OBJECTIVES OF THE STUDY:
The main objectives of the present study are:

1. To study the attitude of teachers working in aided and unaided schools with reference to academic variables.
2. To study the work commitment of teachers working in aided and unaided schools with reference to academic variables.
3. To compare the attitude of teachers working in aided and unaided schools with reference to academic variables.
4. To compare the work commitment of teachers working in aided and unaided schools with reference to academic variables.

HYPOTHESES:

1. There is no significant difference in the attitudes of teachers working in aided and unaided schools with reference to academic variables a. gender, b. experience, c. academic qualification and d. pay scale.
2. There is no significant difference in the work commitment of teachers working in aided and unaided schools with reference to academic variables a. gender, b. experience, c. academic qualification and d. pay scale.
3. There is no significant difference in the attitudes of teachers teaching in different levels of education a. primary, b. secondary c. higher secondary.
4. There is no significant difference in the work commitment of teachers teaching in different levels of education a. primary, b. secondary c. higher secondary

SCOPE, LIMITATION AND DELIMITATIONS OF THE STUDY:
In order to be specific and precise and to avoid unnecessary conclusions and inferences, it becomes important to define the scope of the study. The focus of the present study is the attitude and work commitment of teachers at different levels of education in the schools i.e the teachers teaching in primary, secondary and higher secondary. The research is focused on finding the attitude and work commitment of teachers working in aided and unaided schools.

The study focused on the work commitment and attitude of the teachers towards teaching profession in the various levels of education i.e the primary, secondary and higher secondary in which the assessment indicators of commitment includes the
organizational commitment, commitment towards school, commitment towards teaching work, commitment towards teaching occupation and work group (Colleagues) with reference to academic variables such as gender, experience, qualification and pay scale. It was delimited to affective, continuance and normative commitment.

Since the researchers have done studies related to various levels of education at the higher level, it is found that the studies at the school level with reference to various levels of education at the school have not been done. Also especially the district of Thane is very vast and hence the researcher’s study is delimited to the teachers teaching in aided and unaided schools in Kalyan and Dombivli (Thane District).

Due to time constraints, the study was limited only to English medium schools and vernacular medium schools were excluded from this study.

Also there are many variables which act as determinant for attitude and work commitment of teachers such as school climate, personality, motivating factors, institutional facilities, role conflict and mental health which influence the teachers in their day to day teaching, but the researcher has limited the study only to the academic variables like gender, qualification, experience and pay scale.

Also there are teachers teaching at all levels of education but the research is limited only to the primary, secondary and higher secondary teachers.