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Job Performance of Physical Education Teachers: A cross-sectional Survey of HoDs and Students from Universities

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Abstract: *In this research study, the main purpose was to evaluate the job performance of physical education teachers (PETs) who were working at the university level in Pakistan. The current research was designed through a cross-sectional survey from the descriptive model. The total population of the study was 10370. The researcher used a cluster sampling technique to choose the sample. The 10% research sample consisted of n=1037 (HODs= 6; physical education students= 1031). As the data collection tool, an adapted scale developed by the National Association for Sports and Physical Education (NASPE) was used for the performance evaluation of PETs. Descriptive Statistics (mean, standard deviation, frequency percentage, minimum, maximum, and variance) were used to assess the data. In order to compare the quantitative data, an independent sample t-test was used. The hypotheses were tested with a 95% confidence interval and .05 significant levels. The findings of the study revealed that the majority of HODs were quite satisfied with the job performance of PETs; however, students' responses were stated lesser than the HODs. As a result, it was recommended that the evaluation of the job performance of PETs should be conducted through a multiple inspection committee. For this purpose, HODs, Quality Enhancement Cells (QEC) and student's parents may be included.*

Introduction

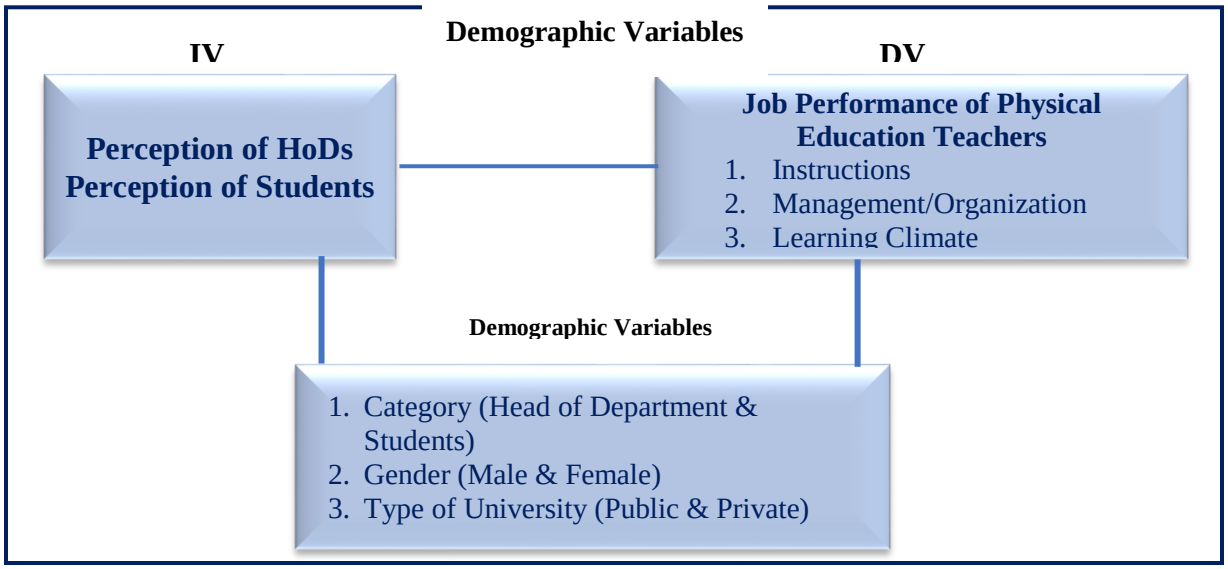
There is increasing stress among educational systems across the country to develop a system of professional assessment for teachers (Lawrence & Deepa, 2016). The aim of such a movement is to develop objective standards as a means of improving the effectiveness of educational institutions (Auhadeeva, Yarmakeev, & Aukhadeev, 2015). Among other things, it is designed to show which teaching and institutional methods have proved most effective in achieving specific educational goals (Caluza et al., 2015). It will protect successful teachers against unfair criticisms by providing proof of their effectiveness; for those teachers who are not effective, it will indicate the additional training and help they need to become effective teachers (Bett, 2014).

Some educators and lay people believe that teachers in the past have not been accountable to a great degree for helping their students achieve a certain standard of performance and certain changes in behavior (Biskin, 2014). Although some teachers have been dedicated and successful in helping their students to achieve goals far beyond what many students in other educational systems achieve, others have been apathetic in regard to their students' achievement records (Eriksen, 2014). There is a need to define the performance objectives for students and staff

members in every educational institution (Kane, 2014), assess the institutional and non-institutional factors that influence students' performance, and develop an administrative structure that can operate effectively on an assessment basis (Lindsay, 2014).

At the present time, there is considerable discussion concerning how teachers should be evaluated (Magtrayo, 2014). Questions have been raised as to whether teachers should be rated on the basis of their own performance in the classroom or gymnasium or on the basis of the performance of their students and whether their personality should be taken into consideration in the evaluation process (Awad & Eid, 2013). At the university level, the evaluation of teacher performance is sometimes more difficult than at pre-college levels because of the unwillingness of the faculty to permit members of the administration or other persons to observe them in the classroom or some other place for this purpose (Demir, 2013). Various methods have been devised in institutions of higher learning to rate faculty members, including statements from department heads, ratings by colleagues, ratings by students, ratings by students, and ratings by deans and other administrative personnel (Faleye & Awopeju, 2012).

The assessment of the quality and quantity of work/job performed by the teacher has become one of the important indicators of job performance (Bett, 2014; Biskin, 2014). The objective performance data of physical education teachers is one of the main focus to be studied in organizational behaviour as this variable have significance HOIs must assess when they think for the educational goals (Borman & Motowidlo, 2015; Butalid, 2011). Teacher evaluation is a difficult and sensitive area. A combination of evaluative procedures may be the best answer, but, as of this writing, much research still has to be done in this area. Most administrators, teachers, and students in the field of physical education and sports sciences do agree on the necessity of assessment; now, the best possible methods of evaluation must be attained to produce the highest caliber of education (Caballero, 2014; Caluza, Diaz, & Gabon, 2015; Cox, Duncheon, & Mcdavid, 2009). Keeping this situation, the researcher decided to evaluate the physical education teachers' job performance through the perceptions of HODs and students of different universities in Pakistan.



Conceptual Framework

Hypotheses

H_a1: There is a significant difference between the perception of HODs and students regarding the job performance of physical education teachers working at the university level

H_a2: There is a significant difference between the perception of male and female students regarding the job performance of physical education teachers working at the university level

H_a3: There is a significant difference between the perceptions of respondents of public and private sector universities regarding the job performance of physical education teachers working at the University level.

Research Methodology

Population

The required information for the current study was obtained from the Head of Departments (HODs) of Health and Physical Education in different universities in Pakistan. In addition to HODs, students who were on a roll in different programs of the department of Health and Physical Education at the university level were also included in the study. The total number of HODs and Health and Physical Education students was 10370. The details of the universities and students are as under in figure 2

Sampling Procedure

There are several universities in Pakistan where the sports sciences and physical education academic programs are offered. It proves hard for female researchers to visit all the universities and collect data from all the physical education HODs and physical education students. The overcome this difficulty, the researcher delimited her study and took 4 Public Sector Universities (2 from KPK and two from Punjab) and 2 Private Sector Universities (1 from KPK and one from Punjab) using a cluster sampling technique. Due to time limitations, cultural restrictions, and the pandemic situation in the country, the researcher took only accessible provinces of Pakistan for her study. The detailed description of the sample is as under where the total number of samples and samples from each university are mentioned. 1426 was the total sample of physical education students, and 6 were heads of the departments. The sample was reduced to 1037 due to the return ratio of the questionnaire. The universities from two provinces were selected by using simple random sampling techniques. The final sampled HODs were six, and the student sample was 1031 after the data collection. So the total sample of the study was 1037 after the data collection.

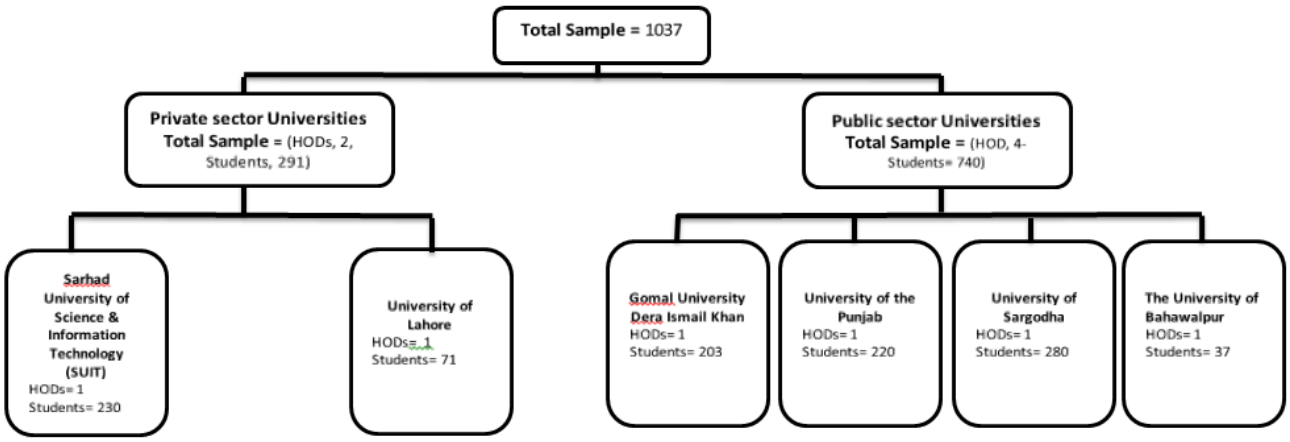


Figure 2: Sampling detail by province and universities

Evaluation Technique

Researcher suggests multiple evaluation techniques to assess the teachers' job performance. The use of different evaluations in the evaluation of teachers avoids the on-side factor inherent in a single evaluator. The teachers' evaluation was done through HODs and students to get a variety of information and to avoid one-sided evaluation to avoid biases.

Measurement Tool

An adopted tool developed by National Association for Sports & Physical Education (NASPE) was used to determine the job performance of physical education teachers. Permission was granted by the association to use the study in hand. The Physical Education Teachers Evaluation Tool (PETET) consisted of different dimensions, including; a) instruction; b) management/organization; c) learning climate; and d) professionalism. However, a sample item included in the tool is "instruction is based on local, state and/or national physical education standards". Participants were asked to respond to a five-level scoring guide. Items responses were summed up, and an average score was derived to determine the level.

The procedure of Data Collection

First of all, the research was approved by the Departmental Supervisory Committee and then Advanced Studies & Research Board, Gomal University, Dera Ismail Khan. Secondly, the researcher obtained permission from the Departmental Supervisory Committee (DSC) to conduct the surveys in the Universities. Afterwards, invitation letters were sent to the HODs mentioning the proposed date and time of visits at their respective departments. The purpose and methods of the survey were clearly mentioned in the invitation letters. The participants were informed that their participation in the survey was purely voluntary and their responses would only be used for research purposes but were highly kept confidential. Written informed consent (Annexed) was obtained from all the participants to be included in the study. The HODs were requested to complete the Physical Education Teachers Evaluation Tool (PETET) in their offices. However, students were asked to complete the questionnaire either in their common rooms or in the conference room to avoid biases. The data was collected through two sources. The data from Gomal University were collected by the researcher physically, and from other universities, the researcher used TCS services to get the data.

Section A: Demographics

Table 1. Response rate

Respondents	Total Questionnaires distributed	Total Questionnaires returned back	Response rate
HODs	06	06	100%
Physical Education students	1426	1031	72.30%
Total Response Rate	1432	1037	72.42%

The total number of respondents contacted was 1432, and the total number of respondents who effectively participated in this survey was 1037. The total number of questionnaires distributed was 1432 total number of useful questionnaires returned back was 1037. The overall response rate from the total respondents was 72.42%. The response rate of HODs was 100%, while the response rate of physical education students was 72.30%. There are now higher expectations for survey response rates. A 60% response rate might be acceptable, although 70% would be preferable (Gordon, 2002). The response rate of the current study was 72.42, which was preferable and enough for data analysis.

Table 2. HODs and Student's total percentages and frequencies in the sample

Category	Frequency	Per cent	Valid Percent	Cumulative Percent
HODs	6	.6	.6	.6
Students	1031	99.4	99.4	100.0
Total	1037	100.0	100.0	

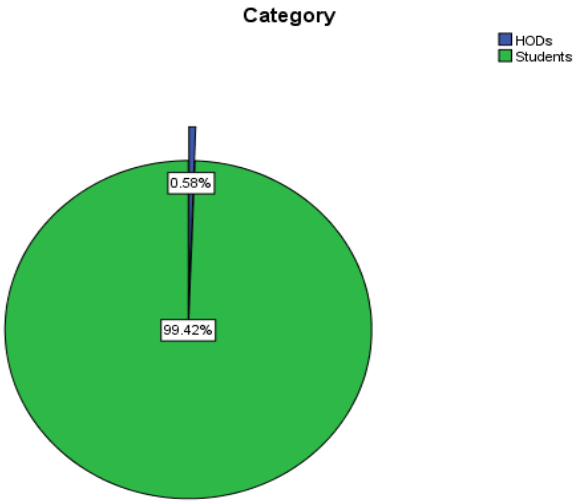


Figure 3: Pie chart of HODs and Students percentages in sample

Table 2 and figure 2 shows that the total HODs from the Department of Sports Sciences and Physical Education in different public and private university in KP and Punjab were 6 in the sample, and the total Physical education students in the sample were 131. The total sample of the study was 1037.

Section B: Descriptive Statistics

Table 3. Physical Education teacher's evaluation of job performance on the basis of HODs perceptions

P.E. Education Teacher's Evaluation	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Instruction	6	4.35	4.99	4.7836	.22951	.053
Management/Organization	6	4.41	4.91	4.7091	.20723	.043
Learning climate	6	4.34	4.92	4.7471	.21366	.046
Professionalism	6	4.24	4.98	4.7323	.27961	.078
PE teacher's job performance	6	4.46	4.88	4.7422	.14529	.021

Table 3 shows that the total number of HODs was 6, the minimum mean response in respect of instruction of physical education teachers was 4.35, and the maximum was 4.99. the mean of the instruction was 4.78±.229, and variance was .053. Similarly, the minimum mean response in respect of the management/organization of physical education teachers was 4.41, and the maximum was 4.91. The mean of the management/organization was 4.70±.207and variance was .043. In the same way, the minimum mean response in respect of the learning climate created by physical education teachers was 4.34, and the maximum was 4.92. The mean of the learning climate created by the physical education teacher at the university level was 4.74±.213, and the variance was .046. The mean of professionalism of physical education teachers at the university level was 4.73±.279, and the variance was .078. According to the perceptions of HODs of the department of sports science and physical education in public

and private sector universities, the mean of physical education teachers was 4.74±.145, and the variance was .021, which indicates that according to the head of the departments of physical education and sports sciences, the job performance of physical education teachers was highly satisfactory descriptively.

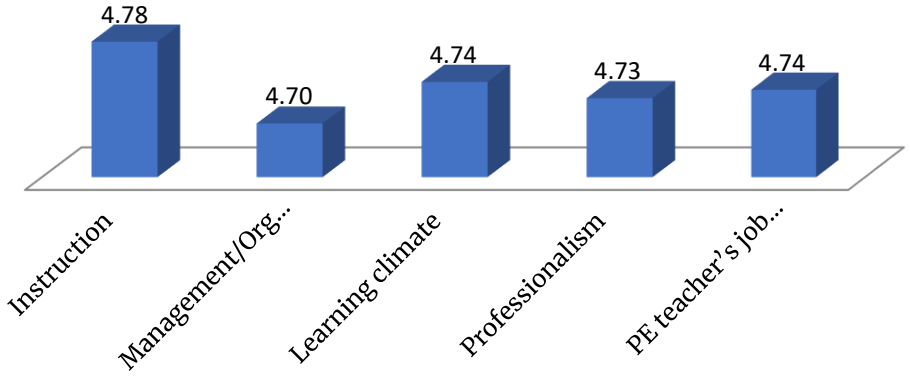


Figure 4: Bar graph of a mean of HODs regarding the testing variables

Table 4. Physical Education teacher's evaluation of job performance on the basis of physical education student perceptions

P.E. Education Teacher's Evaluation	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Instruction	1031	1.44	4.18	4.0012	.93900	.882
Management/Organization	1031	1.27	4.44	3.9596	.81738	.668
Learning climate	1031	1.33	4.08	3.8917	.56445	.439
Professionalism	1031	1.37	4.00	3.9255	.88711	.787
PE teacher's job performance	1031	1.46	4.58	3.9445	.80196	.643

Table 4 shows that the total number of students was 1031, the minimum mean response in respect of instruction of physical education teachers was 1.44, and the maximum was 4.18. the mean of the instruction was 4.00±.99and variance was .882. Similarly, the minimum mean response in respect of the management/organization of physical education teachers was 1.27, and the maximum was 4.44. The mean of the management/organization was 3.95±.817and variance was .668. In the same way, the minimum mean response in respect of the learning climate created by the physical education teacher was 1.33, the maximum was 4.08, the mean response was 3.89±.564, and the variance for the teacher's learning environment was .439. The mean of professionalism was 3.92±.887, and the variance was .787. The mean of the Physical Education teacher's job performance was .394±.801, and the variance was .643, which indicates that the majority of the respondents agreed that the physical education teacher's job performance is highly satisfactory descriptively.

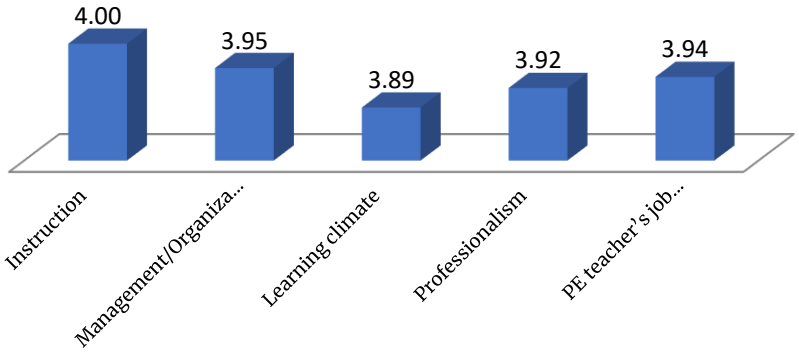


Figure 5: Bar graph of a mean of students regarding the testing variables

Section C: Test of Significance

H_0: *The data follow the normal distribution*

Table 5. Shapiro-Wilk test showing the normal distribution of data

Tests of Normality						
Testing variables	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Instruction	.218	1037	.876	.777	1037	.516
Management/Organization	.149	1037	.985	.872	1037	.528
Learning climate	.199	1037	.765	.858	1037	.412
Professionalism	.192	1037	.656	.871	1037	.399

Table 5 shows the results of the Shapiro-Wilk test regarding the normal distribution of the collected data. The Kolmogorov-Smirnov test was performed when the number of samples was greater than 2000, but in the study in hand, there were only 1037 where the Shapiro-Wilk test for data normality was applicable. The sigma value of instruction (Sig.=.516 > α=0.05), management/organization (Sig.=.528 > α=0.05), learning climate (Sig.=.412 > α=0.05) and professionalism (Sig.=.399 > α=0.05) was greater than the set alpha level 0.05 which indicates that the data was following the normal distribution. The normal distribution of the data allows the researcher to perform data analysis to test the hypothesis. Hence the null hypothesis is true.

Ha1: There is a significant difference between the perception of HODs and students regarding the job performance of physical education teachers working at the university level.

Table 6. Independent sample t-Test showing the mean difference between HODs and Students regarding the Physical education teacher's job performance at the university level

Evaluation of Physical Education Teacher's Job Performance	Category	N	Mean	Std. Deviation	t	Sig.
Instruction	HODs	6	4.7836	.22951	2.040	.042
	Students	1031	4.0012	.93900		
Management/Organization	HODs	6	4.7091	.20723	2.245	.025
	Students	1031	3.9596	.81738		

Learning climate	HODs	6	4.7471	.21366	2.085	.037
	Students	1031	3.8917	1.00445		
Professionalism	HODs	6	4.7323	.27961	2.226	.026
	Students	1031	3.9255	.88711		
PE teacher's job performance	HODs	6	4.7430	.14529	2.438	.015
	Students	1031	3.9445	.80196		

α= 0.05

Table 4.5 shows the results of the Independent sample t-test to measure the difference between the perceptions of HODs and physical education students regarding the job performance of physical education teachers at the university level. Table 4.6 depicts that significant difference found between the perceptions of HODs and physical education students in physical education teacher's instruction (t_{1035}= 2.040, *Sig.*= .042 < α= 0.05), management/organization (t_{1035}= 2.245, *Sig.*= .025 < α= 0.05), learning climate (t_{1035}= 2.085, *Sig.*= .037 < α= 0.05), Professionalism (t_{1035}= 2.226, *Sig.*= .026 < α= 0.05). The mean score of HODs was greater than physical education students' mean score in instruction (4.78 > 4.00), management/Organization (4.70 > 3.95), learning climate (4.74 > 4.89) and professionalism (4.73 > 3.92). The cumulative result of the hypothesis indicates that There is a significant difference between the perception of HODs and physical education students at the university level regarding the job performance of physical education teachers (t_{135}= 2.43, *Sig.*= .015 < α= 0.05). Hence, the researcher concluded that the stance of HODs was more positive than physical education students regarding the job performance of physical education teachers at the university level. Hence, the hypothesis is hereby accepted.

Ha2: There is no significant difference between the perception of male and female students regarding the job performance of physical education teachers working at the university level

Table 7. Independent sample t-Test showing the mean difference between male students and female Students regarding the Physical education teacher's job performance at the university level

Evaluation of Physical Education Teacher's Job Performance	Gender	N	Mean	Std. Deviation	t	Sig.
Instruction	Male students	762	3.9892	.94066	-.688	.492
	Female students	269	4.0350	.93519		
Management/Organization	Male students	762	3.9476	.82841	-.792	.428
	Female students	269	3.9935	.78581		
Learning climate	Male students	762	3.8718	1.01069	-1.073	.284
	Female students	269	3.9482	.98621		
Professionalism	Male students	762	3.9062	.90082	-1.178	.239
	Female students	269	3.9803	.84628		
PE teacher's job performance	Male students	762	3.9287	.80636	-1.065	.287
	Female students	269	3.9893	.78913		

α= 0.05

Table 7 shows the results of the Independent sample t-test to measure the difference between the perceptions of male students and female students regarding the job performance of physical education teachers at the university level. Table 4.7 depicts that no significant difference was found between the perceptions of male students and female students in physical

education teacher's instruction (t_{1029}= -.688, *Sig.*= .492 > α= 0.05), management/organization (t_{1029}= -.792, *Sig.*= .428 > α= 0.05), learning climate (t_{1029}= -1.073, *Sig.*= .284 > α= 0.05), Professionalism (t_{1029}= -1.178, *Sig.*= .239 > α= 0.05). The cumulative result of the hypothesis indicates that There is no significant difference between the perception of male students and female students at the university level regarding the job performance of physical education teachers (t_{1029}= -1.065, *Sig.*= .287 > α= 0.05). Hence, the researcher concluded that the stance of male students and female students was similar and positive regarding the job performance of physical education teachers at the university level. Hence, the alternative hypothesis is hereby rejected.

Ha3: There is a significant difference between the perceptions of respondents of public and private sector universities regarding the job performance of physical education teachers working at the University level.

Table 8. Independent sample t-Test showing the mean difference between public sector university respondents and private sector university respondents regarding Physical education teacher's job performance at the university level

Evaluation of Physical Education Teacher's Job Performance	University Type	N	Mean	Std. Deviation	t	Sig.
Instruction	Public	744	3.7870	1.01788	-12.8	.000
	Private	293	4.5610	.23645		
Management/Organization	Public	744	3.7301	.83422	-16.4	.000
	Private	293	4.5575	.32457		
Learning climate	Public	744	3.6148	1.04891	-16.1	.000
	Private	293	4.6123	.24248		
Professionalism	Public	744	3.6832	.92788	-15.9	.000
	Private	293	4.5573	.22326		
PE teacher's job performance	Public	744	3.7038	.82044	-17.9	.000
	Private	293	4.5720	.16293		

α= 0.05

Table 8 shows the results of the Independent sample t-test to measure the difference between the perceptions of respondents from public and private sector universities regarding the job performance of physical education teachers at the university level. Table 4.8 depicts the significant difference found between the perceptions of public and private sector respondents in physical education teacher's instruction (t_{1035}= 12.8, *Sig.*= .000 < α= 0.05), management/organization (t_{1035}= -16.4, *Sig.*= .000 < α= 0.05), learning climate (t_{1035}= -16.1, *Sig.*= .000 < α= 0.05), Professionalism (t_{1035}= -15.9, *Sig.*= .000 < α= 0.05). The mean score of private sector respondents was greater than public sector respondents' mean score in instruction (4.56 > 3.78), management/Organization (4.55 > 3.73), learning climate (4.61 > 3.61) and professionalism (4.55 > 3.70). The cumulative result of the hypothesis indicates that There is a significant difference between the perception of public sector and private sector respondents regarding the job performance of physical education teachers (t_{1035}= -17.9, *Sig.*= .000 < α= 0.05). Hence, the researcher concluded that the job performance of physical education teachers at private-sector universities was more satisfactory than public-sector Universities. Hence, the alternative hypothesis is hereby accepted.

Discussion

The study at hand was conducted to evaluate the job performance of physical education teachers at the university level. The researcher found that the job performance of physical education teachers at the university was highly satisfactory, as perceived by the HODs and physical education students. The satisfaction score of HODs was greater than the students' satisfaction score.

Since the instruction of physical education was up to mark local and state level, as well as a teacher always supported improvement goals and program goals of institutions. The instructions of physical education teachers were found to be upgraded, accurate and current. A teacher used modalities to engage the students in the program. The researcher also found that the organization and management, professionalism, and learning climate of physical education teachers were satisfactory. The teachers of physical education at the university level provide an appropriate environment for physical education students to run the teaching-learning process effectively and efficiently.

The results of the present study were supported by the different studies conducted in different corners of the world. i.e., the physical education teachers performed their duties with zeal and interest up to a satisfactory level (Nowak et al., 2016; Iermakova, 2014; Narimawati, 2007; Radchenko, 2015; Podstawski et al., 2014; Reyes, 1989;). Other studies have also found that the due to hardworking of physical education teachers at university was at a professional level; therefore, their students' performance in academics as well as on grounds (Bischof et al., 2018). Still, other research findings stated that physical education students were well-behaved, happy and occupied due to the P.E. teachers' current and appropriate instructions (Placek, 2019). The teacher provides assistance to the institution in goal setting and policy adjustments (Hickson & Fishburne, 2020). This result is consistent with Salama (1999), where the study concluded that there is a strong relationship between physical education job performance and command of teacher's instructions. Finally, it can be concluded that significantly the job performance of physical education teachers was satisfactory at the university level. The researchers recommend that engaging teachers of physical education in the decision-making within the organization need to create an appropriate environment to ensure the success of the professors of physical education.

Conclusion

By presenting and discussing the results, it became clear that the job performance of physical education teachers at the university level was highly satisfactory. On the basis of data analysis and findings, it has been concluded that teachers' effectiveness and performance were satisfactory according to the HODs and physical education students' views. The HODs were more highly satisfied than students; on the other hand, the job performance of public sector universities was evaluated as greater than private sector university teachers. It has been revealed that no gender differences were found in the responses regarding physical education teachers' job performance at the university level. The researcher concluded that Physical Education teacher supports school improvement and physical education program goals. The lesson introduction was appropriate.

The researcher also observed that learning expectations/objectives/instructional goals are clearly communicated to students. The findings also concluded that the physical education teachers at the university level managed and organized the behaviour management plan that is fair, firm, and equitable as well as appropriate behaviors are reinforced consistently. The teacher of physical education used effective management strategies, and students were actively monitored and closely supervised. The students were appropriately grouped by the physical education teacher. The findings also concluded that the learning climate created by physical education was up to the mark as well as the physical

education teachers at the university level were found to be highly professional.

Recommendation

1. The involvement of Physical Education teachers in university decision-making, along with supporting innovations and new ideas, may also be helpful in enhancing job satisfaction.
2. Public and private universities may make more adequate provisions on issues such as class size, official hours of duty, levels of extracurricular involvement, availability of sabbaticals etc., to provide a better regulatory framework within which the Physical Education teachers would be able to improve their performance in the teaching-learning process.
3. Refresher courses of short duration should be made compulsory for Physical Education teachers so as to refresh and update their knowledge, to acquaint them with the latest techniques, new rules and regulations of various games & sports and to inform them about the new schemes, projects and competitions.

Limitations and Future Directions

1. The present study was limited to universities only. An attempt may be made to investigate job stress, job satisfaction and adjustment among college and school-level Physical Education teachers.
2. Future studies would preferably be about the psychological variables such as psychological toughness and psychological resilience of physical education at the university level.

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