

Professional Commitment of Physical Education Lecturers with Special Reference Rural Urban Background

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

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

1. Introduction

Physical Education Teacher works as torch bearer for students. 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 – Radhakrishnan, has long back observed, “the teacher’s place in society is of vital importance. Professional commitment refers to the strength of motivation to work in a chosen career role and to the attachment an individual has to his/her profession. Professional commitment is characterized by “client orientation, loyalty, professional autonomy, conformity to professional standards and ethics.” (Somech and Bogler, 2002) From the above definitions it can be deduced that professional commitment includes feelings of involvement, loyalty and bonding to the profession. Simpson and Hood (2000) defined commitment in the context of the teaching profession. According to them, “a committed teacher reflects certain behavioural characteristics. He shows that professional development is a top priority; reflects excitement about teaching and learning; connects with students; shows positive attitude about students; is perceptive

about student motives, strengths, needs and situations”. In one of recent studies, Skidmore (2007) defined professionally committed teachers as those teachers who are: a) dedicated to developing themselves professionally by seeking advanced degrees and standards-based professional growth opportunities; b) critically reflective in their practice by seeking meaningful feedback and discourse, and engagement in action research; c) advancing the teaching profession through the creation of professional learning communities and teachers’ contributions to leadership positions. Teachers, at whatever level they may be operating, are professionally bound to be clearly aware of how their self-efficacy operates as an influential agent in the performance of their duties and responsibilities. It is conviction of the self, ability that one can persevere and attain goals despite formidable difficulties. This kind of belief is gradually acquired and developed by the individual adopting constructive orientations of thought and actions relating to the problems of life. Even a cursory glance at the broad dynamics of professional commitment and at the salient components of efficacy would make one believe that the two variables are closely related. In common day observations, directed or undirected, the individuals with will power, fortitude, courage of conviction and optimistic orientation are found visibly committed to achieve the goals they set for themselves. Observations of this nature provide plausible, albeit non-scientific evidence of the relationship of efficacy with commitment pertaining to any sphere of work. 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 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. Bhat, A. S (2010), Thoker, A. A. (2006), Yameen, S. G. (2014). Indeed, 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:

“Professional Commitment of Rural and urban 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 Rural and Urban 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 Rural and urban 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).
- 2) **Rural and urban Physical Education Lecturers:** Rural and urban 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 Rural and urban 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 Rural and urban 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) 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 significance of difference between the mean scores of rural and urban physical education lecturers on various dimensions of professional commitment (N=400 each).

Dimensions of Professional Commitment	RPEL		UPEL		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	5.60@
III Commitment to the Profession	34.18	4.18	32.21	4.00	4.82@
IV Commitment to Attain Excellence	34.91	4.72	31.06	5.52	5.75@
V Commitment to Basic Human Values	33.89	5.12	31.43	4.92	4.88@
VI Composite Score	172.65	20.24	157.73	24.28	5.67@

Index:

RPEL: Male Physical Education Lecturers

UFPEL: Female Physical Education Lecturers

@= Significant at 0.01 level of confidence

Fig. 1.1: Showing the significance of difference between the mean scores of rural and urban physical education lecturers on various dimensions of professional commitment (N=400 each)

The perusal of the **Table 1.1** (gives information about the mean comparison of Urban and Rural Physical Education Lecturers (U&RPEL) on various dimensions of professional commitment. The results presented in the above mentioned table reveals that significant mean difference between Urban and Rural Physical Education Lecturers (U&RPEL) on various dimensions of professional commitment. The interpretation is reported as under:

While analysing the initial dimension of the professional commitment scale (**Commitment to Learner**), the mean score in case of Urban Physical Education Lecturers (UPEL) was reported to be 34.47; which is higher than the mean score of

Rural Physical Education Lecturers (RPEL) (RPEL) (M=30.81). The calculated „t“ value has been observed to be 7.69, which is significant at 0.01 level of confidence. The results may attribute to this fact that Urban Physical Education Lecturers (UPEL) possesses high level of exposure as compared to Rural Physical Education Lecturers (RPEL). They are reported to be helpful in organising different types of co-curricular activities. Further, it was found that Urban Physical Education Lecturers (UPEL) prepare themselves for organizing different kinds of academic and non-academic activities. Hence, from the above results reported above, the impact of locality seems significant on the level of staying committed towards learner.

Impending towards the second dimension (**Commitment to Society**) of the professional commitment scale, the mean score of Urban Physical Education Lecturers (UPEL) was found 35.19, whereas the mean score of Rural Physical Education Lecturers (RPEL) has been found to be 32.21. Thus, the mean score indicates that there is significant difference between the two groups under discussion. The calculated „t“ value came out to be 6.60, which is significant

at 0.01 level of confidence. Thus, it can be said that Urban Physical Education Lecturers (UPEL) consider themselves are more associated towards social factors of professional commitment as compared to their counterparts. Urban Physical Education Lecturers (UPEL) possess high level of sense of obligation towards society was observed higher as compared to their counterparts.

While concentrating on third dimension of professional commitment scale (*Commitment towards Profession*), the results revealed that Urban Physical Education Lecturers (UPEL) hold higher mean (M=34.18) as compared to Rural Physical Education Lecturers (RPEL) (M=32.21). The calculated „t“ value came out to be 4.82 which is significant at 0.01 level of confidence. Consequently, on the basis of these results, it can be said that Urban Physical Education Lecturers (UPEL) were inclined more towards their profession as compared to Rural Physical Education Lecturers (RPEL). The results further revealed that Urban Physical Education Lecturers (UPEL) hardly give priority to any other activity over their teaching profession. Urban Physical Education Lecturers (UPEL) were found more punctual and obedient as compared to their counterparts (Rural Physical Education Lecturers-RPEL).

While pondering on the fourth dimension of professional commitment scale (*Commitment to Attain Excellence*), it gives information about the mean comparison of urban and Rural Physical Education Lecturers (RPEL). The results indicate that the mean score in case of urban physical education lecturers has been found to be higher (M=34.91) as compared to the mean score of Rural Physical Education Lecturers (RPEL) (M=31.06). Meanwhile, The calculated „t“ value is reported to be 6.75 which is significant at 0.01 level of confidence. On the basis of the results it is revealed that Urban Physical Education Lecturers (UPEL) consider teaching a profession which requires continuous learning environment. Since Urban Physical Education Lecturers (UPEL) considers seminars, meeting, physical training and conferences as an integral part of their profession so, this may be the reason that lecturers show excellence with regard to profession.

While looking into the mean comparison of Urban and Rural Physical Education Lecturers (R&UPEL) on fourth dimension (*Commitment to Basic Human Values*) of professional commitment scale, the mean score in case of Urban Physical Education Lecturers (UPEL) was reported to be 33.89 which seems to be relatively higher than the mean score of Rural Physical Education Lecturers (RPEL) (M=31.43). The calculated „t“ value was observed to be 4.88,

which is significant at 0.01 level of confidence. The result indicates that Urban Physical Education Lecturers (UPEL) are found more committed towards basic human values as compared to Rural Physical Education Lecturers (RPEL). The results may attribute to this fact that there may be the difference in exposure. Urban Physical Education Lecturers (UPEL) hold more exposure as compared to their counterparts (Rural Physical Education Lecturers-RPEL)

While analysing Urban and Rural Physical Education Lecturers (U&RPEL) on composite score of profession commitment scale, Urban Physical Education Lecturers (UPEL) were seen to have a higher mean score (M= 172.65) in comparison to Rural Physical Education Lecturers (RPEL) (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, it can be inferred that Urban Physical Education Lecturers (UPEL) try to develop optimistic attitude into their students by organising different types of co-curricular activities. Therefore from the above results it can be inferred that Urban Physical Education Lecturers (UPEL) hold high level 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 Rural Physical Education Lecturers (RPEL). Hence, from the above results reported above indicate that impact of locality seems significant on the level of professional commitment of the respondents. While observing the results reported above the status of the hypothesis (Please Refer Chapter-I, item no: 1.) is specified as under:

HYPOTHESIS-III (H): There exists no significant difference between Urban and Rural Physical Education Lecturers (U&RPEL) 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)**

(Thoker, A. A. (2017) Muhammad, Bila, Shama & Rukhsana, 2016; Shoib, Khalid & Mahmood, 2015;

Umender, Dinesh 2013; Oziambo 2013; Bloom, 1988).

Thoker, A. A. (2017) found that impact of gender, locality and type of professional significant on the level of professional commitment of the respondents. The study found that male teachers as compared to female teachers, urban teachers as compared to rural teachers and private aided teachers as compared to government aided teachers are committed towards their profession. **Muhammad, Bila, Shama, Rukhsana, (2016)** the analysis of the research revealed that there is positive relationship between conflict management styles with teacher's professional commitment. Moreover, urban teachers and female teachers are more committed to their profession. **Shoib, Khalid & Mahmood (2015)** conducted a comparative analysis of rural and urban school teachers on profession commitment. The results revealed that urban teachers are more committed as compared to rural teachers. **Umender & Dinesh (2013)** reveals that locality of schools influence the professional commitment of secondary school teachers and professional commitment influences teaching effectiveness positively. Professional commitment of urban teachers was reported to be higher than rural teachers. **Oziambo (2013)** concludes that teacher misconduct is a problem of great concern in both rural and urban schools that affects teachers' work performance, the teaching, and learning process, and the quality of education at large. **Bloom (1988)** examined influence of certain personal and organizational factors on organizational commitment. The study concluded that regional background influenced the organizational commitment of teachers.

1.9: CONCLUSIONS OF THE STUDY: The aim of the study was to explore the level of professional commitment of Rural and urban Physical Education Lecturers (M&FPEL). In pursuance to same, Urban Physical Education Lecturers (MPEL) were observed with highly committed towards their profession as compared to Rural Physical Education Lecturers (FPEL). The result may attribute to this fact that Urban Physical Education Lecturers (MPEL) hold high level of self-efficacy as compare to Rural 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 was 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 Rural 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 rural 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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