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Effects of Schools Cultural Elements and Attitude toward Self-Efficacy of Physical Education Teachers Working at Secondary School Level

Abdul Basit

Department of Sports Sciences & Physical Education, Gomal University, Dera Ismail Khan, KP, Pakistan.

Dr. Noor Muhammad

Department of Sports Sciences & Physical Education, Gomal University, Dera Ismail Khan, KP, Pakistan

Dr. Alamgir Khan

Department of Sports Sciences & Physical Education, University of the Punjab, Lahore, Pakistan

Dr. Muhammad Zafar Iqbal But

Department of Sports Sciences & Physical Education, University of the Punjab, Lahore, Pakistan

Sadia Mehreen

Department of Sports Sciences & Physical Education, Gomal University, Dera Ismail Khan, KP, Pakistan

Sehrish Bibi

Department of Sports Sciences & Physical Education, University of the Punjab, Lahore, Pakistan

Laila Hassan

Department of Sports Sciences & Physical Education, Gomal University, Dera Ismail Khan, KP, Pakistan

ABSTRACT

Study Objectives: This research aimed to assess the effects of schools cultural elements and attitude toward self-efficacy of physical education teachers working at secondary school level **Methodology:** The cross-sectional survey using quantitative approach was utilized where a sample of 131 physical education teachers (77 males and 54 females) were surveyed. In order to quantify the three core variables school culture, teacher attitude and self-efficacy, three different and pre-validated questionnaires were used. The data that were gathered were analyzed with the help of proper statistical methods. **Results:** The findings showed that the involved physical education teachers scored highly in the mean of variables. The school culture was significantly correlated with teacher attitude at a strong positive correlation ($r = .971$). Likewise, there existed a significant positive relationship between teacher attitude and self-efficacy ($r = .965$). Regression analysis validated the fact that school culture and teacher attitude had significant statistical predictive value regarding the self-efficacy of physical education teachers ($p < .05$). On the other hand, the demographic variables were found not to have a significant influence



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on the results ($p > .05$). **Conclusion** On the basis of data analysis and findings, the researcher arrived at the conclusion that the school's cultural factors and professional attitude play the primary role in influencing the self-efficacy of the Physical Education Teachers at the secondary school level in Dera Ismail Khan. The findings also show that certain attributes of school culture and teacher attitude are the significant predictors of self-efficacy levels among PETs.

Keywords: Physical Education, School Cultural Elements, Teacher Attitude, Self-Efficacy, & Physical Education Teachers

Introduction

BACKGROUND OF THE STUDY

The Current educational research frequently highlights investigations into teacher efficacy. A growing body of literature is dedicated to exploring the factors that influence an instructor's effectiveness, with studies indicating that both formal qualifications and a positive professional attitude are crucial. A key distinction lies in how a teacher's personal disposition impacts student motivation; for instance, educators with a negative attitude often resist curricular innovation and reform (Cook & Loraine, 2015).

Within the specific domain of physical education, instructors encounter unique challenges. These include managing students with varying skill levels, navigating dense curricula, and coping with inadequate sports facilities (Ajisafe et al., 2015). Furthermore, a lack of student interest and effort presents significant obstacles to successful program delivery in sport sciences (Greenfield, 2016).

The teacher's overall performance is fundamentally linked to their effectiveness in the classroom (Ball and Jeanette, 2010). In this context, self-efficacy beliefs are recognised as a dominant factor shaping professional practice (Can & Hediye, 2015). Understanding the prerequisites for teacher success, therefore, requires a deep examination of its contributing elements, which in turn offers valuable insight into the challenges educators face as they develop competence across different instructional areas (Hofman-Kingston and Sandra, 2017; Lacks and Paige, 2016).

The role of self-efficacy in teaching is profound. Educators with high self-efficacy typically demonstrate the professional competence essential for the role. Specifically, physical education teachers with strong efficacy beliefs are adept at skills such as decision-making, lesson planning and implementation, student assessment, and fostering student engagement throughout the learning process. It is this connection that motivates research into the relationship between a teacher's self-efficacy, their professional attitude, and their approach to teaching (Yildirim, Soner, and Erdogan-Tezci, 2016).

The success of school-based cultural and educational programs is heavily dependent on psychological factors, including teacher beliefs, attitudes, self-efficacy, and perceptions. Despite their importance, there is a notable scarcity of research examining these teacher attributes in relation to specific school cultural factors. As programs designed to enhance various educational fields continue to advance, teaching methodologies must be refined with a deliberate focus on the instructor's perspective (Erdogan-Tezci, 2016).

The school's cultural aspect and attitude are also viewed as key elements towards self-efficacy, which ultimately results in the desired standard and performance of the physical education teachers. The issue that was dealt with in the present study was the forecasting of self-efficacy of PETs using school cultural elements and attitude when schooling was in the secondary school setting. The primary concept behind choosing the topic was to manage the association between the cultural element of schools, attitude and self-efficacy



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of PETs. These aspects (school cultural elements and attitude) are contributing factors towards influencing the self-efficacy of teachers that are needed in an effective teaching profession. Thus, the proposed research title was the following: Effects of Schools' Cultural Elements and Attitude on Self-Efficacy of Physical Education Teachers in Dera Ismail Khan.

RESEARCH METHODOLOGY

Research Design

The initial phase of methodological planning involves determining a suitable research design. This study, being descriptive in nature, sought to analyse variables, namely cultural elements, attitude, and self-efficacy, through both descriptive and inferential statistical approaches. Consequently, a descriptive research design was selected as the most appropriate framework. This type of design is recognised for enabling the thorough examination of a research topic from multiple viewpoints (Erickson & Scott, 2017). In essence, the research design provides the structure for investigating the relevant variables to address the research problem and to generate new understandings of the phenomena in question.

Research Approach

The methodological framework for a study is dictated by its research design, the first step of which involves selecting an appropriate research approach. This approach subsequently determines how the study population is defined, the target group is identified, and a suitable sample size is calculated. In essence, it acts as the guiding strategy for the entire investigation (Ary & Donald, 2022). Consistent with this study's aims, a cross-sectional survey design was adopted. This methodology allows for the analysis of the central phenomenon within an unexplored context, thereby generating novel contributions to the field. A key advantage of the survey approach is its efficacy in reaching a representative segment of the target population (Mishra, Bhushan, & Alok, 2022).

Population

The research population is the main source from which data is gathered, and investigators can make substantial conclusions based on theoretical frameworks and obtain relevant information concerning the current situation (Ary and Donald, 2022). The population in this context was defined as all the Physical Education teachers (PET) teaching in Government Secondary Schools within Dera Ismail Khan District of Khyber Pakhtunkhwa in Pakistan.

Sample Size

The sample of the research was composed of the Physical Education Teachers (PETs) working in various Government Secondary Schools in Dera Ismail Khan. The population was also finite in character, considering that there is only one PET assigned to a school. Thus, to cover the entire population, the researcher visited all the Government Secondary Schools for boys and girls in the district.

Data Collection Instruments

An essential aspect of the research process involves obtaining relevant data, which enables investigators to conduct thorough studies and generate significant outcomes (Mishra, Bhushan, & Alok, 2022). For the collection of data, the researcher developed a Likert-type questionnaire, which went through the process of validity and reliability.



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Validity & Reliability

Research tools should be confirmed and validated as they ensure that the tools fit a specific situation and can produce the desired outcomes (Nassaji and Hossein, 2015). In this regard, a pilot test was done to determine the validity of the questionnaire. At the same time, the reliability was established with the help of the assessment of the internal consistency of the items using Cronbach's alpha, and both of these measures are typical to validate the instruments.

Mode for Data Collection:

The developed questionnaire was personally served by the researcher among the respondents and was collected after being filled out by the respondents.

Data Analysis

The collected data were processed through the statistical package for social sciences (SPSS, version 26), and thus, appropriate statistical tools were applied according to parametric data.

Presentation of Data.

Table no.1 Gender-wise details of the Participants (n=131)

Gender		Frequency	Percent
Valid	Male	77	58.8
	Female	54	41.2
	Total	131	100.0

Table no.1 shows the data about the gender composition of the sample. The total number of male respondents was 77 (58.8%), and the female respondents were 54 (41.2%).

Table no.2 Age-wise details of the Participants (n=131)

Age		Frequency	Percent
Valid	23-27	40	30.5
	28-32	16	12.2
	33-36	35	26.7
	Above	40	30.5
	Total	131	100.0

The above table shows the age-wise classification of respondents. The sample was categorised into four segments: 23-27 years (30.5%, n=40), 28-32 years (12.2%, n=16), 33-36 years (26.7%, n=35), and above 36 years (30.5%, n=40).

Table no.3 shows the Experience-wise details of the Participants (n=131)

Teaching Experience		Frequency	Percent
Valid	1-5	32	24.4
	6-10	31	23.7
	11-14	36	27.5



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Above	32	24.4
Total	131	100.0

The above table indicates the experience-wise distribution of respondents. The sample was segmented by years of teaching: 1-5 years (24.4%, n=32), 6-10 years (23.7%, n=31), 11-14 years (27.5%, n=36), and more than 14 years (24.4%, n=32).

Table no. 4 shows the relationship among school’s cultural elements, attitude and self-efficacy of physical education teachers.

Correlations

			School Culture Elements Questionnaire	Attitudes of Secondary School Teacher toward the Teaching Profession	Self-efficacy of Physical Education Teacher
School Culture Elements Questionnaire	Pearson Correlation		1	.937**	.971**
	Sig. (2-tailed)			.000	.000
	N		131	131	131
Attitudes of Secondary School Teacher toward the Teaching Profession	Pearson Correlation		.937**	1	.965**
	Sig. (2-tailed)		.000		.000
	N		131	131	131
Self-efficacy of Physical Education Teacher	Pearson Correlation		.971**	.965**	1
	Sig. (2-tailed)		.000	.000	
	N		131	131	131

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

The results, detailed in the corresponding table, revealed a strong positive correlation between the school's cultural elements and teacher attitude (r=.971r=.971). Similarly, a strong positive correlation was found between teacher attitude and self-efficacy (r=.965r=.965). The statistical significance for both relationships was confirmed, with p=.000p=.000.

Table no.5 shows the effects of school’s cultural elements on self-efficacy of physical education teachers.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.971 ^a	.942	.942	.08089

a. Predictors: (Constant), School Culture Elements

The table of Model Summary showed that school cultural elements of physical education teachers can be used to explain 94.2% variation in self-esteem of physical education teachers.

Table 5.1

ANOVA^a



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Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.819	1	13.819	2111.802	.000 ^b
	Residual	.844	129	.007		
	Total	14.663	130			

Dependent Variable: Self-efficacy of Physical Education Teacher

Predictors: (Constant), School Culture Elements

The ANOVA table tells us whether the estimation is statistically significant? At .000, the F-value of .802 is remarkable. Because the Sig=.000 value in the ANOVA table is less than the significant value (p .05), it can be inferred that the model is significant.

Table 5.2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		T	Sig.
		B	Std. Error	Beta			
1	(Constant)	.155	.070			2.225	.028
	School Culture Elements Questionnaire	.955	.021	.971		45.954	.000

Dependent Variable: Self-efficacy of Physical Education Teacher

The table indicates the regression coefficient (B) that is used to measure the effect of the independent variable, which is school cultural elements, on the dependent variable, which is teacher self-efficacy. The results of the analysis provided B =.955 which is statistically significant. This desirable value shows that the school culture factors have a significant and direct influence on the self-efficacy of the Physical Education Teachers.

Table no.6 shows the effects of teachers' attitude towards their teaching profession on self-efficacy of physical education teachers.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.965 ^a	.932	.931	.08806

Predictors: (Constant), Attitudes of Secondary School Teacher toward the Teaching Profession

The table of Model Summary indicated that 93.2% variation in self-esteem of physical education teachers can be explained by attitude of physical education teachers towards their teaching profession.

Table no.6.1

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13.663	1	13.663	1761.942	.000 ^b
	Residual	1.000	129	.008		
	Total	14.663	130			



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Dependent Variable: Self-efficacy of Physical Education Teacher

Predictors: (Constant), Attitudes of Secondary School Teacher toward the Teaching Profession

The table indicates the regression coefficient (B) that is used to measure the effect of the independent variable, which is school cultural elements, on the dependent variable, which is teacher self-efficacy. The results of the analysis provided $B = .955$ which is statistically significant. This desirable value shows that the school culture factors have a significant and direct influence on the self-efficacy of the Physical Education Teachers.

Table no 6.2

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	.091	.078		1.170	.244
	Attitudes of Secondary School Teacher toward the Teaching Profession	.970	.023	.965	41.975	.000

Dependent Variable: Self-efficacy of Physical Education Teacher

The regression analysis results, presented in the accompanying table, show a strong relationship between the variables. The calculated beta coefficient (B) of .970 indicates that the attitude of Physical Education Teachers has a substantial and positive effect on their sense of self-efficacy.

DISCUSSION

The result of the study indicates that the school cultural factors and professional attitude play the primary role in influencing the self-efficacy of the Physical Education Teachers at the secondary school level in Dera Ismail Khan. The findings also show that certain attributes of school culture and teacher attitude are the significant predictors of self-efficacy levels among PETs. These results are consistent with the Social Cognitive Theory pointed out by Bandura (1977), in which human agency plays an essential role, and the environmental condition (school culture) and personal one (attitude) interplay with behaviour and self-perception. This theoretical perspective is strongly supported by the positive correlations that were found to be strong and positive between the school culture, attitude, and self-efficacy. In line with the current study finding, the findings of the study conducted by Story (2010) show that culture is influenced by history and shaped by students, staff, parents and more groups in the wider contexts of community and policies, consequently affecting behaviour to a large extent (Story, 2010). The associated research findings persist in identifying a collaborative school culture as increasing student motivation, achievement, and learning (Demirtas, 2010). As an example, the culture of involvement, empowerment, and cooperation developed in high-achieving schools is more likely to lead to poorer results, whereas schools with fragmented or negative cultures do (Ohlson et al., 2016).

Successful cultures can often be characterised by common values and respect for group decision, commitment to professional development, and a common mission (Ohlson et al., 2016). Taylor and Fratto (2012) also define some of the major characteristics of a positive culture, such as joint goal-setting, a high level of clear communication, willingness to



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provide feedback and innovations, and a high level of student engagement. Finally, the school culture may be either a unit of unity, trust, and commitment to excellence, or be weak, having no vision (Yeboah, 2015).

Teacher attitudes are of crucial relevance to this organisational environment. The framework through which teachers work is the organisational culture that refers to the set of shared values, beliefs, rituals, and symbols that define how people behave in an institution (Davoren, 2013; Ng'ang'a and Nyongesa, 2012). It is comprised of the suppositions and standards that dictate the relations between the staff and the management (Azhar, 2003).

CONCLUSION

On the basis of data analysis and findings, the researcher arrived at the conclusion that the school's cultural factors and professional attitude play the primary role in influencing the self-efficacy of the Physical Education Teachers at the secondary school level in Dera Ismail Khan. The findings also show that certain attributes of school culture and teacher attitude are the significant predictors of self-efficacy levels among PETs.

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