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## A study of professional commitment of male and female physical education lecturers

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### Abstract

The study was intended to explore the level of professional commitment of Male and Female Physical Education Lecturers (G&PPEL). 400 Male and Female 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 Male and Female Physical Education Lecturers (G&PPEL) differ significantly on various levels of professional commitment. Male Physical Education Lecturers (MPEL) were observed highly committed towards their profession as compared to Female Physical Education Lecturers (FPEL).

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

### 1. Introduction

Physical Education Teacher works as torch bearer for students. Physical education teacher is expected to perform various roles like of an organizer, transmitter of necessary knowledge and skill, a demonstrator, a planner, an evaluator, a human engineer for shaping intellectual horizon of an individual. All these are the responsibilities of a teacher and the major part is to frame the all-round development of the students. Actually, the quality of a nation depends on the quality of its citizens, quality of citizens depends on the quality of their education and quality of education finally depends on the quality of their teachers. Great teacher—Radha Krishnan, has long back observed, “the teacher’s place in society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning”. Teachers have, therefore, to realize their special responsibility towards society. On the other hand, it is essential on the part of society to pay due regards to him. In today’s competitive world, teachers’ role is most important than it was in earlier times. Therefore, teacher needs to be ethical, competent, efficient and dedicated so as to meet the needs of the fast changing and materialistic society. 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 learners 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 is conducted on the level of professional commitment of the professionalization of the teachers Thoker, A. A. (2006) [35], Arjunan M, Balamurugan M. (2013) [02], Indeed, the above study 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.

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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 Male and Female 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 Male and Female Physical Education Lecturers (M&FPEL) 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 Male and Female Physical Education Lecturers (M&FPEL) 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) [35].
2. **Male and Female Physical Education Lecturers:** Male and Female Physical Education Lecturers in the present study refers those physical education lecturers who are working as +2 lecturers in different Government of Higher Secondary institutions. In the present study, for making the comparative analysis dichotomy was made on the basis of sex of the respondents.

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

1. The present study will be confined to Male and Female 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 Male and Female 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) [36] was used for data collection.

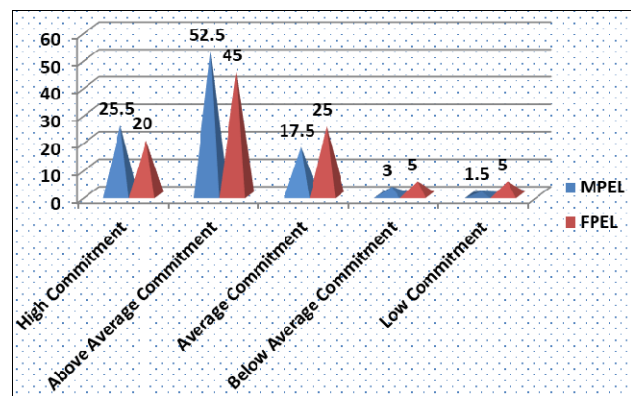
**1.8: Analysis and interpretation of the data:** The collected data has been analysed as under:

**Table 1.1:** Showing the percent-wise distribution of Male and Female Physical Education lecturers on various levels of professional commitment. (N=200 each)

Levels of Professional Commitment	MPEL		FPEL	
	F	%age	F	%age
High Commitment	51	25.5	40	20
Above Average Commitment	105	52.5	90	45
Average Commitment	35	17.5	50	25
Below Average Commitment	06	03	10	05
Low Commitment	03	1.5	10	05
Total	200	100	200	100

**Index**

- MPEL: Male Physical Education Lecturers
- FPEL: Female Physical Education Lecturers
- F= Frequency Distribution



**Fig 1.1:** Showing the graphical representation of male and female physical education lecturers on various levels of professional commitment.

**Index**

- MPEL: Male Physical Education Lecturers
- FPEL: Female Physical Education Lecturers

**Interpretation for table:** 1.1 (Fig. 1.1): The result offered in Table 1.1 (Please Fig. 1.1) displays the frequency and percentage-wise distribution of Male and Female Physical Education Lecturers (M&FPEL) on different norms of professional commitment. An examination of this table divulges that in case of Female Physical Education Lecturers (FPEL) 25.5% (F=51) highly committed towards their profession. Apart from this, it was observed that 105% (F=52.5) Female Physical Education Lecturers (FPEL) were reported with above average level of professional commitment. The obtained results again designate that 17.5% (F=35) Female Physical Education Lecturers (FPEL) were revealed with above average level of professional commitment. Besides, the perusal of the same table indicate that 03% (F=06) Female Physical Education Lecturers (FPEL) were seen with below average level of professional commitment. Consequently, the obtained results indicate that 1.5% (F=03) Female Physical Education Lecturers (FPEL) were reported with low level of commitment towards their profession. However, coming towards their counterparts

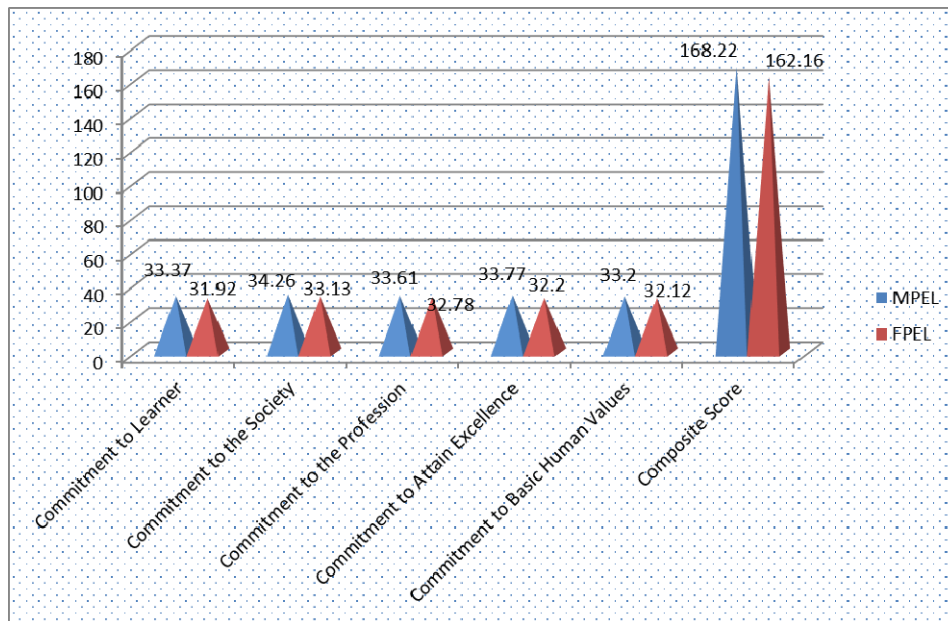
(Male Physical Education Lecturers (MPEL) it was found that 20% (F=40) Male Physical Education Lecturers (MPEL) were observed with high level of professional commitment. The inspection of the same table explore that that 45% (F=90) Male Physical Education Lecturers (MPEL) were seen with above average level of professional commitment. In addition to this, the same table reveals that 25% (F=50) Male Physical Education Lecturers (MPEL) possess average level of professional commitment. The examination indicate that 05% (F=10) Male Physical Education Lecturers (MPEL) were reported with below average level of professional commitment. Further, from the calculated results, it was found that 05% (F=10) Male Physical Education Lecturers (MPEL) were found with low level of professional commitment in dealing their day to day profession.

**Table 1.2:** Showing the significance of difference between the mean scores of male and female Physical education lecturers on various dimensions of professional commitment (N=400 each).

	Dimensions of Professional Commitment	MPEL		FPEL		t-value
		Mean	S.D	Mean	S.D	
I	Commitment to Learner	33.37	4.64	31.92	5.41	2.87@
II	Commitment to the Society	34.26	4.50	33.13	4.91	2.39@
III	Commitment to the Profession	33.61	4.25	32.78	4.11	1.97@
IV	Commitment to Attain Excellence	33.77	5.61	32.20	6.29	2.63@
V	Commitment to Basic Human Values	33.20	5.21	32.12	5.07	2.10@
V	Composite Score	168.22	22.76	162.16	23.97	2.59@

#### Index

- MPEL: Male Physical Education Lecturers
- FPEL: Female Physical Education Lecturers
- @= Significant at 0.01 level of confidence



**Fig 1.2:** Showing graphical representation of male and female Physical education lecturers on various dimensions of professional commitment

#### Index

- MPEL: Male Physical Education Lecturers
- FPEL: Female Physical Education Lecturers

**Interpretation for table 1.2 (Fig. 1.2):** The perusal of the Table 1.2 (Please Refer Chapter-IV, Fig. 1.2) gives information about the mean comparison of Male and Female Physical Education Lecturers (M&FPEL) on various dimensions of professional commitment. The results presented in the above mentioned table reveals that significant mean difference between Male and Female Physical Education Lecturers (M&FPEL) on various dimensions of professional commitment. The expounded discussion of segregated dimensions is reported as under:

While glancing on the first dimension of the professional commitment scale (Commitment to Learner), the mean score in case of Male Physical Education Lecturers (MPEL) was reported to be 33.37; which is higher than the mean score of Female Physical Education Lecturers (FPEL) (M=30.81). The calculated 't' value has been observed to be 2.87, which is significant at 0.01 level of confidence. The results may attribute to this fact that Male Physical Education Lecturers (MPEL) possesses high level of self-efficacy as compared to Female Physical Education Lecturers (FPEL). Approaching

towards the second dimension (Commitment to Society) of the professional commitment scale, the mean score of Male Physical Education Lecturers (MPEL) was found 34.26, whereas the mean score of Female Physical Education Lecturers (FPEL) has been found to be 33.13. Thus, the mean score indicates that there is significant difference between the two groups under discussion. When the two group of lecturers were analysed statistically, The calculated 't' value came out to be 2.39, which is significant at 0.05 level of confidence. Thus, it can be said that Male Physical Education Lecturers (MPEL) consider themselves are more associated towards social factors of professional commitment as compared to their counterparts. While brooding on third dimension of professional commitment scale (Commitment towards Profession), the results revealed that Male Physical Education Lecturers (MPEL) have higher mean (M=33.61) as compared to Female Physical Education Lecturers (FPEL) (M=32.78). The calculated 't' value came out to be 1.97 which is significant at 0.05 level of confidence. Consequently, on the basis of these results, it can be said that Female Physical Education Lecturers (FPEL) were seen with more committed towards their profession as compared to their counterparts. While pondering on the fourth dimension of professional commitment scale (Commitment to Attain Excellence), it

gives information about the mean comparison of male and Female Physical Education Lecturers (FPEL). The results indicate that the mean score in case of Male Physical Education Lecturers (MPEL) has been found to be higher ( $M=33.37$ ) as compared to the mean score of Female Physical Education Lecturers (FPEL) ( $M=32.20$ ). Meanwhile, The calculated 't' value is reported to be 2.63 which is significant at 0.01 level of confidence. While considering into the mean comparison of Male and Female Physical Education Lecturers (M&FPEL) on fourth dimension (Commitment to Basic Human Values) of professional commitment scale, the mean score in case of Male Physical Education Lecturers (MPEL) was reported to be 33.20 which seems to be relatively higher than the mean score of female physical education lecturers ( $M=32.12$ ). The calculated 't' value was observed to be 2.10, which is significant at 0.05 level of confidence. The result indicates that Male Physical Education Lecturers (MPEL) were found more committed towards basic human values as compared to Female Physical Education Lecturers (FPEL). While analysing Male and Female Physical Lecturers (M&FPEL) on composite score of profession commitment scale, Male Physical Education Lecturers (MPEL) were seen to have a higher mean score ( $M= 168.22$ ) in comparison to Female Physical Education Lecturers (FPEL) ( $M= 162.16$ ). The calculated 't' value came out to be 2.59 which is significant at 0.05 level of confidence. Thus, from the above discussion, it can be inferred that Male Physical Education Lecturers (MPEL) try to develop optimistic attitude into their students by organising different types of co-curricular activities. Male Physical Education Lecturers (MPEL) were reported more achievers on all the dimension of professional commitment *viz.* Commitment to learner, Commitment to the society, Commitment to the profession, Commitment to attain excellence and Commitment to basic human values as compared to Female Physical Education Lecturers (FPEL). Therefore, from the above obtained results, it can be inferred that impact of gender seems significant on the level of professional commitment of the respondents. In the light of the results reported above the status of the hypothesis reported as under:

**Hypothesis-I ( $H_{01}$ ):** There exists no significant difference between Male and Female Physical Education Lecturers (G&PEL) on below mentioned dimensions of professional commitment:

1. Commitment to learner
2. Commitment to the society
3. Commitment to the profession
4. Commitment to attain excellence
5. 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 Babu, Rama, & Reddy. 2004 <sup>[12]</sup>; Thoker, A. A. 2017 <sup>[35]</sup>, Nimisha, Anoop & Beri, 2016 <sup>[16]</sup>; 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-O<sub>1</sub>: To explore the level of professional

commitment of Male and Female Physical Education Lecturers (G&PEL) on following levels of professional commitment:

1. Commitment to learner,
2. Commitment to society,
3. Commitment to profession,
4. Commitment to attain excellence, and
5. 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 Male and female Physical Education Lecturers (M&FPEL). In pursuance to same, Male Physical Education Lecturers (MPEL) were observed with highly committed towards their profession as compared to Female Physical Education Lecturers (FPEL). The result may attribute to this fact that Male Physical Education Lecturers (MPEL) hold high level of self-efficacy as compare to Female Physical Education Lecturers (FPEL).

**1.10: Conflict of interests:** Keeping the results of the present study under consideration, the investigator has not declared conflict of interests.

**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 Female 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 female 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.

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