

A COMPARATIVE ANALYSIS OF SPORTS PARTICIPATION AS A RELAXATION ACTIVITY VERSUS A DEVELOPMENT PROFESSION: A QUANTITATIVE CROSS-SECTIONAL STUDY

Dr Uzma Munawar^{*1}, Husna Nazeer², Marium Hussain³

^{*1}Assistant Professor Department of Education The women university Multan

^{2,3}Ph.d Scholar, Department of Education The women University Multan

¹uzma.munawar@wum.edu.pk; ²husnanazeer744@gmail.com; ³mariam005@yahoo.com

Corresponding authors*

Received: May 15, 2024

Revised: June 20, 2024

Accepted: June 25, 2024

Published: June 30, 2024

ABSTRACT

The study investigate the relationship among institutional internal values and students performance at high level the basic purpose of the study is to explore the relationship between of intuitional values on students academic performance at higher level. The Research design adopted for the study is quantitative in nature and exploratory. The method was used cross sectional survey for better collection of data from student and faculty members. This study is descriptive in nature to find out the relationship between institutional internal values and students academic performance. The sampling technique used in research stratified random sampling technique. The sample size around of 110 faculty members and 220 students of higher level self reported questionnaire use for data collection. The data was analyze by using different statistical like mean standard, deviation frequency, distribution frequency distribution. To find out the relationship between student institutional internal values and student academic performance indicators will be tested with the pairs and correlation coefficient and multiple regression regression will be established the prediction power of various dimensions of different institutional value All students performance out come this and as will help to determine with specific behavior their most significant on student performance. The findings of the research strong positive correlation between disruptive behavior/values of students and both academic pressure and competition ($r = 0.449, p < 0.01$) and ineffective conflict resolution ($r = 0.492, p < 0.01$). Ineffective conflict resolution also shows a significant positive correlation with academic pressure and competition ($r = 0.547, p < 0.01$). Classroom environment positively correlates with teacher-student interaction ($r = 0.335, p < 0.01$) and peer interaction ($r = 0.266, p < 0.01$). Most correlations involving performance of students are weak and not statistically significant.

Keywords: Institutional, values, internal, students, academic, performance, higher

INTRODUCTION

The institutional internal values and students Behavior has been one of the extensively researched constructs in different organizational settings including educational establishments as it influences positively on ensuring the synergy and collaboration among staff which contribute to an enhanced improvement both at an institutional level as well with regard to student outcomes. The institutional internal values is the individual discretionary behaviors of employees which are not directly or explicitly recognized by formal

systems and reward structures, but in aggregate can encourage effective functioning of an organization. Faculty institutional internal values is defined as behaviors going beyond what the faculty member's formal job description consists of (scholarship, teaching, administration), for example helping colleagues or participating in voluntary committees and mentoring students. These activities are believed to promote an amicable learning environment that in turn affects student performance (Somech & Ron, 2023).

The empirical evidence of institutional internal values and student performance in higher education is based on several theoretical frameworks. The Social Exchange Theory is a well-used theory, and it basically states that people perform actions based on the desire to maximize benefits but minimize costs (Blau 1964). When faculty exhibit institutional internal values in an academic environment then they build up mutually respectful and trust, which is important for generating a healthy learning ambience (Wang et al., 2013). Something that is intended to unknowingly motivate students attend class and engage in their work for greater participation, emphasis and effort involvement (Dineen et al., 2020).

The Theory of Planned Behavior (Ajzen, 1991) similarly enables an understanding of the consequences that faculty members' attitudes toward institutional internal values have for their perceived norms and control beliefs concerning it. Supported by CRT, this perspective argues that faculty members who view institutional internal values beneficial for students and in line with institutional objectives are more likely to engage in citizenship behaviors (McCarthy et al., 2022). By taking an active role in institutional internal values has potential to enrich student learning opportunities and subsequently academic results. Somech and Ron (2023) study has also shown that at the faculty level, institutional internal values enhances student outcomes through an enriching classroom environment. Their research identified that those faculties who are engaged in institutional internal values (open collaborative behavior) engage traditional and/or elevated learning (student-centric, interactive education), which is the hallmark of deep learning/ critical thinking. This is in line with results of who found a positive relationship between students' perception of faculty institutional internal values and their academic achievement, indicating that institutional internal values contributes to the learning environment, as well as directly affecting students' academic attainment.

Research Objectives

- To examine the impact of institutional internal values and incivility on student academic performance and overall well-being.

- To explore factors contributing to the occurrence of incivility such as ineffective conflict resolution strategies.
- To Identify teacher citizenship behavior and student's performance at higher level

Statement of Hypotheses

H1: There is a significant negative relationship between institutional internal values and incivility and student performance at the higher level.

H0: There is no significant relationship between organizational incivility and student performance at the higher level.

There is no worth or teacher behavior /institutional internal values and student's performance at higher level.

Literature Review

The institutional internal values refers to discretionary behavior of employees that is not directly recognized by the formal reward system of an organization but contributes to the effective functioning of an organization. In higher education, service performance has recently become an issue of interest due to the potential it holds in impacting student performance, academic accomplishments, and the learning environment. Generally represents an element of discretionary extra-role actions which complement organizational effectiveness. First conceptualized by Organ in 1988, it is composed of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue each outside the more formally stated requirements of any job but crucial in establishing a convivial and collaborative working environment. Institutional internal values and in faculty and staff in the school setting may have a very strong organizational climate that would most likely affect students' involvement and achievement.

Relationship between institutional internal values and Students Performance

The theoretical frameworks, along with the empirical studies, have elaborated on the relationship linking institutional internal values and student performance. The positive influence of institutional internal values on student performance can be linked to:

- **Enhance Learning Environment**

The institutional internal values can create an environment that is supportive of collaborative learning at school. Whenever the faculty and staff participate in institutional internal values they project an atmosphere of mutual support, trust, and cooperation that drives students to learn. For example, Khalid et al. (2021) identified that faculty institutional internal values had a positive impact on students' academic performance since it created an environment in which one would learn with reduced academic stress.

- **Increasing Students Engagement**

Institutional internal values to mentor, advice, and participate in student activities enhance the student's engagement. An engaged student is most likely going to become an active participant in the process of learning, hence increasing the chances of better academic achievement. A study done by Al-Sada et al. (2023) proved that faculty members with a high level had highly engaged and motivated students, hence a higher academic achievement.

- **Role Modeling and Mentorship**

This implies that faculty members could be important role models for students to show citizenship and positive behavior. The role modeling by faculty would affect students' attitudes and behaviors as a desired outcome. In fact, a study by Nguyen et al. (2022) has it that student who perceived their instructors to be engaging in institutional internal values were likely to engage in citizenship behaviors that benefit social and academic integration.

Research Methodology

The research design adopted for this study is quantitative in nature, and it is exploratory in nature with respect to institutional internal values of faculty members and student performance in higher education institutes. This quantitative, using a cross-sectional survey method to collect data

from faculty members and students. This study descriptive and correlation, trying to establish and measure the extent of the relationship between the two variables. The target population for this study is faculty members and students of HEIs comprising universities. A stratified random sampling technique used to select a sample this sample size around 110 faculty members and 220 students, to ensure that an adequate number of cases are present so that statistically significant results are achieved. Descriptive statistics mean, standard deviation, and frequency distribution a general overview of the data for all variables. The relationship between institutional internal values dimensions and student performance indicators tested with Pearson's correlation coefficient. Multiple regression analyses establish the predictive power of various dimensions of institutional internal values on student performance outcome variables. These analyses help in determining which specific behaviors bear the most significant impact on student performance.

Results.

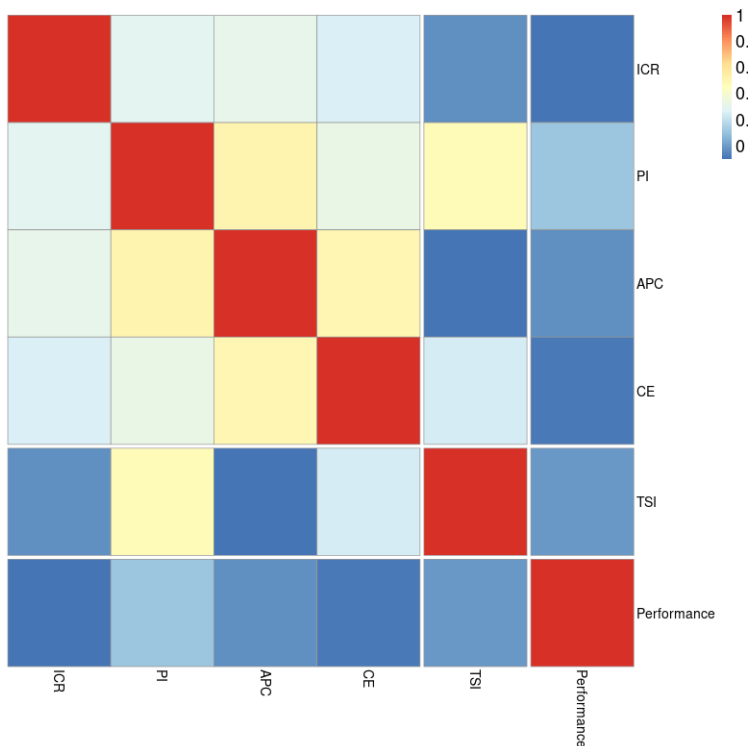
The study is grouped based on three performance categories: below 2.5, 2.6-3.5, and 3.5 and above. The variables measured include disruptive behavior, academic pressure and competition, teacher-student interaction, ineffective conflict resolution, peer interaction, and classroom environment. Each variable's mean and standard deviation are given for each performance category. The mean disruptive behavior score is slightly higher in the 2.6-3.5 category compared to the other two categories, which both have a mean of 16. However, the standard deviation is the same across all categories, indicating that the variability in disruptive behavior is consistent regardless of performance. Students in the 2.6-3.5 performance category experience slightly more academic pressure and competition than the other two. The consistency in standard deviation suggests a uniform pressure distribution across performance levels [Table 1]

Table 1: Descriptive Measures of Different predictors with respect to student performance

	Performance of students					
	Below 2.5		2.6-3.5		3.5 and above	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Disruptive Behavior of Student	16	4	17	4	16	4
Academic Pressure and Competition	12	3	13	3	12	3
Teacher Student Interaction	10	3	11	3	10	3
Ineffective Conflict Resolution	4	1	4	1	4	1
Peers interaction	6	1	6	2	6	2
Classroom Environment	13	3	15	3	14	3

Interaction with teachers is slightly higher for students in the 2.6-3.5 category. This could suggest that slightly higher-performing students benefit more from teacher interactions. Again, the standard deviation is consistent across categories [Figure 1]

Figure 1: Heatmap Correlation of Predictors with Performance of Students



There is no difference in ineffective conflict resolution across different performance categories.

The mean and standard deviation are the same, indicating that ineffective conflict resolution is

uniformly perceived among students regardless of their performance. Peer interaction scores are the same on average across all performance categories. However, the standard deviation is slightly higher for the 2.6-3.5 and 3.5 and above categories, suggesting more variability in peer interaction

among higher-performing students. Students in the 2.6-3.5 performance category perceive the classroom environment as more positive compared to the other two categories. This could indicate that an improved classroom environment is associated with better performance, up to a certain point.

Table 2: Correlation between different predictors and Student Performance

Correlations		performance of students	Disruptive Behavior of student	Academic Pressure and Competition	Teacher Student Interaction	Ineffective Conflict Resolution	Peers interaction	Classroom Environment
performance of students	Pearson r correlation	1	-.045	-.069	-.003	.006	.005	.044
	p-value		.478	.278	.965	.922	.942	.485
Disruptive Behavior of Student	Pearson r correlation	-.045	1	.449**	.421**	.492**	.405**	.145*
	p-value	.478		.000	.000	.000	.000	.022
Academic Pressure and competition	Pearson r correlation	-.069	.449**	1	.036	.547**	.357**	.002
	p-value	.278	.000		.574	.000	.000	.976
Teacher Student Interaction	Pearson r correlation	-.003	.421**	.036	1	.140*	.198**	.335**
	p-value	.965	.000	.574		.027	.002	.000
Ineffective Conflict Resolution	Pearson r correlation	.006	.492**	.547**	.140*	1	.451**	.239**
	p-value	.922	.000	.000	.027		.000	.000
Peers interaction	Pearson r correlation	.005	.405**	.357**	.198**	.451**	1	.266**
	p-value	.942	.000	.000	.002	.000		.000
Classroom Environment	Pearson r correlation	.044	.145*	.002	.335**	.239**	.266**	1
	p-value	.485	.022	.976	.000	.000	.000	
**. Correlation is significant at the 0.01 level (2-tailed).								
*. Correlation is significant at the 0.05 level (2-tailed).								

Hypothesis of the study
Prevalence of institutional internal values and incivility in higher education

The significant positive correlation between the disruptive behavior of students and academic

pressure and competition ($r=0.449, p<0.001$) suggests that higher levels of academic pressure are associated with more disruptive behavior. This relationship indicates that academic environments with high pressure and competition may foster or

exacerbate uncivil behaviors among students.[Table 1]

Disruptive Behavior and Teacher-Student Interaction

The significant positive correlation between disruptive behavior and teacher-student interaction ($r=0.421$, $p<0.001$) implies that poor teacher-student interactions are linked with increased disruptive behavior. This finding supports the notion that ineffective or negative interactions between teachers and students can contribute to incivility within the classroom setting.[Table 1]

Disruptive Behavior and Ineffective Conflict Resolution

There is a strong positive correlation between disruptive behavior and ineffective conflict resolution ($r=0.492$, $p<0.001$). This suggests that environments where conflicts are not effectively resolved tend to experience higher levels of disruptive behavior, further highlighting the prevalence of incivility in such settings.[Table 1]

Disruptive Behavior and Peer Interaction

The correlation between disruptive behavior and peers interaction ($r=0.405$, $p<0.001$) indicates that problematic interactions among peers are associated with increased disruptive behavior. This supports the idea that peer dynamics play a significant role in fostering or mitigating incivility in educational institutions.[Table 1]

Classroom Environment

The classroom environment also shows significant positive correlations with disruptive behavior ($r=0.145$, $p=0.022$) teacher-student interaction ($r = 0.335$, $p < 0.001$) ineffective conflict resolution ($r=0.239$, $p<0.001$) and peers interaction ($r=0.266$, $p<0.001$). These relationships suggest that various aspects of the classroom environment are interconnected and collectively influence the prevalence of incivility.[Table 1]

Impact of institutional internal values incivility on student academic performance

Disruptive Behavior of Students: The correlation between student performance and disruptive behavior is negative but very weak ($r = -0.045$, $p = 0.478$), suggesting that disruptive behavior has a negligible direct impact on student performance.

This indicates that while disruptive behavior exists, its direct influence on academic performance may not be significant. However, disruptive behavior could still affect the overall learning environment, indirectly influencing performance.[Table 1]

Academic Pressure and Competition: The correlation between student performance and academic pressure and competition is weak and negative ($r = -0.069$, $p = 0.278$), suggesting that higher academic pressure might slightly reduce student performance, although the relationship is not statistically significant. This could imply that extreme academic pressure might not foster an optimal learning environment, potentially contributing to organizational incivility.[Table 1]

Teacher-Student Interaction: The correlation between student performance and teacher-student interaction is almost nonexistent ($r = -0.003$, $p = 0.965$). This weak correlation suggests that teacher-student interactions alone do not significantly affect student performance directly, but poor interactions could contribute to a negative organizational climate, impacting performance indirectly.[Table 1]

Ineffective Conflict Resolution: The correlation between student performance and ineffective conflict resolution is very weak and positive ($r = 0.006$, $p = 0.922$). This indicates that ineffective conflict resolution does not have a significant direct impact on student performance, but it might contribute to an environment of incivility that indirectly affects performance.[Table 1]

Peers Interaction and Classroom Environment: Both peers interaction ($r = 0.005$, $p = 0.942$) and classroom environment ($r = 0.044$, $p = 0.485$) show very weak correlations with student performance, indicating that these factors do not directly influence performance significantly. However, they are important components of the overall organizational environment that can impact student well-being and performance indirectly.[Table 1]

Underlying Factors contributing to institutional internal values

From the detailed analysis of the correlation results, several underlying factors can be identified that contribute to organizational incivility in higher education institutions. These factors are interrelated and collectively influence the academic environment, leading to incivility. Here are the key underlying factors:

3. Academic Pressure and Competition

Academic pressure and competition show significant positive correlations with several indicators of incivility:

- **Disruptive Behavior** ($r = 0.449, p < 0.001$)
- **Ineffective Conflict Resolution** ($r = 0.547, p < 0.001$)
- **Peers Interaction** ($r = 0.357, p < 0.001$)

High levels of academic pressure and competition can create a stressful environment for students, which can lead to increased disruptive behaviors and poor conflict resolution. The pressure to perform can exacerbate tensions among students and between students and faculty, contributing to an uncivil atmosphere.

2. Teacher-Student Interaction

Teacher-student interaction is significantly correlated with:

- **Disruptive Behavior** ($r = 0.421, p < 0.001$)
- **Peers Interaction** ($r = 0.198, p = 0.002$)
- **Classroom Environment** ($r = 0.335, p < 0.001$)
- **Ineffective Conflict Resolution** ($r = 0.140, p = 0.027$)

Poor or ineffective teacher-student interactions can contribute to a negative classroom environment. When teachers and students do not communicate effectively or when teachers do not foster a supportive learning environment, students may become disengaged and exhibit disruptive behavior. This dynamic can also hinder effective conflict resolution and degrade the overall classroom environment.

Ineffective Conflict Resolution

Ineffective conflict resolution is strongly correlated with:

- **Disruptive Behavior** ($r = 0.492, p < 0.001$)
- **Academic Pressure** ($r = 0.547, p < 0.001$)
- **Peers Interaction** ($r = 0.451, p < 0.001$)
- **Classroom Environment** ($r = 0.239, p < 0.001$)

Environments where conflicts are not resolved effectively can contribute significantly to organizational incivility. When conflicts between students, or between students and faculty, are not

managed properly, they can lead to increased disruptive behavior and a negative classroom environment. Poor conflict resolution practices can also exacerbate the effects of academic pressure, leading to a cycle of incivility.

Peers Interaction

Peers interaction shows significant positive correlations with:

- **Disruptive Behavior** ($r = 0.405, p < 0.001$)
- **Academic Pressure** ($r = 0.357, p < 0.001$)
- **Teacher-Student Interaction** ($r = 0.198, p = 0.002$)
- **Ineffective Conflict Resolution** ($r = 0.451, p < 0.001$)
- **Classroom Environment** ($r = 0.266, p < 0.001$)

Interactions among peers play a crucial role in shaping the organizational climate. Negative peer interactions can lead to disruptive behavior and contribute to a toxic classroom environment. Additionally, when peers do not support each other or engage in competitive rather than collaborative behavior, it can increase academic pressure and make conflict resolution more challenging.

Summary

The propose of this study was to explore the relationship b/t institutional internal values and student performance at higher level. The main objectives of the study were as follows: To examine the impact of institutional internal values on student academic performance and overall well-being: To explore factors contributing to the occurrence of incivility such as ineffective conflict resolution strategies. To Identify teacher citizenship values, behavior and student's performance at higher level. The research design adopted for this study is quantitative in nature, and it is exploratory in nature with respect to institutional internal values of faculty members and student performance in higher education institutes. The nature of research are quantitative, using a cross-sectional survey method to collect data from faculty members and students. This study descriptive and correlational, trying to establish and measure the extent of the relationship between the two variables. The findings of the research strong positive correlation between disruptive behavior of students and both academic pressure

and competition ($r = 0.449, p < 0.01$) and ineffective conflict resolution ($r = 0.492, p < 0.01$). Ineffective conflict resolution also shows a significant positive correlation with academic pressure and competition ($r = 0.547, p < 0.01$). Classroom environment positively correlates with teacher-student interaction ($r = 0.335, p < 0.01$) and peer interaction ($r = 0.266, p < 0.01$). Most correlations involving performance of students are weak and not statistically significant. The significant positive correlation between disruptive behavior and teacher-student interaction ($r = 0.421, p < 0.001$) implies that poor teacher-student interactions are linked with increased disruptive behavior. This finding supports the notion that ineffective or negative interactions between teachers and students can contribute to incivility within the classroom setting.

Recommendations

- Higher education institutions need to develop institutional internal values that encourages and rewards the faculty members for exemplary conduct. Such exemplary conduct may be rewarded through awards, public recognition, or even mentioned in compensation or remuneration schemes, which will encourage the faculty to go beyond their formal job responsibilities.
- Regular opportunities for professional development should be provided, with the intention of improving traits of institutional internal values such as altruism, conscientiousness, and civic virtue. Workshops of this kind or training programs could help faculty acquire certain specific skills, which could contribute a lot in enhancing the overall educational atmosphere.

References

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.

Al-Sada, M., Al-Esia, S., & Al-Kuwari, H. (2023). Faculty Organizational Citizenship Behavior and Student Engagement in Higher Education. *Journal of Higher Education Research*, 45(2), 203-217.

Altun, M. (2021). The Impact of Faculty Organizational Citizenship Behavior on Student Satisfaction and Performance: Evidence from a Turkish University. *Educational Management Administration & Leadership*, 49(3), 345-360.

Ariani, D. W. (2020). Relationship between employee engagement, organizational citizenship behavior, and counterproductive work behavior. *Journal of Management Development*, 39(2), 157-174.

Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources Model: State of the Art. *Journal of Managerial Psychology*, 22(3), 309-328.

Blau, P. M. (1964). *Exchange and Power in Social Life*. John Wiley & Sons.

Bogler, R., & Somech, A. (2004). Influence of Teacher Empowerment on Teachers' Organizational Commitment, Professional Commitment, and Organizational Citizenship Behavior in Schools. *Teaching and Teacher Education*, 20(3), 277-289.

Borman, W. C., & Motowidlo, S. J. (2022). The Impact of Organizational Citizenship Behavior on Student Academic Outcomes in a U.S. University Setting. *Journal of Educational Psychology*, 114(4), 455-468.

Dineen, B. R., Lewicki, R. J., & Tomlinson, E. C. (2020). Trust as an organizing principle in work relationships. *Research in Organizational Behavior*, 40, 101-119.

DiPaola, M. F., & Tschannen-Moran, M. (2001). Organizational citizenship behavior in schools and its relationship to school climate. *Journal of School Leadership*, 11(5), 424-447.

Judge, T. A., Thoresen, C. J., Bono, J. E., & Patton, G. K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376-407.

Khalid, S., Ahmed, F., & Rehman, S. (2021). Organizational Citizenship Behavior and its Impact on Student Academic Performance in Higher Education. *International Journal of Educational Research*, 100, 101-110.

LePine, J. A., Erez, A., & Johnson, D. E. (2023). A Meta-Analysis of the Relationship Between Organizational Citizenship Behavior and Student Performance in Higher Education. *Academy of Management Learning & Education*, 22(2), 176-194.

MacKenzie, S. B., Podsakoff, P. M., & Podsakoff, N. P. (2019). Organizational citizenship behavior: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management*, 45(1), 109-155.

McCarthy, J. M., Trougakos, J. P., & Cheng, B. H. (2022). Are we in this together? The role of shared OCB in team performance and wellbeing. *Journal of Business and Psychology*, 37(1), 37-50.

- Mohamed, R., Taha, M. A., & Badran, M. A. (2023). The impact of organizational citizenship behavior on student satisfaction and performance in higher education. *Journal of Educational Administration*, 61(3), 230-245.
- Nguyen, H. T., Tran, T. N., & Le, V. H. (2022). The Role of Faculty Organizational Citizenship Behavior in Promoting Student Citizenship Behavior and Academic Success. *Higher Education Quarterly*,
- Oplatka, I., & Lapidot, O. (2021). The dimensions and outcomes of organizational citizenship behavior in the context of higher education institutions. *Higher Education Quarterly*, 75(4), 584-602.
- Organ, D. W. (1988). *Organizational citizenship behavior: The good soldier syndrome*. Lexington Books.
- Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2018). Reflections on the role of organizational citizenship behaviors in enhancing organizational effectiveness. *Annual Review of Organizational Psychology and Organizational Behavior*, 5(1), 19-43.
- Schnake, M. E., Dumler, M. P., & Cochran, D. S. (2022).

