Chapter -2
Review of Literature
CHAPTER -2
REVIEW OF LITERATURE

2.0 INTRODUCTION

Literature review acts as a backbone of any research work. One of the indispensable part of a research work is going through the past studies. It helps the researcher to understand the objectives and corresponding hypotheses of the study. It paves way for the researcher to acquire knowledge and acts as a vital role in defining the problem. Reviewing the literature helps the researcher to know what the previous researchers have found out and recommended for further studies. It helps to eliminate duplication and helps to form useful hypothesis for the investigation.

In the present study the researcher has scanned and reported most of the relevant studies from inside and outside the country in the field of Organisational commitment, teachers’ commitment, teachers’ job satisfaction and job motivation. The review has provided an insight into various dimensions of the problem and related issues. This chapter provides an insight into a wide range of such studies and their outcomes. The available studies which are related to this study has been presented below. It has been classified into Six parts.

2.1 deals with the research studies related to Organisational Commitment,
2.2 deals with the research studies related to Compassion to Students,
2.3 deals with the research studies related to Dedication to Profession,
2.4 deals with the research studies related to Loyal to Management,
2.5 deals with the research studies related to Passion for Teaching, and
2.6 deals with the research studies related to Respect to Colleagues.
2.1 ORGANISATIONAL COMMITMENT

Commitment is said to be an attitude that leads you to stay connected to an institution and stay loyal to an institution and its affairs. Basically, employee commitment is really of a paramount importance since, as it has been already mentioned above, it contributes consistently to the motivational sphere of employees. This means that employee commitment brings in additional motivation and stimuli to his/her work. A committed employee apparently is eager to work and, what is even more important, the work becomes really meaningful for such an employee. Some specialists point out that it is not financial rewards that drive people at work, but, instead, it is “purpose that drives people at work”. In such a way, employee commitment influences consistently the effectiveness of their work since if employees are committed than they will be more motivated and eager to work and work good (Vergne, de la S, 2007).

Kanter (1972) have concluded that the dedication and loyalty of the social agents to the social systems is called as organisational commitment.

Porter et al. (1974) have said that if an individual has faith towards an organisation’s values and goals, accept the organisations future plans, think to spend his efforts to help the organisations, and is willing to have a good relationship with the organisation is called as organisational commitment.

Allen and Meyer (1990) have brought out there dimensions of commitment namely affective commitment, continuous commitment and normative commitment. They have said that it’s a psychological status which expresses the willingness, obligation and need to stay on in an organisation.
Luthans (1992) have said that when an individual has a real need to stay in an organisation, puts extra effort to the organisation and has strong faith in accepting the values and goals of the organisation is said to be committed.

Farzad, Noharandi and Caruana (2008) have studied on organisational commitment have come out with the conclusion that if the employees in an organisation does not turnover, display better performance, are punctual, have less job stress and are actively involving in the organisational affairs is said to be committed to the job and organisation.

Liou (2008) have said that an individual has organisational commitment if he/she has the motive to take part in the activities of the organisation. When set targets are achieved through interactive processes when the individual accepts the values and goals of the organisation.

Hall (1977) he has viewed organisational commitment in a multi-dimensional notion. He has come out with conclusion that if an employee is attached to an organisation without thinking to get nothing back from the organisation is called organisational commitment. It is applying their potentialities and being loyal to the organisation which they work.

Mitchell (1978) have concluded that the success of an organisation is formed out whether an employee is committed to that organisation or not.

O’reilly and Chatman (1986) have said that job satisfaction is a type of attitude which has an impact on the level of commitment and have a strong relationship with job performance.

O’reilly (1989) have said that when an employee is attached to the goals and values of the organisation works for the benefit of the organisation and has a psychological bond towards the organisation is termed as employee commitment.
Swailes (2002) have studied on the benefits and privileges an employee lose by leaving an organisation. The merits of staying and demerits of leaving the organisation will decide the level of commitment of an employee.

Manion (2004), have said that the organisational commitment is a type of emotional commitment, it is an emotional bond and involvement of employees in the organisation.

Carpentar Song et al. (2007) have said that if an employee is offering good quality services and his attitude towards the work is good then that employee is said to be committed.

Motahari (1992) have said that commitment is a person’s effort to keenly follow the principles and philosophies of the organisation.

Saruqi (1997) Organisational commitment is a kind of affection towards an organisation. The employees strongly believe that they are identified by the organisation, involved in the organisation, participate in all organisational activities and enjoy being in the organisation.

Harrison and Hubbard (1998) have said that an employee is said to be committed when their dreams and expectations meets the managers expectations. Managers play a vital role in increasing the employees’ organisational commitment.

Moorhead and Griffin (1998) “have emphasized that the employees should be included in the decision making process of the organisation and the management should ensure that the employees job should be secured which will increase the sense of loyalty and commitment of employees to the organisation.
2.2 COMPASSION TO STUDENTS

Higher education aims at benefitting the students. Commitment to the students means having genuine love and affection for the students, tolerating and accepting their mistakes and mischiefs. Being committed to their development and progress, being concerned for their empowerment and care for the development of quality of life for every child. Teachers should sincerely take efforts for the wholesome development of the children in every aspect of their lives.

Chan kwok-wai (2006) have concluded that the school based innovations and reformations which are meant to benefit student’s development and learning are more dedicated and committed. He also found out that the practices of the school, career choice as teaching, attitudes, development of the school teacher pupil interactions, demands on teaching are also some of the factors which contribute to the commitment of teaching.

Leanne and Elliot (2004) have said that the passion of the teachers and the investment of time outside the contact hours with the students, focusing and meeting the individual needs of the students which aims to impart responsibility, knowledge, attitudes, values, beliefs and engaging with the school is said to be teachers commitment.

Firestone, W. A., and Pennell, J. R. (1993) have viewed teacher’s commitment as associated with students’ achievement. They have also said that motivation is necessary to have commitment and pursue the changes which will have complex demands. They have also added that the level of commitment of teachers is influenced by the opportunities for learning, working conditions, job design, feedback, autonomy, participation and collaboration.
Miriam M. Witmer (2005) have come out with the conclusion that if the teachers maintain an effective partnership with the students their commitment level may increase. The teachers are focused on making learning more meaningful and fostering student achievement.

Kumudha, Roji George and Glennie (2007) have said that the teachers are not paid the salary fixed by the UGC. The involvement of the students, the work environment and the infrastructural facilities are some of the factors which influence the job satisfaction of the teachers which will in turn have an impact on the commitment level of teachers.

Francis P. Xavier SJ (2004) have concluded that a teacher should allow the students to ask questions, should make them to think critically, motivate the students, should make the students to dream and should love teaching. A teacher not only plays an important role inside the four walls of the school, but also in the society and the world.

John Hattie (2003) have studied between the expert and experienced teachers. He came out with the conclusion that expert teachers have deeper representations about teaching and learning. They are better decision makers, multi-dimensional and proficient. They respect the students and influence the students. They are more passionate about teaching.

Maheswari(2005) is of a view that a teacher should be an ideal man imbibed with a high moral character. He should be committed to the students and have high human values. If the teachers are committed and dedicated the quality of higher education can be increased.

Day et al. (2005) have come out with a conclusion that the commitment of teachers has a great influence on the motivation of the students, making the attitude of the students to learn and to be present at the school. Then to predict the work performance, absenteeism, retention, burnout and turnover of teachers is an essential one.
Walia K. (2003) have concluded that when a teacher is affectionate, kind, friendly, caring and sympathetic towards the students can be termed as a committed teacher. A teacher makes a student a lifelong learner and creates a spirit in students which will make the students to be committed to the society and community. They have also opined that a committed teacher will teach the students to be devoted, dedicated and patient in understanding and solving problems.

Mutchler (2005) have said that the commitment of teacher has two faces, being committed to the organisation and the profession as a whole. He has also said that teachers should go beyond the call of the duty and teachers should be connected with the students.

Paul Dettart Hurd (1989) in his research he has said that when the cultural fitness and adaptive capacities of the students are developed a teacher is said to be committed to the students. Teachers should act as guardians of human revolution and be as a gate keepers for a sustainable life.

Lortie (1975) have said that when a teacher is willing to enter and remain in teaching profession, he is trying to make a difference in the lives of the students.

Nias and Woods (1981) have come out with an opinion that when a teacher tries to care for the students, transmit skill, knowledge and create a sense of enthusiasm in academics is said to be committed. The above said are major reason for entering into teaching and remaining in the teaching profession.

Alexander. K. Tyrle (1996) in their measurement they have come out with the opinion that when a teacher is attached to academic skills, knowledge, being empathetic to the students, extra involvement in teaching and being loyal to teaching, can be termed as a teacher being committed to teaching profession.
Barnett Berry (2011) has said that when the teachers are committed there is a transformed ecology of learning. Teachers will become as teacherpreneurs. And will foster innovation.

Medly and Sharman (1994) have said that the teacher’s performance is evaluated by how a teacher behaves in the process of teaching. They have also said that a college teacher need to be appropriate role models to their students and should teach their students about scholarly values.

Insim Park (2005) studied and explored that there are three teacher commitment dimensions, they are organisational commitment, professional commitment and student commitment. And they have come out with the conclusion that the student’s achievement is conquered when the teachers are committed to the students, organisation and the profession as a whole.

Lavarakare (2016) have opined that if anyone is expecting that today’s students will transform India. It should be accepted that teachers play a very important role and has greater responsibilities to boost students to take up and meet new challenges that will be involved in transforming India.

Pine and Boy (1977) have said that if teachers are authentic to the needs of their students and are keen to develop redirect their mission towards the school.

Amit Kauts and Vijay Kumar Chechi (2014) they have said that the committed teachers’ mind always remains and are occupied with the thoughts of the students, their growth and improvement in their performance.

Subhashini Muthukrishnan (2016) has opined that the students think quality of higher education can be developed when the teachers are committed and when the research quality is increased.
2.3 DEDICATION TO PROFESSION

Teaching is a calling, it’s a sacred vocation. Commitment in this area involves two essential components that is, pride in one being in teaching profession and a strong desire for professional development. Teachers who are professionally dedicated love their quest for knowledge and excellence.

Singhal, R.P. (2003) have concluded that a teacher is committed when a teacher is completely dedicated to the task, committed to the objectives of education, will have a deep concern for the students, when he is conscious about his responsibilities, role and maintains a high degree of professionalism. Some of the factors which lead towards motivation are good working environment, healthy institutional climate, and involvement in planning activities, team work, leadership of the head of the institution, recognition when sincere and merit. Some of the factors which adversely affect the motivation of teachers is lack of recognition when a teacher is deserving, when a teacher involves in union activities and security in job.

James Fairweather and Karen Paulson (1996) have come out with the conclusion that the teachers experience in the industry is related to the commitment of the faculty rather than a teacher spending more time on doing research and publishing papers.

Kumudha, Raji George and Glennie Genevia Peter (2007) have said that job satisfaction have a serious impact on the commitment level of the students. They tell that the dedication of the teachers increases when their students study well, if they are paid good salary, if they are provided with good work environment and infrastructural facilities. They also said that even when a teacher is having UGC qualification, the teacher is not paid the UGC salary.

Vishali Carriappa and Gnanadeepam Sudhakar (2013) the study reveals a strong bond between motivation and job satisfaction. They have found out that
the government school teachers have a good pay package and job security but still are not satisfied and lack interest to teach. If the work is interesting, if there is opportunities for growth, when their superiors are supportive, coworkers are friendly the teachers will be satisfied.

*P. Mohan Raju and R.C. Sreevastava (1986)* have said that teacher’s organisational commitment is related to job attitude, job involvement and job satisfaction. And all the said variables influence the job and make the job more meaningful.

*Pragya. P. Harsha and Smita Shah (2011)* have said that the institutions tries to create a value of its brand to acquire talented faculty and students from inside and outside the country. They have also said that when the teachers are committed to the academic duty the brand image of the institution develops.

*John A. Ross and Peter Gray (2006)* they have come to a conclusion that he teacher efficacy is an important factor which will lead to know about the commitment level of the teachers. Transformational leadership has direct and indirect effects on school mission and commitment to professional learning commitment.

*Pranab Mukherjee (2014)* said that in this highly competitive and globalized world quality faculty can be acquired when the physical infrastructure of the higher educational institutions are developed. He said that there should be a relationship between the institutions and industry. He also said that a dedicated teacher will automatically participate in International Seminars, Workshops and publish papers in reputed journals.

*Mehrotra (2003)* have termed that commitment means devotion or dedication towards something or someone. He said that a committed teacher will devote fully to a particular task, plan, action, organisation or principles.
Deshpande (2003) opined that the commitment of teachers is multi-dimensional. Their commitment should be towards the students, society, and profession, to attain excellence in action and to have basic human values.

Christopher Winch (2004) in his critical examination of the occupational knowledge, have said that teachers are professionals, technicians and should incorporate practical wisdom into their teaching. Teachers have the potential to contribute to teaching and learning.

Meenakshi Thappan (1986) has concluded that the teachers who have self-interest are more committed to the development of his personal and professional career. A professional teacher is committed to his profession as an ideologue teacher is committed to his vocation. The difference lies in their commitment to the ideology.

Thomas, John, Jones, Barran and Bill (1967) have said that when a teacher approaches the programme with strong enthusiasm his commitment and interest is increased. The ability to work effectively is also a key factor.

Janet, Molly and Ali Bell (2012) have opined that when a teacher values research more than the campus is more committed. They have also said that opportunities for advancement, research support and the support from the management to the faculty contribute to the teachers’ willingness to take up the profession again if they are given a chance.

Thompson, Constantineau and Fallis (2005) have said that social value, rewards, external funding, reputation of the institution contribute to the satisfaction and commitment of the teachers.

A.D.N. Bajpai (2013) in his convocation address he pointed out that the commitment and dedication of the teachers plays an important role in the higher education sector. Therefore the need of the hour is that every teacher
should establish his or her academic commitment and should focus on long term benefits rather than short term benefits.

*Kanter (1974)* have said that a high level attachment to someone or something in a social endeavor is called as commitment. It is a psychological phenomenon in a social nature and an intrinsic attachment to an organisation.

*Etzioni (1975)* have opined that commitment is something more than calculating the expected benefits when participating in a venture. It involves a moral character, drenched in dedication and devotion.

*Becker (1969)* came out with the conclusion that if a teacher puts an extra effort in time and money is said to have commitment and dedication. Any commitment outside the individual is called as commitment.

*Baifour and Wechster (1996)* they have said that affiliation, exchange and identification to the organisation to which an employee works is termed as commitment.

*Christopher & Oniguo (2007)* they have found out that commitment and dedication are the important fundamentals of teachers’ effectiveness. There is a greater risk of being less effective in the later phase of professional lives. For a teacher to be dedicated, it involves accountability and challenge their commitment to their core purposes.

*Hargreavels and Gordon (1996)* they have viewed that teachers should be self-motivated and self-regulated. A professional teacher always tries to develop his emotional and intellectual processes which will enrich teachers knowledge base, improve teaching practices, enhance self-efficacy and commitment to the quality of service. Which will in turn help to contribute as a person and as a professional.

*Nias (1987)* says that teachers usually use the word commitment to describe themselves frequently. The word tells whether the teachers are caring, dedicated and whether the teachers take the job very seriously rather than they
put their own interests first. Teacher commitment is crucial to effective schools teachers’ satisfaction and retention.

2.4 LOYAL TO MANAGEMENT

*Teachers who are committed know about the institution in which they work. They complain less and don’t easily get frustrated in the activities of the institution. They expand time and energy required for the development of the organisation in which they work. They get involved in the organisations activities and they are well organized, so that they can contribute maximum to the organisation. They are personally and professionally attached to the organisation. They have the best interest to their students and the institution.*

*Komal Nagar (2012)* have said that since the teachers are valuable resources to an educational institutions, the management should invest significant resources in the assessment of their working environment so that the teachers can maximize the quality of delivery. He also said that the commitment of the organisation is an important factor to attract and retain good quality faculty, and increase the job satisfaction and commitment of the teachers.

*Muhammad Ehsan Malik, Samina, Basharat, and Rizwan (2010)* have said that the amount of salary, nature of work and the quality of supervision are the predictors of organisational commitment. Intrinsic and extrinsic rewards should be rewarded to reap the benefits of motivation, performance and organisational citizenship behaviour. If the teacher lack organisational commitment there might be high exit, reduced effectiveness and intellectual development of the students will be affected.

*Allenand Meyer (1996)* have said that when an employee is emotionally attached to an organisation, involve in the organisation matters and identify with the organisation he is said to be organisationally committed.
Allen and Meyer (1997) have said that emotional attachment to the organisation is called affective commitment, when he is aware of the costs associated with leaving from and the benefits associated with staying in an organisation is called continuance commitment, and when an employee feels a sense of obligation to continue employment is called as normative commitment.

Mehmet and Battal (2009) have said that when the employees of an organisation develops a sense of behavioural commitment to their organisation as the time goes on they feel themselves to be bound to continue in the organisation. Teachers in their early five years will be more committed.

Allen and Meyer (1990) they have said that the new comers into the organisation will be committed positively without knowing that they are being committed. After the employees adapt themselves to the new roles and new environment they really develop some focus on the commitment. This adaption period can differ from one organisation to another organisation.

Buchanan (1974) have said that when an employee has an affective attachment and partisan to the aims and values of the organisation he is said to be committed. Commitment is the result of the perception of the benefit associated with staying in the organisation and the perception of cost associated with leaving from an organisation.

Cevat Celep (2000) have opined that when a teacher who has a great commitment to the efforts of the school, who is proud of the school and who is willing to take up responsibilities for the betterment of the school is termed as committed teacher. A committed teacher will be keen to develop his professional values, work harder even though he or she is having some economic problems. He will try to develop good relationships in the organisation.
John and Peter (2006) have studied on transformational leadership and teacher commitment and they have concluded that the teacher efficacy is the most important predictor of teachers’ commitment to the school and professional learning community.

Blase, Dedrick, and Strathe (1986) have studied on the leadership behaviour of principals and have concluded that when the principals are supportive there will be an influence on job satisfaction, involvement, morale and motivation of the teacher. They have said that when there is support from the management the commitment of teacher increases.

Shin and Reyes (1995) have urged that the school administrators need to work on to increase teachers’ job satisfaction, so that a sense of commitment to the organisation will be developed. They also said that job satisfaction is an important determinant of job commitment.

Michael and Heike (2005) they have said that a strong organisational identity and organisational commitment has a great influence in the employee turnover intention in unique ways.

Susan and Carl (1990) have said that new teachers are committed when the organisation is supportive and experienced teachers are influenced by the organisational qualities.

Syed Ahamed and Pir Mehr (2010) they have said that the commitment of teachers can be increased by developing an open climate in the organisation. The teachers should be included in the decision making, allowed to participate in seminars and conferences. They also concluded that the behaviour of principals also affect teachers performance and commitment level.

O’ Reilly and Chatman (1986) have opined that when the employees are given specific and extensive rewards, when they are involved in organisational
activities and decision making their commitment level is said to have an upward trend.

*Sahayavani Fernando and Kalai Selvi (2012)* they have concluded that satisfaction is an important determinant of the attitude possessed by an employee. It is influenced by the supervision, wages, staidness, work condition, recognition, economic compensation of the job and unfair treatment by the employer. If these said factors affects then the quality of performance will suffer.

*Becker (1960)* have said that organisational commitment or occupational commitment primarily deals with the individual’s attachment with the purposes and activities of the formal organisations.

*Delmar and Donald (1994)* have said that the teachers and principals will be committed if they find the school to be interesting, challenging and meaningful place to work. They have said that rather than leader commitment, commitment shown by the leader counts.

*Peterson and Martin (1990)* have asserted that the commitment of the employees is shaped by the values, beliefs and other cultural elements of the organisation.

*Stevens, Beyer and Harrison (1978)* have said that commitment is an attitudinal or behavioural aspect. As an attitude it’s the identification with the organisation and behaviourally talking commitment is participating in the organisation for salary and retirement benefits.

*Mowday, Steeves and Porter (1979)* have said that the loyalty towards the organisation or institution is defined as teacher commitment.
Reyes (1989) have said that teachers in small schools are more committed than large schools. Female teachers are more committed than male teachers. They have said that job satisfaction is a major factor which drives commitment.

Samuel Nguni, Peter Sleegers and Eddie Denessen (2006) they have said that job satisfaction, organizational commitment, and organizational citizenship behavior of teachers is purely based on the transformational and transactional leadership. Job satisfaction is playing the role of a mediator in achieving organisational commitment and organisational citizenship.

Tsui and Cheng (1999) they have come out with the conclusion that institutional integrity, consideration and morale of the organisation are the key players in the teacher commitment. The came out with the result that organisational health and teacher commitment have relationship.

2.5 PASSION FOR TEACHING

If someone has to be a real teacher, he has to be committed. The teacher who identifies with teaching as the core of the profession and who becomes involved in teaching for the major portion of each working day energises his or her professional identity. They don’t come in to teaching for the sake of money, they don’t do it to become rich but they do it for the love of it. They put in enormous amount of time and effort into it. Committed teachers don’t work for mere rewards or recognitions; they work for their willingness to remain in the job and the interest in it. Passionate teachers enjoy teaching and they get a lot of pleasure out of it.

Raymond (1964) said that the teachers who are desirous, recognises and accepts the worth of individuals is committed. He will fulfill his professional responsibilities to the colleagues, administrators, parents, students and community.
**Routledge Falmer (2004)** said that passion for teaching is not a luxury. It’s a quality or frill possessed by just a few teachers. A sense of passion is essential to all good teachers.

**Harden and Joy Crossby (2000)** they have come out with twelve roles which is important for a good teacher. He said that a teacher is a mentor, learning, facilitator, role model, teaching role model, lecturer, practical teacher, resource creator, guide producer, course organizer, curriculum planner, curriculum evaluator and student assessor. All these points will increase the commitment level of teachers in an institution.

**Mishra, Kapil and Vishnu (2013)** they have said that one of the important pillars of the society is education. The qualities of a good teacher are strong values, knowledge, communication, motivation, leadership, passion to teach, creativity, researcher, flexible, positive attitude, empathy, patient, fair, punctual, organized and hardworking.

**Balchandran (1981)** has said that teachers who have passion for teaching will always look out to study about their performance from the students and self-evaluation.

**Nias (1981)** has revealed commitment in four different senses – as caring, concern for occupational competence, personal identification as a teacher and continuing in teaching. This involves time, money, relationship between individuals and groups.

**Berliner (1988)** said that expert teachers are more emotional about the successes and failures in their work

**Boy and Pine (1979)** have opined that a teacher evaluating their professional performance will be easy for them to complacent. They self-assess their professional behaviour which will renew their sensitivity to the quality of personal and professional behaviour.
Boy and Pine (1984) have said that a committed teacher self-monitors and review the results obtained by others and modify. They expand their personal knowledge and develop consistency in their behavioural. They work on set goals and possess a philosophy.

Tracy McKenzie (2014) has opined that passion for teaching is more than transmitting knowledge. Teaching is something which makes the students to discover their purpose and potential. Teachers have the opportunity to impact the lives of the students. Teachers should be open to change.

Rebecca (2014) The Thread that ties faculty together: The Passion to Teach. She has said that her passion for teaching is rooted in the belief that makes a positive impact on her students. A passionate teacher always hopes to see the world will be better. She insisted that her passion is based on making a positive difference for those in the classroom and those around her.

Young (1981) has studied on the professional commitment of special education teachers and have concluded that the teachers who possess a positive attitude towards teaching will be more committed to the profession and vice versa.

Mathew (1980) has come out with some factors which will increase the commitment towards the teaching profession. He has said that committed teachers will be ready to give assignments, share new information, use new technologies and techniques for teaching, manages the classroom well, and will always want to see their wards develop.
2.6 RESPECT TO COLLEAGUES

There are teachers who put in their time to drink coffee, shuffle a few papers, engage in conversations and go home. They see this profession as a lively venture so that they all work together for the development of the organisation, students and the society as well. They are always there when their colleagues are in a need. They maintain a good relationship with their coworkers so that their work place is a place of happiness and enjoyment.

Kusum Singh and Bonnie S Billingsley (1998) have said that when there is a good peer support and support from the principal the teacher’s professional commitment will be increased. In their study they have concluded that principal’s leadership has enhanced the commitment of teachers, helped to build a good relationship, to take up teaching profession again and to stay in teaching for a long time.

Syed Ahmad Raza and Mehr Ali Shah (2010) in their study they have revealed that the intimacy behaviour of teachers and the behaviour of principals have a great impact on the performance of teachers. They have concluded that organisational climate and performance of teachers are correlated.

Vishali Carriapa and Gnanadeepam Sudhkar (2013) they have pointed out that if the colleagues are friendly and supportive the teachers will be satisfied. Opportunities to grow and pay are the other two factors which drive the commitment of teachers. They have said that the role of teachers is a very important thing.

Robin Huntington and Robert Eiseberger (1986) their study reveals that when an individual in having a good relationship with other individuals or groups he will start getting attached to someone or something emotionally and intellectually.
Mary H Shann (1998) has said in his study that the Teacher – Teacher relationship has a greater discrepancy in the commitment level and student achievement in an institution. Job satisfaction is a combination of teacher retention, teacher commitment and school effectiveness.

Iordanidis et al. (2014) have come out with the conclusion that the teachers believe that there is trust in the relationships with their colleagues. In simple teachers maintain positive work relationships. They have also stated that teachers demonstrate a sense of professionalism in their job commitment. The teachers socialize professionally inside the school. They are aware and familiar with the values, norms, and necessary professional behaviour which is appropriate to the school behaviour and are able to share and be open to the colleagues, they feel that they have a sense of belonging to that school, give in and gain value from the school.

Vallet (1977) said that a teacher who is committed professionally gets along with the colleagues who demonstrate concern and development of teaching.

Angelo V Boy and Gerald J Pine (1987) the colleagues who are committed benefit the individual teacher, school and the students all together.

Amit Kauts and Vijay Kumar Chechi (2014) has said that Teachers are very sensitive. They really look forward to get better treatment. A teacher will easily get irritated if there is a smack of humiliation from their peers or the authorities.