

## **CHAPTER 5**

### **DATA ANALYSIS AND INTERPRETATION**

#### **5.0 INTRODUCTION**

In the previous chapter, a detailed description of the tool constructed and standardized was presented. Also method of data collection was explained at length. Both, the process of data collection and the methods applied for analyzing and interpreting the data collected through various tools were described and discussed at length. The present chapter deals with the analysis and interpretation of data according to the hypotheses.

The major objectives of the study were to construct and standardize the tool for measuring professional commitment and job satisfaction among secondary school teachers of Vadodara District. Also other objectives of the study includes measuring professional commitment and job satisfaction with respect to certain predefined variables and to study its effect on professional commitment. The tool constructed by the investigator was standardized by following Likert's Summated Rating Technique. Various variables considered for the study were gender, location of the school, category / caste of teachers, educational qualification / stream of teachers, medium of teaching, teaching experience of teachers and job satisfaction. These facets were considered in the present study and also the investigator has attempted to find the interaction effect of these variables. The analysis of data collected from 1262 teachers serving in grant in aid secondary school teachers has been presented in detail in the present chapter.

#### **5.1 PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS**

Mean, median, standard deviation, skewness and kurtosis was computed for the data pertaining to professional commitment of secondary school teachers which is shown in table no: 5.1

**TABLE: 5.1**

**MEAN, MEDIAN, STANDARD DEVIATION, SKEWNESS AND  
KURTOSIS FOR PROFESSIONAL COMMITMENT OF SECONDARY  
SCHOOL TEACHERS**

Number of teachers	<b>1262</b>
Mean	<b>196.60</b>
Median	<b>198.00</b>
Standard Deviation	<b>20.19</b>
Skewness	<b>- 2.254</b>
Kurtosis	<b>1.725</b>

The Table 5.1 indicates the measure of mean and median of the distribution, which are 196.60 and 198.00 respectively. The standard deviation of the data is 20.19. The skewness of the distribution was -2.254 (negatively skewed). This means that the score were massed at the right end of the scale and were spread out more gradually towards the left end. So it can concluded that professional commitment of secondary school teachers in Vadodara District is higher. The kurtosis was found to be 1.725 which is greater than 0.236. So the nature of the distribution is Platykurtic.

## **5.2 JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS**

Mean, median, standard deviation, skewness and kurtosis was computed for the data pertaining to Job Satisfaction of secondary school teachers which is shown in table no: 5.2.

**TABLE: 5.2**  
**MEAN, MEDIAN, STANDARD DEVIATION, SKEWNESS AND**  
**KURTOSIS FOR JOB SATISFACTION OF**  
**SECONDARY SCHOOL TEACHERS**

Number of teachers	<b>1262</b>
Mean	<b>225</b>
Median	<b>236</b>
Standard Deviation	<b>25.68</b>
Skewness	<b>- 3.145</b>
Kurtosis	<b>1.95</b>

The Table 5.2 indicates the measure of mean and median of the distribution, which are 225 and 236 respectively. The standard deviation of the data is 25.68. The skewness of the distribution was – 3.145 (negatively skewed). This means that the score were massed at the right end of the scale and were spread out more gradually towards the left end. So it can concluded that Job Satisfaction of secondary school teachers in Vadodara District is higher. The kurtosis was found to be 1.95 which is greater than 0.236. So the nature of the distribution is Platykurtic.

### **5.3 DATA ANALYSIS USING ANALYSIS OF VARIANCE (ANOVA)**

Analysis of Variance (ANOVA) is a parametric test. Analysis of Variance is an extension of t-test. By using t – test the difference between two groups only can be studied at a time. Thus, by using t- test only one independent variable can be studied. In analysis of variance (ANOVA) effect of two or more variables can be studied. For the present study, investigator studied interaction on professional commitment with respect to gender, category, location of school, educational qualification of teacher, medium of teaching, teaching experience of teachers and job satisfaction. ANOVA was applied for the verification of following null hypotheses.

1. There will be no significant difference in the professional commitment of secondary school teachers with respect to Gender. **(A)**
2. There will be no significant difference in the professional commitment of secondary school teachers with respect to Category. **(B)**
3. There will be no significant difference in the professional commitment of secondary school teachers with respect to Location of School. **(C)**
4. There will be no significant difference in the professional commitment of secondary school teachers with respect to Educational qualification of teacher. **(D)**
5. There will be no significant difference in the professional commitment of secondary school teachers with respect to Medium of teaching in school. **(E)**
6. There will be no significant difference in the professional commitment of secondary school teachers with respect to Teaching Experience of teachers. **(F)**
7. There will be no significant difference in the professional commitment of secondary school teachers with respect to Job Satisfaction. **(G)**
8. There will be no significant interaction between Gender and Category on the professional commitment of secondary school teachers.
9. There will be no significant interaction between Gender and Location of the school on the professional commitment of secondary school teachers.
10. There will be no significant interaction between Gender and Educational Qualification of teachers on the professional commitment of secondary school teachers.
11. There will be no significant interaction between Gender and Medium of teaching on the professional commitment of secondary school teachers.
12. There will be no significant interaction between Gender and Teaching Experience of teachers on the professional commitment of secondary school teachers.

13. There will be no significant interaction between Gender and Job Satisfaction on the professional commitment of secondary school teachers.
14. There will be no significant interaction between Category and Location of the school on the professional commitment of secondary school teachers.
15. There will be no significant interaction between Category and Educational qualification of teacher on the professional commitment of secondary school teachers.
16. There will be no significant interaction between Category and Medium of Teaching on the professional commitment of secondary school teachers.
17. There will be no significant interaction between Category and Teaching Experience of teachers on the professional commitment of secondary school teachers.
18. There will be no significant interaction between Category and Job Satisfaction of the school on the professional commitment of secondary school teachers.
19. There will be no significant interaction between Location of the school and Educational qualification of teacher on the professional commitment of secondary school teachers.
20. There will be no significant interaction between Location of the school and Medium of Teaching on the professional commitment of secondary school teachers.
21. There will be no significant interaction between Location of the school and Teaching Experience of teacher on the professional commitment of secondary school teachers.
22. There will be no significant interaction between Location of the school and Job Satisfaction of teacher on the professional commitment of secondary school teachers.
23. There will be no significant interaction between Educational qualification and Medium of Teaching of teacher on the professional commitment of secondary school teachers.

24. There will be no significant interaction between Educational qualification and Teaching Experience of teacher on the professional commitment of secondary school teachers.
25. There will be no significant interaction between Educational qualification and Job Satisfaction of teacher on the professional commitment of secondary school teachers.
26. There will be no significant interaction between Medium of Teaching of teacher and Teaching Experience of teachers on the professional commitment of secondary school teachers.
27. There will be no significant interaction between Medium of Teaching of teacher and Job Satisfaction of teachers on the professional commitment of secondary school teachers.
28. There will be no significant interaction between Teaching Experience of teachers and Job satisfaction of teachers on the professional commitment of secondary school teachers.
29. There will be no significant interaction between Gender, Category and Location of school on the professional commitment of secondary school teachers.
30. There will be no significant interaction between Gender, Category and Educational Qualification of teachers on the professional commitment of secondary school teachers.
31. There will be no significant interaction between Gender, Category and Medium of Teaching on the professional commitment of secondary school teachers.
32. There will be no significant interaction between Gender, Category and Teaching Experience of teachers on the professional commitment of secondary school teachers.
33. There will be no significant interaction between Gender, Category and Job Satisfaction on the professional commitment of secondary school teachers.

34. There will be no significant interaction between Category, Location of school and Educational Qualification of teachers on the professional commitment of secondary school teachers.
35. There will be no significant interaction between Category, Location of school and Medium of Teaching on the professional commitment of secondary school teachers.
36. There will be no significant interaction between Category, Location of school and Teaching Experience of teachers on the professional commitment of secondary school teachers.
37. There will be no significant interaction between Category, Location of school and Job Satisfaction on the professional commitment of secondary school teachers.
38. There will be no significant interaction between Location of school, Educational Qualification of teachers and medium of teaching on the professional commitment of secondary school teachers.
39. There will be no significant interaction between Location of school, Educational Qualification of teachers and teaching experience on the professional commitment of secondary school teachers.
40. There will be no significant interaction between Location of school, Educational Qualification of teachers and Job Satisfaction on the professional commitment of secondary school teachers.
41. There will be no significant interaction between Educational Qualification of teachers, medium of teaching and Teaching Experience on the professional commitment of secondary school teachers.
42. There will be no significant interaction between Educational Qualification of teachers, medium of teaching and Job Satisfaction on the professional commitment of secondary school teachers.
43. There will be no significant interaction between medium of teaching, Teaching Experience and Job Satisfaction on the professional commitment of secondary school teachers.

44. There will be no significant interaction between Gender, Category, Location of school and Educational qualification of teachers on the professional commitment of secondary school teachers.
45. There will be no significant interaction between Gender, Category, Location of school and Medium of teaching on the professional commitment of secondary school teachers.
46. There will be no significant interaction between Gender, Category, Location of school and Teaching experience of teachers on the professional commitment of secondary school teachers.
47. There will be no significant interaction between Gender, Category, Location of school and Job Satisfaction on the professional commitment of secondary school teachers.
48. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers and Medium of teaching on the professional commitment of secondary school teachers.
49. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers and Teaching Experience on the professional commitment of secondary school teachers.
50. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers and Job Satisfaction on the professional commitment of secondary school teachers.
51. There will be no significant interaction between Location of school, Educational Qualification of teachers, Medium of teaching and Teaching Experience on the professional commitment of secondary school teachers.
52. There will be no significant interaction between Location of school, Educational Qualification of teachers, Medium of teaching and Job Satisfaction on the professional commitment of secondary school teachers.
53. There will be no significant interaction between Educational Qualification of teachers, Medium of teaching, Teaching Experience of teachers and Job Satisfaction on the professional commitment of secondary school teachers.



54. There will be no significant interaction between Gender, Category, Location of school, Educational Qualification of teachers and Medium of teaching on the professional commitment of secondary school teachers.
55. There will be no significant interaction between Gender, Category, Location of school, Educational Qualification of teachers and Teaching Experience on the professional commitment of secondary school teachers.
56. There will be no significant interaction between Gender, Category, Location of school, Educational Qualification of teachers and Job Satisfaction on the professional commitment of secondary school teachers.
57. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers, Medium of teaching and teaching experience of teachers on the professional commitment of secondary school teachers.
58. There will be no significant interaction between Category, Location of school, Educational Qualification of teachers, Medium of teaching and Job Satisfaction on the professional commitment of secondary school teachers.
59. There will be no significant interaction between Location of school, Educational Qualification of teachers, Medium of teaching, teaching experience of teachers and Job Satisfaction on the professional commitment of secondary school teachers.
60. There will be no significant interaction between Gender, Category, Location of School, Educational Qualification, Medium of Teaching and Teaching Experience of Teachers on the professional commitment of secondary school teachers.
61. There will be no significant interaction between Gender, Category, Location of School, Educational Qualification, Medium of Teaching and Job Satisfaction on the professional commitment of secondary school teachers.
62. There will be no significant interaction between Category, Location of School, Educational Qualification, Medium of Teaching, Teaching

Experience and Job Satisfaction on the professional commitment of secondary school teachers.

63. There will be no significant interaction between Location of School, Educational Qualification, Medium of Teaching, Teaching Experience, Job Satisfaction and gender on the professional commitment of secondary school teachers.
64. There will be no significant interaction between Medium of Teaching, Teaching Experience, Job Satisfaction, Gender, category and location of school on the professional commitment of secondary school teachers.
65. There will be no significant interaction between Medium of Teaching, Teaching Experience, Job Satisfaction, Gender, Category and Location of School on the professional commitment of secondary school teachers.
66. There will be no significant interaction between Teaching Experience, Job Satisfaction, Gender, Category, Location of school and Educational Qualification on the professional commitment of secondary school teachers.
67. There will be no significant interaction between Job Satisfaction, Gender, Category, Location of school, Educational Qualification and Medium of teaching on the professional commitment of secondary school teachers.
68. There will be no significant interaction between Gender, Category, Location of School, Educational Qualification, Medium of Teaching, Teaching Experience and Job Satisfaction on the professional commitment of secondary school teachers.

In order to test above hypotheses analysis of variance technique was applied and 'F' ratio was computed. This is presented in Table no. 5.3.

**TABLE 5.3**  
**SUMMARY OF ANOVA FOR PROFESSIONAL COMMITMENT**  
**OF SECONDARY SCHOOL TEACHERS**

<b>Source of Variance</b>	<b>Sum of Square</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Significance of 'F'</b>
A (Gender)	2256.121	1	2256.121	13.527	S
B (Category)	4153.557	3	1384.226	7.090	S
C (Location)	0230.251	1	230.251	2.943	NS
D (Educational Qualification)	0127.562	1	127.562	6.886	S
E (Medium of Teaching)	0100.252	3	0033.152	0.602	NS
F (Teaching Experience)	0135.236	1	0135.236	10.512	S
G (Job Satisfaction)	0433.056	3	0111.019	12.386	S
A X B	0060.769	3	0020.025	02.327	NS
A X C	0286.304	1	0286.304	00.725	NS
A X D	3855.195	3	1285.650	17.148	S
A X E	0233.140	1	0233.140	02.608	NS
A X F	0511.372	3	0173.686	01.455	NS
A X G	1389.572	3	0416.524	15.227	S
B X C	3361.141	3	1120.380	01.654	NS
B X D	2900.981	3	0960.327	01.422	NS
B X E	0000.509	3	0000.170	02.148	NS
B X F	0153.098	3	0052.183	00.768	NS
B X G	0065.736	3	0021.245	00.769	NS

Source of Variance	Sum of Square	df	Mean Square	F	Significance of 'F'
C X D	2000.198	1	2000.198	00.319	NS
C X E	4323.268	3	1106.089	2.601	NS
C X F	3240.690	3	1080.345	16.499	S
C X G	0390.788	3	0130.263	0.716	NS
D X E	0420.251	1	0420.251	1.090	NS
D X F	2099.391	3	333.196	12.478	S
D X G	3122.369	3	1040.123	02.256	NS
E X F	0000.428	3	0000.214	00.931	NS
E X G	7506.540	3	2502.143	14.292	S
F X G	0220.843	3	0066.281	00.617	NS
A X B X C	1030.589	3	0340.163	01.165	NS
A X B X D	0806.965	1	0806.965	04.908	S
A X B X E	2403.105	3	0601.035	13.025	S
A X B X F	0961.290	3	0320.430	01.276	NS
A X B X G	0310.596	1	0310.596	03.643	NS
B X C X D	0386.425	3	0125.142	00.841	NS
B X C X E	0001.859	3	0000.310	01.267	NS
B X C X F	0720.747	3	0240.124	00.739	NS
B X C X G	0000.540	3	0001.823	01.292	NS
C X D X E	0328.285	3	0109.142	10.443	S
C X D X F	0108.250	3	0036.125	00.741	NS
C X D X G	0000.391	3	0000.196	02.478	NS
D X E X F	2871.204	3	0957.602	01.759	NS
D X E X G	0231.290	1	0231.290	1.276	NS

Source of Variance	Sum of Square	df	Mean Square	F	Significance of 'F'
E X F X G	1890.736	3	630.245	10.769	S
A X B X C X D	0560.409	3	0186.316	0.809	NS
A X B X C X E	001.202	1	001.202	0.819	NS
A X B X C X F	5333.085	3	1444.771	2.254	NS
A X B X C X G	0860.796	3	0286.398	1.247	NS
B X C X D X E	0000.253	3	0000.126	0.512	NS
B X C X D X F	0291.005	3	0970.091	0.489	NS
B X C X D X G	0000.403	3	0000.201	00.360	NS
C X D X E X F	4663.540	3	1551. 230	11.292	S
C X D X E X G	4111.202	1	4111.202	00.819	NS
D X E X F X G	3206.403	3	1062.201	16.360	S
A X B X C X D X E	2700.106	3	900.053	01.099	NS
A X B X C X D X F	0064.896	3	0021.448	01.050	NS
A X B X C X D X G	7170.691	3	2390.320	00.850	NS
B X C X D X E X F	0330.290	1	0330.290	00.259	NS
B X C X D X E X G	0563.862	3	0187.931	03.439	NS
C X D X E X F X G	0000.816	1	0000.816	02.495	NS
A X B X C X D X E X F	5111.957	3	1703.979	00.694	NS
A X B X C X D	0001.044	3	0000.522	00.769	NS

Source of Variance	Sum of Square	df	Mean Square	F	Significance of 'F'
X E X G					
B X C X D X E X F X G	9751.350	3	3250.675	01.790	NS
C X D X E X F X G X A	0000.896	3	0000.448	01.050	NS
D X E X F X G X A X B	0120.243	3	040.121	02.226	NS
E X F X G X A X B X C	0032.727	1	0032.727	02.846	NS
F X G X A X B X C X D	0034.085	1	0034.085	02.254	NS
A X B X C X D X E X F X G	0.000	0	0.000	0.000	NS
Error within treatment	758.669	1098	0.665		
<b>Total</b>	<b>28248.00</b>	<b>1262</b>			

[Expected 'F' value at 1/1098 degree of freedom at 0.01 level is 6.66 and at 0.05 level is 3.85]

[Expected 'F' value at 3/1098 degree of freedom at 0.01 level is 3.80 and at 0.05 level is 2.61]

[NS = Not Significant and S = Significant]

#### 5.4 INTERPRETATION OF DATA

1. It can be seen from the above Table 5.3 that in case of main effects 'F' ratio for Gender is 13.527 which is significant at both 0.01 level and 0.05 level. So the hypothesis number one is not accepted.

Since the hypothesis number one not accepted, it can be concluded that there is significant difference in the professional commitment of secondary school

teachers with respect to gender. The mean score of male and female teachers on professional commitment scale was found to be 194.56 and 202.78 respectively. The difference is thus in favour of female teachers. So it can be concluded that female teachers are more professionally committed than male teachers.

2. It can be seen from the above Table 5.3 that in case of main effects 'F' ratio for Caste Category is 7.090 which is significant at both 0.01 level and 0.05 level. So the hypothesis number two is not accepted.

Since the hypothesis number one is not accepted, it can be concluded that there is significant difference in the professional commitment of secondary school teachers with respect to Category. The mean score of General, SC, ST and SEBC teachers on professional commitment scale was found to be 203.56, 194.43, 198.33 and 200.17 respectively. It means that teachers belonging various categories differed in terms of professional commitment. The difference is found to be in favour of general category teachers.

Since the difference in all the respective categories is significant, so it was required of further study the difference and for that the post – ANOVA was applied and difference among the four Categories was studied by applying Duncan's Multiple Range Test. The details of this is presented in Table 5.4.

**TABLE 5.4**  
**SUMMARY OF DUNCAN'S MULTIPLE RANGE TEST**  
**(CATEGORY WISE)**

<b>Caste</b>		<b>SC</b>	<b>ST</b>	<b>SEBC</b>	<b>GEN</b>
	Mean	194.43	198.33	200.17	203.56
<b>SC</b>	194.43		3.90*	3.74*	7.13*
<b>ST</b>	198.33			0.16	3.39*
<b>SEBC</b>	200.17				3.23
<b>GEN</b>	203.56				

It can be seen from Table 5.4 that there was significant difference in the professional commitment of secondary teachers belonging to SC and ST category. The Difference was in favour of teachers belonging to ST Category. Also significant difference was observed in the professional

commitment of secondary teachers belonging to SC and SEBC category. The difference was in favour of teachers belonging to SEBC category. There was significant difference in the professional commitment of SC and General category teachers of secondary schools. Significant difference was also found between ST and General category teachers of secondary school teachers. The difference was in favour of teacher belonging to general category.

3. It can be seen from the above Table 5.3 that in case of main effects 'F' ratio for Location of the school is 2.943 which is not significant at both the levels. So the hypothesis number three is accepted. It means that professional commitment of secondary school teachers serving in urban and rural areas do not differ and has no effect on professional commitment of secondary school teachers.
4. It can be seen from the above Table 5.3 that in case of main effects 'F' ratio for Educational Qualification is 6.886 which is significant at both 0.01 level and 0.05 level. So the hypothesis number four is not accepted.

Since the hypothesis number four is not accepted, it can be concluded that there is significant difference in the professional commitment of secondary school teachers with respect to the Educational Qualification of teacher. The mean score of Science Post Graduate teachers with B.Ed, Arts Post Graduate teachers with B.Ed, Science Graduate Teachers with B.Ed and Arts Graduate teachers with B.Ed on professional commitment scale was found to be 204.55, 198.75, 193.00 and 182.70 respectively. It means that teachers having various educational qualifications differed in terms of professional commitment. The difference is found to be in favour of Science Post graduate teachers with B.Ed.

To further study, the post – ANOVA was applied and difference among the four Educational Qualifications was studied by applying Duncan's Multiple Range Test. The details of this is presented in Table 4.5.



**TABLE 5.5**  
**SUMMARY OF DUNCAN'S MULTIPLE RANGE TEST**  
**(EDUCATIONAL QUALIFICATION WISE)**

<b>Educational Qualification</b>		<b>B.A. + B.Ed</b>	<b>B.Sc. + B.Ed</b>	<b>M.A.+ B.Ed</b>	<b>M.Sc. + B.Ed</b>
	Mean	182.70	193.00	198.75	204.55
B.A. + B.Ed	182.70		10.30*	16.05*	21.85*
B.Sc. + B.Ed	193.00			5.75*	11.55*
M.A.+ B.Ed	198.75				5.80*
M.Sc. + B.Ed	204.55				

It can be seen from Table 5.5 that there was significant difference in the professional commitment of secondary teachers having Educational qualification of Arts Graduate with B.Ed and Science Graduate with B.Ed . Also significant difference was observed in the professional commitment of secondary teachers having Post Graduation in Arts with B,Ed and Graduation in Arts with B.Ed. There was significant difference in the professional commitment of teachers of secondary schools having Post Graduation in Science with B.Ed and Graduation in Arts with B.Ed. Significant difference was also found between teachers of secondary schools having Graduation in Science with B.Ed and Post Graduation in Arts with B.Ed .

5. It can be seen from the above Table 5.3 that in case of main effects 'F' ratio for medium of teaching of the school is 0.602 which is not significant at both the levels. So the hypothesis number five is accepted.

It means that professional commitment of secondary school teachers serving in schools with English and Gujarati Medium Schools do no differ and has no effect on professional commitment of secondary school teachers.

6. It can be seen from the above Table 5.3 that in case of main effects 'F' ratio for Teaching Experience of teachers serving in secondary schools is 10.512 which is significant at both 0.01 level and 0.05 level. So the hypothesis number six is not accepted.

Since the hypothesis number six is not accepted, it can be concluded that there is significant difference in the professional commitment of secondary school teachers with respect to teaching experience. F ratio of teachers with experience less than ten years, teachers with experience between eleven to twenty years and teachers with teaching experience of more than twenty years on professional commitment scale was found to be 200.00, 195.20 and 197.50 respectively. It means that teachers with various years of teaching experience differed significantly in terms of professional commitment. The difference is found to be in favour of teachers with less than ten years of experience.

7. It can be seen from the above Table 5.3 that in case of main effects 'F' ratio for Job Satisfaction of teachers serving in secondary schools is 12.386 which is significant at both 0.01 level and 0.05 level. So the hypothesis number seven is not accepted.

Since the hypothesis number seven is not accepted, it can be concluded that there is significant difference in the professional commitment of secondary school teachers with respect to Job Satisfaction. The F ratio of Secondary school teachers is 12.386 which indicates that Job Satisfaction affects professional commitment of secondary school teachers.

8. It can be seen from the Table 5.3 that in case of two way interaction of A X B ie between Gender and Category, 'F' ratio of 02.327 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number eight is accepted.

Since the hypothesis number eight is accepted, it can be concluded that there is no interaction between Gender and Category of secondary school teachers on the professional commitment scale. It indicates that Gender and Category jointly do not affect the professional commitment of secondary school teachers.

9. It can be seen from the Table 5.3 that in case of two way interaction of A X C ie between Gender and Location, 'F' ratio of 00.725 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number nine is accepted.

Since the hypothesis number nine is accepted, it can be concluded that there is no interaction between Gender and Location of secondary school teachers on the professional commitment scale. It indicates that Gender and Location jointly do not affect the professional commitment of secondary school teachers.

10. It can be seen from the Table 5.3 that in case of two way interaction of A X D ie between Gender and Educational Qualification, 'F' ratio of 17.148 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number ten is not accepted.

Since the hypothesis number ten is not accepted, it can be concluded that there is significant interaction between Gender and Educational Qualification of secondary school teachers on the professional commitment scale. It indicates that Gender and Educational Qualification jointly do affect the professional commitment of secondary school teachers.

11. It can be seen from the Table 5.3 that in case of two way interaction of A X E ie between Gender and Medium of Teaching, 'F' ratio of 02.7602 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number eleven is accepted.

Since the hypothesis number eleven is accepted, it can be concluded that there is no interaction between Gender and Medium of Teaching of secondary school teachers on the professional commitment scale. It indicates that Gender and Medium of Teaching jointly do not affect the professional commitment of secondary school teachers.

12. It can be seen from the Table 5.3 that in case of two way interaction of A X F ie between Gender and Teaching Experience, 'F' ratio of 01.455 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number twelve is accepted.

Since the hypothesis number twelve is accepted, it can be concluded that there is no interaction between Gender and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Gender and Teaching Experience jointly do not affect the professional commitment of secondary school teachers.

13. It can be seen from the Table 5.3 that in case of two way interaction of A X G ie between Gender and Job Satisfaction, 'F' ratio of 15.227 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number thirteen is not accepted.

Since the hypothesis number thirteen is not accepted, it can be concluded that there is significant interaction between Gender and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender and Job Satitsfaction jointly affect the professional commitment of secondary school teachers.

14. It can be seen from the Table 5.3 that in case of two way interaction of B X C ie between Category and Location, 'F' ratio of 01.654 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fourteen is accepted.

Since the hypothesis number fourteen is accepted, it can be concluded that there is no interaction between Category and Location of secondary school teachers on the professional commitment scale. It indicates that Category and Location jointly do not affect the professional commitment of secondary school teachers.

15. It can be seen from the Table 5.3 that in case of two way interaction of B X D ie between Category and Educational Qualification, 'F' ratio of 01.422 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fifteen is accepted.

Since the hypothesis number fifteen is accepted, it can be concluded that there is no interaction between Category and Educational Qualification of secondary school teachers on the professional commitment scale. It indicates that Category and Educational Qualification jointly do not affect the professional commitment of secondary school teachers.

16. It can be seen from the Table 5.3 that in case of two way interaction of B X E ie between Category and Medium of Teaching, 'F' ratio of 02.148 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number sixteen is accepted.

Since the hypothesis number sixteen is accepted, it can be concluded that there is no interaction between Category and Medium of teaching of secondary school teachers on the professional commitment scale. It indicates that Category and Medium of teaching jointly do not affect the professional commitment of secondary school teachers.

17. It can be seen from the Table 5.3 that in case of two way interaction of B X F ie between Category and Teaching Experience, 'F' ratio of 00.768 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number seventeen is accepted.

Since the hypothesis number seventeen is accepted, it can be concluded that there is no interaction between Category and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Category and teaching experience jointly do not affect the professional commitment of secondary school teachers.

18. It can be seen from the Table 5.3 that in case of two way interaction of B X G ie between Category and Job Satisfaction, 'F' ratio of 00.769 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number eighteen is accepted.

Since the hypothesis number eighteen is accepted, it can be concluded that there is no interaction between Category and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Category and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

19. It can be seen from the Table 5.3 that in case of two way interaction of C X D ie between Location and Educational Qualification, 'F' ratio of 00.319 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number nineteen is accepted.

Since the hypothesis number nineteen is accepted, it can be concluded that there is no interaction between Location and Educational Qualification of secondary school teachers on the professional commitment scale. It indicates that Location and Educational Qualification jointly do not affect the professional commitment of secondary school teachers.

20. It can be seen from the Table 5.3 that in case of two way interaction of C X E ie between Location and Medium of teaching, 'F' ratio of 02.601 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number twenty is accepted.

Since the hypothesis number twenty is accepted, it can be concluded that there is no interaction between Location and Medium of teaching of secondary school teachers on the professional commitment scale. It indicates that Location and Medium of Teaching jointly do not affect the professional commitment of secondary school teachers.

21. It can be seen from the Table 5.3 that in case of two way interaction of C X F ie between Location and Teaching Experience, 'F' ratio of 16.499 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number twenty one is not accepted.

Since the hypothesis number twenty one is not accepted, it can be concluded that there is significant interaction between Location and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Location and Teaching Experience of teachers jointly do affect the professional commitment of secondary school teachers.

22. It can be seen from the Table 5.3 that in case of two way interaction of C X G ie between Location and Job Satisfaction, 'F' ratio of 00.716 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number twenty two is accepted.

Since the hypothesis number twenty two is accepted, it can be concluded that there is no interaction between Location and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Location and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

23. It can be seen from the Table 5.3 that in case of two way interaction of D X E ie between Educational qualification of teachers and Medium of teaching, 'F' ratio of 01.090 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number twenty three is accepted.

Since the hypothesis number twenty three is accepted, it can be concluded that there is no interaction between Educational qualification of teachers and Medium of teaching of secondary school teachers on the professional commitment scale. It indicates that Educational qualification of teachers and Medium of Teaching jointly do not affect the professional commitment of secondary school teachers.

24. It can be seen from the Table 5.3 that in case of two way interaction of D X F ie between Educational qualification of teachers and Teaching Experience of teachers, 'F' ratio of 12.478 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number twenty four is not accepted.

Since the hypothesis number twenty four is not accepted, it can be concluded that there is significant interaction between Educational qualification of teachers and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Educational qualification of teachers and Teaching Experience of teachers jointly affects the professional commitment of secondary school teachers.

25. It can be seen from the Table 5.3 that in case of two way interaction of D X G ie between Educational qualification of teachers and Job Satisfaction of teachers, 'F' ratio of 02.256 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number twenty five is accepted.

Since the hypothesis number twenty five is accepted, it can be concluded that there is no interaction between Educational qualification of teachers and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Educational qualification of teachers and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

26. It can be seen from the Table 5.3 that in case of two way interaction of E X F ie between Medium of teaching and Teaching Experience of teachers, 'F' ratio of 00.931 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number twenty six is accepted.

Since the hypothesis number twenty six is accepted, it can be concluded that there is no interaction between Medium of teaching and Teaching experience

of secondary school teachers on the professional commitment scale. It indicates that Medium of Teaching and teaching experience of teachers jointly do not affect the professional commitment of secondary school teachers.

27. It can be seen from the Table 5.3 that in case of two way interaction of E X G ie between Medium of teaching and Job Satisfaction of teachers, 'F' ratio of 14.292 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number twenty seven is not accepted.

Since the hypothesis number twenty seven is not accepted, it can be concluded that there is significant interaction between Medium of teaching and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Medium of Teaching and job Satisfaction of teachers jointly affect the professional commitment of secondary school teachers.

28. It can be seen from the Table 5.3 that in case of two way interaction of F X G ie between Teaching Experience of teachers and Job Satisfaction of teachers, 'F' ratio of 00.617 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number twenty eight is accepted.

Since the hypothesis number twenty eight is accepted, it can be concluded that there is no interaction between Teaching experience and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that teaching experience of teachers and Job Satisfaction of teachers jointly do not affect the professional commitment of secondary school teachers.

29. It can be seen from the Table 5.3 that in case of three way interaction of A X B X C ie between Gender, Category and Location of school , 'F' ratio of 01.165 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number twenty nine is accepted.

Since the hypothesis number twenty nine is accepted, it can be concluded that there is no interaction between Gender, Category and Location of School of secondary school teachers on the professional commitment scale. It indicates



that Gender, Category and Location of School jointly do not affect the professional commitment of secondary school teachers.

30. It can be seen from the Table 5.3 that in case of three way interaction of A X B X D ie between Gender, Category and Educational qualification of teachers, 'F' ratio of 04.908 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number thirty is not accepted.

Since the hypothesis number thirty is not accepted, it can be concluded that there is significant interaction between Gender, Category and educational qualification of secondary school teachers on the professional commitment scale. It indicates that Gender, Category and Educational Qualification jointly affect the professional commitment of secondary school teachers.

31. It can be seen from the Table 5.3 that in case of three way interaction of A X B X E ie between Gender, Category and Medium of Teaching , 'F' ratio of 13.025 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number thirty one is not accepted.

Since the hypothesis number thirty one is not accepted, it can be concluded that there is significant interaction between Gender, Category and Medium of teaching of secondary school teachers on the professional commitment scale. It indicates that Gender, Category and Medium of teaching of School jointly affects the professional commitment of secondary school teachers.

32. It can be seen from the Table 5.3 that in case of three way interaction of A X B X F ie between Gender, Category and Teaching Experience, 'F' ratio of 01.276 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number thirty two is accepted.

Since the hypothesis number thirty two is accepted, it can be concluded that there is no interaction between Gender, Category and teaching experience of secondary school teachers on the professional commitment scale. It indicates that Gender, Category and teaching experience of School jointly do not affect the professional commitment of secondary school teachers.

33. It can be seen from the Table 5.3 that in case of three way interaction of A X B X G ie between Gender, Category and job Satisfaction, 'F' ratio of 01.165

is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number thirty three is accepted.

Since the hypothesis number thirty three is accepted, it can be concluded that there is no interaction between Gender, Category and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender, Category and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

34. It can be seen from the Table 5.3 that in case of three way interaction of B X C X D ie between Category, Location of school and Educational qualification of teachers, 'F' ratio of 00.841 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number thirty four is accepted.

Since the hypothesis number thirty four is accepted, it can be concluded that there is no interaction between Category, Location of School and educational qualification of secondary school teachers on the professional commitment scale. It indicates that Category, Location of School and educational qualification jointly do not affect the professional commitment of secondary school teachers.

35. It can be seen from the Table 5.3 that in case of three way interaction of B X C X E ie between Category, Location of school and Medium of teaching, 'F' ratio of 01.267 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number thirty five is accepted.

Since the hypothesis number thirty five is accepted, it can be concluded that there is no interaction between Category, Location of School and medium of teaching of secondary school teachers on the professional commitment scale. It indicates that Category, Location of School and Medium of teaching jointly do not affect the professional commitment of secondary school teachers.

36. It can be seen from the Table 5.3 that in case of three way interaction of B X C X F ie between Category, Location of school and Teaching Experience of teachers, 'F' ratio of 00.739 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number thirty six is accepted.

Since the hypothesis number thirty six is accepted, it can be concluded that there is no interaction between Category, Location of School and Teaching

Experience of secondary school teachers on the professional commitment scale. It indicates that Category, Location of School and Teaching Experience jointly do not affect the professional commitment of secondary school teachers.

37. It can be seen from the Table 5.3 that in case of three way interaction of B X C X G ie between Category, Location of school and Job Satisfaction of teachers, 'F' ratio of 01.292 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number thirty seven is accepted.

Since the hypothesis number thirty seven is accepted, it can be concluded that there is no interaction between Category, Location of School and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Category, Location of School and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

38. It can be seen from the Table 5.3 that in case of three way interaction of C X D X E ie between Location of school, Educational Qualification of teachers and Medium of teaching, 'F' ratio of 10.443 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number thirty eight is not accepted.

Since the hypothesis number thirty eight is not accepted, it can be concluded that there is significant interaction between Location of school, Educational Qualification of teachers and Medium of teaching on the professional commitment scale. It indicates that Location of school, Educational Qualification of teachers and Medium of teaching jointly affect the professional commitment of secondary school teachers.

39. It can be seen from the Table 5.3 that in case of three way interaction of C X D X F ie between Location of school, Educational Qualification of teachers and Teaching Experience of teachers, 'F' ratio of 00.741 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number thirty nine is accepted.

Since the hypothesis number thirty nine is accepted, it can be concluded that there is no interaction between Location of school, Educational Qualification of teachers and teaching experience of teachers on the professional

commitment scale. It indicates that Location of school, Educational Qualification of teachers and Teaching Experience jointly do not affect the professional commitment of secondary school teachers.

40. It can be seen from the Table 5.3 that in case of three way interaction of C X D X G ie between Location of school, Educational Qualification of teachers and Job Satisfaction of teachers, 'F' ratio of 02.478 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty is accepted.

Since the hypothesis number forty is accepted, it can be concluded that there is no interaction between Location of school, Educational Qualification of teachers and Job Satisfaction of teachers on the professional commitment scale. It indicates that Location of school, Educational Qualification of teachers and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

41. It can be seen from the Table 5.3 that in case of three way interaction of D X E X F ie between Educational Qualification of teachers, Medium of teaching and Teaching Experience of teachers, 'F' ratio of 01.759 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty one is accepted.

Since the hypothesis number forty one is accepted, it can be concluded that there is no interaction between Educational Qualification of teachers, Medium of teaching and teaching experience of teachers on the professional commitment scale. It indicates that Educational Qualification of teachers, Medium of teaching and Teaching Experience jointly do not affect the professional commitment of secondary school teachers.

42. It can be seen from the Table 5.3 that in case of three way interaction of D X E X G ie between Educational Qualification of teachers, Medium of teaching and Job satisfaction, 'F' ratio of 01.276 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty two is accepted.

Since the hypothesis number forty two is accepted, it can be concluded that there is no interaction between Educational Qualification of teachers, Medium of teaching and Job Satisfaction of teachers on the professional

commitment scale. It indicates that Educational Qualification of teachers, Medium of teaching and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

43. It can be seen from the Table 5.3 that in case of three way interaction of E X F X G ie between Medium of teaching, Teaching Experience of teachers and job satisfaction of teachers, 'F' ratio of 10.769 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number forty three is not accepted.

Since the hypothesis number forty three is not accepted, it can be concluded that there is significant interaction between Medium of teaching, teaching experience of teachers and Job Satisfaction of Teachers on the professional commitment scale. It indicates that Medium of teaching, Teaching Experience and Job Satisfaction of teachers jointly affect the professional commitment of secondary school teachers.

44. It can be seen from the Table 5.3 that in case of four way interaction of A X B X C X D ie between Gender, Category, Location of school and educational qualification of teachers , 'F' ratio of 0.809 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty four is accepted.

Since the hypothesis number forty four is accepted, it can be concluded that there is no interaction between Gender, Category, Location of School and educational qualification of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School and educational qualification of teachers jointly do not affect the professional commitment of secondary school teachers.

45. It can be seen from the Table 5.3 that in case of four way interaction of A X B X C X E ie between Gender, Category, Location of school and Medium of teaching, 'F' ratio of 0.819 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty five is accepted.

Since the hypothesis number forty five is accepted, it can be concluded that there is no interaction between Gender, Category, Location of School and Medium of teaching of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School

and Medium of teaching jointly do not affect the professional commitment of secondary school teachers.

46. It can be seen from the Table 5.3 that in case of four way interaction of A X B X C X F ie between Gender, Category, Location of school and Teaching Experience of teachers, 'F' ratio of 2.254 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty six is accepted.

Since the hypothesis number forty six is accepted, it can be concluded that there is no interaction between Gender, Category, Location of School and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School and Teaching Experience of teachers jointly do not affect the professional commitment of secondary school teachers.

47. It can be seen from the Table 5.3 that in case of four way interaction of A X B X C X G ie between Gender, Category, Location of school and Job Satisfaction of teachers , 'F' ratio of 01.247 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty seven is accepted.

Since the hypothesis number forty seven is accepted, it can be concluded that there is no interaction between Gender, Category, Location of School and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School and Job Satisfaction of teachers jointly do not affect the professional commitment of secondary school teachers.

48. It can be seen from the Table 5.3 that in case of four way interaction of B X C X D X E ie between Category, Location of school, Educational Qualification and Medium of teaching, 'F' ratio of 0.512 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty eight is accepted.

Since the hypothesis number forty eight is accepted, it can be concluded that there is no interaction between Category, Location of School, Educational Qualification and Medium of teaching of secondary school teachers on the professional commitment scale. It indicates that Category, Location of

School, Educational Qualification and Medium of teaching jointly do not affect the professional commitment of secondary school teachers.

49. It can be seen from the Table 5.3 that in case of four way interaction of B X C X D X F ie between Category, Location of school, Educational Qualification and teaching Experience , 'F' ratio of 0.489 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number forty nine is accepted.

Since the hypothesis number forty nine is accepted, it can be concluded that there is no interaction between Category, Location of School, Educational Qualification and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Category, Location of School, Educational Qualification and teaching Experience jointly do not affect the professional commitment of secondary school teachers.

50. It can be seen from the Table 5.3 that in case of four way interaction of B X C X D X G ie between Category, Location of school, Educational Qualification and Job Satisfaction, 'F' ratio of 0.360 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fifty is accepted.

Since the hypothesis number fifty is accepted, it can be concluded that there is no interaction between Category, Location of School, Educational Qualification and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Category, Location of School, Educational Qualification and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

51. It can be seen from the Table 5.3 that in case of four way interaction of C X D X E X F ie between Location of school, Educational Qualification, Medium of teaching and teaching experience, 'F' ratio of 11.292 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number fifty one is not accepted.

Since the hypothesis number fifty one is not accepted, it can be concluded that there is significant interaction between Location of School, Educational Qualification, Medium of teaching and teaching experience of secondary

school teachers on the professional commitment scale. It indicates that Location of School, Educational Qualification, Medium of teaching and teaching experience of teachers jointly affect the professional commitment of secondary school teachers.

52. It can be seen from the Table 5.3 that in case of four way interaction of C X D X E X G ie between Location of school, Educational Qualification, Medium of teaching and Job Satisfaction, 'F' ratio of 00.819 is obtained. This is significant not at both 0.01 and 0.05 levels. So hypothesis number fifty two is accepted.

Since the hypothesis number fifty two is accepted, it can be concluded that there is no interaction between Location of School, Educational Qualification, Medium of teaching and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Location of School, Educational Qualification, Medium of teaching and Job Satisfaction of teachers jointly do not affect the professional commitment of secondary school teachers.

53. It can be seen from the Table 5.3 that in case of four way interaction of D X E X F X G ie between Educational Qualification, Medium of teaching, teaching experience and Job Satisfaction , 'F' ratio of 16.360 is obtained. This is significant at both 0.01 and 0.05 levels. So hypothesis number fifty three is not accepted.

Since the hypothesis number fifty three is not accepted, it can be concluded that there is significant interaction between Educational Qualification, Medium of teaching, teaching experience and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Educational Qualification, Medium of teaching, teaching experience and Job Satisfaction of teachers jointly affect the professional commitment of secondary school teachers.

54. It can be seen from the Table 5.3 that in case of five way interaction of A X B X C X D X E ie between Gender, Category, Location of school, educational qualification and Medium of Teaching , 'F' ratio of 01.099 is



obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fifty four is accepted.

Since the hypothesis number fifty four is accepted, it can be concluded that there is no interaction between Gender, Category, Location of School, educational qualification and Medium of Teaching of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School, educational qualification and Medium of teaching jointly do not affect the professional commitment of secondary school teachers.

55. It can be seen from the Table 5.3 that in case of five way interaction of A X B X C X D X F ie between Gender, Category, Location of school, educational qualification and Teaching Experience, 'F' ratio of 01.050 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fifty five is accepted.

Since the hypothesis number fifty five is accepted, it can be concluded that there is no interaction between Gender, Category, Location of School, educational qualification and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School, educational qualification and Teaching Experience jointly do not affect the professional commitment of secondary school teachers.

56. It can be seen from the Table 5.3 that in case of five way interaction of A X B X C X D X G ie between Gender, Category, Location of school, educational qualification and Job Satisfaction, 'F' ratio of 00.850 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fifty six is accepted.

Since the hypothesis number fifty six is accepted, it can be concluded that there is no interaction between Gender, Category, Location of School, educational qualification and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School, educational qualification and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

57. It can be seen from the Table 5.3 that in case of five way interaction of B X C X D X E X F ie between Category, Location of school, educational qualification , Medium of teaching and Teaching Experience of teachers, 'F' ratio of 00.259 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fifty seven is accepted.

Since the hypothesis number fifty seven is accepted, it can be concluded that there is no interaction between Category, Location of school, educational qualification , Medium of teaching and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Category, Location of school, educational qualification , Medium of teaching and Teaching Experience jointly do not affect the professional commitment of secondary school teachers.

58. It can be seen from the Table 5.3 that in case of five way interaction of B X C X D X E X G ie between Category, Location of school, educational qualification , Medium of teaching and Job satisfaction of teachers, 'F' ratio of 03.439 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fifty eight is accepted.

Since the hypothesis number fifty eight is accepted, it can be concluded that there is no interaction between Category, Location of school, educational qualification , Medium of teaching and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Category, Location of school, educational qualification , Medium of teaching and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

59. It can be seen from the Table 5.3 that in case of five way interaction of C X D X E X F X G ie between Location of school, educational qualification, Medium of teaching, Teaching Experience and Job satisfaction of teachers, 'F' ratio of 02.495 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number fifty nine is accepted.

Since the hypothesis number fifty nine is accepted, it can be concluded that there is no interaction between Location of school, educational qualification, Medium of teaching, Teaching Experience and Job satisfaction of teachers of

secondary school teachers on the professional commitment scale. It indicates that Location of school, educational qualification, Medium of teaching, Teaching Experience and Job satisfaction of teachers jointly do not affect the professional commitment of secondary school teachers.

60. It can be seen from the Table 5.3 that in case of six way interaction of A X B X C X D X E X F ie between Gender, Category, Location of school, educational qualification, Medium of teaching and Teaching Experience 'F' ratio of 00.694 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number sixty is accepted.

Since the hypothesis number sixty is accepted, it can be concluded that there is no interaction between Gender, Category, Location of school, educational qualification, Medium of teaching and Teaching Experience of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of school, educational qualification, Medium of teaching and Teaching Experience jointly do not affect the professional commitment of secondary school teachers.

61. It can be seen from the Table 5.3 that in case of six way interaction of A X B X C X D X E X G ie between Gender, Category, Location of school, educational qualification, Medium of teaching and Job Satisfaction 'F' ratio of 00.769 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number sixty one is accepted.

Since the hypothesis number sixty one is accepted, it can be concluded that there is no interaction between Gender, Category, Location of school, educational qualification, Medium of teaching and job satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of school, educational qualification, Medium of teaching and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

62. It can be seen from the Table 5.3 that in case of six way interaction of B X C X D X E X F X G ie between Category, Location of school, educational qualification, Medium of teaching, Teaching Experience and Job

Satisfaction, 'F' ratio of 01.790 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number sixty two is accepted.

Since the hypothesis number sixty two is accepted, it can be concluded that there is no interaction between Category, Location of school, educational qualification, Medium of teaching, Teaching Experience and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Category, Location of school, educational qualification, Medium of teaching, Teaching Experience and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

63. It can be seen from the Table 5.3 that in case of six way interaction of A X C X D X E X F X G ie between Gender, Location of school, educational qualification, Medium of teaching, Teaching Experience and Job Satisfaction, 'F' ratio of 01.050 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number sixty four is accepted.

Since the hypothesis number sixty four is accepted, it can be concluded that there is no interaction between Gender, Location of school, educational qualification, Medium of teaching, Teaching Experience and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender, Location of school, educational qualification, Medium of teaching, Teaching Experience and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

64. It can be seen from the Table 5.3 that in case of six way interaction of A X B X D X E X F X G ie between Gender, Category, Educational Qualification, Medium of teaching, Teaching Experience and Job Satisfaction, 'F' ratio of 02.226 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number sixty four is accepted.

Since the hypothesis number sixty four is accepted, it can be concluded that there is no interaction between Gender, Category, Educational Qualification, Medium of teaching, Teaching Experience and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Educational Qualification, Medium of teaching, Teaching

Experience and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

65. It can be seen from the Table 5.3 that in case of six way interaction of A X B X C X E X F X G ie between Gender, Category, Location of School, Medium of teaching, Teaching Experience and Job Satisfaction, 'F' ratio of 02.846 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number sixty five is accepted.

Since the hypothesis number sixty five is accepted, it can be concluded that there is no interaction between Gender, Category, Location of school, Medium of teaching, Teaching Experience and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School, Medium of teaching, Teaching Experience and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

66. It can be seen from the Table 5.3 that in case of six way interaction of A X B X C X D X F X G ie between Gender, Category, Location of School, Educational Qualification, Teaching Experience and Job Satisfaction, 'F' ratio of 02.254 is obtained. This is not significant at both 0.01 and 0.05 levels. So hypothesis number sixty six is accepted.

Since the hypothesis number sixty six is accepted, it can be concluded that there is no interaction between Gender, Category, Location of school, Educational Qualification, Teaching Experience and Job Satisfaction of secondary school teachers on the professional commitment scale. It indicates that Gender, Category, Location of School, Educational Qualification, Teaching Experience and Job Satisfaction jointly do not affect the professional commitment of secondary school teachers.

67. It can be seen from the Table 5.3 that in case of seven way interaction of A X B X C X D X E X F X G the data is not enough.

In this chapter, the investigator has presented detailed analysis of the data collected from secondary school teachers by employing the self developed and standardized tool for professional commitment. Though the findings of the study are further discussed in next chapter.