

Physical Education, Health and Social Sciences

<https://journal-of-social-education.org>

E-ISSN: 2958-5996

P-ISSN: 2958-5988

The Role of Professional Attitude and Professional Autonomy in Job Performance of Physical Education Teachers at High School Level

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DOI: <https://doi.org/10.63163/jpehss.v3i1.714>

Abstract

The paper inspected the diverse performance of physical education teachers at high school level. The major duties of physical education teachers are teaching, conduction of sports, discipline and stock taking. These duties have over loaded the physical education teachers and their duties are getting more complex. Copious researches have been conducted on the factors influencing the job performance of physical education teachers. Likewise, this article investigated professional attitude and professional autonomy as factors affecting the job performance of physical education teachers working in Federal Government high schools and Provincial Government High schools of KP. The cross sectional research utilized a stratified random sample of n=232 (male=144 & female= 89). A closed form, self developed research tool was developed, piloted by 35 experts in the field. The responses were taken and kept confidential. Descriptive statistics was used to analyse demographic variables and hypothesis were analysed by using inferential statistics. The findings showed that all the variables are significantly correlated at significant level of 0.01. Other finding included significant effect of professional factors upon job performance of teachers ($p < .05$). The p value for all the variables is lesser than the standard value ($p < 0.05$) hence, homogeneity of variances is assumed. Based on the findings, it is recommended that professional attitude and autonomy may be ensured among teachers of physical education to enhance their job performance.

Keywords: Professional Attitude, Professional Autonomy and Job Performance

Introduction

It is widespread confirmation that teachers have vital role in provision of comprehensive education

in the society. The struggle of a teacher enables all students to perform the best of their potentials in the society. The friendly and enjoyable environment may boost the performance of a teacher in a working place. The professional attitude and professional autonomy affect the efficiency of a teacher. Teachers promote individual and collective life of the generations. Teaching is a multifarious and tough profession. It desires professional commitments, competencies plus spirit to make a skilful student. Reforms should be taken to get better the educational legislation and policies. The job performance of teachers is dependent upon centralized educational system, strengthen administrative bodies, one curriculum and establishment of professional.

The profession of health and physical education was not taken valued in Pakistan. By this reason teachers in the field are also considered of less valued than of other subject teachers. The profession of physical education at academic institutions was not encouraging up to 20th century in Pakistan (Khan, 2014). The field of physical education has fundamental role in the lives of human beings. The physical education principles yield all aspects of human's life. Various elements like spineless policies of Government, religion, culture and by thinking of unaware public have negatively affected the field of physical education. Meanwhile, the field is badly affected by the unenthusiastic insight, less hopeful professional attitude, job performance of physical education professionals plus by the less autonomy given by Government to physical education teachers at high school level, (Khan, 2008).

The primary professional factor of this study is professional attitude, which means the person ability to manage the time effectively, show leadership, act in an ethical way and show determination. The professional attitudes is the resultant of interdependence, good behaviours, solution of problems and inter connectivity with people inside the institution (Zulfiani, Herlanti & Yunistika, 2020). The professional attitude affects both positively and negatively the teaching profession. The working with enthusiasm and without conditions is outgrowth of professional attitude (Wickens, Walther & Parker, 2020).

The word autonomy consists of two words, Auto, meaning self, and nomoon, meaning law. Thus, dictionary autonomy means when people are governed by laws of their own creation, rather than the laws or force of other. The professional autonomy enables a person for having decisions of his own choice in different situations for the benefits of the institutions (Kumar, 2015). The autonomy makes a teacher sovereign and self-governing in thinking. The less autonomy to teachers makes them non-productive and useless. The economic settings of the institution also affect the autonomy of the institution both positively and negatively (Pooler, Wolfer & Freeman, 2014).

The teacher autonomy refers to his/her professional independence in institutions, especially the degree to which he/she takes independent choices about what and how to reach the students (Frostenson, 2015). In recent years teacher autonomy has become a major point of discussion and debate in education. Many groups of teachers may claim that violating the autonomy of teachers in the classroom weaken teachers' professional status and expertise (Hyslop-Margison & Sears, 2010).

Job performance means how an employee is doing a job. The organizational results and progress in performance is an essential criterion of job performance. The growth in skills, psychomotor qualities, intellect, interpersonal relationships and maturity in thoughts are features of the job performance of physical education teachers. (Hailikari & Parpala, 2014). The job performance of physical education teachers in the field is badly affected by the attitude, autonomy and of them (Aasen, Proitz & Sandberg, 2014). The job performance of sports sciences professionals enhances the senses of individuality, efficacy, morality and teamwork in students (Ceplak, 2012).

Here in Pakistan the physical education teachers at high school level perform multiple duties. They teach their and other subjects plus conduct of sports events at school level, beside of it they carry out a variety of administrative duties. They are working in different committees plus having stock keeping responsibilities. The workload of the physical education teachers remains heavier than

other teachers. The workload also affects their job performance but they are able to do all this with their affective professional attitudes. They require professional autonomy to manage the assigned tasks to show their job performance. They accept and fulfil any academic as well as practical task. Keeping in view the mentioned literature the researcher decided to investigate about the role of professional attitude and professional autonomy in job performance of physical education teachers at high school level.

Objectives of the Study

The current study rely on the following main objectives.

1. To determine the relationship between professional attitude and professional autonomy and job performance of physical education teachers.
2. To identify the effect of professional attitude and professional autonomy on job performance of physical education teachers.
3. To test the significance plus group mean differences in their role of changing respondents score on all variables professional attitude, professional autonomy job performance.

Research Hypotheses

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

HA 1 There is significant relationship between professional attitude and professional autonomy with job performance of physical education teachers.

HA 2 There is significant effect of professional attitude and professional autonomy on job performance of physical education teachers.

HA 3 Male and female physical education teachers possess significant difference in professional attitude and professional autonomy and job performance.

Literature Review

Professional Attitude and Job Performance

Attitude of a teacher is a basic source of promotion of education inside society, as society gets impressed by his/her attitude. Excellence in academics in institutions could be brought through positive attitudes of teachers (Wahyudiati & Rohaeti, 2020). The job performance relies totally with the good professional attitude of the teachers. The positive attitude of teacher has significant role in students' commitment and concentration in study. Students' urge of high grades in academics is also dependant of a teacher attitude (Tenekeci & Uzunboylu, 2020). The attitude is a source of inspiration for students. Students and co-workers are motivated by achievements of physical education teachers' performance. Their performance gets magical by their professional attitude (Unsworth & Mills, 2020).

Professional Autonomy and Job Performance

The performing ability of a person in accordance to his/her own choices without dependence upon other is called the professional autonomy of a person inside the institutions (Gentry & Kooyman, 2014). Professional autonomy helps in executing the teaching ways, procedure of evaluation and schemes planning for the progress students plus co-workers inside institution (Lund & Tannehill, 2014). The less autonomy rests the potentials and stamina of talented professionals. The floating institutions are affected by the less professional autonomy given to teachers (Ilhan, Cetin & Arslan, 2014). The autonomy enables a person to decide better and work better than those having poor autonomy. High levels of professional autonomy in teaching makes an instructor super talented and a hero compared to other subject colleagues (Maskit, 2013).

Conceptual Framework

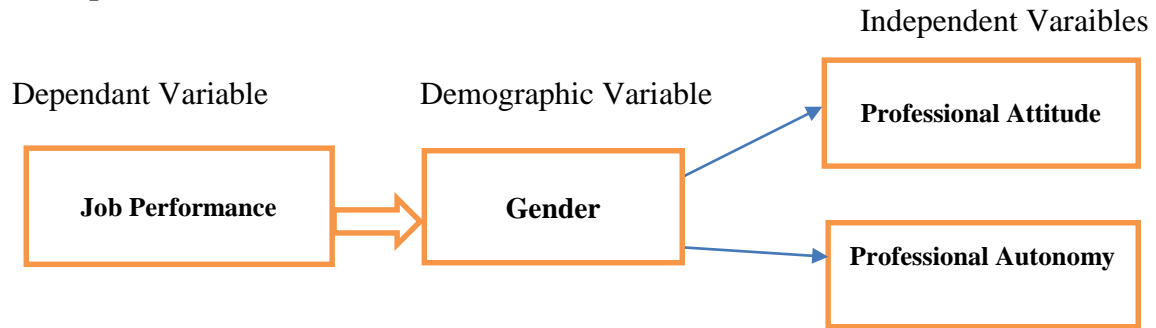


Figure 1 Representing the Conceptual Framework

Methodology of the Study

The Research Design

The Research design is a proposed plan which the researchers use to evaluate the research questions/hypotheses and also to handle some of the trouble faced during the course of research work. Research design helps researchers to choose the problem, manipulate the study variables, collection of data and statistical tests to be applied for analysis of data. Cross-sectional survey research design from a descriptive model was used to assemble the required data.

Population and Sampling Strategy

The population of the study in hand was comprised of working teachers of physical education (Male and Female) in the Federal and Provincial (KP) Government schools. Population of the study comprised of 70 Federal Government boys high schools, 45 Federal Government Girls high schools with 60 Male and 35 Female working teachers of physical education. While from the Provincial (KP) Government had 1355 Boys high schools, 1065 Girls collages with 1224 Male and 954 Female working physical education teachers. The total population in both setups of the high schools was 2535 permanent teachers of physical education at high school level. However, a sample of (n=232) was finally selected through stratified random sampling technique. The detail is as under.

Table 1 Detailed Description of Population

Federal Government high schools	Male	Female	Total
70	45	115	
Provincial (KP) Government high schools	Male	Females	Total
1355	1065	2420	

Research Instrument

Proper research instrument has significance role in the gathering of required data. Therefore, self-made questionnaire was developed, which could meet the variables of the study. As the study dealt with different variables, hence; the scale followed below sections.

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

The mentioned themes were developed after studying review of literature and in consultation with the co-authors. In order to be a simple and understandable questionnaire, questionnaire was then administered among teachers in the field to check the level of feasibility and difficulty. A valuable feedback was received in pilot testing of the study. The suggested changes were accordingly made. After that, the questionnaire was served among experts in the field to have face and content

validity. To calculate the reliability score of the questionnaire, the 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	24	.766
2.	Professional Autonomy	22	.856
3.	Job Performance	21	.818
Total		67	.783

Statistical Analyses and Interpretation

Table 3 Demographics Information of the respondents (n=232)

Demographics Variables specification to their Region		Categories	F	%
Gender	Male		143	61.6
	Female		89	38.3
Residential	Rural		116	50
	Urban		116	50
High schools	Federal Government High schools		35	15
	Provincial (KPK) Government high schools		197	85
Qualification	Master		218	93.9
	M.Phil		15	6.4
Marital Status	Married		222	95.6
	Un-Married		10	4.3

The table 3 is showing the demographic information of the participants participated in the survey. Out of n=232, 143 (61.6%) was female teachers and 89 (38.3%) was females, while 116 (50%) belong from rural high schools and 116 (50%) females' teachers from urban high schools. The qualification of respondents was classified as Master and M,Phil. A total of n=232, 218 (93.9%) were having Master degree and only 15 (6.4%) were having M.Phil degrees in the discipline of sports sciences. As for marital status was concerned, 222 (95.6%) participants were married while, few of them i.e., 11 (4.3%) were unmarried.

Testing of Hypotheses

H_A 1 There is significant relationship between professional attitude and autonomy with job performance of teachers in physical education.

Table 4: Multiple Correlations

		Professional Attitude	Professional Autonomy	Professional Pride	Job Performance
Professional Attitude	Pearson Correlation	1	.543**	.485**	.438**
	Sig. (2-tailed)		.000	.000	.000
	N	232	232	232	232
Professional Autonomy	Pearson Correlation	.552**	1	.319**	.330**
	Sig. (2-tailed)	.000		.000	.000
	N	232	232	232	232
Job Performance	Pearson Correlation	.429**	.319**	.409**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	232	232	232	232

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

The first hypothesis was to check the relationship among variables such as professional attitude and professional autonomy with job performance of teachers in physical education and the results have been shown in the table 4. The table indicate that the co-efficient of correlation between professional attitude and job performance is ($r=.438$ & $p=.000$). Likewise, the co-efficient of correlation between professional autonomy and job performance is ($r=.330$ & $.000$). The analyzed data shown the professional attitude of physical education teachers reported higher correlation with job performance compared with professional autonomy. 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 significant relationship between professional attitude and autonomy with job performance of teachers in physical education" is accepted. This significant correlation shows that increase in professional attitude and autonomy can enhance the job performance of teachers in physical education.

$H_A 2$ There is significant effect of professional attitude and autonomy on job performance of teachers in physical education.

Table 5: Multiple Regression Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.491 ^a	.240	.231		.14840

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

In order to determine the impact of independent variables on dependent variables, the second hypothesis was created. Multiple regression has been used 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 .491 indicates a strong prediction stage. The column 'R Square' represents the value of R^2 (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 .240 that .242% of the variability of the 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. R2). Therefore, in the enhanced multiple regression guide, the table describes the reasons for this as well as the performance.

Table 5a: ANOVA

Model	Sum Squares	of df	Mean Square	F	Sig.
1 Regression	1.538	4	.513		
Residual	4.823	219	.022	23.282	.000 ^b
Total	6.361	223			

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, $F(4, 223) = 23.282$, $p < .00052$, is statistically significantly predicted by the professional attitude and professional autonomy (i.e., the regression model is 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	Upper Bound
(Constant)	1.592	.368		4.321	.000	.866	2.318
1 Professional Attitude	.290	.092	.243	3.144	.002	.108	.472
Professional Autonomy	.063	.042	.107	2.514	.003	-.019	.146
Professional Pride	.299	.080	.254	3.743	.000	.142	.456

a. Dependent Variable: Job Performance Scale

The third output is called Coefficient. The un-standardized coefficients in the table show how much the dependent variables differ with professional attitude and autonomy while all other job performance is kept constant. For professional attitude, the un-standardized coefficient is .290. This implies that there is improvement of .290 in job performance with each one-unit increase in professional attitude. The un-standardized coefficient of professional autonomy and professional pride was also noted at .063 and .299. The statistical significance of each variable is further verified. These measures, if the population is un-standardized (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 correspondingly, as highlighted above: It can be seen from the 'Sig.' column that the coefficients of variables are statistically important. Therefore, the HA 2 personal attitude and professional autonomy have a major impact on job performance of the teachers in physical education.

Ha 3 Male and female teachers in physical education possess significant difference in professional attitude, professional autonomy and job performance.

Table 6: Gender-Wise Variances

Variables	Gender	N	Mean	Std.	t	Df	Sig	Sig (Two tailed)
Professional Attitude	Male	143	4.4872	.12801	7.755	221	.027	.000
	Female	89	4.4224	.12280				
Professional Autonomy	Male	143	3.8934	.22254	6.853	221	.000	.000
	Female	89	4.1401	.31445				
Job Performance	Male	143	4.4591	.16752	5.278	221	.025	.000
	Female	89	4.9759	.14620				

$\alpha = 0.05$

To verify the gender-wise variance in different variables included in the analysis, the independent sample t-Test was used and results are shown in table 6. 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. The table 6 also shows that in case of comparing the professional attitude, professional autonomy and job performance of male and female teachers in physical education, the calculated t(221) values are (professional attitude= 7.755), professional autonomy= 6.853) and (job performance= 5.278) and “p” values as highlighted in the tables are lesser then the required threshold ($p < 0.05$). Hence, it is significant at 0.05 level and H_0 is therefore retained. It can therefore be argued that the professional attitude, professional autonomy and job performance of male and female teachers in physical education vary significantly.

Discussion

The current study conducted to check the effect of professional attitude and professional autonomy among teachers in the Federal and Provincial Governmental High schools. In response to hypothesis H1, the study publicized that determinants have significant relationship with the job performance of teachers. The finding suggested that participants have reported good attitude towards the profession. As for professional autonomy is concerned, all the participants have shown acceptable responses. Hence, the statistical evidences shown significant relationship among all the variables included in the study. These findings suggested that good attitude is honoured and respected all around the world (Van, Vanlommel, Vanhoof & Van, 2020). Another study indicated that attitude has great impacts upon the cognitive abilities of the students. The student’s positive growth and personality traits are developed through professional attitude of physical education teachers (Volet, Jones & Vauras, 2019). Elements like lack of management, irresponsibility, less leadership qualities and less organizational control affect negatively the job performance of teachers (Wallis & Nagel, 2015). Physical education teachers have good personality, better attitude and legendary thought due to which most of the students show attachments with them. This gives more satisfaction to them and they get more involvement in institutional activities. The students’ attachment and administration trust is a matter of positive professional attitude for them also (Nadeem & Bhat, 2014). The physical education teachers feel pride on choosing the field of sports sciences as it does the overall development of the individuals (Leyser, Zeiger & Romi, 2011). Additionally, it has been concluded that male and female teachers in health and physical education possess significantly difference in professional attitude, professional autonomy and job performance. The field have paramount significance in the overall development of students. The developmental results are possible if the concerned teachers are equipped with positive attitude and autonomy. If otherwise, no one can achieve the desired outcomes. Therefore, the findings may lead to the provision of conducive environment, where each and every teacher can present in an efficient and effective manner. More research in this field is essential to develop and promote to improve the job performance of physical education teachers

in order to have good professionals in the field.

Conclusion

Research in area of teaching especially in the discipline of physical education has increased in several decades with respect to Pakistan. In order, to estimate the impacts of professional attitude and professional autonomy on the job performance of teachers in physical education in Federal and Provincial Governmental High schools, the current study was conducted. To sum up, professional attitude and professional autonomy were professional determinants. In first objective, it has been concluded that is significant relationship between professional attitude and professional autonomy and job performance of teachers in physical education. Likewise, the analysed data revealed that the professional attitude and professional autonomy have a significant impact on the job performance of the teachers in physical education. In regard to the third objective, it has been concluded that male and female teachers in physical education possess significantly difference in professional attitude, professional autonomy and job performance. Keeping in view that the power of every nation remains in the country's teachers, it is suggested for the high school authorities, policy makers and society as a whole to ensure all the factors contributing to the performance of physical education teachers. They should work with full extent and to boost their teaching output in all educational institutions.

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