

# **PROFESSIONAL COMMITMENT AMONG COLLEGE TEACHERS IN RELATION TO DEMOGRAPHIC VARIABLES**

## **A PROJECT REPORT**

**Submitted to**

**Raj Rajeshwari Education Society, Vill. Chorab (Mansui)  
P.O. Bhota, Tehsil Barsar, Distt. Hamirpur  
Himachal Pradesh-176041**

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**Submitted By**

**Madan Kumar**  
**Investigator**  
(Assistant Professor in Education)

**Shobha Kumari**  
**Co-Investigator**  
(Lecturer in Education)

**Raj Rajeshwari College of Education, Vill. Chorab (Mansui)  
P.O. Bhota, Tehsil Barsar, Distt. Hamirpur Himachal  
Pradesh-176041**



## **RAJ RAJESHWARI EDUCATION SOCIETY**

Village Chorab(Mansui), P.O. Bhota, Tehsil Barsar, Distt.Hamirpur(H.P.)-

176041. Telefax-01972-255199, 256099,94180-68054,94181-03003.

Website:-www.raj-rajeshwari.com, E-Mail: rajrajeshwari007@yahoo.com

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### **CERTIFICATE**

It is certified that the Project entitled, “**Professional Commitment Among College Teachers in Relation to Demographic Variables**” was conducted by Mr. Madan Kumar (Assistant Professor in Education) & Mrs. Shobha Kumari (Lecturer in Education) in the capacity of Investigator and Co-Investigators. This Research Project is their own original work. They are employees of Raj Rajeshwari College of Education, Governed by Raj Rajeshwari Education Society, Vill. Chorab (Mansui), PO Bhota, Tehsil Barsar, District Hamirpur (HP)-176041. The said project was financed by Raj Rajeshwari Education Society and submitted to us after completion on dated March 16, 2024 and Hence approved by Raj Rajeshwari Education Society.

**Dated: March 30, 2024**

**(Kulbir Singh)**  
Secretary

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**Place: Bhotia**  
**March 30, 2024**

**Madan Kumar**  
**Assistant Professor**

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## **CHAPTER - I**

### **THEORETICAL ORIENTATION**

#### **INTRODUCTION**

In India educational institutions are treated as temples of learning. These institutions provide a platform to perform important functions of providing learning experiences to the students for their all-round development. Teachers are the most valuable resource to our society because teaching profession prepares all other professions. The success of teacher teaching mostly depends on the character, ability and his attitudes towards his profession teaching. It is true that the attitude of a teacher towards his profession plays center role in achieving desirable success. A committed teacher is access to the society and there is a great need of quality teachers to society.

Education is the most effective tool that mankind has devised for shaping himself in a desirable manner. The history witness that education is the underlying source of all change in the social, cultural, spiritual and economic aspects of human life. Education is the process by which teachers not only change the human animal into a rational human being, but also prepare and develop him to live an adjust to his environment in order to lead a successful personal and social life. A teacher's qualities have become increasingly important in achieving a high-quality education. Only when teachers possess specific features and qualities the ultimate of an education can be achieved. As a result, the major energizing force of an educational institution is its teacher, and the quality of teachers determines the efficiency of that educational institution. A teacher is an important part of a country's design. A teacher's responsibility includes knowledge transfer, proficiency maintenance and value education. The importance of a teacher's role in a student's development cannot be overstated. Citizens with a broad vision, devotion and leadership cannot exist unless the nation has teachers of sufficient nature and potential. At the same time, it is critical to recognise that an ineffective teacher is harmful to the country. Teacher expends cultures; identify the nations developmental path and the human components of

survival. They encourage students to develop philanthropy, ethical and moral principles. Teachers role are acquiring fresh imputes as a result of technological advancements and scientific discoveries. Teaching profession is a body of information, a set attitudes, a set of rules of ethics, and above all technics applied for the service of mankind through a skilled group. Teachers as frontline educators, play a critical role in every educational system. Teachers have an essential role not only in forming a student's personality, but also in shaping society as a whole. Teachers are architects of the nation, and they shape the destiny of the nation in their class room, Kothari Commission (1964-66). Teachers have been regarded as nation builders, representatives of the nation, and real stewards of the nation's interest, prosperity, and safety from time immemorial. It is well known fact that a country's future is largely in the hands of teachers, who bear a tremendous amount of responsibility. The teacher must deal with a delicate substance (students) that can be mold in any way.

### **CONCEPT OF PROFESSIONAL COMMITMENT**

Commitment is one of the most valued qualities of a teacher. Beyond the elements of organisational commitment, the word commitment can refer to a multitude of teacher behaviours and characteristics. However, because teachers' job is not restricted to their classroom, their commitment is part of their affective or emotional reaction to their educational experience (Ebmeier & Nicklaus, 1999).

### **MEANING AND DEFINITION OF PROFESSIONAL COMMITMENT**

Teachers' professional commitment is stated to be of fundamental importance since it builds an effective bond of agreement with their professional behaviour. It ensures that a teacher is completely dedicated to his or her work in order to gain the necessary knowledge and skills. Teaching personal's professional commitment entails a sense of dedication to their profession. A teacher should be dedicated to his or her job at all times. Those who choose teaching as career gain the required information and abilities without having any personal preferences. The felling of dedication among members of a group to their profession is known as professional commitment. This kind of commitment entails two things: pride in ones work as a teacher and a strong

desire for professional improvement. In fact, teachers should fully comprehend that as long as they must take pride in knowing that it is a Nobel profession with huge responsibility, since the community entrusts the education of its children to this system. Teachers must be totally involved and devoted for student to be empowered.

**Vandenberg & Scarpello (1994)** defined professional commitment as “a person’s belief in and acceptance of the values of his or her chosen occupation or line of work, and a willingness to maintain membership in that occupation”

### **AREAS OF PROFESSIONAL COMMITMENT**

A dedicated teachers mind is continuously occupied with thoughts of students, their individual and collective growth and ideas to improve their performance during and after school hours. Committed teachers strive to improve not just the overall development of the children in their care, but also their own professional development in order to provide their best to the profession. Commitment, according to Rogers (1969), is “Total organismic direction involving not only the conscious mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices.” In the present study professional commitment covers following areas:

**1. Commitment to the Learner:** Students need teachers who are sensitive and understand their needs. They demand teachers who are aware of their instincts, learning requirements, and preferences, as well as their capabilities. A teacher who chooses to teach is committed to their student’s growth and development.

**2. Commitment to Society:** a symbolic link exists between the education and the society. Teachers must inform the public about the values of education as a lifetime process and encourages them to pursue it in that way. Teachers must be profoundly concerned about the community and committed to it.

**3. Commitment to the Profession:** The community has entrusted teachers with the job of influencing future generations through the teaching learning process. Committed professionals should employ a variety of modern teaching techniques that

consider how people learn best and encourage effective learning. This can only happen if teacher commit to improve both guided and self-directed learning on a professional level.

**4. Commitment to Attaining Excellence:** learners are following the footsteps of teachers who are on a never-ending journey to improve as human and as a teacher. They gain esteem while simultaneously improving their knowledge and proficiency.

**5. Commitment to Basic Values:** Every society expects teachers to live their lives in accordance with their values in order to serve as role models for future generations.

As a result of the preceding discussion, it is evident that a teacher should be fully committed to his or her profession. Professional commitment is a practice of remaining committed to one's work while also enhancing one's greatness through the inculcation of societal ideals. Teachers' commitment is connected to their capacity to innovate and incorporate new ideas into practice, as well as their work performance.

### **REVIEW OF RELATED LITERATURE**

Review of related literature is significant aspect of any research work to know, what others have learned from similar research situations and to help in the formation of hypotheses for the study. Good research is good because it advances our collective understanding, a researcher or scholar needs to understand what has been done before, the strengths and weaknesses of existing studies and what they might be. Literature review are secondary sources, and as such, do not report and new or original experiment work.

### **STUDIES CONDUCTED ON PROFESSIONAL COMMITMENT IN RELATION TO GENDER, EXPERIENCE, RESIDENCE AND MANAGEMENT TYPE**

The section given an account of studies conducted on professional commitment in relation to gender, Experience, Residence and Management type.

### Research Studies Conducted on Professional Commitment in Relation to Gender

The section given an account of studies conducted on Professional Commitment in relation to Gender.

**Maheshwari (2003)** there exist no significant difference in professional commitment of male and female teacher educators. She conducted study on professional commitment of teacher and concluded that overall professional commitment level among teachers, were found moderate & professional commitment does not depend on gender differences. Improvement in commitment among teachers could improve by providing good environment.

**Kohli (2005)** studied that teacher educators were moderately committed. Further, no significant difference was found between male and female teacher educators with respect to professional commitment as a whole; different dimensions of professional commitment of teacher educators were positively and significantly correlated; no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators.

**Sood & Anand (2010)** conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and gender had an impact on the professional commitment. Also, the professional commitment of NET qualified and non- NET qualified teacher educators was more or less the same.

**Goyal (2012)** in his research on Professional commitment among B.Ed. teacher educators of B.Ed. colleges of Patiala district in Punjab revealed that the level of professional commitment of B.Ed. teacher educators in Punjab was high. Significant differences were also found in the professional commitment of B.Ed. teacher educators with regard to gender.

**Jain (2013)** has examined perspective and work commitment of upper education academics towards their teaching profession. The objectives of the study were to find out the difference in the work commitment of teachers with respect to their

gender, type of institution and years of experience. The study found more work commitment in female teachers than that of the male teachers.

**Gajjar (2014)** studied the professional work commitment of teacher trainees of B. Ed. Colleges and revealed that professional work commitment, level of teacher educators did not differ significantly in relation to gender

**Basu (2016)** conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts

**Pan (2016)** in his study found female teachers highly committed as compare to their male counterparts.

**Shukla & Waris (2016)** studied professional commitment of secondary school teachers in relation to their gender and area. Result revealed that professional commitment of female secondary school teachers is better than their male counterparts.

**Bashir (2017)** examined job satisfaction of teachers in relation to professional commitment. The result revealed that there is no significant difference between male and female secondary school teachers in their professional commitment.

**Gill & Kaur (2017)** examined professional commitment among senior secondary school teachers. The result revealed that there is no significant difference between male and female secondary school teachers.

**Kumar (2017)** attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators have a moderate level of Professional Commitment and there is no significant difference in the Professional Commitment of Teacher Educators with respect to their Gender.

**Habib (2019)** studied the professional commitment of secondary school teachers. Result revealed that professional commitment is higher in female secondary school teachers than male secondary school teachers.



**Rani (2019)** studied the professional commitment among teacher educators with respect to their gender and found that teacher educators of B.Ed. colleges have high level of professional commitment and there was no significant difference in the professional commitment of teacher educators with respect to their gender

**Hatim & Shakir (2021)** found no significant difference in the professional commitment of the male and female secondary school teachers.

**kumar& Shakila (2022)** conducted a study and found more professional commitment in female teachers as compare to male teachers' counterparts.

### **Research Studies Conducted on Professional Commitment in Relation to Experience**

The section given an account of studies conducted on Professional Commitment in relation to Experience.

**Joseph (2003)** conducted a study of professional commitment of primary school teachers in relation to working conditions and selected personal factors and found that teaching experience did not contribute significantly in the prediction of professional commitment.

**Kohli (2005)** studied that teacher educators were moderately committed. Further, no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators.

**Sood & Anand (2010)** conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and teaching experience had an impact on the professional commitment.

**Ahmad (2012)** has studied professional commitment among secondary school teachers in relation to the gender, marital status and experience and found that teachers with more than two years" experience have got more professional commitment than that of the less experienced teachers.

**Jain (2013)** has examined perspective and work commitment of upper education academics towards their teaching profession. The objectives of the study were to find out the difference in the work commitment of teachers with respect to their gender, type of institution and years of experience. The teachers experience less than 10 years have got more work commitment than that of the teachers with more than 10 years“ experience.

**Basu (2016)** conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts and less experienced teachers exhibit higher levels of professional commitment as compared to their more experienced counterparts

**Pan (2016)** in his study found female teachers highly committed as compare to their male counterparts. Also found that teachers having less teaching experience are more committed than those of highly experienced teachers.

**Gill & Kaur (2017)** examined professional commitment among senior secondary school teachers. Result revealed that there is no significant difference in teaching experience between professional commitments among senior secondary school teachers.

**kumar& Shakila (2022)** conducted research and found no significant difference between teaching with below 10 years and above 10 years of teachers on their professional commitment.

### **Research Studies Conducted on Professional Commitment in relation to Residence**

The section given an account of studies conducted on Professional Commitment in relation to Residence

**Gajjar (2014)** studied professional work commitment of teacher trainee of B.Ed. college of Hemchandracharya North Gujarat University. The objectives of the research were: 1. To study the level of professional work commitment of teacher trainee of B.Ed. college 2. To study the professional work commitment of teacher trainee in

relation to gender, academic qualifications, habitat, and educational background. He found no significant difference in the professional work commitment of rural and urban.

**Ibrahim & Iqbal (2015)** investigated teachers' perception of professional commitment (affective, continuance and normative commitment) to teaching profession. The study concluded that affective commitment comes with teaching experience.

**Shukla & Waris (2016)** studied professional commitment of secondary school teachers in relation to their gender and area.

**Gill & Kaur (2017)** examined professional commitment among senior secondary school teachers. Result revealed that there is no significant difference in location and professional commitments among senior secondary school teachers.

**Kumar (2017)** attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators have a moderate level of Professional Commitment and there is no significant difference in the Professional Commitment of Teacher Educators with respect to their Location of the Institution.

**Thoker (2017)** studied professional commitment of government and private school teachers with special reference to their rural urban dichotomy. Objective was to find and compare the professional commitment of government and private school teachers based on sex, rural and urban dichotomy. Selected sample was 800 government and private School teachers. Results revealed that private school teachers were found high commitment towards their profession as compared to government school teachers. Further, it was found that locality has significant impact on professional commitment of school teachers. Urban School teachers were found more committed as compared to rural school teachers.

**Jain (2018)** conducted a study "Teaching aptitude of pupil teachers in relation to their intelligence, gender and locality." The study discovered teaching aptitude of

pupil teachers in relation to their intelligence, gender and locality. The study revealed significant difference in teaching aptitude of high intelligent and low intelligent pupil teachers. High intelligent group have high teaching aptitude than low intelligent group. Further, it was also found that teaching aptitude has no relevance with the gender of the individual but on the other hand teaching aptitude of an individual is affected by their family background or place of living.

**Ali (2020)** conducted a study on Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K) and revealed that the Female teacher educators teaching are better than the Male teacher educators. The high qualified (M.Phil., Ph.D.) teacher educators' teaching is better as compared to teacher educators who have only post-graduation degree. The Urban teacher educators teaching, the Unmarried teacher educators teaching and the Net Qualified teacher educators teaching are better as compared to teacher educators of rural area.

**kumar& Shakila (2022)** found significant difference between rural and urban teachers on their professional commitment. Urban teachers are significantly better than rural teachers.

### **Research Studies Conducted on Professional Commitment in relation to Type of Management**

The section given an account of studies conducted on Professional Commitment in relation to Type of Management

**Joseph (2003)** conducted a study of professional commitment of primary school teachers in relation to working conditions and selected personal factors and found that type of schools did not contribute significantly in the prediction of professional commitment.

**Dhamane (2013)** studied professional commitment among school teachers. The objectives of the study were to find out the difference in the professional commitment of school 41 teachers based on their gender, type of management and

mode of appointment. The teachers working in aided schools have got more professional commitment than that of the teachers working in unaided schools.

**Jain (2013)** has examined perspective and work commitment of upper education academics towards their teaching profession. Teachers working in unaided institutions have got more work commitment than that of the teachers working in the aided institutions.

**Malik & Rani (2013)** studied relationship between professional commitment and attitude towards teaching among secondary school teachers in Gurgaon district of Haryana. The study found more professional commitment in female teachers than that of the male teachers. The teachers working in urban areas have got more professional commitment than that of the teachers in rural areas. The teachers working in private 42 schools have got more professional commitment than that of the teachers working in government schools. Further the study found that attitude towards teaching and professional commitment shows positive and significant relationship in case of government and private teachers.

**Kauts & Kauts (2014)** investigated the effect of one-year face to face B.Ed. programme on professional commitment in relation to type of institutions, academic streams and university system. Results revealed that teacher interns of government aided institutions exhibited significantly higher professional commitment than their counterparts in self-financed institutions. Whereas teacher interns from different universities and different academic streams did not differ significantly in their professional commitment. The interaction effects between institution types and academic streams, between academic streams and university system and between university system and institution types, on the gain scores on professional commitment were reported significant.

**Gupta & Nain (2015)** conducted a study on the topic of an exploratory study of professional commitment among teacher educators working in B.Ed. colleges they revealed significant difference in professional commitment among teacher educators working in govt., aided and self-financing B.Ed. training colleges.

**Rani (2019)** studied the professional commitment among teacher educators with respect to their gender and found that teacher educators of B.Ed. colleges have high level of professional commitment and there was no significant difference in the professional commitment of teacher educators with respect to their type of the institution.

**kumar& Shakila (2022)** found no significant difference between Govt and Private teachers on their professional commitment.

### **REFLECTION ON STUDIES**

In this section an attempt has been made to reflect the findings of the studies reviewed to support and justify the urgent need to conduct the present study. Therefore, variable-wise reflection on studies has been given as under:

#### **Gender and Professional Commitment**

From the review of research studies pertaining to gender and professional commitment, Maheshwari (2003), Kohli (2005), Gajjar (2014), Bashir (2017), Gill & Kaur (2017), Kumar (2017), Rani (2019) and Hatim & Shakir (2021) concluded that no sex difference was noticed in professional commitment; both the men and women had almost similar magnitudes of professional commitment.

Jain (2013), Basu (2016), Pan (2016), Shukla & Waris (2016), Habib (2019) and kumar& Shakila (2022) revealed that professional commitment of female teachers is better than their male counterparts.

#### **Experience and Professional Commitment**

Review of related studies on experience and professional commitment reflected that that teaching experience did not contribute significantly in the prediction of professional commitment (Joseph 2003, Kohli 2005, Gill & Kaur 2017 and kumar& Shakila, 2022).

Ahmad (2012) found that teachers with more than two years'' experience have got more professional commitment than that of the less experienced teachers.

Jain (2013), Basu (2016) and Pan (2016) concluded that teachers having less teaching experience are more committed towards professional commitment than those of highly experienced teachers.

### **Residence and Professional Commitment**

The review of related research on Residence and professional commitment reflected no significant difference in the Professional Commitment of Teacher Educators with respect to their Location of the Institution (Gajjar 2014, Gill & Kaur 2017 and Kumar 2017).

Thoker (2017), Ali (2020) and kumar& Shakila (2022) found Urban background teachers more committed as compared to Rural background counterparts.

### **Type of Management and Professional Commitment**

The reviewed studies on professional commitment and type of management revealed that type of management did not contribute significantly in the prediction of professional commitment (Joseph 2003, Rani 2019 and kumar& Shakila 2022).

Malik and Rani (2013) found that the teachers working in private 42 schools have got more professional commitment than that of the teachers working in government schools.

## **RESEARCH QUESTIONS**

In view of the review of the related literature, it is crystal clear that there is a scarcity of studies on professional commitment of college teachers. Hence, the present study is very much needed and justified. The present study has addressed the following research questions:

1. Is there any difference in Professional Commitment of College Teachers based on their Gender?
2. Is there any difference in Professional Commitment of college teachers with regard to their Experience?

3. Is there any difference in professional commitment of college teachers based on their Residence?
4. Is there any difference in professional commitment of college teachers with regard to their Type of Management.

### **NEED AND SIGNIFICANCE OF THE STUDY**

There is the great significance of the present investigation in the present scenario as more emphasis was given on the academic talent of the students. Commitment in teaching profession is very necessary component other than his qualification which determines the quality in Education. The position of teachers has been declined due to lack of skills and dedication in their work that results in lack of values among future generations of the nation.

### **STATEMENT OF THE PROBLEM**

In view of the above-mentioned research questions the problem of the study was stated as, **“Professional Commitment Among College Teachers in Relation to Demographic Variables”**

### **OBJECTIVES OF THE STUDY**

This section deals with objectives which were framed to carry out the present study.

- O1** To investigate the difference in Professional Commitment of College Teachers based on Gender.
- O2** To study the difference in Professional Commitment of College Teachers with regard to Experience.
- O3** To investigate the difference in Professional Commitment of College Teachers based on Residence.
- O4** To study the difference in Professional Commitment of College Teachers with regard to Type of Management

### **1.7 HYPOTHESIS OF THE STUDY**

The following null hypotheses were tested in the presented study:



**H1** There will be no significant difference in the Professional Commitment of College Teachers based on Gender.

**H2** There will be no significant difference in the Professional commitment of College Teachers with regard to Experience.

**H3** There will be no significant difference in the Professional Commitment of College Teachers based on Residence.

**H4** There will be no significant difference in the Professional Commitment of College Teachers with respect to Type of Management.

### **DELIMITATIONS OF THE STUDY**

**D1** The study was delimited to Five (5) colleges of District Hamirpur of Himachal Pradesh.

**D2** The study was delimited with regard to size of sample. The study involved the sample of 100 College Teachers.

**D3** The study was delimited to lottery method of probability sampling.

**D4** The study was delimited to the statistical techniques of Mean, SD and the 't'-test only.

**D5** The study was delimited to one major Null-Hypothesis. The study was delimited in terms of independent and dependent variables. In the present study dependent variable was Professional Commitment and independent variable were gender, experience, residence and management type.

**D6** The study was delimited in terms of time, money and resources.

### **OPERATIONAL DEFINITIONS OF THE KEY TERMS USED**

The terms which were frequently used in the present study has been defined operationally as follows:

#### **1. Professional commitment**

Professional commitment is the spirit of a Teacher with which he/she is bound to his/her profession characterized by consistency, professional loyalty, professional

competencies and conformity to professional standards and ethics and as measured by Professional Commitment Scale for Teachers (PCST).

### **2. College Teachers**

College Teachers refer to those Teachers who used to teach College student in Government and Private Colleges of Himachal Pradesh.

### **3. Gender**

It simply refers to the Sex of Subjects i.e. Male and Female.

### **4. Teaching experience**

It refers to the length of service of the College Teachers.

### **5. Residence**

It refers to Rural and Urban Residential Backgrounds.

### **6. Management Type**

The term Management Type refers to the Public and Private Managed Institution.

## **CHAPTER-II**

### **METHODOLOGY AND PROCEDURE**

#### **INTRODUCTION**

After having received the literature related to the investigation, next task of the investigation was to adopt method and procedure suitable for the investigation. The present chapter describes the methodology and procedure which was followed in the present study.

#### **METHOD OF RESEARCH**

There are several research methods: the historical, Normative Survey, Experimental. The Casual-Comparative, the Case Study and Genetic Method. Each method is used in appropriate situation depending upon the nature of the problem. In the present study descriptive survey method was used to find the fact by collecting the data directly from population or sample. It is the most commonly used descriptive method in education research. The researcher collects the data to describe the nature of existing condition or determine the relationship between specific events.

Many a time survey study intends to understand and explain the phenomena in a natural setting or compare different demographic groups or see the cause-and-effect relationship that exists between specific events. Many a time survey intend to understand and explain the phenomena in a natural setting or provide information to government other organization or compare different demographic group or see the cause-and-effect relationship to make prediction for this, it requires responses directly from respondents of large population general. The kind of information requires decides the coverage of geographical area of data collection and whether it is extensive or intensive one extensive survey carried out when researcher wants to make generalization whereas, intensive survey is done for making estimation survey researcher demands various tools to collect the data from samples. They are ranging for observation, interview to questionnaire. So that kind of survey study needs for any study is based on its purpose, nature of data and population and sample of study.

### POPULATION

Population means the entire mass of observation, which is the parent group from which sample is to be formed. The term 'population' conveys a different meaning than a traditional one. The population means the characteristics of specific group. In the present research the population was College Teachers of District Hamirpur in Himachal Pradesh.

### SAMPLING

Sampling is essential for every research work, as one can not take the entire population since it consumes much time, energy and adds to difficult and cost, never the less a sample can yield reliable result only in it of a deguate of significant small group, from a population which include the entire essential element needed for the investigation in hand. A sample would be the representative of the whole universe.

#### Types of Sampling

Probability sampling and non-probability sampling are the two types of sampling.

**Probability Sampling:** Probability Sampling techniques are those in which the sample are drawn at random and both have the same chance. It can be made using the following methods:

1. Simple Random Sampling
2. Systematic Sampling
3. Stratified Sampling
4. Multistage Sampling and
5. Cluster Sampling

**Non-Probability Sampling:** Non-Probability Sampling is that in which the units are selected based on the investigator's judgment of convenience. Non-probability sampling can be created using the following methods:

1. Incidental or accidental sampling
2. Purposive sampling
3. Judgment sampling and
4. Quota sampling

### The Sample and Techniques of Sampling

The sample is a portion, piece or segment that is representative of a whole or an entity that is representative of a class: a specimen.

A random sample comprises small error in on predicting value of population and this error can be estimated as well. In the present study lottery method of probability sampling was used. Investigator has collected the 100 sample of college teachers.

### Sample Structure

The structure of the sample has been presented and represented with help of Table and Pie-Diagrams. The following Table-2.1 presents the College-wise contribution of the sample in terms of Gender. Further, the collected sample has been represented with the help of Pie-Diagrams.

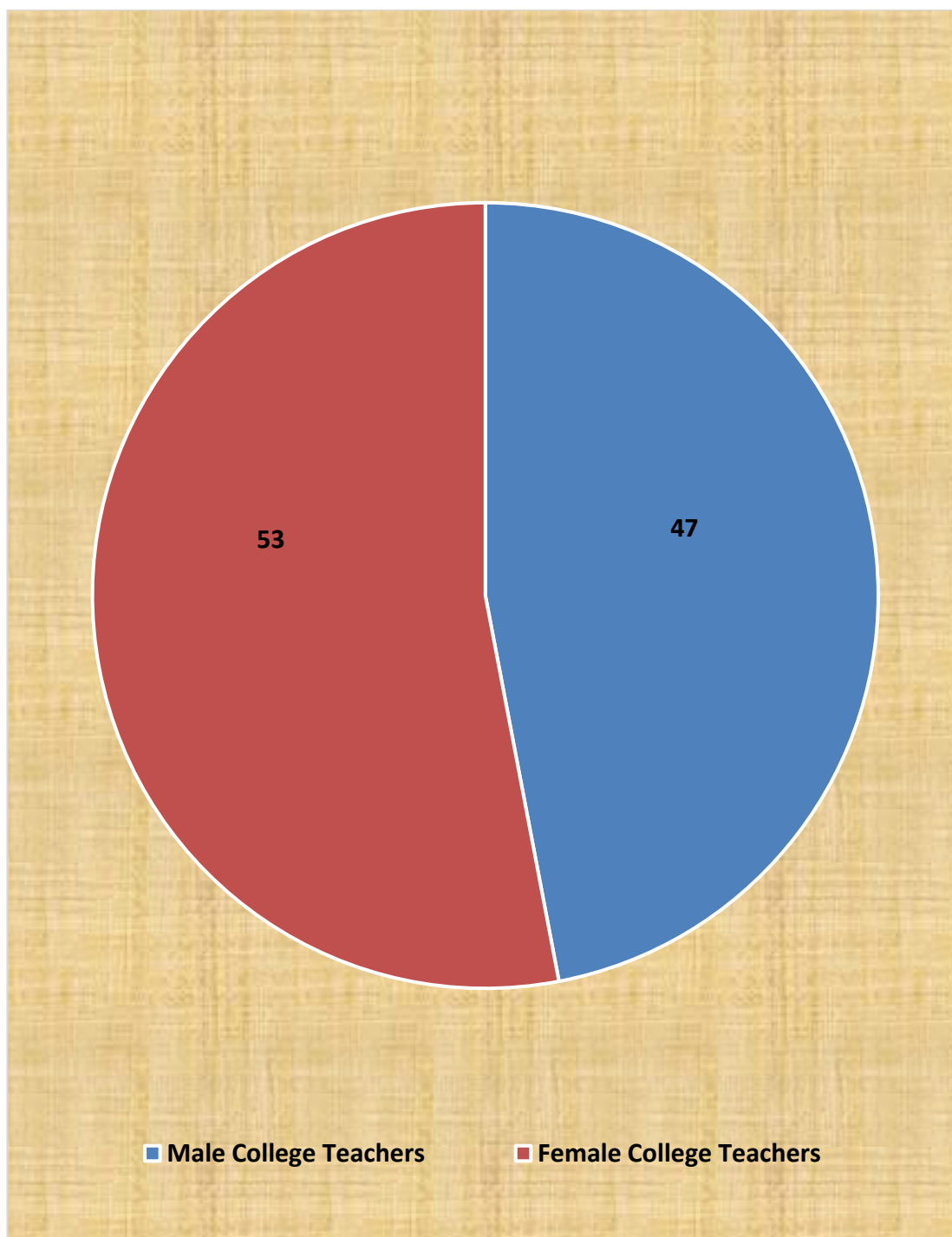
The structure of the sample is given in Table-2.1

**Table – 2.1**

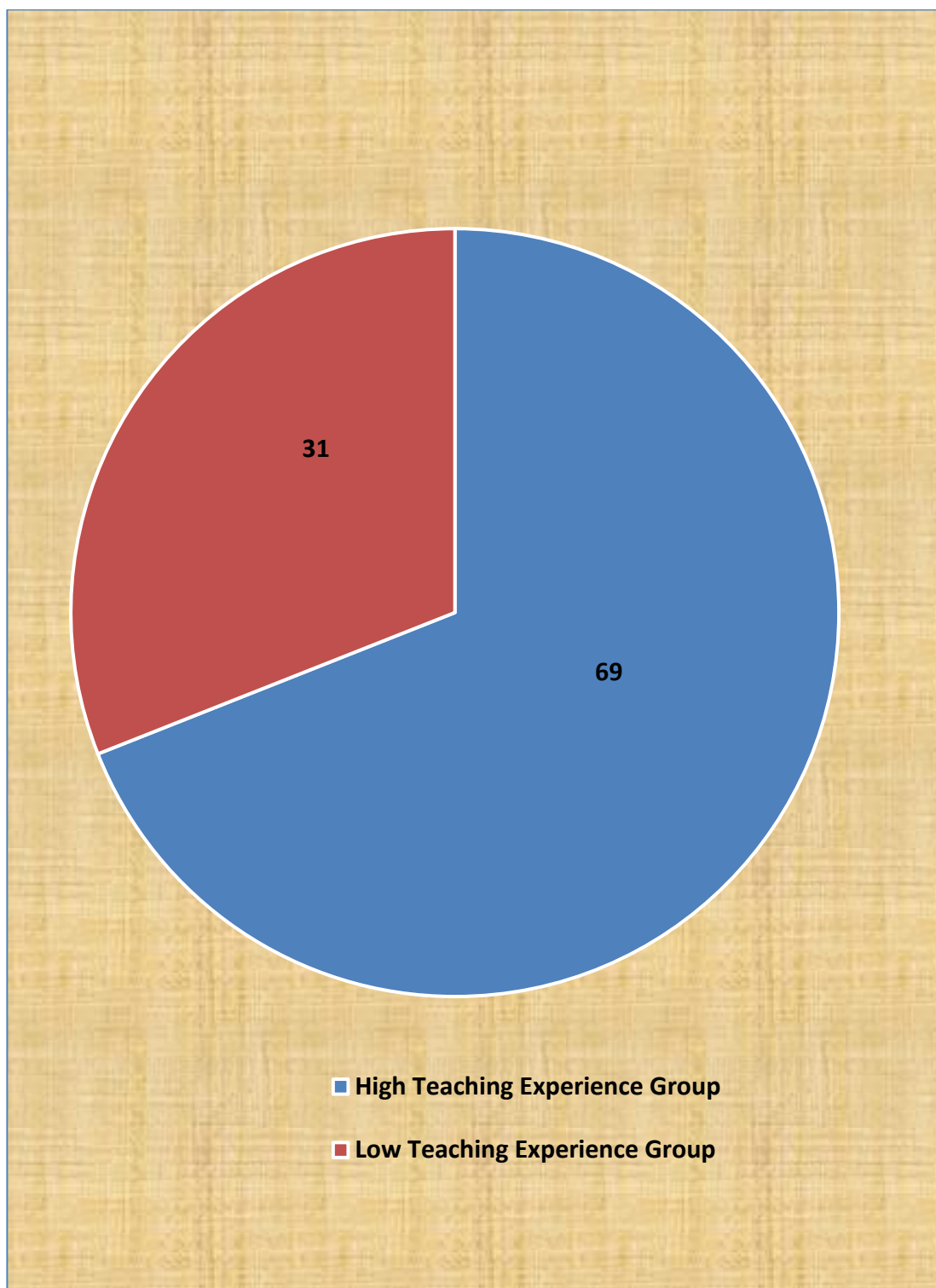
#### Institution Wise Detail of the Sample

Sr. No	Name of the Institute	Male	Female	Total
01	Govt. College Hamirpur	13	7	20
02	Govt. College Barsar	8	6	14
03	Govt. College Bhoranj	11	4	15
04	Govt. College Nadaun	9	11	20
05	Gautam Group of Colleges Hamirpur	6	25	31
Total		47	53	100

**Figure-2.1.1**  
**Pie-Diagram of Gender-Wise Distribution of the Sample**

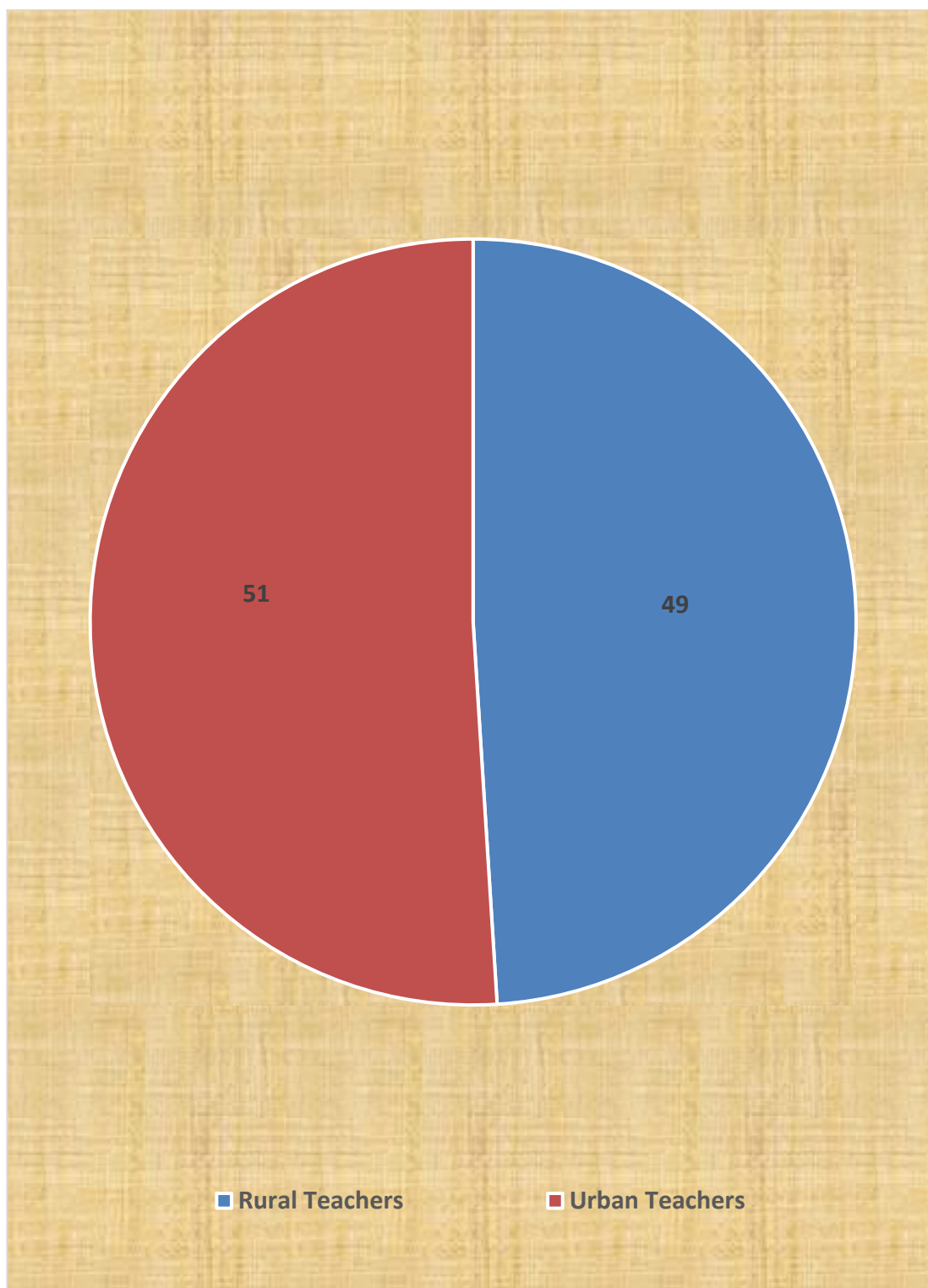


**Figure-2.1.2**  
**Pie-Diagram of Experience -Wise Distribution of the Sample**



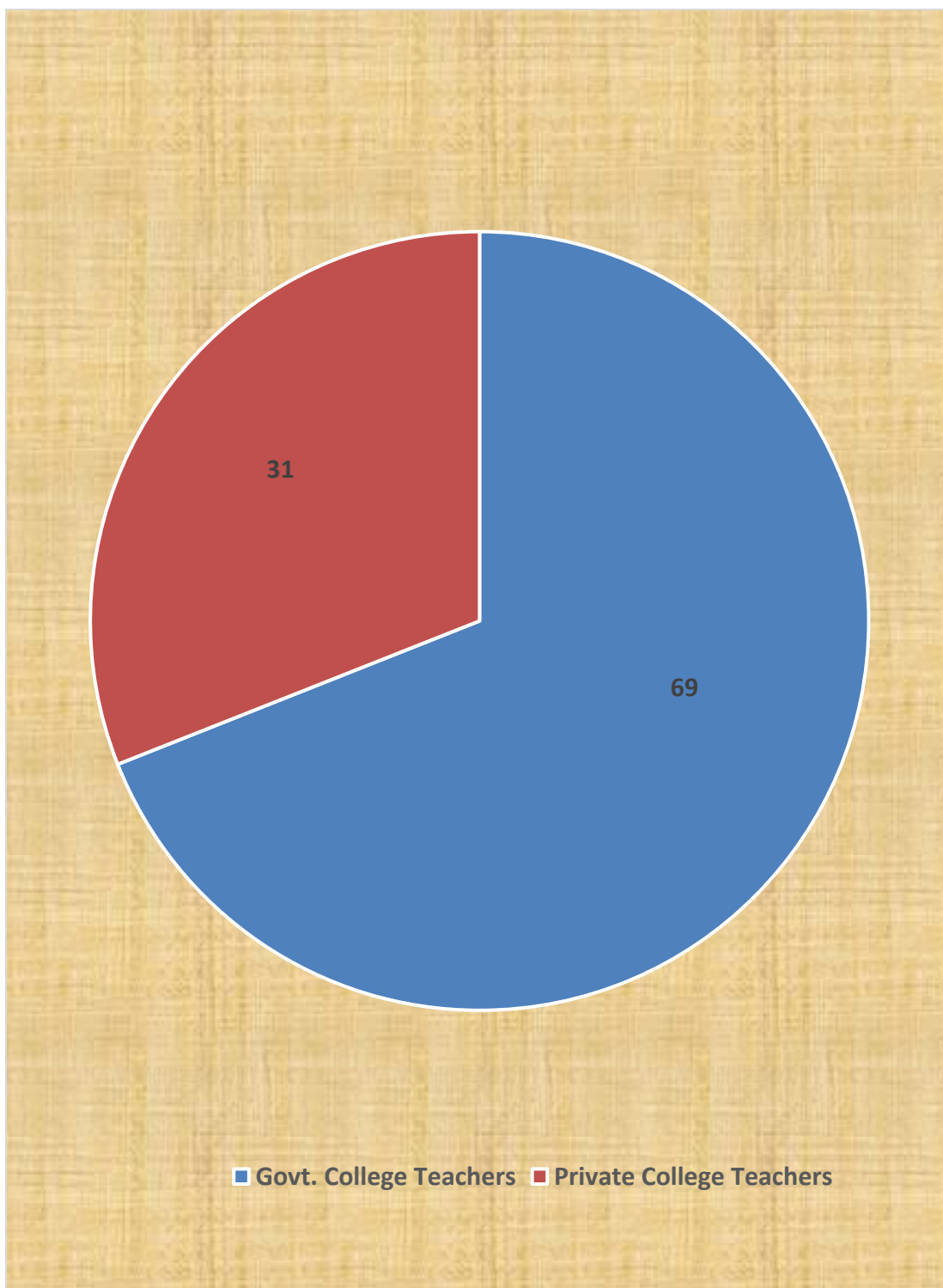
**Figure-2.1.3**

**Pie-Diagram of Residence -Wise Distribution of the Sample**





**Figure-2.1.4**  
**Pie-Diagram of Residence -Wise Distribution of the Sample**



### **VARIABLES**

There are Two types of variables viz Independent and Dependent Variables. In the present study Professional Commitment was considered as criterion variables (dependent variables) and Gender, Experience, Residence and Type of Management were regarded as independent variable. So, impact of independent variable was studied on criterion variable i.e. Professional Commitment.

### **TOOL USED**

An analysis tool is an essential component of any practical thesis, since it aids in the evaluation of solid proof and the formulation of a perfect judgment regarding the sample at hand. To collect data for the current investigation, the following tool was used:

#### **Professional Commitment Scale for Teachers (PCST) By Kaur et al. (2008)**

The PCST Scale was design to measure the professional commitment of teachers in the light of the operational definition of professional commitment of teachers. Professional commitment of teachers is role obligation of teacher's measurable behaviour pattern according to certain rules, norms and code of ethics of teaching profession concerning mainly with the learner, society, profession, attaining excellence and human basic values. For establishing the reliability of the PCST scale, the scale was administered to 100 teachers of 10 different schools of the study area. To the same teachers, the same scale was administered after the gap of one month for the test-retest. The product moment co-efficient of correlation between two sets of score was computed. It was found to be .76 (significant at 0.01 level)

Professional commitment scale in its final form comprised of 45 items. The Table-2.2 shows the distribution of items of Professional Commitment Scale for Teachers.

**Table 2.2**  
**Distribution of items (Area wise) of Professional Commitment Scale for Teachers**

Area Code	Area of Commitment	Item Number in Each Area	Number of Items
A	Commitment to Learner	1-9	9
B	Commitment to Society	10-18	9
C	Commitment to Profession	19-27	9
D	Commitment to Attain Excellence	28-36	9
E	Commitment to Basic Human Values	37-45	9
<b>Total</b>			<b>45</b>

### Scoring

The scoring procedure in PCST is quite objective and simple. After the college teachers filled the Scale, they were scored.” For scoring of the scale a 5-point scoring scheme as suggested by Renbush Likert was followed which is as under”

<b>FOR FAVOURABLE STATEMENTS (POSITIVE)</b>	
<b>Numerical Value</b>	<b>Degree of Agreement</b>
5	SA
4	A
3	U
2	DA
1	SD
<b>FOR UNFAVORABLE STATEMENT (NEGATIVE)</b>	
<b>Numerical Value</b>	<b>Degree of Agreement</b>
1	SA
2	A
3	U
4	DA
5	SD

### STATISTICAL TECHNIQUES USED

Statistics is a body of mathematical technique or a process of gathering, organizing, analyzing and interpreting numerical data. In the present study descriptive statistical techniques like Mean, Standard Deviation and the `t`-Test were used for testing the research hypothesis.

#### Mean

Mean is the average value of a set of quantities or something in the middle of two extremes. It is the median point of two extremes. The formula to find out the mean given below:

$$M = \frac{\sum X}{N}$$

M = Mean

$\sum$  = Sum

X = Score in Distribution

N = Total Number of scores

#### Standard Deviation (SD)

The Standard Deviation may be defined as a square root of the mean of the sum of the square of the deviation from the mean.

$$\sigma = \sqrt{\frac{\sum X^2}{N}}$$

Where:

$\sigma$  = Standard Deviation

$\Sigma$  = Sum

$\Sigma X^2$  = Sum of score X

N = Total number of Score

### The `t`- Test

The t-test is a statistical hypothesis test in which the test statistic follows a student's t distribution, if the null hypothesis is supported. It is most commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. When the scaling term is unknown and is replaced by an estimate based on the data, the test statistic (under certain conditions) follows a student's distribution.

The `t`-Test was used in the present study to compare professional commitment of College Teachers based on Gender, Teaching Experience, Economic Status, Residence, Family Type and Management Type. The `t`- Test assess whether the mean of two groups are statistically different from each other. This analysis is appropriate whenever you want to compare the mean of two groups, and especially appropriate as the analysis for the posttest-only two-group randomized experimental design.

The following formulae used for the purpose:

$$t' = \frac{M_1 - M_2}{\sqrt{\frac{(SD_1)^2}{N_1} + \frac{(SD_2)^2}{N_2}}}$$

Where:

$M_1$  = Mean Score of first group

$M_2$  = Mean Score of Second group

$SD_1$  = Standard Deviation of first group

$SD_2$  = Standard Deviation of Second group

$N_1$  = Sample size of first group

$N_2$  = Sample size of Second group

**df (degree of freedom) was calculated subtracting 2 from**

$$N = (N_1 + N_2) - 2 = N - 2$$

The 0.05 and 0.01 levels of significance were used for evaluating for hypothesis.

## **CHAPTER – III**

### **ANALYSIS AND INTERPREATION OF DATA**

#### **INTRODUCTION**

Analysis of data has been considered to be the most important stage and heart of the research work. It involves breaking down currently complex components into simple components and reconstructing the components in new arrangements for the aim of interpreting the analysed data.

Analysis of data means studying the tabulated material in order to determine the inherent fact of meaning. It involves breaking up of the complex fact in to the purpose interpretation.

The main function of analysis and interpretation of the data is to reveal useful information for decision making. Thus, the analysis and interpretation of the data collected for study is important to draw out significant conclusions. Analysis of data includes comparison of the outcome of the various treatments upon the several groups and the making of decision as to the achievement of goals of research.

“Any piece of research is generally directed towards the solution of the problem and analysis as well as interpretation in the research helps to know the logical and inferential part of research”- Best & Kahn (1993)

Following the methodology, a procedure describes in the earlier chapter; the data of professional commitment among college teachers was collected. This chapter deals with comparison of professional commitment among college teachers based on Gender, Experience, Residence and Management Type as discussed below:

#### **COMPARISON OF PROFESSIONAL COMMITMENT AMONG COLLEGE TEACHERS BASED ON THEIR GENDER**

The Table-3.1 presents the calculated statistics of Professional commitment of Male and Female College Teachers.

**Table-3.1**

**Significance of Mean Difference in the Professional Commitment of College Teachers Based on their Gender**

Professional Commitment	N		Mean		Std. Deviation		Df	't'-Value	Significance
	Male Teachers	Female Teachers	Male Teachers	Female Teachers	Male Teachers	Female Teachers			
Commitment to Learner	47	53	36.85	36.47	5.09	5.23	98	0.71	NS
Commitment to Society	47	53	35.55	35.33	4.82	4.85	98	0.82	NS
Commitment to Profession	47	53	31.57	33.75	4.75	4.61	98	0.02	NS
Commitment to Attain Excellence	47	53	33.19	34.20	5.80	5.31	98	0.36	NS
Commitment to Basic Human Values	47	53	34.31	34.39	3.73	3.61	98	0.91	NS
Overall	47	53	171.48	174.16	17.64	18.41	98	0.45	NS

NS = Not Significant

The Table-3.1 indicates that the obtained 't'-values for Male and Female College Teachers' group were found to be 0.71, 0.82, 0.02, 0.36, 0.91 and 0.45 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment, which are not significant at 0.05 level of significance. It means that College Teachers do not differ significantly with regard to their professional commitment based on their Gender. In other words, we can say that more or less on the average Male and Female College Teachers had almost equal/similar level of Professional Commitment with regard to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain



Excellence, Commitment to Basic Human Values and Overall Professional Commitment. Hence, the null hypothesis that “There will be no significant difference in the Professional Commitment of College Teachers based on Gender,” was accepted.

## COMPARISON OF PROFESSIONAL COMMITMENT AMONG COLLEGE TEACHERS BASED ON THEIR TEACHING EXPERIENCE

The Table-3.2 presents the calculated statistics of Professional commitment of Low Experience and High Experience College Teachers Groups.

**Table-3.2**

### Significance of Mean Difference in the Professional Commitment of College Teachers Based on their Teaching Experience

Professional Commitment	N		Mean		Std. Deviation		Df	‘t’- Value	Significance
	High Experience Teachers	Low Experience Teachers	High Experience Teachers	Low Experience Teachers	High Experience Teachers	Low Experience Teachers			
Commitment to Learner	69	31	35.94	37.04	5.96	4.62	98	0.34	NS
Commitment to Society	69	31	34.86	35.76	5.72	4.23	98	0.41	NS
Commitment to Profession	69	31	32.30	32.96	5.25	4.51	98	0.52	NS
Commitment to Attain Excellence	69	31	31.88	34.76	5.53	5.31	98	0.01	NS
Commitment to Basic Human Values	69	31	33.91	34.60	3.723	3.61	98	0.37	NS
Overall	69	31	168.91	175.15	20.03	16.33	98	0.11	NS

NS = Not Significant

The Table - 3.2 shows that the 't'- values for Low and High Experience College Teachers' group were found to be 0.34, 0.41, 0.52, 0.01, 0.37 and 0.11 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment, which are not significant at 0.05 level of significance. It means that Low and High Experience College Teachers' group do not differ significantly with regard to their Professional Commitment. In other words, we can say that more or less experience College Teachers were found to have almost similar/equal level of professional commitment with regard to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment. Hence, the null hypothesis that, 'There will be no significant difference in the Professional commitment of College Teachers with regard to Experience,' was retained.

### **COMPARISON OF PROFESSIONAL COMMITMENT AMONG COLLEGE TEACHERS BASED ON RESIDENCE**

The Table-3.3 presents the calculated statistics of Professional Commitment of Rural and Urban College Teachers.

**Table-3.3**

**Significance of Mean Difference in the Professional Commitment of College Teachers Based on their Residence**

Professional Commitment	N		Mean		Std. Deviation		Df	't'-Value	Significance
	Rural Teachers	Urban Teachers	Rural Teachers	Urban Teachers	Rural Teachers	Urban Teachers			
Commitment to Learner	49	51	36.53	36.76	5.06	5.27	98	0.82	NS
Commitment to Society	49	51	35.53	35.35	4.12	5.43	98	0.85	NS
Commitment to Profession	49	51	32.55	32.90	4.97	4.63	98	0.71	NS
Commitment to Attain Excellence	49	51	33.77	33.68	5.06	6.01	98	0.93	NS
Commitment to Basic Human Values	49	51	34.14	34.56	3.24	4.02	98	0.56	NS
Overall	49	51	172.53	173.27	15.77	20.09	98	0.83	NS

**NS = Not Significant**

The Table-3.3 indicates that the obtained 't'-values for Rural and Urban College Teachers' group were found to be 0.82, 0.85, 0.71, 0.93, 0.56 and 0.83 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment, which are not significant at 0.05 level of significance. It means that College Teachers do not differ significantly with regard to their Professional Commitment based on their Residence. So, it can be said that Urban and Rural College Teachers had almost equal or similar levels of Professional Commitment with regard to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic

Human Values and Overall Professional Commitment. Hence, the null hypothesis that “There will be no significant difference in the Professional Commitment of College Teachers based on Residence” was accepted.

## COMPARISON OF PROFESSIONAL COMMITMENT AMONG COLLEGE TEACHERS BASED ON THEIR MANAGEMENT TYPE

The Table-3.4 presents the calculated statistics of Professional Commitment of Govt and Private College Teachers

**Table-3.4**  
**Significance of Mean difference in the Professional Commitment of College Teachers**  
**Based on their Management Type.**

Professional Commitment	N		Mean		Std. Deviation		Df	't'-Value	Significance
	Govt College Teachers	Private College Teachers	Govt College Teachers	Private College Teachers	Govt College Teachers	Private College Teachers			
Commitment to Learner	69	31	36.43	37.12	5.30	4.82	98	0.52	NS
Commitment to Society	69	31	35.40	35.51	4.91	4.66	98	0.91	NS
Commitment to Profession	69	31	32.44	33.35	5.03	4.18	98	0.35	NS
Commitment to Attain Excellence	69	31	33.47	34.29	5.62	5.40	98	0.49	NS
Commitment to Basic Human Values	69	31	34.53	33.96	3.76	3.41	98	0.45	NS
Overall	69	31	172.30	174.25	18.58	16.90	98	0.60	NS

NS= Not Significant

The Table-4.4 indicates that the ‘t’- values of Professional Commitment were found to be 0.52, 0.91, 0.35, 0.49, 0.45 and 0.60 with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment, which are not significant at 0.05 level of significance. It means that Govt and Private College Teachers group do not differ significantly with regard to their professional commitment. In other words, we can say that more or less on the average College Teachers were found to have almost similar/equal level of Professional Commitment with regard to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment. Hence, the null hypothesis that “There will be no significant difference in the Professional Commitment of College Teachers with respect to Type of Management,” was retained.

### **DISCUSSION OF RESULTS**

This section deals with discussion on results of the present investigation in a systematic manner as given below:

#### **1. Differences in the Professional Commitment Among College Teachers Based on Gender**

The First finding of the current investigation concerning to gender difference in the Professional Commitment explored that college male and female teachers’ group do not differ significantly with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and overall professional commitment. This finding of the study was supported by the study conducted by Maheshwari (2003), Kohli (2005), Gajjar (2014), Bashir (2017), Gill & Kaur (2017), Kumar (2017), Rani (2019) and Hatim & Shakir (2021). Whereas, finding of the study is in contrast with study conducted by Jain (2013), Basu (2016), Pan (2016), Shukla & Waris (2016) and Habib (2019).

### **2. Differences in the Professional Commitment Among College Teachers Based on Experience**

The Second finding of the current investigation concerning to Experience difference in the Professional Commitment explored that college Low and High Experience teachers' group do not differ significantly with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and overall professional commitment. This finding of the study was supported by the study conducted by (Joseph 2003, Kohli 2005 and Gill & Kaur 2017). Whereas, finding of the study is in contrast with study conducted by Ahmad (2012).

### **3. Differences in the Professional Commitment Among College Teachers Based on Residence**

The Fourth finding of the current investigation concerning to Residence difference in the Professional Commitment explored that college Rural and Urban Background teachers' group do not differ significantly with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and overall professional commitment. This result is in conformity with the previous finding of (Gajjar 2014, Gill & Kaur 2017 and Kumar 2017). . Whereas, this finding of the study is in contrast with study conducted by Thoker (2017) and Ramzan Ali (2020), who found Urban background Teachers more committed as compared to rural background Teachers.

### **4. Differences in the Professional Commitment Among College Teachers Based on Type of Management**

The First finding of the current investigation concerning to Type of Management difference in the Professional Commitment explored that Govt and Private College teachers' group do not differ significantly with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and overall professional

commitment. This finding is in consonance with the research studies conducted by (Joseph 2003) and Rani (2019).

## **CHAPTER - IV**

### **CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS**

#### **INTRODUCTION**

This chapter gives an account of the summary of findings, provide meaningful suggestions for further studies and draw the implications of the studying the field of education.

This chapter gives an account of the summary of findings, provide the implications of the study in the field of education. and put forward meaningful suggestions for further studies.

#### **CONCLUSIONS**

On the basis of the analysis and interpretation of the data the following conclusion were drawn:

##### **1 Differences in Professional Commitment among college teachers based on gender**

No Significant Gender difference was found in Professional Commitment of College Male & Female Teachers group with regard to their Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment.

##### **2 Differences in Professional Commitment among college teachers based on Experience**

No Significant Experience difference was found in Professional Commitment of College Low & High Experience Teachers group with regard to their Commitment



to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment.

### **3 Differences in Professional Commitment among college teachers based on Residence**

No Significant Residence difference was found in Professional Commitment of College Rural & Urban Teachers' group with regard to their Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment.

### **4 Differences in Professional Commitment among college teachers based on Their Management Type**

No Significant Management Type difference was found in Professional Commitment of College Govt. & Private Teachers' group with regard to their Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and Overall Professional Commitment.

## **EDUCATIONAL IMPLICATIONS**

The research holds several implications for teachers regarding teaching learning process.

1. Educational Institution should give opportunity to teachers to attend orientation program, workshops.
2. Refresher Courses should be organized for teachers on professional commitment and treating professional commitment as a professional skill.
3. Time to time workshop, seminar and orientation program should be conducted in the institution.

4. College Teachers should continuously involve in their professional growth in terms of conducting research, writing research papers, conducting workshops and seminars, attending conferences, workshops and seminars and presenting papers, etc.

### **SUGGESIONS FOR FURTHER STUDIES**

The following suggestion may be undertaken for further studies:

1. The same kind of study may be conducted among university teachers.
2. A comparative study also may be conducted on the Government and Private College Teacher.
3. The study may also be conducted on Secondary Teacher in other States of India.
4. Sample size may be increased for further observation.
5. A comparative study may be conducted on Secondary School Teachers and College Teacher of Himachal Pradesh.
6. Similar kind of study may also be conducted in relation to their Educational Qualification.

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## ANNEXURE -A & B

### ANNEXURE -A

	<b>Consumable Booklet</b> of <b>P C S T-KRB</b> (English Version)
<b>Dr. Ravinder Kaur (Ludhiana)</b> <b>Dr. Sarbjit Kaur Ranu (Ludhiana)</b> <b>Mrs. Sarvjeet Kaur Brar (Ludhiana)</b>	

**Please fill in the following Informations : Date**

Name

Father's Name

Date of Birth  Sex : Male ☐ Female ☐

Level of Teaching : Primary ☐ Upper Primary ☐ Secondary ☐ Hr. Secondary ☐

Qualifications

Teaching Experience in Years

Name of the Institution

City

**INSTRUCTIONS**

- You are requested to read each statement carefully and also see to what extent that statement is applicable in your case. For indicating the degree of applicability a five-point scale is given against each statement i.e. Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree
- Please Tick Mark only one response that is true for you.
- You have to Mark only one response that is true for you.
- You are requested to indicate your answers without hesitation and with utmost degree of honesty.
- The information given by you will be kept confidential.
- Kindly give your response to all the 45 statements.

**Scoring Table**

Area	A	B	C	D	E	Total	Interpretation
Score							

Total Score  Z-Score

Interpretation

Estd. 1947 ☎:(0562) 2464926

**H. P. Bhargava Book House**

4/230, Kacheri Ghat, AGRA-282 004



2 Consumable Booklet of PCST-KRB

Sr No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Undeci- ded	Dis- agree	Strongly Disagree	

(A)

1. I help my students to develop an optimistic outlook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2. I control the problem of absenteeism by making my teaching a joyful experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3. I find it impossible to pay equal attention to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4. I feel as a teacher I have nothing to do with pupils having psychological problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5. I remain duty bound for all round development of my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6. I pay least attention to bright students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7. I feel no need for planning and preparing for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8. I pay no consideration to abilities of students while assigning them homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9. I ignore the students asking questions I am unable to answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Score of A

(B)

10. I believe that students can become good citizens only when teachers are good teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11. I remain sensitive to what people think of teachers in our society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12. I feel its none of my duty to motivate students for participating in social welfare projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13. I do not fritter away my time in school by discussing social problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14. I do not discriminate my students on grounds of caste and religion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15. I am especially watchful of events happening in my neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16. I am of the view that teacher is a significant agent of social change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Sr No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
17.	I believe that upliftment of society is the concern of social workers only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	I believe other occupations are more important to society than teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
						Score of B	<input type="text"/>

(C)

19.	I heartily give priority to my professional work over other activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Teaching profession appears to be interesting in the beginning only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	I get upset when any one speaks ill of teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22.	I work even on holidays when circumstances demand.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	I find my job tiresome due to heavy workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	I hate to be assigned duties in the absence of the needed resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	I would change my profession if I am offered higher salary elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	I am convinced that there are more life-disadvantages than advantages in teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	I find it difficult to remain fully committed to my profession in present day situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
						Score of C	<input type="text"/>

(D)

28.	I feel attending seminars and conferences is sheer wastage of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	I believe that achieving excellence is a journey that never ends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	I think that teaching is a profession which requires continuous learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	I am left with no time to go through educational journals and magazines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>



4 | Consumable Booklet of PCST-KR8

Sr No.	STATEMENTS	RESPONSE					Score
		Strongly Agree	Agree	Undeci- ded	Dis- agree	Strongly Disagree	

- |   |                          |                          |                          |                          |                          |                          |                      |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 32. I find nothing is lacking in my ways and practices of teaching                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 33. I think teaching methods of the past were far better than present day methods | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 34. I feel teaching profession tends to make people lazy.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 35. I remain critically aware of my shortcomings as a teacher.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 36. I find that scope of excellence in the field of teaching is limited.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

(E)

Score of D

- |   |                          |                          |                          |                          |                          |                          |                      |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------------------|
| 37. I frankly express my views and opinions on value-matters in the presence of others.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 38. I feel it's not bad to take up tuitions for improving living standards  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 39. I heartily appreciate students sticking to values of life in their day to day conduct.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 40. I feel strongly angry over the use of filthy language by people.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 41. I remain professionally bound to play role model for my students.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 42. I maintain the standards of honesty whatever the existential situations.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 43. I believe teachers hardly determine the moral standards of a nation.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 44. I feel ashamed of myself if any of my students commits an immoral act.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |
| 45. I am convinced that teachers are bound to commad honour of their society if they follow the principles of professional ethics | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> |

Score of E

**ANNEXURE -B**  
**DATA CHART**  
**Professional Commitment Scale for Teachers (PCST) By Kaur et al. (2008)**

ID No.	Gender	Teaching Experience	Type of Management	Residence	Professional Commitment Scale Scores Related to						
					Learner	Society	Profession	Achieve	Human value	overall Score	Z Score
1	M	HE	Govt	Rural	38	36	30	38	32	174	0.45
2	M	LE	Govt	Rural	41	33	24	33	34	165	-0.05
3	M	LE	Govt	Rural	36	35	34	35	35	175	0.51
4	M	LE	Govt	Rural	36	39	34	37	31	177	0.62
5	M	LE	Govt	Rural	38	36	33	39	30	176	0.56
6	M	LE	Govt	Rural	38	37	27	42	35	179	0.74
7	M	LE	Govt	Rural	35	34	30	31	38	168	0.11
8	M	LE	Govt	Rural	28	27	24	26	33	138	-1.6
9	M	HE	Govt	Rural	38	39	28	33	38	176	0.56
10	FM	LE	Govt	Rural	36	45	37	38	39	195	1.65

11	FM	LE	Govt	Rural	25	34	25	34	37	155	-0.62
12	FM	LE	Govt	Rural	33	34	37	36	35	175	0.51
13	FM	HE	Govt	Rural	34	32	39	23	32	160	0.34
14	FM	HE	Govt	Rural	45	39	42	35	29	190	1.37
15	FM	HE	Govt	Rural	39	33	36	33	34	175	0.51
16	FM	HE	Govt	Rural	39	35	40	36	36	186	1.14
17	FM	HE	Govt	Rural	39	32	38	34	34	177	0.62
18	FM	LE	Govt	Rural	39	35	29	32	33	168	0.11
19	FM	LE	Govt	Rural	42	36	30	33	33	174	0.45
20	M	HE	Govt	Rural	38	31	26	35	29	159	0.39
21	M	HE	Govt	Rural	38	39	31	32	34	174	0.45
22	M	HE	Govt	Rural	34	36	33	27	36	166	0
23	M	HE	Govt	Rural	38	41	29	36	34	178	0.68

24	M	HE	Govt	Rural	26	24	26	23	24	123	-2.46
25	M	LE	Govt	Rural	42	40	38	39	34	193	1.54
26	M	HE	Govt	Rural	45	34	38	35	35	187	1.19
27	M	HE	Govt	Rural	39	37	31	38	32	177	0.62
28	M	LE	Govt	Rural	38	37	31	37	30	173	0.39
29	FM	LE	Govt	Rural	35	36	33	36	31	171	0.28
30	FM	LE	Govt	Rural	39	37	36	36	38	186	1.14
31	FM	LE	Govt	Rural	37	39	36	37	36	185	1.08
32	FM	LE	Govt	Rural	32	41	38	34	38	183	0.96
33	FM	LE	Govt	Rural	32	39	30	34	34	169	0.17
34	FM	LE	Govt	Rural	38	39	36	31	29	173	0.39
35	M	LE	Govt	Rural	29	31	26	30	34	150	0.91

36	M	LE	Govt	Rural	38	35	31	38	34	176	0.56
37	M	HE	Govt	Rural	22	27	26	27	35	137	-1.65
38	M	HE	Govt	Rural	37	43	27	25	40	172	0.34
39	M	HE	Govt	Rural	38	35	36	35	35	179	0.74
40	M	HE	Govt	Rural	38	35	29	37	34	173	0.39
41	M	LE	Govt	Rural	45	35	42	44	29	195	1.65
42	M	LE	Govt	Rural	42	38	37	35	39	191	1.42
43	M	LE	Govt	Rural	38	36	38	41	37	190	1.37
44	M	LE	Govt	Rural	36	33	33	30	35	167	0.05
45	FM	LE	Govt	Rural	36	38	28	34	33	169	0.17
46	FM	HE	Govt	Rural	27	31	27	33	34	152	-0.79
47	FM	HE	Govt	Rural	45	41	40	37	41	204	2.17

48	FM	LE	Govt	Rural	37	34	34	34	36	175	0.51
49	FM	LE	Govt	Rural	32	28	32	17	35	144	-1.25
50	M	LE	Govt	Urban	38	35	31	38	32	174	0.45
51	M	HE	Govt	Urban	33	34	34	37	34	172	0.34
52	M	HE	Govt	Urban	35	32	31	23	29	150	0.91
53	M	HE	Govt	Urban	31	33	35	31	34	164	-0.11
54	M	HE	Govt	Urban	38	30	26	27	32	153	-0.74
55	M	LE	Govt	Urban	41	31	28	30	37	167	0.05
56	M	HE	Govt	Urban	41	43	24	34	34	176	0.56
57	M	HE	Govt	Urban	40	41	37	29	38	185	1.08
58	M	HE	Govt	Urban	24	29	25	23	33	134	-1.83
59	M	HE	Govt	Urban	40	37	34	35	42	188	1.25

60	M	HE	Govt	Urban	37	43	30	36	32	178	0.68
61	M	LE	Govt	Urban	39	45	33	39	38	194	1.6
62	M	LE	Govt	Urban	43	38	41	42	43	207	2.34
63	FM	LE	Govt	Urban	40	39	40	39	43	201	2
64	FM	LE	Govt	Urban	42	38	36	41	43	200	1.94
65	FM	HE	Govt	Urban	23	30	30	29	30	142	-1.37
66	FM	HE	Govt	Urban	26	20	32	21	31	130	-2.06
67	FM	HE	Govt	Urban	41	44	42	41	41	209	2.4
68	FM	HE	Govt	Urban	34	25	25	22	30	136	-1.71
69	FM	LE	Govt	Urban	38	35	30	38	34	175	0.51
70	M	LE	Pvt	Urban	38	31	37	33	35	174	0.45
71	M	LE	Pvt	Urban	26	26	30	22	27	131	-2

72	M	LE	Pvt	Urban	39	44	40	20	41	184	1.02
73	M	LE	Pvt	Urban	42	41	28	35	34	180	0.79
74	M	LE	Pvt	Urban	39	37	32	31	37	176	0.56
75	M	HE	Pvt	Urban	39	38	36	37	35	185	1.08
76	FM	LE	Pvt	Urban	36	41	34	34	36	181	0.85
77	FM	LE	Pvt	Urban	38	35	36	33	31	173	0.39
78	FM	LE	Pvt	Urban	40	43	39	39	42	203	2.11
79	FM	LE	Pvt	Urban	36	33	33	40	35	177	0.62
80	FM	LE	Pvt	Urban	44	37	37	39	37	194	1.6
81	FM	LE	Pvt	Urban	25	27	22	23	31	128	-2.17
82	FM	LE	Pvt	Urban	38	36	36	41	37	188	1.25
83	FM	LE	Pvt	Urban	43	33	27	32	33	168	0.11



84	FM	LE	Pvt	Urban	43	35	35	31	32	176	0.56
85	FM	LE	Pvt	Urban	39	30	34	35	30	168	0.11
86	FM	LE	Pvt	Urban	36	39	36	39	34	184	1.02
87	FM	HE	Pvt	Urban	37	41	33	34	36	181	0.85
88	FM	LE	Pvt	Urban	37	37	37	41	36	188	1.25
89	FM	LE	Pvt	Urban	30	29	25	33	28	145	-1.19
90	FM	LE	Pvt	Urban	36	39	36	39	34	184	1.02
91	FM	LE	Pvt	Urban	25	27	30	28	34	144	-1.25
92	FM	LE	Pvt	Urban	42	35	34	40	37	188	1.25
93	FM	LE	Pvt	Urban	38	37	30	40	37	182	0.91
94	FM	LE	Pvt	Urban	38	36	30	38	32	174	0.45
95	FM	LE	Pvt	Urban	40	41	31	36	35	183	0.96

96	FM	HE	Pvt	Urban	38	35	37	37	32	179	0.74
97	FM	LE	Pvt	Urban	37	35	33	31	30	166	0
98	FM	LE	Pvt	Urban	37	31	32	34	33	167	0.05
99	FM	LE	Pvt	Urban	41	37	39	33	33	183	0.96
100	FM	LE	Pvt	Urban	34	35	35	35	29	168	0.11