

Self-Efficacy and its Relationship to the Professional Performance of Faculty Members in Colleges of Physical Education and Sports Sciences in the Southern Region

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Abstract

This study examined self-efficacy and its relationship to professional performance among physical education and sports science faculty members in the southern region. Since faculty members are a crucial part of the educational process, it is essential for them to possess self-efficacy, a key concept in various sports psychology disciplines. Self-efficacy works in conjunction with other concepts to refine the faculty member's personality, enabling them to achieve specific goals and play an effective and appropriate role in serving the educational process and students as a whole. This empowers them to perform their professional duties effectively and with distinction. The researchers employed a descriptive survey methodology, deemed suitable for the nature of the study. The research population consisted of physical education and sports science faculty members in the southern region, totaling 240 faculty members. The experimental and pilot sample comprised 230 faculty members. The researchers developed two scales: a self-efficacy scale and a professional performance scale, based on established scientific principles and appropriate statistical methods. The results indicated that physical education faculty members in the southern region possess both self-efficacy and professional performance.

Introduction

Sports psychology is a modern discipline that has gained increasing importance in recent years due to its effective role in understanding human behavior. This science has contributed to qualitative transformations in training and educational curricula, particularly in the field of preparing and developing sports education personnel. Among the groups targeted by these transformations are the faculty members of physical education and sports science colleges, given the professional competence, psychological balance, and precise mental skills required for their work. These skills enable them to perform their teaching and research tasks with high efficiency. In this context, self-efficacy emerges as one of the most important contemporary psychological skills. It is the ability to work to achieve outstanding job performance and is considered an important psychological tool in work environments, especially in educational and sports contexts. It helps instructors deal with stressful situations and make more balanced decisions, which enhances efficiency in performing daily tasks. As for the professional performance of an instructor, it is the sum of behaviors and activities that an individual performs in the context of their work. It includes cognitive, skill-based, emotional, and organizational aspects, which are reflected in the quality of the educational process and its outcomes. Evaluating professional performance is one of the main criteria for judging the competence of academic staff, especially in physical education and sports science colleges, where academic work requires a certain level of... High levels of mental awareness, self-confidence, and the ability to interact with students and adapt to modern changes in the sports field are indicators of work quality and positive contribution to achieving academic goals. The importance of this study lies in its attempt to uncover the relationship between self-efficacy and its impact on improving the professional performance of faculty members in physical education and sports science colleges. A deep understanding of this relationship can contribute to designing training and development programs that enhance these skills and contribute to developing the efficiency of the academic staff, which will positively impact the quality of higher education and its outcomes. Furthermore, it provides a deeper understanding of the psychological variables affecting faculty efficiency and performance, and offers scientific and educational indicators that help improve professional performance within the educational and sports fields.

Research Problem

The current research problem lies in attempting to uncover the relationship between self-efficacy and the professional performance of faculty members in physical education and sports science colleges in the southern region. The aim is to determine the extent to which these variables contribute to improving professional performance. Self-efficacy increases faculty members' awareness, abilities, and skills, which in turn enhances decision-making, improves job performance, and strengthens relationships and cooperation among faculty members and with students. These variables are considered important factors that contribute to raising faculty members' awareness of their duties and developing their abilities and skills, which positively impacts the quality of decision-making and leads to more effective job performance. Furthermore, it strengthens relationships and cooperation among faculty members and with their students.

Research Objectives

1. To develop and standardize a self-efficacy scale for faculty members in physical education and sports science colleges in the southern region.
2. To develop and standardize a professional performance scale for faculty members in physical education and sports science colleges in the southern region.
3. To identify the relationship between self-efficacy and professional performance among faculty members in physical education and sports science colleges in the southern region.

Research Areas

Human Scope: A sample of faculty members from physical education and sports science colleges in the southern region.

Spatial Scope: Physical education and sports science colleges in the southern region.

Temporal Scope: The 2024-2025 academic year.

Definition of Terms

Definitions. Self-efficacy: An individual's belief in their ability to perform the necessary behaviors to achieve specific goals or successfully complete defined tasks. Professional performance: "It is a combination of skills, knowledge, and behaviors that affect the quality of work and the individual's effectiveness in their work environment. It is not merely the completion of tasks, but rather how the individual performs those tasks".

Theoretical and Previous Studies. The researchers addressed topics related to the research subject, including self-efficacy as a social phenomenon that emphasizes individual activity, considered a form of psychology. "The ability of physical education and sports science instructors to perform their assigned tasks and duties professionally demonstrates their experience and general knowledge gained through their academic studies, which yielded positive, practical, and realistic results. This is achieved by giving their best effort and expertise in academic work, which impacts educational outcomes and learning".

Previous studies related to the research were also discussed.

Self-efficacy. The concept of self-efficacy emerged with Bandura (1977) when he published an article entitled "Self-Efficacy: Towards a Theory of Behavior Modification." In the article, he emphasized the importance of self-efficacy as a mediating factor in behavior modification and an indicator of expectations regarding a person's ability to overcome and successfully perform various tasks. It involves realistically planning and understanding the extent of one's own capabilities that enable them to perform a specific behavior acceptably and the degree of endurance required to perform that behavior. Furthermore, it directly influences behavioral and thinking patterns, making them either positive or negative. Individuals with a positive sense of self-efficacy tend to analyze problems and attempt to reach logical solutions, which effectively impacts their behavior. Conversely, individuals with low self-efficacy tend to think inward, making them anxious when facing tasks, hesitant in their behavior, diminishing their personal competence, and unable to effectively utilize their cognitive abilities.

The term "self-efficacy" is a central term in social cognitive theory, and proponents of this theory believe... Theory: The term self-efficacy represents a crucial component in an individual's sense of personal control, their ability to manage their destiny, and their adjustment to life's events. This sense of personal control and adjustment helps reduce the level of psychological stress.

The Concept of Professional Performance. This is a fundamental aspect of evaluating employee performance and the quality of their work within an organization. It expresses how an employee performs the tasks and responsibilities assigned to them in their job. In other words, it is a measure that shows how effectively an employee accomplishes their work and achieves the organization's goals. This type of employee performance is evaluated in both governmental and private institutions through various methods, including conducting formal performance reviews or surveying the employee's colleagues and supervisors. It is worth noting that it depends on several factors, such as the employee's knowledge, skills, motivation, and ability to work well with others. It is an assessment

of whether a person is performing their job well. Job performance is studied academically as part of industrial psychology, a branch of psychology that deals directly with people. It forms part of human resource management. Achievement is an important criterion for organizational results and success.

"The teacher of physical education is one who surrounds himself with students, understands their personalities, involves them in planning and executing activities, encourages creative individuals with a desire to learn, develop, and grow, and plans to prepare them as an effective team. He encourages students to present new ideas imbued with creativity through successful and effective professional performance

Chapter Three: Research Methodology and Field Procedures. Research Methodology: The nature of the problem and the established objectives necessitate that the researcher choose the appropriate methodology, which is defined as "the art of correctly organizing a series of numerous ideas in order to uncover an unknown truth or to demonstrate a truth unknown to others." () The descriptive method holds a special place in the field of psychological research, as a large proportion of psychological studies are descriptive in nature. The descriptive method is more suitable for many psychological problems than others. Studies that assess attitudes, seek to understand viewpoints, aim to collect data about individuals, or seek to identify working conditions and methods are all best addressed through the descriptive method.

Therefore, the researcher had to choose the descriptive method, employing both survey and correlational approaches, due to its suitability to the nature of the problem. Survey studies are one of the descriptive research methods through which information and data are collected about a phenomenon in order to understand, study, and determine its current state, as the survey method studies reality as it is.

The Research Population and Sample. The research population is defined as "all individuals, persons, or things that are the subject of the research problem". The sample is defined as "a representative sample from the population, selected according to specific scientific rules and methods, so that it accurately represents the population".

Therefore, the research population consisted of (240) faculty members from the Colleges of Physical Education and Sports Sciences at the universities in the southern region (University of Basra, University of Maysan, and University of Dhi Qar). The sample was selected randomly, as shown in Table (1)

Table (1) shows the sample distribution.

The excluded	Percentage	Exploratory experiment	Percentage	Application sample	Percentage	Construction sample	Percentage	Research population	Sample	No
4			%39,32	35	%56,17	50	%100	89	College	1
5			%40	30	%53,33	40	%100	75	College of Physical Education and Sports Sciences, University of Basra	2
1	%13,15	10	%46,05	35	%39,47	30	%100	76	College of Physical Education and Sports Sciences, University of Maysan	3
10	%4,16	10	%41,66	100	%50	120	%100	240	Total	

Field Research Procedures

Defining the Scale Areas

The researcher defined the areas of the self-efficacy and professional performance scale by reviewing various sources, studies, and previous research that addressed the research topic, as well as conducting personal interviews with specialists in sports psychology. The researcher adopted the theoretical framework and identified (7) areas for the self-efficacy scale and (8) areas for the professional performance scale. These areas were presented to a group of (15) experts and specialists in educational and psychological sciences, sports psychology, and sports management. They were asked to mark (√) a field if it was suitable for the self-efficacy and professional performance scales, and (x) a field if it was not. After collecting and statistically analyzing the responses from experts, the researcher used the chi-square test to determine the agreement among the experts and specialists. Following this analysis, the researcher selected the following domains for the **Self-Efficacy Scale and the Professional Performance Scale, based on the chi-square test's acceptance function**

First - Self-Efficacy Scale:

1. Academic Knowledge
2. Teaching Skills
3. Guidance and Counseling
4. Social Interaction
5. Emotional Self-Efficacy

Second - Professional Performance Scale

1. Job Performance
2. Self-Development
3. Creativity and Innovation
4. Academic Leadership
5. Commitment to Values and Ethics

Determining the Style and Foundations for Formulating the Items

After reviewing relevant sources and studies and conducting personal interviews with a group of experts and specialists, the researcher adopted specific criteria for formulating the scale items.

Sixty items were formulated, distributed across five domains of the Self-Efficacy Scale, as follows:

1. Academic Knowledge (12 items)
2. Teaching Skills (12 items)
3. Guidance and Counseling (12 items)
4. Social Interaction (12 items)
5. Emotional Self-Efficacy (12 items)

Sixty items were formulated, distributed across five domains of the professional performance scale, as follows

1. Job Performance (12 items)
2. Self-Development (12 items)
3. Creativity and Innovation (12 items)
4. Academic Leadership (12 items)
5. Commitment to Values and Ethics (12 items).

Presentation of the Initial Scale Version:

The initial version of the scale was presented to a panel of (15) experienced and specialized experts in the fields of educational psychology, sports psychology, and management and organizational psychology. This was done to ensure the validity of the scale items and their suitability

for the intended field, and to determine their appropriateness. After the experts provided their responses and observations on the scale items, the responses were analyzed using the chi-square test (χ^2) on a single sample. Upon completion of the expert responses analysis, it was found that the difference between those who agreed and those who disagreed, using the chi-square test, was statistically significant in favor of retaining the item and not deleting any of it.

Ali Abdul et al. (2009) state that face validity means that the scale measures what it was designed to measure or achieves its intended purpose. It is considered one of the easiest types of validity if the scale is presented to a group of experts and specialists relevant to the scale's subject matter. Based on the agreement of these experts, the scale's validity can be established. Selection of the Rating Scale: After reviewing a group of scales, the researcher selected the three-point scale for the Self-Efficacy and Professional Performance Scale because it reduces the degree of guesswork. The researcher then asked the experts for their opinion on the proposed three-point scale (Agree, Neutral, Disagree). The experts' responses supported this proposed scale, as it achieved 100% agreement, making the proposed rating scale suitable for the scale. Weights were assigned according to the direction of the item, as shown in Table (2). Table (2) shows the rating scale scores.

self-efficacy			
disagree	Neutral	I agree	Paragraph direction
1	2	3	Positive
3	2	1	Negative
Professional performance			
1	2	3	Positive
3	2	1	Negative

The main experiment for analyzing the scale items on a construct sample. The application was conducted from December 3, 2024, to December 15, 2024. One hundred and twenty (120) teachers were selected, and the questionnaires were distributed to them. After completion, the researcher reviewed each questionnaire to ensure that the instructions were followed and that all items were answered.

Statistical analysis of the two scale items. The objective of statistically analyzing the items was "to improve the quality of the test by identifying weaknesses in the items and then either revising them or discarding them if they were not suitable".

Discriminatory power of the two scale items. Discriminatory power refers to "the extent to which the items are able to differentiate between teachers with higher and lower levels of performance in the domain that the items measure." To calculate the discriminatory power, the researcher followed these steps:

1. The respondent was given the alternative score chosen by the respondent for each item on the scale. Then, the scores for each item were totaled for each individual in the sample to represent their total score.
2. The scores obtained by the sample members were arranged in descending order from highest to lowest.
3. Two sets of scores were taken, one representing the 27% of individuals who obtained the highest scores and the other representing the 27% of individuals who obtained the lowest scores. The upper and lower 27% are considered acceptable for comparison between the two sets.

"This ratio provides us with two sets of maximum size and differentiation when the distribution of scores on the test is in the form of a normal distribution curve

Thus, the researcher had two sets, the upper and lower, each consisting of (32) forms. To calculate the discrimination index for each of the (60) items of the two scales, the researcher used a t-test with the Statistical Package for the Social Sciences (SPSS). The statistically significant t-value was considered an indicator of item discrimination.

Table (3) shows the discriminatory power of the self-efficacy scale.

Significance level	T-value	Lower group		Upper group		Paragraphs	Areas of expertise:
		Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean		
0.000	4.498	0.871	1.875	0.535	2.688	1	Academic knowledge
0.000	10.299	0.581	1.719	0.296	2.906	2	
0.000	7.226	0.707	1.875	0.336	2.875	3	
0.000	10.251	0.644	1.688	0.246	2.938	4	
0.000	7.973	0.689	1.906	0.246	2.938	5	
0.000	7.043	0.672	1.750	0.440	2.750	6	
0.000	6.533	0.554	1.625	0.701	2.656	7	
0.000	7.523	0.751	1.781	0.336	2.875	8	
0.000	8.146	0.622	1.750	0.397	2.813	9	
0.000	8.547	0.723	1.844	0.177	2.969	10	
0.000	10.543	0.619	1.563	0.336	2.875	11	
0.000	6.042	0.669	1.938	0.420	2.781	12	
0.000	8.808	0.644	1.688	0.369	2.844	1	Teaching skills
0.000	5.601	0.581	1.719	0.707	2.625	2	
0.000	7.542	0.689	1.906	0.296	2.906	3	
0.000	9.487	0.669	1.563	0.369	2.844	4	
0.000	8.621	0.738	1.813	0.177	2.969	5	
0.000	12.624	0.492	1.625	0.296	2.906	6	
0.000	6.643	0.723	1.844	0.397	2.813	7	
0.000	11.590	0.568	1.750	0.177	2.969	8	
0.000	9.721	0.644	1.688	0.296	2.906	9	
0.000	7.490	0.669	1.938	0.296	2.906	10	
0.000	11.641	0.581	1.719	0.177	2.969	11	Guidance and counseling
0.000	8.099	0.723	1.844	0.246	2.938	12	
0.005	2.925	0.871	2.125	0.545	2.656	1	Social interaction
0.000	11.726	0.592	1.688	0.177	2.969	2	
0.000	7.542	0.689	1.906	0.296	2.906	3	

0.000	10.846	0.644	1.688	0.177	2.969	4	
0.000	8.028	0.707	1.875	0.246	2.938	5	
0.000	10.064	0.535	1.688	0.369	2.844	6	
0.000	5.981	0.535	1.688	0.707	2.625	7	
0.000	7.542	0.689	1.906	0.296	2.906	8	
0.000	9.721	0.644	1.688	0.296	2.906	9	
0.000	7.919	0.647	1.969	0.246	2.938	10	
0.000	10.702	0.609	1.625	0.296	2.906	11	
0.000	6.364	0.669	1.938	0.397	2.813	12	
0.000	8.449	0.608	1.781	0.369	2.844	1	
0.000	5.684	0.568	1.750	0.701	2.656	2	Self-efficacy
0.000	8.814	0.762	1.750	0.177	2.969	3	
0.000	11.099	0.560	1.594	0.336	2.875	4	
0.000	8.183	0.738	1.813	0.246	2.938	5	
0.000	11.395	0.545	1.656	0.296	2.906	6	
0.000	7.186	0.751	1.781	0.369	2.844	7	
0.000	12.419	0.568	1.500	0.296	2.906	8	
0.000	8.725	0.693	1.688	0.336	2.875	9	
0.000	7.690	0.723	1.844	0.296	2.906	10	
0.000	10.546	0.602	1.656	0.296	2.906	11	
0.000	8.930	0.772	1.719	0.177	2.969	12	
0.000	7.542	0.689	1.906	0.296	2.906	1	
0.000	11.722	0.560	1.594	0.296	2.906	2	
0.000	8.417	0.718	1.750	0.296	2.906	3	
0.000	10.344	0.615	1.594	0.336	2.875	4	
0.000	9.387	0.672	1.750	0.246	2.938	5	
0.000	8.024	0.609	1.625	0.508	2.750	6	
0.000	6.061	0.609	1.625	0.707	2.625	7	
0.000	6.970	0.723	1.844	0.421	2.875	8	
0.000	10.203	0.545	1.656	0.369	2.844	9	
0.000	10.020	0.683	1.719	0.177	2.969	10	
0.000	10.934	0.471	1.688	0.369	2.844	11	
0.000	10.038	0.718	1.469	0.336	2.875	12	

*The tabulated t-value at a significance level of (0.05) and degrees of freedom (n+n-2) = (32+32-2) = 62 = 1.999. From the table above, we find that the mean scores of the upper and lower groups of the self-efficacy scale ranged from (2.625-2.969) for the upper group, while the mean scores of the lower group ranged from (1.469-2.125). The t-value ranged from (2.925-12.624). Comparing the significance level (sig), we did not find any items that were non-discriminatory. This means there were no discriminatory differences for these items between the upper and lower groups, and therefore no items were excluded. Internal consistency coefficient:

The discriminatory power of items does not determine their homogeneity in measuring the phenomenon they are intended to measure. Items may have similar discriminatory power but measure different dimensions. This method assumes that the total score is a criterion for validity. The scale is then discarded when its correlation with the total score is low, based on the premise that the items do not measure the phenomenon the scale is intended to measure.

The use of internal consistency distinguishes the scale with important features, namely:

1. Internal consistency is a constructive aspect of the scale.
2. Internal consistency is the process of determining the reliability of the items.
3. It ensures the scale's consistency in its ability, as each item measures the same dimension as the entire scale.

The internal consistency method refers to "the degree of correlation between items and the degree of correlation between each item and the test as a whole. The presence of non-zero correlations between scale items confirms the consistency of these items and that they all measure the same thing intended to be measured." This indicator was extracted using the Pearson correlation coefficient between the score of each item and the total scale score, and the second method between the score of each domain and the total scale score for all (120) instructors in the sample, using the Statistical Package for the Social Sciences (SPSS)

Table (4) shows the discriminatory power of the professional performance scale.

Significance level	T-value	Lower group		Upper group		Paragraphs	Areas of expertise:
		Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean		
0.000	12.430	0.499	1.594	0.354	2.938	1	Job performance
0.000	5.740	0.641	2.094	0.369	2.844	2	
0.000	14.543	0.492	1.625	0.177	2.969	3	
0.000	4.872	0.689	2.094	0.471	2.813	4	
0.000	9.243	0.554	1.625	0.471	2.813	5	
0.000	7.814	0.499	1.594	0.672	2.750	6	
0.000	4.514	0.660	2.125	0.491	2.781	7	
0.000	13.003	0.504	1.563	0.296	2.906	8	
0.000	4.432	0.669	2.063	0.568	2.750	9	
0.000	12.257	0.554	1.625	0.246	2.938	10	
0.000	4.777	0.641	2.094	0.440	2.750	11	
0.000	11.545	0.492	1.625	0.390	2.906	12	
0.000	14.543	0.492	1.625	0.177	2.969	1	Self-development

0.000	14.693	0.499	1.594	0.177	2.969	2	
0.000	4.189	0.669	2.063	0.581	2.719	3	
0.000	14.693	0.499	1.594	0.177	2.969	4	
0.000	4.730	0.628	2.156	0.471	2.813	5	
0.000	10.763	0.545	1.656	0.336	2.875	6	
0.000	7.324	0.471	1.688	0.672	2.750	7	
0.000	10.919	0.492	1.625	0.421	2.875	8	
0.000	7.478	0.483	1.656	0.672	2.750	9	
0.000	6.184	0.695	2.031	0.336	2.875	10	
0.000	9.556	0.535	1.688	0.397	2.813	11	
0.000	4.583	0.669	2.063	0.457	2.719	12	
0.000	14.543	0.492	1.625	0.177	2.969	1	
0.000	4.432	0.669	2.063	0.568	2.750	2	Creativity and innovation
0.000	6.946	0.499	1.594	0.738	2.688	3	
0.000	4.777	0.641	2.094	0.440	2.750	4	
0.000	12.257	0.492	1.625	0.354	2.938	5	
0.000	5.740	0.641	2.094	0.369	2.844	6	
0.000	13.450	0.564	1.563	0.177	2.969	7	
0.001	3.400	0.641	2.094	0.609	2.625	8	
0.000	8.201	0.499	1.594	0.622	2.750	9	
0.000	5.186	0.669	2.063	0.471	2.813	10	
0.000	12.952	0.545	1.656	0.177	2.969	11	
0.000	4.706	0.609	2.125	0.440	2.750	12	
0.000	7.642	0.492	1.625	0.672	2.750	1	
0.000	6.110	0.641	2.094	0.336	2.875	2	
0.000	14.894	0.504	1.563	0.177	2.969	3	
0.000	4.127	0.669	2.063	0.535	2.688	4	
0.000	7.997	0.504	1.563	0.672	2.750	5	
0.000	13.003	0.504	1.563	0.296	2.906	6	
0.000	14.693	0.499	1.594	0.177	2.969	7	
0.000	5.910	0.718	2.000	0.369	2.844	8	
0.000	14.894	0.504	1.563	0.177	2.969	9	
0.000	4.412	0.609	2.125	0.457	2.719	10	
0.000	13.869	0.504	1.563	0.246	2.938	11	
0.000	12.795	0.499	1.594	0.296	2.906	12	
0.000	7.642	0.492	1.625	0.672	2.750	1	Commitment to values and ethics
0.000	6.946	0.499	1.594	0.738	2.688	2	
0.000	14.693	0.499	1.594	0.177	2.969	3	
0.000	4.189	0.669	2.063	0.581	2.719	4	
0.000	15.145	0.507	1.531	0.177	2.969	5	
0.002	3.186	0.641	2.094	0.615	2.594	6	
0.000	9.832	0.499	1.594	0.440	2.750	7	
0.000	14.543	0.492	1.625	0.177	2.969	8	
0.000	11.026	0.504	1.563	0.397	2.813	9	
0.000	14.543	0.492	1.625	0.177	2.969	10	
0.000	5.710	0.609	2.125	0.369	2.844	11	
0.000	11.026	0.504	1.563	0.397	2.813	12	

*The tabulated t-value at a significance level of (0.05) and degrees of freedom (n+n-2) = (32+32-2) = 62 = 1.999. From the table above, we find that the arithmetic mean scores for the upper and lower groups of the professional performance scale ranged from (2.594-2.969) for the upper group, while the arithmetic mean scores for the lower group ranged from (1.563-2.156). The t-value ranged from (3.186-15.145). Comparing the significance level (sig), we did not find any non-discriminatory items. This means there were no discriminatory differences for these items between the upper and lower groups, and therefore no items were excluded.

Scientific Foundations of the Scale

Content Validity

Content validity aims to determine whether the test or scale represents the aspects of the trait, characteristic, or ability to be measured. This validity is achieved when a group of specialists evaluates the suitability of the items for measuring **What it was designed for**

Content validity is one type of validity that reveals the contents of the scale form through the items presented to experts and specialists. This type of validity was achieved by presenting the scale to experts and specialists during the initial review of the scale's formulation. Construct validity:

"This type of validity relies on theoretical assumptions that are experimentally verified; therefore, it is considered one of the most complex types of validity

"It is considered one of the most suitable types of validity for constructing scales and seeks conceptual validity or construct validity because it depends on experimental verification of the extent to which item scores correspond to the characteristic or concept being measured. Item analysis methods are an indicator of this type of validity

This type of validity was calculated through the following

The extreme groups method

The discriminatory power of the items was extracted, through which items capable of distinguishing between individuals with high scores and those with low scores were identified. The ability of the items to discriminate is considered evidence of construct validity.

The relationship of each item's score to the total scale score (Internal Consistency) The internal consistency coefficient was used to analyze the items of the two scales, i.e., to calculate the validity of the scale items using the internal criterion. This was achieved by finding the correlation between the score of each item and the total score of the dimension to which it belongs, as well as the total score of the scale. This type of validity was verified using Pearson's simple correlation law, which demonstrates the internal consistency of the self-efficacy and professional performance scales.

Reliability. Reliability is defined as "the accuracy in estimating an individual's true score on the item they measure, or the consistency of an individual's score if they take the same scale multiple times under the same conditions".

The researcher used two methods to calculate the reliability of the scales

Split-Half Method. To find the scale's reliability coefficient, the researcher used the split-half method. Data was obtained from a sample of (120) faculty members from the Colleges of Physical Education and Sports Sciences in the Southern Region. The data consisted of (60) items for the self-efficacy scale and (60) items for the professional performance scale. The total score for each individual was used. The sample group was assigned a score for each item on the scale. The self-efficacy scale consisted of 30 odd-numbered items and 30 even-numbered items, both equal in number. Pearson's correlation coefficient was calculated between the scores of the two parts of the scale, representing the odd-numbered and even-numbered items. The correlation coefficient was then calculated, and the total score for each individual in the sample was used for each item on the scale. Similarly, the professional performance scale consisted of 30 odd-numbered items and 30 even-numbered items, both equal in number. Pearson's correlation coefficient was calculated between the scores of the two parts of the scale, representing the odd-numbered and even-numbered items. The correlation coefficient was then calculated.

Cronbach's Alpha Equation. "This method, characterized by its consistency and reliability, calculates the correlations between the scores of all items on the scale, considering each item as a self-contained measure. The reliability coefficient indicates the consistency of an individual's performance, i.e., the homogeneity of the scale".

"It is one of the most the most common and suitable reliability measures for scales with a graduated scale rely on the correlation between items within the scale, as well as the correlation of each item with the scale as a whole. The average of the internal correlation coefficients between items determines the alpha coefficient.

Reliability was calculated using this method by applying Cronbach's alpha to a sample of 120 faculty members using the Statistical Package for the Social Sciences (SPSS). The results showed that the reliability coefficient for both scales is a high reliability indicator.

Main Experiment: After completing all the requirements and procedures for designing and constructing the self-efficacy and professional performance scale, which consists of five axes and (60) items, the researcher administered the two scales in their final form to a sample of (100) faculty members from the Colleges of Physical Education and Sports Sciences in the Southern Region during the 2024/2025 academic year, from December 17, 2024, to December 31, 2024.

Statistical Methods: The statistical data were processed using Using the Statistical Package for the Social Sciences (SPSS)

1. Arithmetic Mean
2. Percentage
3. Standard Deviation
4. Independent Samples T-test
5. Simple Correlation Coefficient
6. Cronbach's Alpha
7. Chi-squared
8. One-Sample T-test
9. Cronbach's Alpha and Skewness

Presentation, Analysis, and Discussion of Results

Table (5): Correlation Coefficient Values between Self-Efficacy and Professional Performance among the Research Sample

Statistical significance	Value (t)		Nature of the correlation	Correlation coefficient	Variables
	tabular	Calculated			
Significant	1.987	11.899	basic	0.542	Self-efficacy and professional performance

Reviewing the results in Table (3), we find that the correlation coefficient between the two research variables, self-efficacy and professional performance, reached (0.542). To verify the significance of the correlation, a t-test was used, yielding a calculated value of (11.899), which is greater than the critical value of (1.987) at a degree of freedom of (98) and a significance level of (0.05). This confirms the significant and valid correlation between the research variables of self-efficacy and professional performance.

The researcher believes that the reason instructors achieve a high level on the self-efficacy scale is that at the heart of outstanding academic performance lies an invisible yet highly influential driving force. For instructors in physical education colleges, self-efficacy is not merely a feeling of confidence, but a firm belief in their ability to succeed in their teaching, research, and administrative tasks, even in the face of challenges. This deep self-belief is what enables them to transform aspirations into achievements and forms the foundation upon which the quality of sports education is built. It is not just a personal trait, but a fundamental determinant of the quality of professional performance of physical education instructors. When an instructor believes in their ability to achieve excellence, they become more enthusiastic, more creative, and more capable of inspiring their students to become champions in their disciplines and in their lives. Developing self-efficacy among instructors is a central pillar in the future of sports and education. We must provide sufficient support to instructors so that they believe in their abilities and achieve their full potential. It is not simply about transmitting theoretical knowledge or supervising physical training; it is about deeply instilling self-efficacy in the instructor themselves—that essential conviction in their ability to influence the learning process, shape athletic behavior, and inspire a new generation of specialists. It is not just superficial confidence, but the psychological engine that The extent of effort and perseverance in facing difficulties, and even the mindset for performance development, are determined by a cognitive framework that can be developed and strengthened. When physical education colleges recognize the importance of this competence and invest in its development among faculty members, they not only improve the performance of these faculty members but also contribute directly to preparing a generation of graduates confident in their abilities, capable of shaping the future of sports in Iraq and achieving accomplishments at all levels. This profound psychological dimension can be developed and given the attention it deserves. The correct thinking of faculty members stems from the experience gained through practical work, as well as their continuous pursuit of professional development. This broadens the intellectual framework of the teacher and their professional performance regarding their work through a sound understanding of work methods and techniques. Among the qualities that a teacher should possess are composure, self-control, emotional stability, gaining the trust of others, keen insight, fairness, objectivity in decision-making, and avoiding haste. All these are essential needs that enhance functional and professional performance. A good understanding of the elements of administrative work is one of the foundations of professional performance. This includes monitoring the administrative aspects related to their work, their ability to hold regular meetings and continuous interaction with students, and their utilization of resources. The correct application of the powers granted to them and the increased

effectiveness of success in educational work, which is the ultimate goal of education in improving the teaching and learning processes, were all behind this good percentage of their practitioners' level of these competencies. This was confirmed by Jaber Abdel Hamid (1986): "The individual's expectation that he is capable of performing the behavior that achieves the desired results in any given situation. This means that when the individual faces a problem or a situation that requires a solution, before performing a certain behavior, he attributes to himself the ability to perform this behavior. This constitutes the first part of self-efficacy, while the realization of this ability constitutes the second part of self-efficacy. That is, he must be convinced, based on knowledge and ability, that he actually possesses the necessary competence to perform a certain behavior successfully." "Sports institutions represent one of the most important pillars of social and economic development in contemporary societies due to their multiple roles that extend beyond the framework of entertainment to the fields of education, national identity, developing youth capabilities, and achieving leadership at the local and international levels. In particular, they are among the most influential and widespread sports institutions, which places them before significant responsibilities that require administrative systems and qualified leadership personnel capable of achieving and maintaining institutional success." The rapid changes in the sports work environment highlight the need for new leadership models capable of keeping pace with and overcoming these challenges. One of the most prominent outcomes is thought-based leadership, which combines strategic vision, the ability to innovate, flexibility in decision-making, and the ability to capitalize on available opportunities. These are essential characteristics for any organization striving for sustainable excellence. Al-Badiri (2017) explained, "The concept of self-efficacy refers to an individual's beliefs about their potential and ability to succeed and perform specific tasks. It assumes that individuals learn through reinforcement and punishment, and that new experiences are incorporated into the individual's cognitive system, becoming part of their knowledge. This knowledge and these experiences reflect their self-efficacy in facing different situations. Therefore, it is considered the primary driver of human behavior. An individual with high self-efficacy possesses the determination to solve problems, confront challenges, and overcome them."

Conclusions and Recommendations:

Conclusions: In light of the research results and the statistical analysis of the data obtained through the self-efficacy scale and the professional performance scale, the researcher reached the following conclusions.

1. The self-efficacy scale and the professional performance scale, which the researcher developed and which met its scientific criteria, are capable of measuring the characteristic for which they were designed.
2. Faculty members in the Colleges of Physical Education and Sports Sciences in the southern region achieved a high level on the self-efficacy scale and all its components.
3. Physical education faculty members achieved The level of professional performance in the Southern Region is high across all its aspects.
4. There is a statistically significant correlation between self-efficacy and professional performance among physical education instructors in the Southern Region.

Recommendations

1. Adopt the self-efficacy and professional performance scale designed by the researcher, as it was constructed according to sound scientific principles, to serve as a guide for physical education instructors in the Southern Region to interact with students based on accurate knowledge.
2. Researchers and graduate students should familiarize themselves with psychological sources and studies, given their concepts relevant to physical education instructors and students in the Southern Region, and apply them in practice.
3. Attention should be given to the administrative and psychological aspects of physical education instructors in the Southern Region, as these concepts are relevant to their work.
4. Assess the self-efficacy and professional performance of physical education instructors in the Southern Region and work to develop them according to scientific principles, given their positive impact on the educational process.

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