

CHAPTER 6

SUMMARY, FINDINGS, DISCUSSION AND

SUGGESTIONS

6.0 INTRODUCTION

This chapter presents the overall summary of the research undertaken by the investigator. It presents all the aspects of the present research in nutshell and also puts forward a few suggestions for further study as well as highlights of the educational implications of the present research. In this chapter, the investigator has weaved in ideas from research studies and findings of the present study.

In this chapter the investigator has presented the summary of entire study conducted, various major findings obtained during the study, discussion for the findings and suggestions for future endeavors in the same field in education sector. The major findings presented and discussed in the present chapter are based on the self – constructed tool on Professional Commitment and Job Satisfaction for secondary school teachers of Vadodara District. The findings have been derived from the data analysis conducted for these tools and from the interpretations drawn out from the data analysis. So the present chapter is focusing on summary of the study, findings, discussions and conclusions.

6.1 SUMMARY OF THE STUDY

Education is the process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective education system is essential for the enfoldment of learners' potentialities, extension of their competencies and transformation of their interests and values. In a society like India, education is not an ornament or luxury, but an absolute necessity which caters to all the needs of individuals. It helps to develop personality of every child to the fullest extent and contribute to the progress and prosperity of entire society. It is rightly commented in the of Report **of Education Commission (1964-66)** that the destiny of India is shaped in her classrooms. Further, various commissions and committees have been established in India that focus on importance of Education.

Accordingly it can be said that Education is fundamental need for all round development of child. Education has an acculturating role as it refines sensitivities and perception and help in national cohesion, development of scientific temper, independence of mind and spirit. This helps to achieve goals of constitution such as socialism and secularism in democracy. Thus, educational institutions are a psychological unit where person to person interaction is seen that is interaction between the teachers and the taught. Education also works as an agent of social change which is brought through educational institutions. Education is also one of the most important institutional organization of any nation as it covers issues of national agenda.

So teacher commitment, among other factors is very crucial for effective education system. Teacher professionalism is the key in establishing the degree of teacher commitment and job satisfaction. The key for improving the quality of schools lies in upgrading status, training and working conditions of teachers which helps in furthering the professionalization of teachers and teaching.

Commitment is important owing to its relationship with work related constructs like absenteeism, turnover, job satisfaction, job involvement and leader – subordinate relationships. Commitment is highly valuable in education as in this field teacher has to deal with children and help not only is shaping their future but also help in shaping their minds positively. Commitment includes a notion of membership which has special predictive potential also and provides predictions regarding performance, motivation to work, spontaneous combination and other related outcomes. Commitment has a multi dimensional nature. According to **Meyer and Allen (1991)** commitment has various components like affective commitment, normative commitment and continuance commitment.

Professional commitment can be generally defined as a career focus form of work commitment and as one of the important factor determining peoples' work behavior. Professional commitment of teachers represents different ways in which the teacher perceive, understand and conceptualize the phenomenon of commitment. The level of teachers' commitment is considered to be as a key factor in the success of current educational reform agenda as it influences teachers' willingness to engage in co-operative, reflective and critical practice. As per the investigator, qualified teachers lacking motivation to teach often have little

enthusiasm and driving force in their work. When a teacher has taught for some time, work may become routinized. Consequently, interest decreases and the teacher fails to work to his/her capacity and becomes less effective. The result is lack of planning, resistance towards change and general negligence. Here professional commitment of teachers helps to motivate teachers to stay in the field of teaching. The quality of teaching depends a great deal on the level of teachers' involvement in relation to the professional commitment exerted, to the organization.

The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement. He / She not only imparts knowledge to his/ her students, but also acts as an agent of social change and moulds the character of students. He is the backbone of the society. The place of the teacher in the society is of vital importance. He acts as the pivot for the transmission of intellectual and technical skills from generation to generation. The **Education commission (1964-66)** in India has emphasized the importance and role of the teacher in the following words: "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective". The quality of teaching depends on a great deal on the level of teachers involvement in relation to the professional commitment exerted, to the organization. So professional commitment should be a passion for the teacher.

Job Satisfaction is a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is concerned with how well an employee's expectations at work are in tune with outcomes. It is an agreeable emotional state that results in development of positive attitude towards job. Satisfaction with job is an important variable for professional commitment of teachers. Job satisfaction reflects an employees' overall assessment of their job particularly their emotions, behavior and attitude about their job experience. The happier the people are within their job the more satisfied are they with their job. If teachers feel satisfaction, they will be in position to cope with the educational

objectives in successful manner. It is surprising to find that many of the teachers are dissatisfied with their jobs.

The **Education Commission (1964-66)** has opined in its report that “nothing is more important than providing teachers best professional preparation and creating satisfactory conditions of work in which they carefully be effective.” There is a positive relationship between job satisfaction and effective teacher behavior. The commission further states that “ the future of our Nation is being build in today’s classrooms.” Teachers are responsible for organizing these classrooms. The **National Policy on Education (1986)** has even stressed on the need for training programmes for in-service and pre-service teachers so as to develop in teachers job satisfaction and commitment. Various facilities like increments, rewards and other incentives are also provided to satisfy teachers in their jobs. Various teacher organizations also work on these same lines to attract people for joining teaching profession.

A dissatisfied teacher spells disaster to the country’s future. Dissatisfaction among the employees is undesirable and dangerous in any profession and its is suicidal if it occurs in the teaching profession as cautioned by **Education Commission (1964-66)** . If teachers are the most important professionals for our nations’ future, it is disturbing fact that teachers are found to be dissatisfied with their job and lacking motivation. From the review also, it was found that professional commitment is affected by many variables such as gender, location of the school, educational qualification of the teacher, teaching experience and so on. Job satisfaction of teachers is a variable which has a high and significant relationship in determining commitment of teachers. Even the best educational system is bound to fail in the absence of competent and satisfied teachers.

So looking into the importance of Professional Commitment in teaching and its multi dimensional nature and also its direct effect on education, the investigator prepared a standardized tool on commitment. Also the investigator, during the review of related literature found that job satisfaction is affected by professional commitment and overall teaching – learning process. So the investigator also prepared a standardized tool on job satisfaction. Various studies were reviewed by the investigator and following components were considered for preparing the tool for professional commitment. These components are :

1. **Commitment to the learner-** This component will focus on
 - love for learner
 - readiness to help learner
 - concern for all round development of learner
2. **Commitment to the society-** This component will focus on
 - awareness and concern on the impact of teachers' work on the degree of advancement of families, communities and Nation as a whole.
3. **Commitment to the profession-** This component will focus on
 - internal acceptance of the role and responsibility of the teacher's profession no matter under what circumstances one has entered into it.
4. **Commitment to achieve excellence-** This component will focus on
 - care and concern shown by the teacher for doing everything in the society and in the community in the best possible manner
 - the do-it well attitude (whatever is done, is done well)
5. **Commitment to the basic human values-** This component will focus on
 - genuine practice of professional values such as impartiality, objectivity intellectual honesty, national loyalty with consistency. (Role model)

Dave (1999) argued that commitment plays a decisive role in effective teacher education also. Thus, well trained and effective teachers are those who are both competent and committed professional practitioners. Hence, the task of fostering professional commitment among the teachers must become an integral part of pre – service and in – service teacher education. Also National Council for Teacher Education – NCTE has emphasized the need for quality teachers and have identified these above mentioned commitment components. So the investigator has also identified these components as important for developing professional commitment among teachers.

Similarly a tool for measuring job satisfaction was constructed by the investigator and standardized. From the review of literature, the investigator summarized the following components of Job Satisfaction:

1. **Individual Characteristics:** This component includes –
 - individual characteristics of the teacher with respect to his confidence, zeal, cheerfulness, enthusiasm,
 - initiative taken up by teacher for doing new assignments
 - teacher as a hope for the entire teaching field.
2. **Behavioural characteristics:** This component includes behavioral characteristics such as-
 - Individual characteristics of teachers like discipline of teacher
 - extra effort put in by the teacher for students
 - personal adjustments done by the teacher with the school,
 - efficiency of the teacher
 - willingness of teacher to work beyond his/her limits.
3. **Group Spirit Characteristics:** This component includes various factors such as -
 - Feeling pride for the group in the teacher
 - feeling of cohesiveness in the teacher
 - developing cohesive climate at school
 - teacher's own feelings for institutional goals
 - Teacher's individual ambitions for accomplishment of goals
 - leadership quality of teacher.
4. **Attitude towards Job:** This component includes factors such as –
 - stability in job
 - job satisfaction with respect to salary
 - job satisfaction with respect to workload and curriculum,
 - teacher's attitude towards school and students
 - opportunity for decision making given to teachers.

5. **Community Involvement:** This component includes –
- support as well as pressure from the community on the teacher to work at their level best and achieve the wider goals of education and society.

These components were decided because all the factors that affect job satisfaction of teachers were included in these components. Various situational statements were framed for each of the above mentioned components.

Based on the above mentioned components, the investigator constructed two tools namely;

1. **Professional Commitment Scale** on five point Likert scale with fifty statements of which forty three statements were of positive polarity and seven statements were of negative polarity.
2. **Job Satisfaction Scale** on five point Likert scale with twenty five situational statements and for each statement three alternative expected responses were also given. Thus in all there were seventy five statements of which forty three statements were of positive polarity and thirty two statements were of negative polarity.

The tool for measuring professional commitment of secondary school teachers was constructed and standardized by the investigator by the method of Summated Rating Scale given by Likert (1932). The steps for this included:

1. Identification of components of Professional Commitment Scale.
2. Format and nature of statements.
3. Development and Selection of Statements.
4. Response mode.
5. Try out of Professional Commitment scale
6. Scoring Procedure.
7. The final format
8. Establishment of the Psychometric Properties of the Professional commitment Scale.

The reliability of Professional commitment scale was computed using Cronbach's Alpha and was found to be 0.864. Also validity of the tool was computed using face validity and content validity.

As the tools were constructed, initially a pilot study was conducted on 105 teachers serving in Secondary schools of Vadodara district. Changes were made based on the results of pilot study and thus final format of tools was made. The final tool of Professional Commitment and Job Satisfaction was implemented on randomly selected sample that was drawn out by multi stage sampling technique. In all the sample for the descriptive survey consisted of 1262 teachers serving in 140 grant in aid schools of Vadodara District.

The data collected was analyzed using SPSS software. Mean, Median, Standard Deviation, skewness and Kurtosis of the sample was computed. Also Analysis of Variance was computed to the interaction on Professional Commitment of Secondary School teachers with respect to various variables such as gender, category, location of the school, educational qualification of teachers, medium of teaching, teaching experience of teachers and job satisfaction.

The major findings of the study are further discussed in this chapter and also presented in Table no. 6.1

TABLE 6.1
SUMMARY OF MAJOR FINDINGS FOR
PROFESSIONAL COMMITMENT

HYPO- THESIS	F - RATIO	HYPOTHESIS ACCEPTED/ REJECTED	MAJOR FINDINGS
H ₀₁	13.527	Hypothesis Rejected	➤ Gender of Teachers affects professional commitment.
H ₀₂	7.090	Hypothesis Rejected	➤ Caste Category of Teachers affects professional commitment.
H ₀₃	2.943	Hypothesis Accepted	➤ Location does not affect Professional commitment.
H ₀₄	6.886	Hypothesis Rejected	➤ Qualification of Teachers affects professional commitment.

HYPO- THESIS	F - RATIO	HYPOTHESIS ACCEPTED/ REJECTED	MAJOR FINDINGS
H ₀₅	0.602	Hypothesis Accepted	➤ Medium does not affect Professional commitment.
H ₀₆	10.512	Hypothesis Rejected	➤ Experience of Teachers affects professional commitment.
H ₀₇	12.386	Hypothesis Rejected	➤ Job Satisfaction of Teachers affects professional commitment.
H ₀₈	02.327	Hypothesis Accepted	➤ Gender & Location does not affect Professional commitment.
H ₀₉	00.725	Hypothesis Accepted	➤ Gender & Location does not affect Professional commitment.
H ₁₀	17.148	Hypothesis Rejected	➤ Gender & Qualification of Teachers affects professional commitment.
H ₁₁	02.608	Hypothesis Accepted	➤ Gender & Medium does not affect Professional commitment.
H ₁₂	01.455	Hypothesis Accepted	➤ Gender & Experience does not affect Professional commitment.
H ₁₃	15.227	Hypothesis Rejected	➤ Gender and Job Satisfaction of Teachers affects professional commitment.
H ₁₄	01.654	Hypothesis Accepted	➤ Category & Location does not affect Professional commitment.
H ₁₅	01.422	Hypothesis Accepted	➤ Category & Qualification does not affect Professional commitment.
H ₁₆	02.148	Hypothesis Accepted	➤ Category & Medium does not affect Professional commitment.
H ₁₇	00.768	Hypothesis Accepted	➤ Category & Experience does not affect Professional commitment.
H ₁₈	00.769	Hypothesis Accepted	➤ Category & Job Satisfaction does not affect Professional commitment.
H ₁₉	00.319	Hypothesis Accepted	➤ Location & Qualification does not affect Professional commitment.

HYPO- THESIS	F - RATIO	HYPOTHESIS ACCEPTED/ REJECTED	MAJOR FINDINGS
H ₂₀	2.601	Hypothesis Accepted	➤ Location & Medium does not affect Professional commitment.
H ₂₁	16.499	Hypothesis Rejected	➤ Location & Experience of Teachers affects professional commitment.
H ₂₂	0.716	Hypothesis Accepted	➤ Location & Job Satisfaction does not affect Professional commitment.
H ₂₃	1.090	Hypothesis Accepted	➤ Qualification & Medium does not affect Professional commitment.
H ₂₄	12.478	Hypothesis Rejected	➤ Qualification & Experience of Teachers affects professional commitment.
H ₂₅	02.256	Hypothesis Accepted	➤ Qualification & Job Satisfaction does not affect Professional commitment.
H ₂₆	00.931	Hypothesis Accepted	➤ Medium & Experience does not affect Professional commitment.
H ₂₇	14.292	Hypothesis Rejected	➤ Medium & Job Satisfaction of Teachers affects professional commitment.
H ₂₈	00.617	Hypothesis Accepted	➤ Experience & Job Satisfaction does not affect Professional commitment.
H ₂₉	01.165	Hypothesis Accepted	➤ Gender, Category & Location does not affect Professional commitment.
H ₃₀	04.908	Hypothesis Rejected	➤ Gender, Caste & Qualification of Teachers affects professional commitment.
H ₃₁	13.025	Hypothesis Rejected	➤ Gender, Caste & Medium of teaching of Teachers affects professional commitment.
H ₃₂	01.276	Hypothesis Accepted	➤ Gender, Category & Experience does not affect Professional commitment.
H ₃₃	03.643	Hypothesis Accepted	➤ Gender, Category & Job Satisfaction does not affect Professional commitment.

HYPO- THESIS	F - RATIO	HYPOTHESIS ACCEPTED/ REJECTED	MAJOR FINDINGS
H ₃₄	00.841	Hypothesis Accepted	➤ Category, Location & Qualification does not affect Professional commitment.
H ₃₅	01.267	Hypothesis Accepted	➤ Category, location & Medium does not affect Professional commitment.
H ₃₆	00.739	Hypothesis Accepted	➤ Category, Location & Experience does not affect Professional commitment.
H ₃₇	01.292	Hypothesis Accepted	➤ Category, Location & Job Satisfaction does not affect Professional commitment.
H ₃₈	10.443	Hypothesis Rejected	➤ Location, Qualification & Medium affects Professional commitment.
H ₃₉	00.741	Hypothesis Accepted	➤ Location, Qualification & Experience does not affect Professional commitment.
H ₄₀	02.478	Hypothesis Accepted	➤ Location, Qualification & Job Satisfaction does not affect Professional commitment.
H ₄₁	01.759	Hypothesis Accepted	➤ Qualification , Medium and Experience does not affect Professional commitment.
H ₄₂	1.276	Hypothesis Accepted	➤ Qualification , Medium & Job Satisfaction does not affect Professional commitment.
H ₄₃	10.769	Hypothesis Rejected	➤ Medium, Qualification & Job Satisfaction of Teachers affects professional commitment.
H ₄₄	0.809	Hypothesis Accepted	➤ Gender, Category, Location & Qualification does not affect professional commitment.
H ₄₅	0.819	Hypothesis Accepted	➤ Gender, Category, Location & Medium does not affect professional commitment.

HYPO- THESIS	F - RATIO	HYPOTHESIS ACCEPTED/ REJECTED	MAJOR FINDINGS
H ₄₆	2.254	Hypothesis Accepted	➤ Gender, Category, Location & Experience does not affect professional commitment.
H ₄₇	1.247	Hypothesis Accepted	➤ Gender, Category, Location & Job Satisfaction does not affect professional commitment.
H ₄₈	0.512	Hypothesis Accepted	➤ Category, Location, Qualification & Medium does not affect professional commitment.
H ₄₉	0.489	Hypothesis Accepted	➤ Category, Location, Qualification & Experience does not affect professional commitment.
H ₅₀	00.360	Hypothesis Accepted	➤ Category, Location , Qualification & Job satisfaction does not affect professional commitment.
H ₅₁	11.292	Hypothesis Rejected	➤ Location, Qualification, Medium & Experience of Teachers affects professional commitment.
H ₅₂	00.819	Hypothesis Accepted	➤ Location, Qualification, Medium & Experience does not affect professional commitment.
H ₅₃	16.360	Hypothesis Rejected	➤ Qualification, Medium, Experience & Job Satisfaction of Teachers affects professional commitment.
H ₅₄	01.099	Hypothesis Accepted	➤ Gender, Category, Location, Qualification & Medium does not affect professional commitment.
H ₅₅	01.050	Hypothesis Accepted	➤ Gender, Category, Location, Qualification & Experience does not affect professional commitment.
H ₅₆	00.850	Hypothesis Accepted	➤ Gender, Category, Location, Qualification & Job Satisfaction does not affect professional commitment.

HYPO- THESIS	F - RATIO	HYPOTHESIS ACCEPTED/ REJECTED	MAJOR FINDINGS
H ₅₇	00.259	Hypothesis Accepted	➤ Category, Location, Qualification, Medium & Experience does not affect professional commitment.
H ₅₈	03.439	Hypothesis Accepted	➤ Category, Location, Qualification, Medium & Job Satisfaction does not affect professional commitment.
H ₅₉	02.495	Hypothesis Accepted	➤ Location, Qualification, Medium, Experience & Job Satisfaction does not affect professional commitment.
H ₆₀	00.694	Hypothesis Accepted	➤ Gender, Category, Location, Qualification, Medium, & Experience does not affect professional commitment.
H ₆₁	00.769	Hypothesis Accepted	➤ Gender, Category, Location, Qualification, Medium, & Job Satisfaction does not affect professional commitment.
H ₆₂	01.790	Hypothesis Accepted	➤ Category, Location, Qualification, Medium, Experience & Job Satisfaction does not affect professional commitment.
H ₆₃	01.050	Hypothesis Accepted	➤ Gender, Location, Qualification, Medium, Experience & Job Satisfaction does not affect professional commitment.
H ₆₄	02.226	Hypothesis Accepted	➤ Gender, Category, Qualification, Medium, Experience & Job Satisfaction does not affect professional commitment.
H ₆₅	02.846	Hypothesis Accepted	➤ Gender, Category, Location, Medium, Experience & Job Satisfaction does not affect professional commitment.

HYPO- THESIS	F - RATIO	HYPOTHESIS ACCEPTED/ REJECTED	MAJOR FINDINGS
H ₆₆	02.254	Hypothesis Accepted	➤ Gender, Category, Location, Qualification, Experience & Job Satisfaction does not affect professional commitment.
H ₆₇	0.000	Hypothesis Accepted	➤ Gender, Category, Location, Qualification, Medium & Job Satisfaction does not affect professional commitment.
H ₆₈	0.000	Hypothesis Accepted	➤ Gender, Category, Location, Qualification, Medium, Experience & Job Satisfaction does not affect professional commitment.

6.2 MAJOR FINDINGS BASED ON PROFESSIONAL COMMITMENT SCALE

For the present study, Professional Commitment Scale, a tool was constructed and standardized by the investigator. Professional Commitment of Secondary school teachers of Vadodara District was computed using Professional Commitment Scale with respect to certain variables such as gender, location of the school, category / caste of the teachers, educational qualification of teachers, medium of teaching in school, teaching experience of teachers and job satisfaction. The data was collected from randomly selected 1262 teachers serving in 140 grant in aid schools of Vadodara District. The major findings of the study are listed below:

- The mean and median of the distribution of the Professional Commitment Scale is 196.60 and 198 respectively. The standard deviation of the distribution is 20.19 which shows that spread of in scores is high. The skewness of the distribution is -2.254 which is negatively skewed. It means that the scores are massed at the right end of the scale and are spread out gradually towards the left end. So it can be concluded that Professional Commitment of Secondary School teachers is higher. The Kurtosis is found

to be 1.725 which is greater than 0.263. So the nature of the distribution is Platykurtic.

- In case of main effects the value of F ratio for male and female teachers on the professional commitment scale is 194.56 and 202.78. So it can be concluded that professional commitment of female teachers is higher than male teachers.
- In case of main effects the value of F ratio for teachers belonging to different categories, the F ratio value obtained for teachers of General, SC, ST and SEBC on the professional commitment scale is 203.56, 194.43, 198.33 and 200.17 respectively. It can therefore be concluded that caste category has an impact on professional commitment of secondary school teachers. The difference is found to be in favour of teachers belonging to general caste category. The difference in all the respective caste categories is found to be significant which needs further study. There is a major difference in the F score of professional commitment of SC and general teachers serving in secondary schools of Vadodara District.
- Location of the school is not found to be significant at both the levels. It means teachers serving in rural and urban secondary schools of Vadodara District do not differ on the Professional commitment scale. So it can be concluded that there is no effect of location of school on the professional commitment of secondary school teachers.
- In case of main effects the value of F ratio for teachers having varied educational qualification, a significant difference is observed. It can be seen that F ratio of Science 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 the Professional Commitment Scale is found to be 204.55, 198.75, 193.00 and 182.70 respectively. So it can be observed that teachers' educational qualification has a significant effect on the Professional Commitment. The difference is in favour of Science Post Graduate Teachers with B.Ed. It can also be observed that F ratio of both Science Post Graduate Teachers with B.Ed and Arts Post Graduate teachers with B.Ed is higher on the Professional commitment scale as compared to

their counter parts. Also there is a significant difference in the F ratio of Arts Graduate teachers with B.Ed and Science Graduate teachers with B.Ed. The positive inclination of scores towards Science Graduate and Post Graduate Teachers with B.Ed needs to be studied further. So it can be concluded that teachers' educational qualification has an impact on professional commitment of teachers.

- Medium of teaching is not found to be significant at both the levels. It means teachers serving in English and Gujarati medium secondary schools of Vadodara District do not differ on the Professional commitment scale. So it can be concluded that there is no effect of medium of school on the professional commitment of secondary school teachers.
- In case of main effects the value of F ratio for teachers with respect to job satisfaction is found to be significant at both the levels. So it can be concluded that professional commitment of secondary school teachers affect job satisfaction of teachers.
- There is no interaction between gender and caste category of secondary school teachers. So it can be concluded that Gender and Caste category jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between gender and location of school. So it can be concluded that Gender and Location of school jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between gender and Educational Qualification of secondary school teachers. So it can be concluded that Gender and Educational Qualification jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between gender and Medium of Teaching of school. So it can be concluded that Gender and Medium of Teaching of school jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.

- There is no interaction between gender and Teaching Experience of Teachers serving in school. So it can be concluded that Gender and Teaching Experience of teacher jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between gender and Job Satisfaction of secondary school teachers. So it can be concluded that Gender and Job Satisfaction jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste Category and Location of school. So it can be concluded that Caste Category and Location of school jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste Category and Educational Qualification of teachers. So it can be concluded that Caste Category and Educational Qualification of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste Category and Medium of teaching of school. So it can be concluded that Caste Category and Medium of teaching of school jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste Category and Teaching Experience of teachers. So it can be concluded that Caste Category and Teaching Experience of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste Category and Job Satisfaction of Teachers. So it can be concluded that Caste Category and Job Satisfaction of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Location of school and Educational Qualification of teachers. So it can be concluded that Location of school and Educational Qualification of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.

- There is no interaction between Location of school and Medium of teaching. So it can be concluded that Location of school and Medium of teaching jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between Location of school and Teaching Experience of Secondary School teachers. So it can be concluded that Location of school and Teaching Experience of Secondary School teachers jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Location of school and Job Satisfaction of teachers. So it can be concluded that Location of school and Job Satisfaction of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Educational Qualification of teachers and Medium of teaching of secondary schools. So it can be concluded that Educational Qualification of teachers and Medium of teaching of secondary schools jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between Educational Qualification of teachers and Teaching Experience of secondary school teachers. So it can be concluded that Educational Qualification of teachers and Teaching Experience jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Educational Qualification of teachers and Job Satisfaction of teachers. So it can be concluded that Educational Qualification of teachers and Job satisfaction of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Medium of teaching of secondary schools and teaching experience of teachers. So it can be concluded that Medium of teaching of secondary schools and teaching experience of teachers jointly

do not affect Professional Commitment of Secondary School teachers of Vadodara district.

- There is significant interaction between Medium of teaching and Job Satisfaction of secondary school teachers. So it can be concluded that Medium of teaching and Job Satisfaction jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Teaching Experience of Secondary school teachers and Job Satisfaction of teachers. So it can be concluded that Teaching Experience of Secondary school teachers and Job Satisfaction of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category and Location of School. So it can be concluded that Gender, Caste category and Location of School jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between Gender, Caste category and Educational Qualification of secondary school teachers. So it can be concluded that Gender, Caste category and Educational Qualification of secondary school teachers jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between Gender, Caste category and Medium of teaching. So it can be concluded that Gender, Caste category and Medium of Teaching of secondary school teachers jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category and Teaching Experience of teachers. So it can be concluded that Gender, Caste category and Teaching Experience of Teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category and Job Satisfaction. So it can be concluded that Gender, Caste category and Job

Satisfaction jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.

- There is no interaction between Caste category, Location of School and Educational Qualification of teachers. So it can be concluded that Caste category, Location of School and Educational Qualification of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste category, Location of School and Medium of teaching. So it can be concluded that Caste category, Location of School and Medium of Teaching jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste category, Location of School and Teaching Experience of teachers. So it can be concluded that Caste category, Location of School and Teaching Experience of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste category, Location of School and Job Satisfaction of teachers. So it can be concluded that Caste category, Location of School and Job Satisfaction of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between Location of School, Educational Qualification of teachers and Medium of teaching. So it can be concluded that Location of School, Educational Qualification of teachers and Medium of teaching of secondary school teachers jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Location of School, Educational Qualification of teachers and Teaching Experience of teachers. So it can be concluded that Location of School, Educational Qualification of teachers and Teaching Experience of secondary school teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.

- There is no interaction between Location of School, Educational Qualification of teachers and Job Satisfaction of teachers. So it can be concluded that Location of School, Educational Qualification of teachers and Job Satisfaction of secondary school teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Educational Qualification of teachers, Medium of teaching and Teaching Experience of teachers. So it can be concluded that Educational Qualification of teachers, Medium of teaching and Teaching Experience of teachers of secondary school teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Educational Qualification of teachers, Medium of teaching and Job Satisfaction of teachers. So it can be concluded that Educational Qualification of teachers, Medium of teaching and Job Satisfaction of teachers of secondary school teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between Medium of teaching, Teaching Experience of teachers and Job Satisfaction. So it can be concluded that Medium of teaching, Teaching Experience of teachers and Job Satisfaction of secondary school teachers jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category, Location of School and Educational Qualification of teachers. So it can be concluded that Gender, Caste category , Location of School and Educational Qualification of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category, Location of School and Medium of Teaching of School. So it can be concluded that Gender, Caste category , Location of School and Medium of Teaching of School

- There is no interaction between Gender, Caste category, Location of School and Teaching Experience of teachers. So it can be concluded that Gender, Caste category, Location of School and Teaching Experience of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category, Location of School and Job Satisfaction of teachers. So it can be concluded that Gender, Caste category, Location of School and Job Satisfaction of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste category, Location of School, Educational Qualification and Medium of teaching. So it can be concluded that Caste category, Location of School, Educational Qualification and Medium of teaching jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste category, Location of School, Educational Qualification and Teaching Experience. So it can be concluded that Caste category, Location of School, Educational Qualification and Teaching Experience jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste category, Location of School, Educational Qualification and Job Satisfaction of teachers. So it can be concluded that Caste category, Location of School, Educational Qualification and Job Satisfaction of teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between Location of School, Educational Qualification, Medium of teaching and Teaching Experience of teachers. So it can be concluded that Location of School, Educational Qualification, Medium of teaching and Teaching Experience of teachers of secondary

school teachers jointly affect Professional Commitment of Secondary School teachers of Vadodara district.

- There is no interaction between Location of School, Educational Qualification, Medium of teaching and Job Satisfaction of teachers. So it can be concluded that Location of School, Educational Qualification, Medium of teaching and Job Satisfaction of secondary school teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is significant interaction between Educational Qualification, Medium of teaching, Teaching Experience of teachers and Job Satisfaction of teachers. So it can be concluded that Educational Qualification, Medium of teaching, Teaching Experience of teachers and Job Satisfaction secondary school teachers jointly affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category, Location of School, Educational Qualification of teachers and Medium of Teaching. So it can be concluded that Gender, Caste category, Location of School, Educational Qualification of teachers and Medium of Teaching jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category, Location of School, Educational Qualification of teachers and Teaching Experience of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, Educational Qualification of teachers and Teaching Experience of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category, Location of School, Educational Qualification of teachers and Job Satisfaction of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, Educational Qualification of teachers and Job

satisfaction of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.

- There is no interaction between Caste category, Location of School, Educational Qualification of teachers, Medium of teaching and Teaching Experience of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, Educational Qualification of teachers, Medium of Teaching and Teaching Experience of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste category, Location of School, Educational Qualification of teachers, Medium of teaching and Job Satisfaction of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, Educational Qualification of teachers, Medium of Teaching and Job Satisfaction of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Location of School, Educational Qualification of teachers, Medium of teaching, Teaching Experience and Job Satisfaction of Secondary School teachers. So it can be concluded that Location of School, Educational Qualification of teachers, Medium of teaching, Teaching Experience and Job Satisfaction of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category, Location of School, Educational Qualification of teachers, Medium of teaching and Job Satisfaction of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, Educational Qualification of teachers, Medium of teaching and Job satisfaction of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Caste category, Location of School, Educational Qualification of teachers, Medium of teaching, Teaching

Experience and Job Satisfaction of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, Educational Qualification of teachers, Medium of Teaching, Teaching Experience of teachers and Job Satisfaction of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.

- There is no interaction between Gender, Caste category, Educational Qualification of teachers, Medium of teaching, Teaching Experience and Job Satisfaction of Secondary School teachers. So it can be concluded that Gender, Caste category, Educational Qualification of teachers, Medium of Teaching, Teaching Experience of teachers and Job Satisfaction of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
- There is no interaction between Gender, Caste category, Location of School, Medium of teaching, Teaching Experience and Job Satisfaction of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, Medium of Teaching, Teaching Experience of teachers and Job Satisfaction of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.
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- There is no interaction between Gender, Caste category, Location of School, Medium of teaching, Teaching Experience and Job Satisfaction of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, Medium of Teaching, Teaching Experience

- There is no interaction between Gender, Caste category, Location of School, Educational Qualification, Teaching Experience and Job Satisfaction of Secondary School teachers. So it can be concluded that Gender, Caste category, Location of School, educational qualification, Teaching Experience of teachers and Job Satisfaction of Secondary School teachers jointly do not affect Professional Commitment of Secondary School teachers of Vadodara district.

6.3 DISCUSSION

Teachers dedicate their professional lives to the academic success of their students. Effective high school teachers promote student achievement by intentionally committing themselves to their continuous professional growth through active learning and advancement to their teaching practice. As teachers embrace professional commitment, administrators must support teachers in self-reflective practices, dedicating themselves to growing professionally in their practice and actively working to advance the teaching profession. Continued efforts of professionally committed teachers flourish in supportive collegial environments that encourage continual professional growth and development throughout the career of teacher.

The key to improving the quality of schools lies in upgrading the status, training and working condition of teaching, that is, in furthering the professionalization of teachers and teaching. The rationale underlying this view is that upgrading the teaching occupation will lead to improvements in the motivation and commitment of teachers which in turn, will lead to improvements of teacher performance, which will ultimately lead in student learning.

Qualified teachers lacking motivation to teach often have little enthusiasm and driving force in their work. When a teacher has taught for some time, work may become routinized. Consequently, interest decreases and the teacher fails to work to his/her capacity and becomes less effective. The result is lack of planning, resistance towards change and general negligence. Thus, it is important to study

teachers' commitment in respect of teachers choosing teaching as a career and maintaining teachers' motivation. This aspect of study of various motives for joining teaching profession will also be considered as one of the important objective of the present study by the researcher. It can be concluded from the review that the biographical variables have significantly affected commitment. So these variables were considered in the present study.

Academic institutions have a dearth of satisfied and committed teachers. When teachers are satisfied with their teaching profession they will be committed to their profession also. Lack of job satisfaction and professional commitment leads to lesser self development, stress, burn out, turn over, less organizational citizenship behavior and absenteeism. Dissatisfied and uncommitted teachers cannot exert their full effort towards molding the future national pillars.

The present research study is conducted with the objective to construct tool for professional commitment and job satisfaction for secondary school teachers and to measure professional commitment with respect to various variables.

In the present the mean, median, standard deviation, skewness and kurtosis on the self – constructed and Standardized Professional Commitment Scale are found to be 196.60, 198, 20.19, - 2.254 and 1.725 respectively for a sample of 1262 teachers serving in grant in aid secondary schools of Vadodara District. So it can be concluded that teachers serving in grant in aid secondary schools has higher professional commitment. These findings are supported by Pal & Ghosh (1967) and Choi & Tang (2011). Thus it can be concluded that the scores of distribution is concentrated more on left side of the graph. So professional commitment is higher among the teachers serving in grant in aid schools of Vadodara District. The teachers serving in grant in aid secondary schools were taken as sample for the study mainly because these teachers get regular salary, increments and other facilities by the government. Also these teachers undergo regular in service programmes as per the norms of the government. Further research needs to be done in this area regarding various factors that lead to professional commitment of teachers.

One of the major objective of the study was to construct and standardize the tool for professional commitment. The tool for the present study consists of

professional commitment scale which is constructed by the investigator based on various components. Professional commitment is a psychological construct that has multi dimensional nature. This finding is supported by studies conducted by Allen & Meyer (1991), Crosswell & Bob (2006), Chan (2006) and Ronald (1997) and all these studies showed that commitment consists of various dimensions. For the present study the investigator has constructed and standardized the tool for professional commitment based on five components of commitment given by Dave (1999) that include Commitment to Learner, Commitment to the Society, Commitment to the Profession, Commitment to Achieve Excellence and Commitment to Basic Human Values. Similarly, for the present study, the investigator has also constructed and standardized tool for Job Satisfaction. The tool to measure job satisfaction of secondary school teachers is based on various components such as Individual Characteristics, Behavioural Characteristics, Group Spirit Characteirstics, Attitude towards Job and Community involvement.

The findings of the present study professional commitment of secondary school teachers is affected by Gender. The findings of the present study indicate that female teachers serving in secondary school teachers are more professionally committed than male teachers. This finding is supported by Mishra (2011), Goyal (2012) and Butucha (2013). But Patel (2008), Malik & Sharma (2013) and Hawkins (1998) concluded from their respective studies that Gender did not play a significant role in the professional commitment of teachers at various levels. Where as Tella (2007), Choi & Tang (2011) and Mishra (2011) found that commitment of male teachers is more than their counterparts.

The findings of the present study clearly show the difference in professional commitment of teachers serving in grant in aid schools with respect to caste category. In the present study it is found that there is difference in the professional commitment is affected significantly by the caste category of teachers where the result is in favour of teachers belonging to general category. Professional Commitment of teachers belonging to general category is found to highest. This study is supported by the findings of Mistry (1985). Where as Patel (2011) finds that caste category did not have impact on the professional commitment of teachers. Since in the present study it is clearly seen that there is clear difference in the professional commitment of teachers with respect to category, so further

research in this area needs to be done with respect to various reasons behind this difference.

The findings obtained show that there is no difference in the professional commitment of teachers serving in rural or urban schools. It has been supported by the findings of studies conducted by Kaewpang (2007). Generally it is believed that the teachers serving in urban schools get all the facilities and so are more committed but the present study does not support this.

Educational qualification of teachers is one of the variables for the present study. It is found that Post Graduate teachers had more professional commitment than graduate teachers. Further, it is also found that there is clear difference in the professional commitment of teachers with Science and Arts stream. The results of the present study is in strongly in favour of Post Graduate teachers with Science Stream and B.Ed. This needs to be further studied with respect to the qualities of teachers whose professional commitment is higher than their counterparts. The findings of the present study show that teachers having Post graduation in Science stream and B.Ed has higher professional commitment than teachers who have Graduation in Arts with B.Ed This may be due to the syllabi the respective teachers have studied. Also, teachers having Post Graduation in Arts and Science Stream have higher Professional Commitment than teachers having graduation in Science and Arts stream. This finding indicates that years spent in learning does influence the professional commitment of teachers. This findings are supported by the study conducted by Kaewpang (2007) and Rokade (2014). Though Patel (2008) did not find that stream has an impact on professional commitment.

One of the major findings of the present study is that job satisfaction affects Professional commitment. This finding is supported by studies conducted by Shamina (2014), Gangai & Agrawal (2015) that show that professional commitment is affected by job satisfaction. So, teachers who have more satisfaction with respective jobs tend to be more committed to their profession and jobs. This finding is also supported by the study of Abedomi (2012), Lynn & Martin (1989). Since there is clear positive relationship between professional commitment and job satisfaction, further research in this area needs to be done.

Generally it is perceived that teachers with more experience are more committed, but from the present study it is also found that Teaching Experience of teachers affect professional commitment of teachers serving in secondary schools. In the present study it is found that teachers with teaching experience less than ten years were more professionally committed than their counterparts. Few reasons for this is that young teachers with less experience are more innovative, use technology, attend in service programmes and since they are new to the field of education, they tend to explore more. This finding is supported by Hawkins(1998) and Shamina (2014).

6.3.1 FACTORS AFFECTING PROFESSIONAL COMMITMENT

The indispensable root of quality teacher education is based on competency and commitment of teachers. It is presumed that if teachers acquire professional competencies and commitment, it will result in sound teacher performance. The professional accountability or responsibility of teacher educators includes instructional and non-instructional responsibilities.

It is found that various other factors like Leadership qualities of teachers and principals, facilities provided to the teachers in terms of incentives, salary and physical facilities, relationship with colleagues and parents, climate of the school, motivation provided to the teachers, scope for innovation, involvement of teaches in decision making process, Encouragement provided by officials and attitude of teachers also affect professional commitment of teachers.

6.3.2 SUGGESTIONS FOR IMPROVEMENT AND ENHANCEMENT OF PROFESSIONAL COMMITMENT

Research studies in general open new avenues for further research in the field. The present investigation is not an exception. On the basis of major findings the following suggestions are provided by the investigator.

- From the present study it has been found that professional commitment is higher for teachers teaching in grant in aid secondary schools of Vadodara District. Also, it has been discussed that professional commitment is the most crucial factor in the field of education. Teacher who plays the central role in the educational system needs to be professionally committed. This will help to increase the efficiency of teachers and help in overall

development of educational institutions. Committed teachers can perform multiple tasks in the school and society which is the need to hour.

So it is suggested that professional commitment of teachers though found higher, needs to be maintained and enhanced so that overall education system at all the levels can improve.

- From the findings and few statements of the professional commitment tool, it can be suggested that teachers should be motivated to take part in faculty development programmes like seminars, workshops, symposiums, conferences and so on. In this way teachers will come in contact with their counter parts and can take a positive approach in all the situations. Also, workshops on innovative use of technology can be conducted at regular intervals so that teachers are aware of new technologies in field of education and can learn to use them in actual classroom. This will help to reduce the burden of teachers. For instance, teachers can learn save the topics they teach in classrooms in form of power point presentations or videos that can be used over and over again and can be shared with their counter parts. This will help to reduce the burden of teachers and also enhance their self confidence.
- From the present study, it is found that teachers with less than ten years of teaching experience are more professionally committed. This may be due to the enthusiasm of the newly recruited teachers. So it is suggested that teachers with more experience should also try to maintain their enthusiasm in teaching by compulsorily attending in service programs, lectures and seminars and should be open to changes in the field of education. The experience of such senior teachers is also very important and so it is suggested that principals of schools should give chance to such teachers to show case their experience and use their experience in various avenues of school.
- From the present study, it is found that teachers having qualification of Post Graduation in Science with B.Ed are more professionally committed. So it is suggested that teachers should review one's own teaching through

thorough self introspection. More time needs to be spend in updating the knowledge and welfare of school activities.

- From the study it is found that professional commitment of teachers serving in secondary schools is affected by job satisfaction. So it can be suggested that circumstances at job should be such that teachers are more satisfied. Teachers should be the decision making process by providing open climate of the school. Suggestions from teachers should be asked by the principal and management especially in curricular activities of the school. Various facilities in schools such as library, laboratories should be upgraded at regular intervals.
- The present study is conducted on teachers serving in Grant in aid Secondary Schools. This stage is very crucial as for the first time students who are taught by these teachers give Board Exams and also decide their career. These teachers are selected for their respective jobs through lot of scrutiny and are also give full salary with incentives. Also the results of the study show that teachers have higher professional commitment. But still every year board exam results are not satisfactory up to the mark. So still much needs to be done to reduce the burden of teachers so that the teachers concentrate only on teaching and helping students to excel in their studies. So it is suggested that paper work of teachers should be reduced. Teachers need more time in updating their knowledge. They can also be given assistant teachers for help.
- Though from the study it is found that teachers having Post Graduation and Graduation in Science stream and B.Ed are more professionally committed. But in actual situations there is dearth of Science and Maths teachers in secondary schools. So this may increase the burden of other teachers and affect the satisfaction and commitment of teachers. So it is suggested that steps should be taken for recruitment of science teachers. Also, associations of subject teachers can be made so that if one school does not have teachers of a particular subject than help from other teachers can be taken so that education of students is not affected.

- It is found from the present study that teachers who are more involved in decision making process are more committed. So it is also suggested that valuable suggestions from teachers should be incorporated in Semester system which is effective for improving the quality of education system.
- Teachers will be more professionally committed if they are loved and respected by the Students. One of the major aspect of teaching profession is that teachers have to deal with students with different capacities. So it is suggested that teachers accept individual differences of students and try to bring up the level of students with their own expertise. Teachers should always keep in mind that they are dealing with students who are future of our humanity. It is important that good human beings are developed by the teacher for whom teachers are role models. Most importantly teachers should practice 3 C's in their profession – Care for Students, Concern for Students and Commitment for Students and Profession.

6.4 SUGGESTIONS FOR FURTHER STUDY

Based on the findings of the present study and importance of role of teacher in the society, it is very important that more research should be done in this area. So some of the suggestions for future research endeavors are as follows:

- A comparative study of Professional Commitment of Grant in aid and non Grant in aid school teachers can be studied.
- Instead of teachers serving in Secondary schools, this study can be conducted for teachers serving at different levels Primary, Secondary and Higher Secondary levels.
- The study can be conducted in different zones and districts of Gujarat.
- Case studies of effective teachers and effective principals can be conducted.
- Case studies on committed teachers should be conducted to analyse the factors that lead to commitment of teachers.
- Case studies on award winning teachers can be conducted to know the level of commitment among such teachers.
- A comparative study on novice teachers and experienced teachers can be done with respect to professional commitment.