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A study of professional commitment of government and private physical education lecturers

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Abstract

The study was intended to explore the level of professional commitment of Government and Private Physical Education Lecturers (G&PPEL). 400 Government and Private Physical Education Lecturers (G&PPEL) were selected by using purposive sampling technique. Professional Commitment Scale (PCS) developed by Ravinder Kaur Ranu and Sarvjeet Kaur Brar was used for data collection. The collected data was subjected to statistical treatment by using descriptive and inferential statistics. Results revealed that Government and Private Physical Education Lecturers (G&PPEL) differ significantly on various levels of professional commitment. Private Physical Education Lecturers (PPEL) were observed highly committed towards their profession as compared to Government Physical Education Lecturers (GPEL).

Keywords: Professional Commitment (PC), Government Physical Education Lecturers (GPEL), Private Physical Education Lecturers (PPEL)

1.1 Introduction

Physical education aims to develop psychological, mental and physical wellbeing of an individual. It enables individual to become socially efficient individual of the society. The duties of the physical education teachers have multiple facets that include designing and implementing physical and sports activities that contribute in developing and enhancing students' values and ethics; improving their physical abilities, strength, psychological health, motor skills and social attitudes; and maximizing physical activity opportunities for the students. Therefore, it is fundamentally important for all physical education teachers, especially for those who are teaching at secondary level, (Physical education lecturers) to train their pupils for gaining all-round development. However, for gaining any kind of development the roles of physical education teachers are very important in different educational institutions. Professional dedication of the physical education teachers is need of an hour. Those physical education teachers who are professionally committed are the real builders of the nation. The nation cannot be moved on democratic lines with the dedicated approach of physical education teacher. In this stressful era, physical education teachers have to shape not only the biological make of the learns but they have to contribute maximum in the psychological development of the children. But this job in the field of education can be fulfilled only by professionally committed teachers. Professionally committed teachers give the practical shape to aspirations of the people by shaping their psychomotor abilities upto maximum extent. Professionally committed physical education teachers can deliver quality education and who can deliver high quality is significant for student's success and motivation in schools. Meanwhile, physical education teachers should possess high level of educational competencies in order to be able to successfully deliver instruction, manage classroom, and contribute in students' developments. Large number of studies are conducted on the level of professional commitment of the professionalization of the teachers. In connection to same, Kyrgiridis, *et al.* (2014) ^[30] reported that the instrument that assess physical education teacher's competencies should consist of six domains: applications of the content of physical education, lesson implementation, learning environments, teaching strategies, student and teacher assessment, and use of technology. Chen, *et al.* (2014) ^[20] argued that to deliver quality physical education, teachers should master four competencies including task design, task presentation, professional commitment, class management, and instructional guidance.

Khaled, T. & Ahmed, I. (2013) [29] found statistically significant differences between accredited and non-accredited schools in the level of teaching competencies of physical education teachers. Teachers in accredited physical education schools were found with high level of professional commitment as compared to non-accredited schools. Therefore, the above studies partially explores and partially indicates the need and importance of professionally committed teachers in the system of education. Meanwhile, there may be hardly any study which explores the level of professional commitment of physical education teachers at secondary level. Accordingly, the investigator conquers the research problem which reads as:

1.2: Statement of the problem: The statement of the research problem is as under:
 “A Study of Professional Commitment of Government and Private Physical Education Lecturers”

1.3: Objectives of the study: The objectives of the present study are as under:

- 1) To explore the level of professional commitment of Government and Private Physical Education Lecturers (G&PPEL) on following levels of professional commitment:
 - a) Commitment to learner,
 - b) Commitment to society,
 - c) Commitment to profession,
 - d) Commitment to attain excellence, and
 - e) Commitment to basic human values.

1.4: Hypothesis: Following hypothesis has been framed for the present study:

- 1) There exists significant difference between Government and Private Physical Education Lecturers (G&PPEL) on following levels of professional commitment:
 - a) Commitment to learner,
 - b) Commitment to society,
 - c) Commitment to profession,
 - d) Commitment to attain excellence, and
 - e) Commitment to basic human values.

1.5: Operational definition: The operational definitions of terms and variables are as under:

1. **Professional commitment:** Professional commitment in the present study refers the scores gained by the respondents on Professional Commitment Scale (PCS) developed by the Ravinder Kaur Ranu and Sarvjeet Kaur Brar (2011) [34].
2. **Government Physical Education Lecturers:** Government physical education lecturer in the present study refers those physical education lecturers who are working as +2 lecturers in different Government of Higher Secondary institutions.

3. **Private Physical Education Lecturers:** Private physical education lecturers in the present study refers those physical education lecturers who are working as +2 lecturers in different private Higher Secondary institutions.

1.6: Delimitations of the study: The present study will be confined to the following aspects:

- 1) The present study will be confined to Government and private physical education Lecturers of selected Districts of Union Territory of Jammu and Kashmir.
- 2) The present study will be delimited four Districts viz. Anantnag, Srinagar, Kulgam and shopian of Kashmir Division of Union Territory of Jammu and Kashmir.

1.7: Methodology: Keeping in view, the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method. Accordingly, present study was carried with the help of descriptive method.

- A) **Sample:** 400 Government and private physical education lecturers were selected by using purposive sampling technique. These physical education teachers were drawn from selected Districts of division Kashmir of Union Territory of Jammu and Kashmir.
- B) **Instrument Used:** Professional Commitment Scale developed by Ravinder Kaur Ranu and Sarvjeet Kaur Brar (2011) [34] was uses for data collection.

1.8: Analysis and interpretation of the data: The collected data has been analysed as under:

- ❖ Caption-I: Descriptive Analysis
- ❖ Caption-II: Comparative Analysis

1 Caption-I: Descriptive Analysis: The descriptive analysis has been made on the basis of type of institution in which respondents where working. In this caption frequency and percent wise distribution was calculated. The detailed procedure is given as under:

Table 1.1: Showing the percent-wise distribution of Government and private physical education lectures on various levels of professional commitment. (N=200 each)

Levels of Professional Commitment	PPEL		GPEL	
	F	%age	N	%age
High Commitment	41	20.5	30	15
Above Average Commitment	98	49	44	22
Average Commitment	25	12.5	45	22.5
Below Average Commitment	27	13.5	57	28.5
Low Commitment	09	4.5	24	12
Total	200	100	200	100

Index:

- ❖ PPEL: Private Physical Education Lecturers
- ❖ GPEL: Governemnt Physical Education Lecturers
- ❖ F= Frequency

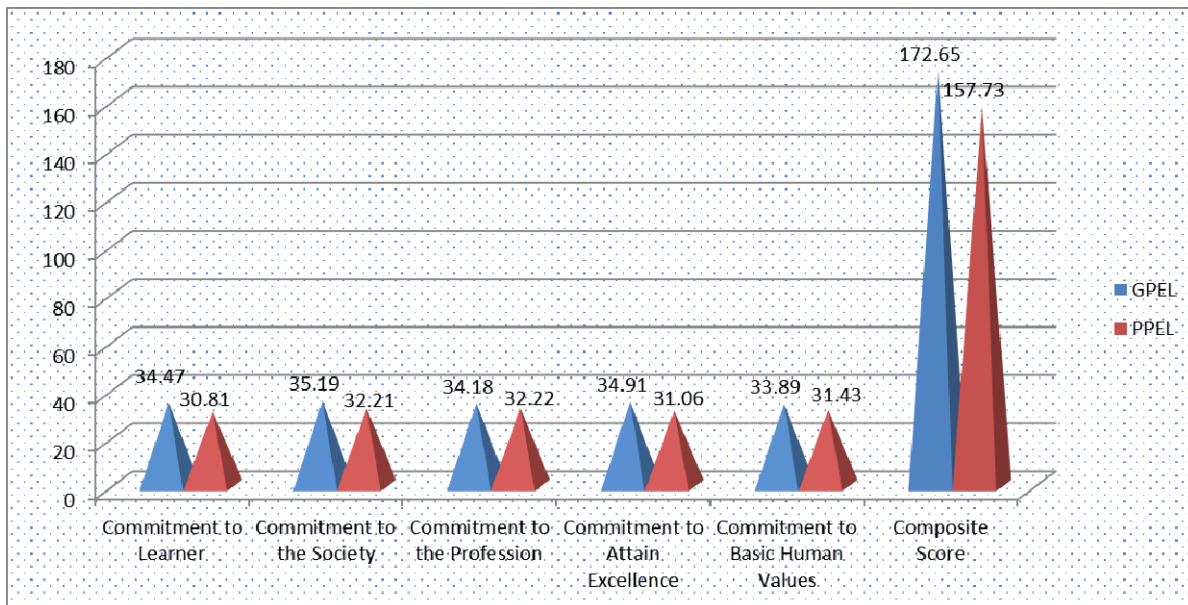


Fig 1.1: Showing graphical representation of Government and private physical education lectures on various levels of professional commitment. (N=200 each)

Index:

- ❖ PPEL: Private Physical Education Lecturers
- ❖ GPEL: Government Physical Education Lecturers

Interpretation for table 1.1 (FIG. 1.1): The result presented in Table 4.1 (Please Refer Chapter-IV, Item-4.1, Fig. 4.1) shows the frequency and percentage-wise distribution of Government and Private Physical Education Lecturers (PEL) on different norms of professional commitment. An examination of this table reveals that in case of Private Physical Education Lecturers (PPEL) 20.5% (F=41) were found highly committed towards their profession. Apart from this, it was observed that 49% (F=98) Private Physical Education Lecturers (PPEL) were reported with above average level of professional commitment. The obtained results again indicate that 12.5% (F=25) Private Physical Education Lecturers (PPEL) were revealed with above average level of professional commitment. Besides, the perusal of the same table indicate that 13.5% (F=27) Private Physical Education Lecturers (PPEL) were seen with below average level of professional commitment. Consequently, the obtained results indicate that 4.5% (F=09) Private Physical Education Lecturers (PPEL) were reported with low level of commitment towards their profession. However, coming towards their counterparts (Government Physical Education Lecturers (GPEL)) it was found that 15% (F=30) Government Physical Education Lecturers (GPEL) were observed with high level of professional commitment. The inspection of the same table discover that that 22% (F=44) Government Physical Education Lecturers (GPEL) were seen with above average level of professional commitment. In addition to this, the same table reveals that 22.5% (F=45) Government Physical Education Lecturers (GPEL) possess average level of professional commitment. The analysis indicate that 28.5% (F=57) Government Physical Education Lecturers (GPEL) were reported with below average level of professional commitment. Further, from the calculated results, it was found that 12% (F=24) Government Physical Education Lecturers (GPEL) were found with low level of professional commitment in dealing their day to day profession.

1.8.2 Caption-II: Comparative Analysis: The comparative analysis was made on the basis of type of school of the respondents. In this caption 't' test was employed for drawing the generalisations. The detailed procedure is reported as under:

Table 1.2: Showing the significance of difference between the mean scores of government and private physical education lecturers on various dimensions of professional commitment (N=400 each).

Dimensions of Professional Commitment		PPEL		GPEL		t-value
		Mean	S.D	Mean	S.D	
I	Commitment to Learner	34.47	3.51	30.81	5.73	7.69@
II	Commitment to the Society	35.19	3.77	32.21	5.13	6.60@
III	Commitment to the Profession	34.18	4.18	32.22	4.00	4.82@
IV	Commitment to Attain Excellence	34.91	4.71	31.06	6.52	6.75@
V	Commitment to Basic Human Values	33.89	5.12	31.43	4.92	4.88@
V	Composite Score	172.65	20.24	157.73	24.28	6.67@

Index:

- ❖ GPEL: Government Physical Education Lecturers
- ❖ PPEL: Private Physical Education Lecturers
- ❖ @= Significant at 0.01 level of confidence

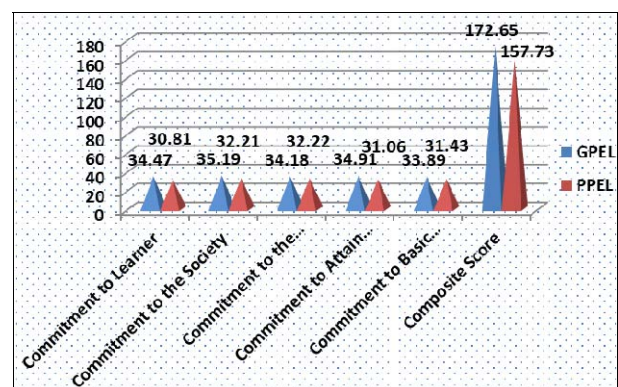


Fig 1.2: Showing the graphical representation of Government and private physical education lecturers on various dimensions of professional commitment (N=400 each).

Index:

- ❖ *GPEL*: Government Physical Education Lecturers
- ❖ *PPEL*: Private Physical Education Lecturers

Interpretation for table 1.2 (Fig. 1.2): While analysing the initial dimension of the professional commitment scale (*Commitment to Learner*), the mean score in case of Private Physical Education Lecturers (PPEL) was reported to be 34.47; which is higher than the mean score of Government Physical Education Lecturers (GPEL) (M=30.81). The calculated 't' value has been reported to be 7.69, which is significant at 0.01 level of confidence. The results may emerge due to this fact that Private Physical Education Lecturers (PPEL) were seen more punctual and they remain dedicated for creating all round development of their learners. Besides, Private Physical Education Lecturers (PPEL) are reported to be helpful in organising different types of co-curricular activities.

Coming towards the second dimension (*Commitment to Society*) of the professional commitment scale, the mean score of Private Physical Education Lecturers (PPEL) was found 35.19, whereas the mean score of Government Physical Education Lecturers (GPEL) has been found to be 32.21. Thus, the mean score indicates that there is significant difference between the two groups under discussion. Additionally, the calculated 't' value came out to be 6.60, which is significant at 0.01 level of confidence. While brooding on third dimension of professional commitment scale (*Commitment towards Profession*), the results revealed that Private Physical Education Lecturers (PPEL) have higher mean (M=34.18) as compared to Government Physical Education Lecturers (GPEL) (M=32.22). The calculated 't' value came out to be 4.00, which is significant at 0.01 level of confidence. Consequently, on the basis of these results, it can be said that Private Physical Education Lecturers (PPEL) are more committed towards their profession as compared to Government Physical Education Lecturers (GPEL). While pondering on the fourth dimension of professional commitment scale (*Commitment to Attain Excellence*), it gives information about the mean comparison of Private and Government Physical Education Lecturers (P&GPEL). The results indicate that the mean score in case of Private Physical Education Lecturers (PPEL) has been found to be higher (M=34.91) as compared to the mean score of lecturers belonging to Government institutes (M=31.06). Meanwhile, The calculated 't' value is reported to be 6.75 which is significant at 0.01 level of confidence. While looking into the mean comparison of Private and Government Physical Education Lecturers (GPEL) on fourth dimension (Commitment to Basic Human Values) of professional commitment scale, the mean score in case of Private Physical Education Lecturers (PPEL) was reported to be 33.89 which seems to be relatively higher than the mean score of Government Physical Education Lecturers (GPEL) (M=31.43). The calculated 't' value was observed to be 4.88, which is significant at 0.01 level of confidence. The result indicate that Private Physical Education Lecturers (PPEL) are found more committed towards basic human values as compared to Government Physical Education Lecturers (GPEL). While analysing Government and private physical lecturers on composite score of profession commitment scale, Private Physical Education Lecturers (PPEL) were seen with high mean score (M= 172.65) in comparison to Government physical education lecturers (M= 157.73). The calculated 't' value came out to be 6.67 which is significant at 0.01 level of

confidence. Thus, from the above discussion, Professional qualities like; impartiality, objectivity, intellectual honesty and dedication in organising co-curricular activities was observed more in the behaviour of Private Physical Education Lecturers (PPEL). In the light of the results reported above the status of the hypothesis reported (Please Refer item No: 1.4) as under:

Hypothesis-I (H₀₁): There exists no significant difference between Government and Private Physical Education Lecturers (G&PEL) on below mentioned dimensions of professional commitment:

- A) Commitment to learner
- B) Commitment to the society
- C) Commitment to the profession
- D) Commitment to attain excellence
- E) Commitment to basic human values

.....Status: (Rejected)

As it has been found that these two group of physical education lecturers are different in professional commitment. The results are supported by a host of researchers in this field (Malik, A. A. Nimisha, A. & Akther, B. 2016; ^[31] Sushila and Ajay, 2012; ^[37] Misra, and Khan 2009; ^[32] Babu, Rama, & Reddy. 2004; ^[10] Aruldoss, J. (1981), Barbara & Nasser (1997), Babu, V. Rama Mohan and Reddy, A. V. R. (2004), ^[11] Arjunan, M., & Balamurugan, M. (2013) ^[7], Ambasana, A., D. (2009) ^[5], Indeed, the previously established hypothesis has been rejected. However, apart from this, from the above discussion the level of Professional Commitment (PC) of Government and Private Physical Education Lecturers in relation to their gender has been explored with maximum length and breadth. Accordingly, the investigators feel pertinent to mention that the Objective NO. 1, (Item 1.3) has been investigated, which reads as:

Objectives-O₁: To explore the level of professional commitment of Government and Private Physical Education Lecturers (G&PPEL) on following levels of professional commitment:

- a) Commitment to learner,
- b) Commitment to society,
- c) Commitment to profession,
- d) Commitment to attain excellence, and
- e) Commitment to basic human values.

1.9: Conclusions of the study: The aim of the study was to explore the level of professional commitment of Government and Private Physical Education Lecturers (G&PPEL). In pursuance to same, Private Physical Education Lecturers (PPEL) were observed with highly committed towards their profession as compared to Government Physical Education Lecturers (GPEL). The result may attribute to this fact that Government and Private Physical Education Lecturers (G&PPEL) are more accountable in their educational institutions as compared to Private Physical Education Lecturers (PPEL).

1.10: Conflict of interests: Keeping the results of the present study under consideration, the investigator has declared conflict of interests. So it prompts further study should be conducted by giving extension to selected sample.

1.11: Suggestions of the study: The study has generated a fund of knowledge for the further research. Some of them

are as under:

1. Indeed teachers are learners throughout life. So orientation programmes should be organised for physical education lecturers in these orientation programme professional induction should be provided to teachers teaching physical education at secondary level.
2. Workshops and seminars on the importance and inculcation of work ethics like commitment, self-discipline, loyalty, and work value should be organised for teachers in the field of physical education.
3. Every educational institution requires a supportive environment for their physical education staff. The physical education lecturers need to be familiarised to their personal skills, which will culminate in enhancing their commitment, competence and ethics.
4. Every psychological attachment must provide like security of service, adequate salary, appreciation of service and opportunities for professional advancement, status in the community or in social service organization - to their teaching personnel. This will in return build up confidence, commitment and efficacy among physical education lecturers towards their profession.

1.12: Recommendations for further research: The study limited to specific areas of the study which are as under:

1. The present study is not an exception rather it opens certain opportunities for further research in the field of present investigation. However, following few suggestions are recommended as per the results reported in the study.
2. A comparative study may be conducted on the level of professional commitment of the physical education and general education lecturers with special reference to their level of education.
3. A comparative study on professional commitment is recommended to be conducted on teachers at various levels like: primary, secondary, college and university. So that professional commitment of teachers at every stage may be explored.
4. The present piece of research was confined on variable professional commitment, in relation to type of school. Therefore, similar investigations are recommended to be carried out on the variable of demographic profiles, socio-economic status, length of service and marital status.
5. It is suggested to undertake co-relational studies on the variables of teaching competence, professional commitment and frustration tolerance by involving teachers regulated by different autonomous organizations.

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