CHAPTER-IV
COLLECTION OF THE DATA
AND
THE STATISTICAL PROCEDURE

The present study is essentially empirical in nature and falls mainly within the purview of survey research design. Exploratory descriptive survey method has been employed in this study. The study was completed in two phases. In the first phase, the tools, which were not available were constructed by the investigator. In the second phase the data was collected, analysed and interpreted.

4.1 UNIVERSE OF THE STUDY AND SAMPLE

The universe of the study was government secondary school teachers working in rural and urban areas of the State of Punjab. Keeping in view the geographical dimensions of the State, comprising 19 districts, it was decided to use stratified random sampling. 13 districts were selected in a random manner. The names of these districts are given below:

1. Amritsar  
2. Bathinda  
3. Faridkot  
4. Ferozepur  
5. Gurdaspur  
6. Hoshiarpur  
7. Jalandhar  
8. Kapurthala  
9. Ludhiana  
10. Mansa  
11. Moga  
12. Patiala  
13. Sangrur

The schools were selected by using the technique of random sampling and the subjects were also selected in the same manner. The names of the
schools selected for data collection from different districts of Punjab are as under:

AMRITSAR
1. Govt. High School, Chabhal, Amritsar
2. Govt. Secondary School, Raja Sansi, Amritsar
3. Govt. Secondary School, Lopoke, Amritsar
4. Govt. Secondary School, Putlighar, Amritsar

BATHINDA
1. Govt. Girls Senior Secondary School, Bathinda
2. Govt. Senior Secondary School, Bhucho Mandi, Bathinda
3. Govt. Senior Secondary School, Rampura Phul, Bathinda
4. Govt. Senior Secondary School, Mehraj, Bathinda

FARIDKOT
1. Govt. Secondary School, Mudki, Faridkot
2. Govt. Girls Secondary School, Kotkapura, Faridkot

FEROZEPUR
1. Govt. Senior Secondary School, Bagge Ke Pipal, Ferozepur
2. Govt. Senior Secondary School, Khai Feme Ki, Ferozepur
3. Govt. High School Lakha Hazi, Ferozepur
4. Hindu Girls Senior Secondary School, Ferozepur City
5. Govt. High School Palla Megna, Ferozepur
GURDASPUR
1. Govt. Girls Senior Secondary School, Dera Baba Nanak, Gurdaspur
2. Govt. Senior Secondary School, Kanganwal, Gurdaspur
3. Govt. Senior Secondary School, Dharamkot Randhawa, Gurdaspur
4. Govt. Senior Secondary School, Batala, Gurdaspur
5. Govt. Senior Secondary School, Singhpura, Gurdaspur
6. Govt. High School, Udhowali Khurd, Gurdaspur
7. Govt. High School, Thetherke, Gurdaspur

HOSHIARPUR
1. Govt. High School, Bassi Gulam Husain, Hoshiarpur
2. Govt. High School, Shande, Hoshiarpur
4. Govt. Senior Secondary School Boys, Hoshiarpur
5. Govt. Senior Secondary School Girls, Hoshiarpur
7. Govt. Co–Education High School, Khurarpur Hiran, Hoshiarpur
8. Govt. Senior Secondary School, Piplanwala, Hoshiarpur
9. Govt. Mahila Ashram High School, Ram Colony Camp, Hoshiarpur

JALANDHAR
1. Govt. Girls Senior Secondary School, Jalandhar
2. Govt. Boys Senior Secondary School, Jalandhar
3. Govt. Senior Secondary School, Mehatpur, Jalandhar
4. Govt. Girls Senior Secondary School, Bhogpur, Jalandhar
5. Govt. High School Dhina, Jalandhar
KAPURTHALA
1. Govt. Girls Senior Secondary School, Phagwara, Kapurthala
2. Govt. Boys Senior Secondary School, Phagwara, Kapurthala
3. Govt. Senior Secondary School, Saidonwal, Kapurthala

LUDHIANA
1. Govt. Senior Secondary School, PAU, Ludhiana
2. Govt. Senior Secondary School, Dakha, Ludhiana
3. Govt. Senior Secondary School, Shekhewal, Ludhiana
4. Govt. Senior Secondary School, Lalton Kalan, Ludhiana
5. Govt. Senior Secondary School, Jatana, Ludhiana
6. S.B.S. Govt. High School, Mullanpur, Ludhiana
7. Govt. High School, Sunet, Ludhiana
9. Govt. High School, Barewal, Ludhiana

MANSA
1. Govt. Boys Secondary School, Mansa
2. Govt. Girls Secondary School, Mansa
3. Govt. High School Matti, Mansa
4. Govt. High School, Samaon, Mansa
5. Govt. Senior Secondary School, Hodla Kalan, Mansa

MOGA
1. Govt. Senior Secondary School, Moga
2. Govt. Senior Secondary School, Patto Hira Singh, Moga
3. Govt. Girls Senior Secondary School, Badhni Kalan, Moga
PATIALA
1. Govt. Model Senior Secondary School, Pheel Khana, Patiala
2. Govt. Senior Secondary School, Sherpur, Patiala
3. Govt. Senior Secondary School, Dakala, Patiala
4. Govt. Senior Secondary School, Bhedwal, Patiala
5. Govt. Senior Secondary School, Pabri, Patiala
6. Govt. Senior Secondary School, Aluna Basant Pura, Patiala
7. Govt. Senior Secondary School, Shambu Kalan, Patiala
8. Govt. Boys, Senior Secondary School, Rajpura, Patiala
10. Govt. Model High School, Nabha, Patiala

SANGRUR
1. Govt. Girls High School, Dhadhojal, Sangrur
2. Govt. Senior Secondary School, Saron, Sangrur
3. Govt. High School, Rajo Majra, Sangrur
4. Govt. High School, Jhunar, Sangrur
5. JKS Govt. Senior Secondary School, Namol, Sangrur
6. Govt. High School, Kular Khurd, Sangrur
7. Govt. Senior Secondary School, Sangrur
4.2 DISTRICT-WISE DISTRIBUTION OF SAMPLE ACROSS LOCATION AND GENDER

Table 4.1
District wise distribution of sample across location and gender

<table>
<thead>
<tr>
<th>S.No.</th>
<th>District</th>
<th>Number of Teachers</th>
<th>Number of Teachers</th>
<th>Rural</th>
<th>Urban</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ludhiana</td>
<td>41</td>
<td>38</td>
<td>79</td>
<td>20</td>
<td>59</td>
<td>79</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kapurthala</td>
<td>24</td>
<td>20</td>
<td>44</td>
<td>14</td>
<td>30</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Jalandhar</td>
<td>21</td>
<td>37</td>
<td>58</td>
<td>25</td>
<td>33</td>
<td>58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Hoshiarpur</td>
<td>36</td>
<td>21</td>
<td>57</td>
<td>29</td>
<td>28</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Amritsar</td>
<td>24</td>
<td>21</td>
<td>45</td>
<td>17</td>
<td>28</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Gurdaspur</td>
<td>37</td>
<td>22</td>
<td>59</td>
<td>27</td>
<td>32</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Ferozepur</td>
<td>35</td>
<td>28</td>
<td>63</td>
<td>20</td>
<td>43</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Moga</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>24</td>
<td>16</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Faridkot</td>
<td>23</td>
<td>26</td>
<td>49</td>
<td>14</td>
<td>35</td>
<td>49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Patiala</td>
<td>31</td>
<td>29</td>
<td>60</td>
<td>32</td>
<td>28</td>
<td>60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Sangrur</td>
<td>35</td>
<td>34</td>
<td>69</td>
<td>47</td>
<td>22</td>
<td>69</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Mansa</td>
<td>38</td>
<td>21</td>
<td>59</td>
<td>36</td>
<td>23</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Bathinda</td>
<td>5</td>
<td>16</td>
<td>21</td>
<td>04</td>
<td>17</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>370</td>
<td>333</td>
<td>703</td>
<td>310</td>
<td>394</td>
<td>703</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 4.3 DISTRIBUTION OF SAMPLE ACCORDING TO LENGTH OF TEACHING EXPERIENCE OF TEACHERS

Table 4.2

Distribution of sample according to length of teaching experience

<table>
<thead>
<tr>
<th>S.No.</th>
<th>District</th>
<th>Male Teachers with Experience</th>
<th>Female Teachers with Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Upto 10 years</td>
<td>11–24 years</td>
</tr>
<tr>
<td>1.</td>
<td>Ludhiana</td>
<td>06</td>
<td>09</td>
</tr>
<tr>
<td>2.</td>
<td>Kapurthala</td>
<td>01</td>
<td>13</td>
</tr>
<tr>
<td>3.</td>
<td>Jalandhar</td>
<td>16</td>
<td>03</td>
</tr>
<tr>
<td>4.</td>
<td>Hoshiarpur</td>
<td>05</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Amritsar</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>Gurdaspur</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>7.</td>
<td>Ferozepur</td>
<td>06</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>Moga</td>
<td>06</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>Faridkot</td>
<td>03</td>
<td>9</td>
</tr>
<tr>
<td>10.</td>
<td>Patiala</td>
<td>07</td>
<td>15</td>
</tr>
<tr>
<td>11.</td>
<td>Sangrur</td>
<td>13</td>
<td>20</td>
</tr>
<tr>
<td>12.</td>
<td>Bathinda</td>
<td>02</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>Mansa</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
<td><strong>109</strong></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>

It may be observed from table 4.1 that there were 309 (43.96%) male and (56.04%) female teachers in the sample selected for the study. There
were 370 (52.63%) teachers teaching in rural schools as compared to 394 (47.37%) teachers teaching in urban schools.

As shown in table 4.2, the sample under study had 263 (106 male and 157 female) teachers who had teaching experience of upto 10 years, 229 teachers (109 male and 120 female) had teaching experience of 11-24 years and the number of teachers who had more than 24 years of experience was 211 (94 male and 117 female).

4.4 COLLECTION OF THE DATA

The aims of the study required the collection of data through standardized tools on the variables of professed disciplinary orientation, practised disciplinary orientation, emotional maturity and professional commitment. The tools used for the purpose were as under:

1. Professed Disciplinary Orientation Scale (Constructed by the investigator herself)
2. Practised Disciplinary Orientation Scale (Constructed by the investigator herself)
3. Emotional Maturity Scale by Yashvir Singh and Mahesh Bhargava (1990)
4. Professional Commitment Scale for Teachers (Constructed by the investigator herself)

Mode of Collection of Data

The said tools were administered to 5–10 teachers taken randomly from each selected school depending upon the strength of the school staff. Earnest appeal was made to the respondents for cooperation. While handing over the booklets of the scales they were requested to go through the printed
instructions and understand them correctly before responding to the items of the tools. It was emphasized that empirical research in the field of education can be meaningful only if the respondents respond honestly to the items of research tools.

First of all, the data from the subjects was collected on the variable of professed disciplinary orientation through the use of the scale constructed for the purpose. After distributing the tool booklets to the subjects, sufficient time was given to them to complete the work of recording their responses to the tool items. Then the booklets were collected on the spot.

About two months after collecting data on the professed disciplinary orientation, the same subjects were contacted again for distribution of tool on practised disciplinary orientation. The filled up booklets were collected from the subjects after giving them adequate time to respond to the items of the tool.

After collecting the data on professed disciplinary orientation and the practised disciplinary orientation, the investigator approached the same subjects over a period of three to six months for collecting data on the variable of emotional maturity. For collecting this data, she made use of Emotional Maturity Scale constructed by Yashvir Singh and Mahesh Bhargava (1990). The essentials of which have been described in the preceding chapter. The mode of collecting the said data was kept the same as adopted to collect data from the subjects on the professed and the practised disciplinary orientations.

In the final phase of collection of data for the study, the investigator approached her subjects after about 14–18 months of her previous venture of collecting data on the variable of emotional maturity for getting their responses on the items of professional commitment scale. Before giving the
booklets to the subjects the investigator again emphasized the paramount need of genuine research i.e. the need to respond to the items of research tools with utmost honesty and truthfulness. Here again sufficient time (as they desired) was given to the respondents to respond. The copies were collected on the spot.

The data pertaining to the length of teaching experience of the subjects was obtained from the particulars they were required to mention in the relevant columns of the title pages of the scales used.

It needs to be mentioned here that all the said tools were administered to about 1000 subjects. However, the number of subjects who responded to the items of all the tools gradually dropped to 703. This drop occurred mainly for two reasons. First, over about eighteen months during which the investigator approached the subjects from time to time many subjects were not available again. Second, it was noted that a number of subjects incompletely filled the item columns in the tools used.

4.5 SCORING

After the collection of all types of data, the responses of the subjects were scored in the light of the criteria laid down for each of the tools used, as described in chapter three of this study. Next logical step was to tabulate the scores of the subjects pertaining to each variable.

4.6 STATISTICAL PROCEDURES ADOPTED TO ANALYSE THE DATA

The aims of the study required the formulation of several hypotheses matching its aims. The statistical procedures adopted to test and ascertain the bearing of the collected data on each hypothesis are stated as under:

1. First hypothesis of the study was, *Significant difference exists in the
In order to ascertain bearing of the data on the said hypothesis, the investigator computed the mean score of the subjects on the variable of professed disciplinary orientation and also their mean score on the variable of practised disciplinary orientation. In order to find out whether the difference in the two mean scores on the variables in question was significant, t-test was applied. The result of the application of the t-test was adjudged in terms of the set statistical criteria. Next step consisted in computing mean score of male subjects on their professed disciplinary orientation and the mean score of their practised disciplinary orientation. In order to see whether the difference in the two mean scores was significant, t-test was applied. The said procedure was also adopted to find out the significance of the difference between the mean score on professed disciplinary orientation and the mean score on practised disciplinary orientation of the female subjects.

2. The second hypothesis of the study was, ‘male and female secondary school teachers do not differ significantly with regard to their professed and practised disciplinary orientations’. In order to ascertain the bearing of relevant data on the said hypothesis, the mean score of male subjects on professed disciplinary orientation and the mean score of the female subjects on the same variable were computed. For seeing whether the difference in the two mean scores of the two categories of subjects was significant, t-test was applied. The same statistical procedure was employed to find out the significance of the difference in the two mean scores of both the categories of subjects on the variable of their practised disciplinary orientation.
3. The third hypothesis of the study was, *significant difference exists in the professed disciplinary orientation of secondary school teachers having varying lengths of teaching experience*. In order to see the bearing of the data on the said hypothesis, the subjects of the study were placed in three groups. The first group consisted of the subjects whose teaching experience ranged from 1 to 10 years, the second group consisted of subjects whose teaching experience ranged from 11 to 24 years and the third group consisted of subjects having more than twenty four years of teaching experience. The mean scores of the said three groups on the variable of professed disciplinary orientation were computed and then t–test was used in order to see whether there was any significant difference in the mean scores in question. Each mean score was compared with the other two mean scores and significance of the difference between the means was seen on the confidence levels. The next step here consisted in placing the entire sample of subjects in two separate categories. First category consisted of male subjects and second category consisted of female subjects. Then same line of statistical treatment was adopted in case of both the categories of subjects. This led to the formation of three sub–categories of male subjects and three sub–categories of female subjects. The male sub–categories were compared with each other on the basis of their respective mean scores on the variable of professed disciplinary orientation by using t–test. Like wise, the female sub–categories were compared with each other on the basis of their respective mean scores on the variable of professed disciplinary orientation by applying t–test.

In order to see the bearing of the data on the said hypothesis in significantly sharper perspective, the investigator placed the subjects of the
study in three groups using different line. In the first group, those subjects were clubbed together whose teaching experience ranged from one to 5 years. In the second group, the subjects with teaching experience from 21 to 25 years were clubbed together. The third group involved the clubbing of the subjects with teaching experience from 30 years and onward. This led to significant widening of the gap among the three groups in relation to the length of teaching experience. The mean score of each group of subjects on the professed disciplinary orientation was computed. The three mean scores of the said three groups of subjects were compared by using t-test in order to see whether there was any significant difference among the mean scores subsequent to the widening of the time gap in terms of teaching experience.

4. The fourth hypothesis of the study was, 'significant difference exists in the disciplinary orientation practised by secondary school teachers having varying lengths of teaching experience.' In order to see the bearing of the data on the said hypothesis, the subjects whose teaching experience ranged from 1-10 years were placed in the first group, the subjects whose teaching experience ranged from 11-24 years were placed in the second group and the subjects with more than 24 years of experience were placed in the third group. The mean scores of these groups on the variable of practised disciplinary orientation were computed and then t-test was applied to ascertain whether there was any significant difference in any set of two mean scores. The next step consisted in placing the male subjects of the study in three sub-groups using the same criteria of placement. The mean scores of these sub-groups on practised disciplinary orientations were compared using t-test. The data obtained by the female subjects was similarly treated after putting them into three separate sub-groups by using
the same criteria as in case of the male subjects.

In order to see the bearing of the data on the said hypothesis, in significantly sharper perspective, the subjects (both male and female) with one to five years teaching experience were placed in the first group, the subjects with 21-25 years of teaching experience in second group and the subjects with 30 and above years were placed in the third group. The mean scores of the three groups on practised disciplinary orientation were computed and subjected to the process of t-test.

5. The fifth hypothesis of the study was, 'emotional maturity and the professed disciplinary orientation of secondary school teachers are positively correlated.' In order to see the bearing of the data, product-moment method of finding coefficient of correlation was used, for discovering how far the two variables, namely, emotional maturity and professed disciplinary orientation, are correlated. The significance of the correlational value was interpreted using the set statistical norms.

6. The sixth hypothesis was, 'secondary school teachers having different levels of emotional maturity differ significantly with regard to their professed disciplinary orientation.' In order to see the bearing of the data on the said hypothesis, the subjects were placed in three categories taking into account their level of emotional maturity determined on the basis of the criteria laid down in the manual of the tool used for collecting data on the variable in question. The levels of maturity mentioned in the manual of the tool are – extremely stable, moderately stable, unstable and extremely unstable. The subjects of this study stood placed in the first three categories and there were no subjects except one who could be placed in the fourth category. Next step here consisted in computing the mean scores of the
subjects of the three categories on the variable of professed disciplinary orientation. The three mean scores were subjected to the process of t-test in order to find out whether there was any significant difference among them. The male subjects of the study were also separately placed in the three categories of emotional maturity on the basis of the criteria laid down in the manual of the tool. Then the mean score of each such category on the variable of professed disciplinary orientation was computed. The three mean scores arrived at were subjected to the application of t-test in order to see whether there was any significant difference among them. With regard to the female subjects of the study, the same line of action was adopted. They too were put in the three categories of emotional maturity in terms of the prescribed criteria. Then the mean score of each category on the variable of professed disciplinary orientation was computed. Using t-test the significance of the differences in the three mean scores was ascertained.

7. The seventh hypothesis of the study was, 'emotional maturity and the practised disciplinary orientation of secondary school teachers are positively correlated.' The bearing of the relevant data on the said hypothesis was statistically ascertained with regard to the relationship between practised disciplinary orientation and emotional maturity. Product-moment method of finding coefficient of correlation was employed to find the correlation between the scores on emotional maturity and the scores on practised disciplinary orientation. The significance of the correlational value arrived at was ascertained using the set statistical norms.

8. The eighth hypothesis of the study was, 'secondary school teachers having different levels of emotional maturity differ significantly with regard
to their practised disciplinary orientation.' In order to see the bearing of the data on the said hypothesis, the subjects were placed in three categories taking into account their level of emotional maturity determined on the basis of the criteria laid down in the manual of the tool used for collecting the data on the said variable. These categories were – extremely stable, moderately stable and unstable. Then the mean score of each said category of the subjects on the variable of practised disciplinary orientation was computed. The three mean scores were subjected to the process of t-testing in order to find out whether there were any significant differences among the three mean scores. Each mean score was compared with the other two mean scores using t-test. Next step consisted in placing the male subjects of the study into different categories on the basis of their emotional maturity scores, using the criteria given in the tool manual. Then the mean score of each such category on the variable of practised disciplinary orientation was computed. The three mean scores obtained were subjected to t-test in order to find to the significance of their differences from each other. The same line of action was adopted with regard to the female subjects. They were also put into three categories on the basis of their scores on the variable of emotional maturity using the criteria laid down in the tool manual. Then the mean scores of the three categories of the female subjects on the variable of practised disciplinary orientation were computed and compared using t-test.

9. The ninth hypothesis of the study was, 'professional commitment of secondary school teachers and their professed disciplinary orientation are positively correlated.' In order to see the bearing of the data on the said hypothesis, coefficient of correlation was worked out between the scores of the subjects on professional commitment and their scores on the variable of
professed disciplinary orientation, using product-moment method. The significance of the value of the coefficient of correlation was interpreted in the light of the set statistical criteria for the purpose.

10. The tenth hypothesis of the study was, ‘significant difference exists in the professed disciplinary orientation of secondary school teachers having divergent levels of professional commitment.’ In order to ascertain the bearing of the relevant data on the said hypothesis, 27th percentile as well as the 73rd percentile of the scores of the subjects on the variable of professional commitment were computed. This was done with the view to place the subjects in three categories, namely, the category of those whose scores fell below 27th percentile, the category of those whose scores fell between 27th percentile and 73rd percentile and the category of those whose scores went above 73rd percentile. The first category was named as the category of low professional commitment, the second category was named as the category of moderate professional commitment, the third category was named as the category of high professional commitment. After placing the subjects in the said three categories, the mean scores of the subjects of the three categories on the variable of professed disciplinary orientation were computed and significance of the difference among the three mean scores was ascertained using t-test. Next step consisted in placing only the male subjects of the study in the three sub-categories on the basis of the strength of their scores on professional commitment. Here too, percentile method was used to place them in three different sub-categories, namely, the sub-category (first) of those whose score on professional commitment fell below 27th percentile and the sub-category (second) of those whose scores ranged between 27th percentile and 73rd percentile. The rest of the subjects whose
scores went above 73rd percentile were placed in the third sub-category. The mean scores of male subjects of the three sub-categories on the variable of professed disciplinary orientation were computed and subjected to t-test.

The same line of action was adopted for the same purpose in case of the female subjects of the study.

11. The eleventh hypothesis of the study was, ‘professional commitment of secondary school teachers and their practised disciplinary orientation are positively correlated.’ For determining the bearing of the relevant data on the said hypothesis, coefficient of correlation between the scores of the subjects on the variable of professional commitment and their scores on the variable of practised disciplinary orientation was computed using the product-moment method. The significance of the value of coefficient of correlation was ascertained on the basis of the set statistical criteria.

12. The twelfth hypothesis of the study was, ‘Significant difference exists in the practised disciplinary orientation of secondary school teachers having divergent levels of professional commitment.’ In order to see the bearing of the relevant data on the said hypothesis of the study, the subjects were placed in three categories on the basis of their scores on the variable of professional commitment. These categories were framed after working out 27th percentile and 73rd percentile of the scores. Next step consisted in working out the mean scores of the three categories of subjects on the variable of practised disciplinary orientation. Then t-test was applied in order to discover whether there was any significant difference among the three mean scores. The same line of action was carried out in case of the male subjects as well as for the female subjects separately. The three mean
scores of the male subjects of professional commitment sub-categories on the variable of practised disciplinary orientation were compared using t-test. The three mean scores of the female sub-categories of the subjects were likewise computed and subjected to t-test.

13. The thirteenth hypothesis of the study was, ‘no significant difference exists between the professed and the practised disciplinary orientations of secondary school teachers relatively high on professional commitment.’ In order to see the bearing of the data on the said hypothesis, the subjects whose scores went above the 73rd percentile of the total number of scores on the variable of professional commitment were placed in relatively high commitment category. Then the mean scores of these subjects on the two variables of professed and practised disciplinary orientations were computed and compared using t-test to discover whether there was significant difference in their professed and practised disciplinary orientations.

14. The fourteenth hypothesis of the study was, ‘significant difference exists between the professed and the practised disciplinary orientations of secondary school teachers relatively low on professional commitment.’ The subjects whose scores on the variable of professional commitment fell below the 27th percentile score were placed in the category of relatively low professional commitment. The same line of action as adopted in case of the thirteenth hypothesis, was adopted here too, to discover whether there was significant difference in professed and practised disciplinary orientations of teachers with relatively low professional commitment.

15. The fifteenth and the last hypothesis of the study was, “as compared to the length of teaching experience and emotional maturity, professional
commitment of teachers is a stronger predictor of percentage variance in their professed disciplinary orientation and in their practised disciplinary orientation.' To find the bearing of the data on the said hypothesis, step-up regression equations were set up by adding one independent variable to the previous one at a time with the criterion variable of professed disciplinary orientation and then with practised disciplinary orientation and examined for their efficiency in predicting professed as well as practised disciplinary orientations of teachers.