

The relationship between the social responsibility and the job performance among physical education professors

Kenioua Mouloud^{ABCDE}, Krine Nawal^{DE}

University of Ouargla, Algeria

Authors' contributions: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection.

Abstract

Purpose: The study aimed to know the level of social responsibility and job performance among the physical education professors and examine the relationship between the social responsibility and the job performance.

Material: The participants were 29 physical educations professors (male) from Institute of Physical Education and Sport University of Ouargla. The social responsibility and the job performance scales were used as search tools. Data analyses were carried out by means of statistical packet for social sciences (SPSS) 26.00 software program. The Mean, Std. Deviation and Pearson Correlation were used in the main study. In addition, alpha-Cronbach was used in the exploratory study.

Results: The level of social responsibility and job performance is high among physical education professors, and there is a positive correlation between social responsibility and job performance.

Conclusions: Given the importance of the role of social responsibility and job performance and the lack of enough studies in this specialization, it is necessary to conduct more additional studies that would serve knowledge in this specialization.

Keywords: social responsibility, job performance, physical education, professors.

Introduction

Social responsibility is considered an important topic in any society, as it relates to the task of defining and controlling the behaviour of individuals within the community [1]. Social responsibility is the commitment of individuals to their actions and behaviours towards society through participation in a range of social activities related to community service [2]. It's associated with many concepts, including those rights, duties, identity, ethics, mission, job and individual and collective conscience [3].

Job performance can be defined on a micro level as actions and behaviour of an employee that contribute to the goals of the organization [4, 5]. The behaviour aspect refers to what individuals do while at work [4]. Other aspect is the outcome that refers to the results of the individual's behaviour [6].

The teaching staff at the University is considered one of the pillars of the University. It plays a major role in influencing the student's personality and scientific formation. But it does not limited to that role only. It contributes scientifically through scientific discoveries. Intellectual creativity and enrichment of human knowledge and its development are also address to the problem solving of society [1, 7, 8].

At the University teaching staff has both vital role and high volume of responsibility for the work they do.

It became necessary to study social responsibility, performance and its importance in the character of the professor.

There was the lack of studies on social responsibility and job performance for teaching staff at the University

(based on some academic platforms). An exception is the study of Bakar [1]. These make the problem more important.

The aim of this study is to know the level social responsibility and job performance among physical education professors, to investigate relationship between social responsibility and job performance. For the purpose of this study, the research study hypotheses were as follows:

HYP.1 There is high level of social responsibility among physical education professors.

HYP.2 There is high level of job performance among physical education professors.

HYP.3 There is (positive) correlation relationship between social responsibility and job performance among physical education professors.

Material and methods

Participants. The participants were 29 physical educations professors (male) from Institute of Physical Education and Sport University of Ouargla. The social responsibility and the job performance scales were used as search tools.

Instruments. In this study, two scales were used to collect data. The first scale is social responsibility was prepared by Bakar [1], the scale was distributed according to the Likert type scale. Cronbach alpha reliability value of the scale was found (0.85). The second scale is job performance was prepared by Bakar [1], the scale was distributed according to the Likert type scale. Cronbach alpha reliability value of the scale was done (0.80).

Statistical Analysis. Data analyses were carried out by means of statistical packet for social sciences (SPSS)

26.00 software program. The Mean, Std. Deviation and Pearson Correlation were used in the main study. In addition, alpha-Cronbach was used in the exploratory study.

Results

Level of social responsibility among physical education professors

In Table 1, it was found:

- the highest arithmetic mean of social responsibility scale was estimated at (M=3.00) at standard deviation (SD=.000);
- the lowest arithmetic mean of social responsibility scale was (M=1.82) at standard deviation (SD=.722);
- the value of the total arithmetic mean of the social responsibility scale was estimated at (M=2.58) with a standard deviation of (SD.192).

It shows that the level of social responsibility is high among physical education professors.

Level of job performance among physical education professors

In Table 2, it was found:

- the highest arithmetic mean of job performance scale was estimated at (M=2.96) at standard deviation (SD=.188);
- the lowest arithmetic mean of job performance scale

was (M=1.96) at standard deviation (SD=.506);

- the value of the total arithmetic mean of the job performance scale was estimated at (M=269) with a standard deviation of (SD.240);

It shows that the level of job performance is high among physical education professors.

The relationship between social responsibility and job performance among physical education professors.

Table 3 shows:

- there is a positive correlation between social responsibility and job performance among physical education professors;
- the value of the correlation coefficient Pearson was (0.65) at the level of significance (0.01);

It means that the greater the awareness of the concept of social responsibility, the more sense of job performance.

Discussion

The level of social responsibility is high for physical education professors. The reason perhaps is that they represent a class of a high degree of awareness.

As well as knowing the importance of the large role assigned to them. The professor has a great social responsibility towards students, the University and society [7]. The true social responsibility of the professor is in two dimensions, the internal dimension that depends

Table 1. Shows the results of the means and standard deviations of the social responsibility scale

Items	N	Mean	SD	Rank	Level
1- I am trying to be in solidarity with members of my residential area	29	2.42	.741.	9	High
2- I maintain my workplace reputation (Sports Institute)	29	2.89	.416.	4	High
3- I try to be honest with myself	29	2.89	.314.	4	High
4- I am ready to offer suggestions to solve my country's problems	29	2.60	.566.	7	High
5- I am working to educate my family (Awareness)	29	2.96	.188	2	High
6- I feel my moral responsibility to my professors' colleagues	29	2.89	.314	4	High
7- I am ready to assume any duty to serve the country	29	2.57	.572.	8	High
8- I treat my neighbours well	29	3.00	.000	1	High
9- I believe that community development is everyone's responsibility	29	2.92	.262	3	High
10- I assign some of my rights for the happiness of my family	29	2.75	.440.	5	High
11- I am trying to keep the relationships between my family members together	29	3.00	.000	1	High
12- The omission of the constant monitoring of students makes them neglect their duties	29	2.07	.604	11	Average
13- I control my emotions in tense situations	29	2.39	.566.	10	High
14- I prefer to discuss the problems of my community collectively	29	2.07	.766	11	Average
15- I respect the ideas of others even if they contradict my point of view	29	2.60	.497	7	High
16- I am ready to be a paramedic to save accident victims	29	2.60	.566	7	High
17- I accept the advice of my friends, with open arms	29	2.64	.558	6	High
18- It is difficult for me to adhere to my community's customs and traditions	29	1.82	.722	13	High
19- I have fallen into silence if there is a dispute between my professors' colleagues, even though I can resolve the dispute	29	1.85	.705	12	High
20- I am interested in constantly developing my self	29	2.75	.585	5	High
Total	29	2.58	.192.		High

Table 2. Shows the results of the means and standard deviations of the job performance scale

Items	N	Mean	SD	Rank	Level
1- I make sure to carry out my scientific duties	29	2.82	.390	5	High
2- I employ modern technology in conference hall	29	2.53	.637	10	High
3- I make sure to diversify teaching methods to attract student attention	29	2.71	.460	7	High
4- I make sure to keep up with university activities and laws	29	2.71	.534	7	High
5- I am working to make the student the hub in the classroom	29	2.75	.518	6	High
6- I use the blackboard to clarify the concepts of the lesson	29	2.60	.628	9	High
7- I rely on my teaching on the elements of excitement and suspense	29	2.75	.440	6	High
8- I can develop my scientific area	29	2.92	.262	2	High
9- Lessons added on the quorum do not affect my scientific attribution	29	2.00	.544	12	Average
10- I use technical means that contribute to clarifying the lesson	29	2.71	.460	7	High
11- I always have the desire to teach in all times	29	1.96	.507	13	Average
12- Working with my students gives me happiness	29	2.85	.356	4	High
13- I set organized times to meet my students and solve their problems	29	2.42	.643	11	High
14- When I am late for my lesson, I feel a sense of embarrassment toward my students	29	2.71	.599	7	High
15- I encourage my students to interact with each other	29	2.89	.314	3	High
16- I feel comfortable when I help my students	29	2.85	.356	4	High
17- I stay away from situations that lead to waste of time	29	2.67	.475	8	High
18- I deal with my students in a good way	29	2.89	.314	3	High
19- I distribute my interest to all students	29	2.92	.262	2	High
20- My relationship with students is based on affection and love	29	2.96	.188	1	High
21- I develop positive trends for students	29	2.85	.356	4	High
Total	29	2.69	.240		High

Table 3. Shows the Pearson correlation coefficient between the scales of social responsibility and job performance

Social responsibility	N	Correlation coefficient	Significance level
job performance	29	0.65	0.01

on the moral values of society, and the external dimension that depends on contemporary international variables [9]. Solving students' educational and social problems is part of the professor's social responsibility [10-12]. The professor is the pillar in the University education system in research, education, service to society and participation in the comprehensive development [13].

The level of the job of performance is high for physical education professors. The reason is due to the availability of an appropriate organizational climate for work, good relationship with everyone. These motivate them to fulfil their roles in the best way and harness all their energies for the success of academic and social tasks.

This result agreed with the results of Souam [14], Arabiyat [15] and Al-yahya [16]. Nassar's [17] study indicates that the level of teaching performance is great among professors and the highest level is preparation and planning for the lesson, then dialogue and discussion with students, then evaluation and measurement, and

finally scientific research. Nagy [18] refers that faculty members in academic departments and faculties are doing their best to advance their university and maintaining their distinguished scientific level despite the difficult conditions that hinder them.

There is a positive correlation with a positive statistical significance between social responsibility and job performance for physical education professors. Hence the professor revitalizes the sporting activities of associations and clubs. Such organizations take care of specific groups such as orphans, people with special needs, necessarily. In this case the professor is a persistent professor who performs his job proficiently at the university. Also, a professor who respects his working hours and attends on time and provides lessons and lectures professionally. He offers community work. He becomes role models. Thus students imitate him not only in the Institute/Faculty but even in their private lives. This result agreed with the results of Bakar [1]. The study of Al-Hilali and Al-

Sherbini [19] indicates that competent faculty members have a spirit of social responsibility. An individual's commitment to his work and duties is a kind of social responsibility [20]. A strong sense of social responsibility will increase the level of job performance [21].

Conclusion

Through theoretical and applied study of the topic became clear that social responsibility and job performance were high. There was also a positive correlation between

the two variables. Given the importance of the role of social responsibility and job performance and the lack of enough studies in this specialization, it is necessary to conduct more additional studies that would serve knowledge in this specialization.

Conflict of interest

The authors declare that there is no conflict of interest.

References

1. Bakar N. Social responsibility and its relationship to job performance with the faculty. *Journal of the College of Basi Education*. 2012; 73: 587–567.
2. Holmes S. Corporate Social performance and present Areas of Management, *Journal of Business*, 1985;20:14–20.
3. El-hariti ZBA. *The reality of personal social responsibility among Saudi youth and their development*. Riyadh: Naif Arab Academy for Security Sciences; 2001.
4. Campbell JP. Modeling the performance prediction problem in industrial and organizational psychology. In: Dunnette MD, Hough LM. (Eds.). *Handbook of industrial and organizational psychology*. Palo Alto, CA: Consulting Psychologists Press; 1990. P. 100-115.
5. Murphy KR. Dimensions of job performance. In: Dillon R, Pellingrino J (Eds.). *Testing: Applied and theoretical perspectives*. New York: Praeger; 1998.
6. Sonnentag S, Judith V, Spychala A. *Job performance*. In: Barling Julian (Eds.). *Micro approaches*. Los Angeles, Calif. [u.a.]: SAGE; 2008. P. 427-447.
7. El-mohkter S. The reality of the practice of social responsibility among faculty members at the Faculty of Education, Al-Zawia University. *Journal of the Jail of humanities and social sciences*, 2019; 53:135-156.
8. Al-Matrafi AM. *The teacher's role in developing social responsibility among high school students*. [Unpublished PhD], Umm Al-Qura University, Saudi Arabia; 2003.
9. Al-Fatlawi S. *Quality in Education*. Amman: Dar Al Sharq for Publishing and Distribution; 2008.
10. Shaldan K, Saima S. Social responsibility of the faculty members of the Islamic University and ways to activate it. *The Arab Journal for Quality Assurance in Higher Education*. 2014;7 (18): 149-179.
11. Jaber M, Mahdi N. *The role of universities in promoting concepts of social responsibility among students of Al-Azhar University and Helwan University*. Al-Quds University; 2011.
12. Kamal S. *Internal conditions for the university's success in carrying out its social responsibilities*. Al-Quds University; 2011.
13. Bouab R. The social and functional performance of the university professor in the LMD system. *Social and Human Sciences Journal*, 2015;21:71-86.
14. Souam R. The empowerment as a strategic approach to achieving excellence in performance among faculty members from the viewpoint of department heads. *Studies Journal*. 2012; 50: 11-33. <https://doi.org/10.1002/pfi.20248>
15. Arabiyat B. The patterns of educational leadership prevailing among the heads of academic departments at Al-Balqa Applied University and their impact on the job performance of faculty members. *Islamic University Journal for Educational and Psychological Studies*. 2012; 20: 705-736.
16. Al-yahya S. Standards of personal quality performance among department heads and methods of enhancing them in Saudi universities. *Jordanian Journal of Educational Sciences*. 2011; 7: 35-58.
17. Nassar ACH. The reality of the teaching performance of faculty members in colleges of education from the viewpoint of students in the universities of Gaza. *Journal of the Islamic University of Studies*. 2017; 25: 160-174. <https://doi.org/10.12816/0035834>
18. Nagy RS. The degree of practice of heads of academic departments at Al-Aqsa University for Excellence Management is related to the level of improvement in the performance of faculty members. *Arab Journal for Quality Assurance of University Education*. 2018; 35:123-135. <https://doi.org/10.20428/AJQAHE.11.35.6>
19. Al-Hilali GH, Al-Sherbini A. Entrance to Excellence Management and its application requirements at Mansoura University. *The Future of Arab Education*. 2013; 83: 11-142.
20. Abdul Hassan R. Citizenship and its relationship to social responsibility. *Educational and Psychological Research Journal*. 2017; 52: 619-647.
21. Talal BAE. Relationship building moral ethical responsibility among University students. *London's second international conference in social science and humanities in the Islamic world research*. 2013. P. 100-115.

Information about the authors:

Kenioua Mouloud; (Corresponding Author); <http://orcid.org/0000-0002-5405-5723>; moukenioua@gmail.com; Institute of Physical Education and Sport University of Ouargla Algeria.

Krine Nawal; <http://orcid.org/0000-0002-4593-7767>; nawal_krine18@yahoo.com; Faculty of Literature and Language University of Ouargla, Algeria.

Cite this article as:

Kenioua Mouloud, Krine Nawal. The relationship between the social responsibility and the job performance among physical education professors. *Pedagogy of physical culture and sports*, 2020;24(4):203-207.

<https://doi.org/10.15561/26649837.2020.0408>

This is an Open Access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited (<http://creativecommons.org/licenses/by/4.0/deed.en>).

Received: 10.01.2020

Accepted: 11.02.2020; Published: 30.08.2020