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STUDY REGARDING PROFESSIONAL STATUS OF INSPECTORS PHYSICAL EDUCATION AND SUBJECT SPECIALISTS IN RELEVANCE TO THEIR ROLE AND RESPONSIBILITIES IN HIGHER SECONDARY SCHOOLS OF KHYBER PAKHTUNKHWA

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ABSTRACT

The paper examined the professional status of Inspectors of Physical Education (IPEs) and Subject Specialists (SSs) in terms of their professional pride and financial standing at the higher secondary school level. The primary responsibilities of physical education teachers include teaching, organizing sports activities, maintaining discipline, and managing resources, while subject specialists focus on academic tasks. Extensive research has been conducted on factors affecting the job performance of physical education teachers. Similarly, this study explored the professional status of IPEs and SSs in relation to their roles and responsibilities in the higher secondary schools of Khyber Pakhtunkhwa (KP). The cross-sectional study used a stratified random sample of 630 participants, including 570 male subject specialists and 60 male inspectors physical education. A closed-form, self-developed research tool was designed, and piloted with input from 15 experts in the field. The responses were collected confidentially. Descriptive statistics were employed to analyze demographic variables, while hypotheses were tested using inferential statistics. The results indicated significant correlations among all variables at a 0.05 significance level. Based on the findings, it is recommended that professional pride and financial autonomy be promoted among IPEs and SSs to improve their professional status, which, in turn, will enhance their job performance.

Key Words: Professional status, Inspectors physical Education, Subject Specialists, Role and responsibilities

Introduction

The value of a teacher cannot be estimated and nothing is valuable than a regard of a teacher (Slater, Davies& Burgess, 2012). The Inspector of Physical Education and Subject Specialists are also coming in the category of teachers, as they have also deep interventions and specialties in the learning. Inspectors of Physical Education and Subject Specialists have major roles in teaching learning process and education system has been discussed and narrated in the previous decades largely (Nasri,Kadri, Souissi&Rouissi,2022).

The professional status of educators is a critical factor influencing their job satisfaction, performance, and overall contribution to the education system (Arian, Soleimani,&Oghazian, 2018). In the context of Khyber Pakhtunkhwa (KPK), Pakistan, the comparative professional standing of Inspectors of Physical Education (IPEs) and Subject Specialists (SSs) in higher secondary schools presents a fascinating area for study. These two categories of educators, while both integral to the educational process, experience different levels of recognition and face unique challenges in terms of professional pride and economic status. This comparative study seeks to explore how these factors influence their roles and responsibilities, as well as their general well-being

within the educational sector of KPK.

Inspectors of Physical Education (IPEs) are responsible for overseeing the implementation and quality of physical education programs across schools. They monitor physical education curricula, assess teacher performance, and ensure that schools meet the required standards for physical education (Jacob, Solomon, & Jegede, 2020). While the role of IPEs is essential for the development of physical education and sports at the school level, their professional status is often not as highly regarded as that of academic subject specialists. In many instances, IPEs face challenges related to the perceived secondary nature of physical education in comparison to core academic subjects. These challenges may negatively affect their professional pride, as well as their economic status, particularly in terms of remuneration, resources, and career advancement opportunities (Reina, Santana, Montesdeoca, & Roldan, 2019).

Subject Specialists (SSs), on the other hand, are educators with expertise in specific academic subjects such as mathematics, sciences, languages, and humanities. They are primarily responsible for curriculum delivery, ensuring academic achievement, and guiding students through complex subject matter. The economic status and professional pride of SSs are generally higher than those of their counterparts in physical education. Subject specialists often receive greater recognition due to the academic focus of their work, which is seen as foundational to the educational mission of schools. Furthermore, their roles are typically better compensated, with more opportunities for professional development and advancement within the educational hierarchy (Aziken, Emovon, & Emovon, 2021).

This study aims to investigate the contrasting experiences of IPEs and SSs in terms of professional pride—their sense of accomplishment

and respect within the educational system—and economic status, including factors such as salary, benefits, and career progression. By examining these two groups within the context of higher secondary education in KPK, the study will provide insights into how disparities in these areas may impact their motivation, job satisfaction, and overall effectiveness in their respective roles.

Objectives of the Study

The following were the objectives of the study;

1. To identify the professional status of inspector physical education and subject specialists in higher secondary schools of Khyber Pakhtunkhwa through professional pride.
2. To determine the professional status of inspector physical education in higher secondary schools of Khyber Pakhtunkhwa through their salaries.

Research Questions of the Study

The following were the research questions by keeping in view the objectives of the study.

3. Whether there is any significant difference between the professional status of Inspectors Physical Education and Subject Specialists on the basis of their professional pride with reference to the importance of subject/discipline.
4. Whether there is any significant difference between the professional status of Inspectors Physical Education and Subject Specialists on the facet of the salary

Delimitation of the Study

The study was delimited only to male Higher Secondary Schools of central districts of KP.

Materials and Methods

Design of the Study

The study was descriptive in nature. The Research design is a proposed plan which the researchers use to evaluate the research questions/hypotheses and also to handle some of the trouble faced during the course of research work. Research design helps researchers to choose the problem, manipulate the study variables, collection of data and statistical tests to be applied for analysis of data (Saharan, *et al.*, 2020). Cross-sectional survey research design from a descriptive model was used to assemble the required data.

Population of the Study

The population comprised of all male IPEs and SSs working in the Government Higher secondary Schools of Khyber Pakhtunkhwa.

Sampling and sample size

When the population is large in number then the volume of the population is minimized through a certain procedure which is called sampling (Lakens, 2022). Sample size is the number of elements selected from the population through sampling for collection of data. There were 270 male higher secondary schools in the twenty-five settle Districts in Kpk. Simple random sampling was used. The researcher selected a sample (n=630), 570 male Subject Specialists and 60 male inspector physical education in the sampled five districts i.e. Charsada, Mardan, Nowshera, Sawabi and Peshawar.

Data Collection Tool (Instrumentation)

Proper research instrument has significance role in the gathering of required data (Villarino, 2024). A self-made questionnaire was developed, which could meet the variables of the study after studying review of literature and in consultation with the co-authors. As the study dealt with different variables, hence; the scale followed below sections.

- i. Professional pride
- ii. Financial status/salary
- iii. Professional status

Questionnaire was then administered among IPEs and SS in to check the level of feasibility and difficulty. Valuable feedback was received in pilot testing of the study. The suggested changes were accordingly made. After that, the questionnaire was served among experts in the field to have face and content validity. To calculate

the reliability score of the questionnaire, the Cronbach's alpha coefficient method was used.

Table 1: Cronbach's Alpha Reliability Statistics for Research Instrument

S.No	Variables	Items	Cronbach Alpha
1.	Professional pride	24	.766
2.	Financial status/salary	22	.856
3.	Professional status	21	.818
Total		67	.783

The researchers personally collected data through three points dichotomous scale "Yes, No, Undecided" carrying values 3, 2 and 1.

Pilot Study

The researcher administered questionnaire in 15 experts for the purpose of validity and their suggestions were sought out in order to bring refinement in the questionnaire; the researcher also distributed the valid questionnaire among 30 respondents (10 IPEs and 20 Subject Specialists) in Khyber Pakhtunkhwa for the purpose of reliability.

Data Analyses

Model of Variables

Table 2: Independent and Dependent Variables

S.No	Variables	Description
1	Professional status	Independent
3	Professional pride	Dependent
4	Professional Salary	Dependent

Table 3: Demographic Variables

S.No	Variables			
1	Age	24-34 Years	35-45 Years	46 & Above Years
2	Professional Experience	0-12 Years	13-24 Years	25 & Above Years
3	Academic Qualifications	Ph.D	M.Phil	Master
4	Teaching Level	Intermediate		
5	Interest in Sports	Yes	No	Partial

Table 4 Follow Up of Guidelines Regarding Instruction Pertaining Institution

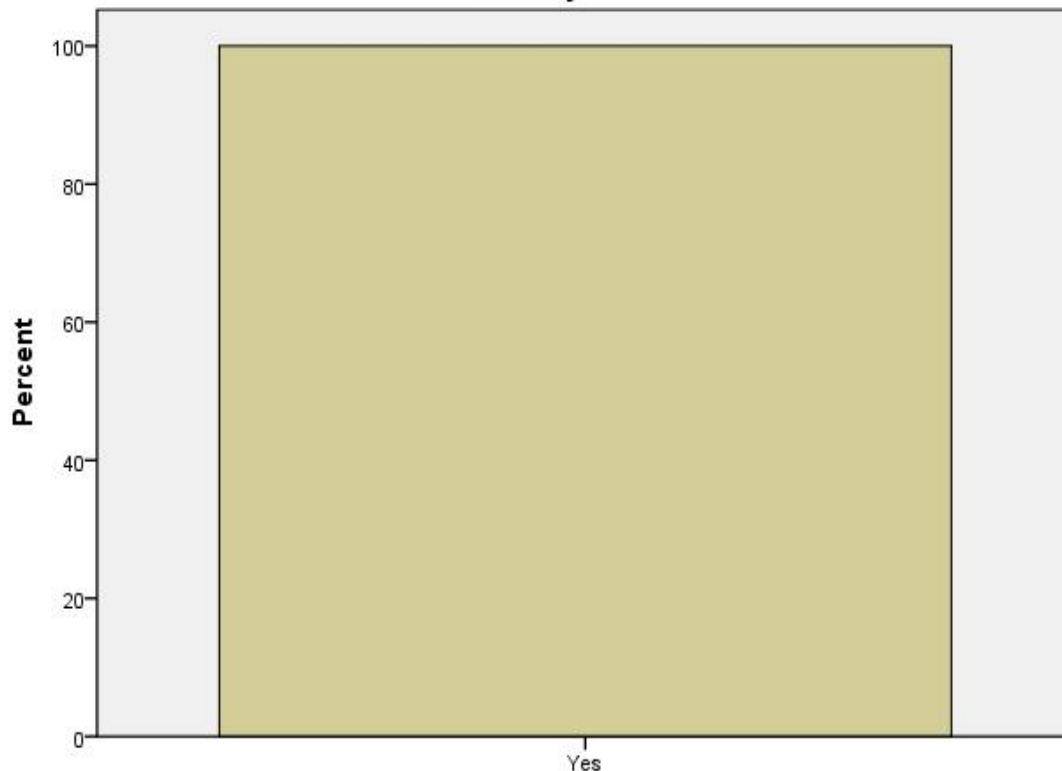
As a professional teacher, I follow my own guidelines on instruction related to the institution.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	448	75.3	75.3	75.3
	Undecided	147	24.7	24.7	100.0
	Total	595	100.0	100.0	

Table 5: Educational and Moral Guidance of Students

As a professional teacher, I am proud to guide students both educationally and morally.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	595	100.0	100.0	100.0

The Table indicates that 100% of the respondents have favored the statement.

As a professional teacher, I am proud to guide students both educationally and morally.



As a professional teacher, I am proud to guide students both educationally and morally.

Table 6: Good Communication Skills

I proudly claim that I have good communication skills due to my professional experiences.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	595	100.0	100.0	100.0

The above table shows that 100% of the respondents have responded as Yes.



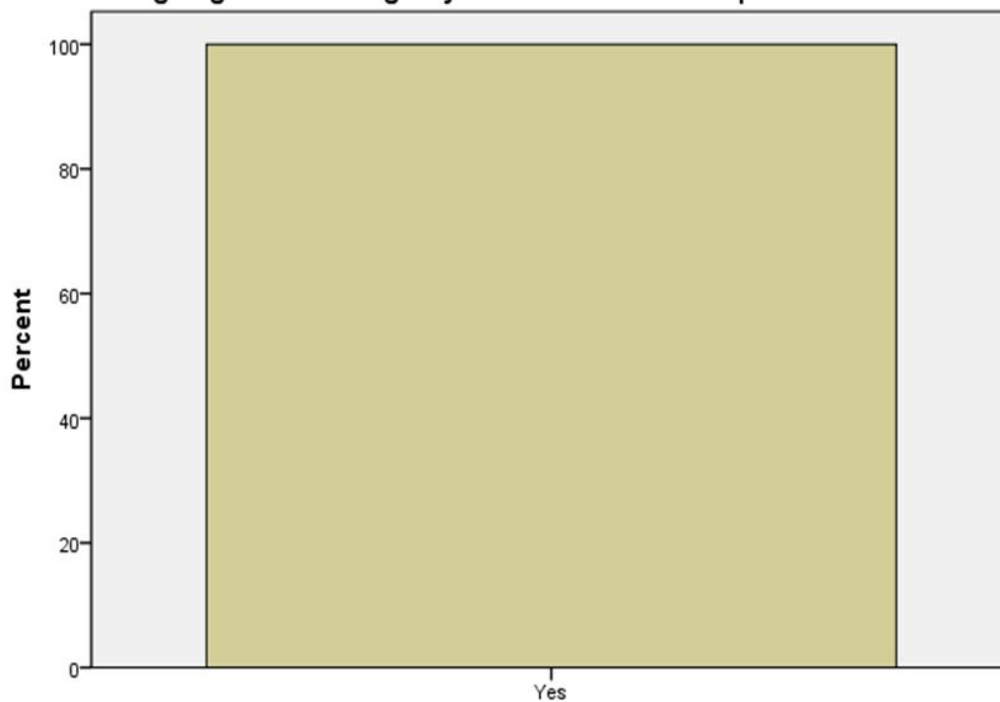
Table 7: Bringing Students on a Right and Disciplined Track

I am proud to say that I am professionally capable to correct a student when he is going on the wrong way and to make him disciplinarian.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	595	100.0	100.0	100.0

The table reveals the idea that 100% of the population have admitted the statement.

I am proud to say that I am professionally capable to correct a student when he is going on the wrong way and to make him disciplinarian.



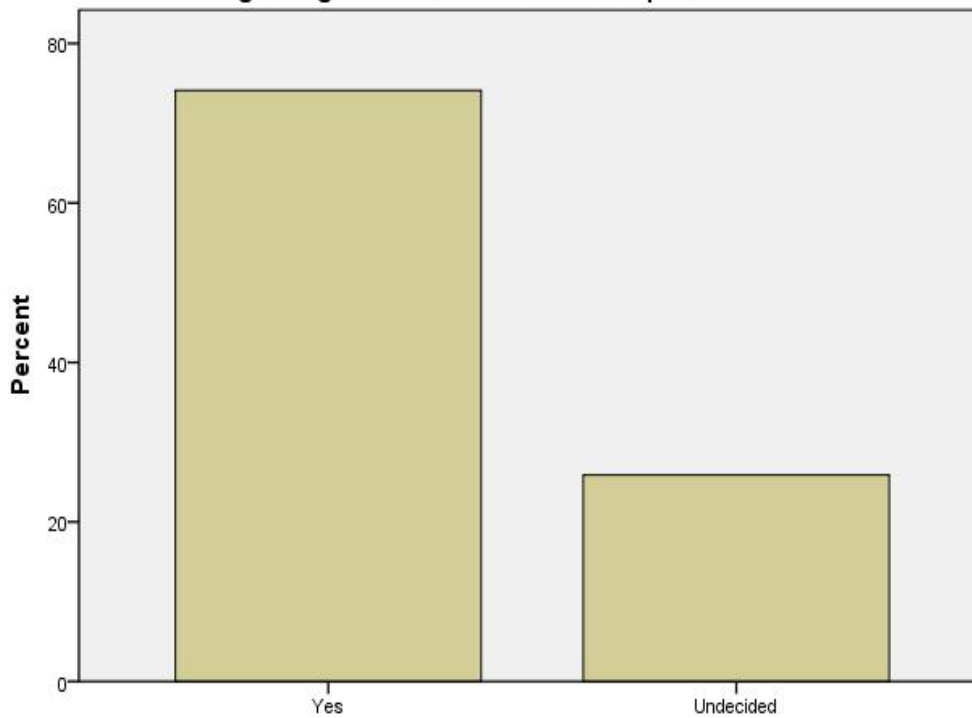
I am proud to say that I am professionally capable to correct a student when he is going on the wrong way and to make him disciplinarian.

Table 8: Parents-Like Dealing with Students Regarding Their Problems

As a professional personality, I am proud to have parent-like bond with students regarding their indoor and outdoor problems.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	441	74.1	74.1	74.1
	Undecided	154	25.9	25.9	100.0
	Total	595	100.0	100.0	

The above table indicates that 74% among the respondents have responded as Yes while 26% of the respondents replied as Undecided.

As a professional personality, I am proud to have parent-like bond with students regarding their indoor and outdoor problems.



As a professional personality, I am proud to have parent-like bond with students regarding their indoor and outdoor problems.

Table 9: Increase in Salary Time To Time

As a professional teacher, my salary increases from time to time.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	441	74.1	74.1	74.1
	Undecided	154	25.9	25.9	100.0
	Total	595	100.0	100.0	

The above Table shows that 74% of the population have admitted that statement while 26% of them replied as Undecided.

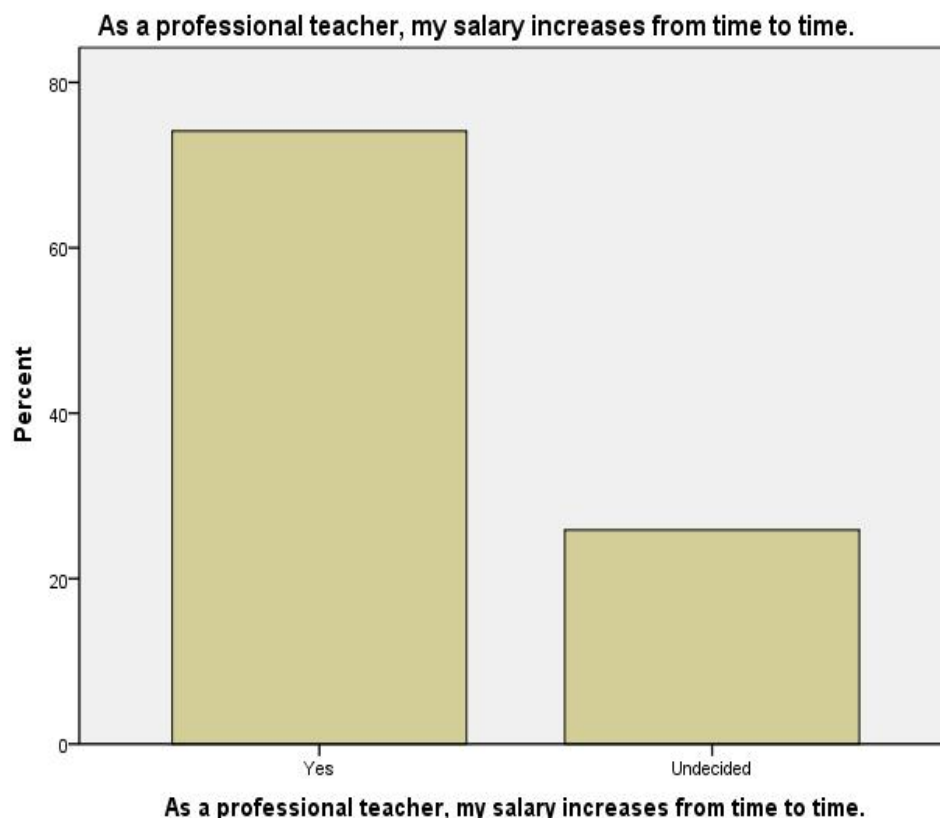


Table 10: Availing Extra-Allowances

As a professional teacher, I also avail extra-allowances.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	441	74.1	74.1	74.1
	Undecided	154	25.9	25.9	100.0
	Total	595	100.0	100.0	

The above table clearly shows that 74% of the respondents responded as Yes while only 26% opined as Undecided.

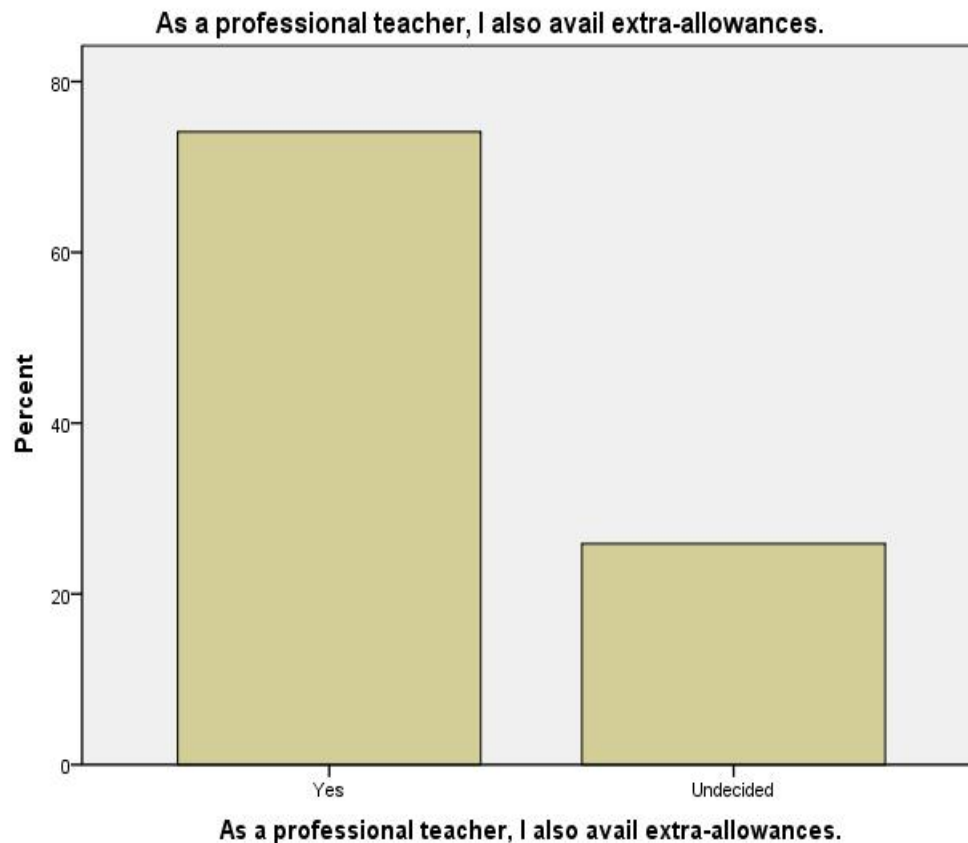
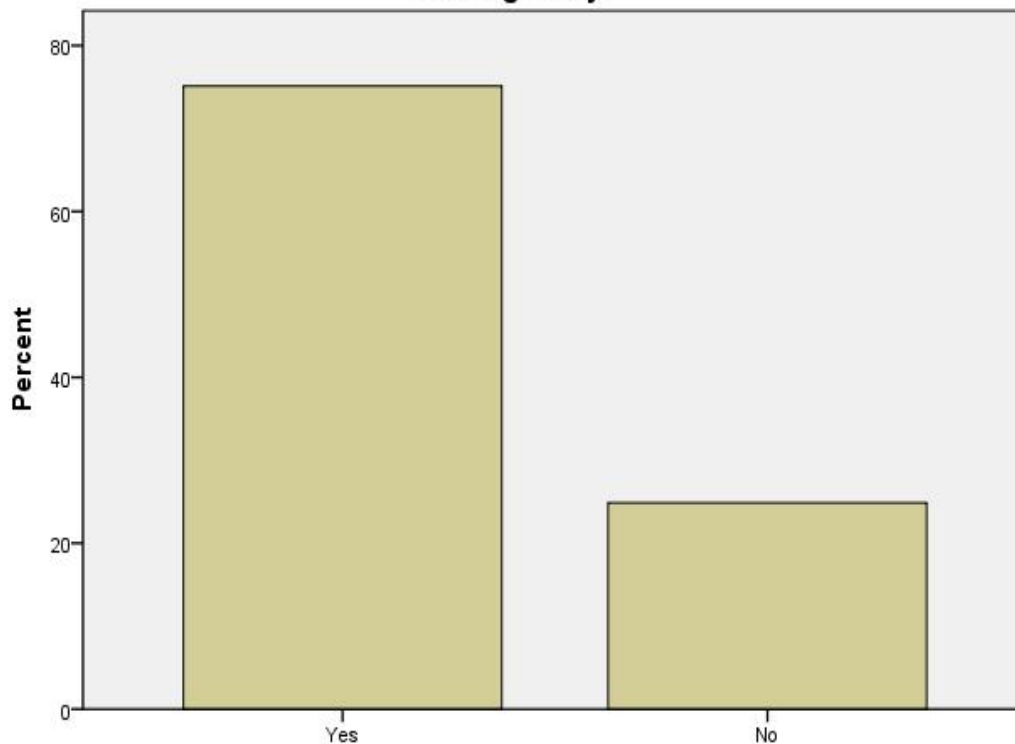


Table 11: Effective of Economic Status on Professional Experience

Economic status directly influences my professional experiences both positively and negatively.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	447	75.1	75.1	75.1
	No	148	24.9	24.9	100.0
	Total	595	100.0	100.0	

The above table indicates that 75% among the respondents responded as Yes while Only 25% replied as No.

Economic status directly influences my professional experiences both positively and negatively.



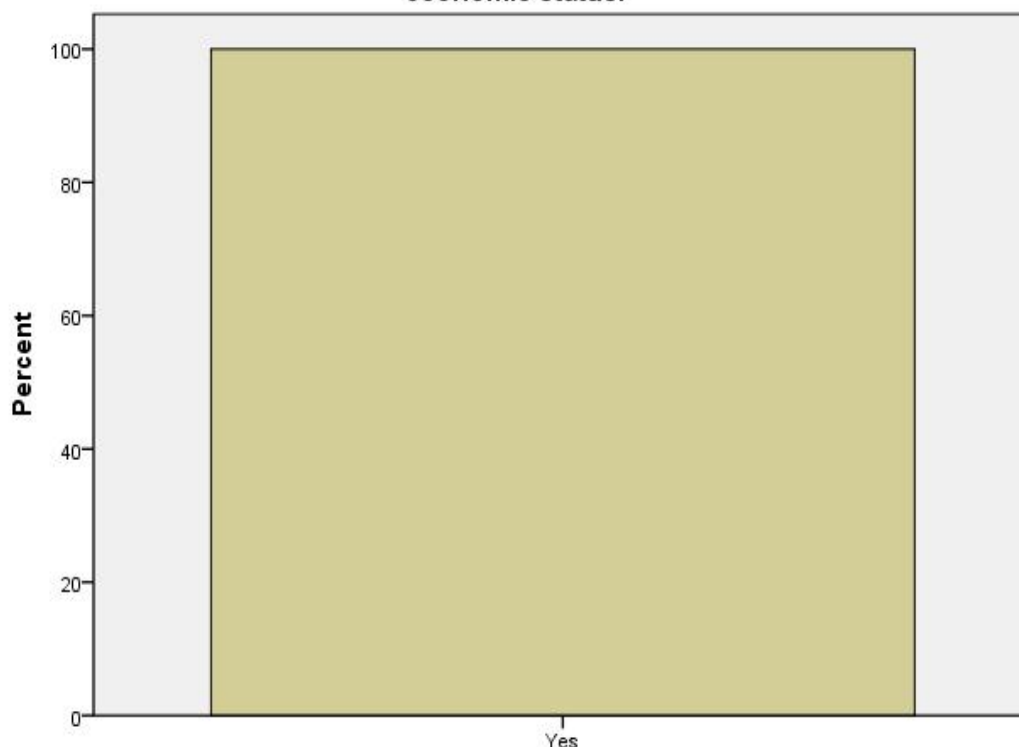
Economic status directly influences my professional experiences both positively and negatively.

Table 12: Use of Technology Professional and Economic Development

I can utilize latest technology for the improvement my professional abilities on my economic status.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	595	100.0	100.0	100.0

The table clearly reveals the idea that 100% of the population responded as Yes and have favored the statement.

I can utilize latest technology for the improvement my professional abilities on my economic status.



I can utilize latest technology for the improvement my professional abilities on my economic status.

Findings of the Study

The following findings were found

1. 100% of the respondents replied that as professional teachers, they have proud to guide students both educationally and morally.
2. 100% of the respondents admit the statement that they proudly claim that they have good communication skills due to their professional experiences.
3. A majority of the respondents believed that they have proud to say that they are professionally capable to correct a student when he is going on the wrong way and to make him disciplinarian.
4. The majority of the respondent admits the statement that as a professional personality, they are proud to have parent-like bond with students regarding their indoor and outdoor problems.
5. The majority of the respondents believed that as professional teachers, their salary increases from time to time.
6. The greater number of the respondents admits that like professional teachers, they also avail extra-allowances.
7. 75% of the respondents admit the statement that economic status directly influences their professional experiences both positively and negatively.
8. Majority of the respondents believed that they can utilize latest technology for the improvementoftheir professional abilities on their economic status.

Conclusions

The main conclusions that made after findings of results are as under.

It was concluded that by following teaching methods a teacher can make his position in glance of students and he may take good results. A good teacher also tries to deal the difficulties of students due to professional; experiences. It was found out that a good teacher tries to make the learning process easier during class or out of class room. A good teacher always may understand easily the student behaviors through his professional experiences. It was also finding out that a good and sincere professional teacher always give his useful suggestions to other teachers in regard of teaching and learning process. A good teacher monitors his curriculum and teaching syllabus. It was found out that good professional act as motivator and motivator. He guides them morally and discipline wise. It was found out that increase in a teacher salary, taking of extra allowances and his economical soundness directly and vividly due to his professional soundness.

Recommendations

The following recommendations made after the findings and conclusions

1. The government may endure the incomes resources of the IPES' and subject specialists in the HigherSecondary Schools due to which they may evolve their interests.
2. There may progressively learning programs for IPES' and subject specialist in the Higher Secondary Schools in order to increase their professional efficiency.
3. The similar research study may be taken on the population of students and other strata of the communities.
4. This study may be further elaborated in topic of social status of any cadre of people.

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