

ANALYSIS OF PHYSICAL EDUCATION TEACHERS WORK COMMITMENT TOWARDS THEIR TEACHING PROFESSION

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Abstract

The purpose of this study was to investigate work commitment of physical education teachers towards their teaching profession with respect to their gender, grade level, occupation schools and their qualifications. Research was conducted on 230 physical education teachers out of which 124 male (Mean \pm SD = 61.27 \pm 15.98) and 106 female (Mean \pm SD = 67.93 \pm 15.58) physical education teachers from in around Tamilnadu State, India. The selected participant's age was ranged from 23-55 years only. The work commitment of teachers towards teaching profession was surveyed many readymade tools for the variables like organizational commitment, professional commitment and teacher commitment. So after reviewing the related literature the researcher found that the Work Commitment Inventory (Teacher Commitment Scale) by Dr. Indira Shukla (1999) was the best tool for the study. The data was collected from the physical education teachers who are working in schools minimum one year experience. In the statistical analysing of data the SPSS 22.0 package program was used. The results were evaluated at (p-0.05) value and distributed in normal way. For this reason, from parametric tests; t-test and one-way variance analysis (ANOVA) were applied to the variables. It was concluded that the teacher candidates who have high and very high financial status have more positive work commitment towards teaching profession than those who have medium financial status. The teacher who have high and moderate qualification, working sectors status and those who had good experience towards their profession would have positive work commitment toward their teaching profession.

1. Introduction

Physical activity has been and remains part and parcel of the educational programmes. The recognition that children develop through different stages necessitated an avenue through which appropriate activities could be designed to impart children with fine and gross motor skills commensurate with the relevant developmental stage (Robinson & Goodway, 2009).

Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities (World Health Organisation 2002).

The board of education is one of the biggest and most sophisticates educational systems. This is an organization that for a long time it has played a constructive role in the survival and retention of human culture and civilization and today, also, it is like the cornerstone of the cultural, political, social and economical of every society (Alimardani, Tahereh, 2001).

The focus is on mainstream subjects, as schools fail to see how a structured Physical Education curriculum can add to the development of young children, by aiding in their physical, mental, emotional and social growth. With 29.5% of India's population under 14 years old (Indian Census, 2021).

Physical education teachers hold the main responsibility in conducting different educational activities. Therefore, taking care of education is the first step in reforming education and providing teachers

with needed competencies is the most efficient method in improving learning especially in physical education (Al-tamimi, 2009).

Commitment is important for teachers because it reflects a personal interpretation of work experience as absorbing and meaningful. It is a significant factor in efforts to improve school outcomes, especially student academic achievement (Kushman, 1992).

Teacher commitment is a key factor influencing the teaching and learning process. It is the psychological identification of the individual teacher with the school and subject matter or goals, and the intention of that teacher to maintain organizational membership and involved in the job well beyond personal interest (Day, 2009).

Mohammadtaheri, (2011) stated that the human work force needs reinforcement of work commitment and change in the work culture because committed human work force helps the organization to achieve its goals. If the work commitment is at its highest degree, we can assume having a society in which people of all walks of life try to do their duties to the best of the abilities.

Firestone & Pennell, (1993) stated that the teacher's commitment will continue to be important for effective education. He developed a framework for assessing how differential incentive policies affect teacher commitment.

2. Methodology

2.1 Research Model

The research was evaluated with a general survey model. The general survey model is based on the purpose of making generalizations and having ideas about the population through the data gathered from the sample (Simsek, 2012).

2.2 Research group

The research group consisted of totally two thirty (230) physical education teachers were subjects as selected randomly from Tamilnadu, India, their age ranged from 23 – 55 years.

2.3 Data Collecting Tools

The work commitment of teachers towards teaching profession was surveyed many readymade tools for the variables like organizational commitment, professional commitment and teacher commitment. Most of the studies were done on the adaptations of the questionnaire of Meyer and Allen's Organizational Commitment. However the researcher felt that the ready questionnaire for the work commitment which was defined as per the present study was very limited. So after reviewing the related literature the researcher found that the Work Commitment Inventory (Teacher Commitment Scale) by Dr. Indira Shukla (1999) was the best tool for the study. Hence the researcher decided to use the readymade tool for the research on the variable work commitment of teachers towards the teaching profession. The tool consisted of three parts Part I, II and III A and III B. The first part of the tool i.e. Part I consisted of general type of questions such as name of the teacher and institute along with the status of the institute, experience, qualification and salary details. The second part i.e. Part II consists of few qualitative statements which show the Perspective of the teachers towards the teaching profession. The third part i.e. Part III A and III B consists of the tool based on Likert Scale to judge the Perspective of teachers towards the teaching profession where the teachers had to tick the options.

2.4 Analyzing of Data

The data was collected from the Physical Education Teachers who are working in schools minimum one year experience. In the statistical analyzing of data the SPSS 22.0 package program was used. The results were evaluated at (p-0.05) value and distributed in normal way. For this reason, from parametric tests; t-test and one-way variance analysis (ANOVA) were applied to the variables.

3. Results

In the tables below, the average scores of the physical education teacher from Work commitment Scale toward Teaching (ASTT) are presented.

Table-1**Inferential analysis of data on Work Commitment Levels General Scores of Teachers Candidates towards Their Profession**

	Gender	Number	Mean ± Standard Deviation	Percent	t-ratio	Sig
Work Commitment	Male	124	61.27 ± 15.98	53.9	2.71*	0.007
	Female	106	67.73 ± 15.58	46.1		

(Note= * Significant at 0.05 level. Tab t value at 0.05 (df 228 =1.65).

The descriptive statistics as presented in table 1 reveals that the mean and standard deviation for male and female were 61.27 ± 15.98 and 67.73 ± 15.58 respectively. The percentage score for male was 53.9% and female was 46.1% respectively. The significant level of the male and female groups were 0.007 which was lesser than 0.05 level of significance which determined that there was a significant difference between male and female on work commitment level of teacher towards their teaching profession.

Table-2**Descriptive analysis of data on Work commitment Levels General Scores of Teacher's Working Sectors**

	Schools	Number	Mean ± Standard Deviation	Percent
Work Commitment	Government	84	54.99 ± 17.85	36.5
	Government Aided	64	69.28 ± 12.84	27.8
	Private	82	69.81 ± 11.70	35.7

The descriptive statistics as presented in table 2 reveals that the mean and standard deviation for teacher's working in government, government aided and private sectors were 50.56±10.06, 53.48±14.01 and 55.67±9.36 respectively. The percentage score for teacher's working in government school was 36.5%, teachers working in government aided were 27.8% and those working in private sector were 35.7% respectively.

Table-3**Analysis of Variance on Work commitment Levels Scores of Teacher's Working Sectors**

Work commitment	Sum of Square	df	Mean Square	F-ratio	Sig.
Between Groups	11356.08	2	5678.04	26.89*	.000
Within Groups	47926.80	227	211.13		

(Note= * Significant at 0.05 level. P<0.05).

In according to table 3, the teacher's working sectors status was (p<0.05). The value also confirms that there was significant difference between the teacher working on government, government aided and private sector schools in relation to work commitment.

Table-4**Scheffe's Post Hoc Analysis on Work commitment Level among Teacher's Working Sector**

Dependent Variable	(I) School Sector/Type	(J) School Sector/Type	Mean Difference (I-J)	Sig.
Work commitment	Government	Government Aided	14.29*	0.00
		Private	14.82*	0.00
	Government Aided	Government	14.30*	0.00
		Private	0.52	0.98
	Private	Government	14.82*	0.00
		Government Aided	0.52	0.98

(Note= *. The mean difference is significant at 0.05 level).

The results presented in table 4 proved that there was significant difference between government and private sector, government and government aided on work commitment level of the teachers. There was no significant difference between government aided and private sector on work commitment level of the teachers. This result indicates that there was mean difference between only on teachers those working on government & government aided, government & private sector on the level of work commitment.

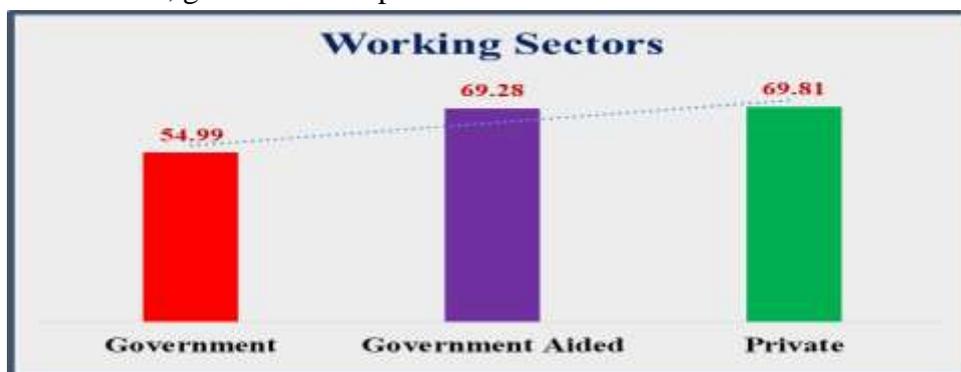


Figure-1: Mean values of Teacher’s working in different sectors

Table-5

Descriptive analysis of data on Work commitment Levels General Scores of Teacher’s Working Experience

	Working Experience	Number	Mean ± Standard Deviation	Percent
Work Commitment	Above 10 Years	76	64.32 ± 13.64	33.0
	5-10 Years	63	66.21 ± 17.75	27.4
	Below 5 Years	91	62.84 ± 16.78	39.6

The descriptive statistics as presented in table 5 reveals that the mean and standard deviation for teacher’s experience on above 10 years, 5-10 years and below 10 years were 64.32 ± 13.64, 66.21 ± 17.75 and 62.84 ± 16.78 respectively. The percentage score for teacher’s experience on above 10 years was 33.0%, 5-10 years was 27.4% and below 10 years was 39.6% respectively.

Table-6

Analysis of Variance on Work commitment Levels Scores of Teacher’s Working Experience

Work commitment	Sum of Square	df	Mean Square	F-ratio	Sig.
Between Groups	423.61	2	211.80	0.82	.443
Within Groups	58859.27	227	259.29		

(Note= * Significant at 0.05 level. P >0.05).

From table 6, it is evident that the obtained p value 0.443 was greater than the significant level (p>0.05). The value also confirms that there was no significant difference between the teacher’s working on government, government aided and private sector schools in relation to work commitment.



Figure-2: Mean values of Teacher’s working Experience

Table-7**Descriptive analysis of data on Work commitment Levels General Scores of Teacher's Salary**

	Salary	Number	Mean \pm Standard Deviation	Percent
Work Commitment	Below 15k	76	64.80 \pm 14.90	33.0
	15-30k	65	66.35 \pm 14.39	28.3
	Above 30k	89	62.24 \pm 18.06	38.7

The descriptive statistics as presented in table 7 reveals that the mean and standard deviation for teacher's salary on below 15k, 15-30k and above 30k were 64.80 \pm 14.90, 66.35 \pm 14.39 and 62.24 \pm 18.06 respectively. The percentage score for teacher's salary on below 15k was 33.0%, 15-30k was 28.3% and above 30k was 38.7% respectively.

Table-8**Analysis of Variance on Work commitment Levels Scores of Teacher's Salary**

Work commitment	Sum of Square	df	Mean Square	F-ratio	Sig.
Between Groups	671.93	2	335.96	1.30	.247
Within Groups	58610.95	227	258.20		

(Note= * Significant at 0.05 level. P >0.05).

From table 8, it is evident that the obtained p value 0.274 was greater than the significant level (p>0.05). The value also confirms that there was no significant difference between the teacher's salary on 15k, 15-30k and above 30k in relation to work commitment.



Figure-3: Mean values of Teacher's Salary Details

Table-9**Descriptive analysis of data on Work commitment Levels General Scores of Teacher's Qualification**

	Qualification	Number	Mean \pm Standard Deviation	Percent
Work Commitment	B.P.Ed	95	66.42 \pm 15.82	41.3
	M.P.Ed	87	65.69 \pm 14.59	39.8
	MPhil	48	57.33 \pm 17.58	20.9

The descriptive statistics as presented in table 9 reveals that the mean and standard deviation for teacher's qualification as B.P.Ed, M.P.Ed and MPhil were 66.42 \pm 15.82, 65.69 \pm 14.59 and 57.33 \pm 17.58 respectively. The percentage score for teacher's qualification as B.P.Ed was 41.3%, teacher's qualification as M.P.Ed was 39.8% and teacher's qualifications MPhil were 20.9% respectively

Table-10**Analysis of Variance on Work commitment Levels Scores of Teacher's Qualification**

Work commitment	Sum of Square	df	Mean Square	F-ratio	Sig.
Between Groups	2924.22	2	1462.21	5.89*	0.003
Within Groups	56358.45	227	248.28		

(Note= * Significant at 0.05 level. $P > 0.05$).

From table 10, it is evident that the obtained p value 0.003 was lesser than the significant level ($p > 0.05$). The value also confirms that there was significant difference between the teacher's qualification as B.P.Ed, M.P.Ed and MPhil in relation to work commitment.

Table-11**Scheffe's Post Hoc Analysis on Work commitment Level among Teacher's Qualification**

Dependent Variable	(I) School Sector/Type	(J) School Sector/Type	Mean Difference (I-J)	Sig.
Work commitment	B.P.Ed	M.P.Ed	.73	.952
		MPhil	9.09*	.006
	M.P.Ed	B.P.Ed	-.73	.952
		MPhil	8.36*	.014
	MPhil	B.P.Ed	-9.09*	.006
		M.P.Ed	-8.36*	.014

(Note= *. The mean difference is significant at 0.05 level).

The results presented in table 4 proved that there was significant difference between B.P.Ed & MPhil and M.P.Ed & MPhil on work commitment level of the teacher's qualification. There was no significant difference between B.P.Ed and M.P.Ed on work commitment level of the teachers. This result indicates that there was mean difference between only on teacher's qualification as B.P.Ed & MPhil and M.P.Ed & MPhil on the level of work commitment.



Figure-4: Mean values of Teacher's Qualification

Discussion on Findings

When the results in table 1 are examined, it is concluded that both male and female teacher's work commitments towards teaching profession are high. This result can be interpreted as the 53.9% of male physical education teacher and 46.1% of female physical education teacher were taken in this study. Overall the selected teacher's work commitment towards the profession is positive and they will do it voluntarily and willingly. When the results in table 2 are examined, it is concluded that selected teacher working sector could be classified in to three category which was the government, government aided and private sector physical education teacher. From the result of the table 2, it denotes that the 36.5% government school physical education teacher, 27.8% of government aided school physical education teacher and 35.7% of private physical education teachers had good work commitment toward their teaching profession. According to table 3, it was concluded that there was a significance difference between three different working sectors

of physical education teacher on work commitment towards their profession. From table 4, it describes that the government and private sector physical education teacher had good positive work commitment towards their profession and government aided and government school physical education teacher had equally positive work commitment. From the results in table 5 are examined, it is concluded that selected teacher experience could be classified in to three different years which was the above 10 years, 5-10 years and below 5 year experienced physical education teacher should selected for this study. From the result, it denotes that the 33.0% of physical education teacher had above 10 years of experience towards their profession, 27.4% of physical education teacher had 5-10 years of experience towards their profession and 35.7% of physical education teacher had below 5 years of experience towards their profession. From the result of table 6, it was concluded that there was no significance difference between three different working experiences of physical education teacher on work commitment towards their profession. From the results in Table 7 are examined, it is concluded that selected teacher salary details could be classified in to three different pay scale which was the below 15 thousand (k), 15-30k and above 30k salaried physical education teacher had been taken for this study. From the result, it denotes that the 33.0% of physical education teacher had below 15k of salary, 28.3% of physical education teacher had 15-30k salary and 38.7% of physical education teacher had above 30k salary towards their profession. From the result of table 8, it was concluded that there was no significance difference between three different categories of salary packages of physical education teacher on work commitment towards their profession. From the results in table 9 are examined, it is concluded that selected teacher qualification details was classified in to three different level of education such as the B.P.Ed, M.P.Ed and MPhil qualification physical education teacher had been taken for this study. From the result, it denotes that the 41.3% of physical education teacher had completed B.P.Ed, 39.8% of physical education teacher had completed M.P.Ed and 20.9% of physical education teacher had completed MPhil which was supported them to have positive work commitment towards their profession. From the result of table 10, it was concluded that there was significance difference between three different categories of qualification of physical education teacher on work commitment towards their profession. According to table 11, it was concluded that there was significant difference between B.P.Ed & MPhil and M.P.Ed & MPhil on work commitment level of the teacher's qualification. There was no significant difference between B.P.Ed and M.P.Ed on work commitment level of the teachers. This result indicates that there was mean difference between only on teacher's qualification as B.P.Ed & MPhil and M.P.Ed & MPhil on the level of work commitment.

There are some studies that show that physical education teachers have positive and high work commitments towards teaching Mohammadtaheri, (2011) investigated the effective factors on teachers' work commitment. His findings said that there was positive and significant correlation between economic factors, human relationship, teacher's knowledge, in-school factors, values system, teacher's personality traits and teachers' work commitment. Firestone & Pennell, (1993) developed a framework for assessing how differential incentive policies affect teacher commitment. He recommend combining policies that increase participation, collaboration, and feedback rather than continuing to experiment with differential incentives. Demir, (2013) determined physical education teacher's organizational commitment levels. His finding was determined that the female teachers of physical education had more continuance commitment as compared to the male teachers and the male teachers had more normative commitment than the female teachers. Sun & Wang, (2018) studied on career commitment and work value of physical education teachers in Chinese traditional sports school. As the result, the participants had got higher scores in the test of career commitment and work value. The gender has not affected the career commitment and work value. The age has affected the dimension of career development and organizational management in work value. And the career commitment has would predict the work value significantly. Mouloud, Bougherra & Samir, (2016) analysed the job satisfaction for physical education teachers and its relationship to job performance and organizational commitment. He proved that the relationship occurred with job satisfaction and performance and organizational commitments. Shivendra & Kumar, (2016) compared the level of job satisfaction and occupational stress among govt., semi govt. and private school teachers. The results of the study indicates

that the significant difference was found among govt., semi govt. and private school teachers in relation to job satisfaction. Another result of the study shows that the significant relationship was found between job satisfaction and occupational stress of physical education teachers of Varanasi region.

Conclusion

Consequently, it was determined that the work commitments of physical education and teachers towards teaching profession were high, but it was determined that physical education teacher candidates had higher work commitments. Besides, it has been determined that teacher candidates who have high and very high financial status have more positive work commitment towards teaching profession than those who have medium financial status. The teacher who have high and moderate qualification, working sectors status and those who had good experience towards their profession would have positive work commitment toward their teaching profession.

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