

## **DEVELOPMENT OF OCCUPATIONAL COMMITMENT SCALE FOR TEACHERS OF TEACHER EDUCATION INSTITUTIONS**

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**Abstract:** In this study, Teachers Occupational Commitment Scale is developed with reference of existing occupational scales. The four dimensions of Teacher Commitment are used as a foundation to develop a measure of Teacher Occupational Commitment scale. Being as an essential dimension of teacher occupational commitment research, with detailed preliminary researches and further data analysis, ideal results have been achieved but there are some deficiencies in terms of object sample, which can be generated as the following three aspects respectively: All samples are from the urban who can be influenced by the particular privileged, economic and cultural factors in the urban and consequently affect the result, causing the inapplicability of this research result in rural areas. It is still to be further investigated to confirm whether the sample is adequately representative, for it selected only the employees from teachers of the teacher education institutions, to represent specially IASE teachers from teacher education institutions. It is still uncertain to confirm the similarity of teachers' occupational commitment structure of teachers from DIET, CTE and RIE with that of the other teachers of the teacher education institutions or the appropriateness of studying these types of teachers of teacher education institutions in a merged way. Teachers' Occupational Commitment Scale for teacher education institutions were contains five dimensions: psychological perspective, Sociological

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perspective, Commitment towards the profession, Commitment towards the institution and Commitment towards the student teachers. Verified by series data analysis tests, Teachers' Occupational Commitment Scale for teacher education institutions has ideal reliability and content validity. The practical implication of this study is the validated self-developed Teachers Occupational Commitment Scale, which is likely applicable in the Indian teacher education institutional context. The validated scale can be suggested to be used as an evaluative tool to assess the level to which teachers are committed to their career covering psychological aspects, sociological aspects, students' learning-teaching, institution, and profession. Importantly, knowing the level of these five aspects of Teachers Occupational Commitment would facilitate the institution administrators to identify the factors that influence teachers' quality of work life and institution effectiveness. The recognition of Teachers Occupational Commitment as vital on education and training outcomes, this study has advanced an Indian version of Teachers Occupational Commitment scale measured by 25 reliable and validated self-developed items.

Although much more research remains to be done either conceptually or statistically, the present Teachers' Occupational Commitment scale deserves to be a foundation from which to compare findings across studies and research settings. More imperatively, the findings make the present Teachers' Occupational Commitment scale possible to apprehend the value-added of Teachers' Occupational Commitment as a construct.

**Key Words: Occupational Commitment Scale, Teacher Educators and Teacher Education Institutions.**

### **Introduction**

The influence of teacher educators on student teachers outcomes is evident through a broad spectrum of training. Teachers are found to be the influential factor on student achievement, and the student teachers non-cognitive outcomes such as student teachers' quality of training life. However, teaching and training in a teacher education institution is not an easy but it is multifaceted task. Teachers need to face continuous changes of educational needs such as pedagogy, curriculum, and regulatory educational policies. In relation to this, teachers are facing challenges with the higher demand of knowledge and skills in handling students from diverse

backgrounds and abilities, different levels of motivation, and behavior that are not easily identified. Teachers should invest more effort and involvement in promoting high quality of teaching and training to optimize student learning outcomes. Interestingly, the level of effort and involvement exerted by the teachers in promoting high quality of teaching and training are reflected by their occupational commitment, institutions, students, and to profession. Imperatively, this point of view directs the main aim of this study to explore and development of occupational commitment scale for teacher education institutions. However, previous studies on teacher commitment inventory found and relied on assistant teacher of secondary schools and it was standardized on assistant teacher of secondary schools samples (Noorjehan N. Ganihar, 2011), in addressing this limitation, this study attempts to resynthesize the teacher commitment inventory as occupational commitment scale for teachers of teacher education institutions, followed by the development occupational commitment scale for teachers of teacher education institutions by using the sample of teachers of teacher education institutions.

### **Teacher Occupational Commitment**

Commitment has gained substantial interest in organizational research. It is believed that committed employees demonstrate differing degrees of organizational and individual outcomes such as employee turnover, performance, and their intention to stay or leave an organization (Meyer & Allen, 1997). A similar scenario also occurs in the educational setting especially in schools and colleges. Having a highly committed teacher is regarded as an asset in any school and college.

Reyes (1989) identified that a committed teacher is likely (a) to be more hard working, less tardy, and less inclined to leave the workplace; (b) to devote more time to extracurricular activities to accomplish the goals of the organization; (c) to outperform; (d) to influence student achievement; (e) to believe and act upon the goals of the school; (f) to exert more efforts beyond personal interest; and (g) to intend to remain a member of the school system. In relation to this, understanding the teachers' level of commitment is crucial because it reflects the teachers' involvement in school and the degree to which the teachers agree with the decision and make a great effort to achieve the decision goal (Ibrahim, Ghavifekr, Ling, Siraj, & Azeez, 2013; Yukl, 2010). Considering this, commitment has become an important aspect to be developed and

nurtured among schoolteachers. Literature ascertains growing interest in exploring Teacher Commitment due to its strong psychological ties to school, students, and subject areas (Firestone & Pennell, 1993). At school level, Teacher Commitment is empirically supported as one of the influential factors on school effectiveness, teacher satisfaction, and teacher retention (Fresko, Kfir, & Nasser, 1997; Nir, 2002; Singh & Billingsley, 1998); job performance (Tsui & Cheng, 1999); absenteeism and staff turnover (Ware & Kitsantas, 2011), and their ability to innovate and to integrate new ideas into their own practice (Park, 2005); and future success of education and schooling (Huberman, Grounauer, & Marti, 1993). Meanwhile, at the student level, Teacher Commitment is found to have an impact on students' achievement and attitudes toward school (Firestone, 1996; Graham, 1996; Louis, 1998; Tsui & Cheng, 1999) as well as students' commitment (Bryk & Driscoll, 1988). Due to the importance of Teacher Occupational Commitment on educational outcome, a better understanding related to its conceptualization is needed.

### **Teacher Occupational Commitment as a Multidimensional Construct**

Teachers might have several forms of commitment that are related to the strength of psychological attachment or the identification with the focus of commitment. The focus refers to school or college as an organization, students, teaching profession, or their classroom teaching related to teacher attitude and behavior (Ibrahim et al., 2013). Teachers' behavior might vary depending on the types of commitment they emphasized (Cohen, 2000; Firestone & Pennell, 1993; Somech & Bogler, 2002). The earlier study by Singh and Billingsley (1998) suggested that there are multiple forms of Teacher Commitment. Teacher Commitment could be referred as Commitment to Teaching, School, and Students (Firestone & Rosenblum, 1988) and Commitment to Teaching field (Billingsley, 1993). More concisely, researchers such as Somech and Bogler (2002) operationalized Teacher Commitment into Commitment to Organization and Commitment to Profession. Specifically, Louis (1998) explained four types of Teacher Commitment based on the research work done by Firestone and Rosenblum (1988) as well as Louis and Smith (1990). Louis highlighted the dimension of Commitment to School, viewing from the sociological perspective by creating a sense of community and personal caring among school individuals; Commitment to Academic Goals by exerting more efforts for nurturing high expectations on student achievement; Commitment to Students by understanding and awareness

of adolescent development as unique whole individuals; and Commitment to the Body of Knowledge to achieve effective teaching. However, Nir (2002) emphasized three types of Teacher Commitment. First, Commitment to Teaching reflects a high degree of psychological attachment with teachers' duty in their classroom (Coladarci, 1992). Commitment to Teaching is fostered by the degree to which the teaching profession provided teachers that promotes their professional development and growth. Second, Commitment to Students refers to the degree of teacher dedication to helping students learn regardless of their academic difficulties and social background (Kushman, 1992), and to promoting their social integration in the classroom. Teachers are likely to exhibit high commitment to students' achievement, especially if they perceive a link between the achievement of their students and the symbolic rewards they received from students, parents, principal, and district officials. Third, Commitment to Organization refers to employees' commitment to the organizational context within which the service is provided. In public schools, Commitment to Organization is indicated by teachers' sense of loyalty to school as a workplace and identification with its values and goals (Mowday, Porter, & Steers, 1982). In reflection, literature shows Teacher Commitment as a multidimensional construct. In addition, the conceptualization of Teacher Commitment as a multidimensional construct is also supported by Tyree (1996). Tyree claimed that even though the different dimensions of Teacher Commitment are to some degree correlated, a multidimensional solution is warranted. This is because two or more commitment dimensions might better reflect distinct commitments to subjects and students. Consistently, Firestone and Rosenblum (1988) argued that the distinctions among the different dimensions of commitment are important. This is because teachers' behavior patterns might vary depending on which focus of commitments are operating. Moreover, Firestone and Pennell (1993) acknowledged the need of the different forms of Teacher Commitment. These authors stated that the multidimensional perspective of Teacher Commitment is vital because teachers have the motivation to professionalize and pursue changes in teaching practice. In sum, the idea of multidimensionality of Teacher Commitment is worth exploring because a multiple commitment approach is more precise and meaningful (Reichers, 1985). Considering the literature discussed, the conceptualization of Teacher Occupational Commitment can be resynthesized as a multidimensional construct that is reflected in five dimensions. The dimensions are

Psychological perspective, Sociological perspective, Commitment towards Profession, Commitment towards institution and Commitment towards student teachers.

### **Psychological Perspective**

Psychological perspective of teacher commitment closely corresponds to the definitions of psychological identification with goals and beliefs of the institution. Kagan (1958), indicates that identification is motivated by individual desire to acquire mastery over the environment and to receive nurturance and affection. Therefore, individuals identify with an institution and feel committed to it to the extent to which they view institutional experiences as helping them it attains the goals of mastery and support.

### **Sociological Perspective**

The sociological perspective commitment was proposed by Kanter's (1968), theory of commitment posits that commitment is central process by which the personality system and the social system become articulated, individuals in the society in they receive from the society and the institution.

### **Commitment towards Profession**

Blau (1985) defined professional commitment as "one's attitude towards one's profession or vocation." Colarelli and Bishop (1990) defined Commitment to Profession as the advancement of individual vocational goals and the drive and commitment associated with completing these goals. In addition, Somech and Bogler (2002) stated that Teacher Commitment to Profession involves an affective attachment to the profession or occupation, which is associated with the personal identification and satisfaction as a teacher. Teacher Commitment to Profession is important because it enables an individual to develop the needed skills and relationships to have a successful career regardless of the organization within which he or she is employed (Colarelli & Bishop, 1990). According to Meyer, Allen, and Topolnytsky (1998), individuals might choose to redirect their emotional energies toward the profession to which they belong. There are at least two implications of this. First, such individuals might be more likely to participate in the work of their professional associations. Second, a focus on the profession might increase the likelihood that employees would improve their professional skills, knowledge, and abilities. As such,

Teacher Commitment to Profession is conceptualized as the strength of teacher motivation and involvement to work and to improve professional skills, knowledge, and teaching abilities. Overall, these four dimensions are important in the educational settings and are necessary to accomplish the school objectives, improve teachers' professionalism, and pursue changes in teachers' practice. In this study, these four dimensions of Teacher Commitment are used as a foundation to develop a measure of Teacher Occupational Commitment scale. The conceptualization and operationalization of each dimension are summarized in Table 1.

**Table 1. Conceptualization and Operationalization of Teacher Commitment:**

<b>Dimensions</b>	<b>Conceptualization</b>	<b>Operationalization</b>
<b>Psychological Perspective</b>	Teachers' goals and core values/beliefs of the institutional experiences.	To what extent teachers are able to experience and enhance goals and core values/beliefs of the institution.
<b>Sociological Perspective</b>	Teachers' personality, individuals and social system in the institution.	To what extent teachers are able to experience social system in the institution.
<b>Commitment towards the Profession</b>	Teachers' attitude, relative strength, loyalty, and involvement to enhance and develop the profession they have chosen.	To what extent teachers are able to enhance their teaching profession.
<b>Commitment towards the Institution</b>	Teachers' belief and acceptance of the goals and core values/beliefs of the institution, teachers' effort for actualization of those goals and values/beliefs, and teachers' strong desires to keep up to enhance the effectiveness in the institution.	The extent to which teachers exert their effort for institution benefit by accepting the goals and core values/beliefs of the institution.
<b>Commitment towards the Student Teachers</b>	Teachers' involvement or responsibility in student learning.	The extent to which teachers are involved in student learning

### **Commitment towards Institution**

Teacher Commitment towards institution has been defined, measured, and researched rigorously (Yousef, 2000) compared with other dimensions of Teacher Commitment. Teacher Commitment to Institution has been studied to examine both its nature and effects by a number of researchers (e.g., Somech & Bogler, 2002). These authors found that elementary school teachers had significantly higher levels of organizational commitment than high school teachers. Teachers who are highly committed to their institution are expected to engage in school activities to achieve the institution goals, exert considerable effort beyond minimal expectations, and remain working within the institution. In this study, Teachers' Commitment towards Institution is conceptualized as teachers' belief and acceptance of the goals and values/beliefs of the institution, teachers' efforts for actualization of these goals and values/beliefs, and the teachers' strong desires to keep up membership in the institution.

### **Commitment towards Student Teachers**

According to Kushman (1992), Commitment to Student Teachers is grounded in the ideas of teachers' high efficacy and expectations. Kushman also claimed that Commitment to Student teachers is not only focused on students but also includes teaching and student achievement mission of institution. According to Louis (1998), Commitment to Students motivates teachers to deal with students undergoing personal crises, or to be more sensitive and aware of student development and their achievement. Low levels of Commitment to Students might affect student achievement, less sympathy toward students, and lower tolerance for frustration in the classroom (Firestone & Pennell, 1993; Louis, 1998). Rosenholtz (1989) asserted that teachers who are committed to their students will be positively engaged with their students, work harder to make classroom activities more meaningful, and introduce new ways of learning. As such, Teacher Commitment to Student teachers is conceptualized as teachers' involvement or responsibility in student learning.

## **Method**

### **Pilot Study Sample**

The target population is teacher educators of teacher education institution in India who are working in four types of teacher education institutions: College of Teacher Education (CTE),



University Constituent College of Education (UCCoE) and College of Education viz., Aided and Un-aided (CoE).

The teacher educators sample was selected randomly using multistage cluster stratified sampling technique to ensure data representativeness and generalizability (de Vaus, 2001). The multistage cluster stratified sampling technique involved two levels of sample selection. At the institution level, a sample was selected from CTE (2), UCCoE (2), and CoE (2) using quota sampling procedure. At the teacher level, a consensus number of 5 teachers were selected from each institution of CTE, UCCoE, and CoE due to the limited number of teachers in un-aided CoE.

### Data Collection and Analysis

The investigator personally visited to each institution of the pilot study and 30 questionnaires were distributed for pre-measurement, of which 30 were recovered, with effective rate of 100%. 30 questionnaires were re-distributed for repetition measurement, of which 30 were recovered, with effective rate of 100%. The pilot study sample is as shown in the following Table 2.

**Table 2. Sample Demographic Distribution Statistics in Pre-Measurement and in Repetition Measurement.**

Demographic Variables		Sample	% Sample
Gender	Male	24	80%
	Female	6	20%
	Transgender	-	-
Type of Institution	CTE	10	33.33%
	UCCoE	10	33.33%
	CoE	10	33.33%
Location	Urban	26	86.67%
	Rural	4	13.33%
Stream	Arts	18	60%
	Science	12	40%
Length of Service	6-10 years	15	50%
	More than 10 Years	15	50%
Educational Background	M.A./M.Sc., M.Ed.	6	20%
	M.A./M.Sc., M.Ed. SET/NET	12	40%
	M.A./M.Sc., M.Ed. SET/NET, Ph.D.	12	40%

### **Item Selection for re-synthesizing Occupational Commitment Scale**

Prior to developing pre-measurement scale, the investigator generated the occupational commitment scale in open and semi-open forms, which were constructed by interviewing 4 teacher educators of college of education. Interviews involved questions including “Why do you choose this as your profession”; “Are you willing to work as teacher educator”; “Are you satisfied with your current job”; “Do you have plans to change for another job; What if you lose this employment”; “What have you gained from this employment; and what have you paid for this position; Do you think it is proportional, with consideration of your pay and gain”; “Do you have any plans for future occupational development; What factors do you think will affect the development of your career (promote and hinder)”; “What kind of opportunities does this employment offer you”; “Do your family and friends support you for your current job”; “How is your relationship with your colleagues and head of the institution”.

When the interview has been done, results were classified by key words and there were approximately five factors appeared to affect teachers’ occupational commitment, namely psychological aspects, sociological aspects, professional commitment, institutional commitments and commitments towards students. Thus, the theoretical structure of teachers occupational commitment scale was primarily formed, including five dimensions: psychological aspects, sociological aspects, professional commitment, institutional commitments and commitments towards students.

Based on the theoretical structure above, and teachers occupational commitment scale from domestically in India, namely; Teacher Commitment Inventory (*Noorjehan N. Ganihar, 2011*) This inventory consists 21 items divided into five dimensions but it was It was standardized on assistant teacher of secondary schools.) The investigator evaluated the items and re-arranged the items in a random order to form the teacher occupational commitment scale for teacher educators of teacher education institutions in India which contains 25 items, in which 18 items were direct and 7 were reverse scoring.

## Scoring

**Table 3. Scoring Criteria in 5-Point Scale**

Nature	Strongly Agree	Agree	Not-Sure	Dis-Agree	Strongly Dis-Agree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

The scale used 5-level scoring from Likert in which 1=strongly disagree, 2=disagree, 3=not sure, 4=agree, 5=strongly agree. Higher score represented higher occupational commitment from the teacher educators. On the basis of this scoring criteria, the maximum score 125 and minimum score 25 can be obtained.

The mean and standard deviation were calculated on to 30 teacher educators mean is 75 and SD is 15.

**Table 4. Dimension-wise Distribution of Items**

Sl. No.	Dimension	Condition	Item No.	Total No. of Items	
1.	Psychological Perspective	Positive	3,7,9,19	4	5
		Negative	15	1	
2.	Sociological Perspective	Positive	13,16,20,24	4	5
		Negative	22	1	
3.	Commitment towards the Profession	Positive	1,18	2	5
		Negative	2,6,17	3	
4.	Commitment towards the Institution	Positive	8,10,11,12	4	5
		Negative	21	1	
5.	Commitment towards the Student-teacher	Positive	4,5,14,23	4	5
		Negative	25	1	
Positive Items 18 and Negative Items 7 Total=				25	

## Validity and Reliability of the Scale

In terms of content validity, the primary items selected in this scale were based on interviews on four teacher educators of college of education were invited to review the suitability of the items that captured the underlying dimension for Teachers Occupational Commitment, Several items

were found inappropriate in terms of the problems of item structure, grammar, and their generalizability to the broader context based on the comments from the teacher educators. The purpose is to ensure the readability and comprehensibility scale content. Prior to designing the scale, a preliminary test was administered on four teacher educators of college of education to ensure the appropriateness of question content, wording, sequence, format, layout, and instruction. This sample was excluded from the study. For the scale itself, it has been modified in several rounds to ensure the content validity.

Reliability tests used commonly in Likert Attitude Scale were split-half reliability. In General, when  $\alpha$  in reliability is higher than 0.80, the scale is with high reliability, the  $\alpha$  of each concept shall be lower than that of the total scale (Li, 2011). Table 5 illustrates the reliability of this scale achieving ideal criteria:

**Table 5. Cronbach's  $\alpha$  of Sub-Scales and Total Scale**

<b>Dimensions of the Scale</b>	<b>No. of Items</b>	<b>Cronbach's <math>\alpha</math></b>
Psychological Perspective	5	0.70
Sociological Perspective	5	0.75
Commitment towards the Profession	5	0.82
Commitment towards the Institution	5	0.63
Commitment towards the Student-teacher	5	0.72
Total scale	25	0.90

Split-half reliability refers to the consensus degrees achieved by the objects in two evenly split halves' measurement respectively. The corresponding halves can be regarded as two parallel measurements tested within minimum time. The scale of this research was divided evenly into two sub-scales, the scale of this research was divided evenly into two sub-scales, and the split-half reliability of this research is in table 6 below:

**Table 6. Split-Half Reliability of Sub-Scales and Total Scale**

<b>Dimensions of the Scale</b>	<b>No. of Items</b>	<b>Split-half reliability</b>
Psychological Perspective	5	0.74
Sociological Perspective	5	0.76
Commitment towards the Profession	5	0.80
Commitment towards the Institution	5	0.67
Commitment towards the Student-teacher	5	0.73
Total scale	25	0.92

**Norms**

On the basis of the mean and standard deviation, Z-score Norms have been prepared for interpretation of raw scores and prediction of the teachers' occupational commitment.

**Table 7. Z-Scores for Interpretation of Raw Scores**

<b>Raw Score</b>	<b>Z-Scores</b>	<b>Raw Score</b>	<b>Z-Scores</b>	<b>Raw Score</b>	<b>Z-Scores</b>	<b>Raw Score</b>	<b>Z-Scores</b>	<b>Raw Score</b>	<b>Z-Scores</b>
21	-3.06	42	-1.75	63	-0.43	84	+0.87	105	+2.18
22	-3.00	43	-1.68	64	-0.37	85	+0.93	106	+2.25
23	-2.93	44	-1.62	65	-0.31	86	+1.00	107	+2.31
24	-2.87	45	-1.56	66	-0.25	87	+1.06	108	+2.37
25	-2.81	46	-1.50	67	-0.18	88	+1.12	109	+2.43
26	-2.75	47	-1.43	68	-0.12	89	+1.18	110	+2.50
27	-2.68	48	-1.37	69	-0.06	90	+1.25	111	+2.56
28	-2.62	49	-1.31	70	+0.00	91	+1.31	112	+2.62
29	-2.56	50	-1.25	71	+0.06	92	+1.37	113	+2.68
30	-2.50	51	-1.18	72	+0.12	93	+1.43	114	+2.75
31	-2.43	52	-1.12	73	+0.18	94	+1.50	115	+2.81
32	-2.37	53	-1.06	74	+0.25	95	+1.56	116	+2.87
33	-2.31	54	-1.00	75	+0.31	96	+1.62	117	+2.93

34	-2.25	55	-0.93	76	+0.37	97	+1.68	118	+3.00
35	-2.18	56	-0.87	77	+0.43	98	+1.75	119	+3.06
36	-2.12	57	-0.81	78	+0.50	99	+1.81	120	+3.12
37	-2.06	58	-0.75	79	+0.56	100	+1.87	121	+3.18
38	-2.00	59	-0.68	80	+0.62	101	+1.93	122	+3.25
39	-1.93	60	-0.62	81	+0.68	102	+2.00	123	+3.31
40	-1.87	61	-0.56	82	+0.75	103	+2.06	124	+3.37
41	-1.81	62	-0.50	83	+0.81	104	+2.12	125	+3.43

**Table 8. Interpretation of Z-Scores**

Sl.No.	Raw Scores	Z-Scores	Category	Interpretation
1	111 to 125	+2.01 and above	A	Extremely Highly Committed
2	96 to 110	+1.26 to +2.00	B	Highly Committed
3	75 to 95	+0.51 to +1.25	C	Above Average Committed
4	59 to 74	-0.50 to +0.50	D	Average Committed
5	43 to 58	-0.51 to -1.25	E	Below Average Committed
6	37 to 42	-1.26 to -2.00	F	Very Low Committed
7	21 to 36	-2.01 and below	G	Extremely Low Committed

**Summary and Conclusion**

Teachers Occupational Commitment Scale is developed with reference of existing occupational scales. Being as an essential dimension of teacher occupational commitment research, with detailed preliminary researches and further data analysis, ideal results have been achieved but there are some deficiencies in terms of object sample, which can be generated as the following three aspects respectively:

All samples are from the urban who can be influenced by the particular privileged, economic and cultural factors in the urban and consequently affect the result, causing the inapplicability of this research result in rural areas.

It is still to be further investigated to confirm whether the sample is adequately representative, for it selected only the employees from teachers of the teacher education institutions, to represent specially IASE teachers from teacher education institutions.

It is still uncertain to confirm the similarity of teachers' occupational commitment structure of teachers from DIET, CTE and RIE with that of the other teachers of the teacher education institutions or the appropriateness of studying these types of teachers of teacher education institutions in a merged way.

Teachers' Occupational Commitment Scale for teacher education institutions were contains five dimensions: psychological perspective, Sociological perspective, Commitment towards the profession, Commitment towards the institution and Commitment towards the student teachers. Verified by series data analysis tests, Teachers' Occupational Commitment Scale for teacher education institutions has ideal reliability and content validity.

Remarkably, the practical implication of this study is the validated self-developed Teachers Occupational Commitment Scale, which is likely applicable in the Indian teacher education institutional context. The validated scale can be suggested to be used as an evaluative tool to assess the level to which teachers are committed to their career covering psychological aspects, sociological aspects, students' learning-teaching, institution, and profession. Importantly, knowing the level of these five aspects of Teachers Occupational Commitment would facilitate the institution administrators to identify the factors that influence teachers' quality of work life and institution effectiveness.

As a conclusion, with the recognition of Teachers Occupational Commitment as vital on education and training outcomes, this study has advanced an Indian version of Teachers Occupational Commitment scale measured by 25 reliable and validated self-developed items.

Although much more research remains to be done either conceptually or statistically, the present Teachers' Occupational Commitment scale deserves to be a foundation from which to compare findings across studies and research settings. More imperatively, the findings make the present

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