CHAPTER-IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

The previous chapter dealt with the method and procedure adopted to carry out the present study. An attempt has been made in this chapter to present results emerging from the analysis of data. The inter relation of the results of the study has been included in this chapter.

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions and generalization to get a meaningful picture out of the raw information thus collected.

The mass of data collected needs to be systematized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Here, editing implies checking of the gathered data for accuracy, utility and completeness; classes or heads for use; and tabulating denotes recording of the classified material in accurate mathematical terms, i.e., making and counting frequency tallies for different items on which information is gathered.

Analysis of the data means studying the tabulated material in order to determine inherent facts or meanings. It involves splitting down the existing complex factors into simpler parts and putting the parts together in new arrangements for the purpose of interpretation.

4.2 TREATMENT OF DATA

Data are meaningless heaps of material without analysis and interpretation. The purpose of analysis is to find out the relationship between variables, which lead to the verification of hypotheses. This is achieved by logical organization of data and use of relevant statistical techniques. After analysis, the process of interpretation is especially one of asking questions like: - What do the results show? What is the answer to the original research problem? What are their meaning and significance? Thus, interpretation
has to be done carefully, logically and critically by examining the results obtained after analysis, keeping in view limitations of the sample chosen, tools selected in the study.

4.3 ANALYSIS OF THE DATA

In order to verify the objectives and to test the null hypotheses of the study in hand, the data has been analyzed in two parts i.e. Part-A: correlation analysis to determine in turn relationship between Professional Commitment, Personality, Locus of Control and Attitude Towards Teaching of Secondary School Teachers and Part-B: ‘t’ test for significance difference. The treatment has been done objective-wise to make the findings lucid and simple in their interpretation.

PART-A

THE MEAN AND S.D. OF PROFESSIONAL COMMITMENT, PERSONALITY, LOCUS OF CONTROL AND ATTITUDE TOWARDS TEACHING OF SECONDARY SCHOOL TEACHERS IS GIVEN IN TABLE 4.0

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional commitment</td>
<td>300</td>
<td>172.05</td>
<td>16.05</td>
</tr>
<tr>
<td>Personality</td>
<td>300</td>
<td>25.81</td>
<td>5.58</td>
</tr>
<tr>
<td>Locus of Control</td>
<td>300</td>
<td>48.68</td>
<td>12.62</td>
</tr>
<tr>
<td>Attitude towards Teaching</td>
<td>300</td>
<td>159.69</td>
<td>11.32</td>
</tr>
</tbody>
</table>
Bar Diagram 4.1

Bar Diagram Showing the Mean, S. D. of Professional Commitment, Personality, Locus of Control and Attitude towards Teaching of Secondary School Teachers
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND PERSONALITY OF SECONDARY SCHOOL TEACHERS

In pursuance of the objective 1, i.e. “To study the relationship between Professional Commitment and Personality of the Secondary School Teachers”, the coefficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.1.1

TABLE 4.1.1

PROFESSIONAL COMMITMENT AND PERSONALITY OF SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Personality</td>
<td>300</td>
<td>0.27**</td>
<td>.01</td>
</tr>
</tbody>
</table>

df = 298

* Value of significant at .05 level = .113
** Value of significant at .01 level = .148

It may be revealed from the table 4.1.1 that the value of coefficient of correlation between Professional Commitment and Personality of the Secondary School Teachers is 0.27. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 1, i.e. “There is no significant relationship between Professional Commitment and Personality of the Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Personality are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Personality of the Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND PERSONALITY OF THE MALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 2, i.e. “To study the relationship between Professional Commitment and Personality of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.1.2

TABLE 4.1.2

PROFESSIONAL COMMITMENT AND PERSONALITY OF THE MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Male)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Personality</td>
<td>150</td>
<td>0.34**</td>
<td>.01</td>
</tr>
</tbody>
</table>

df = 148

* Value of significant at .05 level = .109

** Value of significant at .01 level = .208

It may be revealed from the table 4.1.2 that the value of coefficient of correlation between Professional Commitment and Personality of the male Secondary School Teachers is 0.34. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 2, i.e. “There is no significant relationship between Professional Commitment and Personality of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Personality of the male are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Personality of the male Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND PERSONALITY OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 3, i.e. “To study the relationship between Professional Commitment and Personality of the female Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.1.3

TABLE 4.1.3

PROFESSIONAL COMMITMENT AND PERSONALITY OF THE FEMALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Female)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Personality</td>
<td>150</td>
<td>0.25**</td>
<td>.01</td>
</tr>
</tbody>
</table>

df = 148

* Value of significant at .05 level = .109
** Value of significant at .01 level = .208

It may be revealed from the table 4.1.3 that the value of coefficient of correlation between Professional Commitment and Personality of the female Secondary School Teachers is 0.25. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 3, i.e. “There is no significant relationship between Professional Commitment and Personality of the female Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Personality of the female are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Personality of the female Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND INTROVERT PERSONALITY OF THE MALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 4, i.e. “To study the relationship between Professional Commitment and Introvert Personality of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.1.4

TABLE 4.1.4
PROFESSIONAL COMMITMENT AND INTROVERT PERSONALITY OF MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Male)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Introvert Personality</td>
<td>67</td>
<td>0.36**</td>
<td>0.01</td>
</tr>
</tbody>
</table>

df = 65

* Value of significant at .05 level = .232

** Value of significant at .01 level = .302

It may be revealed from the table 4.1.4 that the value of coefficient of correlation between Professional Commitment and Introvert Personality of the male Secondary School Teachers is 0.36. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 4, i.e. “There is no significant relationship between Professional Commitment and Introvert Personality of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Introvert Personality of the male are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Introvert Personality of the male Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND INTROVERT PERSONALITY OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 5, i.e. “To study the relationship between Professional Commitment and Introvert Personality of the female Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.1.5

TABLE 4.1.5

PROFESSIONAL COMMITMENT AND INTROVERT PERSONALITY OF THE FEMALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Female)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Introvert Personality</td>
<td>53</td>
<td>0.16</td>
<td>NS</td>
</tr>
<tr>
<td>df = 51</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Value of significant at .05 level = .232
** Value of significant at .01 level = .302
NS = Non Significant

It may be revealed from the table 4.1.5 that the value of coefficient of correlation between Professional Commitment and Introvert Personality of the female Secondary School Teachers is 0.16. It represents no significant relationship between two variables. The obtained coefficient of correlation is found to be non significant.

Thus the null hypothesis 5, i.e. “There is no significant relationship between Professional Commitment and Introvert Personality of the female Secondary School Teachers” is retained. It seems fair to interpret that the Professional Commitment and Introvert Personality of the female are not related to each other.

It implies that significant bond of correlation does not exist between these two sets of variables, i.e., Professional Commitment and Introvert Personality of the female Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND EXTROVERT PERSONALITY OF THE MALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 6, i.e. “To find out the relationship between Professional Commitment and Extrovert Personality of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.1.6

**TABLE 4.1.6**

PROFESSIONAL COMMITMENT AND EXTROVERT PERSONALITY OF THE MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Male)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Extrovert Personality</td>
<td>83</td>
<td>0.37**</td>
<td>.01</td>
</tr>
<tr>
<td>df = 81</td>
<td>* Value of significant at .05 level = .205</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>** Value of significant at .01 level = .267</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It may be revealed from the table 4.1.6 that the value of coefficient of correlation between Professional Commitment and Extrovert Personality of the male Secondary School Teachers is 0.37. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 6, i.e. “There is no significant relationship between Professional Commitment and Extrovert Personality of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Extrovert Personality of the male are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Extrovert Personality of the male Secondary School Teachers.

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RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND EXTROVERT PERSONALITY OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 7, i.e. “To study the relationship between Professional Commitment and Extrovert Personality of the female Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.1.7

<table>
<thead>
<tr>
<th>Variables (Female)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Extrovert Personality</td>
<td>97</td>
<td>0.28 **</td>
<td>.01</td>
</tr>
</tbody>
</table>

df = 95  
* Value of significant at .05 level = .205  
** Value of significant at .01 level = .267

It may be revealed from the table 4.1.7 that the value of coefficient of correlation between Professional Commitment and Extrovert Personality of the female Secondary School Teachers is 0.28. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 7, i.e. “There is no significant relationship between Professional Commitment and Extrovert Personality of the female Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Extrovert Personality of the female are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Extrovert Personality of the female Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND LOCUS OF CONTROL OF THE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 8, i.e. “To study the relationship between Professional Commitment and Locus of Control of the Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.2.1

**TABLE 4.2.1**

**PROFESSIONAL COMMITMENT AND LOCUS OF CONTROL OF THE SECONDARY SCHOOL TEACHERS**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Locus of Control</td>
<td>300</td>
<td>0.45**</td>
<td>.01</td>
</tr>
</tbody>
</table>

df = 298

* Value of significant at .05 level = .113

**Value of significant at .01 level = .148

It may be perceived from the table 4.2.1 that the value of coefficient of correlation between Professional Commitment and Locus of Control of the Secondary School Teachers is 0.45. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 8, i.e. “There is no significant relationship between Professional Commitment and Locus of Control of the Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Locus of Control are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Locus of Control of the Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND LOCUS OF CONTROL OF THE MALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 9, i.e. “To find out the relationship between Professional Commitment and Locus of Control of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.2.2

TABLE 4.2.2
PROFESSIONAL COMMITMENT AND LOCUS OF CONTROL OF THE MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Locus of Control</td>
<td>150</td>
<td>0.46**</td>
<td>.01</td>
</tr>
</tbody>
</table>
| df = 148                        |                        | * Value of significant at .05 level = .109
|                                |                        | **Value of significant at .01 level = .208

It may be perceived from the table 4.2.2 that the value of coefficient of correlation between Professional Commitment and Locus of Control of the male Secondary School Teachers is 0.46. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 9, i.e. “There is no significant relationship between Professional Commitment and Locus of Control of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Locus of Control of the male are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Locus of Control of the male Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND LOCUS OF CONTROL OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 10, i.e. “To study the relationship between Professional Commitment and Locus of Control of the female Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.2.3

TABLE 4.2.3

PROFESSIONAL COMMITMENT AND LOCUS OF CONTROL OF THE FEMALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Female)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Locus of Control</td>
<td>150</td>
<td>0.44 **</td>
<td>.01</td>
</tr>
</tbody>
</table>
| df = 148 | * Value of significant at .05 level = .109
| **Value of significant at .01 level = .208 |

It may be perceived from the table 4.2.3 that the value of coefficient of correlation between Professional Commitment and Locus of Control of the female Secondary School Teachers is 0.44. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 10, i.e. “There is no significant relationship between Professional Commitment and Locus of Control of the female Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Locus of Control of the female are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Locus of Control of the female Secondary School Teachers.
In pursuance of the objective 11, i.e. “To find out the relationship between Professional Commitment and Internal Locus of Control of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.2.4

**TABLE 4.2.4**

PROFESSIONAL COMMITMENT AND INTERNAL LOCUS OF CONTROL OF THE MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Male)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Internal Locus of Control</td>
<td>42</td>
<td>0.48 **</td>
<td>.01</td>
</tr>
</tbody>
</table>

*df = 40

* Value of significant at .05 level = .288

**Value of significant at .01 level = .372

It may be perceived from the table 4.2.4 that the value of coefficient of correlation between Professional Commitment and Internal Locus of Control of the male Secondary School Teachers is 0.48. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 11, i.e. “There is no significant relationship between Professional Commitment and Internal Locus of Control of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Internal Locus of Control of the male are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and Internal Locus of Control of the male Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND INTERNAL LOCUS OF CONTROL OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 12, i.e. “To study the relationship between Professional Commitment and Internal Locus of Control of the female Secondary School Teachers”, the e-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.2.5

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Internal Locus of Control</td>
<td>43</td>
<td>0.11</td>
<td>NS</td>
</tr>
</tbody>
</table>

df = 41

* Value of significant at .05 level = .288

**Value of significant at .01 level = .372

NS = Non Significant

It may be perceived from the table 4.2.5 that the value of coefficient of correlation between Professional Commitment and Internal Locus of Control of the female Secondary School Teachers is 0.11. It represents no significant relationship between two variables. The obtained coefficient of correlation is found to be non significant.

Thus the null hypothesis 12, i.e. “There is no significant relationship between Professional Commitment and Internal Locus of Control of the female Secondary School Teachers” is retained. It seems fair to interpret that the Professional Commitment and Internal Locus of Control of the female are not related to each other.

It implies that significant bond of correlation does not exist between these two sets of variables, i.e., Professional Commitment and Internal Locus of Control of the female Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND EXTERNAL LOCUS OF CONTROL OF THE MALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 13, i.e. “To study the relationship between Professional Commitment and External Locus of Control of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.2.6

**TABLE 4.2.6**

PROFESSIONAL COMMITMENT AND EXTERNAL LOCUS OF CONTROL OF THE MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs External Locus of Control</td>
<td>45</td>
<td>0.41**</td>
<td>.01</td>
</tr>
</tbody>
</table>

df = 43  
* Value of significant at .05 level = .288  
**Value of significant at .01 level = .372

It may be perceived from the table 4.2.6 that the value of coefficient of correlation between Professional Commitment and External Locus of Control of the male Secondary School Teachers is 0.41. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 13, i.e. “There is no significant relationship between Professional Commitment and External Locus of Control of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and External Locus of Control of the male are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and External Locus of Control of the male Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND EXTERNAL LOCUS OF CONTROL OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 14, i.e. “To study the relationship between Professional Commitment and External Locus of Control of the female Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.2.7

**TABLE 4.2.7**

**PROFESSIONAL COMMITMENT AND EXTERNAL LOCUS OF CONTROL OF THE FEMALE SECONDARY SCHOOL TEACHERS**

<table>
<thead>
<tr>
<th>Variables (Female)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs External Locus of Control</td>
<td>54</td>
<td>0.40 **</td>
<td>.01</td>
</tr>
</tbody>
</table>

*df =52

* Value of significant at .05 level = .250

**Value of significant at .01level = .325

It may be perceived from the table 4.2.7 that the value of coefficient of correlation between Professional Commitment and External Locus of Control of the female Secondary School Teachers is 0.40. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01level of significance.

Thus the null hypothesis 14, i.e. “There is no significant relationship between Professional Commitment and External Locus of Control of the female Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and External Locus of Control of the female are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e., Professional Commitment and External Locus of Control of the female Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND ATTITUDE TOWARDS TEACHING OF THE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 15, i.e. “To study the relationship between Professional Commitment and Attitude towards Teaching of the Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.3.1

**TABLE 4.3.1**

PROFESSIONAL COMMITMENT AND ATTITUDE TOWARDS TEACHING OF THE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs</td>
<td>300</td>
<td>0.59 **</td>
<td>.01</td>
</tr>
<tr>
<td>Attitude Towards Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| df = 298                           |                        |                                      |                       |

*Value of significant at .05 level = .113
**Value of significant at .01 level = .148

It may be revealed from the table 4.3.1 that the value of coefficient of correlation between Professional Commitment and Attitude towards Teaching of the Secondary School Teachers is 0.59. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 15, i.e. “There is no significant relationship between Professional Commitment and Attitude towards Teaching of the Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Attitude towards Teaching are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e. Professional Commitment and Attitude towards Teaching of the Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND ATTITUDE TOWARDS TEACHING OF THE MALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 16, i.e. “To study the relationship between Professional Commitment and Attitude towards Teaching of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.3.2

TABLE 4.3.2
PROFESSIONAL COMMITMENT AND ATTITUDE TOWARDS TEACHING OF THE MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Male)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Attitude Towards Teaching</td>
<td>150</td>
<td>0.54**</td>
<td>.01</td>
</tr>
<tr>
<td>df = 148</td>
<td>*Value of significant at .05 level = .109</td>
<td>**Value of significant at .01 level = .208</td>
<td></td>
</tr>
</tbody>
</table>

It may be revealed from the table 4.3.2 that the value of coefficient of correlation between Professional Commitment and Attitude towards Teaching of the male Secondary School Teachers is 0.54. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 16, i.e. “There is no significant relationship between Professional Commitment and Attitude towards Teaching of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Attitude towards Teaching of the male are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e. Professional Commitment and Attitude towards Teaching of the male Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND ATTITUDE TOWARDS TEACHING OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 17, i.e. “To study the relationship between Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.3.3

TABLE 4.3.3
PROFESSIONAL COMMITMENT AND ATTITUDE TOWARDS TEACHING OF THE FEMALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Female)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Attitude Towards Teaching</td>
<td>150</td>
<td>0.63**</td>
<td>.01</td>
</tr>
</tbody>
</table>

It may be revealed from the table 4.3.3 that the value of coefficient of correlation between Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers is 0.63. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.

Thus the null hypothesis 17, i.e. “There is no significant relationship between Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and Attitude towards Teaching of the female are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e. Professional Commitment and Attitude towards Teaching of the female Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND LOW ATTITUDE TOWARDS TEACHING OF THE MALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 18, i.e. “To study the relationship between Professional Commitment and low Attitude towards Teaching of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.3.4

TABLE 4.3.4

PROFESSIONAL COMMITMENT AND LOW ATTITUDE TOWARDS TEACHING OF THE MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Male)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Low Attitude Towards Teaching</td>
<td>53</td>
<td>0.38 **</td>
<td>.01</td>
</tr>
</tbody>
</table>

df = 51

*Value of significant at .05 level = .250
**Value of significant at .01level = .325

It may be revealed from the table 4.3.4 that the value of coefficient of correlation between Professional Commitment and low Attitude towards Teaching of the male Secondary School Teachers is 0.38. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01level of significance.

Thus the null hypothesis 18, i.e. “There is no significant relationship between Professional Commitment and low Attitude towards Teaching of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and low Attitude towards Teaching of the male are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e. Professional Commitment and low Attitude towards Teaching of the male Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND LOW ATTITUDE TOWARDS TEACHING OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 19, i.e. “To study the relationship between Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.3.5

**TABLE 4.3.5**

PROFESSIONAL COMMITMENT AND LOW ATTITUDE TOWARDS TEACHING OF THE FEMALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Female)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs Low Attitude Towards Teaching</td>
<td>44</td>
<td>0.18 **</td>
<td>NS</td>
</tr>
</tbody>
</table>

df = 42

*Value of significant at .05 level = .288

**Value of significant at .01 level = .372

NS = Non significant

It may be revealed from the table 4.3.5 that the value of coefficient of correlation between Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers is 0.18. It represents no significant relationship between two variables. The obtained coefficient of correlation is found to be non significant.

Thus the null hypothesis 19, i.e. “There is no significant relationship between Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers” is retained. It seems fair to interpret that the Professional Commitment and low Attitude towards Teaching of the female are not related to each other.

It implies that significant bond of correlation does not exist between these two sets of variables, i.e. Professional Commitment and low Attitude towards Teaching of the female Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND HIGH ATTITUDE TOWARDS TEACHING OF THE MALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 20, i.e. “To study the relationship between Professional Commitment and high Attitude towards Teaching of the male Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.3.6.  

**TABLE 4.3.6**  
PROFESSIONAL COMMITMENT AND HIGH ATTITUDE TOWARDS TEACHING OF THE MALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Male)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs High Attitude Towards Teaching</td>
<td>77</td>
<td>0.35**</td>
<td>.01</td>
</tr>
</tbody>
</table>

df = 75  
*Value of significant at .05 level = .217  
**Value of significant at .01level = .283

It may be revealed from the table 4.3.6 that the value of coefficient of correlation between Professional Commitment and high Attitude towards Teaching of the male Secondary School Teachers is 0.35. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01level of significance.

Thus the null hypothesis 20, i.e. “There is no significant relationship between Professional Commitment and high Attitude towards Teaching of the male Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and high Attitude towards Teaching are related to each other.

It implies that **significant bond** of correlation exists between these two sets of variables, i.e. Professional Commitment and high Attitude towards Teaching of the male Secondary School Teachers.
RELATIONSHIP BETWEEN PROFESSIONAL COMMITMENT AND HIGH ATTITUDE TOWARDS TEACHING OF THE FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 21, i.e. “To study the relationship between Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers”, the co-efficient of correlation of the sample calculated by employing Pearson’s Product Moment Method is shown in table 4.3.7

TABLE 4.3.7
PROFESSIONAL COMMITMENT AND HIGH ATTITUDE TOWARDS TEACHING OF THE FEMALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables (Female)</th>
<th>Size of the sample (N)</th>
<th>Pearson’s correlation coefficient (r)</th>
<th>Level of significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment Vs High Attitude Towards Teaching</td>
<td>79</td>
<td>0.31**</td>
<td>.01</td>
</tr>
<tr>
<td>df = 77</td>
<td>*Value of significant at .05 level = .217 **Value of significant at .01 level = .283</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It may be revealed from the table 4.3.7 that the value of coefficient of correlation between Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers is 0.31. It represents a significant relationship between two variables. The obtained coefficient of correlation is found to be significant at .01 level of significance.
Thus the null hypothesis 21, i.e. “There is no significant relationship between Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers” is rejected. It seems fair to interpret that the Professional Commitment and high Attitude towards Teaching of the female are related to each other.

It implies that significant bond of correlation exists between these two sets of variables, i.e. Professional Commitment and high Attitude towards Teaching of the female Secondary School Teachers.
PART-B

PROFESSIONAL COMMITMENT OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 22, i.e. “To find out the difference between male and female Secondary School Teachers on Professional Commitment,” the mean, standard deviation (S.D), t-value of two variables of the sample have been calculated, as given in the table 4.4.1

TABLE 4.4.1

PROFESSIONAL COMMITMENT OF MALE AND FEMALE SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>150</td>
<td>171.11</td>
<td>16.94</td>
<td>0.663</td>
<td>NS</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>172.85</td>
<td>15.20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 298  
*Value of significant at .05 level= 1.97  
**Value of significant at .01 level= 2.59  
NS = Non Significant.

Table 4.4.1 shows that mean values of male and female Secondary School Teachers are 171.11 and 172.85 respectively on Professional Commitment. The S.D. of male and female Secondary School Teachers is 16.94 and 15.20 respectively. The degree of freedom is 298 and ‘t’ value is 0.663, which is not significant. Therefore the null hypothesis 22, i.e. “There is no significant difference between male and female Secondary School Teachers on Professional Commitment” is retained. It means male and female Secondary School Teachers on Professional Commitment are equal.
Bar Diagram 4.2

Bar Diagram Showing the Mean and S.D. of Professional Commitment male and Professional Commitment female Secondary School Teachers
PROFESIONAL COMMITMENT OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL TEACHERS

In pursuance of the objective 23, i.e. “To find out the difference between government and private Secondary School Teachers on Professional Commitment,” the mean, standard deviation (S.D), t-value of two variables of the sample have been calculated, as given in the table 4.4.2

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>150</td>
<td>171.00</td>
<td>17.80</td>
<td>0.81</td>
<td>NS</td>
</tr>
<tr>
<td>Private</td>
<td>150</td>
<td>173.10</td>
<td>14.01</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

df = 298

*Value of significant at .05 level = 1.97

**Value of significant at .01 level = 2.59

NS = Non significant

Table 4.4.2 indicates that mean values of government and private Secondary School Teachers are 171.00 and 173.10 respectively on Professional Commitment. The S.D. of government and private Secondary School Teachers are 17.80 and 14.01 respectively. The degree of freedom is 298 and ‘t’ value is 0.81 which is not significant. Therefore the null hypothesis 23, i.e. “There is no significant difference between government and private Secondary School Teachers on Professional Commitment” is retained. It means private and government Secondary School Teachers on Professional Commitment are equal.
Bar Diagram 4.3

Bar Diagram Showing the Mean and S.D. of Professional Commitment government and Professional Commitment private Secondary School Teachers
PROFESSIONAL COMMITMENT OF URBAN AND RURAL SECONDARY SCHOOL TEACHERS

In pursuance of the objective 24, i.e. “To find out the difference between urban and rural Secondary School Teachers on Professional Commitment,” the mean, standard deviation (S.D), t-value of two variables of the sample have been calculated, as given in the table 4.4.3

TABLE 4.4.3
PROFESSIONAL COMMITMENT OF URBAN AND RURAL SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Size of the sample (N)</th>
<th>Mean</th>
<th>S.D.</th>
<th>‘t’ Value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>150</td>
<td>173.54</td>
<td>16.17</td>
<td>1.14</td>
<td>NS</td>
</tr>
<tr>
<td>Rural</td>
<td>150</td>
<td>170.56</td>
<td>15.80</td>
<td></td>
<td>NS</td>
</tr>
</tbody>
</table>

df = 298

*Value of significant at .05 level = 1.97
**Value of significant at .01 level = 2.59
NS = Non Significant.

Table 4.4.3 shows that mean values of urban and rural Secondary School Teachers are 173.54 and 170.56 respectively on Professional Commitment. The S.D. of urban and rural Secondary School Teachers is 16.17 and 15.80 respectively. The degree of freedom is 298 and ‘t’ value is 1.14 which is not significant. Therefore the hypothesis 24, “There is no significant difference between urban and rural Secondary School Teachers on Professional Commitment” is retained. It means urban and rural Secondary School Teachers on Professional Commitment are equal.
Bar Diagram 4.4

Bar Diagram Showing the Mean and S.D. of Professional Commitment urban and Professional Commitment rural Secondary School Teachers
STUDY OF DISTRIBUTION OF PROFESSIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS

In order to ascertain the nature of distribution of scores, descriptive statistics like mean, median, mode (central tendencies), standard deviation, skewness, kurtosis and frequency polygon were employed.

**TABLE – 4.5.1**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S. D.</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Scores of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Commitment</td>
<td>300</td>
<td>172.05</td>
<td>171.67</td>
<td>170.91</td>
<td>16.05</td>
<td>0.07</td>
<td>2.14</td>
<td>130-210</td>
</tr>
</tbody>
</table>

The figure 4.5 shows the original and smoothed frequency polygon drawn from the distribution of Professional Commitment scores where x-axis indicates the Professional Commitment scores of Secondary School Teachers and y-axis indicates the frequencies.

The graph reveals that the mean 172.05 and median 171.67 lie near the same point. The distance between these two lines is quite negligence. The value of mode is 170.91 also closed to the values of these mean and median. This indicates that the distribution does not suffer from skewness. The calculated value of skewness 0.07 is very near to zero, the value of normal distribution. The smoothed frequency polygon is almost symmetrical. The polygon looks like a platykurtic curve. The calculated value of kurtosis is 2.14 which is also very near to its standard value i.e. 3 for a normal or mesokurtic curve.

The variability of the scores is sufficient enough i.e. the scores spread over from 130-210 and the value of S.D. is 16.05, help in inferring that the distribution of Professional Commitment scores is nearby symmetrical. Hence, on the basis of graph representation of scores on Professional Commitment may be concluded that the distribution of scores is almost normal. Thus, it is justified the sample to be representative one of the normal population.
Figure 4.5

Original and Smoothed frequency polygon of the Professional Commitment of Secondary School Teachers

Mean: 172.05
Median: 171.67
Mode: 170.91
STUDY OF DISTRIBUTION OF PERSONALITY OF SECONDARY SCHOOL TEACHERS

In order to ascertain the nature of distribution of scores, descriptive statistics like mean, median, mode (central tendencies), standard deviation, skewness, kurtosis and frequency polygon were employed.

TABLE-4.5.2

THE TABLE SHOWING THE MEAN, MEDIAN, MODE, S.D., SKEWNESS AND KURTOSIS OF PERSONALITY OF SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S. D.</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Scores of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>300</td>
<td>25.81</td>
<td>26.94</td>
<td>29.20</td>
<td>5.58</td>
<td>-0.6</td>
<td>2.27</td>
<td>15-39</td>
</tr>
</tbody>
</table>

The figure 4.6 shows the original and smoothed frequency polygon drawn from the distribution of Personality scores where x-axis indicates the scores on Personality of Secondary School Teachers and y-axis indicates the frequencies.

The graph reveals that the mean 25.81 and median 26.94 lie near the same point. The distance between these two lines is quite negligence. The value of mode is 29.20 also closed to the values of these mean and median. This indicates that the distribution does not suffer from skewness. The calculated value of skewness -0.6 is very near to zero, the value of normal distribution. The smoothed frequency polygon is almost symmetrical. The polygon looks like a platykurtic curve. The calculated value of kurtosis is 2.27 which is also very near to its standard value i.e. 3 for a normal or mesokurtic curve.

The variability of the scores is sufficient enough i.e. the scores spread over from 15-39 and the value of S.D. is 5.58, help in inferring that the distribution of Personality scores is nearby symmetrical. Hence, on the basis of graph representation of scores on Personality may be concluded that the distribution of scores is almost normal. Thus, it is justified the sample to be representative one of the normal population.
Figure 4.6

Original and Smoothed frequency polygon of the Personality of Secondary School Teachers

Mean - 25.81
Median - 26.94
Mode - 29.20
STUDY OF DISTRIBUTION OF LOCUS OF CONTROL OF SECONDARY SCHOOL TEACHERS

In order to ascertain the nature of distribution of scores, descriptive statistics like mean, median, mode (central tendencies), standard deviation, skewness, kurtosis and frequency polygon were employed.

TABLE-4.5.3

THE TABLE SHOWING THE MEAN, MEDIAN, MODE, S.D., SKEWNESS AND KURTOSIS OF LOCUS OF CONTROL OF SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S. D.</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Scores of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locus of Control</td>
<td>300</td>
<td>48.68</td>
<td>48.21</td>
<td>47.27</td>
<td>12.62</td>
<td>0.1</td>
<td>2.17</td>
<td>25-75</td>
</tr>
</tbody>
</table>

The figure 4.7 shows the original and smoothed frequency polygon drawn from the distribution of Locus of Control scores where x-axis indicates the scores on Locus of Control of Secondary School Teachers and y-axis indicates the frequencies.

The graph reveals that the mean 48.68 and median 48.21 lie near the same point. The distance between these two lines is quite negligence. The value of mode is 47.27 also closed to the values of these mean and median. This indicates that the distribution does not suffer from skewness. The calculated value of skewness 0.1 is very near to zero, the value of normal distribution. The smoothed frequency polygon is almost symmetrical. The polygon looks like a platykurtic curve. The calculated value of kurtosis is 2.17 which is also very near to its standard value i.e.3 for a normal or mesokurtic curve.

The variability of the scores is sufficient enough i.e. the scores spread over from 25-75 and the value of S.D. is 12.62, help in inferring that the distribution of Locus of Control scores is nearby symmetrical. Hence, on the basis of graph representation of scores on Locus of Control may be concluded that the distribution of scores is almost normal. Thus, it is justified the sample to be representative one of the normal population.
Figure 4.7

Original and Smoothed frequency polygon of the Locus of Control of Secondary School Teachers

Mean - 48.68
Median - 48.21
Mode - 47.27
STUDY OF DISTRIBUTION OF ATTITUDE TOWARDS TEACHING OF SECONDARY SCHOOL TEACHERS

In order to ascertain the nature of distribution of scores, descriptive statistics like mean, median, mode (central tendencies), standard deviation, skewness, kurtosis and frequency polygon were employed.

TABLE-4.5.4

THE TABLE SHOWING THE MEAN, MEDIAN, MODE, S.D., SKEWNESS AND KURTOSIS OF ATTITUDE TOWARDS TEACHING OF SECONDARY SCHOOL TEACHERS

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>S. D.</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Scores of Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude towards Teaching</td>
<td>300</td>
<td>159.69</td>
<td>160.50</td>
<td>162.12</td>
<td>11.32</td>
<td>-0.2</td>
<td>3.03</td>
<td>130-195</td>
</tr>
</tbody>
</table>

The figure 4.8 shows the original and smoothed frequency polygon drawn from the distribution of Attitude towards teaching scores where x-axis indicates the scores on Attitude towards Teaching of Secondary School Teachers and y-axis indicates the frequencies.

The graph reveals that the mean 159.69 and median 160.50 lie near the same point. The distance between these two lines is quite negligence. The value of mode is 162.12 also closed to the values of these mean and median. This indicates that the distribution does not suffer from skewness. The calculated value of skewness -0.2 is very near to zero, the value of normal distribution. The smoothed frequency polygon is almost symmetrical. The polygon looks like a laptokurtic curve. The calculated value of kurtosis is 3.03 which is also very near to its standard value i.e. 3 for a normal or mesokurtic curve.

The variability of the scores is sufficient enough i.e. the scores spread over from 130-195 and the value of S.D. is 11.32, help in inferring that the distribution of Attitude scores is nearby symmetrical. Hence, on the basis of graph representation of scores on Attitude towards Teaching may be concluded that the distribution of scores is almost normal. Thus, it is justified the sample to be representative one of the normal population.
Figure 4.8

Original and Smoothed frequency polygon of the Attitude towards Teaching of Secondary School Teachers

Mean - 159.69
Median - 160.50
Mode - 162.12