

Study of Private Physical Education Lecturers and Professional Commitment of Government

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ABSTRACT

The examination was expected to investigate the degree of professional commitment of Government and Private Physical Education Lecturers (G&PPEL). 400 Government and Private Physical Education Lecturers (G&PPEL) were chosen by using purposive sampling method. Professional Commitment Scale (PCS) created by Ravinder Kaur Ranu and Sarvjeet Kaur Brar was utilized for information assortment. The gathered information was exposed to factual treatment by using engaging and inferential insights. Results uncovered that Government and Private Physical Education Lecturers (G&PPEL) vary significantly on different degrees of professional commitment. Private Physical Education Lecturers (PPEL) were noticed highly dedicated towards their calling when contrasted with Government Physical Education Lecturers (GPEL).

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

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1. INTRODUCTION

Physical schooling expects to create psychological, mental and physical prosperity of an individual. It empowers individual to turn out to be socially productive individual of the society. The obligations of the physical instruction instructors have numerous facets that incorporate planning and carrying out physical and sports exercises that contribute in creating and upgrading understudies' values and ethics; improving their physical capacities, strength, psychological health, engine abilities and social mentalities; and augmenting physical movement openings for the understudies. In this way, it is fundamentally significant for all physical schooling instructors, especially for the individuals who are instructing at optional level, (Physical schooling teachers) to prepare their understudies for acquiring all-round improvement. Nonetheless, for acquiring any sort of improvement the jobs of physical training educators are vital in various educational foundations. Professional commitment of the physical schooling instructors is need of 60 minutes. Those physical instruction instructors who are professionally dedicated are the real manufacturers of the country. The country can't be proceeded onward equitable lines with the devoted methodology of physical schooling instructor. In this unpleasant period, physical instruction educators need to shape the biological make of the learns as well as they need to contribute greatest in the psychological advancement of the kids. Be that as it may, this work in the field of schooling can be satisfied exclusively by professionally dedicated educators.

Professionally dedicated instructors give the practical shape to desires of individuals by forming their psychomotor capacities up to most extreme degree. Professionally dedicated physical training instructors can convey quality schooling and who can convey great is critical for understudy's prosperity and inspiration in schools. Then, physical schooling educators ought to have significant degree of educational competencies to have the option to effectively convey guidance, oversee study hall, and contribute in understudies' turns of events. Enormous number of studies are led fair and square of professional responsibility of the professionalization of the instructors. In association with same, Kyrgiridis, et al. (2014) [30] announced that the instrument that evaluate physical schooling educator's competencies should comprise of six spaces: utilizations of the substance of physical instruction, exercise execution, learning conditions, showing techniques, understudy and instructor appraisal, and utilization of innovation. Chen, et al. (2014) [20] contended that to convey quality physical schooling, educators should dominate four competencies including task configuration, task introduction, professional responsibility, class the executives, and instructional direction.

Khaled, T. and Ahmed, I. (2013) [29] discovered statistically significant differences between accredited and non-accredited schools in the degree of teaching competencies of physical education teachers. Teachers in

accredited physical education schools were found with high degree of professional commitment when contrasted with non-accredited schools. Therefore, the above studies partially investigates and partially indicates the need and importance of professionally committed teachers in the system of education. Meanwhile, there might be not really any study which investigates the degree of professional commitment of physical education teachers at auxiliary level. Accordingly, the investigator overcomes the exploration issue which peruses 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”

1.1. 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.

1.2. 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.

1.3. Operational definition:

The operational definitions of terms and variables are as under:

- A. **Professional commitment:** Professional commitment in the present study alludes the scores gained by the respondents on Professional Commitment Scale (PCS) created by the Ravinder Kaur Ranu and Sarvjeet Kaur Brar (2011) [34].

B. Government Physical Education Lecturers:

Government actual instruction instructor in the current examination alludes those actual training speakers who are filling in as +2 teachers in various Government of Higher Secondary establishments.

- C. **Private Physical Education Lecturers:** Private actual instruction teachers in the current examination alludes those actual training instructors who are functioning as +2 speakers in various private Higher Secondary establishments.

1.4. Delimitations of the study:

The present study will be confined to the following aspects:

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

1.5. Methodology:

Keeping in see, the exploration confirmations, destinations and speculations, the analyst thought that it was reasonable to go through unmistakable study technique. Appropriately, present examination was conveyed with the assistance of enlightening technique.

- A. **Sample:** 400 Government and private actual schooling teachers were chosen by utilizing purposive examining procedure. These actual instruction educators were drawn from chosen 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.

1.6. Analysis and interpretation of the data:

The collected data has been analysed as under:

- A. Caption-I: Descriptive Analysis
- B. Caption-II: Comparative Analysis

1.61. Caption-I: Descriptive Analysis:

The illustrative examination has been made based on kind of organization in which respondents where working. In this subtitle recurrence and percent insightful appropriation was determined. The itemized system 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

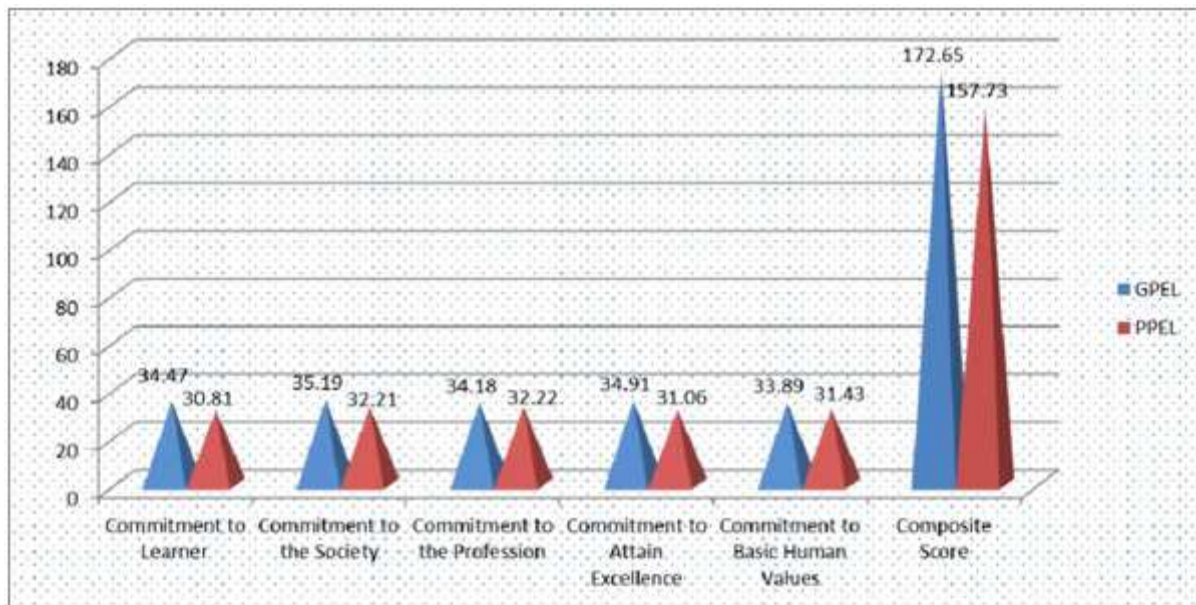


Fig 1.1: Showing graphical representation of Government and private physical education lectures on various levels of professional commitment. (N=200 each)

Index:

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

Interpretation for table 1.1 (FIG. 1.1): The outcome introduced in Table 4.1 (Please Refer Chapter-IV, Item-4.1, Fig. 4.1) shows the recurrence and rate shrewd conveyance of Government and Private Physical Education Lecturers (PEL) on various standards of expert responsibility. An assessment of this table uncovers that in the event of Private Physical Education Lecturers (PPEL) 20.5% (F=41) were found profoundly dedicated towards their calling. Aside from this, it was seen that 49% (F=98) Private Physical Education Lecturers (PPEL) were accounted for with better than expected degree of expert responsibility. The acquired outcomes again show that 12.5% (F=25) Private Physical Education Lecturers (PPEL) were uncovered with better than expected degree of expert responsibility. Also, the scrutiny of a similar table show that 13.5% (F=27) Private Physical Education Lecturers (PPEL) were seen with sub optimal degree of expert responsibility. Thusly, the acquired outcomes show that 4.5% (F=09) Private Physical Education Lecturers (PPEL) were accounted for with low degree of responsibility towards their calling. In any case, coming towards their partners (Government Physical Education Lecturers (GPEL)) it was tracked down that 15% (F=30) Government Physical Education Lecturers (GPEL) were seen with significant degree of expert responsibility. The examination of a similar table find that that 22% (F=44) Government Physical Education Lecturers (GPEL) were seen with better than expected degree of expert responsibility. Likewise, a similar table uncovers that 22.5% (F=45) Government Physical Education Lecturers (GPEL) have normal degree of expert responsibility. The investigation show that 28.5% (F=57) Government Physical Education Lecturers (GPEL) were accounted for with sub optimal degree of expert responsibility. Further, from the determined outcomes, it was tracked down that 12% (F=24) Government Physical Education Lecturers (GPEL) were found with low degree of expert responsibility in managing their everyday calling.

1.62. Caption-II: Comparative Analysis:

The similar investigation was made based on sort of school of the respondents. In this subtitle 't' test was utilized for drawing the speculations. The point by point methodology is accounted for as under:

Table 1.2: Showing the meaning of distinction between the mean scores of government and private actual schooling instructors on different elements of expert responsibility (N=400 each).

Dimensions of Professional		PPEL		GPEL		t-value
	Commitment	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

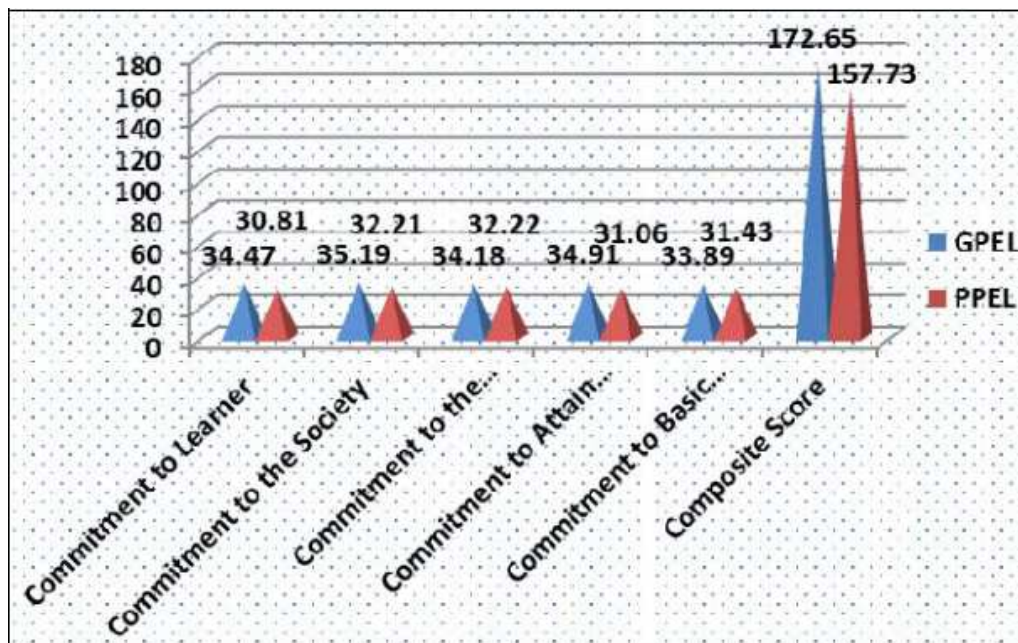


Fig 1.2: Showing the graphical representation of Government and private physical education lecturers on various dimensions of professional commitment (N=400 each).

Index:

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

Interpretation for table 1.2 (Fig. 1.2): While examining the underlying component of the expert responsibility scale (Commitment to Learner), the mean score if there should be an occurrence of Private Physical Education Lecturers (PPEL) was accounted for to be 34.47; which is higher than the mean score of Government Physical Education Lecturers (GPEL) (M=30.81). The determined 't' esteem has been accounted for to be 7.69, which is critical at 0.01 degree of certainty. The outcomes may arise because of this reality that Private Physical Education Lecturers (PPEL) make were seen more timely and they stay devoted for making all round improvement of their learns. Furthermore, Private Physical Education Lecturers (PPEL) are accounted for to be useful in getting sorted out various kinds of co-curricular exercises.

Coming towards the subsequent measurement (Commitment to Society) of the expert responsibility scale, the mean score of Private Physical Education Lecturers (PPEL) was discovered 35.19, while the mean score of Private Physical Education Lecturers (PPEL) has been discovered to be 32.21. Consequently, the mean score demonstrates that there is huge contrast between the two gatherings being talked about. Moreover, the determined 't' esteem came out to be 6.60, which is critical at 0.01 degree of certainty. While agonizing on third element of expert responsibility scale (Commitment towards Profession), the outcomes uncovered that Private Physical Education Lecturers (PPEL) have higher mean (M=34.18) when contrasted with Government Physical Education Lecturers (GPEL) (M=32.22). The determined 't' esteem came out to be 4.00, which is huge at 0.01 degree of certainty. Thus, based on these outcomes, it tends to be said that Private Physical Education Lecturers (PPEL) are more dedicated towards their calling when contrasted with Government Physical Education Lecturers (GPEL). While considering on the fourth element of expert responsibility scale (Commitment to Attain Excellence), it gives data about the mean examination of Private and Government Physical Education Lecturers (P&GPEL). The outcomes show that the mean score if there should arise an occurrence of Private Physical Education Lecturers (PPEL) has been discovered to be higher (M=34.91) when contrasted with the mean score of teachers having a place with Government organizations (M=31.06). In the interim, The determined 't' esteem is accounted for to be 6.75 which is critical at 0.01 degree of certainty. While

investigating the mean correlation of Private and Government Physical Education Lecturers (GPEL) on fourth measurement (Commitment to Basic Human Values) of expert responsibility scale, the mean score if there should arise an occurrence of Private Physical Education Lecturers (PPEL) was accounted for to be 33.89 which is by all accounts generally higher than the mean score of Government Physical Education Lecturers (GPEL) (M=31.43). The determined 't' esteem was seen to be 4.88, which is huge at 0.01 degree of certainty. The outcome show that Private Physical Education Lecturers (PPEL) are discovered more dedicated towards essential human qualities when contrasted with Government Physical Education Lecturers (GPEL). While breaking down Government and private actual instructors on composite score of calling responsibility scale, Private Physical Education Lecturers (PPEL) were seen with high mean score (M= 172.65) in contrast with Government actual schooling speakers (M= 157.73). The determined 't' esteem came out to be 6.67 which is critical at 0.01 degree of certainty. In this way, from the above conversation, Professional characteristics like; unprejudiced nature, objectivity, scholarly trustworthiness and devotion in getting sorted out co-curricular exercises was noticed more in the conduct of Private Physical Education Lecturers (PPEL). In the light of the outcomes revealed over the situation with the theory announced (Please Refer No:1.4) as under:

Hypothesis-I (Ho1): There exists no significant difference between Government and Private Physical Education Lecturers (G&PPEL) 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 valuesStatus: (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-01: 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
- Commitment to basic human values.

1.7. Conclusions of the study:

The point of the examination was to investigate the degree of expert responsibility of Government and Private Physical Education Lecturers (G&PPEL). In compatibility to same, Private Physical Education Lecturers (PPEL) were seen with profoundly dedicated towards their calling when contrasted with Government Physical Education Lecturers (GPEL). The outcome may credit to this reality that Government and Private Physical Education Lecturers (G&PPEL) are more responsible in their instructive foundations when contrasted with Private Physical Education Lecturers (PPEL).

1.8. Conflict of interests:

Keeping the consequences of the current examination viable, the specialist has proclaimed irreconcilable circumstance. So it prompts further examination ought to directed by offering augmentation to chose test.

1.9. Suggestions of the study:

The study was has generated a fund of knowledge for the further research. Some of them are as under:

1. Workshops and courses on the significance and teaching of hard working attitudes like responsibility, self-control, faithfulness, and work worth ought to be coordinated for educators in the field of actual training.
2. Each instructive foundation requires a steady climate for their actual schooling staff. The actual training teachers should be acquainted to their own abilities,

which will finish in improving their responsibility, capability and morals.

3. Each mental connection should give like security of administration, sufficient compensation, enthusiasm for administration and openings for proficient headway, status locally or in friendly assistance association - to their educating faculty. This will consequently develop certainty, responsibility and viability among actual schooling speakers towards their calling.

1.10. Recommendations for further research:

The study limited to specific areas of the study which are as under:

1. The current examination isn't an exemption rather it opens certain chances for additional exploration in the field of present examination. Notwithstanding, following not many ideas are suggested according to the outcomes announced in the investigation.
2. A similar report might be directed fair and square of expert responsibility of the actual instruction and general schooling teachers with exceptional reference to their degree of training.
3. A similar report on proficient responsibility is prescribed to be directed on educators at different levels like: essential, auxiliary, school and college. With the goal that proficient responsibility of educators at each stage might be investigated.
4. The current piece of exploration was bound on factor proficient responsibility, corresponding to kind of school. Consequently, comparative examinations are prescribed to be completed on the variable of segment profiles, financial status, length of administration and conjugal status.
5. It is proposed to embrace co-social examinations on the factors of showing skill, proficient responsibility and dissatisfaction resilience by including educators controlled by various self-ruling associations.

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