

International Journal of Research in Human Resource Management



E-ISSN: 2663-3361
P-ISSN: 2663-3213
IJRHRM 2025; 7(2): 321-327
Impact Factor (RJIF): 6.16
www.humanresourcejournal.com
Received: 06-08-2025
Accepted: 09-09-2025

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Professional commitment of unaided college teachers with special reference to Pollachi taluk

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DOI: <https://www.doi.org/10.33545/26633213.2025.v7.i2d.356>

Abstract

Professional commitment in education has included dedication to students, the college, the institution, society, and parents. Professionally committed teachers have played a pivotal role in shaping both student success and institutional growth. This study has explored the professional commitment of unaided college teachers in the context of evolving demands in higher education. It has examined the key dimensions such as commitment toward students and the institution, while analysing the influence of socio-economic and demographic factors. Data have been collected from 53 college teachers in Pollachi through a structured questionnaire, focusing on variables such as age, gender, income, educational qualification, teaching experience, and family structure. The data are analysed through simple percentages and the chi-square test. The analysis has shown that earning members and non-earning members in a household have significantly influenced teachers' professional commitment toward students, while only earning members have shown a significant association with commitment toward the college. The findings have suggested that financial responsibility within the family has affected the level of professional dedication among teachers. The teachers have primarily included young, female, and highly educated individuals, mostly residing in village areas and employed in private institutions with modest incomes. The study has dealt with recent issues in education, and the results have been highly beneficial for different stakeholders of higher education, such as teachers, students, administrators, and policymakers.

Keywords: Unaided, College teachers, professional commitment, policymakers

Introduction

Education has been a transformative force that has empowered individuals, uplifted communities, and driven societal progress. It has extended beyond the acquisition of knowledge, fostering critical thinking, problem-solving abilities, and adaptability skills that have been essential for personal development and success in an ever-evolving world. Beyond personal growth, education has played a pivotal role in promoting social equality and inclusion. It has served as a powerful equaliser, providing individuals from diverse backgrounds with opportunities to improve their lives. By ensuring access to quality education for all, societies have bridged gaps and created more equitable communities. Education has contributed to economic development by equipping individuals with the skills necessary for the workforce.

Higher education has represented a significant phase in an individual's academic and personal development. It has provided specialised knowledge in chosen fields, preparing students for professional careers and future responsibilities. Unlike earlier schooling, higher education has encouraged independence, critical thinking, and problem-solving abilities. Beyond academics, it has offered opportunities for personal growth through extracurricular activities, leadership roles, internships, and community involvement. It has fostered creativity, collaboration, and independent learning, preparing students for real-world challenges. Teachers have been the backbone of the success of every individual as well as the nation. Committed teachers have served as the pillars of a good society and the country. Nowadays, youngsters, mainly college students, face many distractions in their lives. Hence, they have needed to be properly guided, motivated, and encouraged by teachers to achieve their goals. College teachers have played a crucial role in shaping students' academic, professional, and personal lives.

They have served as mentors, guides, and role models, delivering subject material clearly and effectively. Their responsibilities have extended beyond the classroom, encouraging independent thinking, critical analysis, and creativity.

Professional commitment refers to a strong dedication and sense of responsibility toward one's work or career. It has involved performing duties with honesty, discipline, and consistency. Professional commitment has been the spirit of a teacher, characterised by consistency, professional loyalty, professional competencies, and conformity to professional standards and ethics. Being professionally committed has meant being punctual, meeting deadlines, and maintaining a positive attitude at work. Such individuals have been trusted to handle responsibilities independently and have helped build strong relationships with colleagues and employers. Professional commitment has been a dynamic phenomenon influenced by globalisation, the knowledge explosion, and employment trends. A teacher's commitment has nurtured the spirit of performing well in the classroom with effectiveness and continuous improvement in their knowledge (Dipankar Talukdar, 2024) ^[5]. Teachers who have demonstrated professional commitment have played a vital role in elevating education quality and shaping students' overall development. Their dedication has ensured that students have received consistent, high-quality instruction that has promoted deep understanding and academic excellence. Committed teachers have been punctual, reliable, and modelled disciplined and ethical behaviour. They have been approachable and supportive, making students feel valued and motivated throughout their learning journey.

Professional commitment in education has included dedication to students, the college, the institution, society, and parents. Commitment to students has meant supporting their academic and personal growth. Commitment to the college has involved active participation in academic and administrative duties. Commitment to the institution has reflected loyalty to its goals, policies, and ethical standards. Commitment to society has included promoting values, awareness, and civic responsibility among students. Commitment to parents has emphasised communication and collaboration for student development. College teachers have faced several challenges that have impacted their effectiveness and job satisfaction. A major challenge has been managing an increasing workload, including teaching, research, administrative duties, and student counselling, often leading to stress and burnout. Rapid technological changes have demanded adaptation to online platforms and digital tools, sometimes without adequate training or support.

Professionally committed teachers have played a pivotal role in shaping both student success and institutional growth. Their dedication to teaching has ensured that students have received not only high-quality academic instruction but also consistent guidance, motivation, and mentorship. As a result, students have tended to perform better academically, develop critical thinking and communication skills, and engage more actively in classroom and extracurricular activities. These students have also been more likely to complete their programs on time, participate in research and community initiatives, and succeed in competitive exams or job placements. At the same time, colleges have benefited significantly from such

committed faculty. The improved academic performance and discipline among students have enhanced the college's reputation, increased enrollment, and contributed to better accreditation outcomes.

Review of literature

The following are the review of the literature of the current study

Arun Balakrishnan (2017) ^[1] has revealed in the study titled, "A Study on Commitment Dimensions of College Teachers with Special Reference to Arts and Science College Teachers in Chennai City" that the study has aimed to find the influence of personal and institutional profiles of college teachers on their commitment dimensions and to construct a validated empirical model about the commitment dimensions of college teachers. The study has revealed that five dimensions, Passion for Teaching, Compassion towards Students, Respect for Colleagues, Loyalty to Management, and Dedication to Profession, have been significant predictors of the professional commitment of teachers. The college teachers have been highly satisfied with their colleagues, the nature of the college, compensation, work itself, and opportunities for advancement in their colleges.

Wani, Umar Iqbal (2024) ^[2] has studied, "Professional Adjustment, Professional Commitment, and Morale of Polytechnic College Teachers". The objective of this study has been to examine the professional commitment of government and private polytechnic college teachers and to study the professional commitment of polytechnic college teachers. They have concluded that government polytechnic college teachers have possessed higher commitment to society than private polytechnic college teachers. There has been a strong relationship among the members of the locality and community with government polytechnic college teacher associations, and the success of teachers has hinged on their ability to adapt to their environments, their commitment to their profession, and their morale. Each of these factors has significantly influenced their effectiveness and, consequently, student outcomes.

Sarkar Rezaur Rahman (2018) ^[3] has carried out a study entitled "Organisational Commitment of college Teachers in relation to occupational stress and job burnout". The aim of the study has been to identify the level of organisational commitment of college teachers and to find out the relationship between organisational commitment and occupational stress among college teachers. The study has concluded that organisational commitment of college teachers with occupational stress and job burnout has differed significantly among teachers of different age groups. It has been revealed that role overload, unreasonable group and political pressure, and responsibility for personal factors of occupational stress have had a positive correlation with organisational commitment. It has been found that four variables, role conflict, role overload, intrinsic impoverishment, and unprofitability, have affected the organisational commitment of teachers.

Has carried out a study entitled "Professional Commitment of Teacher Educators in Colleges of Education in Jammu District". The objective of the study has been to determine the significant difference regarding the professional commitment of teacher educators in colleges of education in Jammu district, based on qualifications and the National Eligibility Test (NET). The results have indicated that M.Phil. and Ph.D. teacher educators in colleges of education

in Jammu district have exhibited better professional commitment compared to those with only a post-graduate degree. Urban teacher educators in colleges of education in Jammu district have shown better commitment than those from rural areas, and NET-qualified teacher educators have shown better professional commitment than non-NET-qualified teacher educators.

Dipankar Talukdar has carried out a study on "Professional Commitment of College Teachers in Relation to Continuous Professional Development" that aimed to study the relationship between professional commitment and continuous professional development, and differences in professional commitment of male and female college teachers. The finding has been that male and female college teachers have differed significantly from each other in terms of professional commitment and have exhibited notable variations in their engagement with continuous professional development. The professional commitment of college teachers has had a positive relationship with continuous professional development.

Statement of problem

In the rapidly evolving landscape of higher education, the role of college teachers has become increasingly complex and demanding. Amidst technological advancements, growing student diversity, administrative responsibilities, and rising expectations for research and performance, the professional commitment of college teachers has emerged as a crucial factor in ensuring academic excellence and institutional development.

However, despite its importance, there has been a significant gap in understanding the specific factors that have influenced professional commitment and how different strategies can be employed to foster and sustain it effectively. Many institutions have struggled with issues such as teacher burnout, lack of motivation, job dissatisfaction, and high turnover rates, all of which have been closely linked to low levels of professional commitment. Moreover, the absence of targeted policies and support systems has further exacerbated the problem.

Therefore, it has been imperative to explore the dimensions of professional commitment among college teachers and to identify effective strategies that have enhanced their engagement, motivation, and performance. Such an exploration has not only contributed to improving teaching quality and student outcomes but also has helped educational institutions in building a committed and resilient academic workforce. The professional commitment consists of several dimensions, such as students, the institution, colleagues, etc. The researcher attempts to identify the association of demographic variables with these dimensions.

For this motive, following research problems formulated

- How are the demographic factors associated with professional commitment towards students?
- How are the demographic factors associated with professional commitment towards institutions?

Objectives

The following are the objectives of the current study

- To investigate the association between demographic factors and the professional commitment towards students.
- To examine the association between demographic factors and the professional commitment towards institutions.

Significance of the study

Exploring the dimensions and strategies of professional commitment among college teachers has held paramount importance in enhancing the quality of higher education. Professional commitment has served as a cornerstone for educators' dedication, influencing their engagement, teaching effectiveness, and overall job satisfaction. Understanding its multifaceted nature, encompassing affective, normative, and continuance commitment, has provided insights into factors that have fostered a positive work environment and have reduced burnout.

This study has been particularly significant in the context of contemporary challenges faced by educational institutions, such as increased workload, evolving pedagogical demands, and the need for continuous professional development. By identifying strategies that have enhanced professional commitment, institutions have been able to implement targeted interventions to support faculty members, leading to improved teaching outcomes and student success. Furthermore, fostering a culture of commitment has aligned with the broader goals of higher education institutions to contribute positively to society, as emphasised in global declarations on the civic roles and social responsibilities of higher education. This study has aimed to provide valuable insights into the factors that have influenced professional commitment among college teachers, thereby informing policies and practices that have enhanced the educational experience for both educators and students.

Research Methodology

The study has employed a descriptive research design to examine the professional commitment of college teachers in relation to their socio-economic and demographic profiles. Primary data have been collected from 53 college teachers using a structured questionnaire, selected through a convenience sampling method. The questionnaire has covered variables such as age, gender, marital status, area of residence, educational qualifications, family structure, income level, and professional experience. To analyse the data, a simple percentage analysis has been used to describe the socio-economic profile of the college teachers. Additionally, the Chi-Square Test has been employed to assess the association between demographic factors and professional commitment towards students and the college.

Results and Discussions

To analyse the economic and socio profile of the college teachers in Pollachi, a simple percentage analysis was employed.

Table 1: Socio-demographic profile of college teachers

Socio-economic profile	Sub category	No of teachers (N=53)	Percentage
Age	25-30	22	41.50%
	31-40	25	47.20%
	Above40	6	11.30%
Gender	Male	15	28.30%
	Female	38	71.70%
Area of Residence	Town	24	45.30%
	Village	29	54.70%
Marital status	Married	39	73.60%
	Unmarried	14	26.40%
Type of Family	Nuclear	28	52.80%
	Joint	25	47.20%
No of Family members	2	4	7.50%
	3	11	20.80%
	4	22	41.50%
	Above 4	16	30.20%
Earning members	1	5	9.40%
	2	36	67.90%
	3	7	13.20%
	Above3	5	9.40%
Non-Earning members	1	15	28.30%
	2	24	45.30%
	3	5	9.40%
	Above3	9	17.00%
Qualification	PG	7	13.20%
	MPhil	13	24.50%
	PhD	33	62.30%
Qualification with NET or SET	SET	9	7.50%
	NET	4	17%
	Nosuch Qualification	40	75.50%
Teaching experience in the present college	Up to 5 Years	34	64.20%
	6-10 Years	12	22.60%
	Above 10 Years	7	13.20%
Total Teaching Experience	Up to 5 Years	25	47.20%
	6-10 Years	17	32.10%
	Above 15 Years	11	20.80%
Position in Department	Head	2	3.80%
	Member	51	96.20%
Designation	Assistant Professor	51	96.20%
	Associate Professor	2	3.80%
Department	Commerce	30	56.60%
	Physics	5	9.40%
	English	4	7.50%
	Economics	1	1.90%
	Tamil	3	5.70%
	Chemistry	2	3.80%
	Maths	4	7.50%
	Botany	2	3.80%
	CS	1	1.90%
Monthly Income	Zoology	1	1.90%
	Up to Rs15000	10	18.90%
	Rs 15001-30000	35	66.00%
	Rs 30001-50000	6	11.30%
	Above Rs 50000	2	3.80%

Source: Primary data

The data have provided a comprehensive overview of the socio-economic and professional profile of 53 college teachers. The age distribution has shown a youthful to early-middle-aged population, with the majority aged between 25 and 40 years (88.7%). Female college teachers have constituted 71.7% of the teachers, indicating strong female dominance in the group. The majority of college teachers have come from villages (54.7%) compared to towns (45.3%). Marital status data have shown that the majority of college teachers have been married (73.6%), which aligns

with their age and professional stage. Nuclear and joint families have been almost equally represented, at 52.8% and 47.2% respectively. A family size of four has been the most common, reported by 41.5% of households. The majority of households (67.9%) have had two earning members, reflecting financial stability through dual incomes. Additionally, 45.3% of households include two non-earning members, indicating a significant presence of dependents. The educational background has been relatively high. A majority have held PhDs (62.3%), followed by MPhil

(24.5%) and postgraduate degrees (13.2%), reflecting a highly qualified academic group. However, despite their qualifications, only 17% have cleared the NET, and 7.5% have cleared the SET exams, while 75.5% have not cleared either.

In terms of teaching experience, the majority of college teachers have had up to 5 years of service at their current college (64.2%), and nearly half (47.2%) have had the same range in total teaching experience. However, there has been a presence of more experienced educators, with 32.1% having had 6-10 years and 20.8% having had more than 15 years of overall experience. Crucially, only a small minority (3.8%) have served as Heads of Departments, while the vast majority (96.2%) have held Member positions, indicating a teaching workforce composed largely of faculty members rather than departmental leaders.

Department-wise, Commerce has led significantly (56.6%),

followed by smaller representations from departments like Physics, English, Tamil, and others, showcasing the academic diversity within the institution. Regarding income, the majority of college teachers have earned between Rs. 15,001 and Rs. 30,000 per month (66%), suggesting modest but stable earnings. A smaller segment has earned up to Rs. 15,000 (18.9%), while only a few (3.8%) have reported earning more than Rs. 50,000.

This data has highlighted a predominantly young, female, and highly educated academic workforce, largely situated in village areas and working mainly in non-leadership roles. While educational qualifications have been strong, eligibility exam results have remained an area for growth. The income distribution has reflected modest compensation levels despite high academic achievements, underscoring potential areas for policy or institutional review in faculty development and remuneration.

Table 2: Association of select variables with commitment towards students

S. No.	Variables	χ^2 Value	D.F.	P-Value	Result
1	Age	1.222	4	.874	Not Significant
2	Gender	.685	2	.710	Not Significant
3	Area	1.446	2	.485	Not Significant
4	Marital status	.172	2	.918	Not Significant
5	Type of Family	.432	2	.806	Not Significant
6	No of Family members	10.174	6	.118	Not Significant
7	Earning members	13.739	6	.038*	Significant
8	Non-Earning members	14.189	6	.028*	Significant
9	Qualification	4.344	4	.361	Not Significant
10	Have you cleared	2.531	4	.639	Not Significant
11	Teaching experience in the present college	3.606	4	.462	Not Significant
12	Total Teaching experience	4.866	6	.561	Not Significant
13	Position in Department	1.400	2	.497	Not Significant
14	Designation	1.400	2	.497	Not Significant
15	Department	22.804	18	.198	Not Significant
16	Monthly Income	8.986	6	.174	Not Significant

Source: Primary data

The Chi-Square test has been performed to assess the association between various demographic and professional variables with the commitment towards students. The results have been detailed in Table 2 and have indicated that only 2 out of the 16 variables have shown a statistically significant relationship, while the remaining 14 variables have not exhibited any significant association.

The calculated Chi-square value (13.739 is greater than the table value (0.033 at the 5% level), and the calculated Chi-square value (14.189 is greater than the table value (0.028 at the 5% level). Hence, the null hypothesis has been rejected in both cases. It has been revealed that there has been a significant association between the number of earning members and non-earning members with socio-demographic variables.

Among the variables studied, Earning Members (calculated Chi-square value=13.739, table value=0.033) and Non-Earning Members (calculated Chi-square value=14.189, P=0.028) have been found to be statistically significant. These findings have suggested that the composition of a family in terms of earning and non-earning members has had a meaningful association with the dependent variable. It may have implied that financial responsibility within a household could have influenced perspectives or behaviour related to the subject being studied. Age, gender, area, marital status, type of family, number of family members, qualification, qualification NET or SET, teaching

experience in the present college, total teaching experience, position in department, designation, department, and monthly income have indicated that these factors have not significantly influenced the commitment towards students.

The non-significance of educational and employment-related variables, such as qualification, teaching experience, and designation, suggests that awareness, behaviour, or perceptions related to the topic have not been shaped by professional standing or academic background. Similarly, the absence of significant associations with income and departmental role may have reflected a uniformity in responses across socio-economic and job role divisions.

The Chi-square test has been employed to examine the association between socio-demographic variables and the professional commitment of college teachers. Table 2 indicates that there has been no significant association between professional commitment and variables such as age, gender, area, marital status, type of family, educational qualification, monthly income, and teaching experience.

However, the results have suggested that there has been a significant association between professional commitment and certain variables, including the number of earning members and the number of non-earning members in the family. Therefore, it has been concluded that the economic structure of the household has influenced the level of professional commitment among college teachers.

Table 3: Association of select variables with commitment towards college

S. No	Variables	χ^2 Value	D.F.	P-Value	Result
1	Age	1.463	4	.833	Not Significant
2	Gender	3.152	2	.207	Not Significant
3	Area	3.615	2	.164	Not Significant
4	Marital status	2.348	2	.309	Not Significant
5	Type of Family	2.596	2	.273	Not Significant
6	No of Family members	4.089	6	.665	Not Significant
7	Earning members	12.990	6	.043*	Significant
8	Non-Earning members	3.105	6	.795	Not Significant
9	Qualification	2.663	4	.616	Not Significant
10	Have you cleared	6.327	4	.176	Not Significant
11	Teaching experience in the present college	7.043	4	.134	Not Significant
12	Total Teaching experience	4.105	6	.662	Not Significant
13	Position in Department	1.510	2	.470	Not Significant
14	Designation	1.510	2	.470	Not Significant
15	Department	23.770	18	.163	Not Significant
16	Monthly Income	7.816	6	.252	Not Significant

Source: Primary data

The Chi-Square test has been applied to examine the association between various demographic, family, and professional variables with the level of commitment towards college. Based on the results presented, it has been observed that only one variable, Earning Members in the Family, has shown a statistically significant association. The remaining 15 variables have been found to be not significant, indicating no association with commitment levels.

The calculated Chi-square 12.990 is greater than the table value 0.043 at the 5% level. Hence, the null hypothesis has been rejected. It has been revealed that there has been a significant association between the number of non-earning members and socio-demographic variables.

Among all the variables, Earning Members (Chi-square=12.990, P=0.043) are statistically significant, suggesting that the number of earning members in a household may have influenced an individual's level of commitment to the institution. This could have implied that financial responsibilities or family income structure have potentially played a role in shaping attitudes toward job stability and dedication.

Conversely, the following variables have not been significantly associated with commitment: Age, Gender, Area, Marital Status, Type of Family, Number of Family Members, Non-Earning Members, Qualification, Clearance Status, Teaching Experience in Present College, Total Teaching Experience, Position in Department, Designation, Department, and Monthly Income.

For example, Age (Chi-square=1.463, P=0.833) and Gender (Chi-square=3.152, P=0.207) have shown very high p-values, indicating no significant difference in commitment levels across different age groups or between male and female college teachers. Similarly, professional background factors such as Teaching Experience, Qualification, Position, and Designation have also been unrelated to the level of commitment, highlighting that job role or tenure has not necessarily impacted one's dedication to the college.

The Chi-square test has been employed to identify the factors associated with the professional commitment of college teachers. Table 2 indicates that there has been no significant association between professional commitment and variables such as age, gender, area, marital status, type of family, number of family members, qualification, teaching experience, designation, department, and monthly income. However, the results have suggested that there has

been a significant association between professional commitment and the number of earning members in the family. Therefore, it has been concluded that this factor has influenced the professional commitment of college teachers.

Suggestions

The study has suggested the following to the College Management, Higher Education Authorities, College Administrators, Policy Makers / Regulators (AICTE, UGC, and State Education Boards)

- From the simple percentage analysis, majority of the teachers have been female and many have belonged to village areas. This has shown that the teaching profession has been dominated by women from rural backgrounds. The management may strengthen facilities such as transport, safety, and flexible schedules to support this workforce.
- The study has shown that majority of the teachers have been Ph.D. holders, yet a majority have not cleared NET/SET. This has highlighted a gap between higher education and eligibility standards. Hence, institutions should conduct training and awareness programmes for NET/SET to encourage teachers to qualify.
- Regarding income, the majority have earned between moderate salary ranges, while very few have earned at higher levels. This has indicated modest earnings compared to qualifications. Therefore, colleges should revise pay structures and provide incentives for performance and research output.
- The chi-square test has found that earning members and non-earning members have significantly influenced professional commitment. This has shown that financial responsibility within families has played a role in teacher dedication. Hence, colleges may offer financial assistance schemes, family welfare benefits, and stress management support to enhance commitment.
- Variables like age, gender, marital status, educational qualification, and family size have been found not significant in relation to professional commitment. This has suggested that commitment levels have remained fairly uniform across these groups, and therefore no special interventions are required in these areas.
- Since many of the teachers have had less than 5 years of experience in their present college, it has indicated a

relatively new teaching workforce. Colleges should provide mentorship, induction programs, and career development workshops to build long-term commitment.

Conclusion

The present study has highlighted the professional commitment of unaided college teachers and their association with socio-economic factors, revealing that the earning structure within the family has significantly impacted commitment levels. Teachers have often belonged to families with multiple earning and non-earning members, and these variables have shown a significant association with professional commitment towards students and the institution. In contrast, factors such as age, gender, and qualifications have not been statistically significant. Despite being a highly educated group, many teachers have not cleared eligibility tests like NET or SET, which has suggested a gap between academic qualifications and professional standards. Most teachers have had relatively few years of experience in their current colleges, which has reflected a new and emerging academic workforce. The findings have emphasised the importance of addressing economic responsibilities and job security in enhancing teacher commitment. As professional commitment has directly influenced student outcomes and institutional development, educational stakeholders have had to focus on providing supportive policies and opportunities for continuous growth. This study has offered valuable insights to strengthen engagement, motivation, and long-term dedication among college teachers.

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