

## **Effect of Professional Determinants upon Job Performance of Lecturers in Health and Physical Education at College Level**

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### **Abstract**

*The expanding role of physical education teachers at the college level led them to perform multifarious jobs including conduct of sports events, taking classes, maintaining discipline, and other important engagements. This workload had enhanced the complexity of their job and the demands intensive involvement of physical education teachers at the college level. Though very limited research has been done in the profession of physical education aiming at determining the factors influencing their job performance. Therefore, the present study was conducted to assess the effect of professional factors (professional attitude, professional pride & professional autonomy) among lecturers in the Federal and Provincial Governmental Colleges. This cross-sectional study utilized a stratified random sample of n=223 (males=139; females=84). A 67 items with closed-ended options questionnaires were used in the study, which was properly piloted with 30 other lecturers. By the use of an automated online platform, survey information was collected and all responses remained confidential. The demographic attributes were analyzed using descriptive statistics, while inferential statistics were applied to test the set hypotheses of the study. Findings of the study revealed that all the variables are significantly correlated at a significant level of 0.01. Other findings included a significant effect of professional factors upon the job performance of lecturers ( $p < .05$ ). Additionally, the p values for all the variables are lesser than the standard value ( $p < 0.05$ ) hence, homogeneity of variances is assumed. Based on the findings, it is recommended that professional attitude, pride, and autonomy might be ensured among teachers to enhance their job performance.*

**Keywords:** Professional Attitude, Professional Autonomy, Professional Pride, Job Performance

### **Introduction**

It is universal evidence that teachers have a crucial role in the provision of child entered and inclusive education in the society. This struggle of a teacher makes all students to the best of their potentials for working in the society. The professional performance of teachers is subjected to the friendly and pleasant atmosphere of the working place. The good professional attitude, professional autonomy in duties, and the professional pride of a teacher upon his/her profession are the basic parameters affecting the efficiency of a teacher. Teaching is a good profession that promotes the individual and collective life of the generations. Teaching is a complex and challenging profession. It needs professional commitments, competencies, and spirit to make skillful the students. Initiatives should be taken to improve the educational legislation and policies. The job performance is dependent upon have a centralized educational system, one curriculum, strengthen administrative bodies, establishment of professional bodies, and having uniform educational setups. These parameters will improve the attitude, autonomy, and pride of teachers in their profession.

The profession of health and physical education has not given importance in our country Pakistan. This is the reason the teachers in the field of physical education are also considered of less value and importance than other subject teachers. Research has found that the profession of sports sciences and physical education at the college level was not encouraging up to the 20<sup>th</sup> century in Pakistan (Khan, 2014). The field of physical education and sports sciences has a vital role in the lives

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of human beings. The physical education and sports sciences principles surrender all aspects of human life. The field of physical education and sports sciences has been affected negatively by various elements like spineless policies of Government, religious dogmas, cultural theories, and by false thinking of the unaware public. On the other side the field is badly affected by the negative perception, in-encouraging professional attitude, job performance of physical education professionals as well as by the less autonomy given by Government to physical education professionals at the college level, (Khan, 2008).

The first professional factor of the present study professional attitude means the person's ability to effectively manage time, displaying leadership, act ethically and show tenacity and determination. The professional attitude is the output of qualities like interdependence, good behaviors, equality, insurance of justice, solution of problems and inters connectivity with people inside the institution (Zulfiani, Herlanti & Yunistika, 2020). The teaching profession has long-lasting effects on professional attitude both positively and negatively. The working ability with enthusiasm and without conditions is the fruit of a professional attitude (Wickens, Walther & Parker, 2020). The word autonomy consists of two words, Auto, meaning self, and noon, meaning law. Thus, dictionary autonomy means when people are governed by laws of their own making, rather than by the laws or force of a foreign or conquering power. The professional autonomy makes capable a professional for having decisions of his own choice under different institutions for the benefits of the institutions (Kumar, 2015). The autonomy makes a teacher sovereign and self-governing in his thinking. The less autonomy to teachers makes them nonproductive and directionless. The economic conditions of the institution affect the autonomy of professionals inside the institution both positively and negatively (Pooler, Wolfer & Freeman, 2014).

The second professional determinant professional pride refers to a feeling of satisfaction, better reputation, and confidence of a person upon his/her profession (Watson, 2014). Qualities such as self-confidence, social boldness, athletic spirit, and patriotism in an individual emerge in the field of sports science and physical education. The evolution of these values is a means of professional pride for practitioners in institutional physical education. (Patton & Parker, 2014). The better representation of the field by alumni of physical education is also a way of professional pride for professionals in the field. Zhang, Solmon, and Kosma (2011) reveals that professional with a high level of expertise and specialized knowledge feels pride on it.

The third professional determinant namely, professional autonomy is a social contract based on public trust in an occupation to meet a significant social need and to preserve individual autonomy. The concept of teacher autonomy refers to the teacher's professional independence in schools/colleges/universities especially the degree to which they can make independent choices about what they teach students and how they teach it (Frostenson, 2015). Teacher autonomy has become a major point of discussion and debate in education in recent years, primarily as a result of educational policies that some contend, restrict teachers' professionalism, authority, responsiveness, innovation, or efficacy. Many educators, and groups such as teacher unions or membership-based teacher professional organizations, may claim that violating the autonomy of teachers in the classroom undermines teachers' professional status and expertise. In this view, attempts to micromanage teaching methods or teacher efficiency by more prescriptive policies, greater administrative control, or stringent curriculum standards would undermine job satisfaction (Hyslop-Margison & Sears, 2010).

Job performance evaluates whether an employee is doing a job well. Job performance, academically studied as part of industrial and organizational psychology, also forms part of the management of human resources. For organizational results and progress, performance is an essential criterion. In the growth of affective skills, psychomotor qualities, intellect, interpersonal relationships, and maturity thought of students, the job performance of physical education professionals has a positive role. (Hailikari & Parpala, 2014). The job performance of the professionals in the field of physical education is badly affected by the attitude, autonomy, and professional pride of them (Aasen, Proitz & Sandberg, 2014). The job performance of physical education professionals enhances the senses of efficacy, individuality, morality, and teamwork in students (Ceplak, 2012).

Here in our country, Pakistan the physical education teachers at the college level perform multiple duties. They teach at the Intermediate, Degree level, and Postgraduate level. They conduct and organize sports events at College, Board, and University levels. Besides it, they perform various administrative duties. They are working as Chief Proctors, In-charges of different committees and

have stock-keeping responsibilities. The workload of the physical education teachers remains heavier than other staff members. The workload also affects their job performance but they can do all this with their affective professional attitudes. They need professional autonomy to cope with the assigned responsibilities to show their job performance. They accept and fulfill any academic as well as practical task because they have professional pride in their profession. Keeping in view the mentioned literature the researcher decided to investigate about Effect of Professional Determinants on Job Performance of Lecturers in Health and Physical Education at the College Level.

### **Objectives of the Study**

The current study has the following main objectives.

1. To determine the relationship between independent variables (professional attitude, professional autonomy, and professional pride) and dependent variable (job performance) of lecturer health and physical education.
2. To identify the effect of independent variables (professional attitude, professional autonomy, and professional pride) on the dependent variable (job performance) of lecturer health and physical education.
3. To test the significance of group mean differences in their role of changing respondents' score on all four variables independent variables (professional attitude, professional autonomy, and professional pride) and dependent variable (job performance).

### **Research Hypotheses**

The following hypotheses were generated in link and line with objectives from the literature review.

HA 1 There is a significant relationship between independent variables (professional attitude, professional autonomy, and professional pride) and dependent variable (job performance) of lecturer health and physical education.

HA 2 There is a significant effect of independent variables (professional attitude, professional autonomy, and professional pride) on dependent variables (job performance) of lecturer health and physical education.

HA 3 Male and female lecturers in health and physical education possess significant differences in professional attitude, professional autonomy, professional pride, and job performance.

### **Literature Review**

#### **Professional Attitude and Job Performance**

The promotion of education is possible through the practicing of moral attitude by the teachers inside society. Teachers have a great role in bringing the excellence in academics of the students in institutions through their attitudes (Wahyudiati & Rohaeti, 2020). The better job performance is interlinked with the good professional attitude of the teachers. The positive attitude of professionals has a significant role in students' commitment to study and arousal of high grades in academics (Tenekeci & Uzunboylu, 2020). Students are very much inspired by the attitude of the teachers. Students and working colleagues get motivation by the achievements of physical education professionals' performance. Their performance is highly charmed by their professional attitude (Unsworth & Mills, 2020).

#### **Professional Autonomy and Job Performance**

The performing ability of a person by his/her own choices without dependence upon other orders is called the professional autonomy of professionals inside the institutions (Gentry & Kooyman, 2014). Professional autonomy helps in implementing the teaching ways, the process of evaluation, and schemes planning for the progress of students or colleagues inside the institution (Lund & Tannehill, 2014). The less autonomy ruins the capabilities and stamina of talented professionals. Highly progressive institutions are affected by the less professional autonomy given to teachers working inside (Ilhan, Cetin & Arslan, 2014). The autonomy makes able a person to decide better and work better than those having poor autonomy. High levels of professional autonomy in the area of sports and physical education make an instructor super talented and a hero compared to other subject colleagues. (Maskit, 2013).

#### **Professional Pride and Job Performance**

A professional feels professional pride in his achievements, academics, intelligence, skill all the measures that affect positively his/her job performance. These considerations make his/her service worthy. Such agents become a source of admiration and appreciation for him/her (McKay, Block & Park, 2015). The good performance and production of notable students gives motivation to physical

education professional in the field. Professionals feel pride in their good communication skills and control on the subject, which have a great role in the improvement of students (Williams, Wallis & Williams, 2013). The guts of having good management qualities, planning well and maintaining a joyful environment are also a source of professional pride for professionals (Habiba, 2004).

**Conceptual Framework**

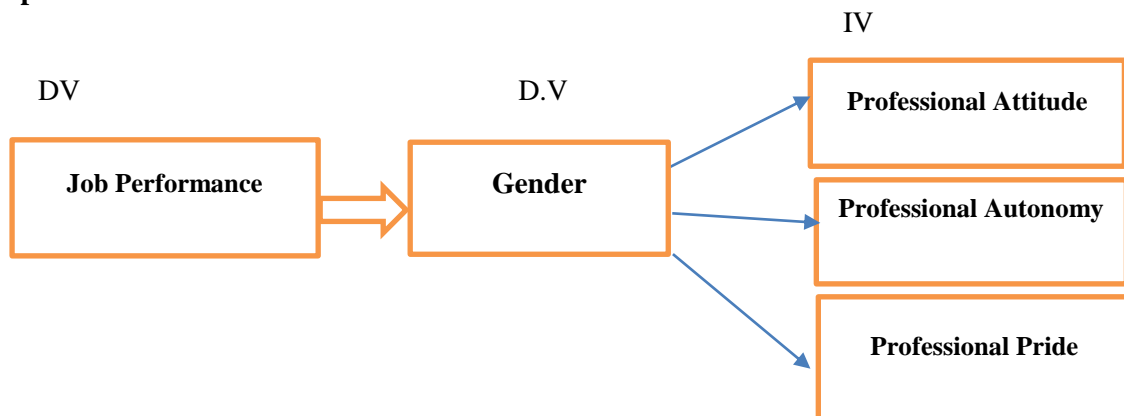


Figure 1 representing the conceptual framework

**Methodology of the Study**

**The Research Design**

The Research design is defined as a proposed plan which the researchers use to evaluate the research questions/hypotheses and also to manage some of the trouble being faced during research work. Research design helps researchers to select the problem, manipulate the study variables, data collection procedure, and statistical tests to be applied for the analysis of collected data. A cross-sectional survey research design from a descriptive model was used to collect the required data.

**Population and Sampling Strategy**

The population of the study in hand was comprised of all the working permanent teachers of physical education (Male and Female) in the Federal and Provincial (KP) Government colleges. The population of the study comprised of 30 Federal Government Boys colleges, 17 Federal Government Girls colleges with 35 Male and 19 Female working teachers of physical education. While the Provincial (KP) Government had 123 Boys' colleges, 102 Girls colleges with 118 Male and 85 Female working teachers of physical education. The total population in both setups of the colleges was 253 permanent teachers of physical education at the college level. However, a sample of (n=223) was finally selected through stratified random sampling technique. The detail is as under.

Table 1 Detailed Description of Population

	Males	Females	Total
Federal Government colleges	19	11	30
Provincial (KP) Government colleges	120	73	193

**Research Instrument**

Proper research instrument has paramount significance in the collection of required data. Therefore, self-made questionnaires that could meet the set variables of the study were developed and used. As the study deals with different variables, hence; the following scales will section of the questionnaires were used accordingly.

- i. Professional Attitude
- ii. Professional Pride
- iii. Professional Autonomy
- iv. Job Performance

The above-mentioned themes were developed after a thorough review of the literature and in consultation with the co-authors. To make the questionnaire simple and understandable, these established questionnaires were then administered among lecturers in the field of health and physical education to check the level of feasibility and difficulty. We received valuable feedback from the pilot study and the suggested changes were accordingly amalgamated. After that, the questionnaires were administered among experts in the field to ensure face and content validity. To calculate the reliability

score of the questionnaire, Cronbach's alpha coefficient method was used and the coefficients for the questionnaire on 67 items were set out in the table below;

**Table 2 Cronbach's Alpha Reliability Statistics for Research Instrument**

S.No	Variables	Items	Cronbach Alpha
1.	Professional Attitude	18	.756
2.	Professional Autonomy	17	.876
3.	Professional Pride	16	.788
4.	Job Performance	16	.828
Total		67	.793

**Statistical Analyses and Interpretation**

**Table 3 Demographics Information of the respondents (n=223)**

Demographics Variables		F	%
specification to their Region	Categories		
Gender	Male	139	62.3
	Female	84	37.7
Residential	Rural	111	49.8
	Urban	112	50.2
Colleges	Federal Government Colleges	30	13.5
	Provincial (KPK) Government colleges	193	86.5
Qualification	Master	211	94.6
	M.Phil	12	5.4
Marital Status	Married	215	96.4
	Un-Married	8	3.6
Designation	Lecturer	112	50.2
	Assistant Professor	100	44.8
	Associate Professor	11	4.9

Table 3 is showing the demographic information of the participants who participated in the survey. Out of n=223, 139 (62.3%) was female lecturers and 84 (37.7%) was females, while 111 (49.8%) belong from rural colleges and 112 (50.2%) females' lecturers from urban colleges. The qualification of respondents was classified as Master and M, Phil. A total of n=223, 211 (94.6%) were having a Master's degree and only 12 (5.4%) were having M.Phil degrees in the discipline of sports sciences and physical education. As for marital status was concerned, 215 (96.4%) participants were married while, few of them i.e., 08 (3.6%) were unmarried. The participants were having different qualifications and the table shows that 112 (50.2%) were lecturers, 100 (44.8%) were assistant professors, and 11 (4.9%) were associate professors.

**Testing of Hypotheses**

H<sub>A</sub> 1 There is a significant relationship between independent variables (professional attitude, autonomy, and pride) and dependent variables (job performance) of lecturer health and physical education.

**Table 4: Multiple Correlations**

		Professional Attitude	Professional Autonomy	Professional Pride	Job Performance
Professional Attitude	Pearson Correlation	1	.553**	.495**	.428**
	Sig. (2-tailed)		.000	.000	.000
	N	223	223	223	223
Professional Autonomy	Pearson Correlation	.553**	1	.309**	.320**
	Sig. (2-tailed)	.000		.000	.000
	N	223	223	223	223
Professional Pride	Pearson Correlation	.495**	.309**	1	.407**
	Sig. (2-tailed)	.000	.000		.000
	N	223	223	223	223
Job Performance	Pearson Correlation	.428**	.320**	.407**	1
	Sig. (2-tailed)	.000	.000	.000	

N	223	223	223	223
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**\*\*.** *Correlation is significant at the 0.01 level (2-tailed).*

The first hypothesis was established to check the relationship among variables such as professional attitude, professional autonomy, professional pride, and job performance of lecturer physical education and the results have been shown in table 4.12. The table indicates that the coefficient of correlation between professional attitude and job performance is ( $r=.428$  &  $p=.000$ ). Likewise, the coefficient of correlation between professional autonomy and job performance is ( $r=.320$  &  $.000$ ) and the co-efficient of correlation between professional pride and job performance is ( $r=.407$  &  $.000$ ). The analyzed data revealed the professional attitude of physical education teachers reported a higher correlation with job performance compared with professional autonomy and professional pride. Therefore, it can be said that all the variables at a significant level of 0.01 are significantly correlated. Thus, the hypothesis  $H_A 1$  "There is a significant relationship between independent variables (professional attitude, autonomy and pride) and dependent variable (job performance) of lecturer health and physical education" is accepted. This significant correlation shows that increase in professional attitude, autonomy and pride can enhance the job performance of lecturer health and physical education.

$H_A 2$  There is a significant effect of independent variables (professional attitude, autonomy, and pride) on the dependent variable (job performance) of lecturer health and physical education.

Table 5: Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.492 <sup>a</sup>	.242	.231	.14840

a. Predictors: (Constant), Professional Pride, Professional autonomy and, Professional Attitude

To determine the impact of independent variables on dependent variables, the second hypothesis was created. Multiple regression has been implemented for this reason and the findings have been presented in various outputs. The first output is called Model Summary. The column "R" represents the value of R, the multiple coefficient of correlation. R can be considered to be one indicator of the quality of the dependent variable prediction; work success in this case. A value of .492 indicates a strong prediction stage. The column 'R Square' represents the value of R<sup>2</sup> (also known as the decision coefficient), which is the proportion of variation in the dependent variable that can be clarified by independent variables (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean model). It can be seen from the value of .242 that .242% of the variability of the dependent variable, job output, is explained by the independent variables. However, to accurately report the results, one can need to be able to interpret "Adjusted R Square" (Adj. R<sup>2</sup>). Therefore, in the enhanced multiple regression guide, the table describes the reasons for this as well as the performance.

Table 5a: ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.538	3	.513		
Residual	4.823	219	.022	23.282	.000 <sup>b</sup>
Total	6.361	222			

a. Dependent Variable: Job Performance Scale

b. Predictors: (Constant), Professional Pride, Professional autonomy, Professional Attitude

In the ANOVA table, the F-ratio checks whether the overall regression model is a good fit for the details. The table shows that the dependent variable,  $F(3, 222) = 23.282$ ,  $p < .00052$ , is statistically significantly predicted by the independent variables (i.e., the regression model is a good fit of the data).

Table 5b: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error				Beta	Lower Bound
1 (Constant)	1.592	.368		<b>4.321</b>	<b>.000</b>	.866	2.318
Professional Attitude	<b>.290</b>	.092	.243	<b>3.144</b>	<b>.002</b>	.108	.472
Professional Autonomy	<b>.063</b>	.042	.107	<b>2.514</b>	<b>.003</b>	-.019	.146
Professional Pride	<b>.299</b>	.080	.254	<b>3.743</b>	<b>.000</b>	.142	.456

**a. Dependent Variable: Job Performance Scale**

The third output is called Coefficient. The Unstandardized coefficients in the table show how much the dependent variables differ from an independent variable (professional attitude, autonomy, and pride) while all other independent variables (job performance) are kept constant. For professional attitude, the unstandardized coefficient is .290. This implies that there is an improvement of .290 in job performance with each one-unit increase in professional attitude. The unstandardized coefficient of professional autonomy and professional pride was also noted at .063 and .299, respectively. The statistical significance of each of the independent variables is further verified. This measures if in the population the unstandardized (or standardized) coefficients are equal to 0 (zero). If  $p < .05$ , then it can be inferred that the coefficients vary significantly from 0 statistically (zero). In the columns 't' and 'Sig.' the t-value and the corresponding p-value are found respectively, as highlighted above: It can be seen from the 'Sig.' column that the coefficients of all independent variables are statistically important. Therefore, the HA 2 Independent variables (personal attitude, professional autonomy, and professional pride) have a major impact on the dependent variable (job performance) of the health and physical education of lecturers.

**Ha 3** Male and female lecturers in health and physical education possess significant differences in professional attitude, professional autonomy, professional pride, and job performance.

Table 6: Gender-wise variances

Variables	Gender	N	Mean	Std.	t	df	Sig	Sig (Two-tailed)
Professional Attitude	Male	139	4.4872	.12801	<b>7.756</b>	221	<b>.027</b>	.000
	Female	84	4.4224	.12280				
Professional Autonomy	Male	139	3.8934	.22254	<b>6.843</b>	221	<b>.000</b>	.000
	Female	84	4.1401	.31445				
Professional Pride	Male	139	4.4568	.12654	<b>4.407</b>	221	<b>.046</b>	.000
	Female	84	4.8409	.15538				
Job Performance	Male	139	4.4591	.16752	<b>5.288</b>	221	<b>.025</b>	.000
	Female	84	4.9759	.14620				

**$\alpha = 0.05$**

To check the gender-wise variance in different variables included in the analysis, the independent sample t-Test was used and the results are shown in Table 4.16. According to the table, the p values for all the variables are lesser than the standard value ( $p < 0.05$ ) hence, homogeneity of variances can be assumed. Table 4.16 also shows that in case of comparing the professional attitude, professional autonomy, professional pride, and job performance of male and female lecturer health and physical education, the calculated t (221) values are (professional attitude= 7.756), professional autonomy= 6.843), (professional pride=4.407) and (job performance= 5.288) and "p" values as highlighted in the tables are lesser than the required threshold ( $p < 0.05$ ). Hence, it is significant at the 0.05 level and Ha 3 is therefore retained. It can therefore be argued that the professional attitude, professional autonomy, professional pride, and work performance of male and female lecturers in health and physical education vary significantly.

**Discussion**

The current study was conducted to assess the effect of professional factors (professional attitude, professional pride & professional autonomy) among lecturers in the Federal and Provincial Governmental Colleges. In response to hypothesis H1, the study revealed that professional determinants have a significant relationship with the job performance of lecturers and therefore these determinants reported significant. The findings indicated that the participants have reported a good attitude towards the discipline of health and physical education. As for professional autonomy and pride were concerned, almost all the participants have shown satisfactory responses. Hence, the statistical evidences revealed a significant relationship among all the variables included in the study. These findings are corresponding to the findings that a good attitude is honored and respected all around the world (Van, Vanlommel, Vanhoof & Van, 2020). Another study indicated that the moral attitude has a great impact on the cognitive abilities of the students. The student's positive growth and personality traits are established through the moral attitude of physical education teachers (Volet, Jones & Vauras, 2019). Agents like lack of management, irresponsibility, less leadership qualities, and less organizational control affect negatively the professional pride of teachers (Wallis & Nagel, 2015). Physical education professionals have good personalities, better attitudes, and legendary thoughts due to which most of the students show attachments with them. This aspect of them gives

more satisfaction to them and they get more involvement in institutional activities. The students' attachment and administration trust is a matter of professional pride for them also (Nadeem & Bhat, 2014). The involvement of professionals in unlawful activities and unawareness of the tasks harm the professional pride. The professionals feel pride in choosing the field of physical education as it does the overall development of the individuals (Leyser, Zeiger & Romi, 2011). Additionally, it has been concluded that male and female lecturers in health and physical education possess significant differences in professional attitude, professional autonomy, professional pride, and job performance. The field of sports science and physical education have paramount significance in the overall development of students. The developmental outcomes are possible if the concerned teachers are equipped with a positive attitude, satisfactory pride, and autonomy. If otherwise, no one can achieve the desired outcomes. Therefore, the findings may lead to the provision of a conducive environment where every teacher can perform efficiently and effectively. More research in this field is required to develop and promote to enhance the job performance of physical education teachers to develop good professionals.

### **Conclusion**

Research in the area of teaching problems especially in the discipline of sport science and physical education has increased in several decades concerning the homeland country Pakistan. To evaluate the impact of professional determinants on the job performance of lecturers in the Federal and Provincial Governmental Colleges, this current study was conducted. Collectively, professional attitude, professional pride, and professional autonomy were professional determinants. In respect of the first objective, it has been concluded that is a significant relationship between independent variables (professional attitude, autonomy, and pride) and dependent variable (job performance) of lecturer health and physical education. Likewise, the analyzed data indicated that personal attitude, professional autonomy, and professional pride have a significant impact on the job performance of the health and physical education of lecturers. In response to the third objective, it has been concluded that male and female lecturers in health and physical education possess significant differences in professional attitude, professional autonomy, professional pride, and job performance. Keeping in mind that the power of every nation lies in the country's youth, it is for the college's authorities, policymakers, and society as a whole to ensure that factors contribute to the performance of physical education teachers at work to the full extent possible and thus boost their teaching output to the optimum in all educational institutions.

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