

Balance Between Commitment Towards Profession and Admin Work - Colleges In Chennai

G. Joicy Lidwina, Mary Geetham

ABSTRACT--- *We live in a digital era where everything that surrounds is technological. In order to best prepare our students to continue to live in this technological world, committed teachers are devoted to keeping up with the ever-changing educational innovations. They strive to learn the new technologies and 21st-century tools that can help students be able to live and succeed in the world. They create experiences that connect students beyond the classroom and teach them the skills that are necessary to live in this day and age. But the teachers are unable to do because they are forced to do the administrative and clerical which takes the major part of their quality teaching, therefore the researchers decided to find out the purpose of this administrative work and how to balance both quality teaching. The researcher used SPSS package and found out that educators are responsible for the admin work, but still they throw their burden on others, multiple roles given to an educator makes him over burdened and educators show minimum involvement in the admin work entrusted to them, which in turn minimizes the team spirit and coordination. The researchers suggested that academicians will be more productive and committed only when admin work is reduced. More number of clerks to be appointed in institution to look after the admin work, where an educator can whole heartedly involve in teaching being committed and become academically stronger*

Keywords : *Commitment, Admin work, College Teachers.*

I. INTRODUCTION

Members of the teaching faculty are expected to meet their professional and institutional commitments at the University on a regular basis throughout the academic year. These commitments include time spent on teaching, research, student advising, clerical activities and various kinds of University or outside professional service on committees and in administrative or advisory roles. Members of the faculty are expected to handle their teaching assignments with professional skill. The individuals who are committed are not only committed to their students and their college, but are also lifelong learners who are committed to the teaching profession. In this scenario where admin work is entrusted to teaching fraternity, commitment to one's profession is a question mark. This study focuses about the real commitment in most of the self financing colleges in Chennai and even few Government and aided colleges in Chennai. The researcher talks about the hurdles of commitment in teaching profession where admin work is mandatory and how does a educator

balance both academic and admin work. Researcher also points out in this research that commitment cannot be achieved in teaching profession if admin work is not minimized and the researcher has given suggestions to minimize the admin work and allows the educators to concentrate whole heartedly in academics in order to improvise their teaching skills. Commitment is inherited within, out of force no one build a committed person. Through this study researcher has given a clear picture of the system followed in most of the colleges in Chennai. This paper can be illustrated to fix a proper system in colleges giving room to develop commitment among educators.

II. NEED FOR THE STUDY

Nowadays college teachers are burden with two fold responsibilities (i.e.) professional commitment and administrative commitment which has made teaching as secondary duty of the college teachers that has led to the situation wherein quality teaching is depleted as a result the students community at large is affected .This has induced the researchers to analyze the difficulty of college teachers and to provide suggestions to minimize their problems and facilitate them to improve the standard of teaching.

III. STATEMENT OF THE PROBLEM

Most of the researchers discuss about the responsibilities of college teachers but fail to measure the commitment of them. An effective educator needs to be committed not only to their students, but to the teaching profession as a whole. This means abiding by the rules and regulations, embracing the principles of the teaching profession, as well as the administrative requirements.

IV. RESEARCH GAP

Review from the available literature reveals that the number of research studies has been done on Commitment. This research work is a new perspective on finding the balance between commitment towards profession and admin work. This study will analyse whether there is any balance between profession and admin work. Do an educator need to be committed to do the admin work. Admin work is an hindrance for a professor where her/his academics is affected in giving importance for admin work.

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Dr. G. Joicy Lidwina, Asst Prof, Dept of Commerce, Patrician College, Chennai, Tmail Nda, India

Dr. Mary Geetham, Asst Prof, Dept of Corporate, Anna Adarsh College, Chennai, Tamil Nadu, India.

V. OBJECTIVES OF THE STUDY

The objectives of the study are as follows

- ✚ To find the level of commitment of college teachers.
- ✚ To identify the balance between the commitment in academic and administrative work.
- ✚ To understand the purpose of administration work..

VI. SCOPE OF THE STUDY

The study was concerned with in Chennai city.

The problems are as follows.

1. What is level of commitment of college teachers?
2. What is the role played by the college teachers in balancing between the commitment in academic and administrative work?
3. What are the purpose of administration work?

VII. SAMPLE DESIGN

Non-random sampling method is adopted (i.e) the respondents to my study are not selected at random. The sample size selected is 50.

VIII. DATA COLLECTION

Data can be divided into to (1) Primary data (2) Secondary data.

IX. METHOD OF COLLECTING SECONDARY DATA.

Secondary data for this study was taken from research articles published in magazines, books, periodicals, newspaper etc.

X. METHOD OF COLLECTING PRIMARY DATA

There are various method of collecting data such as interview method, questionnaire method, preparing schedules, observation method etc .The researcher used questionnaire method to collect the data.

XI. ANALYSIS AND INTERPRETATION

The investigators used various statistical tools such as frequency analysis, regression analysis , ANOVA table and Factor Analysis etc to analyse the data.

XII. LIMITATION OF THE STUDY

There are few limitations of the study

1. Time available for the study is limited.
2. Data available is not sufficient to cover all aspect.
3. The area covered for the study is narrow.
4. In many colleges they are not willing to co-operate and provide the investigator with sufficient information.

XIII. SCOPE OF FURTHER STUDY

- Comparison of commitment of college teachers between two different states.
- Comparison of commitment of college teachers between two different countries.

XIV. REVIEW OF LITERATURE

Responsibilities of the Faculty Member under New York University are as under

- Teaching and Research Assignments for Full-Time Faculty
- Meeting Classes
- Calendar
- Bulletins and Published (including on-line) Materials
- Restriction on Outside Employment
- Limitation on Degree Candidacy
- New York State Oath Requirement

William Butler Yeats (2019) College professors instruct students in a variety of different areas at the post-secondary level. They can produce scholarly articles, perform research, and teach. Many college professors find their work rewarding since they are usually interested in the course of study they have chosen. Full-time university professors typically have the goal of obtaining tenure. This allows professors to maintain their job permanently without fear of being fired for unjust cause.

Bolin (1989) In today's economy and with limited funds available to provide teachers with professional development, administrators must be creative and open to numerous options for individual and school growth. This growth is enhanced by empowered teachers, who are committed to the overall success of the school's mission, have increased productivity in and out of the classroom, and an increase in the teachers disposition.

Balls, Eury, and King (2011) in their book "Rethink, Rebuild, Rebound" has discussed about the college teachers regarding the decision - making:-

- Decisions are made by the individuals most influenced by the decisions.
- Appropriate information is available to those making the decisions.
- Decision makers are adequately prepared to make data-driven decisions.
- Decision maker hold conversations about the data and decisions.
- Decision makers create action plans to implement decisions based on data.
- Decision makers are expected to be accountable for the consequence of their decision.

Whitaker (2003) said "teachers should be placed in situations where they can learn from other teachers". One option to increase productivity is to provide experiences during the school hours that allow teachers to discuss student performance, curriculum, and instruction with their colleagues, as well as, provide encouragement and support.

Terry (2000) when he states "principals should allow their teachers the freedom to be creative and take risks" To enhance these experiences, administrators need to recognize teachers and their accomplishments. With the opportunity to grow as a professional and be recognized for their efforts, teachers will become more empowered and willing to explore future experiences leading to continued growth.

Patrick Farrell (2019) discusses about various administrative jobs and its responsibilities.

Janelle Cox(2017) says“ To be a professional, you must act, think, and present yourself like a professional”. Here are 5 professional commitments that are essential to remember that college teachers makes a difference in the lives of students.

- Commit to being a lifelong learner.
- Use the curriculum responsibly
- Cross your own familiar barriers and beliefs to meet the needs of all learners.
- Meet the needs of individual students.
- Actively contribute to the profession.

XV. FREQUENCY DISTRIBUTION TABLE ON COMMITMENT

Table. 1 Age

	Frequency	Percent	Valid Percent	Cumulative Percent
25 - 35	5	20.0	20.0	20.0
35 - 45	9	36.0	36.0	56.0
45- 55	9	36.0	36.0	92.0
55 & Above	2	8.0	8.0	100.0
Total	25	100.0	100.0	

From the above the table it is found that a maximum of 36.0% of Individuals are within the age group of 35 - 44 & also 45 - 55 age. The remaining 20.0% of individuals are within the age group of 25 - 35% age. 8.0% of individuals are within age group of 55 & above.

Table. 2 Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	8	32.0	32.0	32.0
FEMALE	17	68.0	68.0	100.0
TOTAL	25	100.0	100.0	

From the above the table it is found that a maximum of 68.0% of Individuals are women professors and the balance 32.0% of individuals are men professors.

Table. 3 Educational Qualification

	Frequency	Percent	Valid Percent	Cumulative Percent
P.G with NET/SET	9	36.0	36.0	36.0
M. Phil with NET/SET	8	32.0	32.0	68.0
PhD with NET/SET	3	12.0	12.0	80.0
PhD	5	20.0	20.0	100.0
TOTAL	25	100.0	100.0	

From the above the table it is found that a maximum of 36.0% of Individuals have qualified NET wit post graduation. 32.0% of individuals have qualified NET with an M. Phil. 12.0% have done PhD & qualified NET and the remaining 20.0% have qualified PhD.

Table. 4 Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
0 - 10 YEARS	6	24.0	24.0	24.0
10 - 20 YEARS	9	36.0	36.0	60.0
20 - 30 YEARS	7	28.0	28.0	88.0
30 YEARS & ABOVE	3	12.0	12.0	100.0
TOTAL	25	100.0	100.0	

From the above the table it is found that a maximum of 36.0% of professors have 10 - 20 years of experience. 28.0% have 20 - 30 years of teaching experience. 24.0% of professors have 0 - 10 years of experience in college level teaching and the remaining 12.0% have more than 30 years experience in teaching.

Table. 5 Nature of Employment

	Frequency	Percent	Valid Percent	Cumulative Percent
SELF – FINANCING	19	76.0	76.0	76.0
GOVT-AIDED	4	16.0	16.0	92.0
GOVT	2	8.0	8.0	100.0
	25	100.0	100.0	

From the above the table it is found that a maximum of 76.0% of professors are employed in self-financing stream based colleges. The remaining 16.0% of professors are employed GOVT-Aided colleges. The balance of 8.0% are employed in GOVT colleges in Chennai.

XVI. FACTOR OF COMMITMENT TOWARDS PROFESSION – ANALYSIS & RESULTS

Table. 6 Communalities

	Initial	Extraction
6 HAND	1.000	.782
7 BALANC	1.000	.655
8 PLEAS	1.000	.833
9 PROFE	1.000	.947
10 SATIS	1.000	.700
11 PSYCH	1.000	.762
12 GOAL	1.000	.775
13 RESP	1.000	.811
14 AUTO	1.000	.645
15 LOYAL	1.000	.416
16 CONT	1.000	.571
17 TIME	1.000	.771

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18 CLEAR	1.000	.769
19 CRISIS	1.000	.896
20 BURD	1.000	.827
21 CLARIT	1.000	.812
22 CONFL	1.000	.841
23 OVER	1.000	.795
24 EMPO	1.000	.825
25 CONDU	1.000	.869
26 COMM	1.000	.814
27 INVOL	1.000	.873
28 PERFE	1.000	.751
29 TEAM	1.000	.855

Table : 7 Total Variance

Component	Initial Eigenvalues			Rotation sum of square loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.011	33.379	33.379	8.011	33.379	33.379
2	5.864	24.434	57.814	5.864	24.434	57.814
3	1.752	7.298	65.112	1.752	7.298	65.112
4	1.671	6.963	72.075	1.671	6.963	72.075
5	1.296	5.400	77.475	1.296	5.400	77.475

From the above table it is found that 24 variables are reduced in to 5 factors with cumulative variance 77.475%. These five factors also have their individual variances 33.379%, 24.434%, 7.298%, 6.963% and 5.400%. The variable loading for all the four factors can be identified through the following rotated component matrix.

Table : 8 Rotated Component Matrix

	COMPONENT				
	1	2	3	4	5
29	.904				
23	.876				
18	.836				
21	.830				
11	.824				
19	.774				
16	.701				
28	.563				
27		.869			
22		.839			
20		.824			
24		.795			
17		.748			
10		-.708			
12		.635			
14		.558			
6			.834		
8			.705		
26			.697		
9				.853	
25				.754	
13				.679	
7					-.740

From the above Table it is found that the first factor consists of 8 variables, namely:

29. Team Spirit is essential for any type work. (0.904)

From the above table it is found that the 24 variables on Commitment towards profession for college teachers have their variances ranging from 0.416 to 0.947. This implies that the 24 variables have their variances within the limitation 41.6% to 94.7%. This specific range is highly significant and ensures the formation of factors as stated in the following total variance table:

23. When multiple roles given to me, I am overloaded. (0.876)

18. I have a clear defined goal as a educator.(0.836)

21. I have clarity about my responsibility. (0.830)

11. I am psychologically committed towards my profession. (0.824)

19. Crisis management is a criteria for a good teacher. (0.774)

16. I am content with the method of performance appraisal carried on in my institution. (0.701)

28. We have perfect co-ordination in various task assigned. (0.563)

Therefore this factor can be named as **“Comprehensibility”** factor

Educator's distinctness is essential to build up team spirit with her/his colleagues. Lack of ambiguity will not make perfect coordination in various task assigned.

From the above Table it is found that the second factor consists of 8 variables, namely:

27. In most situations educators show minimum involvement. (0.869)

22. I have capacity to overcome the role conflict. (0.839)

20. I am responsible for the admin work without throwing the burden on others. (0.824)

24. I feel myself to be an empowered teacher. (0.795)

17. My institution requires time bound work, where I need to sacrifice my personal space. (0.748)

10. I am fully satisfied with the admin work entrusted to me. (-0.708)

12. I am goal oriented. (0.635)

14. Autonomy should be entrusted while carrying on my duties. (0.558)

Therefore this factor can be named as **“Self-determination”** factor.

Admin work is entrusted with the academic work in all colleges. Commitment plays a major role among the educators in performing their duties. Educators have to perform multiple role and



involve in every task not throwing the burden to others. Freedom is essential in this aspect.

From the above Table the third factor consist of 3 variables, namely:

6. Colleges in Chennai pays a handsome salary for college teachers. (0.834)

8. My superior and colleagues are pleased with my work. (0.705)

26. I am committed to my institution. (0.697)

Therefore this factor can be named as “**magnanimous**” factor.

Educators feel that their work is recognized which in turns pays them good package, where they happily serve the institution where they are working.

From the above Table the third factor consist of 3 variables, namely:

9. I am professionally committed towards my work. (0.853)

25. I have a conducive environment to work. (0.754)

13. I am respected in my work place. (0.679)

Therefore this factor can be named as “**Productive**” factor.

Educators are well qualified with equipped knowledge. They need respect and a conducive environment to work. Ingle

From the above Table the fourth factor consist of 1 variable, namely:

7. I am totally satisfied and able to balance both academic and admin work. (-0.740)

Therefore this factor can be named as “**Realistic**” factor

Commitment is from within where every teacher is held responsible for his/her work. When admin work is entrusted to teachers and it is a time where they need to balance both, it is a challenging task for anyone to balance both.

Influence of Commitment towards profession for college teachers

The factor Analysis by principal component method derived 5 factors of Commitment namely:

1. Comprehensibility
2. Self- Determination
3. Magnanimous
4. Productive
5. Realistic

In this scenario demographic factors of Commitment are considered as independent variables, the 5 factors of Commitment such as Comprehensibility, Self-Determination, Magnanimous, Productive and Realistic are considered as dependent variable. Influence on Independent variable on the dependent factors can be ascertained through Linear Multiple Regression Analysis as shown in the table below:

1. Influence of educational qualification of commitment on Comprehensibility

Influence on educational qualification and its respective relationship with comprehensibility is established in the following table:

Table: 9 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.233 ^a	.054	-.194	8.80753

From the above table it is found that R square = 0.054, Adjusted R square = -0.194 shows that the independent variable of commitment create % variance over the comprehensibility. The regression fit is verified in the following Anova Table

Table: 10 Anova Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	84.761	5	16.952	.219	.950 ^b
Residual	1473.879	19	77.573		
Total	1558.640	24			

From the above table it is found that F = 0.219, P = 0.950 is statistically significant at more than 5% level, it confirms the regression fit and also the regression between commitment and comprehensibility. The individual influences of commitment factors is ascertained through the following co-efficient table

Table: 11 Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	25.534	9.368		2.726	.013
1 Age	1.045	2.102	.117	.497	.625
2 Gen	-1.807	4.118	-.107	-.439	.666
3 Edu qual	-.162	1.861	-.023	-.087	.932
4 Exp	-1.312	2.055	-.159	-.638	.531
5 Employ	-1.109	3.096	-.086	-.358	.724

From the above table it is found that demographic factors of Comprehensibility on Educational qualification (beta = -0.023, t = -0.087, p = 0.932) are statistically significant at 5% level. Therefore it can be concluded that how this variables of educational qualification influencing the factor (comprehensibility). It is clear that Commitment on profession for college teachers you has comprehensibility towards their profession.

2. Influence of experience of commitment on Self-Determination

Influence on experience and its respective relationship with Self-determination is established in the following table:

Table: 12 Model Summary

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Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767 ^a	.589	.481	4.68612

From the above table it is found that R square = 0.589, Adjusted R square= 0.481 shows that the independent variable of commitment create % variance over the self-determination factor. The regression fit is verified in the following Anova Table

Table: 13 Anova Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	597.326	5	119.465	5.440	.003 ^b
Residual	417.234	19	21.960		
Total	1014.560	24			

From the above table it is found that F =5.440, P = 0.003 is statistically significant at 5% level, it confirms the regression fit and also the regression between demographic variable of commitment and self-determination. The individual influences of commitment factors is ascertained through the following co-efficient table

Table: 14 Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	10.399	4.984		2.086	.051
2 Age	1.747	1.119	.242	1.562	.135
3 Gen	-1.497	2.191	-.110	-.683	.503
4 Edu qal	4.192	.990	.737	4.234	.000
5 Exp	-1.566	1.093	-.236	-1.432	.168
6 Employ	1.771	1.647	.171	1.075	.296

From the above table it is found that demographic factors of self commitment on Experience (beta = -0.236, t = -1.432, p = 0.168) are statistically significant at 5% level. Therefore it can be concluded that how this variables of experience influencing the factor (self=determination). It is clear that commitment on profession of college teachers has lot of self-determination on ones experience who are committed with their institution.

3. Influence of nature of employment of commitment on magnanimous factor

Influence on nature of employment and its respective relationship with magnanimous is established in the following table:

Table: 15 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.568 ^a	.323	.144	3.11986

From the above table it is found that R square = 0.323, Adjusted R square= 0.144 shows that the independent

variable of commitment create % variance over magnanimous factor. The regression fit is verified in the following Anova Table

Table: 16 Anova Table

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	88.103	5	17.621	1.810	.159 ^b
Residual	184.937	19	9.734		
Total	273.040	24			

From the above table it is found that F = 1.810, P = 0.159 is statistically significant at 5% level, it confirms the regression fit and also the regression between demographic variable of commitment and magnanimous. The individual influences of commitment on profession of college teachers is ascertained through the following co-efficient table

Table: 17 Coefficient

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.319	3.318		1.000	.330
2 Age	1.400	.745	.374	1.880	.075
3 Gen	-.378	1.459	-.053	-.259	.798
4 Edu qual	1.183	.659	.401	1.794	.089
5 Exp	-.485	.728	-.141	-.666	.513
6 Employ	.681	1.097	.127	.621	.542

From the above table it is found that demographic factors of self advertising age (beta = 0.127, t = 0.621, p = 0.542) are statistically significant at 5% level. Therefore it can be concluded that how this variables of nature of employment influencing the factor (magnanimous). It is clear that commitment on profession of college teachers is magnanimous with the nature of employment of educators.

XVII. FINDINGS

Commitment on profession of college teachers has revealed five predominant factors namely Comprehensibility, Self-Determination, Magnanimous, Productive and Realistic

- Colleges in Chennai pays a handsome of salary for college teachers including self-financing stream. Hence commitment to their profession has been well recognized.
- Educators are not able to balance both Admin and Academic work, since most of the Admin work are given to the educators, which is an hindrance in being committed with their profession.
- Commitment in ones profession paves way to make ones superior to be delighted.
- An educator is professionally committed towards his profession that is teaching but not satisfied with the admin work entrusted to him/her.
- Most of the colleges carry performance appraisal in their institution. Educators are satisfied with the method



- of performance appraisal.
- Most of the self financing colleges require time bound work, where a pe affected.
 - Educators are responsible for the admin work, but still they throw their burden on others.
 - Multiple roles given to an educator makes him over burdened.
 - Educators show minimum involvement in the admin work entrusted to them, which in turn minimizes the team spirit and coordination.

XVIII. SUGGESTION

Commitment towards profession among college teachers is welcomed in current years, since academic and admin work are to be balanced in most of the colleges. But in reality academic work is not productively done. Academicians will be more productive and committed only when admin work is reduced. More number of clerks to be appointed in institution to look after the admin work, where an educator can whole heartedly involve in teaching being committed and become academically stronger.

XIX. CONCLUSION

Teaching is a noble profession where one has to concentrate in the welfare of a student, not only monitoring but also mentoring, educating and being a role model. Commitment plays a major role in a teacher immaterial of being a school teacher or a college teacher. In today's scenario almost most of the colleges give more work to the teacher apart from teaching. Multi tasking has become a challenge, due to accreditation of NAAC and other grading for colleges admin work has become more. Teachers have to play too many roles. with all this commitment towards one profession has become difficult task where a teacher foregoes or concentrates less on teaching. Maintaining or documentation of files is predominant in developing an institution. Teachers when have to look after so many work, will they be able to teach effectively is a big question mark. Commitment towards profession for college teachers will be effective only when admin work is minimized or it should not be given to any teacher. Many colleges to cut cost throw the admin work to teachers, but in long run this may not work out and has to be concentrated since it affects the commitment of an individual. Educators though they feel admin work is an burden to them do not voice out, due to so many reasons like job security or targeted etc., This article is used to voice out the difficulty of balancing both admin and academic work. This article tries to say that commitment towards profession is more important rather balancing both admin and academic work.

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