**INTERACTION EFFECT OF ATTITUDE TOWARDS TEACHING, INTEREST IN TEACHING AND TEACHING EXPERIENCE   
ON JOB COMMITMENT OF PRIMARY   
SCHOOL TEACHERS**

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**DECLARATION**

I, SUJA K., do hereby declare that this dissertation, **INTERACTION EFFECT OF ATTITUDE TOWARDS TEACHING, INTEREST IN TEACHING AND TEACHING EXPERIENCE ON JOB COMMITMENT OF PRIMARY SCHOOL TEACHERS** has not been submitted by me for the award of any Degree, Diploma , Title or Recognition before.

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## C E R T I F I C A T E

I, Dr. MUMTHAS N.S., do hereby certify that this dissertation entitled **INTERACTION EFFECT OF ATTITUDE TOWARDS TEACHING, INTEREST IN TEACHING AND TEACHING EXPERIENCE ON JOB COMMITMENT OF PRIMARY SCHOOL TEACHERS** is a record of bonafide study and research carried out by **SUJA K.**  under my supervision and guidance and has not been submitted by her for the award of a Degree, Title or Recognition before.

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**INTRODUCTION**

Education is one of the fields affecting the physical and mental growth of an individual. The rapid change in life demands rapid change in education. Today, education is seen as a series of teaching, thinking, learning experiences which serve to change student behavior in specified desired manner.

Educational objectives are no longer limited to the three R’s- Reading, Writing and Arithmetic. They encompass self- direction skills, positive self concept, thinking skills, social skills, attitudinal changes and so on. A teacher is no longer viewed as the transmitter of knowledge, or dispenser of wisdom, but as a diagnostician, guide, assistant when ever appropriate- encourager, stimulator, promoter and an interaction participator in the education process. Adams rightly puts, “ A teacher affects eternity, he can never tell when his influence stops”.

A teacher helps the student in discovering new approaches and is excited about the potential development in his field. A teacher walks on a tightrope between the reality of today and the anticipation of tomorrow and the distant future. Therefore, the role of a teacher has taken on new dimensions. It is agreed by every one that the quality of education depends on the quality of teacher.

The progress of a nation largely depends on education, a process, which involves teacher and taught. A teacher’s commitment, concern, positive attitude towards teaching, interest in teaching really count a lot in making him or her efficient and help in enhancing the effective educative process. Quality, commitment, attitude, interest, competence and character of teachers are undoubtedly the most significant factors, which make him a reputed person in the society. The International Commission on education for 21st Century (1996) has emphasized on the development of teachers. The commission emphasized on the inculcation of four pillars of education as   
(i) learning to know (ii) learning to do (iii) learning to be and (iv) learning to live together, in teacher education. The National Curriculum Frame work for Quality School Education (2000) also emphasized on the inculcation of the above pillars of education.

# NEED AND SIGNIFICANCE OF THE STUDY

The hall mark of the ancient Indian education was highly committed teachers and student’s. But as time passed there occurred a deterioration in both student's and teacher’s commitment to their duty. Without considering their responsibility towards the pupil and society they concentrated on the accumulation of wealth. Their work became only according to their whims and fancies. It is the major reason for the eroding commitment of both teachers and students. So especially in the present world of violence, competition and misery, it is the duty of a teacher to make the student highly committed and socialized. For this, first and foremost a teacher should love his pupils with all his heart, and his profession too. Students who constitute a cross section of the community, are his raw materials. He is building up a nation with that raw material. With the insight and ingenuity of a Michel Angelo, he is moulding Einsteens and Gandhiji’s in the workshop of his school.

Teachers will be able to fulfill their educational purpose of teaching if they are well prepared for the profession. The teachers are not only highly enriched with subject matter and aware of all modern methodologies of teaching but also they need to have positive attitude towards teaching and Interest in teaching. These two plays an important role in determining the quality of one’s teaching.

Teaching interest has been found as one of the major determinants of teacher effectiveness ( Grewal 1975). An Individual’s beliefs, attitudes, values and overt behaviour are profoundly influenced and moulded by his interest. The success in a job depends not only on the ability of the individual, but also depends on his/her interests. Interest in teaching is a major concern in educational programmes. Unless a teacher is interested in his job, subject and his pupils, he can never do justice to his profession. Lenox and Subich (1994), Borget and Gilroy (1994), Bandura ( 1986) investigate a linear relationship between interests and self- efficiency. Interest in teaching and attitude towards teaching are the factors associated with teaching success   
(Elliassen, Martin)

Today many a teacher seems to teaching not because of any interest and liking towards the job, but because of their inability to secure jobs elsewhere. Even though they had a positive attitude towards teaching, they are not interested in teaching as their profession. Experience is one of the important factor in any job. Experience makes perfection. The more a teacher is experienced with his profession more he would acquire competencies and more he would laid to be a performing teacher. Commitment, attitude, interest and experience are some important aspects related to any profession, same is for teaching also. Therefore the Investigator felt it relevant to examine how far the above factors influencing the teaching. Even though many research studies were conducted in job involvement, job satisfaction and attitude towards teaching, a very few are in the field of Interest in teaching and its influence on job commitment. Keeping in view all these matters, the present study is an attempt to find out the interaction effect of Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers.

# STATEMENT OF THE PROBLEM

The present study is entitled "INTERACTION EFFECT OF ATTITUDE TOWARDS TEACHING, INTEREST IN TEACHING AND TEACHING EXPERIENCE ON JOB COMMITMENT OF PRIMARY SCHOOL TEACHERS".

# DEFINITION OF KEY TERMS

To have a clear idea of the problem stated, the operational definitions of the key terms are given below.

# Interaction effect

The term Interaction effect in the study stands for the statistical process to see whether the effect of a variable is different for different levels of other variables as studied by the technique of three- way ANOVA.

# Attitude towards Teaching

An attitude is “ the specific mental disposition toward an incoming (or arising) experience, where by that experience is modified or, a condition of readiness for a certain type of activity" (Warren, 1974).

For the present study, Attitude towards Teaching is operationally defined as the extent of favorableness or unfavourableness expressing their disposition towards the different dimensions of teaching that are made evident through their responses to the statements related to love of the profession, professional aspects of teaching, pupil-centredness and innovations in the field of education.

## *Interest in Teaching*

Interest is a subjective-objective attitude concern, or condition involving a percept or an idea in attention and a combination of intellectual and feeling consciousness, may be temporary or permanent, based on a native curiosity, conditioned by experience ( Good, 1973).

In the present study, Interest in Teaching is operationally defined as the liking or disliking of teaching by the teachers which is known from the scores obtained by them in Teaching Interest Inventory.

## *Teaching Experience*

Teaching Experience stands for the total years of service of teachers in the profession.

## *Job Commitment of teachers*

According to International dictionary of education (1977) commitment refers to dedication by teachers or pupils to educational aims or courses of study.

For the present study, Job Commitment of teaches is operationally defined as the commitment of teachers to the learner, to the society, to the profession, to achieve excellence and to basic human values.

## *Primary School Teachers*

The term in this study specifies teachers who are teaching at standards 1 to VII of the recognized schools of Kerala.

**VARIABLES OF THE STUDY**

The present study includes two types of variable, viz., dependent and independent variables.

The dependent variable is Job Commitment of primary school teachers and the Independent variables are Attitude towards Teaching, Interest in Teaching and Teaching Experience.

# OBJECTIVES OF THE STUDY

The following are the objectives set for the present study.

1. To test whether the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience have significant main effects on Job Commitment of primary schools teachers.
2. To test whether the variable Attitudes towards Teaching, Interest in Teaching and Teaching Experience have significant Interaction effect on Job Commitment of primary school teachers.

# HYPOTHESES

The following Hypotheses are formulated for the present study.

1. The main effect of the variables Attitude towards Teaching, Interest in teaching and Teaching experience on Job Commitment of primary school teachers are significant.
2. The interaction effects of the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary schools teachers are significant.

# METHODOLOGY

It deals with the description of the sample used for the study, tools and statistical techniques used.

# Sample

The study is proposed to be conducted on a sample of 425 primary school teachers from different schools of Kerala drawn by stratified sampling technique giving due representation to the various strata viz., gender of the teachers, local of the schools and type of school management.

# Tools used

For the present study the Investigator used the following tools.

1. Teaching Interest Inventory ( Mumthas and Suja, 2006)
2. Teacher Commitment Scale ( Mumthas, 2005)
3. Scale of Attitude towards Teaching ( Mumthas and Hafsath, 2003)

# Statistical techniques

1. Preliminary Analysis
2. Classificatory Technique
3. Test of Significance of Mean difference for large Independent Samples
4. Three- way ANOVA with 3x3x5 factorial design.

# SCOPE AND LIMITATIONS

The present study is specially intended to study the main and interaction effect of Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers. The study was conducted on a representative sample of 400 primary school teachers drawn from eight districts in Kerala viz., Malappuram, Palakkad, Kozhikode, Kannur, Kasargode, Kollam and Thrissur. The sample was selected by stratified sampling technique giving due representation to factors like Gender, Locale and Type of school management. The present study is also an attempt to construct and standardize a Teaching Interest Inventory. The tool was developed by giving proper weightage to the different dimensions of interest of teachers as revealed from the review of related literature.

Though the investigator tried her best to make the study a perfect one, certain limitations are there.

* Though the present study is a state wide one, limitations of time and other unavoidable practical difficulties forced the investigator to select the sample from only eight district of Kerala viz., Malappuram, Palakkad, Kozhikode, Kannur, Kasargode, Kollam, Thiruvanathapuram and Thrissur.
* Only primary school teachers Attitude towards Teaching, Interest in Teaching, Teaching Experience and Job Commitment were studied. Other factors are not included.
* The study is limited with only three independent variables. It would have been better if some more variables relating Job Commitment are also included in order to predict an equation for finding the Job Commitment of teachers.

# ORGANISATION OF THE REPORT

The report has been presented in five chapters.

**Chapter I** of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, objectives, hypotheses- methodology, scope and limitations of the study.

**Chapter II** presents the theoretical overview of the concerned variables and review of related studies

In **Chapter III**, methodology of the studies described in detail consisting of the variables of the study, tools used, selection of sample, data collection procedure and statistical techniques used for analysis of data.

In **Chapter IV** Statistical analysis of data and discussion of results, Summary of findings and Tenability of the hypotheses are given.

**Chapter V** gives the Summary, major findings, Conclusion, educational Implications of the study and some suggestions for further research in this area.

**REVIEW OF RELATED LITERATURE**

Review of related literature of the study is an important aspect of an investigation. It is necessary for a researcher to make a thorough survey of related studies before planning and carrying out of the study. A proper study of the related literature would enable the investigator to locate and go deep in to the problem. Familiar with what is already known and what is still unknown and untested helps the researcher to eliminate the duplication of what has been done and provides useful hypotheses and helpful suggestion for significant investigation (Best and Kahn, 1999).

In order to get an insight in to the theoretical background of the subject of study, related literature was thoroughly reviewed. The result of the review is summarised in this chapter. For convenience this has been attempted in to two sections viz.,

A. Conceptual Overview

B. Survey of Related Studies

**A. Conceptual Overview**

**1. Conceptual overview of Interest in Teaching is given below.**

**Meaning and Definition of Interest**

An inclination to attend to or to seek certain stimuli or to indulge in certain activities is called by the term interest. It gives accent and emphasis, light and shade, background and foreground. Genuine interest in short simply means that "a person has identified himself with or has found himself in a certain course of action (Dewey, 1913). Etymologically the word interest is derived from the Latin word 'increase' meaning to be between to make a difference, to concern to be of value. Out wants and motives and basic needs are very much linked with interests.

Different experts have defined interest in the following manner.

"A tendency to become absorbed in an experience and to continue it" Bingham (1937).

According to Crow and Crow (1973) "Interest may refer to the motivating force that impels us to attend to a person, a thing or an activity or may be the effective experience that has been stimulated by the activity itself. In other words, interest can be the cause of an activity and the result of participation in that activity".

"To have an interest in any object is then to be ready to pay attention to it. Interest is latent attention and attention is interest in action", remarked Dougall (1944).

**Nature and Characteristics of Interests**

"Interest is merely one of several aspects of behaviour: not a separate psychological entity", Super (1962). The spontaneous activity is promoted by the affective tone of mind which is described as the felt value of an end. According to Mc Dougall (1949). "A man is said to be interested in a certain object or topic, even though he may be thinking of other things". But we know that if he is interested in it, his attention can readily be drawn to it and when so drawn will usually be sustained and keen or as we say concentrated. That infact, is what we mean by saying that he is interested in the object. Being interested in, then, is an enduring condition of the subject.

Frajer (1931) says that "We all want to be interested and we want to be interesting that we want to more to act upon the world in a satisfying manner and we want the world to react toward us in an equally satisfying action and this too accounts for the nature and characteristic of interest".

**Sources of Interest**

To be found in our inborn and natural deposition is the primary sources of all interest ie, our urges, drives, instincts and desires. Powerful sources on ultimate bases of interest is such as curiosity, acquisitiveness, self expression. Our attitudes moods temperaments and acquired tendencies helps determine our interests. Through training and education we have acquired many tendencies. Much of our interests thus depend upon our acquired disposition in the form of our purposes goals and so on.

**Measurement of Interests**

Various are the methods to measure interest. It can be through direct observation, questionnaires and through interest inventories. It is believed that the greater the amount of information of an individual about a field or area, greater will be his interest in it.

**Interest Inventories**

An inventory is constructed in the form of a questionnaire. Interest inventories measure interest by listing activities or occupations to which the students responds by an expression of preference or aversion, likes or dislikes.

An interest inventory is an organised method of listening or inventorying a person's likes and dislikes. There is no right or wrong answers. The individual merely checks whether he likes, dislikes or is in different to a variety of situations. The response to a single item means only a little but the final outcome provides a good indication of whether a person would like a particular subject or activity.

Review of literature helped the investigator to focus on various dimensions such as teacher effectiveness, teacher qualities, teacher activities, teacher personality and concept of ideal teacher.

Teacher effectiveness plays an important role in the teaching-learning process. An effective teacher must have a current, thorough knowledge of the subject matter, show interest in teaching students, and show an interest in an enthusiasm for the subject. Teaching is situational, and effective teaching depends upon human qualities inherent in the teacher.

The quality of education depends on the quality of teachers. A good teacher always has personal and professional qualities. The qualification of a teacher is more personal than academic. He should be immensely interested in his pupils and their activities. He has to be an interesting person whom pupils would always like to be near. The teacher should know his children, know their likes and dislikes, their individual differences, their aptitudes and interest and should accept them as persons.

Those who educate children well are more to be honoured than their parents, for these only give them life, those the art of living well. Without good teachers, even the best systems are bound to fail. With good teachers, even the defects of a system can be largely overcome. An efficient and experienced teacher can inculcate in the students, interest for the subject and all other activities, in and out of the school, that he deals. A good teacher will have genuine interest in all the activities concerning the child's over all development.

The character and personality of the pupils cannot be developed if the teacher who is the model to be followed lacks character and personality. 'Example is better than percept' is an old saying and is absolutely true in the teaching profession. A teacher teaches not only by 'what he says and does' but very largely by 'what he is'. Children are imitative and suggestive by nature. They imitate the dress, voice, habits and manners of their teachers. The likes and dislikes of the teacher become their likes and dislikes. Children who are in the plastic period of their life are easily influenced by their teachers. Few typical traits of teachers personality are intelligence, adaptability, interest, co-operative and democratic attitude, kindness and consideration for individuals, patience etc.

A teacher affects eternity, he can never tell where his influence stops. The teacher should feel the importance of his profession. A good teacher will have the personal and professional attributes like communication skill effective relations with individual pupils, adequate planning and preparation, imparitality, good relation with the community etc.

**II. Conceptual Overview of Attitude towards Teaching**

Teaching is a complex act requiring multiple skills and practice. It is a term with wide connotations of meaning. It is both an art and science and occupies pivotal position in the scenario of national development.

Right attitude towards teaching is an essential prerequisite for successful teaching. There is no doubt regarding the fact that attitude towards teaching determines the quality of teaching. Right attitude towards professional aspects of teaching, interest in pupils activities and innovations in the field of education. There have been several attempts to measure attitude towards teaching. In all these attempts attitude toward various dimensions of teaching have been measured. Richey (1958) has enlisted the following values as inherent in teaching like service to people, contact with others, economic security, moudling behaviour, intellectual stimulation, membership in a large profession and prestige.

Measured in terms of its members, teaching is the world's biggest profession. It shares most of the criteria of a profession viz., 1) a process of formal training 2) a body of specialized knowledge 3) a procedure for certifying 4) a set of standards of performance – intellectual, practical and ethical that are defined and enforced by members of the profession. UNESCO, (1996) opines that teaching should be regarded as a profession and a form of public service, which requires teacher's expert knowledge and specialized skills, acquired and maintained through rigorous and continuous study. It also calls for a sense of personal and corporate responsibility for the education and welfare of the pupils in their charge.

Based on all the above it can be assumed that right attitude towards teaching means genuine love for the profession of teaching, willingness to serve society, interest in pupils development and above all pride and satisfaction in one's job.

**III. Conceptual Overview of Job Commitment**

Teachers can act as trait-blazers in the lives of learners and in the process of education for development. If teachers acquire professional competencies and commitment, and if they are enabled and empowered to perform that multiple tasks in the classroom, school and community in a genuinely professional manner, then a chain reaction can begin. Starting with a sound teacher performance and culminating into the high quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development.

According to international dictionary of education (1977) commitment refers to "dedication by teachers or pupils to educational aims or courses of study".

Job commitment is a situation where a person identifies himself with the specific job and feel satisfied and involved in the job. This signifies two aspects ie, employee devoting himself to the work role with full sense of sincerity, honesty and responsibility and employee experiencing emotional involvement in the job with the result that he finds it meaningful and purposive to his life. High job commitment not only enhances individual efficiency and effectiveness but it also leads to organisation efficiency and effectiveness.

Teacher commitment means the dedication on the part of the teacher towards their job. Nias (1989) describes three kinds of teacher commitment-vocational, professional and career continuance. These forms of commitment do not describe three kinds of teacher; any one teacher may exhibit elements of each of the different forms. In many teachers, however one of the forms is often dominant.

Based on the literature, teacher commitment can be further categorised in to five commitment areas such as commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values. (NCTE, 1998).

**B. Survey of Related Studies**

Brar (1964-65) conducted a study on construction of an experimental scale to measure the attitude of graduate teachers towards teaching as a profession. She came to the conclusion that there was no difference to be statistically significant in the case of an inexperienced male and experienced female subject.

The study by Gergen (1971) to understand who one is, may provide answers to why one is loved, or hated, why one succeeds or fails, why one feels whole and intact or fragmented and artificial revealed that the quest for understanding oneself or self-concept plays a significant role in orienting the individual to the world around him and in enabling him to behave judicially so that he can maximise his pleasure and minimise pain.

Aggarawal (1980) conducted a study on the motivational factors in the selection of teaching as a profession in 2146 teacher trainees of Haryana. The major factors identified were, desire to continue education, possibility of doing good to the country, fondness of teaching, security of job and parents wish fulfillment respectively.

Goyal (1980) studied the relationship among attitude, Job Satisfaction, adjustment and professional interests of teacher educators in India. He found that a large majority of teacher educators were favourably inclined towards their profession and were satisfied in the job.

Ramakrishnaih (1980) conducted a study on Job satisfaction, attitude towards teaching and Job involvement of college teachers. The sample for the involvement of college teachers. The sample for the study was 400 teachers equally distributed between the government and private colleges; male and female and junior and senior teachers. The study found out that the college teachers, in general, were satisfied with their job. The level of job involvement of teachers did not have any significant effect up on the level of their job satisfaction.

Robert (1980) conducted a study on "Job involvement of teachers" and investigated the relationship between job involvement and three sets variables: nine personal, three structural and eight job factors. Data were obtained from 838 elementary and 975 secondary teachers. The result indicated that job involvement is mainly related to three variables. Job motivation, Job satisfaction and marital status.

A study conducted in the General Central Pedagogical Institute GCPI (1981) on the relationship of academic achievement with attitude towards teaching on a sample of 90 teachers trainees revealed that no significant difference existed between academic achievement and attitude towards teaching.

A study by Gupta (1981) on Job involvement and need patterns of primary school teachers in relation to teaching effectiveness revealed that; (i) in the case of rural male and urban females, Job involvement was not significantly correlated with personal factors, while in the case of rural females and urban males, age and experience were significantly and positively correlated with job involvement. (ii) in case of rural females and urban males, Job involvement was not significant correlated with teaching effectiveness while in the case of rural males and urban females, it was significantly and positively correlated with teaching effectiveness.

Mathur's (1981) study on mobility pattern and professional commitment of higher secondary school women teachers revealed that (i) there was a positive relationship between mobility and professional commitment (ii) mid term transfers were a big hindrance to professional commitment and were disliked by teachers, principal and students of the school (iii) lack of mobility was least conducive to professional commitment (iv) a majority of mobility pattern were negatively correlated with professional commitments of women teachers.

Rana (1981) studied the professional commitment of Home science teachers of India and its relationship to personal and professional characteristics and to organisational climate, using a sample of 372 college teachers. The major findings of the study were, (i) a majority of the Home science college teachers had a moderate level of value commitment and continuance commitment to teaching (ii) value commitment, which implied interest in teaching for its own sake, was predominant in the professional commitment of a majority of the home science teachers (iii) the pattern of characteristics of the teachers with a high level of continuance commitment differed significantly from that of the teachers with a high level of value commitment.

Joshi (1983) focussed his study on sex difference in study habits and attitude of teacher trainees. Joshi and Panday's test study habits and attitude (Hindi version) was administered to 25 male and 25 female students who were undergoing B.Ed course. The study revealed that male and female teacher trainees do not differ significantly in their attitudes.

The study conducted by Freisen, Holdaway and Rice (1984) showed that factors contributing to Job Satisfaction include responsibility and autonomy, principal-teacher work involvement and task demands.

Pattil (1984) conducted a differential study of intelligence interests and attitude in a selected sample of 500 B.Ed. students in the Colleges of Nagpur University. He found that there was a significant difference between the scores of male and female pupil teachers regarding attitude towards teaching profession. No significance difference was found between graduate and post graduate pupil teachers. Female pupil teachers had a more favourable attitude than male teachers towards teaching profession.

Mehare & Paul (1986) conducted a study on attitude towards teaching profession of pupil teachers. The study concluded that female pupil teachers had more favourable attitude towards teaching profession than male pupil teachers.

Valentine (1987) studied about the reasons for the choice of teaching profession by university students. The study showed that while men choose to become teachers because of strong economic motives, women did so because of their liking for teaching or fondness for children. Only minority has chosen the profession because of no other alternative.

Goswami (1988) identified that the central schools teachers of north eastern region were found to be satisfied on income, job security status as perceived by self, pleasure of achievement in job, leadership, interpersonal relation and group behaviour.

Singh (1988) examined the relationship between verbal interaction in the classroom and attitude towards teaching profession of student teachers of Gorakhpur University. A significant relationship was found between verbal classroom interaction and their attitude towards teaching.

Poozhikuthu (1989) studied the attitude of college teachers towards teaching profession. The study was done on a representative sample of 422 college teachers drawn from various colleges under the Jurisdiction of University of Calicut. It was found that majority of the teachers had a favourable attitude towards teaching profession. Female teachers were superior in their Attitude than male teachers. Teachers of Government colleges had a more favourable attitude than teachers of private colleges.

Mohanty (1990) made a critical analysis of reactions of the pupils teachers of Radhanath training college, cuttak, towards teaching profession. Majority of the pupil teachers were interested in the field of education. In the responses of both male and female teachers, 'earning,' 'prestige' and 'way of life' had the first, second and third places respectively.

Jayalatha (1991) studied the attitude towards teaching profession and teachers self-concept as correlates of teacher's perception of effective classroom teaching of secondary school teachers and found that the relationship between teacher's perception of effective classroom teaching and teacher's self-concept is negative and not significant.

Babu (1992) conducted a study on "Job Satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools." The sample for the study involves 400 secondary school teachers equally distributed between the two types of school and the two sexes. The major findings of the study were; (i) considering overall job satisfaction, the teachers were neither satisfied nor dissatisfied with their job (ii) the teachers exhibited a significant level of job involvement as measured by different factors (iii) there was no significant difference between the level of efficiency of men and women teachers.

Raju (1992) conducted a study on the factors contributing to commitment to the teaching profession. The study examines the factors which contribute to teachers commitment to the teaching profession and factors that stimulate and sustain the commitment of teachers to the teaching profession. The study was conducted on 454 senior secondary school teachers of Delhi. The results of the multiple regression analysis revealed that characteristics of the profession, work-related personality, professional satisfaction and importance and desire for skill improvement were the significant predictors.

An investigation of Wai-ping, *et al*. (1994) on primary school teacher commitment and factors affecting it, found that a lot of teachers equate commitment with involvement and dedication, they would use commitment to describe a teacher's mental and physical effort. The findings also indicated that in most of the sample school's teachers had a high degree of commitment.

Saxena (1995) studied teacher effectiveness in relation to adjustment, Job Satisfaction and attitude towards teaching profession of teachers. The study showed that both effective and ineffective teachers were found to be well-adjusted, derive satisfaction from their work and had a favourable attitude towards teaching profession.

Panda (1996) had studied to assess the effect of mental health, sex, age and management of school on secondary school teachers Job Satisfaction. They found that the mentally healthy teachers were satisfied with their job as compared to mentally unhealthy teachers. No significant difference between teachers who are senior in age and junior in age. No difference between male and female.

Bhatt's (1997) study "Job stress, job involvement and job satisfaction of teachers: a correlation study". This study revealed that (i) the teachers' job stress was highly significantly negatively associated with their job-involvement and job satisfaction where as job involvement was highly significantly positively correlated with the teachers job satisfaction (ii) the teacher's job involvement was significantly positively and partially correlated with their satisfaction.

Fresko and Nasser (1997) conducted an empirical investigation for predicting commitment in teaching, as measured by the extent to which teachers expressed an unwillingness to change careers. Predictor variables included personal variables as well as Job related factors. Data are reported from 175 teachers who had completed their pre-service training at an Israeli teacher college over a ten-year period. Results indicated that only job satisfaction could directly predict teacher commitment. Other factors such as professional self-image, abilities gender, job advancement and pupil grade level are more indirectly relate.

Reddy & Rama (1997) studied the attitudes of the residential and non-residential school teachers towards teaching profession. The study was carried out on a representative sample of 400 teachers of Andra Pradesh. The result of the study indicates that both residential and non-residential school teachers had favourable attitude towards teaching profession.

Reames and Spencer (1998) conducted a study on "Teacher efficacy and commitment: relationships to middle school culture". The study included 400 fulltime, certified teachers from 40 rural and metropolitan middle schools. The analysis suggested that organizational structure is positively related to important teacher beliefs such as personal efficacy and organizational commitment.

Ganjeswar *et al* (1998) proved that majority of working women were highly satisfied with occupational status and work schedule with work environment aspect of job.

Chui-Seng (1999) conducted a study to investigate career commitment and job satisfaction among non-graduate primary teachers in Brunei Parussalam at a time when they are under considerable public scrutiny because of media attention to the standard of education in the nation's pubic schools. Results reveals that teachers with a desire to contribute to society and to the nation has high job satisfaction than those who are ready to reject teaching profession if any another option is given.

Majeed (1999) examined the relationship of Job satisfaction with attitude towards teaching profession of vocational higher secondary school teachers of Kerala. He found that the teachers had favourable attitude towards teaching profession and moderate level of satisfaction in their job. No significant Gender difference existed in both the variables attitude and Job Satisfaction. It was also found that the variable attitude had no significant relationship with the variable job satisfaction.

Brunetti and Gerald (2001) through a study on Job satisfaction among long term high school teachers examines why do the teachers teach. It is found that the reason is their commitment to their subject field. The results also showed that the nature of commitment to the subject field has a significant relationship with the satisfaction getting from it.

WU and WU (2001) studied elementary school teachers job satisfaction and how it is affected by such mediating factors as social networks and job characteristics. The results indicated that higher levels of satisfaction are generally found in female teachers, home room teachers, teachers who assume dictatorship in the schools, teachers with lower educational attainment, and teachers with higher income. On the other hand, work locality, ethnic origin, and marital status did not seem to affect teacher's job satisfaction significantly.

Khatoon, Tahira and Hasen (2002) found that majority of teachers liked their job. Female teacher had greater liking towards their job. Fresher teachers drawing less salary were more satisfied than senior teachers drawing higher salaries.

Reddy & Jyothi (2002) studied the attitude of teachers trained through correspondence mode. It was found that they had a favourable attitude towards teaching profession. Female teachers were found to be having more favourable attitude than male teachers.

Pushpam (2003) reported that women teachers have positive attitude towards teaching profession and high level of Job Satisfaction.

Sundaram and Gandhi (2003) studied the interest of teacher trainees in teaching undergoing Diploma in Teaching (DTE) course in Tamil Nadu. The study shows that the interest in teaching of student trainees was not influenced by their type of school, parental occupation and their subject background. Among sixteen criterion variables, four variables viz; Marital status, native place, place of school and mode of admission, could significantly influence the interest in teaching of student teachers.

Bogler and Somech (2004) in a study on the influence of teacher empowerment on teacher's organizaional commitment, professional commitment and organizational citizenship behaviours reported that teacher's 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 behaviours.

Kumar and Patnaik (2004) conducted a study on organisational commitment, attitude towards work and Job Satisfaction of post graduate teachers. They found that teachers commitment in the school would lead to better involvement, improved job performance which ultimately would lead to better out put in terms of desirable behaviour of students including.

Park (2004) in a study on teacher commitment and its effects on student achievement explored the effect of teacher commitment on student achievement. Three dimensions of teacher commitment were drawn, organizational, professional and student commitment. The findings showed that the greater portions of teacher commitment and student achievement variances were with in schools. The background and organizational variables had differential impact on teacher commitment up to its dimensions. According to its dimension teacher commitment also contributed differently to student achievement.

**Conclusion**

From the review of related studies, the Investigator reached the conclusion that majority of the studies are on the area of Job involvement, Job satisfaction and Attitude towards teaching of teachers. Though the interest plays a significant role in the efficiency of teaching it did not get proper attention by any researcher. Also the review showed that the combined effects of these variables are studied by only a few. So the investigator felt that it is worthwhile to study the interaction effect of Attitude towards Teaching Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers.

METHODOLOGY

Research methods are of great importance in a research process. The success of any research depends largely on the suitability of method and the tools and techniques used for the collection of data. A suitable method helps the researcher to explore the diverse area of the study. The decision about the methods, depends up on the nature of research problem and the kinds of data necessary for its solution.

The present study is intended to find out the interaction effect of Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers of Kerala. The design of the study is described under the following major sections.

1. Variables
2. Objectives
3. Hypothesis
4. Tools used for data collection
5. Sample for the study
6. Data collection procedure, scoring and consolidation of data.
7. Statistical techniques used for analysis of data.

# A. VARIABLES

The present study contains two types of variables, viz; dependent variable and independent variable. The dependent variable in the study is Job Commitment of primary school teachers and the independent variables are Attitude towards Teaching, Interest in Teaching and Teaching Experience.

# B. OBJECTIVES

The following are the objective set for the present study.

1. To test whether the variables Attitude towards Teaching, Interest in Teaching, and Teaching Experience have significant main effects on Job Commitment of primary school teachers.
2. To test whether the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience have significant interaction effects on Job Commitment of primary school teachers.

**C. HYPOTHESES**

The following Hypotheses are formulated for the present study.

1. The main effects of the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers are significant.
2. The interaction effects of the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of the Primary school teachers are significant.

**D. TOOLS USED FOR DATA COLLECTION**

Collection of relevant data is an important aspect of any research work. There are many tools to collect the required data. The selection of suitable tool is of vital importance for successful research.

For the present study, the investigator used the following tools.

1. Teaching Interest Inventory (Mumthas and Suja, 2006)
2. Teachers Commitment Scale (Mumathas, 2005)
3. Scale of Attitude towards Teaching (Mumthas and Hafsath, 2003).

Detailed description of these tools are given below.

**1. Teaching Interest Inventory**

The tool Teaching Interest Inventory was constructed and standardized by the investigator with the help of her supervising teacher. Detailed description of the construction of the inventory is given below.

**a. Planning of the Tool**

The first step in the construction and standardisation of any tool is planning of that tool. For the present study, the investigator prepared Teaching Interest Inventory to invent the interest of primary school teachers of Kerala. Interest Inventories are questionnaires that have been developed for the purpose of assessing an individuals pattern of interest in or preference for variety of activities.

Interest inventories measures interest by listing activities or occupations to which the individuals respond by an expression of preference or aversion, likes or dislikes. Most commonly interest inventory is designed to assist a person in making decision about future education and career decision.

Before developing the tool the investigator went through some of the available standardized tools of interest inventories in different fields. This gave an idea about the nature of constructs, nature of statements and procedures in developing a Teaching Interest Inventory. Discussion with working teachers, retired teachers ,student teachers, other experts and the review of related literature helped the investigator to identify the different dimensions to be included in the scale. The dimension thus identified were, teacher effectiveness, teacher qualities, teacher activities, teacher personality and concept of ideal teacher.

Teacher effectiveness plays an important role in the teaching – learning process. An effective teacher must have a current, thorough knowledge of the subject matter, show interest in teaching students, and show an interest in the subject and enthusiasm for the subject. teaching is situational and effective teaching depends up on human qualities inherent in the teacher.

The quality of education depends on the quality of teachers. A good teacher always has personal and professional qualities. The qualification of a Teacher is more personal than academic. He should be immensely interested in his pupils and their activities. He has to be an interesting person whom pupils would always like to be near. The teacher should know his children, know their likes and dislikes, their individual differences, their aptitudes and interest and should accept them as persons. With out good teachers, even the best system are bound to fail and with good teachers, even the defects of a system can be largely overcome. An efficient and experienced teacher can inculcate interest in a particular subject among their students. A good teacher will have genuine interest in all the activities concerning the child’s overall development.

The character and personality of the pupils can not be developed if the teacher who is the model to be followed lacks character and personality ‘Example is better than percept’ is an old saying and is absolutely true in the teaching profession. A teacher teachers not only by ‘what he says and does’ but very largely by ‘What he is’. Children are imitative and suggestive by nature. They imitate the dress, voice, habits and manners of their teachers. The likes and dislikes of the teacher become their likes and dislikes. Children who are in the plastic period of their life are easily influenced by their teachers. Few typical traits of teachers personality are intelligence, adaptability, Interest co-operative and democratic attitude, kindness and consideration for individuals, patience etc.

A teacher affects eternity, he can never tell where his influence stops. The teacher should feel the importance of his profession. A good teacher will have the personal and professional attributes like communication skills, effective relations with individual pupils, adequate planning and preparation impartiality, good relation with the community etc.

Based on the above dimensions the investigator decided to develop an inventory in the form of Kuder Preference Record. In this type following one statement, four choices are given. All the four choices represent different types of interest, out of which one indicate interest in teaching. The four activities are in the form in which the subject is free to choose one activity from among them. He is required to make a selection of one activity, which appeals most suitable to him.

**b. Preparation of the Tool**

The items were prepared after the proper review of related studies and in consultation with the supervising teacher. All the statements in the test booklet were in Malayalam, favouring the primary school teachers. While preparing the items experts views were considered and special care was taken to avoid ambiguities and unnecessary duplications.

A copy of draft Teaching interest inventory (Malayalam version) is given as appendix I

**Scoring procedure**

The tool consists 35 items. Each item was presented in the form of a set of four activities, A, B, C and D and the subject has to select one activity he or she likes most. All the four activities are representing different types of interests out of which one indicate interest in teaching. If the selected activity is related to teaching, give a score of one, otherwise gives a zero score. Thus the total score obtained for the inventory is the some of the scores of all items providing a maximum score of 35.

**c. Try out of the tool**

The purpose of the try out of the tool is to select the item for the final scale by empirically testing the item characteristics. The procedure of the item analysis is discussed below.

The preliminary inventory was administrated to a sample of 370 primary school teachers selected by using stratified sampling technique, giving due representation to gender, locale of the school and type of school management.

The 370 response sheets obtained were scored and the total score for each sheet was calculated. Then these were arranged in descending order of the total score and the highest and lowest – 27 percent of the 370 samples (100 sample each) were separated.

One method of determining the discriminating power of an item is to convert the difference in the number of correct responses from two groups in to an index using the formula.

Discriminating Power D.P = 

Where,

U = Correct responses of the upper group for an item.

L = Correct responses of the Lower group for an item.

N = Size of the sample either lower group or upper group.

Items were selected on the basis of discriminating power. Here the investigator selected those item with discriminating power above 0.30. Out of the 35 items, 27 were selected for final test.

The details regarding the discriminating power of 35 items of the Teaching Interest Inventory are given as Table 1.

A copy of the Teaching interest Inventory (Final –Malayalam and English version) are given as Appendix II and III respectively.

TABLE I

**Details regarding the discriminating   
power of items of the Teaching Interest Inventory**

| Item No. | Number of Correct response in High Group (for an item ) “U” | Number of Correct response in Low Group(for an item)  “L” | Discriminating Power DP= (U-L)/N,   N= 100 |
| --- | --- | --- | --- |
| 1 | 26 | 8 | 0.18\* |
| 2 | 43 | 34 | 0.09\* |
| 3 | 45 | 22 | 0.23\* |
| 4 | 39 | 22 | 0.17\* |
| 5 | 76 | 26 | 0.5 |
| 6 | 61 | 29 | 0.32 |
| 7 | 95 | 33 | 0.62 |
| 8 | 94 | 51 | 0.43 |
| 9 | 52 | 15 | 0.37 |
| 10 | 75 | 38 | 0.37 |
| 11 | 92 | 59 | 0.33 |
| 12 | 87 | 54 | 0.33 |
| 13 | 96 | 79 | 0.17\* |
| 14 | 92 | 31 | 0.61 |
| 15 | 71 | 27 | 0.44 |
| 16 | 73 | 30 | 0.43 |
| 17 | 90 | 51 | 0.39 |
| 18 | 91 | 64 | 0.27\* |
| 19 | 68 | 38 | 0.3 |
| 20 | 42 | 23 | 019\* |
| 21 | 54 | 22 | 0.32 |
| 22 | 95 | 53 | 0.42 |
| 23 | 62 | 23 | 0.39 |
| 24 | 75 | 17 | 0.58 |
| 25 | 93 | 66 | 0.27\* |
| 26 | 93 | 56 | 0.37 |
| 27 | 83 | 50 | 0.33 |
| 28 | 73 | 30 | 0.43 |
| 29 | 63 | 18 | 0.45 |
| 30 | 93 | 61 | 0.32 |
| 31 | 96 | 40 | 0.56 |
| 32 | 82 | 32 | 0.5 |
| 33 | 81 | 33 | 0.48 |
| 34 | 88 | 27 | 0.61 |
| 35 | 91 | 51 | 0.4 |
| Note : \* Indicates the deleted Items | | | |

**Reliability of the Tool**

Reliability is the degree of consistency that instrument on procedure demonstrate whatever it is measuring it does so consistently (Best and Kahn, 2001). To establish the reliability of the present tool viz, Teaching Interest Inventory the investigator used the test- retest method. The scale was administrated to a group of 30 primary school teachers and again repeated in the same group of teachers by giving an interval of two weeks. The scores obtained in the first test was correlated with the score of the retest. The reliability coefficient is found to be 0.82 and hence the tool is highly reliable.

**Validity of the tool**

An index of validity shows the degree to which a test measures what it intends to measure when compared with accepted criterion, Best and Khan (2001), defines validity as, the quality of a data gathering instrument or procedure that ensures to measure what is supposed to measure.

The validity of the present scale was ensured through face validity. “A test is said to have face validity when It appears to measure whatever the author had in mind, namely what he thought he was measuring”, (Garret, 1981). The items in the present scale were phrased in the least ambiguous way and the meaning of all the terms were clearly defined so that the subjects responded to the items with out difficulty and miss understanding. Hence the scale possess face validity.

**2. Teacher Commitment Scale**

This scale was prepared and standardized by Mumthas (2005). The scale was developed by giving due weightage to the five components of Job Commitment viz, commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to the basic human values. The scale consists of 48 items out of which 30 are positive and 18 are negative.

**Scoring Procedure**

Both Positive and negative items were included in the scale. Each statement has five responses viz, Always, Often, Some times, Rarely and Never. For the positive item the respective scores to the five responses are 5,4, 3, 2 and 1. For a negative item the scoring was in the reserve order.

**Reliability**

The reliability coefficient of the scale was established using test- re test method on sample of 30 primary school teachers. The coefficient thus obtained was 0.85, which indicates the sale in highly reliable.

**Validity**

Validity of the present scale was ensured through face validity. According to Garret (1981), “A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he thought he was measuring. The items in the scale were phrased in the least ambiguous way, and the meaning of all terms were clearly defined, so that the subjects responded to the items with out difficulty and misunderstanding. Hence the scale possess face validity.

**3. Scale of Attitude towards Teaching**

the scale of Attitude towards Teaching was prepared and standardized by Mumthas and Hafsath (2003). The scale was developed by giving due weightage to the various dimension viz, love of the profession, professional aspects of teaching, pupil centredness and innovations in the field of education. The scale consists of 50 items ,out of which 26 are positive and 24 are negative.

**Scoring Procedure**

Both positive and negative items were included in the scale. Each statement has five responses viz, Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). For the positive item the respective scores to the five responses are 5, 4, 3, 2 and 1. For a negative item the scoring was done in the reverse order.

# Reliability

The reliability coefficient of the scale was established using test- re test method on a sample of 30 primary school teaches. The co-efficient thus obtained was 0.72 which indicates the scale is highly reliable

# Validity

The validity of the present scale was ensured through face validity. According to Garret (1981), "A test is said to have face validly when it appears to measure whatever the author had in mind, namely what he thought he was measuring". The items in the scale were phrased in the least ambiguous way, and the meaning of all terms were clearly defined, so that the subjects responded to the items with out difficulty and misunderstanding. Hence the scale posses face validity.

# E. SAMPLE FOR THE STUDY

Selection of the sample is an important aspect of any research. A sample is a small proportion of a population selected for observation and analysis. By observing the characteristic of the sample, one can make certain inferences about the population from which it is drawn (Best and Kahn, 2002).

The basal sample for the present study constituted 425 primary school teachers which were selected from the primary schools of Kerala. The samples were selected under stratified sampling technique by giving due representation to the factors like gender of the teachers, locale of the school and type of school management.

The ratio for considering each of these strata in the sample is discussed below.

**(a) Gender**

Gender has great influence on findings of research, since it has been found that sex difference exists in many of the psychological variables in the study. According to the Seventh All India Educational Survey (2002), in Kerala, the ratio of the gender of primary school teachers i.e., male : female is 3 : 7. So the investigator decided to take the male and female teachers approximately in the same ratio 3 : 7.

**(b) Locale of the School**

In our state, more schools are situated in rural area than in urban area According to the Seventh All India Educational Survey (2002) the ratio of teachers based on the locale of schools is 7: 2. So the investigator maintained approximately the same ratio in the sample also.

**(c) Type of School Management**

The investigator decided to conduct the study in the teachers of two types of management of school, i.e., Government and Private. According to the Seventh All India Educational Survey (2002), the ratio of teachers in government and private schools is 2 : 3. Hence the investigator selected the government and private teachers approximately in the same ratio.

**(d) Teaching Experience**

In our school system teacher differ in their Teaching Experience. The investigator has adopted the criterion followed by the state government for classifying the teachers in to five grade levels based on their years of Teaching Experience. Thus the five sub samples of teachers with Teaching Experience ranging from 1-2 years (probation period). 3-8 years (lower grade), 9-16 years (Higher grade), 17-23 years (Senior grade) and 24 and above were considered for the present study.

Details of the schools selected for the data collection is given in Appendix IV.

The break-up of the final sample is given as table 2.

### TABLE 2

**Break up of final sample**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Total N = 400 | | | | | | | | | | |
| **Gender (A)** | | **Local (B)** | | **Type of (E)** | | **Teaching Experience** | | | | |
| Male | Female | Urban | Rural | Govern-ment | Private | 1-2 Years | 3-8 Years | 9-16 Years | 17-23 Years | 24and above |
| 119 | 281 | 331 | 69 | 199 | 211 | 65 | 107 | 111 | 80 | 37 |

**F**. **DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

After having an idea of the sample the investigator contacted the headmasters of selected schools for getting permission to contact the teachers. Having got the permission, the investigator contacted the teachers and explained the purpose and requested their help and co-operation to make the study as successful an possible. Then the research tools were distributed to the teachers. A uniform procedure was adopted in administering the tools.

## Scoring and Consolidation of Data

Before scoring, incomplete response sheets were rejected and this resulted in a final sample size of 400. All the response sheets which were complete in all aspects were scored according to the respective test manuals and directions for scoring.

**G. STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

The following statistical techniques were used for analyzing the data

* 1. **Preliminary Analysis**

Preliminary statistics like Arithmetic Mean, Median , Mode Standard Deviation, Skeweness and Kurtosis were calculated inorder to arrive at a conclusion about the nature of distribution.

**2) Classificatory Technique**

As the major statistical technique used in the study is Three-way ANOVA, since classificatory technique is also essential. On the basis of the scores obtained for each variable viz., Attitude towards Teaching and Interest in Teaching, the sample was classified into three groups, viz., high level group, Average level group and Low level group. In doing this conventional procedure of σ distance from mean M was used. By this procedure rounded score (M+σ) were treated as High level group in a particular variable, teachers who obtained scores below the rounded score M–σ are treated as low level group in that variable and those getting scores between M+σ and M–σ are treated as middle level group.

**3) Test of significance of Mean Difference for large independent samples (Best and Kahn, 2002)**

This was used to test the significance between the mean scores of differential group pairs of Attitude towards Teaching and Job Commitment of primary school teachers and between the mean scores of different group pairs of Interest in Teaching and Job Commitment. The formula is

Critical ratio 't' =  (Best and Kahn, 2002)

where 1 and 2 are the mean scores of the two groups.

σ12 and σ22 are the variances of the scores of the two groups and

N1 and N2 are the number of cases in each group.

If the obtained critical ratio (t) is greater than the required tabled value at 0.05/0.01 levels of significance, the mean difference is considered to be significant.

**4. Three way analysis of Variance**

Analysis of variance (ANOVA) has been defined as "the separation of the variance ascribable to other groups" (Fischer 1950). In its simplest form the analysis of variance is used to test the significance of the difference between the means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error ANOVA is an internal statistical procedure by which a researcher can test the null hypothesis that two or more population means are equal. A ratio of two variance estimate is computed, and the ratio has as its sampling distribution, F-distribution determined by two degrees of freedom values. ANOVA's can include one more independent variable if three independent variables are included simultaneously in an ANOVA, the analysis is called a three way of ANOVA.

**A N A L Y S I S**

Statistical analysis of the study so as to test the hypotheses stated and a discussion of the results are presented in this chapter. To have a clear picture of the study, the objectives and hypotheses set up for the study are restated below.

**OBJECTIVES**

The following are the objectives set for the present study.

1. To test whether the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience have significant main effects on Job Commitment of primary schools teachers.

2. To test whether the variables Attitudes towards Teaching, Interest in Teaching and Teaching Experience have significant Interaction effect on Job Commitment of primary school teachers.

# HYPOTHESES

The following are the hypotheses formulated for the present study.

1. The main effects of the variables Attitude towards Teaching, Interest in teaching and Teaching experience on Job Commitment of primary school teachers are significant.

2. The interaction effects of the variables Attitude towards Teaching ,Interest in Teaching and Teaching Experience on Job Commitment of primary schools teachers are significant.

As the main objective of the study is to find out the main and interaction effects of the independent variables on the dependent variable, the investigator used the technique of 3-way ANOVA. Analysis of variance being a parametric test, some assumptions are to be met in order to use the technique.

The major assumptions of ANOVA are:

(i) The distribution of the dependent variable should be normal.

(ii) Homogeneity of variances.

(iii) The samples drawn should be random and independent.

The analysis of data and discussion of results are presented under the following heads:

A. Preliminary Analysis

B. 3-Way ANOVA (3x3x5) factorial design.

**A. PRELIMINARY ANALYSIS**

To see whether the dependent variable, Job Commitment of teachers is normally distributed or not, important statistical constants such as mean, median, mode, standard deviation, skewness and kurtosis were computed for the whole sample.

The details of the statistics are presented in Table 3.

TABLE 3

**Descriptive Statistics of the Variable  
'Job Commitment' of Primary School Teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sample size | Mean | Median | Mode | Standard Deviation | Skew-ness | Kurtosis |
| 400 | 207.498 | 209.500 | 209.00 | 19.793 | -1.087 | 1.568 |

Table 3 reveals that the three measures of central tendency viz., Mean, Median and Mode of the variable Job Commitment of primary teachers are almost equal. The extent of skewness or index of assymetry is –1.087. This shows that the distribution is negatively skewed. The measure of kurtosis is 1.568 which shows the curve is platykurtic (ku > 0.263).

Graphical representation of the scores of the variable Job Commitment of teachers for the total sample is presented in figure 1.



SCALE

X axis : 1 unit = 17 scores

Y axis : 1 unit = 20 frequencies

FIGURE-1 **Frequency Curve of Job Commitment of Primary School Teachers in Total Sample**

The statistical constants and the graphical representation of the variable reveals that the dependent variable Job Commitment of primary school teachers follows approximately a normal distribution.

The second basic assumption of Analysis of Variance is the homogeneity of variances. Since sample is drawn from the normal population and also is sufficiently large, the investigator assumes that there is homogeneity of variances.

The third basic assumption of ANOVA is that the sample drawn should be random and independent. The design of the present study ensures that the sample should be random and independent.

As the basic conditions of ANOVA are almost satisfied, ANOVA is carried out.

**B. THREE WAY ANOVA (3x3x5) FACTORIAL DESIGN**

To find out the main and interaction effects of independent variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on the dependent variable, Job Commitment of primary school teachers, the investigator used the technique of Three-way ANOVA with 3x3x5 factorial design.

3x3x5 factorial design of three-way ANOVA includes three levels of Attitude towards Teaching viz., Low Attitude towards Teaching group, Average Attitude towards Teaching group and High Attitude towards Teaching group; three levels of Interest in Teaching viz., Low Interest in Teaching group, Average Interest in Teaching group and High Interest in Teaching group and five levels of Teaching Experience viz., on probation group (1 to 2 years of experience), lower grade group (3 to 8 years of experience), higher grade group (9 to 16 years of experience), senior grade group (17 to 23 years of experience) and selection grade group (24 and above years of experience).

The analysis and discussion of results with regard to this technique are described under the following sections:

1. Main effect of Attitude towards Teaching on Job Commitment of primary school teachers.

2. Main effect of Interest in Teaching on Job Commitment of primary school teachers.

3. Main effect of Teaching Experience on Job Commitment of primary school teachers.

4. Interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of primary school teachers.

5. Interaction effect of Attitude towards Teaching and Teaching Experience on Job Commitment of primary school teachers.

6. Interaction effect of Interest in teaching and Teaching Experience on Job Commitment of primary school teachers.

7. Interaction effect of Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers.

The details of the results obtained are given in Table 4.

TABLE 4

**Results of ANOVA (3x3x5) on   
Job Commitment of Primary School Teachers by Attitude   
towards Teaching, Interest in Teaching and Teaching Experience**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | Degrees of freedom | Mean Squares | F-Value |
| Attitude towards Teaching | 7518.65 | 2 | 3759.32 | 11.01\*\* |
| Interest in Teaching | 5881.49 | 2 | 2940.74 | 8.61\*\* |
| Teaching Experience | 974.71 | 4 | 243.67 | 0.71\* |
| Attitude towards Teaching x Interest in Teaching | 3653.60 | 4 | 913.40 | 2.68\* |
| Attitude towards Teaching x Teaching Experience | 1237.86 | 8 | 154.73 | 0.45\* |
| Interest in Teaching x Teaching Experience | 4919.04 | 8 | 614.88 | 1.80\* |
| Attitude towards Teaching x Interest in Teaching x Teaching Experience | 3563.77 | 10 | 356.37 | 1.04\* |
| Residual | 123276.248 | 361 | 341.48 |  |
| Total | 17378405 | 400 |  |  |

\*P < 0.05; \*\* P < 0.01

**Discussion of Results**

**1. Main effect of Attitude towards Teaching on Job Commitment of Teachers**

From table 4, it can be found that the F-value obtained for the main effect of Attitude towards Teaching on Job Commitment of teachers is 11.01. This value is greater than 4.66, the tabled value of F for (2,361) degrees of freedom at 0.01 level of significance. This indicates that the main effect of the variable Attitude towards Teaching on Job Commitment of primary school teachers is significant at 0.01 level of significance. That is, there exists significant difference in the mean scores of Job Commitment of primary school teachers with different levels of Attitude towards Teaching viz., High-, Average- and Low groups.

As the main effect of the variable Attitude towards Teaching is found significant, the investigator conducted a follow up study to locate where the group difference are. The detail of this tests are given below.

**Group difference of Attitude towards Teaching on Job Commitment of primary school teachers**

Three categories of the variable Attitude towards Teaching, viz., Low-, Average- and High-groups were considered for ANOVA. The investigator therefore applied the 't' test by pairing the groups as follows:

1. Low – with Average Attitude towards Teaching group.

2. Low – with High Attitude towards teaching group.

3. Average – with High Attitude towards Teaching group.

Each of these comparison is described below.

**1. Comparison of Low-Attitude towards Teaching group with Average-Attitude towards Teaching group**

The statistics needed for this comparison are given in Table 5.

TABLE 5

**Data and Results of the Test of Significance of   
Mean Difference in Job Commitment of primary school   
teachers between Low- and Average Attitude towards Teaching Groups**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables compared | Groups compared | | | | | | Critical Ratio 't' |
| Low Attitude towards Teaching group | | | Average Attitude towards Teaching group | | |
| N | M | σ | N | M | σ |
| Job Commitment | 43 | 193.13 | 28.79 | 279 | 207.65 | 17.93 | -4.50\*\* |

Note: \*\* indicates P < 0.01.

From Table 5, it can be found that the 't' value obtained is –4.50 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This suggests that there exists significant difference in the mean scores of Job Commitment of teachers having Low- and Average Attitude towards Teaching. The negative sign of 't' indicates that the mean scores in Job Commitment of Average Attitude towards Teaching group is greater than that of Low-group.

**2. Comparison of Low Attitude towards Teaching group with High Attitude towards Teaching group**

The statistics needed for this comparison are given in table 6.

TABLE 6

**Data and Results of the Test of Significance of   
Mean Difference in Job Commitment of primary school   
teachers between Low- and High Attitude towards Teaching Groups**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables compared | Groups compared | | | | | | Critical Ratio 't' |
| Low Attitude towards Teaching group | | | High Attitude towards Teaching group | | |
| N | M | σ | N | M | σ |
| Job Commitment | 43 | 193.13 | 28.79 | 78 | 214.83 | 15.71 | -5.37\*\* |

Note: \*\* indicates P < 0.01.

From Table 6 it can be found that the 't' value obtained is –5.37 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of Job Commitment of teachers having Low- and High Attitude towards Teaching. The negative sign of 't' indicates that the mean scores in Job Commitment of High Attitude towards Teaching group is greater than that of Low-group.

**3. Comparison of Average Attitude towards Teaching with High Attitude towards Teaching Group**

The statistics needed for this comparison are given in Table 7.

TABLE 7

**Data and Results of the Test of Significance of   
Mean Difference in Job Commitment of primary school   
teachers between Average - and High Attitude towards Teaching Groups**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables compared | Groups compared | | | | | | Critical Ratio 't' |
| Average Attitude towards Teaching group | | | High Attitude towards Teaching group | | |
| N | M | σ | N | M | σ |
| Job Commitment | 279 | 207.65 | 17.934 | 78 | 214.83 | 15.71 | -3.21\*\* |

Note: \*\* indicates P < 0.01.

From table 7, it can be found that the 't' value obtained is –3.21 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of Job Commitment of teachers having Average- and High Attitude towards Teaching. The negative sign of 't' indicates that the mean scores in Job Commitment of High Attitude towards Teaching group is greater than that of Average Group.

**2. Main effect of Interest in Teaching on Job Commitment of Teachers**

From table 4 it can be found that the F-value obtained for the main effect of Interest in Teaching on Job Commitment of teachers is 8.61. This value is greater than 4.66, the tabled value of F for (2, 361) degrees of freedom at 0.01 level of significance. This indicates that the main effect of the variable Interest in Teaching on Job Commitment of primary school teachers is significant at 0.01 level of significance. That is, there exists significant difference in Job Commitment of primary school teachers with different levels of Interest in Teaching viz., High-, Average- and Low groups.

As the main effect of the variable Interest in teaching is found significant, the investigator conducted a follow up study to locate where the group differences are. The details of this tests are given below.

**Group difference of Interest in Teaching on Job Commitment of Primary School teachers**

Three categories of the variable Interest in Teaching viz., High-, Average- and Low groups were considered for ANOVA. The investigator therefore applied the 't' test by pairing the groups as follows.

1. Low- with Average Interest in Teaching group

2. Low- with High Interest in teaching group

3. Average- with High Interest in Teaching group.

Each of these comparison is described below.

**1. Comparison of Low Interest in teaching group with Average Interest in Teaching group**

The statistics needed for this comparison are given in Table 8.

TABLE 8

**Data and Results of the Test of Significance of   
Mean Difference in Job Commitment of primary school   
teachers between Low- and Average Interest in Teaching Groups**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables compared | Groups compared | | | | | | Critical Ratio 't' |
| Low Interest in Teaching group | | | Average Interest in Teaching group | | |
| N | M | σ | N | M | σ |
| Job Commitment | 71 | 197.38 | 23.94 | 237 | 207.89 | 18.73 | -3.40\*\* |

Note: \*\* indicates P < 0.01.

From Table 8, it can be found that 't' value obtained is –3.40 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of Job Commitment of teachers having Low- and Average-Interest in Teaching. The negative sign of 't' indicates that the mean scores in Job Commitment of Average Interest in Teaching group is greater than that of Low group.

**2. Comparison of Low Interest in teaching group with High Interest in Teaching group**

The statistics needed for this comparison are given in Table 9.

TABLE 9

**Data and Results of the Test of Significance of   
Mean Difference in Job Commitment of primary school   
teachers between Low- and High Interest in Teaching Groups**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables compared | Groups compared | | | | | | Critical Ratio 't' |
| Low Interest in Teaching group | | | High Interest in Teaching group | | |
| N | M | σ | N | M | σ |
| Job Commitment | 71 | 197.38 | 23.94 | 92 | 214.27 | 15.49 | -5.44\*\* |

Note: \*\* indicates P < 0.01.

From Table 9 it can be found that 't' value obtained is –5.44 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of Job Commitment of teachers having Low- and High Interest in Teaching. The negative sign of 't' indicates that the mean scores in Job Commitment of High Interest in Teaching group is greater than that of Low group.

**3. Comparison of Average Interest in Teaching Group with High Interest in Teaching Group**

The statistics needed for this comparison are given in Table 10.

TABLE 10

**Data and Results of the Test of Significance of   
Mean Difference in Job Commitment of primary school   
teachers between Average- and High Interest in Teaching Groups**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variables compared | Groups compared | | | | | | Critical Ratio 't' |
| Average Interest in Teaching group | | | High Interest in Teaching group | | |
| N | M | σ | N | M | σ |
| Job Commitment | 237 | 207.89 | 18.73 | 92 | 214.27 | 15.49 | -2.90\*\* |

Note: \*\* indicates P < 0.01.

From Table 10, it can be found that 't' value obtained is –2.90 which is greater than 2.58, the tabled value of 't' required for significance at 0.01 level. This suggests that there is significant difference in the mean scores of Job Commitment of teachers having Average- and High Interest in Teaching. The negative sign of 't' indicates that the mean scores in Job Commitment of High Interest in teaching group is greater than that of Average group.

**3. Main effect of Teaching Experience on Job Commitment of primary school teachers**

From table 4, it can be found that the F-value obtained for the main effect of Teaching Experience on Job Commitment of teachers is 0.71. This value is less than 2.39, the tabled value of F for (4,361) degrees of freedom at 0.05 level of significance. This indicates that the main effect of the variable Teaching Experience on Job Commitment of primary school teachers is not significant even at 0.05 level. That is, the variable Job Commitment of teachers does not varies significantly for different levels of Teaching Experience or there exists no significant difference in Job Commitment of teachers between different levels of Teaching Experience, viz., probation period group, lower grade group, higher grade group, senior grade group and selection grade group.

**4. Interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of primary school teachers**

From Table 4, it is found that, the F-value obtained for the interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of teachers is 2.68 which is greater than the required tabled value 2.39 for (4,361) degrees of freedom, at 0.05 level of significance. This implies that, the variable Attitude towards Teaching and Interest in Teaching have significant interaction effect on Job Commitment of primary school teachers. That is, the variable Attitude towards Teaching affects Job Commitment of primary teachers significantly at different levels of Interest in Teaching.

**5. Interaction effect of Attitude towards Teaching and Teaching Experience on Job Commitment of primary school teachers**

The F-value obtained for interaction effect of Attitude towards Teaching and Teaching Experience on Job Commitment of primary school teachers is 0.45, which is less than 1.96, the tabled value of F with (8,361) degrees of freedom at 0.05 level of significance. Since the calculated F-value is less than the tabled value, it can be concluded that the interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of teachers is not significant even at 0.05 level. That is the variable Attitude towards Teaching does not influence Job Commitment of teachers significantly at different levels of Teaching Experience.

**6. Interaction effect of Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers**

The F-value obtained for interaction effect of Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers is 1.80 which is less than 1.96, the tabled value of required at 0.05 level of significance for (8,361) degrees of freedom. This suggests that, the interaction effect of Interest in Teaching and Teaching Experience is not significant even at 0.05 level. That is, the variable Interest in Teaching does not influence Job Commitment of teachers at different levels of Teaching Experience.

**7. Interaction effect of Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers**

When the three-way interaction is considered, the F-value obtained in the case of Attitude towards Teaching, Interest in Teaching and Teaching Experience is 1.04 (Table 4), which is less than 1.85 the tabled value of F for (10,361) degrees of freedom, at 0.05 level of significance. This implies that the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience have no interaction effect on Job Commitment of primary school teachers. That is, the Job Commitment do not significantly vary for any of the levels of the three independent variables as the levels in the other two independent variable changes.

Graphical representation of the interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of teachers for the total sample is presented in figure 2.



**Analysis 71**

**Estimated Marginal Means of Job Commitment**

**Attitude towards Teaching**

**Interest in Teaching**

FIGURE-2 **Interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of Teachers in Total Sample**

The variables Attitude towards Teaching and Interest in Teaching has significant Interactive effect on Job Commitment of teachers. The result is more evident from the figure 2.

**SUMMARY OF FINDINGS**

The findings of the study are summarised as follows:

1. Attitude towards Teaching has significant main effect on Job Commitment of teachers

[F = 11.01; P < 0.01 for (2,361) degrees of freedom].

2. Interest in Teaching has significant main effect on Job Commitment of teachers

[F = 8.61; P < 0.01 for (2,361) degrees of freedom].

3. Teaching Experience has no significant main effect on Job Commitment of teachers

[F = 0.71; P > 0.05 for (4,361) degrees of freedom].

4. There exists a significant difference in the mean scores of Job Commitment of teachers having Low- and Average Attitude towards Teaching.

(C.R. = -4.50; P < 0.01).

5. There exist significant difference in the mean scores of Job Commitment of teachers having Low- and High Altitude towards Teaching

(C.R. = -5.37; P < 0.01).

6. There exist significant difference in the mean scores of Job Commitment of Teachers having Average- and High Attitude towards Teaching

(C.R. = -3.21; P < 0.01).

7. There exist significant difference in the mean scores of Job Commitment of teachers having Low- and Average Interest in Teaching.

(C.R. = -3.40; P < 0.01).

8. There exist significant difference in the mean scores of Job Commitment of teachers having Low- and High Interest in Teaching

(C.R. = -5.44; P < 0.01).

9. There exist significant difference in the mean scores of Job Commitment of teachers having Average- and High Interest in Teaching.

(C.R. = -2.90; P < 0.01).

10. The interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of teachers is significant.

[F = 2.68; P < 0.05 for (4,361) degrees of freedom]

11. The Interaction effect of Attitude towards Teaching and Teaching Experience on Job Commitment of teachers is not significant.

[F = 0.45; P > 0.05 for (8.361) degrees of freedom].

12. The Interaction effect of Interest in teaching and Teaching Experience on Job Commitment of teachers is not significant.

[F = 1.80; P > 0.05 for (8,361) degrees of freedom].

13. Attitude towards Teaching, Interest in Teaching and Teaching Experience has no significant Interaction effect on Job Commitment of teachers.

[F = 1.04, P > 0.05 for (10,361) degrees of freedom].

**TENABILITY OF HYPOTHESES**

Based on the findings, the tenability of the hypotheses for the study were reviewed.

The first hypothesis states that the main effects of the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers are significant. Findings of the study in this regard are that the independent variables Attitude towards Teaching and Interest in Teaching have significant main effect on Job Commitment of teachers. The other independent variable Teaching Experience has no significant main effect on Job Commitment of teachers. So the first hypothesis is partially substantiated.

The second hypothesis states the Interaction effects of the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers are significant. The findings of the study in this regard are (i) Interaction effect of Attitude towards Teaching and Interest in Teaching is significant. (ii) Interaction effect of Attitude towards Teaching and Teaching Experience is not significant. (iii) No significant interaction for Interest in Teaching and Teaching Experience on Job Commitment of teachers. (iv) Interaction effect of Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of teachers is not significant. Hence the second hypothesis is only partially substantiated.

**SUMMARY, CONCLUSION AND SUGGESTIONS**

This chapter provides an overview of the significant aspects of the study viz., study in retrospect, major findings of the study, educational implications and suggestions for further research in this area.

**STUDY IN RETROSPECT**

The present study was entitled as "INTERACTION EFFECT OF ATTITUDE TOWARDS TEACHING, INTEREST IN TEACHING AND TEACHING EXPERIENCE ON JOB COMMITMENT OF PRIMARY SCHOOL TEACHERS".

**VARIABLES**

The dependent variable in the study is Job Commitment of primary school teachers. The independent variables are Attitude towards Teaching, Interest in Teaching and Teaching Experience.

**OBJECTIVES**

The following were the objectives set for the present study.

1. To test whether the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience have significant main effects on Job Commitment of primary school teachers.
2. To test whether the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience have significant Interaction effects on Job Commitment of primary school teachers.

**HYPOTHESES**

The hypotheses set forth for the study were:

1. The main effects of the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers are significant.

2. The interaction effects of the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of the primary school teachers are significant.

**METHODOLOGY**

Methodology deals with the precise description of sample used for the study, tools and statistical techniques used.

**Sample**

The study was conducted on a sample of 400 primary school teachers from different schools of Kerala, drawn by stratified sampling technique giving due representation to the various strata viz., gender of the teachers, locale of the school and type of school management.

**Tools Used**

1. Teaching Interest Inventory

2. Teacher Commitment Scale

3. Scale of Attitude towards Teaching

**Statistical Techniques**

1. Primary Analysis

2. Classificatory Technique

3. Test of Significance of Mean Difference for Large Independent Sample

4. Three-way ANOVA (3 x 3 x 5) factorial design.

**MAJOR FINDINGS**

The major findings evolved from the study are presented below:

1. Attitude towards Teaching has significant main effect on Job Commitment of teachers

[F = 11.01; P < 0.01 for (2,361) degrees of freedom].

2. Interest in Teaching has significant main effect on Job Commitment of teachers

[F = 8.61; P < 0.01 for (2,361) degrees of freedom].

3. Teaching Experience has no significant main effect on Job Commitment of teachers

[F = 0.71; P > 0.05 for (4,361) degrees of freedom].

4. There exists a significant difference in the mean scores of Job Commitment of teachers having Low- and Average Attitude towards Teaching.

(C.R. = -4.50; P < 0.01).

5. There exist significant difference in the mean scores of Job Commitment of teachers having Low- and High Altitude towards Teaching

(C.R. = -5.37; P < 0.01).

6. There exist significant difference in the mean scores of Job Commitment of Teachers having Average- and High Attitude towards Teaching

(C.R. = -3.21; P < 0.01).

7. There exist significant difference in the mean scores of Job Commitment of teachers having Low- and Average Interest in Teaching.

(C.R. = -3.40; P < 0.01).

8. There exist significant difference in the mean scores of Job Commitment of teachers having Low- and High Interest in Teaching

(C.R. = -5.44; P < 0.01).

9. There exist significant difference in the mean scores of Job Commitment of teachers having Average- and High Interest in Teaching.

(C.R. = -2.90; P < 0.01).

10. The interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of teachers is significant.

[F = 2.68; P < 0.05 for (4,361) degrees of freedom]

11. The Interaction effect of Attitude towards Teaching and Teaching Experience on Job Commitment of teachers is not significant.

[F = 0.45; P > 0.05 for (8.361) degrees of freedom].

12. The Interaction effect of Interest in teaching and Teaching Experience on Job Commitment of teachers is not significant.

[F = 1.80; P > 0.05 for (8,361) degrees of freedom].

13. Attitude towards Teaching, Interest in Teaching and Teaching Experience has no significant Interaction effect on Job Commitment of teachers.

[F = 1.04, P > 0.05 for (10,361) degrees of freedom].

**CONCLUSION**

Major findings of the study helped the investigator to conclude as follows:

1. Attitude towards Teaching has significant main effect on Job Commitment of teachers.

The three paired comparison of mean scores of Job Commitment of teachers among groups based on Attitude towards Teaching viz., High-, Average- and Low-groups, show a significant difference.

2. Interest in Teaching has significant main effect on Job Commitment of Teachers.

The three paired comparison of mean scores of Job Commitment of teachers among groups based on Interest in Teaching viz., High-, Average- and Low-groups, show a significant difference.

3. Teaching Experience of teachers has no main effect on Job Commitment.

4. The Interaction effect of Attitude towards Teaching and Interest in Teaching on Job Commitment of Teachers is significant.

5. Interaction effect of Attitude towards Teaching and Teaching Experience on Job Commitment of teachers is not significant.

6. Interaction effect of Interest in Teaching and Teaching Experience on Job Commitment of teachers is not significant.

7. Attitude towards Teaching, Interest in Teaching and Teaching Experience has no Interaction effect on Job Commitment of teachers.

**EDUCATIONAL IMPLICATIONS**

This study was to test the significance of main and interaction effects of the variables Attitude towards Teaching, Interest in Teaching and Teaching Experience on Job Commitment of primary school teachers. The major findings of the study and hence the conclusions drawn helped the investigator to suggest the following.

The result of the study revealed that the independent variable attitude towards teaching has influence on dependent variable job commitment of teachers. The result of the study also revealed that the interest in teaching has influence on job commitment of teachers. This reveals that attitude and interest are very essential factors needed for job commitment. So while selecting the perspective teachers it is very necessary to attitude tests, interview, teacher aptitude tests, projective techniques and interest inventories etc. Then only in future there will be a teachers group with proper attitude and interest.

Quality teachers are needed for moulding the behaviour of the child. So there arises the need for the improvement of quality of existing teachers. Hence there is a need of some sort of provision which may make the teacher up-to-date with respect to the knowledge of his subject of teaching, methods and techniques and innovative ideas in each sphere of his academic life. They need good professional preparation and satisfactory conditions of work, in which they can be fully effective. For improving professionalism of teachers and by thus improving the attitude and interest, it is necessary to conduct   
in-service courses, refresher courses, specialized training, orientation classes, seminars and workshops. So the Government or the concerned authority should take proper steps to make the teaching more attractive and to provide more facilities in this field.

The study has yielded, the investigator feels, valid findings which will be of help in the field of teacher education.

**SUGGESTIONS FOR FURTHER RESEARCH**

The suggested areas for further research are the following.

1. A study on personal and social variables influencing Interest in Teaching.

2. Relationship between Organizational Climate and Job Commitment of teachers.

3. Interaction effects of Attitude towards Teaching, Interest in Teaching and Gender on Teacher effectiveness.

4. A comparative study of the Interest in Teaching of the Primary, Secondary and Higher Secondary school teachers.

5. Influence of personality and self concept on Interest in teaching of primary school teachers.

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**APPENDIX III**

**FAROOK TRAINING COLLEGE**

**teaching interest inventory (2006)**

**(final)**

**Dr. Mumthas. N.S Suja. K**

Sr. Lecturer in Education M.Ed. Student

Farook Training College

**Instructions**

This is an inventory to assess the interest in Teaching.For each of the questions given below, four answer A,B,C, and D are given. Read each questions carefully and put a '✓' mark against the most suitable answer in your point of view.

1. In a long journey among the co-travellers the person you would like to make a close relationship with

a. Filmstar 🞎

b. Layman 🞎

c. Teacher 🞎

d. Politician 🞎

2. You get some books to read in spare time. Then the first book that you prefer will be

a. Humorous stories 🞎

b. Holy book 🞎

c. Biography/autobiography of great personalities 🞎

d. Anthology of poems. 🞎

3. When do you feel more emotional?

a. When your students succeed 🞎

b. When your own work gets published 🞎

c. When you see heart-touching paintings 🞎

d. When you listen to melodious songs. 🞎

4. While reading Newspaper the news item which you read with more interest?

a. Sports news 🞎

b. Foreign news 🞎

c. Educational news 🞎

d. Agricultural news 🞎

5. Which of the following personality do you like most?

a. Medha Pakkar 🞎

b. Sukumar Azheekode 🞎

c. M.f. Hussain 🞎

d. Yesudas. 🞎

6. When your meet with parents during PTA meeting, the first thing you would like to do.

a. Make friendly talks with them. 🞎

b. Enquire about their homely affairs. 🞎

c. Ask about the child 🞎

d. Talk about societal matters. 🞎

7. Which of the following do you feel is the merit of your job?

a. Chance to involve in social problems 🞎

b. Chance to involved in arts and sports 🞎

c. Chance to mingle with students 🞎

d. Chance to make discussions with colleagues 🞎

8. Which of the following qualities you think, you should have.

a. Sympathy 🞎

b. Sincerity 🞎

c. Leadership quality 🞎

d. Co-operative mentality. 🞎

9. While listening to radio programmes, which one do you like most?

a. Zest news 🞎

b. Agricultural news 🞎

c. Health related news 🞎

d. Educational news 🞎

10. Which among the following publications would you like best to subscribe?

a. Vanitha 🞎

b. Eureka 🞎

c. Sports magazine 🞎

d. Mathribhumi weekly magazine 🞎

11. Which among the following can influence a child more?

a. Friendship 🞎

b. social background 🞎

c. Behaviour of teachers 🞎

d. Media 🞎

12. Among the following government Institutions, which one would you prefer firs to visit

a. Primary health centre 🞎

b. School 🞎

c. Village office 🞎

d. Post office 🞎

13. When do you feel quite boring?

a. During holidays 🞎

b. During working days 🞎

c. When involved in public affairs. 🞎

d. When listening to an oration (speech) 🞎

14. What do you think, is the most striking feature of your personality?

a. The ability to make healthy relationship with others. 🞎

b. Catching others attention in dressing. 🞎

c. Being respected by others because of the skill in teaching. 🞎

d. Making a good performance in arts and sports field . 🞎

15. Suppose you get a chance to interview the persons given below. Whom among them will you choose first?

a. Advocate 🞎

b. Model teacher 🞎

c. Politician 🞎

d. Novelist 🞎

16. Which is most suitable to develop national integration?

a. Cultivating patriotism in people 🞎

b. Industrialisation 🞎

c. Making effective teachers 🞎

d. Visiting important places in the country. 🞎

17. In your conversations with your colleagues, which topic would you like to discuss?

a. About family matters 🞎

b. About educational matters 🞎

c. About current affairs 🞎

d. About TV programmes 🞎

18. Suppose you got a change to be in an administrative post. Then which among the following fields will you consider first for development?

a. Defence field 🞎

b. Educational field 🞎

c. Agricultural field 🞎

d. Health field. 🞎

19. A quality which you like to possess

a. ability for rational thinking 🞎

b. ability to participate in arts programmes 🞎

c. ability to control others 🞎

d. ability to organize things. 🞎

20. In your opinion, the most suitable factor for educational progress is,

a. High financial status 🞎

b. Good teachers 🞎

c. Good system of education 🞎

d. Co-operation of parents. 🞎

21. During off-hours in school, what would you like most to do?

a. To talk with the colleagues 🞎

b. To take rest 🞎

c. To teach in free classes. 🞎

d. To train arts and sports activities. 🞎

22. A fund is being raised from the teachers for school welfare activities. Then which of the following needs will you contribute more?

a Ground construction 🞎

b. Building for mid-day meals 🞎

c Library expansion. 🞎

d. Stage construction 🞎

23. Seminars on different topics are arranged in your locality, but each one is at the same time. You have the change to attend in any one of the seminars. Then which one would you prefer to attend?

a. Health 🞎

b. Environment 🞎

c. Education 🞎

d. Agriculture 🞎

24. Which among the following, do you feel more zest to?

a. pet animals 🞎

b. artistic performance of students 🞎

c. Handicrafts 🞎

d. Natural seminars 🞎

25. For an educational tour from your school which place would you prefer to choose?

a. Natural beauty spots 🞎

b. Historically important places 🞎

c. Industrially important places 🞎

d. Holy places for pilgrimage 🞎

26. When do you feel highly relaxed

a. When mingle with students 🞎

b. In loneliness 🞎

c. When you travel 🞎

d. When listen to music 🞎

27. A discussion is going on among the people in your locality about how to utilise a vacant public place. Which of the following suggestion will you favour more?.

a. Bus stand 🞎

b. Children's park 🞎

c. Vegetable market 🞎

d. Small scale industries 🞎

**APPENDIX IV**

**LIST OF SCHOOLS**

|  |  |
| --- | --- |
| 1. | Chullimanoor L.P. School |
| 2. | Aruvikkara Government L.P. School |
| 3. | Vattappara L.P. School |
| 4. | Ramapuram U.P. School |
| 5. | Puthukad G.L.P. School |
| 6. | Chavara South G.U.P.S. |
| 7. | Arinallur St. George U.P. School |
| 8. | A.U.P. S. Guruvayur |
| 9. | G.U.P.S. Guruvayur |
| 10. | G.H.S. Chavakkad |
| 11. | St. Joseph's H.S. Avinissery |
| 12. | St. Mary's E.M.L.P.S. Palakkad |
| 13. | G.M.L.P.S. Palakkad |
| 14. | G.L.P.S. Kallikkad |
| 15. | G.L.P.S. Kalapathy |
| 16. | A.M.L.P.S. Amayur |
| 17. | G.L.P.S. Karakunnu |
| 18. | G.M.L.P.S. Anakottupuram |
| 19. | G.L.P.S. Malappuram |
| 20. | G.M.L.P.S. Erumpuzhi |
| 21 | G.M.L.P. S. Feroke |
| 22. | Nallur East A.U.P.S. |
| 23. | G.V.H.S. Feroke |
| 24. | Aichur East L.P.S. Kannur |
| 25. | A.U.P.S. Kanchirode |
| 26. | G.M.L.P.S Adur |
| 27. | G.U.P.S. Pallangode |

**hyàn-]-c-amb hnh-c-§Ä**

1. ]pcp-j³ / kv{Xo :

2. hbÊv :

3. hnhm-ln-X(³) :

4. Xmakw : IpSpw-\_-¯n-s\m¸w / ]pdsa

5. kz´w PnÃ :

6. hnZym-`ymk tbmKyX :

7. tPmen-bnÂ {]th-in¨ hÀjw :

8. {]hr¯n ]cn-Nbw :

9. Xm¦Ä ]Tn-¸n-¡p¶ hnjbw / :

hnj-b-§Ä

10. Xm¦Ä¡v Gähpw CjvS-s¸« hnjbw :

**hnZym-eb kw\_-Ô-amb hnh-c-§Ä**

1. hnZym-e-b-¯nsâ t]cv :

2. Øew : ]©m-b¯v/ap\n-kn-¸m-enän/tImÀ¸-td-j³

3. kvIqÄ : Kh¬saâv/ss{]häv

4. hnZym-e-b-¯nse Ip«n-IÄ : B¬Ip-«n-IÄ am{Xw/s]¬Ip-«n-IÄ

am{Xw/ c­pw

## PERSONAL INFORMATION

1. Sex :

2. Age :

3. Marital Status :

4. Residence : With Family/without family

5. Native District :

6. Educational Qualification :

7. Date of Joining the School :

8. Experience :

9. Subject(s) you teach :

10. Your favourite subject :

**Information regarding your school**

1. Name of the School :

2. Place : Panchayath/ Municipality/ Corporation

3. Type of Management : Govt / Private

4. Type of School : Boys only / Girls only / Mixed