



Proactive Decision-Making of Physical Education Teachers in Enhancing Competence through Further Studies: A Comparative Study

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Abstract

Objectives. This study aimed to compare physical education (PE) teachers' proactive decision-making to improve competence through further studies.

Materials and methods. A quantitative approach with a comparative descriptive design was used in the study. This design was established to test whether there were significant differences in views among Public Civil Servants (PCS), Government Employees with a Work Agreement (GEWA), and Contract Employee (CE) teachers in making proactive decisions for further study as an effort to improve their competence. The participants were 252 PE teachers in East Nusa Tenggara Province, Indonesia. They were divided into three groups, each consisting of 52 PCS teachers, 110 GEWA teachers, and 90 CE teachers. The research instrument (18 statement items) was developed using the Proactive Decision-Making concept with six main indicators: systematic identification of objectives, systematic identification of alternatives, systematic search for information, using a decision radar, taking initiative, and striving for improvement. Testing the validity and reliability of the instrument was conducted using outer model analysis with SmartPLS version 4.0.9.9. The hypothesis testing process involved using the Kruskal-Wallis analysis and Dunn's post-hoc test with the SPSS program version 29.

Results. The research instrument successfully met the validity and reliability tests, marked by loading factor values = 0.804-0.932, Cronbach's alpha = 0.875-0.928, composite reliability = 0.875-0.928, AVE = 0.699-0.811, discriminant validity = 0.699-0.811, and HTMT = 0.836-0.900. Furthermore, the Kruskal-Wallis test found significant differences among the three groups of teachers in PDM who were to participate in further studies. Another fact is that post-hoc testing found significant differences only in the CE-GEWA and CE-PCS teacher groups, while GEWA-PCS did not demonstrate such differences.

Conclusions. Among the three groups of participants, contract/honorary teachers have a more temporary employment status and show the lowest level of proactiveness in making decisions to pursue further studies as an effort to improve their competencies.

Keywords: competency development, further education, lifelong learner, physical education teacher competence, proactive decision-making.

Introduction

58 years ago, Roundy (1967) reported general areas that explain the lack of competence of physical education teachers. Four main problems of teacher competence were identified. First, managing classes with large student populations. Second, assessing and reporting student learning progress. Third, handling adaptive physical education. Fourth, evaluating the effectiveness of learning.

Although it has been reported for a long time, the problems above are still obstacles for teachers in the current century and may continue. This fact explains that teacher competence is a series of skill attributes that are always dynamic, so the homework of today's and future teachers is to be involved in various competency development activities so that they can guarantee and orchestrate meaningful and impactful learning for their students.

With various technological advances and the openness of information in the field of education and learning today, it is still found that the competence of physical education teachers is relatively lacking. For example, teacher competence when

describing student orientation to problems, organizing students to learn, guiding investigations, presenting work results, and evaluating problem-solving (Safi'i et al., 2023). In addition, physical education teachers also have difficulty in dividing teaching tasks according to student abilities, implementing strategies to optimize student practice (Blegur et al., 2023), and difficulty using digital competence in implementing various methodologies to develop and support collaborative networks (Martínez-Rico et al., 2021).

The competence of physical education teachers in planning learning is still problematic. In this context, they cannot yet choose appropriate and clear learning objectives and cannot identify appropriate learning procedures or models to achieve the educational and learning objectives set (Altaweel & AlJa'afreh, 2017). It means they do not have a good grasp of pedagogical and professional competencies in detail (Anwar et al., 2020). If the problems of teacher competence are not immediately addressed, it will have an impact on their declining performance (Halimahturrafiah et al., 2023; Hartika et al., 2020; Siri et al., 2020) and, of course, hamper the fulfilment of the need for quality human resources who can play a professional role in society (Wiyono et al., 2018).

In response to the above problems, researchers have attempted to conduct investigations and promote various ways to improve teacher competence. For example, improving the pedagogical competence of teachers based on teaching materials (Hastuti et al., 2022) or participating in seminars (theoretical, problematic, psychological and pedagogical), workshops, teaching hours, pedagogical advice, festivals of pedagogical ideas, master classes and others (Mischenko et al., 2024), and being active in continuing professional development (Ramanan et al., 2024). Even considering the significance of the competence of physical education teachers in the future, Blegur et al. (2024) applied an integrated learning model to improve the competence of prospective teachers, including teaching skills, analytical thinking skills, academic integrity, and transformational leadership.

In the current study, the researcher aims to highlight proactive decision-making (PDM) in teachers' competency development through further studies. Proactive decision-making refers to individual decision-making oriented towards a future vision so that they prepare themselves to meet the criteria of that vision. The vision navigates them to act more proactively (Siebert et al., 2020; Siebert & Kunz, 2016) by designing more organized and projective learning behaviours to achieve that vision. For example, a previous study by Azma et al. (2011) found that teachers (both male and female) were not interested in continuing their studies, the reason being that they had obtained better managerial positions in schools (such as principals). However, recently, further studies have become a necessity for teachers. Maviş Sevim and Akın (2021) found that teachers began to realize and decide to take further studies because they helped them in professional development, changed their approach to evaluating student learning activities, were more confident, and improved their performance.

Moreover, other studies have reported that the reasons teachers want to pursue further studies are for self-development, academic careers, professional development, deepening knowledge in their field of expertise, and becoming more specialized in carrying out their profession

(Faruk Vural & Başaran, 2021), as well as helping them improve their intrapersonal and interpersonal qualities (Smothers et al., 2022). Another organizational benefit is that teachers' further studies have an impact on school development (Postholm & Rokkones, 2015) because they are empowered to become leaders and mentors, thus influencing the implementation of a supportive educational climate (Teves & Ubayubay, 2024) to create differentiated, active, participatory, interactive, and impactful learning classes.

Behind the enthusiasm for developing the competence of physical education teachers to pursue further studies, they face financial challenges in funding their education. This problem is caused by different teacher salaries among teacher categories (Public Civil Servant, Government Employee with a Work Agreement, and Contract Employee), the distance of the campus that provides further education, government and foundation regulation issues, and other internal socio-economic conditions. Teachers have hopes and goals to develop competence through further studies, but they must think hard to find scholarships and ensure that other economic needs are not disrupted. Given that financing is a prominent aspect of the college experience and can be a catalyst for—or a barrier to—their future academic success (Wu & Corpus, 2023).

Therefore, this study aims to compare the PDM of teachers (from teacher categories with different salary backgrounds) to improve competence through further studies.

Materials and Methods

Study Participants

Participants were 252 Physical Education teachers in East Nusa Tenggara Province, Indonesia. Each was distributed into three participant groups. First, the Public Civil Servant (PCS) group consisted of 52 people ($M \pm SD$ age = 39.2 ± 6.5), with details of males = 46 people (88.5%) and females = 6 people (11.5%). Second, the Government Employee with a Work Agreement (GEWA) group consisted of 110 people ($M \pm SD$ age = 34.5 ± 4.6), with details of males = 90 people (81.8%) and females = 20 people (18.2%). Therefore, the Contract Employee (CE) group consisted of 90 people ($M \pm SD$ age = 31.5 ± 4.3), with details of males = 74 people (82.2%) and females = 16 people (17.8%). They were determined using the convenience sampling technique so that participants were willing to respond to the research instrument (using Google forms) voluntarily (Mahardika et al., 2024; Scholtz, 2021).

Study Organization

This study used a quantitative approach with a comparative (descriptive) design, where the researcher did not treat the three groups of participants. The researcher chose this design to test whether there are significant differences in views among PCS, GEWA, and CE teachers in making competency development decisions through further study. Further study is one way for teachers to update their competencies and, at the same time, open access or professional networks with their colleagues and experts. In addition, they are also constrained by welfare issues (salary),

so they need to make proactive decisions to follow further study. Given that the three groups of participants have different welfare (salaries), this design can help researchers provide recommendations that suit the needs of teachers so that they still have the goal of developing competency through further study.

The research procedure began with researchers compiling instruments (with the help of Google forms) in a five-point Likert scale format by referring to the PDM concept and indicators from Siebert and Kunz (2016). The instrument was then distributed to participants from November to February 2025. The collected data on teachers' proactive decision-making for further studies is tabulated and categorized into three participant groups, with any respondents not meeting the study's exclusive criteria being eliminated. Next, the researcher conducted an outer model analysis to test the validity and reliability of the instrument, followed by a descriptive analysis to examine the mean and standard deviation. A comparative test using the Kruskal-Wallis method is then performed to analyze differences among the three participant groups, concluding with a post-hoc Dunn analysis to address the study's hypothesis.

Instrument

The design of the proactive decision-making instrument for the follow-up study of participants refers to the concept and six dimensions of PDM developed by Siebert and Kunz (2016). First, the systematic identification of goals is the basis for systematically creating alternatives, guiding methodical information searches, and decision planning. Second, systematic identification of alternatives, namely identifying alternatives, increases the likelihood that individuals will achieve their goals by improving proactive cognitive skills. Third, a systematic search for information, namely relevant values, guides information collection in decision-making. Fourth, using a decision radar, individuals can frame their decisions strategically and proactively consider other decisions in a future-oriented way. Fifth, proactive individuals take the initiative in decision-making by actively shaping their environment. Sixth, striving for improvement, proactive individuals strive to create meaningful impact by striving for improvement in decision-making situations. This research instrument consists of 18 items with a composition of three statement items representing each indicator.

Participants responded to the instrument using a five-point Likert scale (disagree-strongly agree).

Statistical Analysis

Testing the validity and reliability of the PDM instrument for further study of participants using outer model analysis assisted by Microsoft Excel and SmartPLS version 4.0.9.9 applications. The criteria for testing the validity and reliability of the research variable instrument are as follows: (1) loading factor (λ) >0.70 (Hair Jr et al., 2019; Hulland, 1999; Kay Kwong, 2013), (2) discriminant validity Heterotrait-monotrait Ratio of Correlations (HTMT) <0.90 (Henseler et al., 2016) and Average Variance Extracted (AVE) >0.50 (Henseler et al., 2016), and (3) Cronbach alpha and composite reliability >0.70 (Hair Jr et al., 2020; Henseler et al., 2016).

Descriptive analysis aims to profile the decision to continue studying from the three groups of participants. Meanwhile, the Kruskal-Wallis test was used because the data from the three participant groups did not meet the normality test criteria (Kolmogorov-Smirnov). Namely, each participant group had a significance value <0.001 . The Kruskal-Wallis test aims to find differences in participant perceptions of their proactive decision-making to participate in further studies. Furthermore, the Dunn post-hoc test was conducted to see which participant groups had significant differences among the three groups by looking at the significance value (sig. <0.05). The entire data collection process used the help of Google forms, Microsoft Excel, and SPSS version 29.

Results

The results of this study are reported sequentially, starting with testing the instrument's validity and reliability using outer model analysis from SmartPLS, then descriptive analysis and non-parametric statistical testing of Kruskal-Wallis.

Validity and Reliability of the Research Instrument

The results of the outer model analysis confirm that the 18-item PDM design successfully meets the parameters for convergent validity, with a loading factor >0.70 (ranging

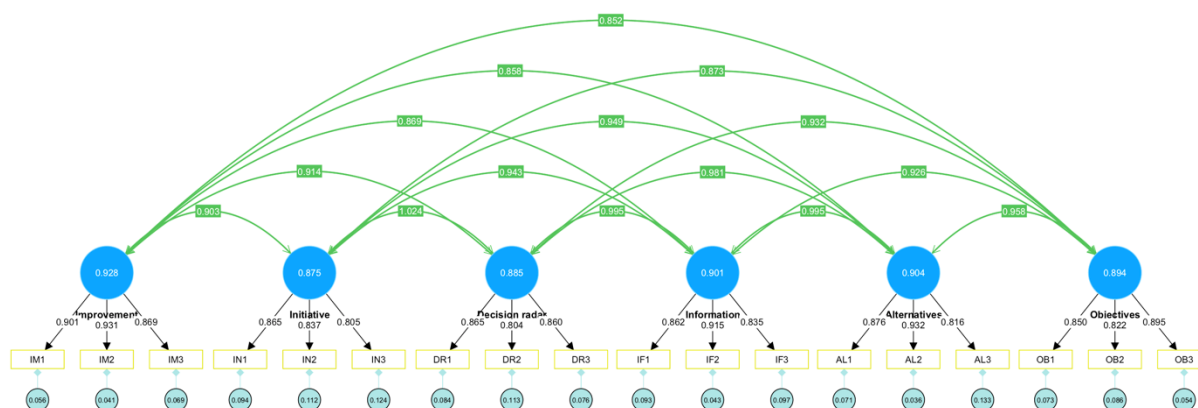


Fig. 1. Path diagram of research instruments

from 0.804 to 0.932) (Hair Jr et al., 2019; Hulland, 1999; Kay Kwong, 2013) (see Figure 1). The lowest loading factor, 0.804, was found in the item "Further studies help me consider career development in my current decision-making." Meanwhile, the highest loading factor, 0.932, was observed in the item "Further studies help me carefully identify ways to achieve my goals."

Continuing with the reliability testing, it was found that the PDM indicators had a Cronbach alpha value > 0.70 (0.875-0.928), a composite reliability value > 0.70 (0.875-0.928) (Hair Jr et al., 2020; Henseler et al., 2016). The AVE test proved the discriminant validity value > 0.50 (0.699-0.811) (Henseler et al., 2016), and the HTMT value also met the test parameters with a value range of 0.836-0.900 (Henseler et al., 2016) (see Table 1). Based on the results of the validity and reliability test of the instrument, it is concluded that the 18 items developed to test the decision-making of further studies of physical education teachers fulfil their function and consistency as a measuring tool because they can manifest the actual situation.

Table 1. Validity and Reliability of the Research Instrument

Indicators	Cronbach alpha	Composite reliability	AVE	HTMT
Objectives	0.894	0.892	0.733	0.856
Alternatives	0.904	0.902	0.767	0.876
Information	0.901	0.901	0.759	0.871
Decision radar	0.885	0.881	0.712	0.844
Initiative	0.875	0.875	0.699	0.836
Improvement	0.928	0.928	0.811	0.900

Descriptive Analysis

Table 1 shows that objective and improvement indicators are still the "idol" indicators, consistently receiving the highest responses among the three participant groups. If we examine further, the data shows that the CE teacher group gave a lower PDM response than the other two participant groups (PCS and GEWA). It could be concluded that CE teachers decided to continue their studies (to develop competence) because of regulatory demands or other external pressures (more reactive).

Table 2. Descriptive analysis

Indicators	Group participant (M ± SD)		
	PCS (n = 52)	GEWA (n = 110)	CE (n = 90)
Objectives	4.6 ± 0.5	4.6 ± 0.5	4.5 ± 0.5
Alternatives	4.6 ± 0.6	4.5 ± 0.5	4.4 ± 0.6
Information	4.5 ± 0.6	4.5 ± 0.5	4.4 ± 0.6
Decision radar	4.5 ± 0.6	4.5 ± 0.5	4.4 ± 0.6
Initiative	4.5 ± 0.7	4.5 ± 0.6	4.4 ± 0.6
Improvement	4.6 ± 0.6	4.6 ± 0.5	4.5 ± 0.5

Kruskal-Wallis analysis

Considering the normality test results (see the explanation of the normality test in statistical analysis), the researcher

conducted a Kruskal-Wallis test (non-parametric). The results prove that the asymptotic significance value for PDM is <0.001 (<0.05), so it is concluded that there is a significant difference between the three groups of participants (see Table 3).

Table 3. Kruskal-Wallis analysis

Test statistics ^{a,b}	
Kruskal-Wallis H	64.587
df	2
Asymp. sig.	<0.001

a. Kruskal Wallis Test

b. Grouping Variable: Group

The results of Dunn's post-hoc test (see Table 4) prove that two adj. sig. values are <0.05, namely in the CE and GEWA teacher group pairs (0.000) and the CE-PCS group pairs (0.000). Thus, there is a significant difference in PDM when further studies are undertaken between the CE and GEWA teacher groups and CE and PCS. It proves that only two groups of teachers (PCS and GEWA) are proactive in undertaking further studies as an integral part of their efforts to maintain and improve competence.

Table 4. Post-hoc Dunn test (Pairwise comparisons of grup)

Sample 1 - Sample 2	Test statistic	Std. error	Std. test statistic	Sig.	Adj. sig.a
CE-GEWA	74.223	10.245	7.245	<0.001	0.000
CE-PCS	79.859	12.556	6.360	<0.001	0.000
GEWA-PCS	5.635	12.131	0.465	0.642	1.000

Each row tests the null hypothesis that the Sample 1 and Sample 2 distributions are the same.

Asymptotic significances (2-sided tests) are displayed. The significance level is .050.

a. Significance values have been adjusted by the Bonferroni correction for multiple tests.

Discussion

Summary of Research Hypotheses

The results of this study successfully answered the main hypothesis that there are significant differences in PDM attitudes among the three groups of teachers, namely PCS teachers, GEWA teachers, and CE teachers. Where significant differences were found between PCS-CE and GEWA-CE teachers when compared to CE teachers, PCS and GEWA teachers were more proactive in making decisions about further study to improve competence and including by formulating competency development goals to create alternatives systematically, identifying alternatives to improve competence, oriented towards future competence, actively shaping their environment to improve competence, and striving to improve their competence.

Comparison with Published Data

Teachers must have competencies in the form of knowledge, skills, and behaviors that are internalized and

mastered when carrying out their professional duties (Hartika et al., 2020) because mastery of competencies is one of the keys to the success of physical education teacher learning (Hartono et al., 2024). Undeniably, teacher competencies always change following the learning needs of students that continue to develop over time. That means teachers who are competent today do not guarantee that they will also be competent in the future. Therefore, in teachers' efforts to maintain and guarantee their competencies, they must take the initiative and also be proactive in updating a set of skills periodically to be in line with the learning needs of their students (Blegur et al., 2024), including implementing differentiated learning (Blegur & Hardiansyah, 2024; Colquitt et al., 2017; Sitovsky et al., 2019).

Given the increasing complexity of students' learning needs and the clearer pathways for teacher career development, teachers are beginning to realize and agree that further studies help them in professional development, change their approach to evaluating students' learning activities, become more confident, improve their performance (Maviş Sevim & Akin, 2021), self-development efforts, pursue academic careers, professional development, deepen knowledge in their fields of expertise, and become more specialized in carrying out their profession (Faruk Vural & Başaran, 2021). Not only that, but further studies also help them improve their intrapersonal and interpersonal qualities (Smothers et al., 2022), increase their chances of getting promoted to become school leaders and mentors for colleagues (Campanilla, 2024; Teves & Ubayubay, 2024), and influence teachers' social lives (Lisansüstü et al., 2021).

Contract/honorary teachers show lower PDM for further studies. It is because they have salary compensation that is not equal to PCS and GEWA teachers, even though compensation affects teacher performance (Maharani et al., 2022). The salaries of contract/honorary teachers are still below standard (not by the performance they produce), resulting in reduced guarantees of their safety, health, and welfare. This welfare problem (economic) makes them more likely to look for side jobs to meet their family's needs rather than making proactive decisions to improve their competence through further studies (Faruk Vural & Başaran, 2021; Rosmanida et al., 2022). Therefore, if school management wants to improve their teachers' performance, they can provide adequate compensation accompanied by a clear and systematic career advancement pattern (Ismawati et al., 2023).

Significance of research findings

While there is limited literature explaining the PDM of physical education teachers to pursue further studies, the results of this study provide new insights into PDM preferences among teachers with different employment statuses. Career development is an important part of teaching, so teachers must continue proactively developing their competencies (Celik, 2017). The results of this study can be a basis for policymakers to provide wider teacher education scholarships and design empowerment programs for teachers in decision-making to foster high commitment (sense of ownership) in their professional learning (Mohammad Nezhad & Stolz, 2024). Universities also need to increase financial assistance and educational sponsorship

to open up greater opportunities for teachers to continue their education (Amahido, 2024).

Practical Application

The practical application of the results of this study is to design a teacher competency development program so that teachers with various economic problems still have a positive attitude to improve their competence. Not only that, providing scholarships and/or conducting training and mentoring to teachers so that they are competitive in selecting scholarships provided by the government, private sector, foundations, universities and so on, both from within and outside the country, is very necessary and actively designing policies that support improving the welfare of contract/honorary teachers so that they can be more proactive in improving their competence. The goal is for them to become individuals who are inspired by the desire always to be proactive and take new initiatives and are flexible in adapting dynamic teaching approaches and adjusting their teaching actions to the characteristics and uniqueness of their students (Francesco et al., 2019).

Future Research Prospects

The results of this study have provided a significant picture of the differences between civil servants, government employees with a work agreement, and contract/honorary teachers regarding PDM in further studies for improving competence. There is still much room for further research into factors that can improve the decision-making competence of further studies of physical education teachers in Indonesia. Further research prospects should be focused on more in-depth testing of other factors that can influence teacher PDM, such as teaching experience, teacher professional education received, teacher professional certification, and the influence of transformational leadership and school culture. In addition, further research opportunities can also examine whether there are differences in proactive decision-making styles between teachers who teach in schools with different characteristics, such as public and private schools or schools in urban and rural areas.

Conclusions

This study successfully answered the research objectives, where there were significant differences between the three groups of participants in PDM to develop competencies through further study (asympt. sig. <0.001). It means that each group of teachers has a different tendency to make proactive decisions about their competency development. The most significant differences were found in the PCS and CE teacher groups and GEWA and CE teachers. On the other hand, no significant differences were found between PCS and GEWA teachers. It means that of the three groups of participants, contract/honorary teachers have a more temporary work status, showing the lowest level of proactivity in making decisions for further study.

PCS and GEWA teachers, as state's apparatus employees, have guaranteed salaries and careers and tend to be more stable in making decisions related to self-development through further study. They have greater access to various training and education programs, encouraging them to

be more proactive in planning and making decisions to improve their competencies. On the other hand, job uncertainty factors, a salary system that is not yet nationally equal, and limited resources are the main obstacles for contract/honorary teachers in planning long-term competency development. Finally, it is important to initiate policies supporting contract/honorary teachers to develop their competencies, one of which is increasing access and incentives for further study.

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Conflict of Interest

If the authors have any conflicts of interest to declare.

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Проактивне ухвалення рішень викладачів фізичного виховання щодо підвищення компетентності через подальше навчання: Порівняльне дослідження

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 8 с., 4 табл., 1 рис., 43 джерела.

Мета дослідження. Метою цього дослідження було провести порівняльний аналіз проактивного ухвалення рішень викладачів фізичного виховання (ФВ) щодо поліпшення рівня компетентності шляхом реалізації подальшого навчання.

Матеріали та методи. У дослідженні застосовано кількісний підхід із порівняльним дескриптивним методом. Зазначений метод розроблено для перевірки того, чи існують значні відмінності в поглядах між викладачами державних закладів (ВДЗ), державними службовцями за трудовою угодою (ДСТУ) та викладачами, які працюють за контрактом (ВК), щодо ухвалення проактивних рішень для подальшого навчання з метою підвищення їхньої компетентності. Учасниками дослідження були 252 викладачі фізичного виховання з провінції Східна Нуса Тенгара, Індонезія. Їх було розділено на три групи, кожна з яких складалася з 52 викладачів ВДЗ, 110 викладачів ДСТУ та 90 викладачів за контрактом. Інструмент дослідження (18 тверджень) було розроблено з використанням концепції проактивного ухвалення рішень з шістьма основними показниками: систематичне визначення цілей, систематичне визначення альтернатив, систематичний пошук інформації, використання радару для реалізації рішень, прояв ініціативи та прагнення до вдосконалення. Перевірка валідності та надійності інструменту проводилася за допомогою аналізу зовнішніх моделей із використанням програмного забезпечення SmartPLS версії 4.0.9.9. Процес перевірки гіпотез передбачав використання аналізу Краскела-Уолліса та post-hoc тесту Данна за допомогою програми SPSS версії 29.

Результати. Дослідницький інструмент ефективно відповідав критеріям валідності та надійності, про що свідчать значення коефіцієнта навантаження = 0,804-0,932, альфа Кронбаха = 0,875-0,928, комплексної надійності = 0,875-0,928, AVE = 0,699-0,811, дискримінантної валідності = 0,699-0,811 та НТМТ = 0,836-0,900. Крім того, критерій Краскела-Уолліса виявив значущі відмінності між трьома групами викладачів у проактивному ухваленні рішень, які мали брати участь у подальших дослідженнях. Інший факт полягає в тому, що post-hoc тестування встановило суттєві відмінності лише в групах викладачів, які працюють за контрактом та державних службовців за трудовою угодою, а також викладачів за контрактом та працівників державних закладів, тоді як група ДСТУ-ВДЗ не продемонструвала таких відмінностей.

Висновки. Серед трьох груп учасників дослідження встановлено, що контрактники/почесні викладачі мають більшою мірою тимчасовий статус зайнятості та демонструють найнижчий рівень проактивності в ухваленні рішень для проведення подальшого навчання з метою покращення своїх професійних компетенцій.

Ключові слова: розвиток компетентності, подальша освіта, людина, яка навчається впродовж життя, компетентність викладача фізичного виховання, проактивне ухвалення рішень.

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