected better teaching effectiveness as compared to their counterpart low emotional intelligent</p>

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
					teachers.
28.	Arjunan and Balamurugan (2013)	Professional Commitment	Gender	Survey	The results revealed no significant difference among male and female teachers working at secondary and higher secondary levels on overall professional commitment and its five dimensions of professional commitment.
29.	Gupta & Gehlawat (2013)	Organizational commitment	Work motivation, Job satisfaction	Survey	No significant difference was found in organizational commitment of private school teachers with high and low level of work motivation and the government school teachers with high level of work motivation were reported to be better than their counterparts with respect to their organizational commitment.
30.	Ruchi (2012)	Role Conflict, Professional Commitment,	Gender, Location	Survey	Findings of the study revealed that, total role

Sr. No	Author(s) & Year	Main Focus Variable (s)	Other Variable (s)	Method of Research	Main Finding(s)
		Tolerance, Teacher Attitude			conflict of male & female teachers was significantly related with their frustration tolerance and total role conflict rural and urban teachers is not significant related with their frustration tolerance or total role conflict of govt. and public-school teachers is significant related with their role performance.

A) Review of Related Literature on Professional Commitment.

A.2 Study conducted in Abroad on Professional Commitment

Table 2.A.2: Study conducted in Abroad on Professional Commitment

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
1	Erdal & Erdem (2020)	Professional Commitment	Job Characteristics, Gender, Area, Educational level, Span of service,	Survey	Results indicated that teachers' perceptions of job characteristics and degree of professional commitment do not differ in terms of gender, area and

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
			Marital status		educational level; the perceptions of job characteristics do not differ in terms of marital status and span of service, the Professional commitment is found to differ in favor of single teachers and teachers with 1-10 years of service, level of teacher educators did not differ significantly in relation to gender, habitat and educational background. Whereas professional work commitment level of teacher educators differed significantly in relation to academic qualification.
2	Hussen et al (2016)	Professional Commitment		Mixed Method	Findings revealed that, teachers' commitment to learning, the community and their profession were low. Reasons were low salary, low respect, low attitude towards teaching profession, less motivation and less incentives. Suggested that, education policy maker's work in collaboration with the community to

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					design incentive mechanisms, such as providing subsidized housing, transportation and reducing taxations that improve teachers' income and motivation. Moreover, the government could work on awareness rising strategies to improve stakeholders' attitude towards the teaching profession.
3	Delima (2015)	Professional Identity, Professional Commitment and Teachers' Performance		Survey	Significant differences among Professional Identity, Professional Commitment and Teachers' Performance were found.
4	Ibrahim & Iqbal (2015)	Professional Commitment (Affective, Continuance and Normative Commitment) to Teaching Profession.	Teacher's Perception to teaching profession.	Survey	Findings revealed that teacher faced academic and social problems. It suggested that teacher's role should be redefined. The government and society should take responsibility to support and provide necessary means to the teachers.
5	Lo & Nieh (2015)	Professional Commitment, Organizational Support,		Survey	The research findings show the significant correlations between

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
		Employee Engagement			Organizational Support and Professional Commitment, Professional Commitment and Employee Engagement, and Organizational Support and Employee Engagement.
6	Dora et al. (2014)	Professional Commitment, Organizational Commitment,		Survey	Model 1 specified a relationship of direct influence of Professional Commitment on Organizational Commitment and Model 2 established the opposite relationship of direct influence of organizational commitment on professional commitment. It was found that the explanatory power of Model 1 was superior to Model 2, because it included a larger number of determinant relationships that are statistically significant.
7	Shah & Abualrob (2012)	Teacher Collegiality and Teacher Professional Commitment		Survey	The findings revealed that teacher collegiality positive influenced professional commitment among school teachers. A

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					strong positive impact of teacher collegiality on professional commitment among school teachers necessitates school leadership to focus on this aspect if teachers are remaining a highly committed and devoted to the teaching profession.
8	Ware et al. (2007)	Teacher, Collective Efficacy, beliefs Professional Commitment		Survey	Findings supported the hypotheses that the scales would significantly predict teacher professional commitment. Given the teacher turnover rate, the present findings are significant for retaining teachers in the profession.
9	Bogler et al (2004)	Teacher Empowerment, Teachers' Organizational Commitment, Professional Commitment, Organizational Citizenship Behavior		Survey	Study stated that Teachers' perceptions of their level of empowerment are significantly related to their feelings of commitment to the organization and to the profession, and to their organizational citizenship behaviors. Among the six subscales of empowerment,

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					professional growth, status and self-efficacy were significant predictors of organizational and PC, while decision-making, self-efficacy, and status were significant predictors of organizational citizenship behavior. Practical implications of the study are discussed in relation to teachers, principals and policy-makers.

B) Review of Related Literature on Work Motivation**B.1 Study Conducted in India on Work Motivation****Table 2.B.1: Study Conducted in India on Work Motivation**

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
1	Jadhav (2021)	Work Motivation	Gender, Educational qualification	Survey	The findings revealed that, Male teachers exhibited marginally higher scores for the dimensions ‘Awards’, ‘Intrinsic’, ‘Extrinsic’, ‘Job Security’ of Work Motivation as compared to the Female teachers. No difference was seen with respect to the dimension ‘Work Group’ of Male and Female teachers. Male teachers showed higher ‘Work Motivation’ scores as compared to Female teachers. Teachers with PG as their educational qualification exhibited marginally higher scores for the dimensions ‘Awards’ and ‘Extrinsic’ scores of Work Motivation as compared to those having under-graduate educational qualification. Teachers having post-graduation as their educational qualification exhibited higher scores for the dimensions ‘Intrinsic’, ‘Work Group’, ‘Job Security’ and ‘Work Motivation’ as compared to those having under-graduate educational qualification.
2	Marak (2018)	Professional Commitment, Work Motivation, Job Satisfaction, Self-efficacy	Gender, Location, Type of School, Teacher Training, Teaching Experience.	Survey	Findings revealed a significant relationship between professional commitment and work motivation teachers in terms of total variables as well as maximum dimensions of the variables, no correlation was found between professional commitment as a whole and all the dimensions of work motivation except for ‘psychological work incentives’; no correlation between work motivation as a whole and all the dimensions of professional commitment except for ‘Commitment to Achieve Excellence’ dimension; no correlation between dimensions of professional commitment and dimensions of work motivation except for ‘commitment to learner’ and ‘commitment to achieve excellence’ dimensions of with ‘psychological work incentives’ dimension of work motivation, ‘commitment to basic values’ dimension of professional commitment with ‘dependence’ and ‘psychological work incentives’ dimensions of work motivation. It indicated that the geographical location affects the work motivation of teachers but the school type does not have any influence on the work motivation. Female teachers exhibited higher work motivation than their male counterparts. Teachers having below 5 years

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					of teaching experience exhibited higher work motivation than above 5 years of teaching experience. Untrained teachers have exhibited higher work motivation than trained teachers.
3	Ahluwalia & Preet (2017)	Work Motivation, Organizational Commitment, Locus of Control	Work Motivation	Survey	The findings revealed that intrinsic motivation increase with the work experience. Teachers with lesser work experience were found to be more extrinsically motivated. Teacher with greater work experience was found with more organizational commitment than teachers with less work experience. High continuance commitment was found amongst teachers who were more experienced. In normative commitment, there was a decreasing trend with the years of experience adding up. As the teacher become more experienced showed inclination towards external locus of control rises and towards internal locus of control decreases.
4	Bharti (2017)	Work motivation, job involvement	Gender	Survey	Results indicated that male teachers maintain markedly higher level of work motivation and job involvement, significant difference was found between the group on different dimensions of work motivation. A significant difference was found on the level of job involvement. Also, teacher's motivation and job involvement have found to be positively correlated.
5	George et al. (2017)	Work motivation	Type of Management, Subject Specialization.	Survey	The results showed a positive relationship between work motivation and the type of management and subject specialization of teachers. Teachers working in government aided and private unaided institutions were found to be more motivated than the government college teachers. Science teachers were found to be more motivated than arts and commerce teachers.
6	Kumar (2017)	Work Motivation	Gender, Type of school	Survey	The study revealed that there was no significant difference in the work motivation of male and female secondary school teachers. There was significant difference in the work motivation of government and private secondary school teachers.
7	Beri & Beri (2016)	Work Motivation and Professional Commitment		Survey	Study found a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation.
8	George and Sabhapathy (2014)	Work Motivation, Organizational		Survey	Findings revealed a positive relationship between work motivation and the organizational culture. It showed that

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
		1 Culture			teachers working in organizations with high culture were found to be more motivated
9	Dwivedula et al (2014)	Personality, Work Motivation, Organizational Commitment, Professional Commitment		Survey	The study explored the relationship between an individual's personality type, and work motivation on project success. Very little literature was available that focused on studying the influence of organizational commitment on project success. There were research articles that looked at the influence of personality on project success, but possible influence of both commitments has largely been overlooked.
10	Gupta & Gehlawat (2013)	Work Motivation	Organizational Commitment	Survey	No significant difference was found in organizational commitment of private school teachers with high and low level of work motivation and the government school teachers with high level of work motivation were reported to be better than their counterparts with respect to their organizational commitment.

B) Review of Related Literature on Work Motivation

B.2 Study Conducted in Abroad on Work Motivation

Table 2.B.2: Study conducted in Abroad on Work Motivation

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
1	Magallanes et al (2019)	Work Motivation, Job Satisfaction	Gender	Survey	The study found that work motivation and job satisfaction of basic public schools was very high and no correlation was found between work motivation of both gender and job satisfaction. There was no difference between job satisfaction of male and female teachers and as whole, no difference between work motivation of both genders but taking it singly, there was a difference on work motivation of both genders in terms of integrated regulation.
2	Ates et al. (2018)	Work Motivation	Gender, Age, Marital Status	Survey	The results revealed a low level of work motivation of primary school teachers. The average work motivation scores do not vary by gender, age and marital status.
3	Mintrop &	Work		Mixed	Study found that neither

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
	Ordenes (2017)	Motivation		Method (Both quantitative and qualitative)	rewards, nor accountability, seemed to regulate behavior in a deep way. Prestige was not bestowed by official performance statuses within the accountability system, but flowed from judgments, personally communicated, by students, parents, or colleagues who had direct contact with teachers' work.
4	Tentama & Pranungsari (2016)	Work Motivation	Organizational Commitment, Job Satisfaction	Quantitative Method, Survey	Results revealed that teachers' job motivation more dominantly influence organizational commitment compared to teachers' job satisfaction.
5	Kamdrone (2015)	Work Motivation	Locus of Control, Job Satisfaction		It found a strong relationship between levels of work motivation and job satisfaction, some socio-demographic factors (job position, gender, age) and an internal locus of control have an effect on both. Internal employees were found significantly more satisfied and more motivated while being predominantly intrinsically motivated.
6	Fernet (2013)	Work Motivation		Survey	Study examined how multidimensions of work motivation can describe employees' adaptation to the work environment and their psychological health and revealed that it is necessary for organizations to find ways to support their employees and help them achieve their full potential; they must provide employees with conditions that promote psychological health.

C) Review of Related Literature on Locus of Control

C.1 Study conducted in India on Locus of Control

Table 2.C.1: Study conducted in India on Locus of Control

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
1	Asni (2018)	Locus of Control, Professional Commitment		Survey	Results revealed that locus of control and professional commitment significantly influenced auditor's behavior in conflict situation simultaneously. It indicated that auditor with a dominant internal locus of control would be able to manage the auditing work in conflict situations. It also found that by having a high level of internal locus of control and professional commitment, it can help the auditor to choose the best decision when the conflict situation occurs. It indicates the auditor can behave more independently in conflict situations by having the high professional commitment
2	Ahluwalia & Preet (2017)	Work Motivation, Organizational Commitment and Locus of Control		Survey	The findings revealed that with the rise in work experience, the level of intrinsic motivation also increases. Teachers with lesser work experience were found

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					<p>to be more extrinsically motivated. Teacher with greater work experience is more committed than teachers with less work experience. High continuance commitment is found amongst teachers who are more experienced. In normative commitment there is a decline trend with the years of experience adding up. As the teacher become more experienced the inclination towards external locus of control rises and towards internal locus of control decreases.</p>
3	Deborah et. al (2016)	Locus of Control		Survey	<p>Study indicated households with an internal reference person were found in a better position to save in forms that are harder to access (such as pension wealth) than otherwise similar households with an external reference person.</p>
4	Rani (2014)	Locus of Control, Professional Commitment, Personality	Gender	Survey	<p>Finding revealed that, professional commitment and introvert personality of the male teachers are related to each other, professional commitment and introvert personality of the female teachers are</p>

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					<p>not related to each other, professional commitment and extrovert personality of the male as well as female are related to each other.</p> <p>Professional commitment and Locus of control of the male are related to each other.</p> <p>Professional commitment and Internal Locus of control of the female are not related to each other. Professional commitment and External Locus of control of the male as well as female are related to each other.</p>
5	Chabra (2013)	Locus of Control, Job Satisfaction, Organizational Commitment		Survey	<p>Findings revealed a positive relationship between job satisfaction and internal locus of control with organizational commitment. Locus of control was found to moderate relationship between job satisfaction and organizational commitment such that the relationship was stronger for internals than externals.</p>
6	Basaka & Ghosh (2011)	School Environment, Locus of Control and Job Satisfaction.		Survey	The results reveled a significant relationship among job satisfaction, school environment and locus of control of teachers.

C) Review of Related Literature on Locus of Control.

C.2 Study Conducted in Abroad on Locus of Control

Table 2.C.2: Study Conducted in Abroad on Locus of Control

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
1	Su'un et al. (2020)	Professional Commitment and Locus of Control		Survey	Findings indicate that households with an internal reference person are in a better position to save in forms that are harder to access (such as pension wealth) than otherwise similar households with an external reference person.
2	Hassan & Akbar (2020)	Locus of Control, Students' Achievement		Quantitative Causal Comparative	Results revealed that Teachers' Locus of Control is an important factor that significantly affect students' achievement scores. Results revealed that teachers' Locus of Control affected 66%, teachers' demographic variables 84.30% and parental socioeconomic status affected 74.70% of students' achievement scores.
3	Kiral (2019)	Locus of Control	Gender, Marital status, Length of service.	Survey	Results revealed that teachers mostly exhibited Internal Locus of Control and this was followed by External and chance Locus of Control. There was no significant difference in the Locus of Control according to teachers' gender, marital status, length of service at that school and love the profession. The teachers' Locus of Control showed significant difference according to age, seniority, teaching specialty and socio-economic status of the school. Suggested the

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					important of aware raising activities to increase teachers' Internal Locus of Control and delivering practice-based training to teachers through the support of academics working in his field.
4	Ali Khushk (2019)	Locus of Control	Organizational Commitment and Employee Performance	Survey	Finding of this research reveals that strength of correlation between Locus of Control and employee performance in medium and doesn't show enough evidence, whereas employee Organizational Commitment and employee performance shows strong correlation and reveal evidence of correlation. Employee who possesses Internal Locus of Control, belief that Organizational Commitment is necessary for employee performance whereas, employees who possess External Locus of Control belief that Organizational Commitment does not play major role in employee performance.
5	Morzaria (2019)	Locus of Control, Work Behavior		Survey	Researcher states, "The Locus of Control has a relationship with the effort, motivation, satisfaction, performance, compliance, the perception of the job, supervisory style and the compliance with authority. Locus of Control may also moderate the relationship between motivation and incentives". He stated that Extreme Internal Locus of Control can be psychologically unstable and unhealthy and

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					suggested to maintain to match the Internal Locus of Control with self-efficacy, competence and opportunity. It will make it possible to experience a sense of personal responsibility and control. People who are overly internal but lack competence, opportunity and efficacy can become anxious, neurotic and depressed. It concluded that internals should have a realistic sense of influence in order to be successful. It also mentioned that the experiences and knowledge gained by an individual through organizational learning are crucial in increasing the performance of that individual, so necessary learning should be provided to improve employee performance. He added locus of control affects our health either directly or indirectly. The feeling of control over what we do can help us to reduce stress and we are likely to get involved in activities.
6	Akkaya & Akyol (2016)	Locus of Control, Job Satisfaction		Mixed Method	Findings revealed that teachers' perception of internal locus of control was lower than external locus of control. Teachers' perception of internal job satisfaction was high and external job satisfaction was low. There was a relationship between teachers' perception of locus control and job satisfaction. It suggested that teachers

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					should be given more power and responsibility to take decisions related to their profession.
7	Kamdron (2015)	Work Motivation	Locus of Control, Job Satisfaction		Results revealed a strong relationship between levels of work motivation and job satisfaction, some socio-demographic factors (job position, gender, age) and an internal locus of control have an effect on both. Internal employees were found significantly more satisfied and more motivated while being predominantly intrinsically motivated. The results of research make possible to connect such essential phenomena of job satisfaction and work motivation as locus of control and motivation orientation
8	Anderson (2014)	Locus of Control, Self-Efficacy, Motivation		Survey	Findings revealed that environmental variable had powerful effect on academic achievement and related behavior than personality (on locus of control) did. Suggestions: Future research should look to identify ideal achievement to foster motivation and achievement as well as development of adaptive personality orientation.
9	Alkautsar (2014)	Locus of Control	Professional Commitment	Survey	Results revealed that Locus of Control has a significant positive effect on audit dysfunctional behavior. Professional Commitment significantly influences the behavior of dysfunctional audit. The results show the

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					effect of commitment to the profession to dysfunctional audit behavior stronger than Locus of Control.
10	Merwe (2013)	Teacher Efficacy and Locus of Control		Survey	Teacher efficacy and Locus of Control was evaluated as part of the teacher's personal characteristics and found that individuals with a high self-efficacy and Internal Locus of Control believe that outcomes are a result of their own actions. Individuals possessing low self-efficacy and an External Locus of Control will conclude that external factors of which they had. It ascertained the perceived levels of Teacher Efficacy and Locus of control.
11	Nasution & Ostermark (2012)	Locus of Control, Professional Commitment	Social Pressure, Judgment	Survey	Findings revealed that social pressures affect auditors' judgment in a high-power distance and low individualism society. Auditors who contend with improper social pressures make judgments that violate their integrity and professionalism. Also finds that Locus of Control and multidimensionality of Professional Commitment might potentially affect auditors' judgment.
12	Kutanis (2011)	Locus of Control on Learning Performance		Survey	Results revealed that learning performances of the students with Internal Locus of Control were high, more proactive and effective in learning process. Locus of Control focused on ability to cope with uncertainty. Individuals who have less tolerance resist to the

Sr. No.	Author(s) & Year(s)	Main focus Variable(s)	Other Variable(s)	Method of research	Main finding(s)
					<p>change, those with high tolerance can adapt to the change easily. Hence, Locus of Control tries to identify the reaction given to change according to its status. If an individual can make self-control and has the belief that he/she is the dominant of his/her fate, he/she can give positive reactions to the change. Individuals with Internal Locus of Control have the belief that they can monitor the events or situations with their own fate and they have a strong belief in themselves and their abilities in life. They believe that the reactions that they take from environment are the causes of their attitudes.</p> <p>Individuals with External Locus of Control relate the events and situations, success or failures to the factors not related to them.</p>
13	Munir (2010)	Locus of Control Organizational Commitment		Survey	Results revealed that locus of control positively affects the organizational commitment. Participants having high Internal locus of control would have more affective and normative commitment and participants having more external locus of control are likely to have continuance commitment.
14	Thomas et al. (2006)	Locus of Control	Well Being, Motivation , Behavioral orientation.	Survey	Results revealed that internal locus was positively related with favorable work outcomes, such as positive task and social experiences, and greater job motivation.

2.5 Summary of Review of Related Literature

The above studies have been evaluated and summarized thoroughly to get the clear overview of the research problem, present and future need of the study. The literature review is focused on the identification and examination of the research studies reported in India and in abroad regarding to mentioned objective.

Singh & Singh (2018) indicated that “Commitment to the Learner” is the highest and “Commitment to Basic Human Values” was the least. Gender-wise differences, locale and type of schools produce no difference in commitment among teachers. Mahajan & Kauts (2022) indicated the private secondary school teachers were professionally highly committed than government secondary school teachers on all 5 dimensions of Professional Commitment. Singh & Billingsley (2018) indicated teachers' professional commitment is influenced by leadership or support of principal directly and indirectly through peer support. Also found that largest direct effect on professional commitment of teachers was from peer support. Kushk (2020) found that female teacher educators were betters than the male teacher educators. The M.Phil., Ph.D. teacher educators were better than having post-graduation degree. The urban teacher educators were better than teacher educators of rural area. The Net Qualified teacher educators were betters than the non-NET qualified Teacher Educators. Soaib & Khalid (2017) revealed that level of commitment for teaching profession increases with experience, female teachers more committed than male teachers. Recommended to enhance the social and financial status of male teachers to raising their level of commitment. Provision for training and resources for professional development of rural teachers. Maheshwari, (2017) indicated female teachers were found to be significantly more professionally committed as compared to male teachers. Shuka, (2017) found female teachers had higher professional commitment than male teachers and personality characteristics and values of the teachers jointly and relatively predicted professional commitment. Habib (2019 indicated female secondary school teachers have reflected a high professional commitment and a significant positive correlation was found between professional commitment and self- efficacy. Kaur (2015) indicated that teachers were found to have moderate professional commitment. Female teachers had more professional commitment as compared to male teachers; teachers teaching in rural area schools had more commitment as compared to teachers

of urban area schools and no significant difference was found on the basis of length of teaching experience. Begum & Alam (2021) stated that professional commitment of teacher educators was found not significant with respect to gender and their qualification. Difference in the level of professional commitment of teacher educators was found. Bashir (2017) stated that no significant difference between male and female secondary school teachers in their professional commitment. Also, professional commitment and job satisfaction are significantly related to each other. Beri & Beri (2016) found a negligible relationship overall and in each dimension between professional commitment and work motivation except between commitment to basic values dimension of professional commitment and work group relation dimension of work motivation. Erdal & Erdem (2020) indicated that teachers' perceptions of job characteristics and degree of professional commitment do not differ in terms of gender, area and educational level; the Professional commitment is found to differ in favor of single teachers and teachers with 1-10 years of service, level of teacher educators did not differ significantly in relation to gender, habitat and educational background. Professional work commitment level of teacher educators differed significantly in relation to academic qualification. Naik (2020) indicated difference in professional commitment among male & female teachers of higher secondary schools in rural and urban area. Pan (2016) revealed teacher educator's professional commitment differ significantly with regard to gender, age, teaching experience but not significantly differ with regard to teaching subjects. Alam (2018) revealed a significant difference between male & female and government & private secondary school teachers on the measure of professional commitment and no significant difference between rural and urban teachers in professional commitment. Bala (2017) revealed the significant difference of male and female school teachers on professional commitment. Found that mostly school teachers have average level (56%) of professional commitment. Sundari & Raja (2017) revealed a positive significant correlation between Teachers. Devi & Attri (2017) teacher educators having high self-efficacy had higher professional commitment as compare to teacher educators having low self-efficacy. Teacher educators having high and low work motivation had almost professional commitment of teacher educators having high and low work motivation. Recommended to enhance the social and financial status of male teachers to raising their level of commitment. Provision for training and resources for professional development of rural teachers. Laxmi (2018) results

revealed that relationship between work motivation and adjustment was moderate. A high significant joint contribution of Professional Commitment and Work Motivation in predicting Adjustment of teachers. The best predictor of Adjustment of School Teachers was found to be Professional Commitment and Work Motivation of teachers. There was a high significant joint contribution of professional commitment and adjustment in predicting work motivation of male and female teachers separately. Kaur (2015) Teachers were found to have moderate professional commitment. Female teachers had more professional commitment as compared to male teachers; teachers teaching in rural area schools had more commitment as compared to teachers of urban area schools and no significant difference was found on the basis of length of teaching experience. No significant difference was found in the motivation of male and female school teachers. But it was found that teachers teaching in rural area schools had higher motivation as compared to their counterparts in urban areas. No significant difference was found in teacher motivation on the basis of length of teaching experience. Highly significant positive correlation was found between professional commitment and self-efficacy; between professional commitment and motivation. Self-efficacy and motivation were found to be highly significant predictors of professional commitment. Rani (2015) revealed a significant positive relationship between professional commitment and personality of teachers including male extrovert, female extrovert and male introvert secondary school teachers but no significant relationship was found between professional commitment and female Introvert secondary school teachers. It concluded that the extrovert personality of male and female were more professionally committed than the introvert personality. Delima (2015) indicated significant differences among professional identity, professional commitment and teachers' performance were found and suggested that government and society should take responsibility to support and provide necessary means to the teachers. Malik (2014) revealed a significant difference in teaching effectiveness of high emotional intelligent and low emotional intelligent secondary school teachers. High emotional intelligent teachers reflected better teaching effectiveness as compared to their counterpart low emotional intelligent teachers. Hussen et al (2016) revealed that, teachers' commitment to learning, the community and their profession were low. Reasons were mentioned as, low salary, low respect, low attitude towards teaching profession, less motivation and less incentives. Suggested that, education policy maker's work in collaboration with the community

to design incentive mechanisms, such as providing subsidized housing, transportation and reducing taxations that improve teachers' income and motivation. Moreover, the government could work on awareness rising strategies to improve stakeholders' attitude towards the teaching profession. Lo & Nieh (2015) The research findings show the significant correlations between organizational support and professional commitment, professional commitment and employee engagement, and organizational support and employee engagement. Dora et al. (2014) Model 1 specified a relationship of direct influence of Professional Commitment on Organizational Commitment and Model 2 established the opposite relationship of direct influence of organizational commitment on professional commitment. It was found that the explanatory power of Model 1 was superior to Model 2, because it included a larger number of determinant relationships that are statistically significant. Shah & Abualrob (2012) revealed that teacher collegiality positive influenced professional commitment among school teachers. A strong positive impact of teacher collegiality on professional commitment among school teachers necessitates school leadership to focus on this aspect if teachers are remain highly committed and devoted to the teaching profession. Ruchi (2012). revealed that, total role conflict of male & female teachers was significantly related with their frustration tolerance and total role conflict rural and urban teachers is not significant related with their frustration tolerance or total role conflict of govt. and public-school teachers is significant related with their role performance. Ibrahim & Iqbal (2015) revealed that teachers faced academic and social problems and suggested that teacher's role should be redefined. The government and society should take responsibility to support and provide necessary means to the teachers.

Singh & Kumar (2015). described the multiple dimensions and functions of work motivation can explain employees' adaptation to the work environment and their psychological health. Jadhav & Karabasanagoudra (2021). revealed that, Male teachers exhibited little higher scores for the dimensions 'Awards', 'Intrinsic', 'Extrinsic', 'Job Security' of work motivation as compared to the Female teachers. No difference was found with respect to the dimension 'work group' of male and female teachers. Male teachers showed higher 'work motivation' scores as compared to Female teachers. Marak (2018). revealed a significant relationship between professional commitment and work motivation teachers in terms of total variables as

well as maximum dimensions of the variables, no correlation was found between professional commitment as a whole and all the dimensions of work motivation except for ‘psychological work incentives’; no correlation between work motivation as a whole and all the dimensions of professional commitment except for ‘Commitment to Achieve Excellence’ dimension; no correlation between dimensions of professional commitment and dimensions of work motivation except for ‘commitment to learner’ and ‘commitment to achieve excellence.’ It indicated that the geographical location affects the work motivation of teachers but the school type does not have any influence on the work motivation. Female teachers exhibited higher work motivation than their male counterparts. Teachers having below 5 years of teaching experience exhibited higher work motivation than above 5 years of teaching experience. Untrained teachers have exhibited higher work motivation than trained teachers. Ahluwalia & Preet (2017) revealed that intrinsic motivation increases with the work experience. Teachers with lesser work experience were found to be more extrinsically motivated. Teacher with greater work experience was found with more organizational commitment than teachers with less work experience. High continuance commitment was found amongst teachers who were more experienced. In normative commitment, there was a decreasing trend with the years of experience adding up. In locus of control, as the teacher become more experienced showed inclination towards external locus of control rises and towards internal locus of control decreases. Bharti (2017). indicated that male teachers maintain markedly higher level of work motivation and job involvement, significant difference was found between the group on different dimensions of work motivation. A significant difference was found on the level of job involvement. Also, teacher's motivation and job involvement have found to be positively correlated. George (2017). The results showed a positive relationship between work motivation and the type of management and subject specialization of teachers. Teachers working in government aided and private unaided institutions were found to be more motivated than the government college teachers. Science teachers were found to be more motivated than arts and commerce teachers. Kumar (2017). indicated a significant difference in the work motivation of government and private secondary school teachers. No significant difference in the work motivation of male and female secondary school teachers. George and Sabhapathy (2014). revealed a positive relationship between work motivation and the organizational culture. Teachers working in organizations with

high culture were found to be more motivated. Gupta & Gehlawat (2013). Government school teachers with high level of work motivation were better than private school teachers with respect to their organizational commitment and no significant difference in organizational commitment of private school teachers with high and low level of work motivation. Kamdron (2015). revealed a strong relationship between levels of work motivation and job satisfaction, some socio-demographic factors (job position, gender, age) and an internal locus of control have an effect on both. Internal employees were found significantly more satisfied and more motivated while being predominantly intrinsically motivated. The results of research make possible to connect such essential phenomena of job satisfaction and work motivation as locus of control and motivation orientation. Ates et al. (2018). The results revealed a low level of work motivation of primary school teachers. The average work motivation scores do not vary by gender, age and marital status. Mintrop & Ordenes (2017). revealed that monetary rewards were embraced as already deserved. Neither rewards, nor accountability, seemed to regulate behavior. Prestige was not bestowed by official performance statuses within the accountability system, but flowed from judgments, personally communicated, by students, parents, or colleagues who had direct contact with teachers' work. Tentama & Pranungsari (2016). revealed that teachers' job motivation more dominantly influences organizational commitment compared to teachers' job satisfaction. Fernet (2013). explored multidimensions of work motivation can describe employees' adaptation to the work environment and their psychological health. It describes how the multiple dimensions and functions of work motivation can explain employees' adaption to the environment and their psychological health. It is incumbent on organizations to find ways to support their employees and help them achieve their full potential; they must provide employees with conditions that promote psychological health. Lather & Jain (2005). indicated significant positive correlation between job satisfaction and need for autonomy and self-actualization of top-level managers. Also, and need for autonomy and self-actualization is a significant positive predictor of job satisfaction for them. This suggests that for top level managers fulfillment of self-actualization need is what motivates them. This is so because they have already achieved the lower levels of growth hierarchy. Suslu (2006). revealed that motivation has an important role in teaching job and lack of motivation may cause teachers to be less successful in teaching. Factors like, unreasonable demands to administers, discouraging team spirit,

neglecting rewards, financial problems may be demoralizing. Every teacher is not motivated entirely by the same demands and needs. Job satisfaction of each teacher is different. For success intrinsic motivation is important. Lack of motivation can cause the decrease in productivity. Intrinsic rewards outweigh extrinsic ones in teacher motivation and job satisfaction. Singh & Kumar (2015). described how the multiple dimensions and functions of work motivation can explain employees' adaptation to the work environment and their psychological health.

Thomas et al. (2006) found that Internal locus was positively related with favorable work outcomes, such as positive task and social experiences, and greater job motivation. Akkaya & Akyol (2016). suggested to give more power and responsibility to take decisions related to their profession. Kushak (2019) stated that locus of control can be altered with proper training and effective communication. The managers should take the responsibility to help their employees in understanding and shaping their locus of control. Kiral (2019). signified the importance of aware raising activities to increase teachers' internal locus of control and delivering practice-based training to teachers through the support of academics working in his field. Asni (2018). indicated a high level of internal locus of control and professional commitment, can help to take the best decision when the conflict situation occurs. An individual can behave more independently in conflict situations by having the high professional commitment. Kutanis (2011). stated students with internal locus of control reflected high in learning performances, more proactive and effective in learning process. Locus of control focused on ability to cope with uncertainty. Individuals with less tolerance resist to the change and with high tolerance can easily adapt to the change. Hence, locus of control identifies the reaction given to change according to situation. Merwe (2013). indicated that individuals with a high self-efficacy and internal locus of control believe that outcomes are result of their own actions. Individuals possessing low self-efficacy and an external locus of control will conclude that external factors of which they had. The study ascertained the perceived levels of Teacher Efficacy and Locus of control. Alkautsar (2014). indicated that locus of control suggest has positive effect and significance to audit dysfunctional behavior. Professional commitment significantly influences the behavior. The results revealed that effect of commitment to the profession to dysfunctional audit behavior stronger than locus of control. Kamdron (2015). revealed a strong relationship

between levels of work motivation and job satisfaction, some socio-demographic factors (job position, gender, age) and an internal locus of control have an effect on both. Internal employees were found significantly more satisfied and more motivated while being predominantly intrinsically motivated. The results of research make possible to connect such essential phenomena of job satisfaction and work motivation as locus of control and motivation orientation. Akkaya & Akyol (2016). revealed that teachers' perception of internal locus of control was lower than external locus of control. Teachers' perception of internal job satisfaction was high and external job satisfaction was low. There was a relationship between teachers' perception of locus control and job satisfaction. Suggested that teachers should be given more power and responsibility to take decisions related to their profession. Morzaria (2019), "The locus of control has a relationship with the effort, motivation, satisfaction, performance, compliance, the perception of the job, supervisory style and the compliance with authority. Locus of control may also moderate the relationship between motivation and incentives". He stated that extreme internal locus of control can be psychologically unstable and unhealthy. Researcher emphasized on the importance of maintaining to match the internal locus of control with self-efficacy, competence and opportunity. It will make it possible to experience a sense of personal responsibility and control. People who are overly internal but lack competence, opportunity and efficacy can become anxious, neurotic and depressed. concluded that internals should have a realistic sense of influence in order to be successful and mentioned that the experiences and knowledge gained by an individual through organizational learning are crucial in increasing the performance of that individual, so necessary learning should be provided to improve employee performance. He added locus of control affects our health either directly or indirectly. The feeling of control over what we do can help us to reduce stress and we are likely to get involved in activities. Kushk (2019). revealed correlation between Locus of control and employee performance in medium and doesn't show enough evidence, whereas employee organizational commitment and employee performance showed strong correlation and reveal evidence of correlation. Employee who has internal locus of control, belief that organizational commitment is necessary for employee performance but employees who possess external locus of control belief that organizational commitment does not play major role in employee performance. suggested that it is major responsibility of the manger to help their employees in understanding and shaping their locus of

control because locus of control can be altered with proper training and effective communication. Kiral (2019). Found that teachers mostly exhibited internal locus of control and this was followed by external and chance locus of control. There was no significant difference in the locus of control according to teachers' gender, marital status, length of service at that school and love the profession. The teachers' locus of control showed significant difference according to age, seniority, teaching specialty and socio-economic status of the school. It also signified the important of aware raising activities to increase teachers' internal locus of control and delivering practice-based training to teachers through the support of academics working in his field. Hassan & Akbar (2020). indicated Teachers' locus of control acts as an important factor that significantly affect students' achievement scores. Su'un et al. (2020). indicated that households with an internal reference person are in a better position to save in forms that are harder to access (such as pension wealth) than otherwise similar households with an external reference person. Chabra (2013) revealed a positive relationship between job satisfaction and internal locus of control with organizational commitment of IT professionals. Also revealed locus of control was found to moderate relationship between job satisfaction and organizational commitment such that the relationship was stronger for internals than externals. Basaka & Ghosh (2011). confirmed a significant relationship among job satisfaction, school environment and locus of control of teachers. Teachers having internal locus of control believing that results were primarily from their own behavior and action taken, assuming that their efforts will be successful are more satisfied with their jobs. Teachers who believe that their environment, other people, higher power control their decisions and their life (external locus of control), they do not involve in school's innovative ways and do not use their skills and capabilities in creativity work as well as freedom to experiment. Asni (2018). revealed that locus of control and professional commitment significantly influenced behavior in conflict situation simultaneously. It indicated that individual with a dominant internal locus of control would be able to manage the work in conflict situations. Also found that by having a high level of internal locus of control and professional commitment, it can help to choose the best decision when the conflict situation occurs. It indicates the one can behave more independently in conflict situations by having the high professional commitment. Ahluwalia & Preet (2017). revealed that with the rise in work experience, the level of intrinsic motivation also increases. Teachers with lesser work experience are found to

be more extrinsically motivated. Teacher with greater work experience is more committed than teachers with less work experience. High continuance commitment is found amongst teachers who are more experienced. In normative commitment there is a decline trend with the years of experience adding up. As teacher become more experienced, inclination towards external locus of control rises and towards internal locus of control decreases. Rani (2014). Professional commitment and Locus of control of the male are related to each other. Professional commitment and Internal Locus of control of the female are not related to each other. Professional commitment and External Locus of control of the male as well as female are related to each other and professional commitment and introvert personality of the male teachers are related to each other, professional commitment and introvert personality of the female teachers are not related to each other, professional commitment and extrovert personality of the male as well as female are related to each other. Soaib & Khalid (2018). stated aged teacher educators were more committed as compared to young. Teachers having higher academic and professional qualification were more committed as compared to less qualified teachers. Level of commitment for teaching profession increases with experience.

The above studies have been evaluated and summarized thoroughly to get the clear overview of the research problem, present and future need of the study. The literature review focused on the identification and examination of the research studies reported in India and in abroad regarding to mentioned objective. There are other variable which have been studied along with professional commitment, self-efficacy, personality characteristics and values, job satisfaction , adjustment, teacher effectiveness and continuous professional development, job satisfaction, adjustment, professional support, teachers' morale, teachers' perceptions of professional commitment (affective, continuance and normative commitment) to teaching profession, teachers' empowerment, teachers' organizational commitment, professional commitment, organizational citizenship behavior performance, attitude towards teaching, role conflict, tolerance, teacher attitude and demographic variables, gender, qualification, experience. gender, qualification, locality, net non-net, marital status, location, type of school, age, qualification, subject, teaching experience. Work motivation has been studied with variable, teacher empowerment, teachers' organizational commitment, professional commitment, organizational citizenship

behavior, job involvement, personality, organizational commitment, type of management, subject specialization, job satisfaction and other demographic variable, gender, type of school, location. Locus of control was studied along with Social Pressure, Judgment, work motivation on gender, type of school, Learning Performance, professional commitment, well being, motivation, behavioral orientation and gender. Type of schools, teaching experience. Few studies on locus of control were found on school teachers and recommended the balanced locus of control of teachers. Many researches recommended to enhance teacher's work motivation and professional commitment, better working environment, monetary and other incentive for teachers.

Studies revealed that there exists significant relationship between variables professional commitment and locus of control of teachers. There is a gap in studies and new researches should be conducted on the same variables. Other variable like self-efficacy, job satisfaction and achievement motivation should be studied with professional commitment.

CHAPTER III

METHODOLOGY

Chapter 3 deals with the methodology adopted by the investigator. It deals with the plan, process and procedure adopted by the investigator to achieve the objectives during the entire research endeavor. This chapter gives idea about how the whole research study was conducted. It gives idea regarding the sampling procedure adopted by the investigator, design and administration of tools for the study with respect to various objectives, method used for the collection of data and data analysis done for interpretation of the results.

The purpose of the present investigation entitled, "Professional Commitment of Secondary School Teachers in relation to their Work Motivation and Locus of Control" is to examine the relationship amongst various dimensions of professional commitment, work motivation and locus of control of secondary school teachers on the basis of gender and type of school.

The data collected from secondary school teachers during the study was in quantitative form. The investigator adopted survey method for collecting the data. The whole approach for conducting the study has been systematic and is described in this chapter in precise manner. The present chapter of the study provides an in-depth detail of plan and procedure adopted by researcher as follows:

3.1 Method of Research**3.2 Population, Sample and Sampling Technique****3.3 Tools Used for Collection of Data****3.4 Description of data****3.5 Procedure of Data Collection****3.6 Statistical Techniques Used****3.7 Analysis of data**

The first step in the design of the study was to decide the most appropriate technique for the collection of data. Preliminary information for this was collected from various sources. After a great deal of thoughts, it was decided to adopt the survey method for research. There are two types of survey: normative survey and descriptive survey.

3.1 Method of Research

Descriptive survey method describes the characteristic of the variables under study. The methodology focuses on answering ‘why’ questions rather ‘what’ questions of the research subject. The main focus of the research is to describe the nature of the demographics under study. It is also called an observational research method as none of the variables in this study are influenced during the research process. In present study descriptive survey method has been used as it is intended to study the typical conditions. The type of information procured by the survey method gives in depth idea of the present scenario and trends. It also suggests the source of future developments and contributes to advancement of knowledge because it affords penetrating inside into the nature of what one is dealing with. In the present study survey was conducted to study professional commitment of secondary school teachers in relation to their work motivation, locus of control, gender, type of school in Delhi.

3.2 Population, Sample and Sampling

The population for the present study comprised of all the secondary school teachers serving at secondary level in the government and private schools. Sample is the subset of target population having same characteristic of the population. As with limited resources in terms of efforts, money and time, it is not feasible to collect data from a large population so a small portion is taken from the target population for the study. Since this study is descriptive survey so larger sample was required to get diverse perspective. The sample for the present study was drawn by simple random sampling technique for selection of schools. In the present study the sample constituted of 400 teachers serving at secondary level in different government and private secondary schools affiliated to CBSE and regulated by Delhi government. Keeping in view of the concept of equality the researcher has taken care that equal number of male and female candidates serving in government and private secondary schools were selected. This helped the researcher in getting diverse perspective and motives about

teaching profession. Therefore, 100 male and 100 female teachers were selected from randomly selected 10 government schools and 100 male and 100 female teachers were selected from randomly selected 10 private secondary schools affiliated to CBSE Board from South and South West District of Delhi for the study. The classification of Secondary School Teachers as samples for the present investigation is given below:

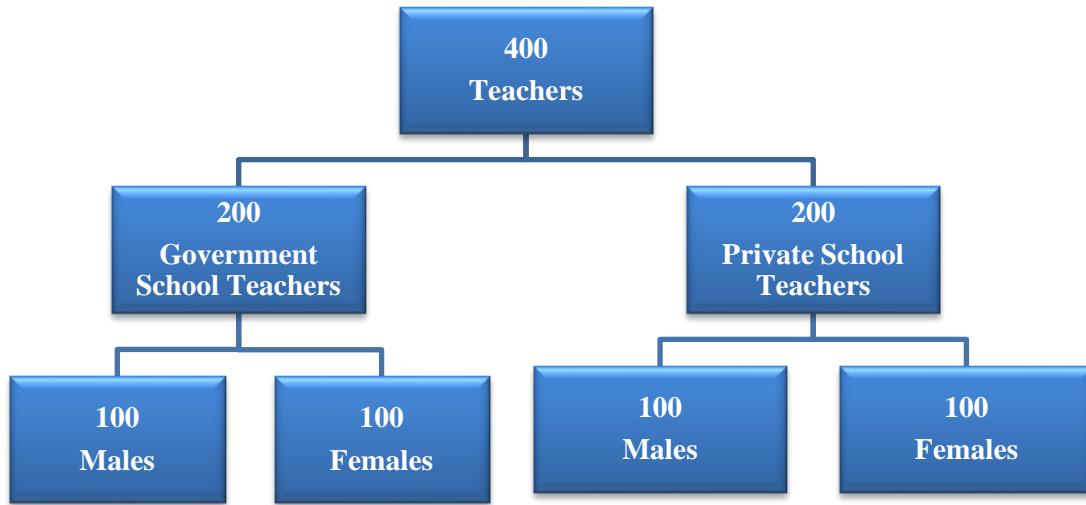


Figure 3.1: Sample of teachers from secondary school

Table 3.1: Data collected from Government Schools and Private Secondary Schools

Type of School	Male	Female
Government Secondary School	100	100
Private Secondary School	100	100
Total	200	200

Table 3.1 shows data collected from Government and Private Secondary Schools.

.0The lists of secondary schools from where the investigator collected the data are given in following tables

Table 3.2: List of Private Secondary Schools

S. No.	Name of School
1.	Poorna Prajna Public School, Vasant Kunj, New Delhi.
2.	Masonic Public School, Vasant Kunj, New Delhi.
3.	Sent John's School, Mehrauli, New Delhi.
4.	Baba Banda Singh Bahadur Memorial Secondary School, Mehrauli, New Delhi.
5	Prince Public School, Mehrauli, New Delhi.
6.	Sant Nagpal Public School Chhatarpur, New Delhi.
7.	CSKM Public School, Chhatarpur, New Delhi.
8.	Goodley Public School, Shalimar Bag, New Delhi.
9.	Gyan Bharti Public School, Saket, New Delhi.
10.	Bloom Public School, Vasant Kunj, New Delhi.

Table 3.3: List of Government Secondary Schools

S. No.	Name of School
1.	GBSSS, Vasant Kunj, New Delhi.
2.	GGSSS, Vasant Kunj, New Delhi.
3	RSKV, Mehrauli, New Delhi.
4.	GBSSS, Mehrauli, New Delhi.
5.	ISKV, Saket, New Delhi.
6.	GBSSS, Saket, New Delhi.
7.	GBSSS, M B Road, New Delhi.
8.	GBSSS, Ghitorni, New Delhi.
9.	GBSSS, Aaya Nagar, New Delhi.
10.	GGSSS, Aaya Nagar, New Delhi.

3.3 Research Tools Used for Collection of Data

The most important decision in any study on part of researcher has been to select the right tool to collect information from respondents so that the tool collects data exactly what the study intended to collect data to answer our objectives. This provides solution to the questions in the study. Tool is instrumental in data collection. The investigator has used three different standardized tools for the study: To get the information from the subjects the investigator has employed three different standardized tools for the study.

- Professional Commitment Scale for Teacher constructed by Ravinder Kaur, Sarbjit Kaur and Ranu Brar, SarvejeetKaurBrar (PCST-KRB) in 2011.
- Employees Motivation Scale (EMS) developed by A. K. Srivastava in 1999.
- Teacher's Locus of Control Scale (TLOCS-GMNI) constructed by Madhu Gupta and Indu Nain in 2016.

3.4 Description of the Research Tools

3.4.1 Professional Commitment Scale for Teachers (PCST-KRB)

3.4.2 Employees Motivation Scale (EMS)

3.4.3 Teacher's Locus of Control Scale (TLOCS-GMNI)

3.4.1 Professional Commitment Scale of Teachers (PCST)

Professional Commitment Scale of Teachers (PCST) was standardized by Ravinder Kaur, Sarabjit Kaur and Ranu Brar, SarvejeetKaurBrar (PCST-KRB) in 2011. This scale measures professional commitment of teachers. Professional commitment of teachers is role obligation of teachers' measurable behavior pattern according to certain rules, norms, and code of ethics of the teaching profession concerning mainly with the learner, society, profession, attaining excellence and basic human values. The scale consists of 45 items divided into five major areas are as follows:

- Commitment to the Learner
- Commitment to the Society

- Commitment to the Profession
- Commitment to Achieve Excellence
- Commitment to Basic Human Values

3.4.1.1 Administration

The Professional Commitment Scale is a self-administering scale. The first step should be to establish a good rapport with the subjects and keep them in confidence. The subjects should be requested to read the instructions of the booklet. They should be instructed to fill the demographic details like Name, Date of Birth, Gender and other required information on the top of the first page of the booklet carefully. There is no need to tell the specific purpose for which the test is used. There are same instructions for responding to all the sections i.e from section (A) to section (E). Subjects should be emphasized to attempt response to all the statements and there is no right or wrong answer for the response. It takes approximately 45 minutes to fill the scale but enough time should be given to complete it if they need it.

3.4.1.2 Reliability

As this Scale being heterogeneous in nature and items having been arranged in a logical manner the two halves could not have been identical. Hence, test-retest reliability criterion was found to be the most appropriate and suitable for determining the reliability of this Scale. For establishing the reliability of the Professional Commitment Scale, the scale was administered to 100 teachers of 10 different schools of the study area. The scale was administered on same teachers after the gap of one month to obtain the test-retest reliability. The test re-test reliability of this scale was obtained. The product moment co-efficient of correlation between two sets of scores was computed. It was found to be .76 (Significant at .01 level). The reliability coefficient or $r = 0.76$ ($N = 100$) - significant at 0.01 level of significance. Details are shown in Table 3.4 as follows:

Table 3.4: Test- Retest Reliability

Variable	N	Coefficient of Correlation(r)	Result
Professional Commitment	100	.76	Significant at 0.01

3.4.1.3 Validity

Since there was no other such tool available to establish concurrent validity of the developed scale, the investigator made effort to ensure and establish content and face validity of tool in the following manner. For establishing content validity, scale was shown to the field of the teacher education and school education for obtaining their opinion on validity. After carefully scrutinizing the definition of professional commitment and its dimensions, items of the scale were selected, hence scale has fair amount of content validity.

For establishing face validity, test was shown to eminent psychologists and sociologists. Its language, format, instructions and size were found suitable for respondents. All specialists were unanimous in their opinion; hence test has a fair degree of face validity.

There are two methods to test the validity of scale, face validity and content validity. The content was scrutinized by 5 judges and all the items were appropriate to agree to the scale of professional commitment of teachers. The scale measures the professional commitment of teachers.

3.4.1.4 Scoring Method

In the professional commitment scale each item has a response option on Likert 5-point rating scale. These points are ranging from Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D) and Strongly Disagree (SD) with respective scores(weights) of 5,4,3,2 and 1 for the positive statements and 1,2,3,4 and 5 for the negative statements. The total scores of responses can range from 45 to 225. The sum total of items scores of all the five areas constitutes the score of Professional Commitment and it is the Raw Score for subject. High score reflects the relatively

higher level of Professional Commitment and lower score reflect relatively lower level of Professional Commitment. The scoring procedure adopted has been presented in Table 3.5.

Table 3.5: Scoring Method of Responses

Statement	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)
Positive Items	5	4	3	2	1
Negative Items	1	2	3	4	5

Table 3.6: Positive and Negative Items

Statement	Item No.	Total No.
Positive	1, 2, 5, 10, 11, 14, 15, 16, 19, 21, 22, 29, 30, 35, 37, 39, 40, 41, 42, 44, 45.	21
Negative	3, 4, 6, 7, 8, 9, 12, 13, 17, 18, 20, 23, 24, 25, 26, 27, 28, 31, 32, 33, 34, 36, 38, 43.	24
	Total Number of Items	45

Table 3.7: Dimension Wise Distribution of Items

S. No.	Areas	Nature of Items	Items No	Total No of Items	Total
1	Commitment to Learner	Positive	1, 2, 5	3	9
		Negative	3, 4, 6, 7, 8, 9	6	
2	Commitment to Society	Positive	10, 11, 14, 15, 16	5	9
		Negative	12, 13, 17, 18	4	
3	Commitment to	Positive	19, 21, 22	3	9

	Profession	Negative	20, 23, 24, 25, 26, 27	6		
4	Commitment to Achieve Excellence	Positive	29, 30, 35	3	9	
		Negative	28, 31, 32, 33, 34, 36	6		
5	Commitment to Basic Human Values	Positive	37, 39, 40, 41, 42, 44, 45	7	9	
		Negative	38, 43	2		
Total Number of Items			Positive = 21		Total	
			Negative = 24		45	

3.4.2 Employees Motivation Scale (EMS)

This instrument measures the work motivation of teachers. Employees Motivation Scale (EMS) was developed by A. K. Srivastava in 1999 to measure the work motivation of employees in any organization. This scale is based on the assumption that individuals are being motivated by a number of needs, individually or in various combinations. The test contains 70 items (10 for each area) related to these 7 need dimensions. All the items are to be responded on a four-point rating scale ranging from always to never and scored from 4 to 1 respectively.

Dimensions of the Work Motivation are as follows:

- **Need for Personal Growth:** Improvement of self and of competence, learning new things.
- **Need for Achievement:** High production, goal achievement, competition.
- **Need for Self-Control:** Alert sincere to job responsibilities, attainment of goal dead line.
- **Need for Monetary Gains:** Immediate monetary gains or rewards, increments and in salary or wages.
- **Need for Non- Financial Gain:** Status, recognition, appreciation, autonomy, power, prospects.
- **Need for Social Affiliation and Conformity:** Participation, co-operation, group influence, group conformity.
- **Need for Autonomy and Self- Actualization.**

3.4.2.1 Administration

The first step should be to build a rapport with the subjects by some introduction to take them in confidence. This test can be administered both individually and in group. Request subjects to fill the required information on the booklet like Name, Date of Birth, Place of working etc. Emphasize to respond to each statement, all the items are compulsory to answer. Tell participants to give their responses honestly, there is no right or wrong answer and the collected information will be used for research purpose only, personal details will be kept secret. The time limit to complete the test is 20 minutes.

3.4.2.2 Reliability

Test-retest method was used to calculate the reliability. The coefficient of correlation of seven sub-scale of the schedule was obtained through test-retest method. It was administered on a sample of 200 and was retested after a gap of 15 days on a sample of 95. shown in the table 4.

The test re-test reliability of this scale was obtained with a time gap of one week. The reliability coefficients were significant at 0.01 level of significance.

The Table 3.8 showing the Reliability coefficients of the seven sub-scale of the Schedule-

Table 3.8: Reliability Coefficients of Sub-Scale

Sub-Scale	Serial No. of Items	Split-half (N=200)	Retest (N=95)
Sub-Scale -1	1-10	.82	.86
Sub-Scale -2	11-20	.79	.84
Sub-Scale -3	21-30	.74	.84
Sub-Scale -4	31-40	.77	.81
Sub-Scale -5	41-50	.81	.83
Sub-Scale -6	51-60	.79	.84
Sub-Scale -7	61-70	.72	.79

3.4.2.3 Validity

In order to establish validity of the scale the homogeneity of the items constituting seven sub-scale was ascertained. For the purpose of correlation (bi-serial) between the score on each item and the score on the sub-scale, of which the item was part to be computed. The responses on the individual items in various scales were found to be considerably consistent with the responses on the corresponding sub-scale as a whole.

The validity of the scale was further ascertained by correlating the scores on the Employees Motivation Schedule with the scores on the measures of job involvement and role stress. The following table depicts the obtained coefficients.

Table 3.9: Validity Coefficients

S. No.	Work Motivation	Job Involvement (N=101)	Role Stress (N=200)
1	Personal growth	.78	-.65
2	Achievement	.73	-.57
3	Self-control	.65	-.50
4	Monetary gains	.55	-.32
5	Non- financial gain	.53	-.31
6	Social affiliation	.67	-.39
7	Self- actualization	.53	-.38
8	The whole scale	.83	-.51

3.4.2.4 Scoring

In the Employees Motivation Scale statements are presented on a 4-point Likert rating scale. These 4 points varied from Always, Mostly, Sometimes and Never with respective scores (weights) 4, 3, 2, and 1 for all the items. The total scores of responses can range from 70 to 280.

Table 3.10: Scoring Method

S.No.	Type of Items	Always	Mostly	Sometimes	Never
1	Positive	4	3	2	1

Table 3.11 Dimension Wise Distribution of Items

S. No.	Areas	Nature of Items	No of Items	Total
1	Need for Personal Growth	Positive	10	10
2	Need for Achievement	Positive	10	10
3	Need for Self-Control	Positive	10	10
4	Need for Monetary Gain	Positive	10	10
5	Need for Non-Financial Gain	Positive	10	10
6	Need for Social Affiliation	Positive	10	10
7	Need for Self-Actualization	Positive	10	10
Total				70

3.4.3 Teacher's Locus of Control Scale (TLOC)

- The instrument of Teacher's Locus of Control Scale (TLOCS-GMNI) is constructed by Madhu Gupta and Indu Nain in 2016. This scale measure internal and external locus of control of teachers. It also provides total locus of control scores of teachers. It consists 25 items divided into two dimensions:
- **Teacher's Internal Locus of Control:** Teacher believes that his/her behavior is guided by his/her own personal decisions and efforts.
- **Teacher's External locus of control:** Teacher believes that his /her behavior is guided by fate, luck or other external circumstances.

3.4.3.1 Administration

Researcher should build a rapport with teachers by giving brief introduction of the test. Request the subjects to carefully read the instructions of booklet and fill the information given on the first page. Tell them that there is no right or wrong answer. Emphasis the subjects to complete the test. Time to complete the test is 20 minutes.

3.4.3.2 Reliability

Test-retest method was used to calculate the reliability. The coefficient of correlation was obtained through test-retest method was .742. It was administered on a sample of 100 and the test re-test reliability of this scale was obtained with a time gap of 15 days. The reliability coefficient or $r = 0.742$ ($N = 100$) - significant at 0.01 level of significance has been presented in the table 12 as follows.

Table 3.12: Reliability through Test-Retest Method

Variable	N	Test-Retest Method
Locus of Control	100	.742

Significant at 0.01 level of significance

3.4.3.3 Validity

The statements of the scale were given to 20 experts in the field of Psychology, Education, Sociology and Language to judge the relevancy of the items with particular sub- scale. The unanimity of experts about the items was given as an indicator of the face validity of the scale. the scale was administered to twenty judges to assess the relevance of the items to the content being measured by the scale. Only items having at least 80% agreement among the judges were retained. The construct validity of the scale was calculated by using correlation coefficient of different sub-scales scores with the total teacher's locus of control scores. Correlation coefficient have been presenter in table 13as follows.

Table 3.13: Validity of Teacher's Locus of Control

Dimensions	Coefficient of Correlation (r)	Significance
Teacher's Internal LOC	.762	Significant at 0.01 level
Teacher's external LOC	.921	

Significant at 0.01 level of confidence.

3.4.3.4 Scoring Method

In the Teacher's Locus of Control Scale each item has a response option on Likert 5-point rating scale i.e., Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD) with respective scores 5, 4, 3, 2, and 1 for the External Locus of Control Scale items/ statement and 1, 2, 3, 4 and 5 for Internal Locus of Control Scale items/ statement. External or Internal Locus of Control can be written as EL or IL respectively. The total score range is 25 to 125.

Table 3.14: Scoring Method of Responses

Statement/Items	Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
External Locus of Control (EL)	5	4	3	2	1
Internal Locus of Control (IL)	1	2	3	4	5

Table 3.15: Dimension Wise Distribution of Items

S No	Nature of Items (Areas)	No of Items	Total
1	Internal Locus of Control (IL)	2, 5, 6, 7, 8, 13, 16, 17, 18, 21, 23, 24	12
2	External Locus of Control(EL)	1, 3, 4, 9, 10, 11, 12, 14, 15, 19, 20, 22, 25	13
	Total Number of Items		25

Table 3.16: Teacher's Locus of Control Dimensions with Item No.

Dimensions of TLOCS	Item No.	Total Items
Teacher's Internal Locus of Control	2, 5, 6, 7, 8, 13, 16, 17, 18, 21, 23, 24	12
Teacher's External Locus of Control	1, 3, 4, 9, 10, 11, 12, 14, 15, 19, 20, 22, 25	13
	Total Number of Items	25

3.5 Procedure of Data Collection

By taking due permission from the higher authorities the researcher visited different government and private schools affiliated to CBSE situated in south and south west district of Delhi and requested to the principal for collection of data and assured that the collected information will be kept secret and used for the research purposes only. Before collecting data, the investigator explained the purpose and procedure of data collection to the teachers by creating a friendly atmosphere. After creating a congenial and cooperative environment for the subjects, instructions were given to mark the responses in the test form (Test Booklet) according to the manual and collected the test forms after the prescribed time limit. Investigator paid the heartfelt gratitude to the higher authorities, principal and other members of the school for helping in the process of collection of data.

3.6 Statistical Techniques Used

For the analysis and interpretation of data following statistical techniques were used:

- t-test
- Analysis of Variance (ANOVA, Two- Way)
- Multivariate Analysis of Variance (MANOVA)
- Karl Pearson's Product Moment Coefficient of Correlation
- Regression Analysis
- Factor Analysis

3.6.1 t-test

t-test is a statistical technique which is used to compare the mean scores of two groups. It is mostly used to test the hypothesis to find out how much one group differs from the other group after getting any treatment or intervention.

3.6.2 Analysis of Variance (ANOVA, Two- Way)

Analysis of Variance is a statistical technique. It attempts to determine the significance of the results of the experiment or survey. It finds whether the results are statistically significant or statistically insignificant. On the basis of these results, it helps investigator to determine whether the null hypotheses should be accepted or the alternative hypotheses should be accepted. It helps the researcher in accepting and rejecting hypotheses. Analysis of the variance is efficient in determining whether the mean scores of more than two samples are too widely different to attributes to sampling error. In quantitative study ANOVA is effectively used to find out about the change on independent variable due to the change in two categorical variables. In a nutshell, ANOVA Two Way is used when we want to know how two independent variables affect a dependent variable.

3.6.3 Multivariate Analysis of Variance (MANOVA)

Multivariate analysis of variance is one step ahead of univariate Analysis of Variance (ANOVA). ANOVA can be used to find the statistical difference on single continuous dependent variable caused by an independent grouping variable. On the other hand, the MANOVA can analyze the data further on multiple continuous dependent variables and it can be used in grouping them into a weighted linear combination.

3.6.4 Karl Pearson's Product Moment Coefficient of Correlation

Correlation is a statistical technique which attempts to determine the degree of relationship between two or more variables. Degree of correlation is known as coefficient of correlation (r). Degree range can be Perfect, high, moderate, low and absence of correlation. It is a linear correlation coefficient that falls in the value range of -1 to +1. Value of -1 signifies strong negative correlation while +1 indicates strong positive correlation.

Karl Pearson's Product Moment Coefficient of Correlation (r) was developed by Karl Pearson in (1948) from idea originated Francis Galton in late 1800's. It is denoted as (r) and measures strength, direction and probability of the linear association by Interval or ratio variables.

3.6.5 Regression Analysis

The term regression firstly used by Sir Francis Galton. Regression means stepping back or going back to average value. It is statistical method of studying the nature of relation between two variables to make prediction. Regression analysis can measure the mutual relationship between one or multiple variables. It can predict the likely change in the value of dependent variable on the basis of independent variable.

3.6.6 Factor Analysis

Factor Analysis is a statistical technique which is used to analyze data. It can also be called data reduction. While observing large number of variables, some common patterns emerge, which are known as factors. It is used to reduce a large number of variables into a smaller number of groups, dimensions or factors. This statistical technique extracts maximum common variance from observed variables to make a common score. It analyses the structure of inter- relationship (correlation) among observed variables and identify the highly correlated variables known as factors. These factors are representatives of dimensions of data. These factors have common characteristics.

Assumptions: Linear relationship between variables, absence of multicollinearity, relevance of the variables, existence of a true correlation between factors and variables.

Types of Factor Analysis

- **Exploratory Factor analysis:** In this analysis no assumption is required about prior relationship between factors. Any variable can be related to any factor. It helps identify complex relationship among variables and group them based on common factors.
- **Confirmatory Factor Analysis:** It assumes that variables are related to specific factors and uses to pre-established theory to confirm its expectations of the model.

3.7 Analysis of data

For the present study collected data has been compiled and tabulated with the help of MS Excel and for t-test, correlation, multivariate regression, ANOVA and factor analysis SPSS software has been used.

CHAPTER IV

DATA INTERPRETATION, RESULT AND DISCUSSION

The present chapter deals with analysis and interpretation of data. To find the outcome of the study, the collected information from the respondents must be analyzed in order to test the hypothesis to answer the research questions and ultimately the objectives of the research. Researcher has to put a careful effort to the proper editing, systematic classification, tabulation, scientific analysis, in-depth interpretation and rational conclusion of results and finding to establish the reliability, accuracy and validity of the study. The collected information was coded, tabulated and then transferred into the SPSS software spreadsheet. All the entries were done in the data sheet and analysis part was done according to the research objectives formulated.

4.1 Results pertaining to difference in Professional Commitment among male and female teachers working in Government Secondary Schools

To find out the difference in Professional Commitment among male and female teachers working in Government secondary schools, t-value has been calculated and the obtained score is presented in the table 4.1 as follows:

Table 4.1: Difference in Professional Commitment among male and female teachers working in Government Secondary Schools

Type of School	Variable	Gender	N	Mean	SD	SEd	df	t- value	Sig.
Government Secondary School	Professional Commitment	Male	100	174.79	20.285	2.743	198	.674	.501
		Female	100	172.94	18.468				

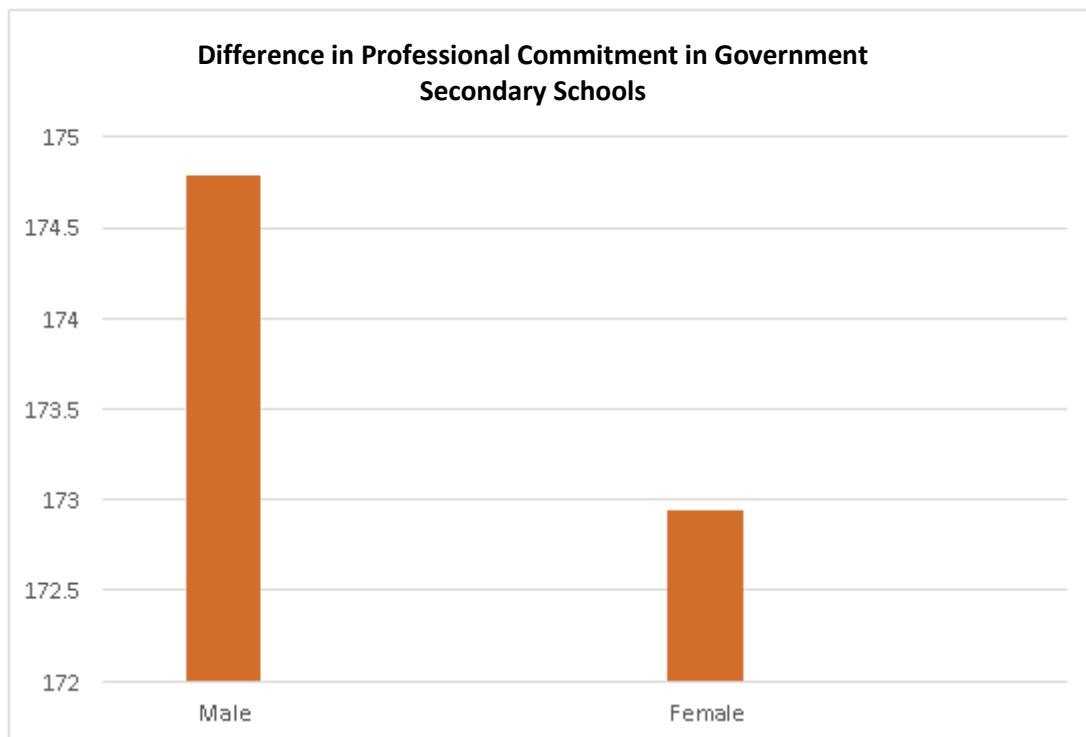
(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.1 shows difference in Professional Commitment of male and female teachers working in Government Secondary Schools.

The t-value for gender difference in Professional Commitment of Government

secondary school teachers is 0.674, which is not significant. It means that there is no significant difference in professional commitment between male and female teachers teaching in government schools. Therefore, proposed hypothesis which states that there exists a significant difference in Professional Commitment among male and female teachers working in Government secondary schools is rejected.

Graph 4.1: Difference in Professional Commitment among male and female teachers in Government Secondary Schools



Graph 4.1 depicts difference in Professional Commitment in among male and female teachers in Government Secondary Schools.

4.2 Results pertain to difference in various dimensions of Professional Commitment among Male and female teachers working in Government Secondary Schools.

To find out the difference in various dimensions of Professional Commitment among male and female teachers working in Government secondary schools, t-value has been calculated and the obtained result is presented in the table 4.2 as follows:

Table 4.2: Difference in various dimensions of Professional Commitment among male and female teachers working in Government Secondary Schools

Type of School	Dimension of Professional Commitment	Gender	N	Mean	SD	SEd	df	t-value	Sig.
Government Secondary School	Commitment to Learner	Male	100	36.33	5.789	.768	198	-.052	.959
		Female	100	36.37	5.049				
	Commitment of Society	Male	100	35.94	4.625	.632	198	.459	.647
		Female	100	35.65	4.314				
	Commitment to Profession	Male	100	33.29	5.681	.740	198	.284	.777
		Female	100	33.08	4.748				
	Commitment to Achieve Excellence	Male	100	33.62	5.704	.762	198	.381	.704
		Female	100	33.33	5.045				
	Commitment to Basic Human Values	Male	100	35.61	4.410	.623	198	1.767	.079
		Female	100	34.51	4.396				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.2 shows difference in various dimensions of Professional Commitment among male and female teachers working in Government Secondary Schools.

Table 4.2 depicts that the t value for gender difference in dimension Commitment to Learner of government secondary school teachers is 0.052, which is not significant. It means that there is no significant difference in dimension commitment to learner between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

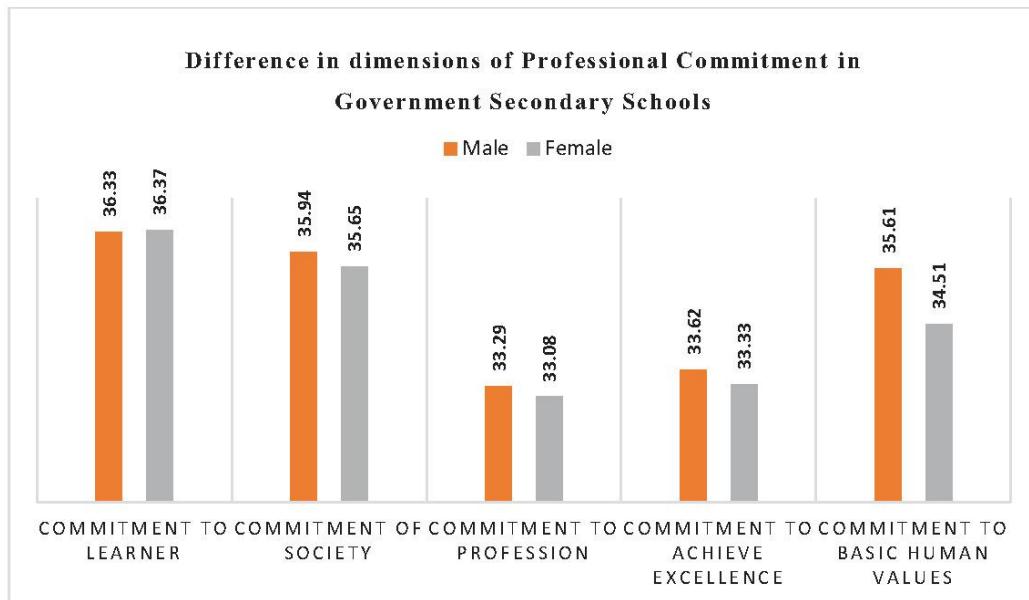
The t value for gender difference in dimension Commitment to Society of Government secondary school teachers is 0.459, which is not significant. It means that there is no significant difference in dimension commitment to society between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in dimension Commitment to Profession of Government school teachers is 0.28, which is not significant. It means that there is no significant difference in dimension commitment to profession between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in dimension Commitment to Achieve Excellence of Government secondary school teachers is 0.38, which is not significant. It means that there is no significant difference in dimension commitment to achieve excellence between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in dimension Commitment to Basic Human Values of Government secondary school teachers is 1.76, which is not significant. It means that there is no significant difference in dimension commitment to basic humanvalues between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

Graph 4.2: Difference in various dimensions of Professional Commitment among the teachers working in Government Secondary Schools



Graph 4.2 shows difference in various dimensions of Professional Commitment among male and female teachers working in Government Secondary Schools.

4.3 Result pertaining to difference in Professional Commitment among male and female teachers working in Private Secondary Schools.

To find out the difference in Professional Commitment among male and female teachers working in Private secondary schools t-value has been calculated and obtained result is presented in table 4.3 as follows:

Table 4.3: Difference in Professional Commitment among male and female teachers working in Private Secondary Schools

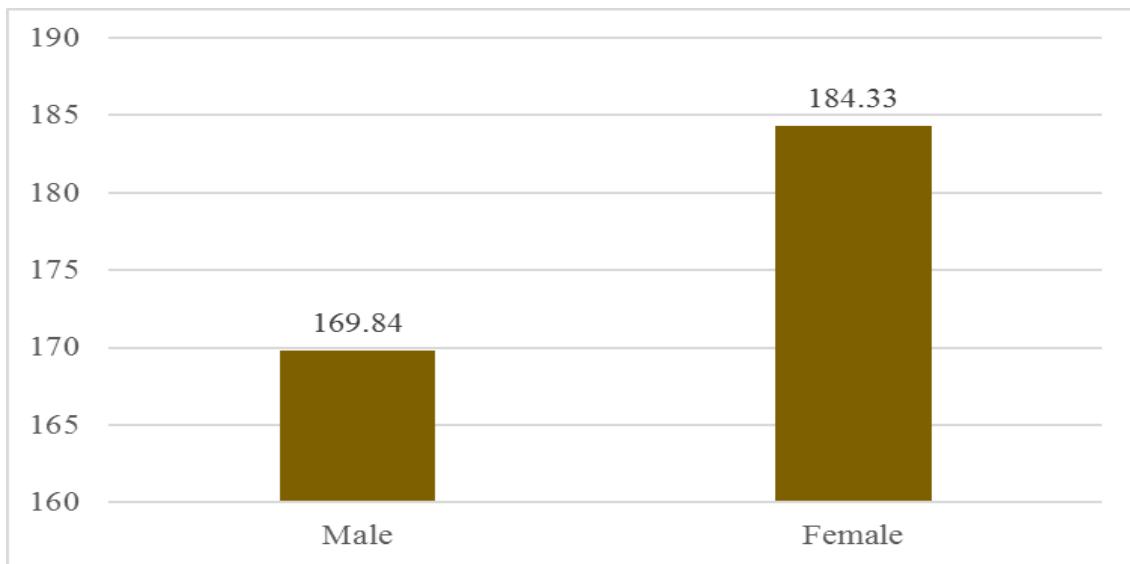
Type of School	Variable	Gender	N	Mean	SD	SEd	Df	t-value	Sig.
Private Secondary School	Professional Commitment	Male	100	169.84	20.871	2.702	198	5.363	.000
		Female	100	184.33	17.157				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.3 shows difference in Professional Commitment among male and female teachers working in Private Secondary Schools.

The t-value for gender wise difference in professional commitment of Private secondary school teachers is 5.36, which is significant. It means that there is significant difference in professional commitment between male and female teachers working in Private secondary schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in private schools have significantly higher level of professional commitment than male teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

Graph 4.3: Difference in Professional Commitment of male and female teachers in Private Secondary Schools



Graph 4.3 shows gender wise mean difference in Professional Commitment in Private Secondary Schools.

4.4 Results pertaining to difference in various dimensions of Professional commitment among the male and female teachers working in Private Secondary Schools

To find out the difference in various dimensions of Professional commitment among the male and female teachers working in Private Secondary Schools, t-value has been calculated and the obtained result is presented in table 4.4 as follows:

Table 4.4: Difference in various dimensions of Professional Commitment among the male and female teachers working in Private Secondary Schools

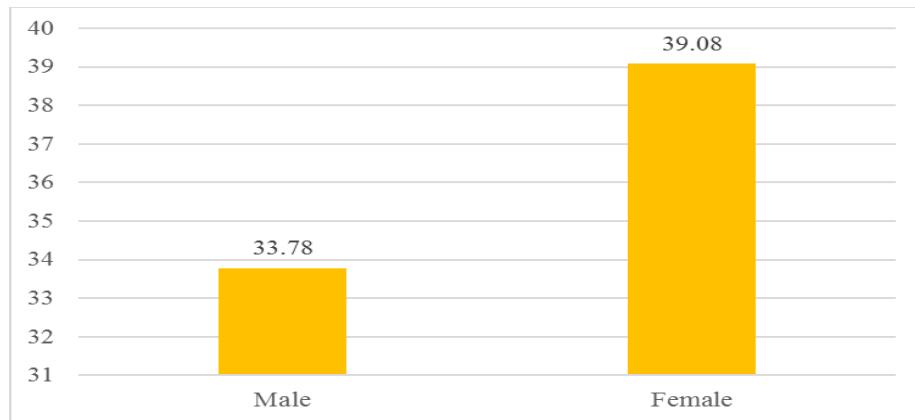
Type of School	Variable	Gender	N	Mean	SD	SED	Df	t-value	Sig.
Private Secondary School	Commitment to Learner	Male	100	33.78	6.948	.816	198	6.498	.000
		Female	100	39.08	4.273				
	Commitment of Society	Male	100	34.67	4.481	.658	198	3.543	.000
		Female	100	37.00	4.814				
	Commitment to Profession	Male	100	32.83	5.795	.758	198	3.550	.000
		Female	100	35.52	4.883				
	Commitment to Achieve Excellence	Male	100	33.08	5.508	.712	198	4.172	.000
		Female	100	36.05	4.511				
	Commitment to Basic Human Values	Male	100	35.48	3.164	.517	198	2.322	.021
		Female	100	36.68	4.087				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.4 depicts difference in various dimensions of Professional Commitment among the male and female teachers working in Private Secondary Schools.

The calculated t-ratio for gender difference in dimension Commitment to learner of Private school teachers is 6.49, which is significant at .01 level. It means that there is significant difference in dimension commitment to learner between male and female teachers teaching in Private secondary schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in private schools have significantly higher level of commitment to learner than male teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

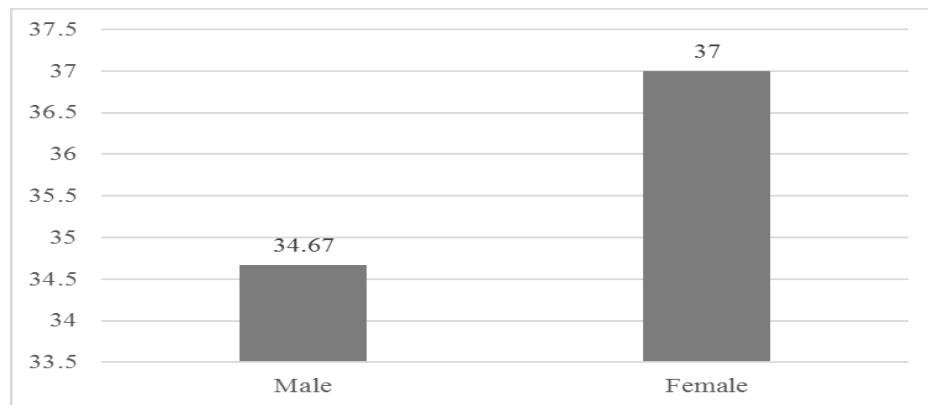
Graph 4.4.1: Gender wise difference in Commitment to Learner in Private Secondary Schools



Graph 4.4.1 depicts gender wise mean difference in Commitment to Learner in Private Secondary Schools.

The obtained t- value for gender difference in dimension commitment to society of Private school teachers is 3.54, which is significant. It means that there exists a significant difference in dimension commitment to society between male and female teachers teaching in Private secondary schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in private secondary schools have significantly higher level of commitment to society than male teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

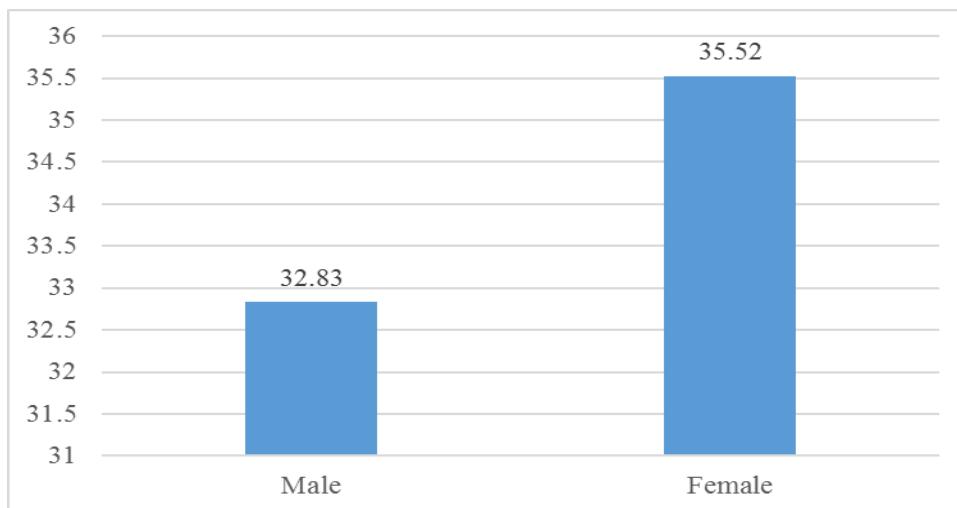
Graph 4.4.2: Gender wise difference in Commitment to Society in Private Secondary Schools



Graph 4.4.2 depicts gender wise mean difference in Commitment to Society in Private Secondary Schools.

The obtained t ratio for gender difference in dimension commitment to profession of private school teachers is 3.55, which is significant at .01 level. It means that there is significant difference in dimension commitment to profession between male and female teachers teaching in Private secondary schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in private schools have significantly higher level of commitment to profession than male teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

Graph 4.4.3: Gender wise difference in Commitment to Profession in Private Secondary Schools



Graph 4.4.3 depicts gender wise difference in Commitment to Profession of Private Secondary Schools.

The calculated t- value for gender difference in commitment to achieve excellence of Private secondary school teachers is 4.17, which is significant at .01 level. It can be interpreted that there is significant difference in dimension commitment to achieve excellence between male and female teachers teaching in Private secondary schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in private schools have significantly higher level of commitment to achieve excellence than male teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

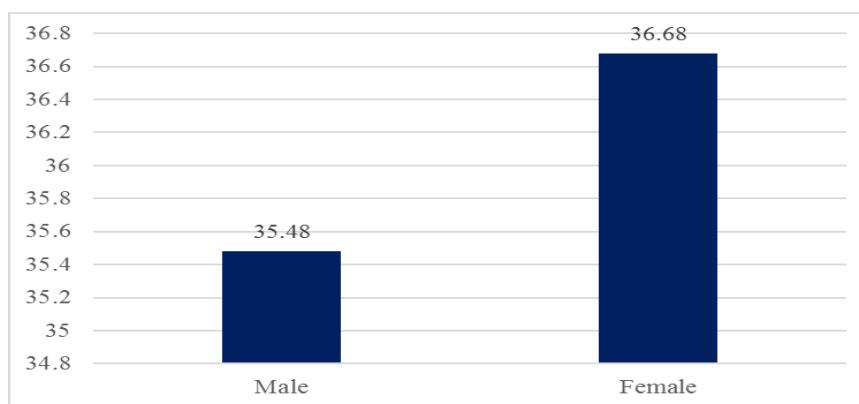
Graph 4.4.4: Gender wise difference in Commitment to Achieve Excellence in Private Secondary Schools



Graph shows 4.4.4 gender wise mean difference in Commitment to Achieve Excellence in Private Secondary Schools.

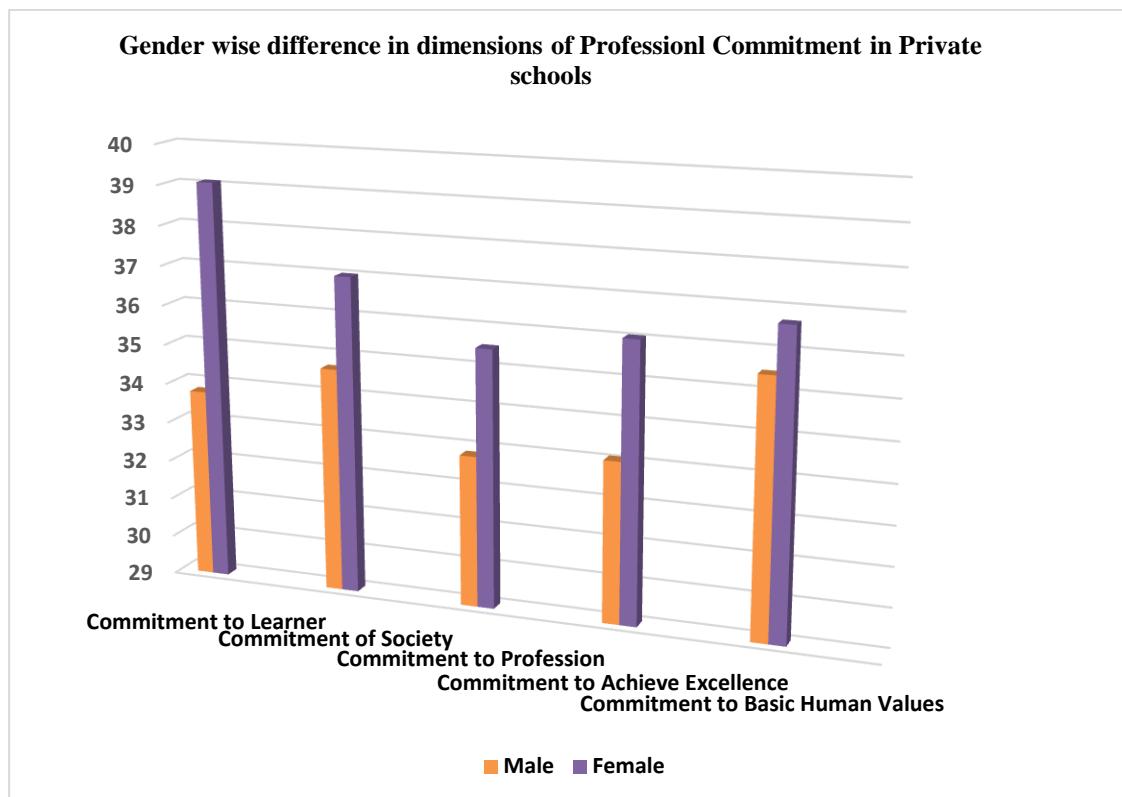
The calculated t- ratio for gender difference in dimension commitment to basic human values of private school teachers is 2.32, which is significant at .05 level. It means that there is significant difference in dimension commitment to basic human values between male and female teachers teaching in Private schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in private schools have significantly higher level of commitment to basic human values than male teachers of private secondary schools. Therefore, proposed hypothesis is accepted.

Graph 4.4.5: Gender wise difference Commitment to Basic Human Values in Private Secondary Schools



Graph 4.4.5 shows gender wise mean difference in dimension Commitment to Basic Human Values in Private Secondary Schools.

Graph 4.4: Difference in various dimensions of Professional Commitment among the male and female teachers working in Private Secondary Schools



Graph 4.4: shows difference in various dimensions of Professional Commitment among the male and female teachers working in Private Secondary Schools.

4.5 Result pertaining to the difference in Work Motivation among the male and female teachers working in Government Secondary Schools

To find out the difference in Work Motivation among the male and female teachers working in Government secondary schools, t-value has been calculated and the obtained result is presented in table 4.5 as follows:

Table 4.5: Difference in Work Motivation among the male and female teachers working in Government Secondary Schools

Type of School	Variable	Gender	N	Mean	SD	SEd	df	t-value	Sig.
Govt. Secondary School	Work Motivation	Male	100	226.40	18.742	2.800	198	1.582	.115
		Female	100	221.97	20.800				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.5 depicts difference in Work Motivation among the male and female teachers working in Government Secondary Schools.

The t-value for gender difference in Work Motivation is 1.58, which is not significant. It means that there is no significant difference in Work Motivation between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis which states that there exists a significant difference in Work Motivation among male and female teachers working in Government secondary schools is rejected.

Graph 4.5: Difference in Work Motivation among male and female teachers in Government Secondary Schools



Graph 4.5 depicts difference in Work Motivation among male and female teachers working in Government Secondary Schools.

4.6 Results pertaining to difference in various dimensions of Work Motivation among the male and female teachers working in Government Secondary Schools

To find out the difference in various dimensions of Work Motivation among the male and female teachers working in Government secondary schools, t-value has been calculated and the obtained result is presented in table 4.6 as follows:

Table 4.6: Difference in various dimensions of Work Motivation among the male and female teachers working in Government Secondary Schools

Type of School	Variable	Gender	N	Mean	SD	SEd	df	t-value	Sig.
Government Secondary School	Personal growth	Male	100	34.73	3.484	.501	198	.998	.320
		Female	100	34.23	3.601				
	Achievement	Male	100	34.09	4.488	.664	198	1.733	.085
		Female	100	32.94	4.890				
	Self-Control	Male	100	32.00	4.614	.617	198	1.719	.087
		Female	100	33.06	4.092				
	Monetary gain	Male	100	27.01	6.386	.911	198	1.582	.115
		Female	100	25.57	6.490				
	Non-Financial gain	Male	100	33.33	4.537	.680	198	.764	.446
		Female	100	32.81	5.071				
	Social Affiliation	Male	100	31.27	3.863	.550	198	.618	.537
		Female	100	30.93	3.911				
	Autonomy	Male	100	33.97	4.248	.638	198	2.413	.017
		Female	100	32.43	4.764				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.6 depicts difference in various dimensions of Work Motivation among the

male and female teachers working in Government Secondary Schools.

The t value for gender difference in Personal Growth is 0.99, which is not significant. It means that there is no significant difference in personal growth between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in Achievement is 1.73, which is not significant. It means that there is no significant difference in Achievement between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in Self-Control is 1.71, which is not significant. It means that there is no significant difference in Self-Control between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in Monetary gain is 1.58, which is not significant. It means that there is no significant difference in Monetary gain between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

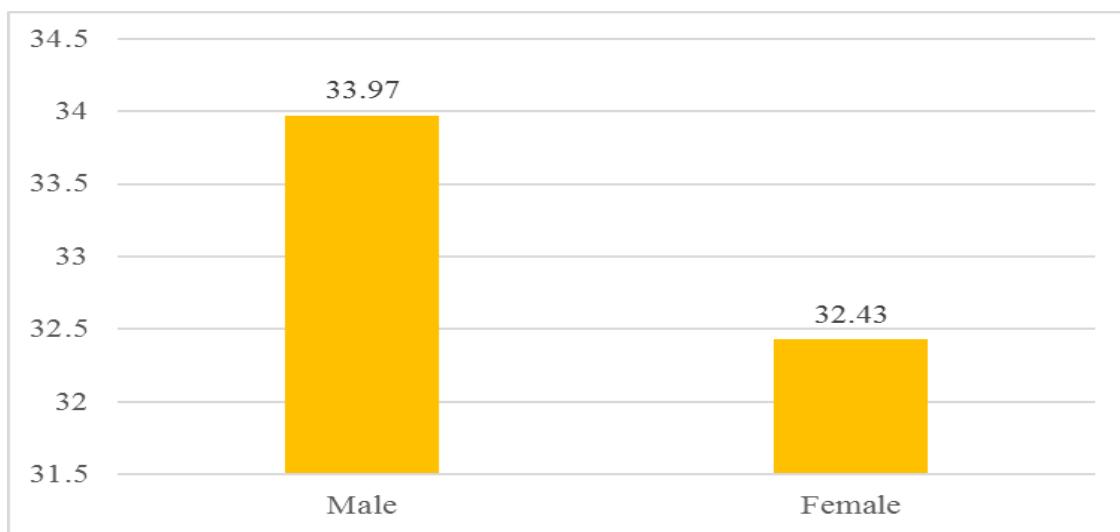
The t value for gender difference in Non-Financial gain is 0.76, which is not significant. It means that there is no significant difference in Non-Financial gain between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in Social Affiliation is 0.61, which is not significant. It means that there is no significant difference in Social Affiliation between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in Autonomy is 2.41, which is significant at .05 level. It means that there is significant difference in Autonomy between male and female teachers teaching in Govt. schools. Further, the mean score of male teachers on Autonomy is more than mean score of female teachers on Autonomy. It means

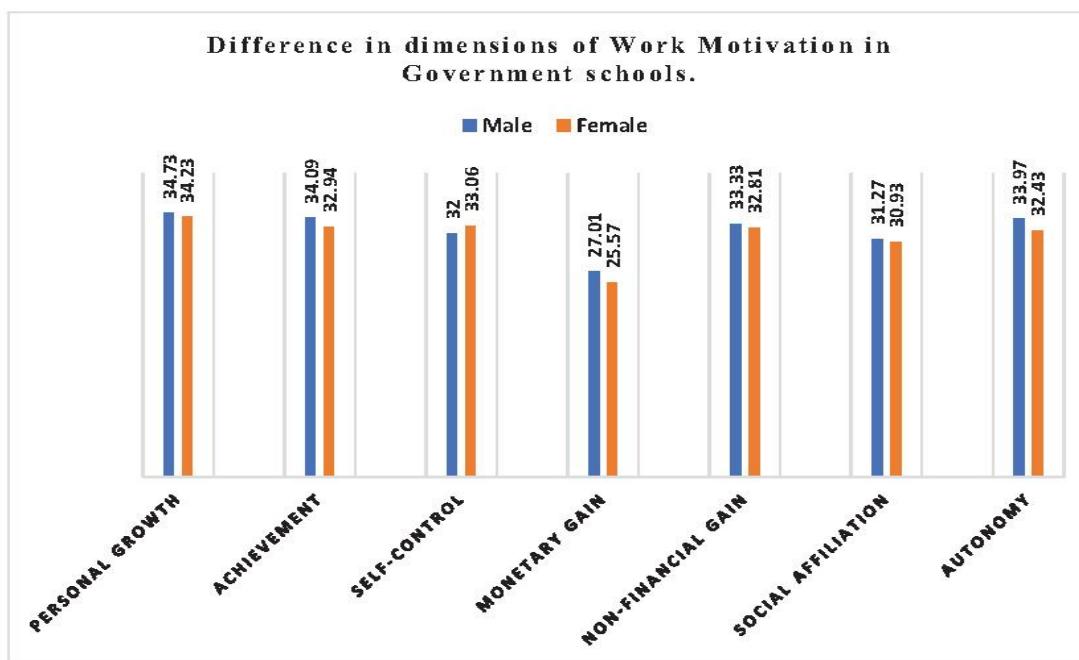
male teachers have significantly higher level of Autonomy than female teacher teaching in Government secondary schools. Therefore, proposed hypothesis is accepted.

Graph 4.6.1: Gender wise difference in Autonomy of Government Secondary Schools



Graph 4.6.1 shows gender wise mean difference in Autonomy of Government Secondary Schools.

Graph 4.6: Difference in various dimensions of Work Motivation among the male and female teachers working in Government Secondary Schools



Graph 4.6 depicts difference in various dimensions of Work Motivation among the male and female teachers working in Government Secondary Schools.

4.7 Result pertaining to the difference in Work Motivation among the male and female teachers working in Private Secondary Schools

To find out the difference in Work Motivation among the male and female teachers working in Private secondary schools, t-value has been calculated and the obtained result is presented in table 4.7 as follows:

Table 4.7: Difference in Work Motivation among the male and female teachers working in Private Secondary Schools

Type of School	Variable	Gender	N	Mean	SD	SEd	df	t-value	Sig.
Private Secondary School	Work Motivation	Male	100	216.87	22.383	2.887	198	.277	.782
		Female	100	216.07	18.242				

Table 4.7 depicts difference in Work Motivation among the male and female teachers working in Private Secondary Schools.

The t- value for gender difference in Work Motivation of private school teachers is 0.277, which is not significant. It means that there is no significant difference in Work Motivation between male and female teachers teaching in Private Secondary Schools. Therefore, proposed hypothesis is rejected.

4.8 Results pertaining to difference in various dimensions of Work Motivation among the male and female teachers working in Private Secondary Schools

To find out the difference in various dimensions of Work Motivation among the male and female teachers working in Private secondary schools, t-value has been calculated and the obtained result is presented in table 4.8 as follows:

Table 4.8: Difference in various dimensions of Work Motivation among the male and female teachers working in Private Secondary Schools

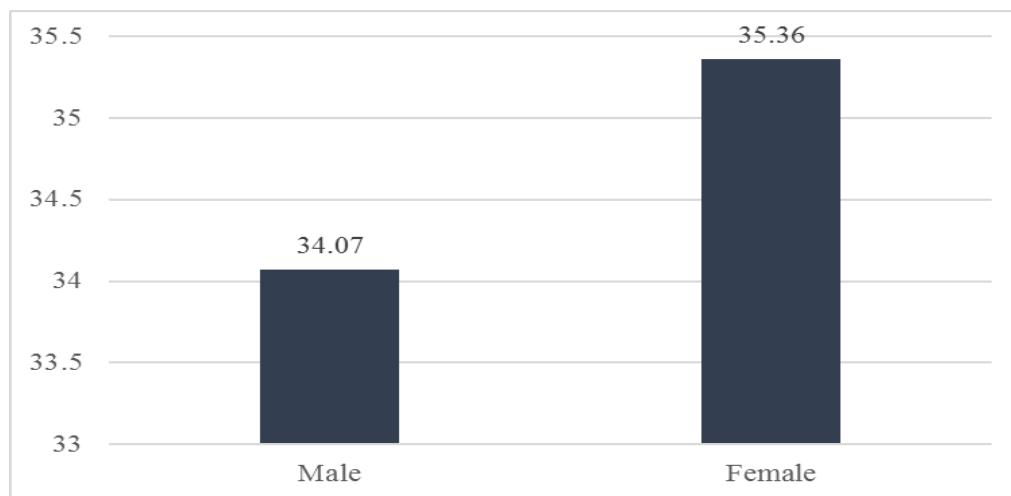
Type of School	Variable	Gender	N	Mean	SD	SEd	df	t- value	Sig.
Private Secondary School	Personal growth	Male	100	34.07	4.147	.515	198	2.504	.013
		Female	100	35.36	3.057				
	Achievement	Male	100	32.14	4.477	.619	198	.420	.675
		Female	100	32.40	4.273				
	Self-Control	Male	100	31.33	3.787	.546	198	2.143	.033
		Female	100	32.50	3.933				
	Monetary gain	Male	100	25.83	5.178	.774	198	3.942	.000
		Female	100	22.78	5.750				
	Non-Financial gain	Male	100	31.55	4.421	.672	198	-.952	.342
		Female	100	32.19	5.065				
	Social Affiliation	Male	100	30.40	4.008	.567	198	.829	.408
		Female	100	29.93	4.011				
	Autonomy	Male	100	31.55	4.777	.639	198	1.002	.317
		Female	100	30.91	4.238				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.8 depicts difference in various dimensions in Work Motivation among male and female teachers working in Private Secondary Schools.

The obtained t value for gender difference in personal growth of private school teachers is 2.50, which is significant at .05 level. It means that there is significant difference in personal growth between male and female teachers teaching in Private schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in private schools have significantly higher level of personal growth than male teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

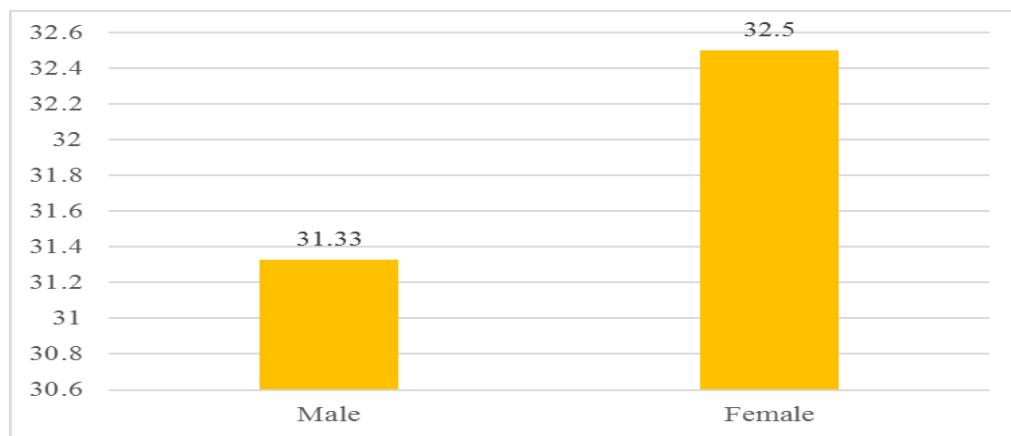
Graph 4.7.1: Gender wise difference in Personal Growth in Private Secondary Schools



Graph 4.8.1 shows gender wise difference in Personal Growth in Private Secondary Schools.

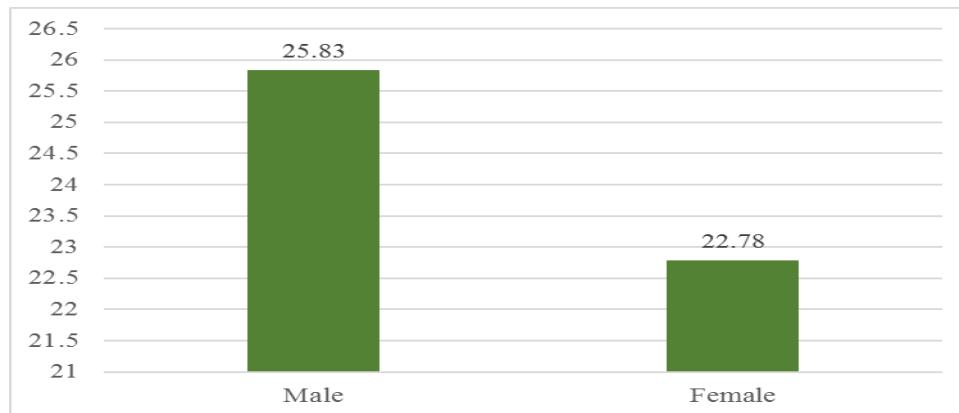
The t value for gender difference in Achievement of private school teachers is 0.42, which is not significant. It means that there is no significant difference in Achievement between male and female teachers teaching in Private secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in Self-Control of private school teachers is 2.14, which is significant at .05 level. It means that there is significant difference in Self-Control between male and female teachers teaching in Private schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in private secondary schools have significantly higher level of self-control growth than male teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

Graph 4.7.2: Gender wise difference in Self Control in Private Secondary Schools

Graph 4.8.2 shows gender wise mean difference in Self Control in Private Secondary Schools.

The t- value for gender difference in Monetary gain of private school teachers is 3.94, which is significant at .01 level. It means that there is significant difference in Monetary gain between male and female teachers teaching in Private schools. Further, mean score of male teachers is more than mean score of female teachers. It means male teachers teaching in private schools have significantly higher level of monetary gain than female teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

Graph 4.7.3: Gender wise difference in Monetary Gain in Private Secondary Schools

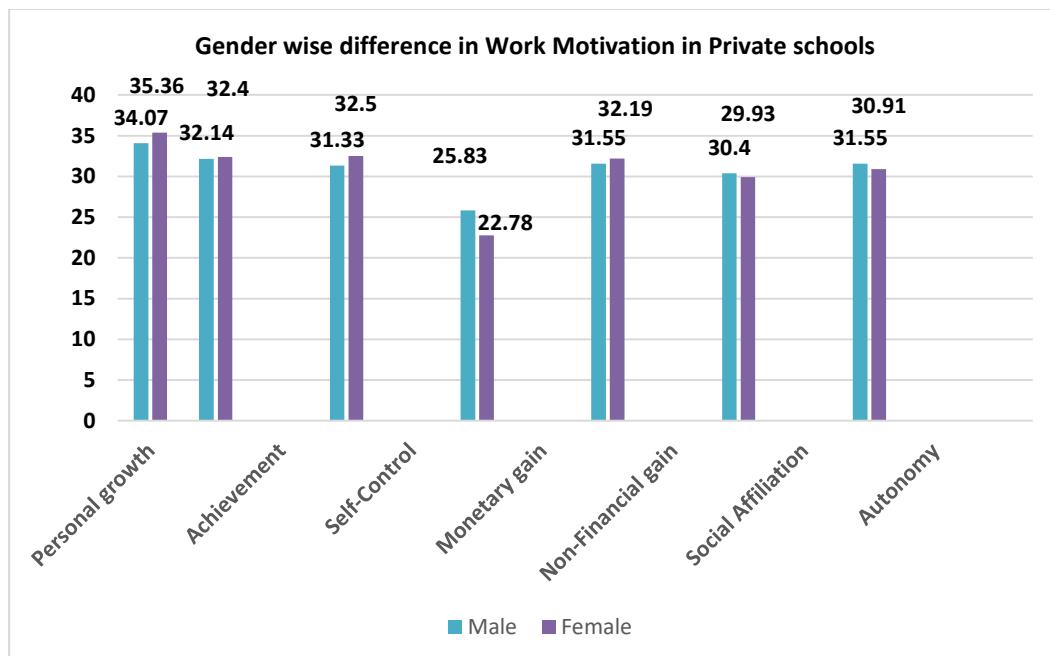
Graph 4.8.3 shows gender wise mean difference in Monetary Gain in Private Secondary Schools.

The calculated t- value for gender difference in Non-Financial gain of private school teachers is 0.95, which is not significant. It means that there is no significant difference in Non-Financial gain between male and female teachers teaching in Private secondary schools. Therefore, proposed hypothesis is rejected.

The obtained t -value for gender difference in Social Affiliation of private school teachers is 0.82, which is not significant. It means that there is no significant difference in Social Affiliation between male and female teachers teaching in Private secondary schools. Therefore, proposed hypothesis is rejected.

The t ratio for gender difference in Autonomy of private school teachers is 1.00, which is not significant. It means that there is no significant difference in Autonomy between male and female teachers teaching in Private secondary schools. Therefore, proposed hypothesis is rejected.

Graph 4.8: Difference in various dimensions in Work Motivation among male and female teachers working in Private secondary schools



Graph 4.8 depicts difference in various dimensions in Work Motivation among male and female teachers working in Private Secondary Schools.

4.9 Result pertaining to the difference in Locus of Control among the male and female teachers working in Government Secondary Schools

To find out the difference in Locus of control among the male and female teachers working in Government secondary schools, t-value has been calculated and the obtained result is presented in table 4.9 as follows:

Table 4.9: Difference in Locus of Control among the male and female teachers working in Government Secondary Schools

Type of School	Variable	Gender	N	Mean	SD	SEd	df	t- value	Sig.
Government Secondary School	Locus of Control	Male	100	63.07	11.637	1.967	198	-1.729	.085
		Female	100	66.47	15.856				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.9 depicts difference in Locus of Control among the male and female teachers working in Government Secondary Schools.

The calculated t value for gender difference in Locus of control of Government secondary school teachers is 1.72, which is not significant. It means that there is no significant difference in Locus of Control between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis which states that there exists a significant difference in Locus of Control among male and female teachers working in Government secondary schools is rejected.

4.10 Results pertaining to difference in various dimensions of Locus of Control among the male and female teachers working in Government Secondary Schools

To find out the difference in various dimensions of Locus of Control among the male and female teachers working in Government secondary schools, t-value has been calculated and the obtained result is presented in table 4.10 as follows:

Table 4.10: Difference in various dimensions of Locus of control among the male and female teachers working in Government Secondary Schools

Type of School	Variable	Gender	N	Mean	SD	SEd	df	t-value	Sig.
Government Secondary School	Internal Locus of Control	Male	100	25.38	7.361	1.128	198	-.567	.571
		Female	100	26.02	8.554				
	External Locus of Control	Male	100	37.69	9.096	1.302	198	-2.119	.035
		Female	100	40.45	9.322				

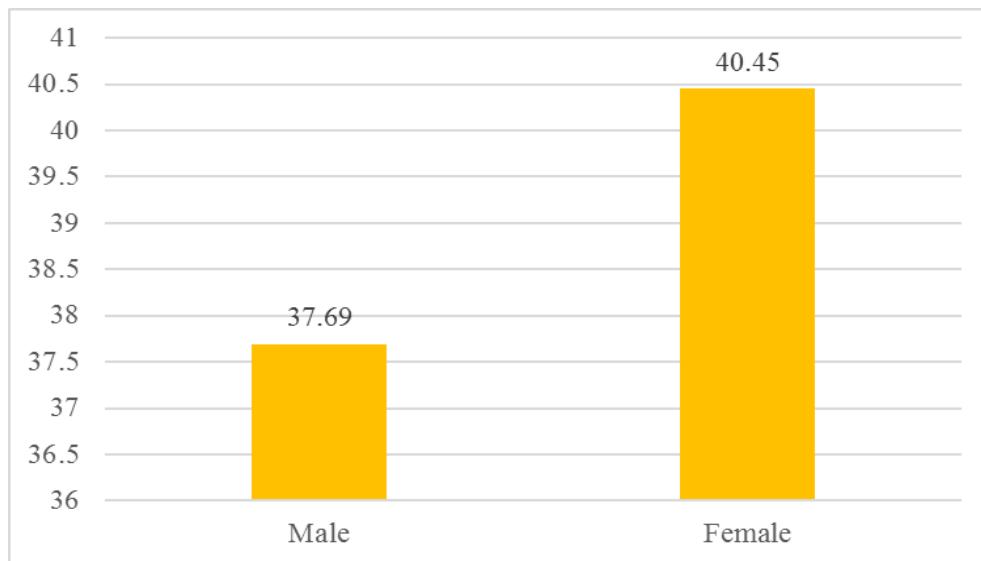
(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.10 depicts difference in various dimensions of Locus of control among the male and female teachers working in Government Secondary Schools.

The obtained t value for gender difference in internal locus of control of Government secondary school teachers is 0.56, which is not significant. It means that there is no significant difference in internal locus of control between male and female teachers teaching in Government secondary schools. Therefore, proposed hypothesis is rejected.

The t value for gender difference in external locus of control of Government secondary school teachers is 2.11, which is significant at .05 level. It means that there is significant difference in external locus of control between male and female teachers teaching in Govt. schools. Further, the mean score of female teachers on internal locus of control is more than mean score of male teachers on external locus of control. It means female teachers have significant higher level of external locus of control than male teacher teaching in Government secondary schools. Therefore, proposed hypothesis is accepted.

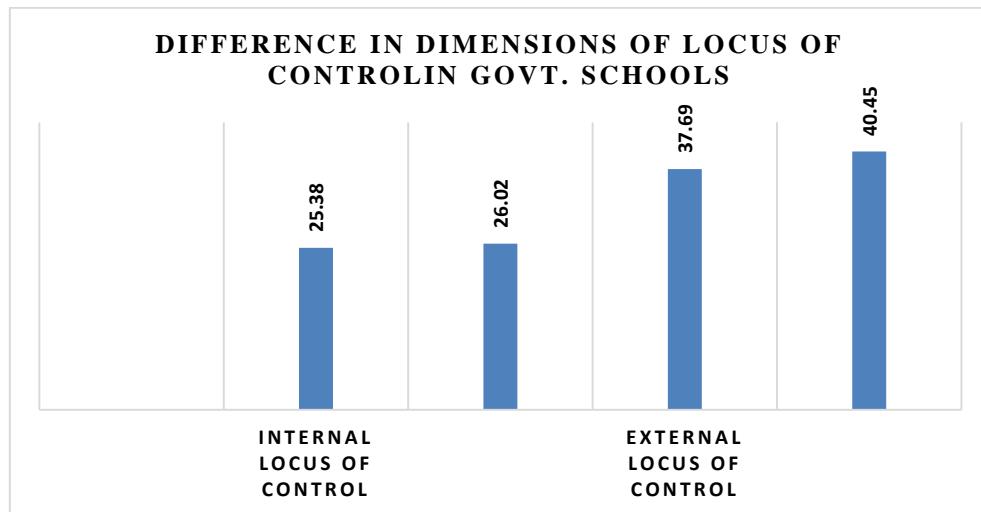
Graph 4.9.1: Gender wise difference in External Locus of Control in Government Secondary Schools



(Level of significance at $0.05 = 1.98$ and $0.01 = 2.58$)

Graph 4.10.1 shows gender wise mean difference in External Locus of Control of Government Secondary Schools.

Graph 4.10: Gender wise mean difference in dimensions of Locus of Control in Government Secondary Schools



Graph 4.10 shows gender wise mean difference in dimensions of Locus of Control in Government Secondary Schools.

4.11 Results pertaining to difference in Locus of control among male and female teachers working in Private Secondary Schools

To find out the difference in Locus of Control among the male and female teachers working in private secondary schools, t-value has been calculated and the obtained result is presented in table 4.11 as follows:

Table 4.11: Difference in Locus of control among the male and female teachers working in Private Secondary Schools

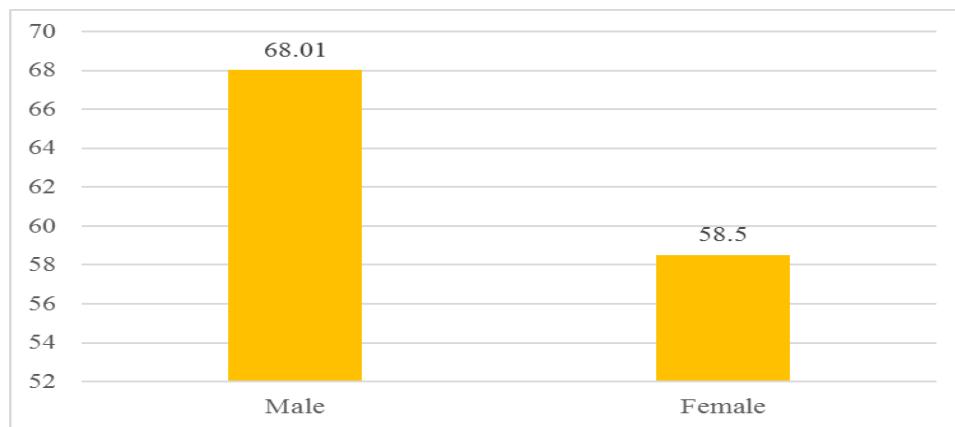
Type of School	Variable	Gender	N	Mean	SD	SEd	Df	t-value	Sig.
Private Secondary School	Locus of Control	Male	100	68.01	15.239	1.744	198	5.453	.000
		Female	100	58.50	8.480				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.11 depicts difference in Locus of control among the male and female teachers working in Private secondary schools.

The calculated t value for gender difference in Locus of Control of private school teachers is 5.45, which is significant. It means that there is significant difference in Locus of Control between male and female teachers teaching in Private schools. Further, mean score of male teachers is more than mean score of female teachers. It means male teachers teaching in private schools have significantly higher level of Locus of Control than female teachers of private schools. Therefore, proposed hypothesis is accepted.

Graph 4.11: Gender wise difference in Locus of Control in Private Secondary Schools



Graph 4.11 depicts difference in Locus of control among the male and female teachers working in Private Secondary Schools.

4.12 Results pertaining to difference in various dimensions of Locus of Control among the male and female teachers working in Private Secondary Schools

To find out the difference in various dimensions of Locus of Control among the male and female teachers working in Private secondary schools, t-value has been calculated and the obtained result is presented in table 4.12 as follows:

Table 4.12: Difference in dimensions of Locus of Control among male and female teachers working in Private Secondary Schools

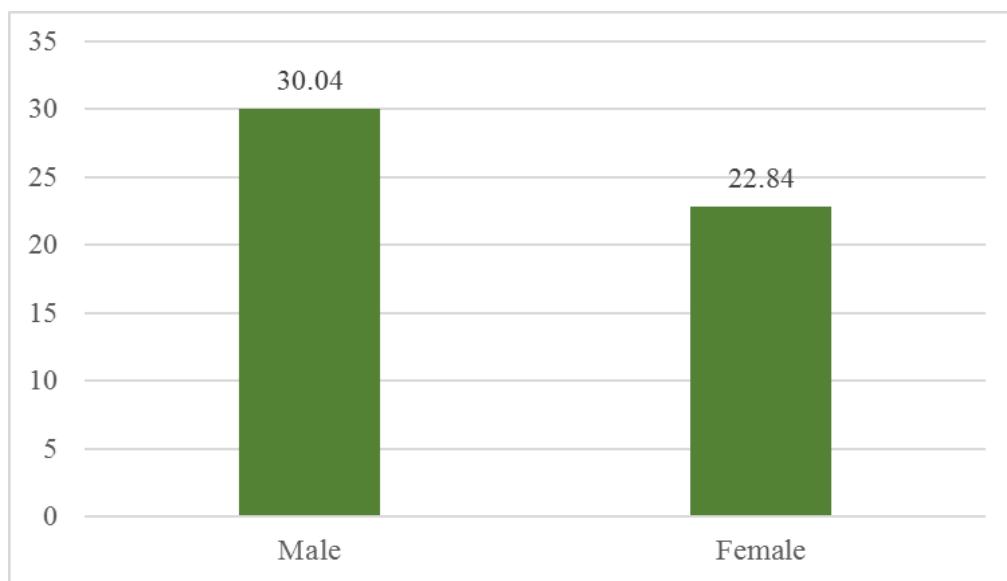
Type of School	Variable	Gender	N	Mean	SD	SEd	df	t-value	Sig.
Private Secondary School	Internal Locus of Control	Male	100	30.04	12.239	1.330	198	5.416	.000
		Female	100	22.84	5.193				
	External Locus of Control	Male	100	37.97	7.339	.995	198	2.321	.021
		Female	100	35.66	6.723				

(Level of significance at 0.05= 1.98 and 0.01 = 2.58)

Table 4.12 depicts difference in dimensions of Locus of Control among male and female teachers working in Private Secondary Schools.

The calculated t- value for gender difference in Internal Locus of Control of private school teachers is 5.41, which is significant. It means that there is significant difference in internal Locus of Control between male and female teachers teaching in Private schools. Further, mean score of male teachers is more than mean score of female teachers. It means male teachers teaching in private schools have significantly higher level of Internal Locus of Control than male teachers of Private secondary schools. Therefore, proposed hypothesis is accepted.

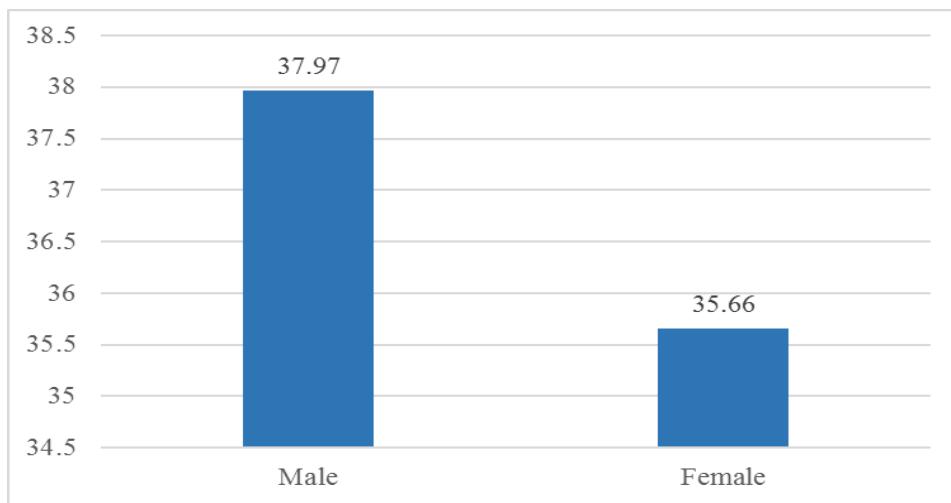
Graph 4.12.1: Gender wise of difference in Internal Locus of Control in Private Secondary Schools



Graph 4.12.1 shows mean difference in Internal Locus of Control in Private Secondary Schools.

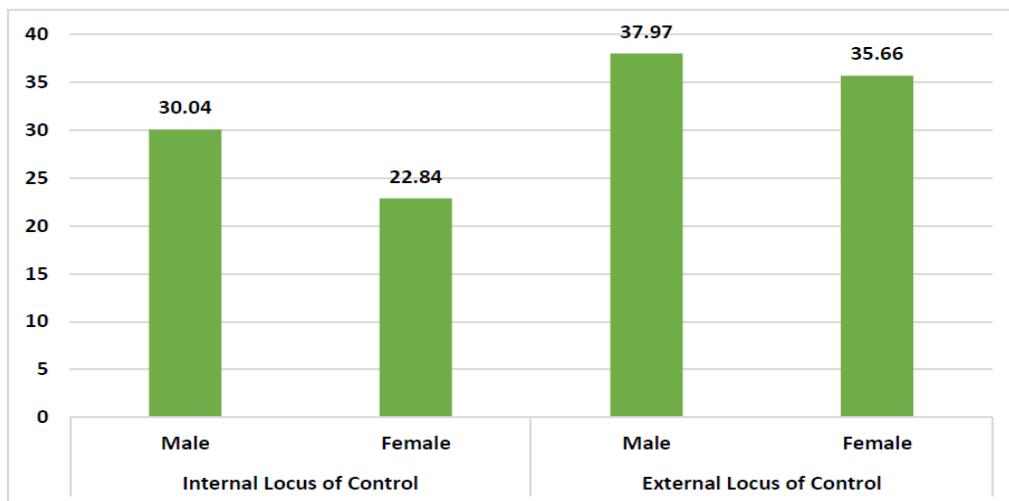
The obtained t- value for gender difference in External Locus of Control of private school teachers is 2.32, which is significant at .05 level. It means that there is significant difference in external locus of control between male and female teachers teaching in Private schools. Further, the mean score of male teachers on External Locus of Control is more than mean score of female teachers on External Locus of Control. It means male teachers have significant higher level of External Locus of Control than female teacher teaching in Private schools teaching in Private secondary schools. Therefore, proposed hypothesis is accepted.

Graph 4.12.2: Gender wise difference in External Locus of Control of Private Secondary Schools



Graph 4.12.2 shows gender wise difference in External Locus of Control of Private Secondary Schools.

Graph 4.12: Difference in dimensions of Locus of Control among male and female teachers in Private Secondary Schools



Graph 4.12 depicts difference in dimensions of Locus of Control among male and female teachers in Private Secondary Schools.

4.13 Result Pertaining to influence of interaction between Gender and type of school on Work Motivation (Dimensions) of male and female teachers in Government and Private Secondary Schools

To find out the influence of interaction between gender and type of school on Professional Commitment and dimensions of male and female teachers working in Government and Private secondary schools, F-ratio has been calculated and the result summary is presented in Table 4.13 as follows:

Table 4.13: Influence of Interaction between gender and type of school on Professional Commitment and dimensions of male and female teachers in Government and Private Secondary Schools

Dependent Variable	Source	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Commitmentto Learner	Model	531098.060	4	132774.515	4230.686	.000
	Gender	712.890	1	712.890	22.715	.000
	School	.640	1	.640	.020	.887
	Gender * School	691.690	1	691.690	22.040	.000
	Error	12427.940	396	31.384		
	Total	543526.000	400			
Commitmentof Society	Model	513361.500	4	128340.375	6165.943	.000
	Gender	104.040	1	104.040	4.998	.026
	School	.160	1	.160	.008	.930
	Gender * School	171.610	1	171.610	8.245	.004
	Error	8242.500	396	20.814		
	Total	521604.000	400			
	Model	454198.980	4	113549.745	4046.946	.000
	Gender	153.760	1	153.760	5.480	.020
	School	98.010	1	98.010	3.493	.062

Commitmentto Profession	Gender * School	210.250	1	210.250	7.493	.006
	Error	11111.020	396	28.058		
	Total	465310.000	400			
Commitmentto Achieve Excellence	Model	463508.220	4	115877.055	4264.707	.000
	Gender	179.560	1	179.560	6.608	.011
	School	118.810	1	118.810	4.373	.037
	Gender * School	265.690	1	265.690	9.778	.002
	Error	10759.780	396	27.171		
	Total	474268.000	400			
Commitment to Basic Human Values	Model	506326.500	4	126581.625	7731.368	.000
	Gender	.250	1	.250	.015	.902
	School	104.040	1	104.040	6.355	.012
	Gender * School	132.250	1	132.250	8.078	.005
	Error	6483.500	396	16.372		
	Total	512810.000	400			
	Model	12328296.220	4	3082074.055	8315.754	.000
	Gender	3994.240	1	3994.240	10.777	.001
	School	1036.840	1	1036.840	2.798	.095
	Gender * School	6674.890	1	6674.890	18.010	.000
	Error	146769.780	396	370.631		
	Total	12475066.000	400			

Table 4.13 shows Influence of interaction between Gender and type of school on Professional Commitment and its dimensions.

The F-ratio for significance of difference in commitment to learner for gender is 22.71, which is significant at .01 level. It means that there is a significant difference in commitment to learner between male and female teachers. The F-ratio for

significance of difference in commitment to learner for type of school is 0.02, which is not significant. It means that there is no significant difference in commitment to learner between teachers teaching in Government and Private secondary schools. The F-ratio value for interaction between gender and type of school on commitment to learner is 22.04, which is significant at .01 level. It means there is significant influence of interaction between gender and type of school on commitment to learner of secondary school teachers. Therefore, proposed hypothesis is accepted.

The F-ratio for significance of difference in commitment to society for gender is 4.99, which is significant at .05 level. It means that there is a significant difference in commitment to society between male and female teachers. The F-ratio for significance of difference in commitment to society for type of school is 0.008, which is not significant. It means that there is no significant difference in commitment to society between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on commitment to society is 8.24, which is significant at .01 level. It means there is significant influence of interaction between gender and type of school on commitment to society of secondary school teachers. Therefore, proposed hypothesis is accepted.

The F-ratio for significance of difference in commitment to profession for gender is 5.48, which is significant at .05 level. It means that there is a significant difference in commitment to profession between male and female teachers. The F-ratio for significance of difference in commitment to profession for type of school is 3.49, which is not significant. It means that there is no significant difference in commitment to profession between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on commitment to profession is 7.49, which is significant at .01 level. It means there is significant influence of interaction between gender and type of school on commitment to profession of secondary school teachers. Therefore, proposed hypothesis is accepted.

The F-ratio for significance of difference in commitment to achieve excellence for gender is 6.60, which is significant at .05 level. It means that there is a significant difference in commitment to achieve excellence between male and female teachers. The F-ratio for significance of difference in commitment to achieve excellence for

type of school is 4.37, which is significant at .05 level. It means that there is significant difference in commitment to achieve excellence between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on commitment to achieve excellence is 9.77, which is significant at .01 level. It means there is significant influence of interaction between gender and type of school on commitment to achieve excellence of secondary school teachers. Therefore, proposed hypothesis is accepted.

The F-ratio for significance of difference in commitment to basic human values for gender is 0.15, which is not significant. It means that there is no significant difference in commitment to basic human values between male and female teachers. The F-ratio for significance of difference in commitment to basic human values for type of school is 6.35, which is significant at .05 level. It means that there is significant difference in commitment to basic human values between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on commitment to basic human values is 28.07, which is significant at .01 level. It means there is significant influence of interaction between gender and type of school on commitment to basic human values of secondary school teachers. Therefore, proposed hypothesis is accepted.

The F-ratio for significance of difference in Professional Commitment for gender is 10.77, which is significant at .01 level. It means that there is a significant difference in professional commitment between male and female teachers. The F-ratio for significance of difference in professional commitment for type of school is 2.79, which is not significant. It means that there is no significant difference in professional commitment between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on professional commitment is 18.01, which is significant at .01 level. It means there is significant influence of interaction between gender and type of school on professional commitment of school teachers. Therefore, proposed hypothesis is accepted.

4.14 Result pertaining to influence of interaction between gender and type of school on Work Motivation (Dimensions) of male and female teachers in Government and Private Secondary Schools.

To find out the influence of interaction between gender and types of school on Work Motivation (Dimensions) of male and female teachers working in Government and Private secondary schools, F-ratio has been calculated and the result summary is presented in Table 4.14 as follows:

Table 4.14: Influence of Interaction between gender and type of school on Work Motivation and dimensions of male and female teachers in Government and Private Secondary Schools

Dependent Variable	Source	Sum of Squares	df	Mean Square	F-ratio	Sig.
Personalgrowth	Model	478896.030	4	119724.008	9272.635	.000
	Gender	15.602	1	15.602	1.208	.272
	School	5.523	1	5.523	.428	.513
	Gender * School	80.102	1	80.102	6.204	.013
	Error	5112.970	396	12.912		
	Total	484009.000	400			
Achievement	Model	432991.130	4	108247.783	5257.151	.000
	Gender	19.803	1	19.803	.962	.327
	School	155.003	1	155.003	7.528	.006
	Gender * School	49.703	1	49.703	2.414	.121
	Error	8153.870	396	20.591		
	Total	441145.000	400			
Self-Control	Model	415478.250	4	103869.563	6123.847	.000
	Gender	124.323	1	124.323	7.330	.007

Dependent Variable	Source	Sum of Squares	df	Mean Square	F-ratio	Sig.
	School	37.823	1	37.823	2.230	.136
	Gender * School	.303	1	.303	.018	.894
	Error	6716.750	396	16.961		
	Total	422195.000	400			
MonetaryGain	Model	256948.230	4	64237.058	1799.667	.000
	Gender	504.003	1	504.003	14.120	.000
	School	394.022	1	394.022	11.039	.001
	Gender * School	64.803	1	64.803	1.816	.179
	Error	14134.770	396	35.694		
	Total	271083.000	400			
Non-Financial Gain	Model	421898.360	4	105474.590	4611.349	.000
	Gender	.360	1	.360	.016	.900
	School	144.000	1	144.000	6.296	.013
	Gender * School	33.640	1	33.640	1.471	.226
	Error	9057.640	396	22.873		
	Total	430956.000	400			
Social Affiliation	Model	375444.270	4	93861.068	6019.532	.000
	Gender	16.402	1	16.402	1.052	.306
	School	87.423	1	87.423	5.607	.018
	Gender * School	.423	1	.423	.027	.869
	Error	6174.730	396	15.593		
	Total	381619.000	400			
Autonomy	Model	415649.640	4	103912.410	5098.820	.000
	Gender	118.810	1	118.810	5.830	.016
	School	388.090	1	388.090	19.043	.000
	Gender * School	20.250	1	20.250	.994	.319
	Error	8070.360	396	20.380		
	Total	423720.000	400			
Work Motivation	Model	19424648.270	4	4856162.068	12007.989	.000
	Gender	683.822	1	683.822	1.691	.194
	School	5952.123	1	5952.123	14.718	.000
	Gender * School	329.422	1	329.422	.815	.367
	Error	160146.730	396	404.411		
	Total	19584795.000	400			

Table 4.14 shows Influence of interaction between gender and type of school on work motivation and its dimensions.

The F-ratio for significance of difference in personal growth for gender is 1.20, which is not significant. It means that there is no significant difference in personal growth between male and female teachers. The F-ratio for significance of difference in personal growth for type of school is 0.42, which is not significant. It means that there is no significant difference in personal growth between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on personal growth is 6.20, which is significant at .05 level. It means there is significant influence of interaction between gender and type of school on personal growth of school teachers. Therefore, proposed hypothesis is accepted.

The F-ratio for significance of difference in achievement for gender is 0.96, which is not significant. It means that there is no significant difference in achievement between male and female teachers. The F-ratio for significance of difference in achievement for type of school is 7.52, which is significant at .01 level. It means that there is significant difference in achievement between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on achievement is 2.41, which is not significant. It means there is no significant influence of interaction between gender and type of school on achievement of school teachers. Therefore, proposed hypothesis is rejected.

The F-ratio for significance of difference in self-control for gender is 7.33, which is significant at .01 level. It means that there is significant difference in self-control between male and female teachers. The F-ratio for significance of difference in self-control for type of school is 2.23, which is not significant. It means that there is no significant difference in self-control between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on self-control is 0.01, which is not significant. It means there is no significant influence of interaction between gender and type of school on self-control of school teachers. Therefore, proposed hypothesis is rejected.

The F-ratio for significance of difference in monetary gain for gender is 14.12, which is significant at .01 level. It means that there is significant difference in monetary gain between male and female teachers. The F-ratio for significance of difference in monetary gain for type of school is 11.03, which is significant at .01. It means that there is significant difference in monetary gain between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on monetary gain is 1.81, which is not significant. It means there is no significant influence of interaction between gender and type of school on

monetary gain of school teachers. Therefore, proposed hypothesis is rejected.

The F-ratio for significance of difference in non-financial gain for gender is 0.16, which is not significant. It means that there is no significant difference in non-financial gain between male and female teachers. The F-ratio for significance of difference in non-financial gain for type of school is 6.29, which is significant at .05 level. It means that there is significant difference in non-financial gain between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on non-financial gain is 1.47, which is not significant. It means there is no significant influence of interaction between gender and type of school on non-financial gain of school teachers. Therefore, proposed hypothesis is rejected.

The F-ratio for significance of difference in social affiliation for gender is 1.05, which is not significant. It means that there is no significant difference in social affiliation between male and female teachers. The F-ratio for significance of difference in social affiliation for type of school is 5.60, which is significant at .05 level. It means that there is significant difference in social affiliation between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on social affiliation is 0.27, which is not significant. It means there is no significant influence of interaction between gender and type of school on social affiliation of school teachers. Therefore, proposed hypothesis is rejected.

The F-ratio for significance of difference in autonomy for gender is 5.83, which is significant at .05 level. It means that there is significant difference in autonomy between male and female teachers. The F-ratio for significance of difference in autonomy for type of school is 19.04, which is significant at .01 level. It means that there is significant difference in autonomy between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on autonomy is 0.99, which is not significant. It means there is no significant influence of interaction between gender and type of school on autonomy of school teachers. Therefore, proposed hypothesis is rejected.

The F-ratio for significance of difference in work motivation for gender is 1.69, which is not significant. It means that there is no significant difference in work motivation between male and female teachers. The F-ratio for significance of difference in work motivation for type of school is 14.71, which is significant at .01 level. It means that there is significant difference in work motivation between teachers teaching in Government and Private secondary schools. The F-ratio for

interaction between gender and type of school on work motivation is 0.81, which is not significant. It means there is not significant influence of interaction between gender and type of school on work motivation of secondary school teachers. Therefore, proposed hypothesis is rejected.

4.15 Result pertaining to influence of interaction between gender and type of school on Locus of Control (Dimensions) of male and female teachers in Government and Private Secondary Schools

To find out the influence of interaction between gender and type of school on Locus of Control (Dimensions) of male and female teachers working on Government and Private secondary schools, F-ratio has been calculated and the summary of results is presented in table 4.15 as follows:

Table 4.15: Influence of Interaction between gender and type of school on Locus of Control and dimensions of male and female teachers in Government and PrivateSecondary Schools

Dependent Variable	Source	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Internal Locus of Control	Model	274525.200	4	68631.300	902.719	.000
	Gender	1075.840	1	1075.840	14.151	.000
	School	54.760	1	54.760	.720	.397
	Gender * School	1536.640	1	1536.640	20.212	.000
	Error	30106.800	396	76.027		
	Total	304632.000	400			
External Locus of Control	Model	577009.510	4	144252.377	2147.396	.000
	Gender	5.063	1	5.063	.075	.784
	School	508.502	1	508.502	7.570	.006
	Gender * School	642.623	1	642.623	9.566	.002
	Error	26601.490	396	67.175		
	Total	603611.000	400			
Locus of Control	Model	1644369.590	4	411092.398	2379.890	.000
	Gender	933.303	1	933.303	5.403	.021
	School	229.523	1	229.523	1.329	.250
	Gender * School	4166.702	1	4166.702	24.122	.000
	Error	68403.410	396	172.736		
	Total	1712773.000	400			

Table 4.15 shows influence of interaction between Gender and type of school on locus of control and dimensions of male female teachers in Government and Private Secondary Schools.

Table 4.15 depicts that the obtained F-ratio for significance of difference in internal locus of control for gender is 14.15, which is significant at .01 level. It means that there is a significant difference in internal locus of control between male and female teachers. The F-ratio for significance of difference in internal locus of control for type of school is 0.72, which is not significant. It means that there is no significant difference in internal locus of control between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on internal locus of control is 20.21, which is significant at .01 level. It means there is significant influence of interaction between gender and type of school on internal locus of control of secondary school teachers. Therefore, proposed hypothesis is accepted.

The F-ratio for significance of difference in external locus of control for gender is 0.07, which is not significant. It means that there is no significant difference in external locus of control between male and female teachers. The F-ratio for significance of difference in external locus of control for type of school is 7.57, which is significant at .01 level. It means that there is significant difference in external locus of control between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on external locus of control is 9.56, which is significant at .01 level. It means there is significant influence of interaction between gender and type of school on external locus of control of school teachers. Therefore, proposed hypothesis is accepted.

The F-ratio for significance of difference in locus of control for gender is 5.40, which is significant at .05 level. It means that there is a significant difference in locus of control between male and female teachers. The F-ratio for significance of difference in locus of control for type of school is 1.32, which is not significant. It means that there is no significant difference in locus of control between teachers teaching in Government and Private secondary schools. The F-ratio for interaction between gender and type of school on locus of control is 24.12, which is significant at .01 level. It means there is significant influence of interaction between gender and type of

school on locus of control of secondary school teachers. Therefore, proposed hypothesis is accepted.

4.16: Results pertaining to relationship between Professional Commitment and Work Motivation of secondary school male and female teachers working in Government Schools

To find out the relationship between Professional Commitment and Work Motivation (Dimensions) among male and female teachers working in government secondary schools, coefficient of correlation has been calculated and obtained result is presented in table 4.16 as follows:

Table 4.16: Coefficients of correlation between various dimensions of Professional Commitment and Work Motivation of male and female teachers working in Government Schools

Category	Dimension	N	Correlation (r)	Level of Significance
Male and Female teachers working in Government Secondary Schools.	Commitment to Learner	200	-.032	.656
	Commitment to Society	200	-.074	.299
	Commitment to Profession	200	.000	1.000
	Commitment to Achieve Excellence	200	-.038	.597
	Commitment to Basic Human Values	200	.066	.350
	Professional Commitment	200	-.021	.766

Table 4.16 depicts Coefficients of correlation between various dimensions of Professional Commitment and Work Motivation (Dimensions) of male and female teachers working in Government Secondary Schools.

The coefficient of correlation between Commitment to Learner and Work Motivation of teachers teaching in Government secondary schools is -.032, which is not

significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Society and Work Motivation of teachers teaching in Government secondary schools is -.074, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Profession and Work Motivation of teachers teaching in Government secondary schools is .001, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Achieve Excellence and work motivation of teachers teaching in Government secondary schools is -.038, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Basic Human Values and Work Motivation of teachers teaching in Government secondary schools is .066, which is not significant. Therefore, proposed hypothesis is rejected.

The obtained coefficient of correlation between Professional Commitment and Work Motivation of teachers teaching in Government secondary schools is -.021, which is not significant. Therefore, proposed hypothesis is rejected.

The obtained coefficient of correlation between Commitment to Learner and Personal Growth of teachers teaching in Government secondary schools is .096, which is not significant. Therefore, proposed hypothesis is rejected.

The calculated coefficient of correlation between Commitment to Society and PersonalGrowth of teachers teaching in Government secondary schools is .067, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to Profession and Personal Growth of teachers teaching in Government secondary schools is .008, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Achieve Excellence and Personal Growth of teachers teaching in Government secondary schools is .057, whichis not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Basic Human Values and Personal Growth of teachers teaching in Government secondary schools is .131, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Professional Commitment and Personal Growth of teachers teaching in Government secondary schools is .090, which is not significant. Therefore, proposed hypothesis is rejected.

The obtained coefficient of correlation between Commitment to Learner and Achievement of teachers teaching in Government secondary schools is .147, which is significant at .05 level. It means that there exists significant positive correlation between commitment to learner and achievement of teachers teaching in Govt. schools. Therefore, proposed hypothesis is accepted.

The obtained coefficient of correlation between Commitment to Society and Achievement of teachers teaching in Govt. schools is .035, which is not significant. Therefore, proposed hypothesis is rejected.

The calculated coefficient of correlation between Commitment to Profession and Achievement of teachers teaching in Government secondary schools is .125, which is not significant. Therefore, proposed hypothesis is rejected.

The obtained coefficient of correlation between Commitment to Achieve Excellence and Achievement of teachers teaching in Government secondary schools is .055, which is not significant. Therefore, proposed hypothesis is rejected.

The calculated coefficient of correlation between Commitment to Basic Human Values and Achievement of teachers teaching in Government secondary schools is .177, which is significant at .05 level. It means that there exists significant positive correlation between commitment to basic human values and achievement of teachers teaching in Govt. schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between professional commitment and Achievement of teachers teaching in Government secondary schools is .139, which is significant at .05 level. It means that there exists significant positive correlation between professional commitment and achievement of teachers teaching in Government secondary schools.

Therefore, proposed hypothesis is accepted.

The Coefficient of Correlation between commitment to learner and self-control of teachers teaching in Government secondary schools is .073, which is not significant. Therefore, proposed hypothesis is rejected.

The obtained coefficient of correlation between Commitment to Society and Self-Control of teachers teaching in Government secondary schools is -.024, which is not significant. Therefore, proposed hypothesis is rejected.

The calculated coefficient of correlation between Commitment to Profession and Self-Control of teachers teaching in Government secondary schools is .018, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Achieve Excellence and self-control of teachers teaching in Government secondary schools is -.094, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Basic Human Values and Self-Control of teachers teaching in Government secondary schools is .052, which is not significant. Therefore, proposed hypothesis is rejected.

The obtained coefficient of correlation between Professional Commitment and Self-Control of teachers teaching in Government secondary schools is .0069, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to Learner and Monetary gain of teachers teaching in Government secondary schools is -.262, which is significant at .05 level. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to Society and Monetary gain of teachers teaching in Government secondary schools is -.165, which is significant at .05 level. It means that there exists significant negative correlation between society and Monetary gain of teachers teaching in Government secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Profession and Monetary gain of teachers teaching in Government secondary schools is -.201, which is significant at .01 level. It means that there exists significant negative correlation between commitment to profession and monetary gain of teachers teaching in Government secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Achieve Excellence and Monetary gain of teachers teaching in Government secondary schools is -.161, which is significant at .05 level. It means that there exists significant negative correlation between commitment to achieve excellence and monetary gain of teachers teaching in Government secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Basic Human Values and monetary gain of teachers teaching in Govt. schools is -.045, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Professional Commitment and Monetary gain of teachers teaching in Government secondary schools is -.202, which is significant at .01 level. It means that there exists significant negative correlation between Professional Commitment and Monetary gain of teachers teaching in Government secondary schools. Therefore, proposed hypothesis is accepted.

The obtained coefficient of correlation between Commitment to Learner and Non-financial gain of teachers teaching in Government secondary schools is .091, which is not significant. Therefore, proposed hypothesis is rejected.

The calculated coefficient of correlation between commitment to society and non-financial gain of teachers teaching in Government secondary schools is -.117, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to profession and non-financial gain of teachers teaching in Government secondary schools is -.001, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to achieve excellence and non-financial gain of teachers teaching in Government secondary schools is -.059, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and non-financial gain of teachers teaching in Government secondary schools is .005, which is no significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between professional commitment and non-financial gain of teachers teaching in Government secondary schools is -.068, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to learner and social affiliation of teachers teaching in Government secondary schools is .112, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to society and social affiliation of teachers teaching in Government secondary schools is .044, which is significant at .01. It means that there exists significant correlation positive between Commitment to Society and Social Affiliation of teachers teaching in Government secondary schools. Therefore, proposed hypothesis is accepted

The coefficient of correlation between Commitment to Profession and Social Affiliation of teachers teaching in Government secondary schools is .071, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to Achieve Excellence and Social Affiliation of teachers teaching in Government secondary schools is .108, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Commitment to Basic Human Values and Social Affiliation of teachers teaching in Government secondary schools is .045, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between Professional Commitment and Social Affiliation of teachers teaching in Government secondary schools is .101, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to learner and autonomy of teachers teaching in Government secondary schools is -.063, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to society and autonomy of teachers teaching in Government secondary schools is -.067, which is not significant. Therefore, proposed hypothesis is rejected.

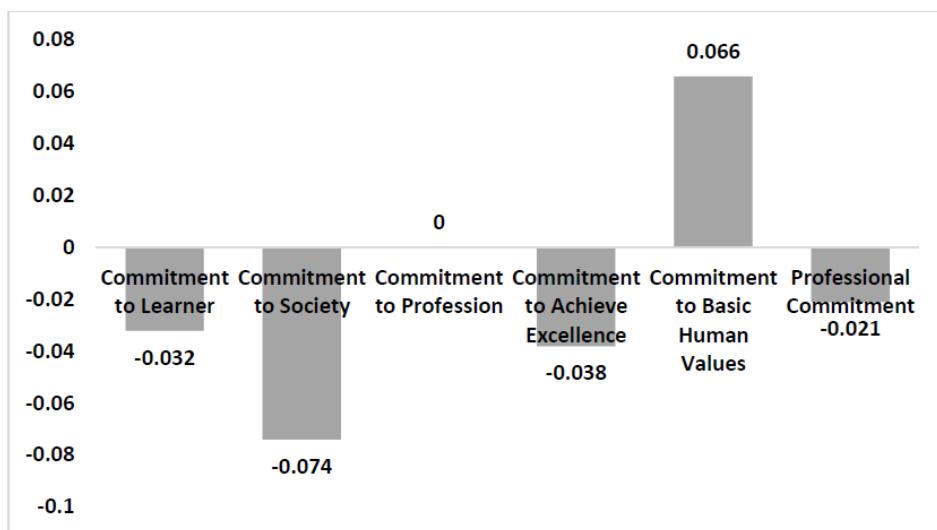
The coefficient of correlation between commitment to profession and autonomy of teachers teaching in Government secondary schools is .073, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to achieve excellence and autonomy of teachers teaching in Government secondary schools is .024, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and autonomy of teachers teaching in Govt. schools is -.026, which is not significant. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between professional commitment and autonomy of teachers teaching in Government secondary schools is -.013, which is not significant. Therefore, proposed hypothesis is rejected.

Graph 4.16: Coefficients of correlation between Professional Commitment and Work Motivation (Dimension) of secondary school male and female teachers working in Government Schools



Graph 4.16 depicts coefficients of correlation between Professional Commitment and Work Motivation (Dimension) of secondary school male and female teachers working in Government Secondary Schools.

4.17: Results pertaining to relationship between Professional Commitment and Work Motivation of Secondary School male and female teachers working in Private schools

To find out the relationship between Professional Commitment and Work Motivation of male and female teachers working in Private secondary schools, coefficient of correlation has been calculated and obtained result is presented in table 4.17 as follows:

Table 4.17: Coefficients of correlation between various dimensions of Professional Commitment and Work Motivation of male and female teachers working in Private schools

Category	Dimension	N	Correlation (r)	Level of Significance
Male and Female teachers working in Private Secondary Schools	Commitment to Learner	200	.184	.009
	Commitment to Society	200	.125	.077
	Commitment to Profession	200	.171	.015
	Commitment to Achieve Excellence	200	.080	.260
	Commitment to Basic Human Values	200	.148	.036
	Professional Commitment	200	.180	.011

Table 4.17 Coefficients of correlation between Professional Commitment and Work Motivation (Dimension) of secondary school male and female teachers working in private secondary schools.

The coefficient of correlation between commitment to learner and work motivation of teachers teaching in private secondary schools is .184, which is significant at .01 level. It means that there exists significant positive correlation between commitment

to learner and work motivation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to society and work motivation of teachers teaching in private secondary schools is .125, which is not significant. It means that there exists no significant correlation between commitment to society and work motivation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to profession and work motivation of teachers teaching in private secondary schools is .171, which is significant at .05 level. It means that there exists significant positive correlation between commitment to profession and work motivation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to achieve excellence and work motivation of teachers teaching in private secondary schools is .080, which is not significant. It means that there exists no significant correlation between commitment to achieve excellence and work motivation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and work motivation of teachers teaching in private secondary schools is .148, which is significant at .05 level. It means that there exists significant positive correlation between commitment to basic human values and work motivation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between professional commitment and work motivation of teachers teaching in private secondary schools is .180, which is significant at .05 level. It means that there exists significant positive correlation between professional commitment and work motivation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The obtained coefficient of correlation between commitment to learner and personal growth of teachers teaching in private secondary schools is .371, which is significant at .01 level. It means that there exists significant positive correlation between

commitment to learner and personal growth of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The obtained coefficient of correlation between commitment to society and personal growth of teachers teaching in private secondary schools is .332, which is significant at .01 level. It means that there exists significant positive correlation between commitment to society and personal growth of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to profession and personal growth of teachers teaching in private secondary schools is .300, which is not significant. It means that there exists no significant correlation between commitment to profession and personal growth of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected

The coefficient of correlation between commitment to achieve excellence and personal growth of teachers teaching in private secondary schools is .284, which is not significant. It means that there exists no significant correlation between commitment to achieve excellence and personal growth of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and personal growth of teachers teaching in private secondary schools is .317, which is significant at .01 level. It means that there exists significant positive correlation between commitment to basic human values and personal growth of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between professional commitment and personal growth of teachers teaching in private secondary schools is .405, which is significant at .01 level. It means that there exists significant positive correlation between professional commitment and personal growth of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to learner and achievement of teachers teaching in private secondary schools is .226, which is significant at .01 level. It means that there exists significant positive correlation between commitment

to learner and achievement of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to society and achievement of teachers teaching in private secondary schools is .217, which is significant at .01 level. It means that there exists significant positive correlation between commitment to society and achievement of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to profession and achievement of teachers teaching in private secondary schools is .250, which is significant at .01 level. It means that there exists significant positive correlation between commitment to profession and achievement of teachers teaching in private schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to achieve excellence and achievement of teachers teaching in private secondary schools is .122, which is not significant. It means that there exists no significant correlation between commitment to achieve excellence and achievement of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and achievement of teachers teaching in private secondary schools is .297, which is significant at .01 level. It means that there exists significant positive correlation between commitment to basic human values and achievement of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between professional commitment and achievement of teachers teaching in private secondary schools is .274, which is significant at .01 level. It means that there exists significant positive correlation between professional commitment and achievement of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to learner and self-control of teachers teaching in private secondary schools is .105, which is not significant. It

means that there exists no significant correlation between commitment to learner and self-control of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to society and self-control of teachers teaching in private secondary schools is .107, which is not significant. It means that there exists no significant correlation between commitment to society and self-control of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to profession and self-control of teachers teaching in private secondary schools is .069, which is not significant. It means that there exists no significant correlation between commitment to profession and self-control of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to achieve excellence and self-control of teachers teaching in private secondary schools is .060, which is not significant. It means that there exists no significant correlation between commitment to achieve excellence and self-control of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and self-control of teachers teaching in private schools is .150, which is not significant. It means that there exists no significant correlation between commitment to basic human values and self-control of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between professional commitment and self-control of teachers teaching in private secondary schools is .118, which is not significant. It means that there exists no significant positive correlation between professional commitment and self-control of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to learner and monetary gain of teachers teaching in private secondary schools is -.196, which is significant at .01 level. It means that there exists significant negative correlation between commitment to learner and monetary gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to society and monetary gain of

teachers teaching in private secondary schools is -.222, which is significant at .05 level. It means that there exists significant negative correlation between commitment to society and monetary gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to profession and monetary gain of teachers teaching in private secondary schools is -.196, which is significant at .01 level. It means that there exists significant negative correlation between commitment to profession and monetary gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to achieve excellence and monetary gain of teachers teaching in private secondary schools is -.264, which is significant at .01 level. It means that there exists significant negative correlation between commitment to achieve excellence and monetary gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to basic human values and monetary gain of teachers teaching in private secondary schools is -.252, which is significant at .01 level. It means that there exists significant negative correlation between commitment to basic human values and monetary gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between professional commitment and monetary gain of teachers teaching in private secondary schools is -.279, which is significant at .01 level. It means that there exists significant negative correlation between professional commitment and monetary gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to learner and non-financial gain of teachers teaching in private secondary schools is .193, which is significant at .01 level. It means that there exists significant positive correlation between commitment to learner and non-financial gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to society and non-financial gain

of teachers teaching in private secondary schools is .095, which is not significant. It means that there exists no significant correlation between commitment to society and non-financial gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to profession and non-financial gain of teachers teaching in private secondary schools is .145, which is significant at .05 level. It means that there exists significant positive correlation between commitment to profession and non-financial gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to achieve excellence and non-financial gain of teachers teaching in private secondary schools is .107, which is not significant. It means that there exists no significant correlation between commitment to achieve excellence and non-financial gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and non-financial gain of teachers teaching in private secondary schools is .150, which is significant at .05 level. It means that there exists significant positive correlation between commitment to basic human values and non-financial gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between professional commitment and non-financial gain of teachers teaching in private secondary schools is .176, which is significant at .01 level. It means that there exists significant positive correlation between professional commitment and non-financial gain of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to learner and social affiliation of teachers teaching in secondary schools is .139, which is not significant. It means that there exists no significant correlation between commitment to learner and social affiliation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to society and social affiliation of

teachers teaching in private secondary schools is .108, which is not significant. It means that there exists no significant correlation between commitment to society and social affiliation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to profession and social affiliation of teachers teaching in private secondary schools is .155, which is significant at .05 level. It means that there exists significant positive correlation between commitment to profession and social affiliation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to achieve excellence and social affiliation of teachers teaching in private secondary schools is .077, which is not significant. It means that there exists no significant correlation between commitment to achieve excellence and social affiliation of teachers teaching in private schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and social affiliation of teachers teaching in private secondary schools is .075, which is not significant. It means that there exists no significant correlation between commitment to basic human values and social affiliation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between professional commitment and social affiliation of teachers teaching in private secondary schools is .144, which is significant at .05 level. It means that there exists significant correlation between professional commitment and social affiliation of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to learner and autonomy of teachers teaching in private secondary schools is .138, which is not significant. It means that there exists no significant positive correlation between commitment to learner and autonomy of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to society and autonomy of teachers teaching in private secondary schools is .074, which is not significant. It means that there exists no significant correlation between commitment to society and autonomy of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

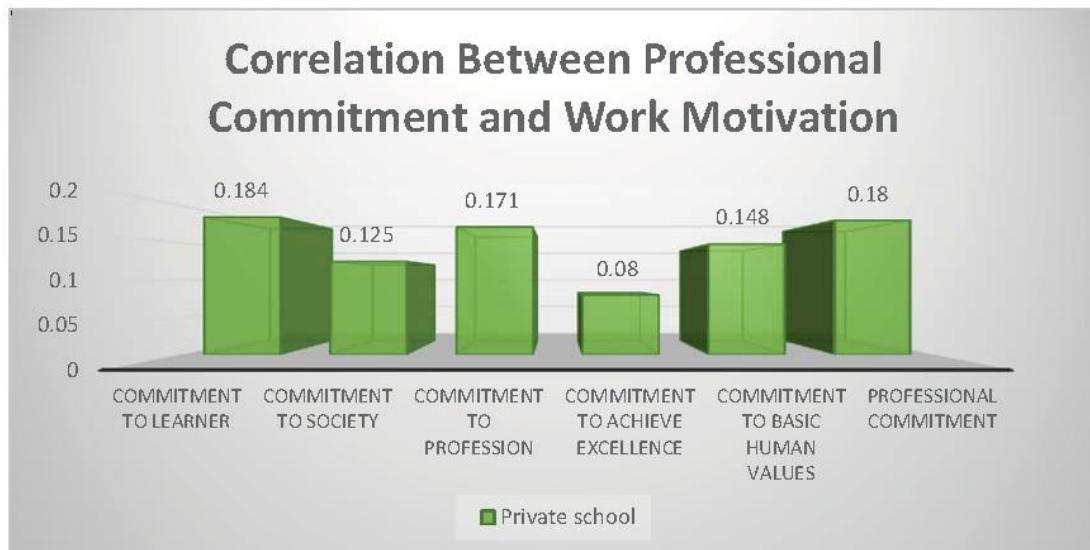
The coefficient of correlation between commitment to profession and autonomy of teachers teaching in private schools is .179, which is significant at .01 level. It means that there exists significant positive correlation between commitment to profession and autonomy of teachers teaching in private schools. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to achieve excellence and autonomy of teachers teaching in private secondary schools is .110, which is not significant. It means that there exists no significant correlation between commitment to achieve excellence and autonomy of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and autonomy of teachers teaching in private secondary schools is .085, which is not significant. It means that there exists no significant correlation between commitment to basic human values and autonomy of teachers teaching in private secondary schools. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between professional commitment and autonomy of teachers teaching in private secondary schools is .152, which is significant at .05 level. It means that there exists significant correlation positive between professional commitment and autonomy of teachers teaching in private secondary schools. Therefore, proposed hypothesis is accepted.

Graph 4.17: Coefficients of correlation between Professional Commitment and Work Motivation (Dimension) of secondary school male and female teachers working in Private schools



Graph 4.17 depicts coefficients of correlation between Professional Commitment and Work Motivation (Dimensions) of secondary school male and female teachers working in private schools.

4.18: Results pertaining to relationship between Professional Commitment and Locus of control of secondary schools male and female teachers working in Government Schools

To find out the relationship between Professional Commitment and Locus of Control among of male and female teachers working in Government secondary schools coefficient of correlation has been calculated and the obtained result is presented in table 4.18 as follows.

Table 4.18: Coefficient of correlation between various dimensions of Professional Commitment and Locus of Control of male and female teachers working in Government Secondary Schools

Category	Dimension	N	Correlation (r)	Level of Significance
Male and Female teachers working in Government Secondary Schools.	Commitment to Learner	200	-.360	.000
	Commitment to Society	200	-.271	.000
	Commitment to Profession	200	-.196	.005
	Commitment to Achieve Excellence	200	-.254	.000
	Commitment to Basic Human Values	200	-.140	.047
	Professional Commitment	200	-.319	.000

Table 4.18 Coefficient of correlation between Professional Commitment and Locus of control of male and female teachers working in government secondary schools.

The coefficient of correlation between commitment to learner and internal locus of control of government secondary school teachers is -.196, which is significant at .01 level. It means that there exists significant negative correlation between commitment to learner and internal locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to learner and external locus of control of Govt. School teachers is -.373, which is significant at .01 level. It means that there exists significant negative correlation between commitment to learner and external locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to learner and locus of control of government secondary school teachers is -.360, which is significant at .01 level. It means that there exists significant negative correlation between commitment to learner and locus of control of government secondary school teachers. Therefore,

proposed hypothesis is accepted.

The coefficient of correlation between commitment to society and internal locus of control of government secondary school teachers is -.067, which is not significant. It means that there exists no significant correlation between commitment to society and internal locus of control of government secondary school teachers. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to society and external locus of control of government secondary school teachers is -.350, which is significant at .01 level. It means that there exists significant negative correlation between commitment to society and external locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to society and locus of control of government secondary school teachers is -.271, which is significant at .01 level. It means that there exists significant negative correlation between commitment to society and locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to profession and internal locus of control of government secondary school teachers is -.014, which is not significant. It means that there exists no significant correlation between commitment to profession and internal locus of control of government secondary school teachers. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to profession and external locus of control of government secondary school teachers is -.283, which is significant at .01 level. It means that there exists significant negative correlation between commitment to profession and external locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to profession and locus of control of government secondary school teachers is -.196, which is significant at .01 level. It means that there exists significant negative correlation between commitment to profession and locus of control of government secondary school teachers. Therefore,

proposed hypothesis is accepted.

The coefficient of correlation between commitment to achieve excellence and internal locus of control of government secondary school teachers is -.047, which is not significant. It means that there exists no significant correlation between commitment to achieve excellence and internal locus of control of government secondary school teachers. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to achieve excellence and external locus of control of government secondary school teachers is -.342, which is significant at .01 level. It means that there exists significant negative correlation between commitment to achieve excellence and external locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to achieve excellence and locus of control of government secondary school teachers is -.254, which is significant at .01 level. It means that there exists significant negative correlation between commitment to achieve excellence and locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to basic human values and internal locus of control of government secondary school teachers is -.049, which is not significant. It means that there exists no significant correlation between commitment to basic human values and internal locus of control of government secondary school teachers. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between commitment to basic human values and external locus of control of government secondary school teachers is -.169, which is significant at .05 level. It means that there exists significant negative correlation between commitment to basic human values and external locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

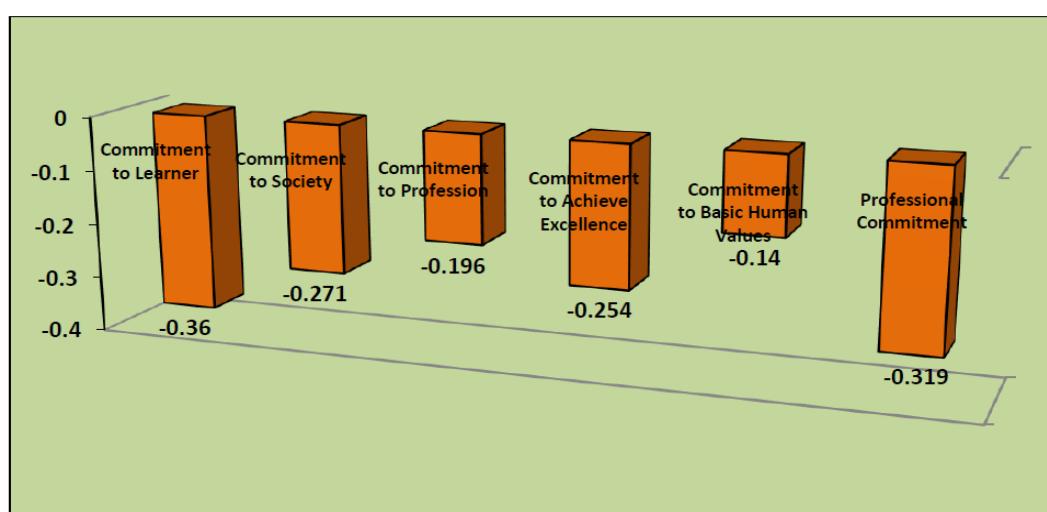
The coefficient of correlation between commitment to basic human values and locus of control of government secondary school teachers is -.140, which is not significant. It means that there exists no significant correlation between commitment to basic human values and locus of control of government secondary school teachers. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between professional commitment and internal locus of control of government secondary school teachers is -.099, which is not significant. It means that there exists no significant correlation between professional commitment and internal locus of control of government secondary school teachers. Therefore, proposed hypothesis is rejected.

The coefficient of correlation between professional commitment and external locus of control of government secondary school teachers is -.395, which is significant at .01 level. It means that there exists significant negative correlation between professional commitment and external locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Professional Commitment and Locus of Control of government secondary school teachers is -.319, which is significant at .01 level. It means that there exists significant negative correlation between professional commitment and locus of control of government secondary school teachers. Therefore, proposed hypothesis is accepted.

Graph 4.18: Correlation Coefficients between Professional Commitment and Locus of Control (Dimensions) of secondary school teachers in Government Schools



Graph 4.18 depicts coefficients of correlation between Professional Commitment and Locus of Control (Dimensions) among secondary school male and female teachers in Government Schools.

4.19 Results pertaining to relationship between Professional Commitment and Locus of Control of secondary school male and female teachers working in Private Schools

To find out the relationship between Professional Commitment and Locus of Control of male and female teachers working in Private secondary schools, coefficient of correlation has been calculated and obtained result is presented in table 4.19 as follows:

Table 4.19: Coefficient of correlation between various dimensions of Professional Commitment and Locus of control of male and female teachers working in Private Secondary Schools

Category	Dimension	N	Correlation (r)	Level of Significance
Male and Female teachers working in Private Secondary Schools.	Commitment to Learner	200	-.531	.000
	Commitment to Society	200	-.404	.000
	Commitment to Profession	200	-.409	.000
	Commitment to Achieve Excellence	200	-.480	.000
	Commitment to Basic Human Values	200	-.296	.000
	Professional Commitment	200	-.547	.000

Table 4.19 Coefficient of correlation between Professional Commitment and Locus of Control of male and female teachers working in Private Secondary Schools.

The coefficient of correlation between Commitment to Learner and Internal Locus of Control of Private secondary school teachers is -.542, which is significant at .01 level. It means that there exists significant negative correlation between commitment to Learner and Internal Locus of Control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Learner and External Locus of Control of Private School teachers is -.220, which is significant at .01 level. It means

that there exists significant negative correlation between commitment to Learner and External locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Learner and Locus of Control of Private School teachers is -.531, which is significant at .01 level. It means that there exists significant negative correlation between commitment to Learner and Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Society and Internal Locus of Control of Private School teachers is -.387, which is significant. It means that there exists significant negative correlation between commitment to Society and Internal Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Society and External Locus of Control of Private School teachers is -.203, which is significant at .01 level. It means that there exists significant negative correlation between commitment to Society and External Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Society and Locus of control of Private School teachers is -.404, which is significant at .01 level. It means that there exists significant negative correlation between commitment to Society and Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Profession and Internal Locus of Control of Private School teachers is -.309, which is significant at .01 level. It means that there exists significant negative correlation between commitment to profession and Internal Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Profession and External Locus of Control of Private School teachers is -.322, which is significant at .01 level. It

means that there exists significant negative correlation between commitment to Profession and External Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Profession and Locus of Control of Private School teachers is -.409, which is significant at .01 level. It means that there exists significant negative correlation between commitment to Profession and Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Achieve Excellence and Internal Locus of control of Private School teachers is -.417, which is significant. It means that there exists significant negative correlation between Commitment to Achieve Excellence and Internal Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Achieve Excellence and External Locus of Control of Private School teachers is -.300, which is significant at .01 level. It means that there exists significant negative correlation between commitment to Achieve Excellence and External Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Commitment to Achieve Excellence and Locus of Control of Private School teachers is -.480, which is significant at .01 level. It means that there exists significant negative correlation between Commitment to Achieve Excellence and Locus of Control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to basic human values and internal locus of control of Private School teachers is -.187, which is significant. It means that there exists significant negative correlation between commitment to Basic Human Values and Internal Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between commitment to basic human values and external locus of control of Private School teachers is -.285, which is significant at .01 level. It means that there exists significant negative correlation between commitment to Basic Human Values and External Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

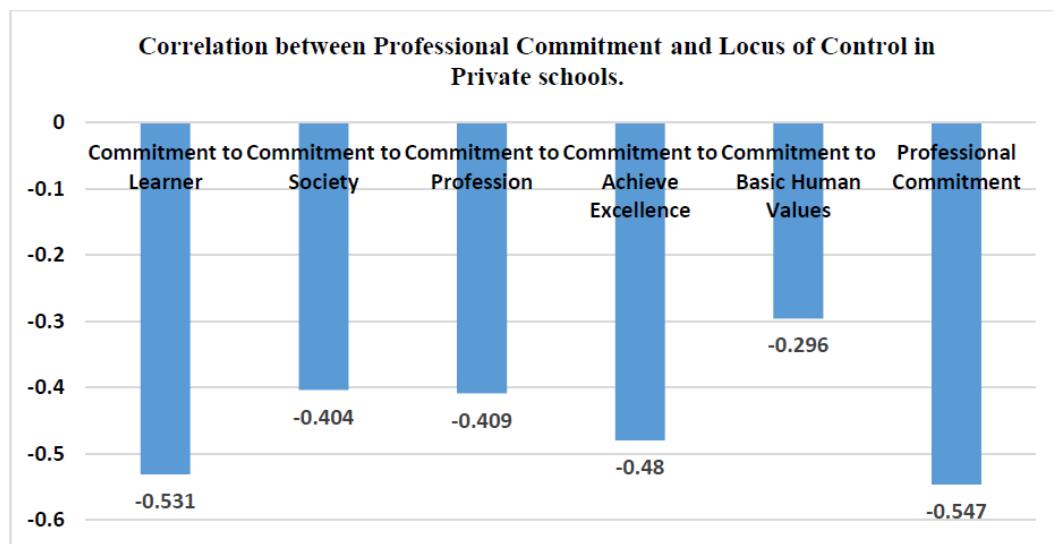
The coefficient of correlation between commitment to Basic Human Values and Locus of control of Private School teachers is -.296, which is significant. It means that there exists significant negative correlation between commitment to Basic Human Values and Locus of control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Professional Commitment and Internal Locus of Control of Private School teachers is -.484, which is significant. It means that there exists significant negative correlation between Professional Commitment and Internal Locus of Control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Professional Commitment and External Locus of Control of Private secondary School teachers is -.331, which is significant at .01 level. It means that there exists significant negative correlation between Professional Commitment and External Locus of Control of Private secondary school teachers. Therefore, proposed hypothesis is accepted.

The coefficient of correlation between Professional Commitment and Locus of Control of Private secondary school teachers is -.547, which is significant at .01 level. It means that there exists significant negative correlation between Professional Commitment and Locus of Control of Private school teachers. Therefore, proposed hypothesis is accepted.

Graph 4.19: Correlation between Professional Commitment and Locus of Control of secondary school male and female teachers working in Private Schools



Graph 4.19 shows Coefficients of correlation between Professional Commitment and Locus of Control and dimensions in Private secondary schools.

4.20: Results pertaining to Regression Model

To find out the relationship among variables and more reliable analysis of data and predictions the statistics of Regression Model has been applied and the summary of results is presented in Table 4.20 as follows.

Table 4.20: Summary for Regression Model

	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.543	.294	.274	16.975	.294	14.723	11	388	.000

Table 4.20 presents model summary for regression model. The R square value for the model is .294. It means that 29.4% of variance will be explained by the present model.

4.21 Results pertaining to Analysis of Variance (ANOVA, Two-Way)

To find out the significance of effect of variables on professional Commitment the statistics of Analysis of Variance (ANOVA, Two-Ways) has been applied, f-ratio has been calculated and obtained result is presented in Table 4.21 as follows:

Table 4.21: Summary of Analysis of Variance (ANOVA)

	Sum of Squares	Df	Mean Square	F-ratio	Sig.
Regression	46667.683	11	4242.517	14.723	.000
Residual	111808.067	388	288.165		
Total	158475.750	399			

Table 4.21 shows summary of Analysis of Variance (ANOVA)

The F -ratio for the model is 14.72, which is significant at .01 level. It means that model is significantly predicting the regression model. It means dimensions of Work Motivation and Locus of Control are reliably predicting Professional Commitment of teacher.

4.22 Results pertaining to Significance of predictors of model predicting Professional Commitment

To find out the significance of the predictors of model predicting Professional Commitment the t-values have been calculated and the results has been presented in table 4.22 as follows:

Table 4.22: Predictors of model predicting Professional Commitment

	Un Standardized Coefficients		Standardized Coefficients	t-value	Sig.
	B	Std. Error	Beta		
(Constant)	165.165	12.052		13.704	.000
Personal growth	.843	.289	.153	2.919	.004
Achievement	.515	.254	.118	2.025	.044
Self-Control	-.329	.242	-.068	-1.356	.176
Monetary gain	-.655	.157	-.202	-4.185	.000
Non-Financial gain	-.026	.218	-.006	-.121	.904
Social Affiliation	.373	.277	.074	1.343	.180
Autonomy	.188	.240	.044	.782	.435
Internal Locus of Control	-.386	.100	-.176	-3.866	.000
External Locus of Control	-.638	.109	-.267	-5.847	.000
Gender	4.345	1.807	.109	2.405	.017
Type of School	1.692	1.787	.043	.947	.344

Table 4.22 shows significance of predictors for predicting Professional Commitment.

The t-values shows that Personal Growth, Monetary Gain, Internal Locus of Control and External Locus of Control are significantly predicting Professional Commitment at .01 level and Achievement and Gender are predicting Professional Commitment at .05 level.

The regression equation can be formulated as:

Professional Commitment = 4.34 x Gender -0.63 External Locus of Control - 0.38 Internal Locus of Control - 0.65 Monetary Gain +0.51 Achievement + 0.84 Personal Growth + 165.1.

It means that for every 1% increase in Personal Growth, there is a correlated .843% increase in Professional Commitment meanwhile for every 1% increase in Achievement, there is a correlated .515% increase in Professional Commitment. It can be interpreted that there is a significant positive relationship between Personal Growth and Achievement with Professional Commitment.

Also, for every 1% increase in Internal Locus of Control, there is a correlated .386 % decrease in Professional Commitment meanwhile for every 1% increase in External Locus of control, there is a correlated .638 % decrease in Professional Commitment. It can be interpreted that there is an inverse relationship between Internal Locus of Control and External Locus of Control with Professional Commitment.

4.23 Results Pertaining to Factor Analysis

To conduct Factor Analysis Kaiser-Meyer-Olkin (KMO) for sampling adequacy and Bartlett test of Sphericity for partial correlation has been conducted and the results has been presented in table 4.23 as follows:

Table 4.23: Summary of KMO and Bartlett's Test for Factor Analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.832
Bartlett's Test of Sphericity	Approx. Chi-Square	1735.507
	Df	91
	Sig.	.000

Table 4.23 Explains KMO and Bartlett test of Sphericity for partial correlation for factor analysis.

Summary of KMO and Bartlett's Test for factor analysis

It can be seen that KMO value of .832. This indicates that the degree of information among the variables overlap greatly/the presence of a strong partial correlation. Hence, it is plausible to conduct factor analysis.

- Chi square value for Bartlett's test of Sphericity is 1735.50, which is significant at .01 level. It shows that correlation matrix is not an identity matrix.

4.24 Summary of total variance explained by factors formed

Table 4.24: Summary of total variance explained by factors formed

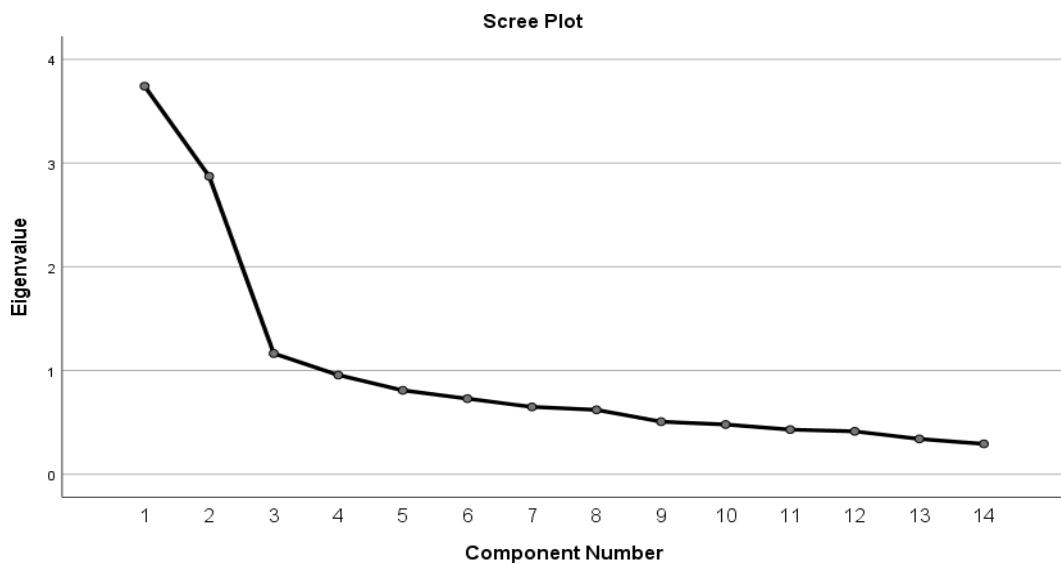
Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.741	26.721	26.721	3.741	26.721	26.721	3.516	25.117	25.117
2	2.872	20.514	47.235	2.872	20.514	47.235	2.321	16.576	41.693
3	1.164	8.314	55.549	1.164	8.314	55.549	1.940	13.856	55.549
4	.956	6.828	62.377						
5	.808	5.774	68.152						
6	.728	5.202	73.353						
7	.649	4.633	77.987						
8	.620	4.431	82.418						
9	.506	3.617	86.035						
10	.479	3.423	89.458						
11	.430	3.073	92.531						
12	.413	2.950	95.481						
13	.340	2.430	97.911						
14	.292	2.089	100.000						

Table 4.24 shows summary of total variance explained by the factors.

Components of Variance from Extracted Factors

It can be seen for the table that three factors have been extracted from 14. The first component explains 26.725 of variance, second component explain 20.51% of variance and third component explain 8.31 % of total variance. Thus, 3 components are effective enough in representing all the characteristics or components highlighted by the stated 14 variables.

Graph 4.24: Screen plot for factors extracted



Graph 4.24 shows Screen plot for factors extracted

4.25 Summary of Rotated Component Matrix

To find out the factors the rotated component matrix has been obtained and result is presented in the table 4.25 as follows:

Table 4.25: Summary of Rotated Component Matrix

	Component		
	1	2	3
Commitment to Learner	.821	.020	.153
Commitment to Society	.763	-.014	.089
Commitment to Profession	.788	.108	.011

Commitment to Achieve Excellence	.834	.054	-.051
Commitment to Basic Human Values	.558	-.032	.211
Internal Locus of Control	-.402	.139	-.233
External Locus of Control	-.531	.082	.107
Personal Growth	.214	.262	.663
Achievement	.115	.365	.745
Self-Control	-.066	.048	.817
Monetary Gain	-.343	.597	-.021
Non-Financial Gain	.036	.781	.081
Social Affiliation	.088	.722	.282
Autonomy	.014	.766	.217

Table 4.25 shows summary of rotated component matrix for factor analysis.

Three factors are formed in the process. The summary shows commitment to leaner, commitment to society, commitment to profession, commitment to achieve excellence and external locus of control falls under first factor. Personal Growth, Achievement and Self-Control falls under second factor and Monetary Gain, Non-Financial Gain, Social Affiliation and Autonomy falls in third factor. Internal locus of control does not fall in any factor due to low factor loading.

Table 4.26: Categories of factors formed in the process of Rotated Component Matrix analysis.

S. No.	Factor Category	Components
1	First Factor	Commitment to learner
		Commitment to society
		Commitment to Profession
		Commitment to Achieve Excellence

		External Locus of control
2	Second Factor	Personal growth
		Achievement
		Self-control
3	Third Factor	Monetary gain
		Non-financial gain
		Social affiliation
		Autonomy
4	No factor	Internal Locus of Control

Table 4.26 shows the Categories of factors formed in the process of Rotated Component Matrix analysis.

CHAPTER V

FINDINGS AND CONCLUSIONS

The collected data was analyzed thoroughly. Findings and conclusion are drawn as follows:

5.1 Major Findings:

- Difference in Professional Commitment, Work Motivation and Lous of Control and their dimensions of male and female secondary school teachers working in Government and Private Schools:

There exists no significant difference in Professional Commitment between male and female teachers working in Govt. secondary schools. The possible cause could be that both male and female teachers are equally treated and equal opportunities are given to them for professional growth. This finding is in conformity with the findings of Shanthi, 2021, Arjuna and Bala, 2013, Ardal & Erdem, 2020 who in their study revealed that gender does not have any significant influence on the professional commitment of teachers. Thus, it can be concluded that gender has no significant influence on professional commitment of teachers.

There exists no significant difference in dimensions of professional commitment i.e., Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values between male and female teachers working in Government secondary schools.

There exists a significant difference in Professional Commitment between male and female teachers working in Private secondary schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in Private secondary schools have significantly higher level of Professional Commitment than male teachers of private secondary schools. The possible explanation for this could be that women have more caring nature, service-minded so more professionally committed than their counterpart male teachers. It can thus be concluded that the gender does affect the professional commitment of the teachers. This finding is supported by the studies conducted by Naik (2020), Habib (2019),

Alam (2018), Pan (2016), Kaur (2015), and Maheshwari (2017) revealed that there exists a significant difference in Professional Commitment of a male and female teachers. Marak (2018) revealed that the male and female teachers differ significantly in total Professional Commitment and dimensions ‘commitment to the learner’, ‘commitment to the society’ and ‘commitment to basic values and the female teachers have higher level of professional commitment than their male counterparts. Mahajan & Kouts (2022) found that private school teachers were better than government school teachers in all 5 dimensions of professional commitment. Beri & Beri (2016) found a negligible gender wise difference in Professional Commitment. It can thus be concluded that the gender does affect professional commitment of teachers.

There exists a significant difference in dimensions Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values between male and female teachers teaching in Private secondary schools. Further, female teachers working in Private secondary schools have significantly higher level of Commitment in all 5 dimensions of professional commitment than male teachers working in Private secondary school.

There exists no significant difference in Work Motivation between male and female teachers working in Govt. secondary schools. Thus, it can be concluded that gender has not significant influence on work motivation of teachers. Possible cause could be teachers were given equal treatment in society and financial and non-financial opportunities to fulfil their personal, social and professional needs by Govt. This finding is in conformity with the findings of Ates et al (2018) who in their study have also found that the gender does not have any significant bearing on the work motivation of the teachers. Others have however revealed opposite finding that gender affects work motivation of teachers. Marak (2018) found that male and female teachers differ significantly on the total Work Motivation and on dimensions (‘dependence’, ‘organizational orientation’, ‘material incentives’ and ‘job situation’) and that the female teachers have exhibited higher Work motivation than male teachers.

There exists a significant difference in Autonomy between male and female teachers working in Govt. secondary schools. Further, male teachers have significantly higher level of Autonomy than female teacher working in Govt. secondary schools. The

possible cause could be male teachers avail more work opportunities and autonomy than female teachers.

There exists no significant difference in maximum dimensions of Work Motivation i.e., Personal Growth, Achievement, Self- Control, Monetary gain, Non-Financial gain, Social Affiliation between male and female teachers working in Government secondary schools.

There exists no significant difference in Work Motivation between male and female teachers teaching in Private secondary schools. Possible cause could be that, teachers were given equal treatment in society and financial and non-financial opportunities to fulfill their personal, social and professional needs in Private schools.

There exists a significant difference in Personal Growth, Self- Control between male and female teachers teaching in Private secondary schools. Further, female teachers teaching in Private secondary schools have significantly higher level of Personal Growth and self- control than male teachers. The possible cause could be that female teachers have more work motivation and leadership qualities to fulfill need for personal growth and Self-Control. There exists a significant difference in Monetary gain between male and female teachers working in Private secondary schools. Further, mean score of male teachers is more than mean score of female teachers. It means male teachers teaching in Private secondary schools have significantly higher level of Monetary gain than female teachers. Possible cause could be that male teacher feel more responsible towards family and financial security than female teachers.

There is no significant difference in maximum dimensions of work motivation i.e., Achievement, Non-Financial gain, Social Affiliation and Autonomy between male and female teachers working in Private secondary schools.

There is no significant difference in Locus of Control between male and female teachers working in Govt. secondary schools. Possible cause could be that male and female teacher were provided proper training in organization and management related to their academic activities. They are also given flexibility, autonomy, equal opportunities to get better outcomes. This finding is in conformity with the findings of Kiral (2019) who in that study have found that the gender has no significant

influence on Locus of control. Thus, it can be concluded that gender has no significant influence on locus of control of teachers.

There exists a significant difference in External Locus of Control between male and female teachers teaching in Govt. secondary schools. Further, the mean score of female teachers on internal Locus of Control is more than mean score of male teachers on External Locus of Control. It means female teachers have significantly higher level of external Locus of Control than male teacher teaching in Government secondary schools.

There is no significant difference in Internal Locus of Control between male and female teachers teaching in Govt. secondary schools.

There exists a significant difference in Locus of Control between male and female teachers teaching in Private secondary schools. Further, mean score of male teachers is more than mean score of female teachers. It means male teachers teaching in Private secondary schools have significantly higher level of Locus of Control than female teachers of Private secondary schools. Possible cause could be that male teachers have more leadership qualities to grab the opportunity and perform the task better.

There exists a significant difference in Internal Locus of Control and External Locus of Control between male and female teachers teaching in Private secondary schools. Further, male teachers working in Private secondary schools have significantly higher level of Internal Locus of Control and external locus of control than female teachers.

- Influence of Interaction between gender and type of school on dimensions of Professional Commitment, Work Motivation and locus of Control.

There is a significant difference in Professional Commitment between male and female teachers. There is no significant difference in Professional Commitment between teachers teaching in Government and Private secondary schools. There is significant influence of interaction between gender and type of secondary school on Professional Commitment of school teachers.

There is significant influence of interaction between gender and type of school on all dimensions of Professional Commitment i.e., Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to achieve excellence and Commitment to Basic Human Values of secondary school teachers.

There is no significant influence of interaction between gender and type of school on Work Motivation of secondary school teachers.

There exists a significant influence of interaction between gender and type of school on dimension of Work Motivation, Personal Growth of school teachers.

There exists no significant influence of interaction between gender and type of school on maximum dimensions of Work Motivation i.e., Achievement, Self- Control, Monetary gain, Non-Financial Gain, Social Affiliation, and Autonomy of school teachers.

There exists significant influence of interaction between gender and type of school on Locus of Control of secondary school teachers.

There exists significant influence of interaction between gender and type of school on all dimensions of Locus of control i.e., Internal Locus of Control and External locus of control of secondary school teachers.

➤ Relationship among Professional Commitment, Work Motivation and Locus of Control

There exists no significant correlation between Professional Commitment and Work Motivation of teachers working in Government secondary schools.

There exists no significant correlation between all dimensions of Professional Commitment i.e., ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Work Motivation of teachers working in Government secondary schools.

There exists a significant positive correlation between Professional Commitment and maximum dimensions, ‘Commitment to Learner’, ‘Commitment to Basic Human Values’ and Achievement of teachers working in Government secondary schools.

There exists a significant positive correlation between dimension, ‘Commitment to Society’ and Social Affiliation of teachers working in Government secondary schools.

There exists a significant negative correlation between Professional Commitment and maximum dimensions, ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’ and Monetary gain of teachers working in Govt. secondary schools.

There exists no significant correlation between maximum dimension ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’ and Achievement of teachers working in Govt. secondary schools.

There exists no significant correlation between dimension ‘Commitment to Basic Human Values’ and Monetary gain of teachers working in Govt. secondary schools.

There exists no significant correlation between Professional Commitment and maximum dimensions, ‘Commitment to Learner’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Social Affiliation of teachers working in Govt. secondary schools.

There exists no significant correlation between Professional Commitment and all dimensions, ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Personal Growth of teachers working in Government secondary schools.

There exists no significant correlation between Professional Commitment and all dimensions ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, Commitment to Achieve Excellence, Commitment to Basic Human Values, and Self- Control of teachers working in Govt. secondary schools.

There exists no significant correlation between Professional Commitment and all dimensions, ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Non- Financial gain of teachers working in Govt. secondary schools.

There exists no significant correlation between Professional Commitment and all dimensions, ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Autonomy of teachers working in Govt. secondary schools.

There exists a significant positive correlation between Professional Commitment and Work Motivation of teachers teaching in Private secondary schools. Kaur, (2015) in her study found that there exists a highly significant correlation between Professional Commitment and Work Motivation, Beri & Beri, (2016) revealed that there exists a negligible correlation between Professional Commitment and Work Motivation accept in the dimension Commitment to Basic Human Values of Professional Commitment.

There exists a significant positive correlation between maximum dimensions of professional commitment i.e., ‘Commitment to Learner’, ‘Commitment to Profession’, ‘Commitment to Basic Human Values’ and Work Motivation of teachers working in Private secondary schools.

There exists no significant correlation between dimension ‘Commitment to Society’, ‘Commitment to Achieve Excellence’ and Work Motivation of teachers working in Private secondary schools.

There exists a significant positive correlation between Professional Commitment and its dimension ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Basic Human Values’ and Personal Growth of teachers working in Private secondary schools.

There exists no significant correlation between ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’ and Personal Growth of teachers working in Private secondary schools.

There exists significant positive correlation between ‘Commitment to Learner’, Commitment to Society, Commitment to Profession, Commitment to Basic Human, Professional Commitment and Achievement of teachers working in Private secondary schools.

There exists a significant positive correlation between Professional Commitment, dimensions ‘Commitment to Profession’, and Social Affiliation of teachers teaching in Private secondary schools.

There exists a significant positive correlation between ‘Professional Commitment’ dimensions ‘Commitment to Profession’ and Autonomy of teachers teaching in Private secondary schools.

There exists a significant positive correlation between Commitment to Learner, Commitment to Profession, Commitment to Basic Human Values, Professional Commitment and Non- Financial gain of teachers working in Private secondary schools.

There exists significant negative correlation between Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values, Professional Commitment and Monetary gain of teachers working in Private secondary schools.

There exists no significant correlation between Commitment to Achieve Excellence and Achievement of teachers working in Private secondary schools.

There exists no significant correlation between Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values, Professional Commitment and Self- Control of teachers working in Private secondary schools.

There exists no significant correlation between Commitment to Society, Commitment to Achieve Excellence and Non- Financial gain of teachers working in Private secondary schools.

There exists no significant correlation between ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’, and Social Affiliation of teachers working in Private secondary schools.

There exists no significant correlation between dimensions ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Achieve Excellence’, ‘Commitment to

Basic Human Values' and 'Autonomy' of teachers working in Private secondary schools.

There exists a significant negative correlation between Professional Commitment and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between Professional Commitment and External Locus of Control of Government secondary school teachers.

There exists no significant correlation between Professional Commitment and Internal Locus of Control of Government secondary school teachers.

There exists a significant negative correlation between dimension 'Commitment to Learner' and Internal Locus of Control, External locus of control and Locus of control of Government secondary school teachers.

There exists significant negative correlation between 'Commitment to Society' and External Locus of Control and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between 'Commitment to Profession' and external Locus of Control and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between 'Commitment to Achieve Excellence' and External Locus of Control and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between 'Commitment to Basic Human Values' and External Locus of Control of Government secondary school teachers.

There exists significant negative correlation between Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values, Professional Commitment and Monetary gain of teachers working in Private secondary schools.

There exists no significant correlation between dimension 'Commitment to Profession' and Internal Locus of Control of Govt. secondary school teachers.

There exists no significant correlation between ‘Commitment to Society’ and Internal Locus of Control of Government secondary school teachers.

There exists no significant correlation between ‘Commitment to Achieve Excellence’ and Internal Locus of Control of Government secondary school teachers.

There exists no significant correlation between dimension ‘Commitment to Basic Human Values’ and Internal Locus of Control and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between Professional Commitment and Locus of Control of Private secondary school teachers.

There exists significant negative correlation between Professional Commitment and Internal Locus of Control of Private secondary school teachers.

There exists significant negative correlation between Professional Commitment and External Locus of Control of Private secondary school teachers.

There exists significant negative correlation between dimension ‘Commitment to Learner’ and Internal Locus of Control, External Locus of Control and Locus of Control of Private secondary school teachers.

There exists significant negative correlation between ‘Commitment to Society’ and Internal Locus of Control, External Locus of control and Locus of control of Private secondary school teachers.

There exists significant negative correlation between ‘Commitment to Profession’ and Internal Locus of Control, External Locus of control and Locus of control of Private secondary school teachers.

There exists significant negative correlation between ‘Commitment to Achieve Excellence’ and Internal Locus of Control, External Locus of control and Locus of control of Private secondary school teachers.

There exists a significant negative correlation between ‘Commitment to Basic Human Values’ and Internal Locus of Control, External Locus of control and Locus of control of Private secondary school teachers.

➤ Regression Model:

Regression Model: The R square value for the model is .294. It means that 29.4% of variance will be explained by the present model.

ANOVA: The obtained F ratio for the model is 14.723, which is significant at .01 level. It means that model is significantly predicting the regression model. It means dimensions of Work Motivation and Locus of Control are reliably predicting Professional Commitment of teachers.

Predictors of model predicting Professional Commitment: The obtained t-values shows that Personal Growth, Monetary gain, Internal Locus of Control and External Locus of Control are significantly predicting Professional Commitment at .01 level and Achievement and gender are predicting Professional Commitment at .05 level.

Regression equation:

Professional Commitment= 4.34 x Gender -0.63 External LOC - 0.38 Internal LOC - 0.65 Monetary gain +0.51 Achievement + 0.84 Personal Growth + 165.1.

It means that for every 1% increase in Personal Growth, there is a correlated .843% increase in Professional Commitment meanwhile for every 1% increase in Achievement, there is a correlated .515% increase in Professional Commitment. It can be interpreted that there is a significant positive relationship between Personal Growth and Achievement with Professional Commitment.

Also, for every 1% increase in Internal Locus of Control, there is a correlated .386 % decrease in Professional Commitment meanwhile for every 1% increase in External Locus of control, there is a correlated .638 % decrease in Professional Commitment. It can be interpreted that there is an inverse relationship between Internal Locus of Control and External Locus of Control with Professional Commitment.

➤ Factor Analysis:

Factor Analysis: The obtained Kaiser-Meyer-Olkin (KMO) value for sampling adequacy is .832. This indicates that the degree of information among the variables overlap greatly the presence of a strong partial correlation. Hence, it is plausible to

conduct factor analysis. Chi square value for Bartlett's test of Sphericity is 1735.50, which is significant at .01 level. It shows that correlation matrix is not an identity matrix. Components of Variance from Extracted Factors: Three factors have been extracted from 14. The first component explains 26.725 of variance, second component explain 20.51% of variance and third component explain 8.31 % of total variance. Thus, 3 components are effective enough in representing all the characteristics or components highlighted by the stated 14 variables. Summary of Rotated Component Matrix: Three factors are formed in the process. The summary shows commitment to leaner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence and external Locus of Control falls under first factor. Personal Growth, Achievement and Self- Control falls under second factor and Monetary gain, Non-Financial gain, Social Affiliation and autonomy falls in third factor. Internal Locus of Control does not fall in any factor due to low factor loading.

Recommendations and Future Course of Work

Based on the findings and conclusion of the study investigator recommends and highlights points that can be taken for consideration for future course of work as follows:

Recommendations

- Teachers should be supported by practical training courses provided by expert academicians in this field.
- Proper induction programmes and refresher courses should be incorporated for teachers.
- Efforts should be made to encourage inexperienced teachers for becoming more independent. Also, school leaders and senior teachers can encourage other teachers so that they can work independently.
- The government should focus on policies and interventions to bring professionalism and improve the quality of education.
- A more digital platform should be created for sharing the latest research in the field of education to enhance knowledge and soft skills.

- By using qualitative research techniques with teachers and school principals, the effects of locus of control on work, friends and family life can be revealed.
- Frequently organize more professional development programmes, workshops, lectures, seminars, discussions, debates and conferences to enhance professional commitment and balance teachers' locus of control.
- The findings of the study highlight the significance and necessity of educating instructors on Internal locus of control through educational pamphlets.
- Teachers should be provided training and the opportunity to take responsibility for planning, organizing, executing, and managing day-to-day academic activities to enhance the internal locus of control and leadership quality.
- The management should adequately train the teachers to work in collaboration, build a network of people and communicate effectively.
- Teachers should be evaluated on higher moral & ethical values at recruitment.
- Policymakers and management should provide monetary and non-monetary incentives, rewards, and recognition to enhance teachers' professional commitment.
- More training on Activity-based/ practical work should be provided to the teachers to enhance the internal locus of control.
- The government and educational authorities should focus on the policies and necessary interventions to bring professionalism to education for improving the quality of education.

Future course of Work

The following points can be taken for consideration for future research.

- This study is conducted in New Delhi. It can be conducted in other states too.
- Some other variables like job satisfaction, organizational commitment, self-efficacy, personality can be taken up with professional commitment in future.

- The present study was conducted among secondary school teachers. It can be conducted at the national, state and district level.
- This study has been conducted on secondary school teachers, same research can be carried on professors in multidisciplinary colleges, teacher educators and trainee teachers in teacher training institutes also and the results can be compared.
- The present study was conducted on secondary school teachers. The same research can be conducted with preschool, primary and senior secondary school teachers and school principals and the results can be compared.
- Comparative studies can be conducted to fill the gap among other streams or specializations in future.
- Case study can be conducted on teachers with extremely high and low level of professional commitment, work motivation and Locus of control. It might be an interesting and fruitful area of research as a follow up of the present study.
- Same research can be done by applying Mixed method and Experimental method to get better results.
- More districts and states should be taken to obtain concrete results.
- Sample size can be enhanced to reduce the standard error to find better results.
- The tools should be modified in local language so that teachers can understand the statements better and will give responses conveniently.
- Further study can be done on teachers working in Government Schools, Central Schools, Government Aided Schools, Special schools and other different types of schools in India and abroad
- Comparative study can be conducted on teachers working in Urban schools and Rural schools.
- Similar studies can be done at other locations of the country, abroad or among two or more countries, districts and states.

- More districts and states should be taken to obtain concrete results.
- Sample size can be enhanced to reduce the standard error to find better results.
- The tools should be modified in local language so that teachers can understand the statements better and will give responses conveniently.
- Further study can be done on teachers working in Government Schools, Central Schools, Government Aided Schools, Special schools and other different types of schools in India and abroad
- Comparative study can be conducted on teachers working in Urban schools and Rural schools.

SUMMARY

It is considered that teachers are the backbone of any country. The teacher's task includes transferring knowledge, conveying life skills, expertise and inculcation values. A teacher plays an essential role in the overall development of a student. If we retrospect on the past, we find that countries that invested in education and gave importance to it are in a better position now in the field of philosophy, technology and methodology (Yunus, 2017). Infect, if a nation has people of suitable disposition and capabilities as teachers, only then can it have citizens of broad vision, dedication and leadership. It is also proven that an incompetent teacher can harm the student and the nation. The future of the country is shaped in the classroom. The teacher is instrumental in bringing social change, initiating a path of progress and development to the nation and extending help to maintain the human aspects of survival. Shah (1994) "The teacher has an important and vital role to play in efforts to relate education to national development and social change."

A teacher should be an ideal person having high moral values. Teachers tend to identify, nurture and cultivate ethical, humanistic, and high moral values among students. After industrial and technological development due to scientific development, we are witnessing a paradigm shift in education. The teacher's role is assuming a new magnitude. Now, as a professional, s/he has to establish a good rapport with all the stakeholders of the teaching profession like, parents, learners, and society. Therefore, s/he is supposed to be committed to the work, learners, parents and society, with high human values. Commitment is the most important required ingredient of every domain. If our goal is to provide quality education, it cannot be achieved without the sincere efforts of dedicated and committed teachers.

In today's scenario, teachers are well-educated and well-trained in pre-service and in-service training programmes and equipped with appropriate knowledge and skills. New research has come up in the present education system, and the latest technology, scientific methods, and innovative ways are being incorporated into the teaching-learning process. But despite all progressive efforts, outcomes are not as expected. Teachers are ineffective in bringing the quality of education up to the desired level to compete with the others on the global platform. Highly qualified intellectuals are not

choosing to teach as a career; consequently, the quality of education has alarmingly declined (Laxmi, 2018). So, it is deduced from these facts that some factors of education are responsible for the deterioration of the quality of education. Competent and dedicated teachers are prerequisites in the classroom. The finest syllabus and the perfect curriculum become ineffective and unproductive if a teacher is not committed to teaching. Therefore, we need to think again, constantly check the progress and reflect upon where the problem exists and how much we need improvement. So, in today's situation, motivated and professionally committed teachers can be instrumental in bringing quality education to the classrooms and positive change in the life of students. This study throws light on the concept, dimensions and relationship among professional commitment, work motivation and locus of control of secondary school teachers.

We have been witnessing paradigms shift in the field of education like digitalization, information and communication technology, emerging new researches, concepts, theories, hybrid mode of teaching, online courses etc. Despite of all the efforts been made to improve the quality of education, negligible improvement has occurred. Privatization has improved the situation quantitatively on the cost of quality. The quality of education has declined. It is emphasized by various committees and commissions for the need of efficient, qualified teachers having good personality positive attitude, aptitude and favorable commitment for teaching profession and high level of work motivation. Privatization of education has developed a low standard educational institution. No doubt quantity has expanded but not the quality of education. There are various factors responsible for the low standard of education like less work motivation, locus of control and commitment among teachers. Most probably this is the rationale behind the study. There are various number of factors responsible for the quality of education and teacher's competence including but not restricted to academic qualification, personality and teaching experience. Some of the determinants can be professional commitment, work motivation and locus of control among school teachers.

1 Justification of the Study

In order to provide quality education, we need competent teachers with high level of professional commitment among secondary school teachers. Work Motivation and Locus of control may also influence the professional commitment. Work motivation acts as a powerful tool in schools which would lead to increase performance of teacher. Hence it becomes important to study the impact on professional commitment of secondary school teachers by related variables such as work motivation and locus of control. Many previous researches have conducted similar studies by choosing the demographic factors such as gender, age, teaching experience, location and type of schools etc. There are few studies conducted related to inter relationship among professional commitment, work motivation and locus of control of secondary school teachers of Delhi. Out of those few studies many show conflicting results. Mostly studies are done at the school level on students, college level on teacher educators or in the industrial sector very few studies were conducted on secondary school teachers. There is a definite gap in the previous literature with respect to professional commitment and other concern variables such as work motivation and locus of control at senior secondary school education level on teachers in addition not much work on this aspect has been done from the Indian perspective. Thus efforts are made to understand the inter relationship among professional commitment, work motivation and locus of control.

2 Statement of the Problem

The present study is a descriptive in nature and quantitative survey method has been adopted. Investigator has taken three variables Professional Commitment, Work Motivation and locus of Control with respect to secondary school teachers. Keeping in view the theoretical background and present relevance an attempt has been made by researcher to examine the relationship among Professional Commitment, Work Motivation and locus of Control their implementation in various areas of education. The present study is stated as: ***PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR WORK MOTIVATION AND LOCUS OF CONTROL.***

3 Operational Definition of the terms used

Professional Commitment

- Professional commitment is the psychological bond felt by a person within an institution and showing the degree to which, the person has accepted and adopted the organizational characteristics or perspectives. It also signifies an attitude reflecting the strength of the attachment between the teacher and school. In the present study, the researcher deals with five major dimensions of professional commitment of secondary school teachers i.e., Commitment to the Learners; Commitment to the Society; Commitment to the Profession; commitment to Achieve Excellence; and Commitment to the Basic Values.

Work Motivation

- Work motivation is the combined internal force produced by some intrinsic and extrinsic or both motives that activates teachers to do the work associated with their expected roles in the schools. Motivation to work is human state where competence to work and will to work fuse together to produce the results. The present study deals with seven dimensions of the secondary school teachers i.e., Need for Personal Growth, Need for Achievement, Need for Self-Control, Need for Monetary Gains, Need for Non- Financial Gain, Need for Social Affiliation and Conformity, Need for Autonomy and Self-Actualization.

Locus of Control

- Locus of control is the belief of an individual excelling specific situation that they control their own destiny or are controlled by sources outside themselves like, fate, chance, luck, power etc. In the present study, the researcher will deal with internal and external locus of control of secondary school teachers.

Secondary School Teachers

- The Teachers who are teaching in class 9th and 10th are referred as secondary school teachers.

4 Objectives of the Study

1. To study the difference in professional commitment of secondary school teachers with respect to gender and type of schools.
2. To study the difference in work motivation of secondary school teachers with respect to gender and type of schools.
3. To study the difference in locus of control of secondary school teachers with respect to gender and type of schools.
4. To study the interactional effect among various dimensions of professional commitment, work motivation and locus of control of secondary school teachers with respect to gender and type of schools.
5. To study the relationship between professional commitment and work motivation of secondary school teachers with respect to gender and type of schools.
6. To study the relationship between professional commitment and locus of control of secondary school teachers with respect to gender and type of schools.
7. To study the relationship among professional commitment, work motivation and locus of control of secondary school teachers with respect to gender and type of schools.

5 Hypotheses of the Study

1. There exists a significant difference in various dimensions of professional commitment of secondary school male and female teachers working in government and private schools.
2. There exists a significant difference in various dimensions of work motivation of secondary school male and female teachers working in government and private schools.

3. There exists a significant difference in various dimensions of locus of control of secondary school male and female teachers working in government and private schools.
4. There exists a significant interactional effect in various dimensions of professional commitment, work motivation and locus of control of secondary school male and female teachers working in government and private schools.
5. There exists a significant relationship between professional commitment and work motivation of secondary school male and female teachers working in government and private schools.
6. There exists a significant relationship between professional commitment and locus of control of secondary school male and female teachers working in government and private schools.
7. There exists a significant relationship among professional commitment, work motivation and locus of control of secondary school male and female teachers working in government and private schools.

6 Methodology

In present study descriptive survey was adopted as it is intended to study the typical conditions at contemporary times. Descriptive method of survey is concerned with the analysis of the relationships between non manipulated variables and the development of generalizations, extending its conclusions beyond the sample observed. The type of information procured by the survey method gives in depth idea of the present scenario and present trends. It also suggests the source of future developments. It contributes to advancement of knowledge because it affords penetrating inside into the nature of what one is dealing with. In the present study survey was conducted to study professional commitment of secondary school teachers in relation to their work motivation, and locus of control with respect to gender and type of schools.

7 Population, Sample and Sampling Technique

The present study is descriptive in nature and survey method is used. The sample for the present study was drawn by simple random sampling technique for selection of schools. 400 teachers serving at secondary level in different government and private secondary schools run by Delhi government constitutes the sample of the study. Keeping in view of the concept of equality the researcher has taken care that equal number of male and female candidates serving in government and private secondary schools were selected. This helped the researcher in getting diverse perspective and motives about teaching profession. Therefore, 100 male and 100 female teachers were selected from randomly selected 10 government schools and 100 male and 100 female teachers were selected from randomly selected 10 private secondary schools affiliated to CBSE Board from South and South West District of Delhi for the study. The classification of Secondary School Teachers as samples for the present investigation is given below:

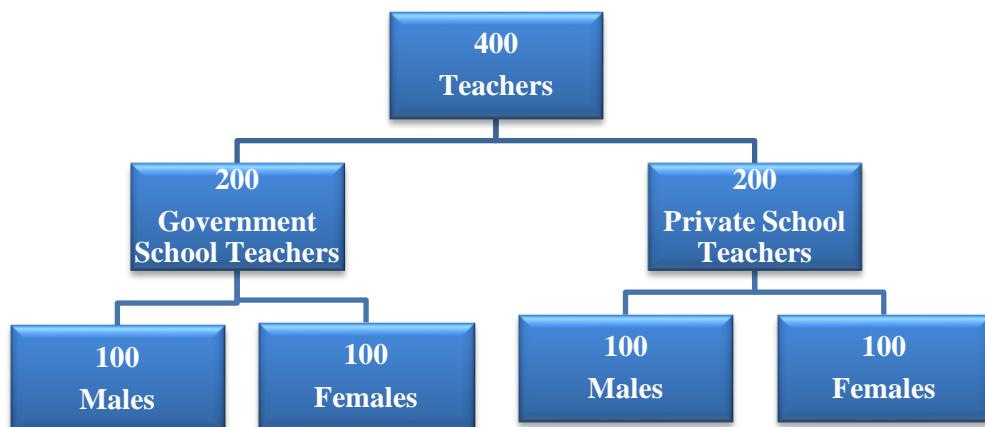


Figure Summary 1: Classification of Secondary School Teachers as samples

8 Research Tools Used

The most important decision in any study on part of researcher has been to select the right tool to collect information from respondents so that the tool collect data exactly what the study intended to collect data to answer our objectives. This provides solution to the questions in the study. Tool is instrumental in data collection. To get

the information from the subjects the investigator has employed the following three different standardized tools for the study.

- Professional Commitment Scale for Teacher constructed by Ravinder Kaur, Sarbjit Kaur and Ranu Brar, SarvjeetKaurBrar (PCST-KRB) in 2011.
- Employees Motivation Schedule (EMS) developed by A. K. Srivastava in 1999.
- Teacher's Locus of Control Scale (TLOCS-GMNI) constructed by Madhu Gupta and Indu Nain in 2016.

9 Statistical Techniques Used

For the analysis and interpretation of data following statistical techniques were used:

- t-test
- Analysis of Variance (ANOVA, Two- Way)
- Multivariate Analysis of Variance (MANOVA)
- Karl Pearson's Product Moment Coefficient of Correlation
- Regression Analysis
- Factor Analysis

10 Delimitations of the Study

Keeping in view the limited resources and time available, the present study is delimited to following aspects:

- The present study is delimited to teachers working in government and private secondary schools affiliated to CBSC Board, regulated by Delhi Government and data was collected by using simple random technique from secondary schools of South and South West Districts of Delhi.

- It is further delimited to three variables as Professional Commitment, Work Motivation and Locus of Control.

Major Findings of the study

➤ Difference in Professional Commitment, Work Motivation and Lous of Control and their dimensions of male and female secondary school teachers working in Government and Private Schools:

There exists no significant difference in Professional Commitment between male and female teachers working in Govt. secondary schools. The possible cause could be that both male and female teachers are equally treated and equal opportunities are given to them for professional growth. This finding is in conformity with the findings of Shanthi, 2021, Arjuna and Bala, 2013, Ardal & Erdem, 2020 who in their study revealed that gender does not have any significant influence on the professional commitment of teachers. Thus, it can be concluded that gender has no significant influence on professional commitment of teachers.

There exists no significant difference in dimensions of professional commitment i.e., Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values between male and female teachers working in Government secondary schools.

There exists a significant difference in Professional Commitment between male and female teachers working in Private secondary schools. Further, mean score of female teachers is more than mean score of male teachers. It means female teachers teaching in Private secondary schools have significantly higher level of Professional Commitment than male teachers of private secondary schools. The possible explanation for this could be that women have more caring nature, service-minded so more professionally committed than their counterpart male teachers. It can thus be concluded that the gender does affect the professional commitment of the teachers. This finding is supported by the studies conducted by Naik (2020), Habib (2019), Alam (2018), Pan (2016), Kaur (2015), and Maheshwari (2017) revealed that there exists a significant difference in Professional Commitment of a male and female teachers. Marak (2018) revealed that the male and female teachers differ significantly

in total Professional Commitment and dimensions ‘commitment to the learner’, ‘commitment to the society’ and ‘commitment to basic values and the female teachers have higher level of professional commitment than their male counterparts. Mahajan & Kouts (2022) found that private school teachers were better than government school teachers in all 5 dimensions of professional commitment. Beri & Beri (2016) found a negligible gender wise difference in Professional Commitment. It can thus be concluded that the gender does affect professional commitment of teachers.

There exists a significant difference in dimensions Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values between male and female teachers teaching in Private secondary schools. Further, female teachers working in Private secondary schools have significantly higher level of Commitment in all 5 dimensions of professional commitment than male teachers working in Private secondary school.

There exists no significant difference in Work Motivation between male and female teachers working in Govt. secondary schools. Thus, it can be concluded that gender has not significant influence on work motivation of teachers. Possible cause could be teachers were given equal treatment in society and financial and non-financial opportunities to fulfil their personal, social and professional needs by Govt. This finding is in conformity with the findings of Ates et al (2018) who in their study have also found that the gender does not have any significant bearing on the work motivation of the teachers. Others have however revealed opposite finding that gender affects work motivation of teachers. Marak (2018) found that male and female teachers differ significantly on the total Work Motivation and on dimensions (‘dependence’, ‘organizational orientation’, ‘material incentives’ and ‘job situation’) and that the female teachers have exhibited higher Work motivation than male teachers.

There exists a significant difference in Autonomy between male and female teachers working in Govt. secondary schools. Further, male teachers have significantly higher level of Autonomy than female teacher working in Govt. secondary schools. The possible cause could be male teachers avail more work opportunities and autonomy than female teachers.

There exists no significant difference in maximum dimensions of Work Motivation i.e., Personal Growth, Achievement, Self- Control, Monetary gain, Non-Financial gain, Social Affiliation between male and female teachers working in Government secondary schools.

There exists no significant difference in Work Motivation between male and female teachers teaching in Private secondary schools. Possible cause could be that, teachers were given equal treatment in society and financial and non-financial opportunities to fulfill their personal, social and professional needs in Private schools.

There exists a significant difference in Personal Growth, Self- Control between male and female teachers teaching in Private secondary schools. Further, female teachers teaching in Private secondary schools have significantly higher level of Personal Growth and self- control than male teachers. The possible cause could be that female teachers have more work motivation and leadership qualities to fulfill need for personal growth and Self-Control. There exists a significant difference in Monetary gain between male and female teachers working in Private secondary schools. Further, mean score of male teachers is more than mean score of female teachers. It

means male teachers teaching in Private secondary schools have significantly higher level of Monetary gain than female teachers. Possible cause could be that male teacher feel more responsible towards family and financial security than female teachers.

There is no significant difference in maximum dimensions of work motivation i.e., Achievement, Non-Financial gain, Social Affiliation and Autonomy between male and female teachers working in Private secondary schools.

There is no significant difference in Locus of Control between male and female teachers working in Govt. secondary schools. Possible cause could be that male and female teacher were provided proper training in organization and management related to their academic activities. They are also given flexibility, autonomy, equal opportunities to get better outcomes. This finding is in conformity with the findings of Kiral (2019) who in that study have found that the gender has no significant

influence on Locus of control. Thus, it can be concluded that gender has no significant influence on locus of control of teachers.

There exists a significant difference in External Locus of Control between male and female teachers teaching in Govt. secondary schools. Further, the mean score of female teachers on internal Locus of Control is more than mean score of male teachers on External Locus of Control. It means female teachers have significantly higher level of external Locus of Control than male teacher teaching in Government secondary schools.

There is no significant difference in Internal Locus of Control between male and female teachers teaching in Govt. secondary schools.

There exists a significant difference in Locus of Control between male and female teachers teaching in Private secondary schools. Further, mean score of male teachers is more than mean score of female teachers. It means male teachers teaching in Private secondary schools have significantly higher level of Locus of Control than female teachers of Private secondary schools. Possible cause could be that male teachers have more leadership qualities to grab the opportunity and perform the task better.

There exists a significant difference in Internal Locus of Control and External Locus of Control between male and female teachers teaching in Private secondary schools. Further, male teachers working in Private secondary schools have significantly higher level of Internal Locus of Control and external locus of control than female teachers.

- Influence of Interaction between gender and type of school on dimensions of Professional Commitment, Work Motivation and Locus of Control.

There is a significant difference in Professional Commitment between male and female teachers. There is no significant difference in Professional Commitment between teachers teaching in Government and Private secondary schools. There is significant influence of interaction between gender and type of secondary school on Professional Commitment of school teachers.

There is significant influence of interaction between gender and type of school on all dimensions of Professional Commitment i.e., Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence and Commitment to Basic Human Values of secondary school teachers.

There is no significant influence of interaction between gender and type of school on Work Motivation of secondary school teachers.

There exists a significant influence of interaction between gender and type of school on dimension of Work Motivation, Personal Growth of school teachers.

There exists no significant influence of interaction between gender and type of school on maximum dimensions of Work Motivation i.e., Achievement, Self- Control, Monetary gain, Non-Financial Gain, Social Affiliation, and Autonomy of school teachers.

There exists significant influence of interaction between gender and type of school on Locus of Control of secondary school teachers.

There exists significant influence of interaction between gender and type of school on all dimensions of Locus of control i.e., Internal Locus of Control and External locus of control of secondary school teachers.

➤ Relationship among Professional Commitment, Work Motivation and Locus of Control:

There exists no significant correlation between Professional Commitment and Work Motivation of teachers working in Government secondary schools.

There exists no significant correlation between all dimensions of Professional Commitment i.e., ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Work Motivation of teachers working in Government secondary schools.

There exists a significant positive correlation between Professional Commitment and maximum dimensions, ‘Commitment to Learner’, ‘Commitment to Basic Human Values’ and Achievement of teachers working in Government secondary schools.

There exists a significant positive correlation between dimension, ‘Commitment to Society’ and Social Affiliation of teachers working in Government secondary schools.

There exists a significant negative correlation between Professional Commitment and maximum dimensions, ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’ and Monetary gain of teachers working in Govt. secondary schools.

There exists no significant correlation between maximum dimension ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’ and Achievement of teachers working in Govt. secondary schools.

There exists no significant correlation between dimension ‘Commitment to Basic Human Values’ and Monetary gain of teachers working in Govt. secondary schools.

There exists no significant correlation between Professional Commitment and maximum dimensions, ‘Commitment to Learner’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Social Affiliation of teachers working in Govt. secondary schools.

There exists no significant correlation between Professional Commitment and all dimensions, ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Personal Growth of teachers working in Government secondary schools.

There exists no significant correlation between Professional Commitment and all dimensions ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, Commitment to Achieve Excellence, Commitment to Basic Human Values, and Self- Control of teachers working in Govt. secondary schools.

There exists no significant correlation between Professional Commitment and all dimensions, ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Non- Financial gain of teachers working in Govt. secondary schools.

There exists no significant correlation between Professional Commitment and all dimensions, ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and Autonomy of teachers working in Govt. secondary schools.

There exists a significant positive correlation between Professional Commitment and Work Motivation of teachers teaching in Private secondary schools. Kaur, (2015) in her study found that there exists a highly significant correlation between Professional Commitment and Work Motivation, Beri & Beri, (2016) revealed that there exists a negligible correlation between Professional Commitment and Work Motivation accept in the dimension Commitment to Basic Human Values of Professional Commitment.

There exists a significant positive correlation between maximum dimensions of professional commitment i.e., ‘Commitment to Learner’, ‘Commitment to Profession’, ‘Commitment to Basic Human Values’ and Work Motivation of teachers working in Private secondary schools.

There exists no significant correlation between dimension ‘Commitment to Society’, ‘Commitment to Achieve Excellence’ and Work Motivation of teachers working in Private secondary schools.

There exists a significant positive correlation between Professional Commitment and its dimension ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Basic Human Values’ and Personal Growth of teachers working in Private secondary schools.

There exists no significant correlation between ‘Commitment to Profession’, ‘Commitment to Achieve Excellence’ and Personal Growth of teachers working in Private secondary schools.

There exists significant positive correlation between ‘Commitment to Learner’, Commitment to Society, Commitment to Profession, Commitment to Basic Human, Professional Commitment and Achievement of teachers working in Private secondary schools.

There exists a significant positive correlation between Professional Commitment, dimensions ‘Commitment to Profession’, and Social Affiliation of teachers teaching in Private secondary schools.

There exists a significant positive correlation between ‘Professional Commitment’ dimensions ‘Commitment to Profession’ and Autonomy of teachers teaching in Private secondary schools.

There exists a significant positive correlation between Commitment to Learner, Commitment to Profession, Commitment to Basic Human Values, Professional Commitment and Non- Financial gain of teachers working in Private secondary schools.

There exists significant negative correlation between Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values, Professional Commitment and Monetary gain of teachers working in Private secondary schools.

There exists no significant correlation between Commitment to Achieve Excellence and Achievement of teachers working in Private secondary schools.

There exists no significant correlation between Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values, Professional Commitment and Self- Control of teachers working in Private secondary schools.

There exists no significant correlation between Commitment to Society, Commitment to Achieve Excellence and Non- Financial gain of teachers working in Private secondary schools.

There exists no significant correlation between ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’, and Social Affiliation of teachers working in Private secondary schools.

There exists no significant correlation between dimensions ‘Commitment to Learner’, ‘Commitment to Society’, ‘Commitment to Achieve Excellence’, ‘Commitment to Basic Human Values’ and ‘Autonomy’ of teachers working in Private secondary schools.

There exists a significant negative correlation between Professional Commitment and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between Professional Commitment and External Locus of Control of Government secondary school teachers.

There exists no significant correlation between Professional Commitment and Internal Locus of Control of Government secondary school teachers.

There exists a significant negative correlation between dimension ‘Commitment to Learner’ and Internal Locus of Control, External locus of control and Locus of control of Government secondary school teachers.

There exists significant negative correlation between ‘Commitment to Society’ and External Locus of Control and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between ‘Commitment to Profession’ and external Locus of Control and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between ‘Commitment to Achieve Excellence’ and External Locus of Control and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between ‘Commitment to Basic Human Values’ and External Locus of Control of Government secondary school teachers.

There exists significant negative correlation between Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence, Commitment to Basic Human Values, Professional Commitment and Monetary gain of teachers working in Private secondary schools.

There exists no significant correlation between dimension ‘Commitment to Profession’ and Internal Locus of Control of Govt. secondary school teachers.

There exists no significant correlation between ‘Commitment to Society’ and Internal Locus of Control of Government secondary school teachers.

There exists no significant correlation between ‘Commitment to Achieve Excellence’ and Internal Locus of Control of Government secondary school teachers.

There exists no significant correlation between dimension ‘Commitment to Basic Human Values’ and Internal Locus of Control and Locus of Control of Government secondary school teachers.

There exists significant negative correlation between Professional Commitment and Locus of Control of Private secondary school teachers.

There exists significant negative correlation between Professional Commitment and Internal Locus of Control of Private secondary school teachers.

There exists significant negative correlation between Professional Commitment and External Locus of Control of Private secondary school teachers.

There exists significant negative correlation between dimension ‘Commitment to Learner’ and Internal Locus of Control, External Locus of Control and Locus of Control of Private secondary school teachers.

There exists significant negative correlation between ‘Commitment to Society’ and Internal Locus of Control, External Locus of control and Locus of control of Private secondary school teachers.

There exists significant negative correlation between ‘Commitment to Profession’ and Internal Locus of Control, External Locus of control and Locus of control of Private secondary school teachers.

There exists significant negative correlation between ‘Commitment to Achieve Excellence’ and Internal Locus of Control, External Locus of control and Locus of control of Private secondary school teachers.

There exists a significant negative correlation between ‘Commitment to Basic Human Values’ and Internal Locus of Control, External Locus of control and Locus of control of Private secondary school teachers.

➤ Regression Analysis:

Regression Model: The R square value for the model is .294. It means that 29.4% of variance will be explained by the present model.

ANOVA: The obtained F ratio for the model is 14.723, which is significant at .01 level. It means that model is significantly predicting the regression model. It means dimensions of Work Motivation and Locus of Control are reliably predicting Professional Commitment of teachers.

Predictors of model predicting Professional Commitment: The obtained t-values shows that Personal Growth, Monetary gain, Internal Locus of Control and External Locus of Control are significantly predicting Professional Commitment at .01 level and Achievement and gender are predicting Professional Commitment at .05 level.

Regression equation:

Professional Commitment= 4.34 x Gender -0.63 External LOC - 0.38 Internal LOC - 0.65 Monetary gain +0.51 Achievement + 0.84 Personal Growth + 165.1.

It means that for every 1% increase in Personal Growth, there is a correlated .843% increase in Professional Commitment meanwhile for every 1% increase in Achievement, there is a correlated .515% increase in Professional Commitment. It

can be interpreted that there is a significant positive relationship between Personal Growth and Achievement with Professional Commitment.

Also, for every 1% increase in Internal Locus of Control, there is a correlated .386 % decrease in Professional Commitment meanwhile for every 1% increase in External Locus of control, there is a correlated .638 % decrease in Professional Commitment. It can be interpreted that there is an inverse relationship between Internal Locus of Control and External Locus of Control with Professional Commitment.

➤ Factor Analysis:

Factor Analysis: The obtained Kaiser-Meyer-Olkin (KMO) value for sampling adequacy is .832. This indicates that the degree of information among the variables overlap greatly the presence of a strong partial correlation. Hence, it is plausible to conduct factor analysis. Chi square value for Bartlett's test of Sphericity is 1735.50, which is significant at .01 level. It shows that correlation matrix is not an identity matrix. **Components of Variance from Extracted Factors:** Three factors have been extracted from 14. The first component explains 26.725 of variance, second component explain 20.51% of variance and third component explain 8.31 % of total variance. Thus, 3 components are effective enough in representing all the characteristics or components highlighted by the stated 14 variables. **Summary of Rotated Component Matrix:** Three factors are formed in the process. The summary shows commitment to leaner, Commitment to Society, Commitment to Profession, Commitment to Achieve Excellence and external Locus of Control falls under first factor. Personal Growth, Achievement and Self- Control falls under second factor and Monetary gain, Non-Financial gain, Social Affiliation and autonomy falls in third factor. Internal Locus of Control does not fall in any factor due to low factor loading.

Recommendations and Future Course of Work

Based on the findings and conclusion of the study investigator recommends and highlights points that can be taken for consideration for future course of work as follows:

Recommendations

- Teachers should be supported by practical training courses provided by expert academicians in this field.
- Proper induction programmes and refresher courses should be incorporated for teachers.
- Efforts should be made to encourage inexperienced teachers for becoming more independent. Also, school leaders and senior teachers can encourage other teachers so that they can work independently.
- The government should focus on policies and interventions to bring professionalism and improve the quality of education.
- A more digital platform should be created for sharing the latest research in the field of education to enhance knowledge and soft skills.
- By using qualitative research techniques with teachers and school principals, the effects of locus of control on work, friends and family life can be revealed.
- Frequently organize more professional development programmes, workshops, lectures, seminars, discussions, debates and conferences to enhance professional commitment and balance teachers' locus of control.
- The findings of the study highlight the significance and necessity of educating instructors on Internal locus of control through educational pamphlets.
- Teachers should be provided training and the opportunity to take responsibility for planning, organizing, executing, and managing day-to-day academic activities to enhance the internal locus of control and leadership quality.
- The management should adequately train the teachers to work in collaboration, build a network of people and communicate effectively.
- Teachers should be evaluated on higher moral & ethical values at recruitment.

- Policymakers and management should provide monetary and non-monetary incentives, rewards, and recognition to enhance teachers' professional commitment.
- More training on Activity-based/ practical work should be provided to the teachers to enhance the internal locus of control.
- The government and educational authorities should focus on the policies and necessary interventions to bring professionalism to education for improving the quality of education.

Future course of Work

The following points can be taken for consideration for future research.

- This study is conducted in New Delhi. It can be conducted in other states too.
- Some other variables like job satisfaction, organizational commitment, self-efficacy, personality can be taken up with professional commitment in future.
- The present study was conducted among secondary school teachers. It can be conducted at the national, state and district level.
- This study has been conducted on secondary school teachers, same research can be carried on professors in multidisciplinary colleges, teacher educators and trainee teachers in teacher training institutes also and the results can be compared.
- The present study was conducted on secondary school teachers. The same research can be conducted with preschool, primary and senior secondary school teachers and school principals and the results can be compared.
- Comparative studies can be conducted to fill the gap among other streams or specializations in future.

- Case study can be conducted on teachers with extremely high and low level of professional commitment, work motivation and Locus of control. It might be an interesting and fruitful area of research as a follow up of the present study.
- Same research can be done by applying Mixed method and Experimental method to get better results.
- More districts and states should be taken to obtain concrete results.
- Sample size can be enhanced to reduce the standard error to find better results.
- The tools should be modified in local language so that teachers can understand the statements better and will give responses conveniently.
- Further study can be done on teachers working in Government Schools, Central Schools, Government Aided Schools, Special schools and other different types of schools in India and abroad
- Comparative study can be conducted on teachers working in Urban schools and Rural schools.
- Similar studies can be done at other locations of the country, abroad or among two or more countries, districts and states.
- More districts and states should be taken to obtain concrete results.
- Sample size can be enhanced to reduce the standard error to find better results.
- The tools should be modified in local language so that teachers can understand the statements better and will give responses conveniently.
- Further study can be done on teachers working in Government Schools, Central Schools, Government Aided Schools, Special schools and other different types of schools in India and abroad
- Comparative study can be conducted on teachers working in Urban schools and Rural schools.

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APPENDICES

Appendix I: Tools used for Data Collection

I Professional Commitment Scale for Teachers (PCST-KRB)

2 | Consumable Booklet of PCST-KRB

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree	
(A)							
1.	I help my students to develop an optimistic outlook.	<input type="checkbox"/>					
2.	I control the problem of absenteeism by making my teaching a joyful experience.	<input type="checkbox"/>					
3.	I find it impossible to pay equal attention to all students.	<input type="checkbox"/>					
4.	I feel as a teacher I have nothing to do with pupils having psychological problems.	<input type="checkbox"/>					
5.	I remain duty bound for all round development of my students.	<input type="checkbox"/>					
6.	I pay least attention to bright students.	<input type="checkbox"/>					
7.	I feel no need for planning and preparing for teaching.	<input type="checkbox"/>					
8.	I pay no consideration to abilities of students while assigning them homework.	<input type="checkbox"/>					
9.	I ignore the students asking questions I am unable to answer.	<input type="checkbox"/>					
Score of A							
(B)							
10.	I believe that students can become good citizens only when teachers are good teachers.	<input type="checkbox"/>					
11.	I remain sensitive to what people think of teachers in our society.	<input type="checkbox"/>					
12.	I feel its none of my duty to motivate students for participating in social welfare projects.	<input type="checkbox"/>					
13.	I do not fritter away my time in school by discussing social problems.	<input type="checkbox"/>					
14.	I do not discriminate my students on grounds of caste and religion.	<input type="checkbox"/>					
15.	I am especially watchful of events happening in my neighbourhood.	<input type="checkbox"/>					
16.	I am of the view that teacher is a significant agent of social change.	<input type="checkbox"/>					

Consumable Booklet of PCST-KRB | 3

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Undeci- ded	Dis- agree	Strongly Disagree	

17. I believe that upliftment of society is the concern of social workers only.

18. I believe other occupations are more important to society than teaching.

Score of B

(C)

19. I heartily give priority to my professional work over other activities.

20. Teaching profession appears to be interesting in the beginning only.

21. I get upset when any one speaks ill of teaching profession.

22. I work even on holidays when circumstances demand.

23. I find my job tiresome due to heavy workload.

24. I hate to be assigned duties in the absence of the needed resources.

25. I would change my profession if I am offered higher salary elsewhere.

26. I am convinced that there are more life-disadvantages than advantages in teaching profession.

27. I find it difficult to remain fully committed to my profession in present day situations.

Score of C

(D)

28. I feel attending seminars and conferences is sheer wastage of time.

29. I believe that achieving excellence is a journey that never ends.

30. I think that teaching is a profession which requires continuous learning.

31. I am left with no time to go through educational journals and magazines.

4 | Consumable Booklet of PCST-KRB

Sr. No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Unde- cided	Dis- agree	Strongly Disagree	
32.	I find nothing is lacking in my ways and practices of teaching.	<input type="checkbox"/>					
33.	I think teaching methods of the past were far better than present day methods.	<input type="checkbox"/>					
34.	I feel teaching profession tends to make people lazy.	<input type="checkbox"/>					
35.	I remain critically aware of my shortcomings as a teacher.	<input type="checkbox"/>					
36.	I find that scope of excellence in the field of teaching is limited.	<input type="checkbox"/>					

Score of D

(E)

37. I frankly express my views and opinions on value-matters in the presence of others.
38. I feel it's not bad to take up tuitions for improving living standards.
39. I heartily appreciate students sticking to values of life in their day to day conduct.
40. I feel strongly angry over the use of filthy language by people.
41. I remain professionally bound to play role model for my students.
42. I maintain the standards of honesty whatever the existential situations.
43. I believe teachers hardly determine the moral standards of a nation.
44. I feel ashamed of myself if any of my students commits an immoral act.
45. I am convinced that teachers are bound to command honour of their society if they follow the principles of professional ethics.

<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

Score of E

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II Employees Motivation Schedule (EMS)

EMPLOYEES MOTIVATION SCHEDULE

Dr. A. K. Srivastava
Department of Psychology
Banaras Hindu University

INSTRUCTIONS

The questionnaire is being administered to you with the purpose of a psychological investigation. The questionnaire consists of a number of such statements which the employees often give or feel with reference to their jobs. You have got four alternatives to respond each of the statements. You have to select either of the four alternatives which most suitably applies to represent or describe your views and feelings in respect of your job. Kindly answer all the questions. Your responses will be kept confidential.

Thanks.

Always	Mostly	Sometimes	Never
()	()	()	()

1. I am willing to improve my capability and competence.
2. I like to bear more and more responsibilities on my shoulders.
3. I would prefer such works which provide opportunities of increasing competence.
4. It gives me pleasure to find out easy ways for doing the work.
5. I prefer promotion based on 'ability' than on 'seniority'.
6. I like such new (original) and extraordinary tasks which provide opportunity to learn.
7. I feel like having better ways for performing the job.
8. Increment in the efficiency develops positive job attitudes.
9. "What can I do" is more important for me than "What I know" ?
10. I want to be totally self-dependent by increasing my ability and competence.
11. I concentrate on a higher goal.
12. I do not consider any work very hard for I like to work.
13. I think that inspite of obstacles and hinderances I can do my work very well.
14. I want to maintain a high level of my performance/ production.
15. I keep prepared to face the unforeseen and emergent situations on the job.
16. I like such goals which require more effort in achieving them.
17. In performing new and challenging work, I get pleasure.
18. I believe in goal setting and its attainment.
19. I take genuine risks for increasing the output/ production.
20. I like competing with other efficient co-workers/ colleagues.
21. I consider myself personally responsible for the jobs assigned to be.
22. Finishing the work within given time is a challenge for me.
23. I stay overtime to finish the work started.

	Always	Mostly	Sometimes	Never
()	()	()	()	()
24. I am alert at job and keep wholly prepared to do my work.				
25. Time is valuable. I feel uneasy when it is wasted.				
26. I do not postpone for tomorrow what I can do today.				
27. I can be wholly trusted for the delegation of my responsibilities.				
28. Instead of my higher authorities. I myself fix up a deadline to finish my work.				
29. I think that in comparison to other colleagues. I notice such small tasks which must be done.				
30. When needed I myself come early and stay late at work.				
31. I would like to have more pay instead of higher position and prestige.				
32. Money is important for getting rid of every kind of worries.				
33. I like buying new things immediately not in the coming times.				
34. One immediate promotion is equal to two promotions due in the future.				
35. I would like to work overtime if paid extra for it.				
36. Money is the main determinant of social status.				
37. I want to be capable of buying every thing of my need and liking.				
38. I prefer monetary rewards to praise and recognition for my efficient performance.				
39. I like the principle of "more pay for more work."				
40. I like earning more money and spending it.				
41. I try to pave my own way to reach a higher position ultimately.				
42. I wish to be acknowledged as a popular officer/worker.				
43. I wish to be a good example for others.				
44. I want to associate myself with successful and respectable persons.				
45. I like such officers who appreciate the work.				
46. I feel dejected when my good performance is neglected.				
47. I like the appreciation of my distinct skills and performance.				
48. I want to create good impression on others through my performance.				

	Always	Mostly	Sometimes	Never
()	()	()	()	()
49. I labour hard from the view point of promotion.				
50. Where will I be in next five years is important for me.				
51. I like to be responsible for more and more persons.				
52. I am willing to have my say in the decisions about policies and goals of my Department/Organization.				
53. I like independent thinking and want to choose the work-method myself.				
54. I wish to dominate over other people.				
55. I want to have more and more authority.				
56. I take pride in using my abilities and skills.				
57. I get internal satisfaction through my position and job.				
58. I try to make proper adjustment between my original ideas and performance of job-activities.				
59. I want to make proper use of my special abilities and skills.				
60. I want to make personal-development by making full use of my abilities and aptitudes.				
61. I want to gain confidence and faith of my colleagues.				
62. I make all efforts to maintain conformity with my work-group				
63. I like having informal and intimate relations with my colleagues.				
64. Proper relations with my colleagues give me strength and enhances my morale.				
65. My feeling of attachment with the organization motive me to work efficiently.				
66. Good relations with higher authorities increase my involvement with the job.				
67. Mere presence of the colleagues impel me to be engaged in the work.				
68. I work more to achieve popularity and prestige among the colleagues.				
69. I like to give advice on problems related to my job role.				
70. I co-operate in the activities and functioning of my Section/Organization.				

III Teacher's Locus of Control Scale (TLOCS-GMNI)

 HPB	Consumable Booklet of TLOCs-GMNI <i>(English Version)</i>																				
Please fill in the following informations : Date 																					
Name _____ Father's Name _____																					
Date of Birth Gender : Male <input type="checkbox"/> Female <input type="checkbox"/>																					
Qualification : Academic _____ Professional _____																					
Teaching Subjects _____ Faculty _____																					
Teaching Experience _____ Years _____																					
Institution _____ City/Town/Village _____																					
Area : Urban <input type="checkbox"/> Rural <input type="checkbox"/> Marital Status : Unmarried <input type="checkbox"/> Married <input type="checkbox"/>																					
INSTRUCTIONS <p>On the following pages 25 statements have been given. Read each statement carefully and decide your reply on Five-point alternatives; viz., <i>Strongly Agree</i>, <i>Agree</i>, <i>Neutral</i>, <i>Disagree</i> and <i>Strongly Disagree</i>, and put a tick <input checked="" type="checkbox"/> mark in the cell of appropriate alternative which describes your opinion the best for the statement.</p> <p>Please do answer to all the 25 statements.</p> <p><i>Your answers will be kept confidential.</i></p>																					
Scoring Table																					
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Raw Score</th> <th>z-Score</th> <th>Level of Locus Control (External or Internal)</th> </tr> <tr> <th>Page</th> <th>2</th> <th>3</th> <th>4</th> <th></th> </tr> </thead> <tbody> <tr> <td>Score</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td colspan="3"></td> <td></td> </tr> </tbody> </table>		Raw Score			z-Score	Level of Locus Control (External or Internal)	Page	2	3	4		Score					Total				
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Page	2	3	4																		
Score																					
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Estd. 1938																					
(0562) 2601080																					
<h1>H. P. Bhargava Book House</h1>																					
LG-1 & 2, Nirmal Heights, Near Mental Hospital, Agra-282 007																					

2 | Consumable Booklet of TLOCSS-MNT

Br. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Dis-agree	Strongly Disagree	SCORE
		<input type="checkbox"/>					
1.	I feel that there exists some force in the world which controls our action.	<input type="checkbox"/>					
2.	I believe that a person is known to be a good human being if he does noble deeds for the society.	<input type="checkbox"/>					
3.	I believe that the performance of the students is influenced by accidental happenings.	<input type="checkbox"/>					
4.	I believe that too much emphasis on co-curricular activities affects the students' performance in the examination.	<input type="checkbox"/>					
5.	I feel that the performance of the students is better in examination with encouragement.	<input type="checkbox"/>					
6.	I believe that everyone should learn from one's own mistakes for doing work effectively.	<input type="checkbox"/>					
7.	I believe that each and every citizen is helpful in the development of the country.	<input type="checkbox"/>					
8.	I feel myself competent enough to take disciplinary action against misbehavior of the students instead of approaching higher authority.	<input type="checkbox"/>					
		<input type="checkbox"/>	Total Score Page 2				

Consumable Booklet of TLOC5-MINI | 3

Sr. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	SCORE
9.	I feel that many a time teachers remain unrecognized inspite of doing hard work.	<input type="checkbox"/>					
10.	I believe that our success not only depends on hard work but also on luck	<input type="checkbox"/>					
11.	I feel hard to deal with the unusual behavior of the people around me.	<input type="checkbox"/>					
12.	I feel that the subject I teach is not interesting if I don't get appropriate response from the students.	<input type="checkbox"/>					
13.	I feel that students' performance in the examination is affected by hard work they do.	<input type="checkbox"/>					
14.	I feel that in spite of doing hard work, I never get satisfactory results.	<input type="checkbox"/>					
15.	I feel quite jealous of the good fortune of others.	<input type="checkbox"/>					
16.	I believe that teacher is the only sole-controller to maintain discipline in the class.	<input type="checkbox"/>					
17.	I feel that teacher can get better results by using appropriate teaching methods in the classroom.	<input type="checkbox"/>					

Total Score Page 3

4 | Consumable Booklet of TLOCS-SWAT

Br. No.	STATEMENTS	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Score
---------	------------	----------------	-------	---------	----------	-------------------	-------

18. I believe that if I am in problem, my own behavior will help me to get rid of it.
19. I believe in taking decision by flipping the coin or anything like this.
20. I feel that a teacher has no role in the social development of the students.
21. I earn due respect for my impartial behaviour towards students.
22. I feel that good physic is a matter of luck.
23. I believe that doing right thing at the right time is the best way to get success.
24. I believe that we face problems due to our own ignorance, laziness and lack of ability.
25. I believe that promotion is a matter of good fortune.

Total Score Page 4 []

APPENDIX II

Data Collection Certificates



St. JOHN'S SCHOOL

(A Recognised English Medium Co-Educational Secondary School)

[Under the Management of Gyan Gangotri Educational Society (Regd.)]

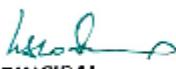
E-mail : st.johns.schoolmeh@gmail.com
gges2002@yahoo.co.in

B-1091, Ward 1,
Mehrauli
New Delhi-110030
Tel. : 26644278
26641398

Date: 11.05.2022

CERTIFICATE

Certified that Ms. Indu D/o Sh. Ram Singh Roll No. 1911990026 (Dept. of Education) Ph.D. student of K. R. Mangalam University, Sohna Road, Gurugram (Haryana) visited St. John's School on 11th May 2022 for data collection of Secondary School teachers for the completion of her Ph.D. thesis and collected the data for the same.


PRINCIPAL
PRINCIPAL

St. JOHN'S SCHOOL (Recognised)
B-1091, Ward No.-1, Mehrauli
New Delhi-110030



ੴ ਸਤਿਗੁਰ ਪਸਾਦਿ ॥



Baba Banda Singh Bahadur Memorial Secondary School

(Under the Management of Baba Banda Singh Bahadur Memorial Educational Society (Regd.), Mehrauli, New Delhi-30)

Mehrauli, New Delhi - 110030 • Phone : 9560026946

ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦੁਰ ਮੈਮੋਰੀਅਲ ਸੈਕੰਡਰੀ ਸਕੂਲ

ਮਹਿਰੌਲੀ, ਨਵੀਂ ਇਲੀ—110030

Ref ...B.B.S.B./May/2022

Date 11/05/2022

CERTIFICATE

This is to certified that Ms Indu D/o Sh. Ram Singh Roll No. 1911990026 (Dept. of Education) Ph.D. student of K. R. Mangalam University, Sohna Road, Gurugram(Haryana) visited BABA BANDA SINGH BAHADUR MEMORIAL SECONDARY SCHOOL on 11th May 2022 for data collection of Secondary School teachers for the completion of her Ph.D. thesis and collected the data for the same.

Gurdeep

Y/NR/2022
Babu Banda Singh Bahadur Memorial
Secondary School (Recognised)
Mehrauli, New Delhi - 110030



Tel.: 011-26644669

PRINCE PUBLIC SCHOOL

(Recognised & Affiliated to C.B.S.E.)
2/108, Mehrauli, New Delhi-110030

Ref. No. PPS/2022-23/074

Date 06-07-2022

CERTIFICATE

This is to certify that Ms Indu D/o Sh. Ram Singh Roll No. 1911990026 (Dept. of Education) Ph.D. student of K. R. Mangalam University, Sohna Road, Gurugram(Haryana) visited Prince Public School on 10th May 2022 for data collection of Secondary School teachers for the completion of her Ph.D. thesis and collected the data for the same.


 Principal
 Prince Public School
 2/108, Mehrauli, New Delhi-110030



**COL SATSANGI'S KIRAN MEMORIAL
AIPECCS EDUCATIONAL COMPLEX**

(a unit of APSCCS Society)
Satbari, Chattarpur, New Delhi - 110074 (India)
Phones: 011-2665 3344/ 2665 2132/ 2665 3328
e-mail: contact@cskm.com www.cskm.com

NO: CSKM/AEC/ 2022/

25/04/2022

CERTIFICATE

Certified that Ms. Indu D/o Sh. Ram Singh Roll No. 1911990026 (Dept. Of Education) Ph.D student of K.R. Mangalam University, Sohna Road, Gurugram (Haryana) visited Col. Satsangi's Kiran Memorial School on 25th April 2022 for data collection of Secondary School teachers for the completion of her Ph.D. thesis and collected the data for the same.

[Signature]
PRINCIPAL (R)
P.S. Patel
CSKM Public School
Satbari, Chattarpur
New Delhi - 110074

Our Motto..... Busy Bee Pleasure



Date: 23/3/2022

CERTIFICATE

Certified that Ms. Indu D/o Sh. Ram Singh Roll No. 1911990026 (Dept. of Education) Ph.D Student of K.R Mangalam University, Sohna Road, Gurugram (Haryana) visited Masonic Public School, in March, 2022, for data collection of Secondary School teachers for the completion of her Ph.D thesis and collected the data for the same.


(Neelam Kumar)
Principal
Masonic Public School
Sector-B, Vasant Kunj
New Delhi - 110070



Poorna Prajna Public School

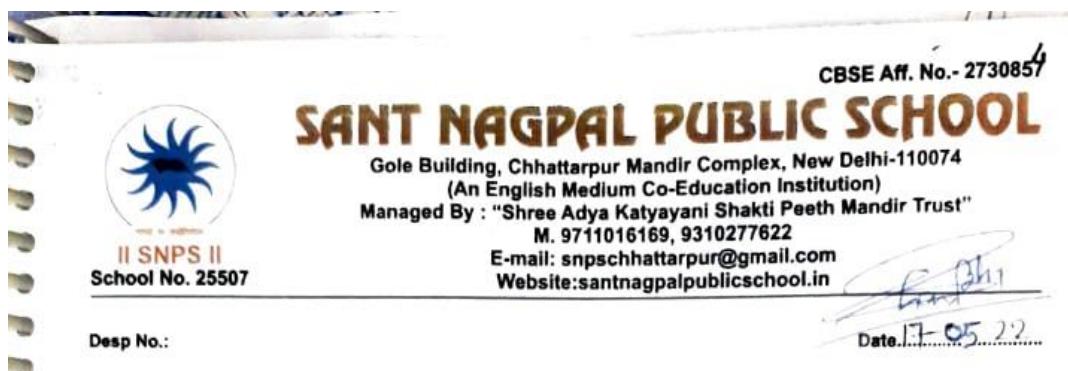
A POORNA PRAJNA EDUCATION CENTRE™
 (Promoted and Managed by Udupi Sri Adinar Mutt Education Council)
 Sector 'D', Pkt. III, Vasant Kunj, New Delhi-110 070
 Website: poornaprajnashooldelhi.org, Email Id.: ppps2009@gmail.com
 Tel: 011-26896706, 26132752
 (Affiliation No.: 2730256 & School No.: 25084, DoE School Id : 1720138)

Date: 13.05.2022

CERTIFICATE

Certified that Ms. Indu D/o Sh. Ram Singh Roll No. 1911990026 (Dept. of Education) Ph.D. student of K. R. Mangalam University, Sohna Road (Haryana) visited Poorna Prajna Public School on 13.05.2022 for data collection on Secondary School teachers for the completion of her Ph.D. thesis and collected the data for the same.


 PRINCIPAL
 Principal
 Poorna Prajna Public School
 • D-III, Vasant Kunj, New Delhi

Certificate

This is to certified that Ms. Indu D/O Sh. Ram Singh Roll No. 1911990026 (Dept. of Education) Ph.D. student of K.R. Mangalam University, Sohna Road, Gurugram (Haryana) visited Sant Nagpal Public School on 17th May 2022 for data collection of Secondary School teachers for the completion of her Ph.D. thesis and collected the data for the same.

17/05/22
Shambhu Sharan
Vice-Principal
SANT NAGPAL PUBLIC SCHOOL
Chattarpur Mandir Complex
New Delhi-110074

Vice Principal
SANT NAGPAL PUBLIC SCHOOL
Chattarpur Mandir Complex
New Delhi-110074



Appendix III

Papers Published

Journal of Positive School Psychology
2022, Vol. 6, No. 9, 4654-4665

<http://journalppw.com>

Professional Commitment And Locus Of Control: A Study Of Secondary School Teachers

Ms. INDU¹, Dr. P.C. JENA²

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²*School of Education, K. R. Mangalam University, Gurugram, Haryana.*

ABSTRACT

The present study is an attempt made by the investigators to study the professional commitment and locus of control of secondary school teachers. It is a descriptive study in nature. A survey method was used. The investigators have taken a sample of 200 (100 male and 100 female) secondary school teachers working in 20 private secondary schools in Delhi by using a simple random technique. For collection data, the Professional Commitment Scale for Teachers standardized by Ravinder Kaur, Sarbjit Kaur Ranu, Sarjeet Kaur Brar (PCST- KRB) and Teacher's Locus of Control Scale (TLOCs-GMNI) standardized by Madhu Gupta and Indu Nain were used. The result of the study showed that there exists a significant difference between professional commitment and locus of control of secondary school teachers.

Keywords: Professional Commitment, Locus of control, Secondary school teachers.

I. INTRODUCTION

It is considered that teachers are the backbone of any country. The teacher's task includes transferring knowledge, conveying life skills, expertise and inculcation values. A teacher plays an essential role in the overall development of a student. If we retrospect on the past, we find that countries that invested in education and gave importance to it are in a better position now in the field of philosophy, technology and methodology(Yunus, 2017). Infect, if a nation has people of suitable disposition and capabilities as teachers, only then can it have citizens of broad vision, dedication and leadership. It is also proven that an incompetent teacher can harm the student and the nation. The future of the country is shaped in the classroom. The teacher is instrumental in bringing social change, initiating a path of progress and development to the nation and extending help to maintain the human aspects of survival. Shah (1994) "The teacher has an important and vital role to play in efforts to relate

education to national development and social change."

A teacher should be an ideal person having high moral values. Teachers tend to identify, nurture and cultivate ethical, humanistic, and high moral values among students. After industrial and technological development due to scientific development, we are witnessing a paradigm shift in education. The teacher's role is assuming a new magnitude. Now, as a professional, s/he has to establish a good rapport with all the stakeholders of the teaching profession like, parents, learners, and society. Therefore, s/he is supposed to be committed to the work, learners, parents and society, with high human values. Commitment is the most important required ingredient of every domain. If our goal is to provide quality education, it cannot be achieved without the sincere efforts of dedicated and committed teachers.

In today's scenario, teachers are well-educated and well-trained in pre-service and in-service

training programmes and equipped with appropriate knowledge and skills. New research has come up in the present education system, and the latest technology, scientific methods, and innovative ways are being incorporated into the teaching-learning process. But despite all progressive efforts, outcomes are not as expected. Teachers are ineffective in bringing the quality of education up to the desired level to compete with the others on the global platform. Highly qualified intellectuals are not choosing to teach as a career; consequently, the quality of education has alarmingly declined(Laxmi, 2018). So, it is deduced from these facts that some factors of education are responsible for the deterioration of the quality of education. Competent and dedicated teachers are prerequisites in the classroom. The finest syllabus and the perfect curriculum become ineffective and unproductive if a teacher is not committed to teaching. Therefore we need to think again, constantly check the progress and reflect upon where the problem exists and how much we need improvement. So, in today's situation, motivated and professionally committed teachers can be instrumental in bringing quality education to the classrooms and positive change in the life of students. This study throws light on the concept, dimensions and relationship between professional commitment and locus of control of secondary school teachers.

2. PROFESSIONAL COMMITMENT

Professional commitment is required to deal with the commitment challenges within own education system or outside the world. Commitment to people and things improves the relationship, leads to success in achieving goals and provides more time to enjoy the journey. It includes loyalty, a desire to stay in a profession, and a sense of responsibility toward the profession's particular problems and challenges. According to Maheshwari(2017), Professional commitment refers to a mindset reflecting loyalty and

willingness to give one's all to a particular person, principle or action plan. Yunus (2017) stated that a committed teacher has the passion and enthusiasm for teaching students and self-learning. S/He seeks new ways to create authentic and practical learning. This way, professional commitment is beneficial for students.

Dimensions of professional commitment

- **Commitment to the learner:** It includes love for the learners, concern for their overall development, friendship, always being ready to help the learners, enthusiasm, etc.
- **Commitment to the Society:** It includes social awareness and concern about the influence of the teacher's work on the welfare of the social democratic values of the nation.
- **Commitment to the Profession:** It shows the teacher's dedication towards the teaching profession and professional ethics.
- **Commitment to Achieve Excellence:** It includes the efforts and action to achieve the highest level of excellence in performing all roles and responsibilities in the classroom, in school and outside school academically.
- **Commitment to Basic Human Values:** It indicates that teachers should have basic human values like intellectual honesty, objectivity, empathy, loyalty, kindness and always behave generously and impartially.

Teachers as a professional should take care of the following things:

- **Personality:** Professionals should behave in a very polite and generous manner. They should have sympathy, empathy, kindness, and honesty and be inclined toward justice. A professional should be elegant, sober and neat in appearance.
- **Competence:** Professional keeps on learning new things by taking courses, attending seminars, workshops, lectures, reading educational journals & magazines, newspapers etc. It means continuing education by taking classes, attending

- workshops and attaining related professional designations.
- **Organizational skills:** Professionals can find things easily and quickly without wasting time. The surroundings and the place, especially the desk where the teacher work, should be clean, and only the necessary stuff should be there at the time of the presentation.
 - **Reliability:** A Professional should be able to find the solution to a problem and how to get the job done. S/he can be relay upon.
 - **Accountability:** Professionals are accountable for their actions. If anyone makes any mistake, then s/he has to admit it and fix it if possible. S/he is not supposed to blame others.
 - **Ethics:** Teachers' values and ethical principles include values, dignity, truthfulness, fairness and, responsibility & freedom. All teaching is based on ethics. It can be the teacher-student relationship, teacher-teacher relationship or a teacher's relationship with work.

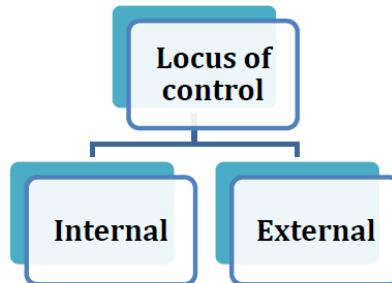
3. LOCUS OF CONTROL

Locus of control refers to one's belief in his or her abilities to control life events (Rotter, 1966). It is an individual's belief in excelling in a particular situation that they can control their destiny themselves or they are controlled by someone from outside like chance, luck, power etc. Locus of control can be described as the extent to which people believe they influence events in their lives. Those having an internal locus of control perceive that they can manage situations with their behaviors. Those having an external locus of control believe that what happens to them is beyond their influence, a result of luck or fate (Rotter-1966). Morzaria(2019) stated that the locus of control is related to the effort, motivation, satisfaction, performance, compliance, perception of the job, supervisory style and compliance with authority. Also, the locus of control may moderate the relationship between cause and incentives.

Types of Locus of control

1. Internal Locus of control. 2. External Locus of control Spector (1988).

Types of Locus of Control



Internal Locus of control

People with internal orientation generally believe they are the masters of their fate and possess control over their life. They are often found confident and alert and their external environments. Jones and George (2003) stated that internally oriented people are directly involved in changing situations and readiness to

solve any problem. Norton (2005) said that internally oriented people generally have good coping skills, experience less stress and respond positively to difficult situations. On the other hand, Individuals with external orientations believe they do not have direct control over their destiny (Rotter, 1966; Spector, (1988). They think that many other factors play a role in

influencing their life, like their destiny and contacts. Thomas et al. (2006) stated that internal locus was positively associated with favorable work outcomes, such as joyous tasks and social experiences, and greater job motivation. Morzaria(2019) said that Extreme internal locus of control could be psychologically unstable and unhealthy.

People having an internal locus of control believe in themselves. They can control their destiny through their efforts. Internals also believe that the success or failure of any work is the outcome of their efforts. They also believe that their experiences are managed by their skill or efforts. People with a strong internal locus of

control believe that the responsibility for whether or not they get reinforced ultimately lies with themselves.

People with an internal locus of control can manage their skills, and experience image, experience lesser stress levels and exhibit a positive attitude towards any situation. (Norton 2005). Internal locus of control individuals has the quality to modify the situations according to their benefits and problem-solving skills and produce relevant work. (Jones and George). These are some characteristics deduced from definitions of people having an internal locus of control :

- They believe in themselves**
- They take responsibility for their work**
- They can manage their skills, experience image in a fruitful way**
- They possess positive outlook in life**
- They possess coping skills and face lesser amount of stress**

External Locus of control

People having an external locus of control believe that their lives are managed mainly by outside sources like some power, fate, chance, luck etc. Individuals with external orientations believe they do not have direct control over their destiny (Rotter, 1966; Spector, (1988). They think that many other factors play a role in influencing their

life, like their destiny and contacts. Individuals having an external locus of control do not attribute the consequences of events to the individual but to other things like fate, luck and other people. (Rotter, 1966). Characteristics deduced from the definition of External locus of control are as follows:

- They believe in themselves**
- They take responsibility for their work**
- They can manage their skills, experience image in a fruitful way**
- They possess positive outlook in life**
- They possess coping skills and face lesser amount of stress**
 - They think events can be shaped according to abstract beliefs like fate and luck.
 - People having an external locus of control cannot change the situation of their surroundings, and they feel that they are affected by influential people.
 - They cannot change the situation.
 - They are incapable of taking responsibility and instead feel affected by influential people.

4. OBJECTIVES OF THE STUDY

1. To study the difference in professional commitment among secondary school teachers concerning their gender and type of school.
2. To study the difference in the locus of control among secondary school teachers concerning their gender and type of school.
3. To find out the relationship between professional commitment and Locus of Control among secondary school teachers concerning their gender and type of school.

5. HYPOTHESES OF THE STUDY

1. There exists a significant difference in professional commitment among male and female secondary school teachers working in private schools in Delhi.
2. There exists a significant difference in locus of control among male and female secondary school teachers working in private schools in Delhi.
3. There exists a positive relationship between professional commitment and locus of control among male and female secondary school teachers working in private schools in Delhi.

6. DESIGN OF THE STUDY

Method of Research

The present research design is descriptive by nature and conducted a study using a primary survey method. All secondary school teachers working in private schools in the state of Delhi constitute the population for the present study. The investigators have selected a sample of 200 teachers serving at the secondary level in private secondary schools in Delhi using the simple random sampling technique(Lottery Method). The classification of secondary school teachers as a sample for the present investigation is given below:

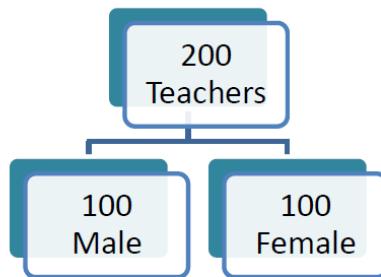


Figure no. 1. The classification of teachers as a sample for the present investigation

7. TOOLS USED FOR THE COLLECTION OF DATA

For data collection, the following Standardized tool was used by the investigators:

- Professional Commitment Scale for teachers standardized by Ravinder Kaur, Sarbjit Kaur Ranu, and Sarvejot Kaur Brar (PCST- KRB).
- Locus of Control Scale (TLOCS-GMNT) standardized by Madhu Gupta and Indu Nain

8. STATISTICAL TECHNIQUES USED

For analysis and interpretation of data following statistical techniques by the investigators:

- t-test

- Product Moment Coefficient of Correlation

9. RESULTS ANALYSIS AND FINDINGS

Results on the difference in professional commitment among male and female teachers working in private secondary schools.

To find the difference in professional commitment among male and female teachers working in private secondary schools, the t-ratio has been calculated, and the details of the score have been shown in table no.1 given below:

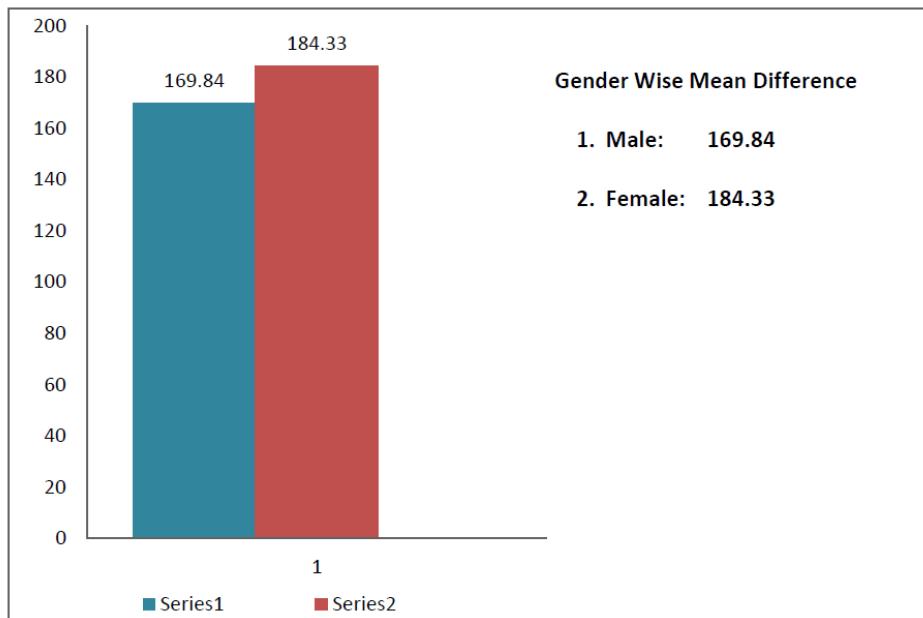
Table No. 1. Difference in professional commitment of male and female teachers working in private secondary schools

Variable	Gender	N	Mean	SD	SEd	t-ratio	Sig.
Professional Commitment	Male	100	169.84	20.871	2.702	5.363	.000
	Female	100	184.33	17.157			

Table No. 1 shows the t- value for the difference in professional commitment is 5.36, and the p-value is(0.00) which is less than alpha 0.05 and is significant at a .05 level. It can be interpreted that there exists a significant difference in professional commitment between male and

female teachers teaching in Private schools. Therefore, the null hypothesis is rejected. Graphic presentation of gender-wise differences in the professional commitment of teachers is as follows:

Graph 1. The gender-wise difference in the professional commitment of secondary school teachers of private schools



Graph 1. It depicts the mean scores of male and female secondary school teachers working in private schools.

Results pertaining to the difference in the locus of control among male and female teachers working in private secondary schools

To find the difference in Locus of Control among male and female teachers working in private secondary schools, the t-ratio has been calculated, and the details of the score have been mentioned in table no. 2. below:

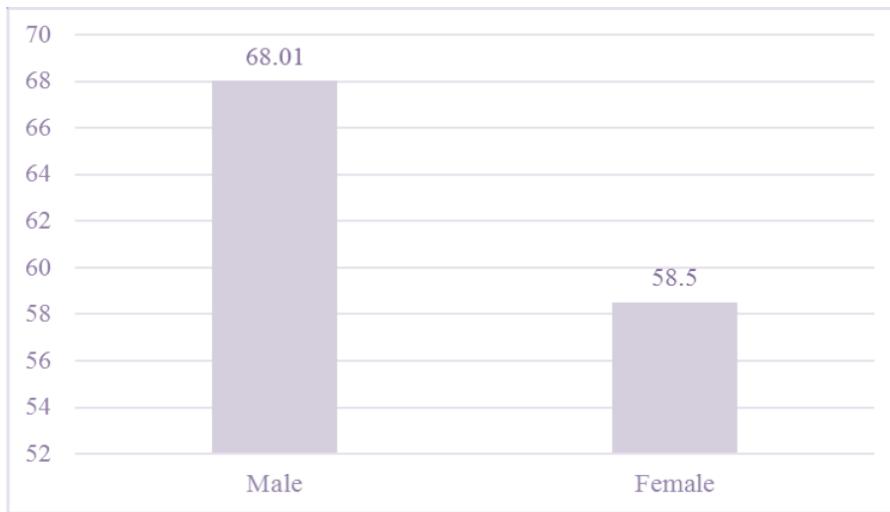
Table No. 2. Difference in locus of control of male and female teachers working in private secondary schools

Variable	Gender	N	Mean	SD	S Ed	t-ratio	Sig.
Locus of Control	Male	100	68.01	15.239			
	Female	100	58.50	8.480	1.744	5.453	.000

The t value for difference in the locus of control is 5.453, which is significant at both levels. It can be interpreted that there exists a significant difference in the locus of control between male and female teachers teaching in private schools.

Therefore, null hypothesis is rejected. Graphic presentation of gender-wise differences in the professional commitment of teachers is as follows:

Graph 2. The gender-wise difference in locus of control of teachers of private secondary schools.



A graphic presentation of gender-wise differences in the locus of control of teachers working in private secondary schools

A result pertaining to the relationship between professional commitment and locus of control of male and female

teachers working in private secondary schools

To find out the relationship between Professional Commitment and Locus of Control male and female teachers of Private secondary schools, the coefficient of correlation was calculated, and the result is presented in table no. 3.

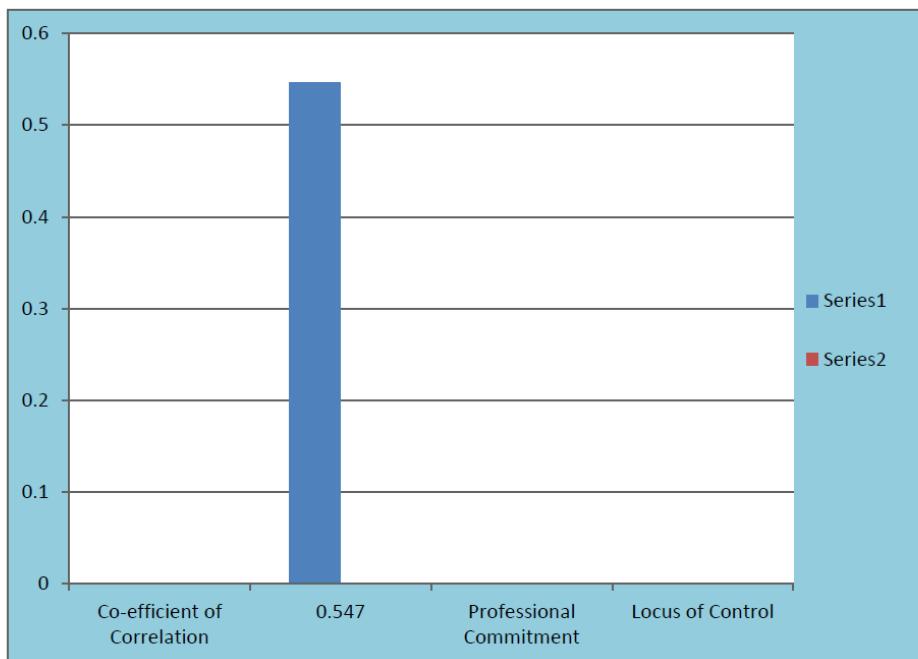
Table No. 3 Relationship between professional commitment and locus of control of male and female teachers of private secondary schools

Variable	N	df	Co-efficient of Correlation	Result
Professional Commitment	100			Positive
Locus of Control	100	198	0.547	Correlation

Table no.3 depicts that the obtained coefficient of correlation is 0.547 which is found to be significant at 0.05 and 0.01 levels. Therefore, null hypotheses is rejected and it can be interpreted

that there exists a significant positive relationship between professional commitment and locus of control of male and female teachers of private secondary schools.

Graph 3. Coefficient of Correlation between Professional Commitment and Locus of control of private secondary school teachers.



Graph 3. depicts the Coefficient of Correlation between Professional Commitment and Locus of control of private secondary school teachers.

10. FINDINGS OF THE STUDY

- ❖ There exists a significant difference in professional commitment among male and female teacher teaching in private schools. The obtained mean scores of female teachers are higher than the mean score of male teachers. It is interpreted that female teachers teaching in private schools have a significantly higher level of professional commitment than male teachers of private schools Asni et al. (2018) &Chabra (2013).
- ❖ There exists a significant difference in the locus of control among male and female teacher teaching in Private schools. The obtained mean scores of male teachers are higher than the mean scores of female teachers. It is interpreted that male teachers teaching in private schools have a significantly higher level of locus of control

than female teachers of private secondary schools Kaur (2019), Keeling Jeff (2017)& Attri& Devi (2017).

- ❖ There exists a significant positive relationship between professional commitment and locus of control of male and female secondary school teachers.

Researchers suggested that frequently organizing more professional development programmes, workshops, lectures, seminars, and conferences to enhance professional commitment and boost teachers' locus of control. Teachers should be given training and the opportunity to take responsibility for planning, organizing, executing, and managing day-to-day activities to enhance the internal locus of control and leadership quality. The management should adequately train the teachers to work in collaboration, build a network of people and communicate effectively. Teachers should possess higher moral & ethical values. Policymakers and management should give monetary and non-monitory incentives, rewards,

and recognition to enhance teachers' professional commitment. Also, more training on Activity-based/ practical work for the teachers can enhance the internal locus of control. The government and educational authorities should focus on the policies and necessary interventions to bring professionalism to education for improving the quality of education.

II. SUGGESTIONS FOR FURTHER RESEARCH

The finding of the study and conclusions drawn helped the investigator to suggest the following:

- More districts and states should be taken to obtain concrete results.
- Sample size can be enhanced to reduce the standard error to find better results.
- The tools should be modified in the local language so that teachers can understand the statements better and will give responses conveniently.
- Further study can be done on teachers working in Government Schools, Central Schools, Government Aided Schools and Special schools.
- A comparative study can be conducted on teachers working in Urban schools and Rural schools.
- The present study has been conducted on secondary school teachers. The same research can be conducted on preschool, primary and senior secondary school teachers or school principals and the results can be compared.
- A comparative study can be conducted on teachers working in Urban schools and Rural schools.
- The present study was conducted on secondary school teachers, same research can be conducted on teacher educators and professors in colleges and teacher training institutes also and the results can be compared.

12. RECOMMENDATIONS

Based on the finding of the study and conclusions investigator recommends the following:

- The findings of the study highlight the significance and necessity of educating instructors on internal locus of control through educational pamphlets.
- Teachers should be supported by practical training courses provided by expert academicians in this field.
- Proper induction programmes and refresher courses should be incorporated for teachers.
- Efforts should be made to encourage inexperienced teachers for becoming more independent. Also, school leaders and senior teachers can encourage other teachers so that they can work independently.
- The government should focus on policies and interventions to bring professionalism and improve the quality of education.
- A more digital platform should be created for sharing the latest research in the field of education to enhance knowledge and soft skills.

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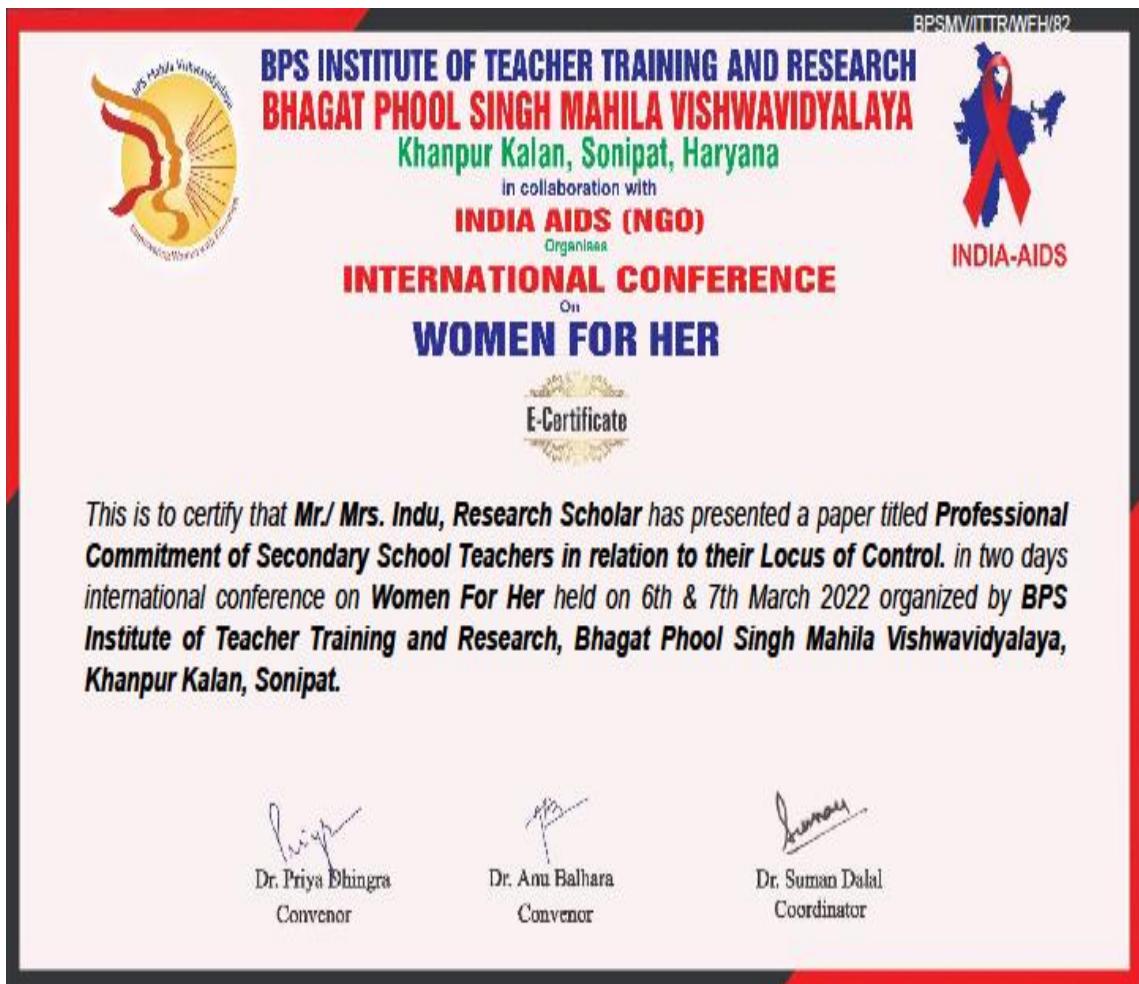
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Appendix IV

Papers Presentation Certificates







CERTIFICATES OF CONFERENCE ATTENDED



Shree Rahul Education Society's
Shree L.R.Tiwari Degree College of Arts, Commerce & Science

Approved by Government of Maharashtra, Affiliated to University of Mumbai
Shree L.R.Tiwari Educational Campus, Mira Road (E), Thane- 401107, Maharashtra, India.



INTERNAL QUALITY ASSURANCE CELL(IQAC)

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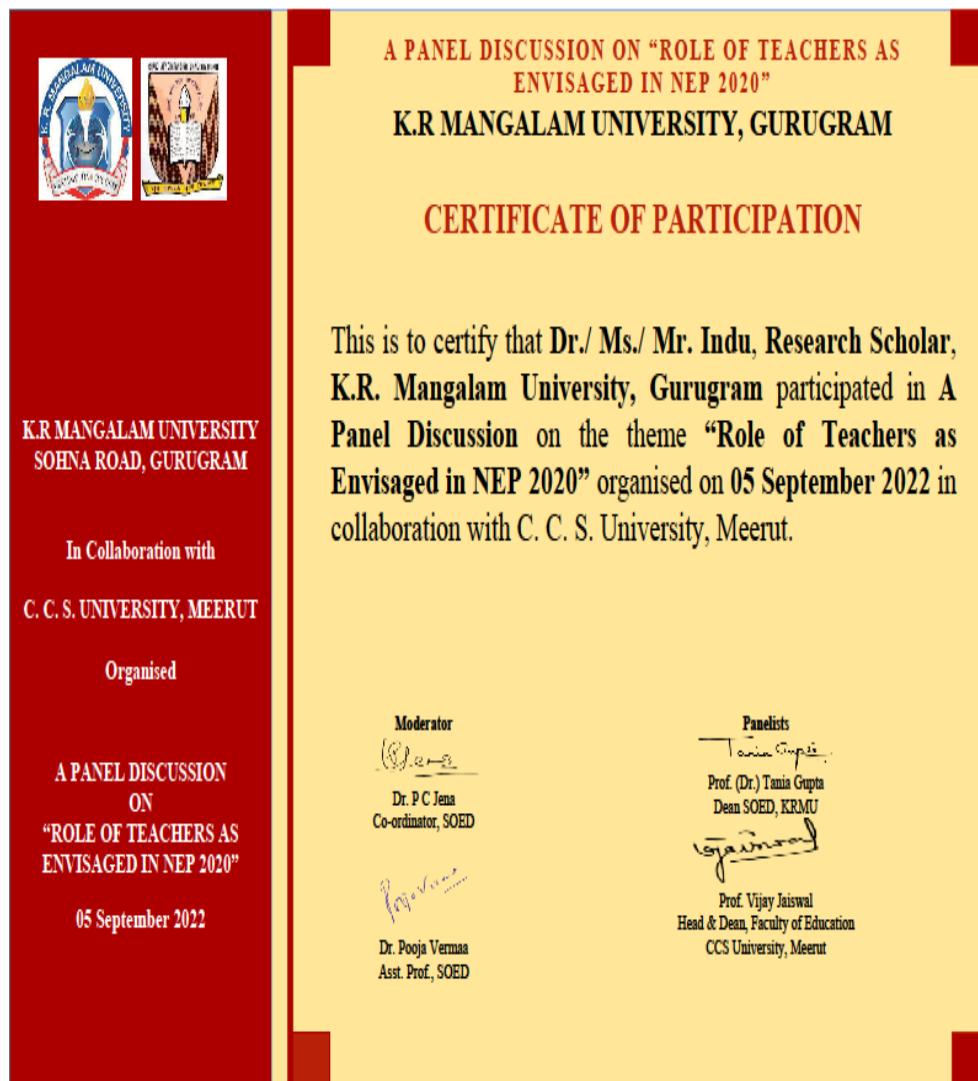
Organized One Day National Level Multidisciplinary E-Conference on the theme of "Industrial Revolution 4.0: A Synergistic Approach Through Resilience, Reinvention and Sustainable Development

Certificate Of Participation

This is to certify that Dr./Mr./Ms. Indu of has Participated in the One Day National Level Multidisciplinary E-Conference held on Saturday, 5th February 2022.

Dr. Sanjay Mishra
I/C Principal

Shri L.R.Tiwari
Chairman, Rahul Education



BRIEF BIOGRAPHY OF THE RESEARCH SCHOLAR

Ms. Indu is a Ph.D. (Research Scholar) of School of Education of K.R. Mangalam University, Sohna Road, Gurugram. She has obtained her Bachelors degree in Commerce Hons. Masters degree from C C S University, Meerut. She has completed her Bachelors in Education from D. A. V. College, Karnal, Kurukshetra University, Kurukshetra. Masters in Education from KIIT College of Education, Maharishi Dayanand University, Rohtak. She has completed M.A. in Economics from Maharishi Dayanand University, Rohtak. She has completed M.A. in Science of living, Preksha Meditation and Yoga from Jain Vishva Bharti Institute, Ladnun, Rajasthan. She has successfully completed Post Graduate Diploma in Education and Enterprise from Idiscoveri Centre for Education & Enterprise, Gurugram, Haryana.



She is UGC-NET (Education) qualified. She has more than 7 years of teaching experience as Assistance Professor in reputed college of Education affiliated Guru Gobind Singh Indraprastha University. She has presented papers in various national and international seminars/conferences. She also has published papers in reputed national and International Journals. Her areas of specialization are, Teaching of Economics, Educational Technology and Special Education.

During Research work she has published paper in:

- Paper entitled, “Professional Commitment and Lous of Control: A study of Secondary School Teachers”. Published in Journal of Positive School Psychology (JPSP). E-ISSN: 2717-7564. October 2022, Vol. 6, No. 9, 4654-4665.

She has presented paper and attended various International and national Conferences during her research work:

- Presented a paper entitled, “Professional commitment of secondary school teachers in relation to their Locus of control” in two-day International

Conference on Women for Her held-on 6th & 7th March 2022. Organized by BPS Institute of Training and Research Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan Sonipat, Haryana.

- Presented a paper entitled, “Professional commitment of secondary school teachers” in two-day International Conference entitled, “Idea- Bankruptcy of Educationists and Thinkers” held-on 28th & 29th March 2022. Organized by BPS Institute of Training and Research Bhagat Phool Singh Mahila Vishwavidyalaya, Khanpur Kalan Sonipat, Haryana.
- Presented a paper entitled, “Professional commitment of secondary school teachers” in the two days National Seminar on 1-2 April 2022, organized by IQAC of Army Institute of Education, Greater Noida.

➤ BRIEF BIOGRAPHY OF THE SUPERVISOR

Dr. Jena is a true academician having divergent experiences as a Teacher, Mentor and Researcher. He is the permanent members of different research associations and the recipient of Best Researcher Award and Adarsh Vidya Saraswati Rashtriya Puraskar. He has presented 70 papers in national and international seminars/world conferences and is the author of 09 books, published 98 research papers in different national and international peer reviewed/Indexed Journals and contributed 40 chapters for edited books and editorial member and associate editors of 11 national and international Impact Factor Journals. He has supervised the dissertation work of 20 M.Phil. and 35 Master students and also supervisor of 06 Ph.D. scholars. His research, teaching, and professional interests are in the following areas: Educational Research, Educational Measurement & Evaluation, Educational Psychology, Classroom Management, Tribal Education, Teacher Education, Educational Management and Leadership, Educational Cost and Finance, Comparative Education, Early Childhood Care and Education.



