

PROJECT REPORT
ON
“ANALYZING THE EFFECTS OF SPORTSMANSHIP AND CIVIC
VIRTUE BEHAVIOUR ON JOB PERFORMANCE”

Submitted by

DILNA P N

REG NO: AIAWMCM007

Under the guidance of

Smt. CHITHRA P

Assistant Professor Research Department of Commerce

*In partial fulfillment of the requirements for the award of the degree of Master of
Commerce at Calicut University*



M.E.S ASMABI COLLEGE

P. VEMBALLUR– 680 671

2022-2024

CERTIFICATE ON PLAGIARISM CHECK

MES ASMABI COLLEGE, KODUNGALLUR

(Affiliated To The University Of Calicut)

| | | | | |
|----|--------------------------------------|--|--------------------------|--|
| 1. | Name of the Research Scholar/Student | DILNA P N | | |
| 2. | Title of the Thesis/paper | ANALYZING THE EFFECTS OF SPORTSMANSHIP AND CIVIC VIRTUE BEHAVIOUR ON JOB PERFORMANCE | | |
| 3. | Name of the supervisor | CHITHRA P | | |
| 4. | Category | Master's Thesis | | |
| 5. | Department/institution | | | |
| 6. | | Introduction / Review of literature | Materials and Methods | Results/ Discussion/summary Conclusion |
| 7. | Similar content (%) identified | - | - | - |
| | In case Overall similarity (%) | 9% | | |
| 8. | Revised Check | | | |
| 9. | Similar content (%) identified | 9% | | |
| 10 | Acceptable Maximum limit | | | |
| 11 | Software used | Plagiarism checker X | | |
| 12 | Date of Verification | | | |

Issued by Librarian

Signature of the Researcher
supervisor

Principal / HoD Signature of the

Place:

Date:

Seal

CERTIFICATE

This is to certify that the project report entitled “**ANALYZING THE EFFECTS OF SPORTSMANSHIP AND CIVIC VIRTUE BEHAVIOUR ON JOB PERFORAMNCE**” is a bonafide record of work done by **DILNA P N** submitted in partial fulfillment of requirements for the award of the degree of "Master of Commerce".

Smt. CHITHRA P

M.Com, M.Ed

Head of Research Department of Commerce.

M.E.S Asmabi College, P.Vemballur

Place: P. Vemballur Date:

CERTIFICATE

This is to certify that the nature of the project report entitled “**ANALYZING THE EFFECTS OF SPORTSMANSHIP AND CIVIC VIRTUE BEHAVIOUR ON JOB PERFORMANCE**” is a bonafide record of the work done by DILNA P N and submitted in partial fulfilment of the requirement for the award of the degree of Master of Commerce at the University of Calicut. This independent project report was completed under my supervision and guidance.

Smt. CHITHRA P

M.Com, M.Ed

HOD & Assistant Professor

Research Department of Commerce

M.E.S Asmabi College, P.Vemballur

Place: P.Vemballur Date:

DECLARATION

I hereby declare that this report entitled “**ANALYZING THE EFFECTS OF SPORTSMANSHIP AND CIVIC VIRTUE BEHAVIOUR ON JOB PERFORMANCE**” has been prepared under the guidance of **Smt. CHITHRA P**, Assistant Professor, Post Graduate Department of Commerce, M.E.S Asmabi College, P. Vemballur in partial fulfillment of the requirement of the M.com degree. The information and data given in the report are authentic to the best of my knowledge.

DILNA P N

Place: P.Vemballur

Date:

ACKNOWLEDGEMENT

This report for the partial fulfillment or the requirement for the award of the degree of Master of Commerce has been made possible through the direct and indirect co-ordination of various persons. It gave me immense pleasure to mention the names of those people who made my dissertation possible. Since its immense gratitude, I acknowledge all those whose guidance and encouragement served as a beacon light' and crowned by efforts with success.

*I sincerely thank **Dr. A BIJU**, the principal of M.E.S Asmabi College, P. Vemballur, and **Smt. CHITHRA P**, Head of the Research Department of Commerce, for allowing me to take up the study and for the advice and support for completing this project.*

*I sincerely express my deep gratitude to my respected project guide **Smt. CHITHRA P**, Head of the Research Department of Commerce, MES Asmabi College. P. Vemballur for giving me valuable suggestions, guidance, support, and advice throughout the execution of the project.*

*I wish to express my sincere thanks to **all teaching and non-teaching staff** of M.E.S Asmabi College, P. Vemballur, for their moral support and motivation.*

*I also express my deep gratitude to **my family members and friends**, who gave constant support throughout the completion of the project.*

*Above all I thank the **lord almighty** for giving me new insights, courage, and wisdom, to take up this project and complete it successfully.*

DILNA P N

TABLE OF CONTENTS

| CHAPTER NO. | TITLE | PAGE NO. |
|----------------|---|----------|
| 1 | INTRODUCTION | 1-6 |
| 2 | REVIEW OF LITERATURE | 7-16 |
| 3 | THEORETICAL FRAMEWORK | 17-42 |
| 4 | DATA ANALYSIS AND INTERPRETATION | 43-55 |
| 5 | FINDINGS, SUGGESTIONS AND CONCLUSION | 56-58 |

| | | |
|--|--------------|--|
| | BIBLIOGRAPHY | |
| | APPENDIX | |

LIST OF TABLES

| TABLE NO. | TITLE | PAGE NO. |
|-----------|---|----------|
| 4.1 | Age-wise classification of Respondents | 43 |
| 4.2 | Gender-wise classification of Respondents | 44 |
| 4.3 | Monthly income wise classification | 45 |
| 4.4 | Year of experience wise classification | 46 |
| 4.5 | Comparison of civic virtue, sportsmanship and job performance among different age group | 47 |
| 4.6 | Comparison of civic virtue, sportsmanship and job performance among different income categories | 49 |
| 4.7 | Comparison of civic virtue, sportsmanship and job performance among different year | 52 |

| | | |
|-----|--|----|
| 4.8 | Model coefficients of Regression analysis between civic virtue and sportsmanship | 54 |
|-----|--|----|

CHAPTER I

INTRODUCTION

INTRODUCTION:

Analyzing the effect of sportsmanship and civic virtue behavior on teacher performance is a multifaceted endeavor that delves into the intricate dynamics of classroom culture and educator effectiveness. While traditional elements like technical expertise, tenure, and drive have historically taken precedence in conversations regarding improving performance, recent academic conversations have shifted towards investigating the impact of subtler qualities. Among these, the notions of sportsmanship and civic virtue conduct have arisen as intriguing factors, providing distinct perspectives on the complex relationship between personal behavior and organizational success. This introduction aims to delve into an analytical exploration, illuminating the consequences of sportsmanship and civic virtue behavior on job performance, elucidating their importance, theoretical foundations, and possible effects on individuals and organizations.

The concept of sportsmanship, rooted in the values of fairness, respect, and honesty, is universally celebrated as essential to competitive sports. Yet, its relevance transcends the boundaries of sports, influencing different aspects of human engagement, notably in professional settings. Within organizations, sportsmanship is demonstrated through a readiness to collaborate, a dedication to ethical behavior, and adeptness in navigating both triumphs and setbacks with dignity and strength. By cultivating an environment of

mutual respect and teamwork, sportsmanship can improve team cohesion, support employee welfare, and ultimately, enhance job performance.

Likewise, civic virtue behavior involves behaviors that demonstrate an individual's dedication to the welfare of the community and the common good. Grounded in principles of citizenship and social obligation, civic virtue behavior at work can be observed through acts of selflessness, active participation in organizational endeavors, and a firm commitment to upholding shared principles and standards. Employees who demonstrate considerable civic virtue are frequently regarded as indispensable contributors to their organizations, capable of motivating their colleagues, instigating beneficial transformations, and nurturing a collective sense of purpose that goes beyond personal interests.

The influence of sportsmanship and civic virtue behavior on teacher performance is evident in different facets of teaching methods and classroom control. Educators who value fairness and empathy are more adept at building positive connections with students, leading to increased levels of student involvement and drive. Additionally, teachers who exemplify civic duty cultivate an environment of responsibility and societal consciousness, equipping students to maneuver through the intricacies of contemporary society with honesty and empathy.

Studies indicate that teachers who demonstrate sportsmanship and civic virtue behavior tend to report higher levels of job satisfaction and fulfillment in their profession. By ensuring their behaviors match their values, educators establish a sense of significance and satisfaction in their roles, which in turn enhances their job performance and effectiveness. Moreover, teachers who emphasize character development alongside academic progress play an essential role in the comprehensive growth of their students, equipping them with the necessary skills and attitudes for success in various facets of life.

Education plays a pivotal role in molding the character of a nation's people, striving to impart values, develop abilities, and encourage qualities necessary for individuals to evolve into virtuous, well-informed, skilled, creative, independent, and socially aware

citizens. Teachers are pivotal in guiding and fostering societal values. They serve as valuable assets within educational institutions, equipped to impart knowledge and provide guidance to students in cognitive and educational learning processes.

The theoretical underpinnings of the connection between sportsmanship, civic virtue behavior, and job performance are informed by insights from diverse fields such as organizational psychology, sociology, and management studies. According to social exchange theory, individuals engage in reciprocal interactions within organizations, where acts of sportsmanship and civic virtue elicit positive responses from colleagues and supervisors. This fosters a work environment characterized by trust, cooperation, and mutual support. Additionally, theories of organizational citizenship behavior stress the significance of employees' discretionary efforts beyond their formal job responsibilities, underscoring the pivotal role of sportsmanship and civic virtue in shaping organizational culture and effectiveness.

Understanding the interaction between sportsmanship, civic virtue behavior, and job performance has diverse implications for individuals and organizations. Individually, fostering sportsmanship and civic virtue enhances one's professional reputation, strengthens relationships, and promotes personal fulfillment in the workplace. Moreover, individuals embodying these traits may enjoy enhanced career prospects and recognition from organizational stakeholders.

Organizationally, prioritizing sportsmanship and civic virtue fosters benefits like improved morale, increased organizational citizenship, and enhanced performance. By promoting fairness, respect, and social responsibility, organizations foster employee commitment, reduce turnover, drive innovation, and establish themselves as preferred employers in the competitive talent market.

Analyzing sportsmanship and civic virtue behavior offers a promising approach to understanding the intricacies of job performance in today's organizational settings. By elucidating how these qualities impact both individual and group results, researchers and professionals can gain valuable insights into fostering a culture of excellence, teamwork, and ethical behavior to achieve organizational goals. The objective of this

study is to contribute to the growing field of organizational behavior and performance improvement, enhancing our comprehension of the multifaceted factors that drive workplace effectiveness and achievement.

SIGNIFICANCE OF THE STUDY

Examining how positive social behaviors within education influence teaching effectiveness offers a comprehensive view of educators' performance. Furthermore, this research could help foster a positive school environment, enhance student-teacher relationships, and instill values that extend beyond academic achievement. Ultimately, insights from this investigation could serve as valuable guidance for educators, administrators, and policymakers striving to cultivate a well-rounded and morally upright educational community. Exploring the connection between sportsmanship, civic virtue, and teacher performance could illuminate the potential influence of character development on the learning process. Pinpointing correlations among these elements may guide the creation of targeted interventions or training initiatives to bolster teachers' interpersonal abilities, fostering a more welcoming and supportive educational environment. Additionally, the study's outcomes could extend to shaping curriculum design and educational policies that prioritize character education alongside academic attainment.

STATEMENT OF THE PROBLEM

The objective is to investigate how sportsmanship and civic virtue behaviors impact teacher performance, aiming to comprehend their influence on educators within their professional capacities. This research intends to scrutinize the association between teachers' exhibition of sportsmanship and civic virtue and their overall efficacy in the classroom. It seeks to delve into how teachers' demonstration of sportsmanship, characterized by equitable play and moral conduct, alongside civic virtue behaviors like community involvement and social accountability, may influence their effectiveness as educators. This entails exploring whether these attributes contribute to a favorable classroom atmosphere, enrich teacher-student interactions, or potentially affect teaching

effectiveness and student outcomes. The study will examine the intricate links between sportsmanship, civic virtue, and various facets of teacher performance, offering insights into the broader ramifications of these behaviors on educational dynamics.

SCOPE OF THE STUDY

A study focusing on analyzing the impacts of sportsmanship and civic virtue behavior on teacher performance would involve investigating how teachers' display of these behaviors affects their effectiveness not only within the classroom but also in broader contexts. Such research would likely encompass various aspects, including how exhibiting these traits influences teacher-student relationships, classroom dynamics, the overall culture within the school, and potentially even academic results. Moreover, examining how teachers' individual values and behaviors influence their ability to promote positive social and ethical growth in students could be a crucial component of the study.

HYPOTHESES

H1: Age, income and year of experience influence on job performance.

H2: Sportsmanship and civic virtue influence job performance.

OBJECTIVES :

1. To examine influence of age on civic virtue, sportsmanship and job performance.
2. To identify civic virtue, sportsmanship and job performance among the different income categories.
3. To find whether the year of experience have effect on job performance, civic virtue and sportsmanship.
4. To evaluate the influence of sportsmanship and civic virtue on job performance.

LIMITATIONS:

- 1.The sample size is limited to 60
- 2.This study only covers the teachers of MES Asmabi College

RESEARCH METHODOLOGY:

Sources of data:

For this study, a combination of primary and secondary data sources was employed to ensure comprehensive research findings.

Primary data: Primary data was gathered via the distribution of a structured questionnaire. This approach permits direct interaction with the intended participants, facilitating researchers in obtaining firsthand insights and viewpoints.

Secondary data: Apart from primary data, secondary sources including academic journals and reliable online resources were referenced. These secondary sources offer valuable background information, theoretical frameworks, and previously documented findings to bolster and enhance the study's conclusions.

SAMPLING FRAME:

The sampling frame delineates the specific population from which the sample is drawn.

Sample method: The convenience sampling method was selected due to its practicality and accessibility. This approach entails choosing participants based on their convenient availability and willingness to take part, thereby streamlining the research process within the limitations of time and resources.

sample size: A sample size of 60 participants was deemed ideal for this study. This quantity achieves a compromise between statistical credibility and practical viability,

guaranteeing that the results are both sturdy and manageable within the study's parameters.

Sample area: Samples were solely obtained from MES Asmabi College situated in P. Vemballur, Thrissur. Concentrating on a particular institution heightens the study's pertinence and precision, facilitating a more profound understanding of the dynamics and elements influencing this specific academic community.

CHAPTER II

REVIEW OF LITERATURE

REVIEW OF LITERATURE

In today's dynamic and interconnected world, the relationship between individual behavior and job performance has garnered significant attention across various disciplines. One such area of exploration is the impact of sportsmanship and civic virtue behavior on professional efficacy. As Organizations are increasingly acknowledging the importance of cultivating a positive work culture that extends beyond mere task completion, understanding how qualities like sportsmanship and civic virtue influence job performance has become imperative.

This chapter delves into existing literature, offering a comprehensive examination of studies, theories, and insights pertinent to the intersection of sportsmanship, civic virtue, and job performance. By synthesizing and analyzing a diverse array of scholarly contributions, this review aims to elucidate the multifaceted nature of these constructs and their implications for organizational success.

Starting with an examination of sportsmanship, the review will explore the fundamental principles of this concept in both sporting and professional settings. Drawing parallels between sporting ethics and professional conduct, the discussion will illuminate how

behaviors such as fairness, respect, and teamwork manifest in organizational settings, and their potential ramifications for employee performance and team dynamics.

Subsequently, the review will pivot towards civic virtue behavior, examining its theoretical foundations and empirical evidence within organizational psychology literature. Defined by acts of altruism, conscientiousness, and civic engagement, this aspect of workplace behavior offers insights into the broader societal responsibilities assumed by employees and their impact on organizational culture and productivity.

Moreover, this review will critically evaluate the existing research on the interplay between sportsmanship, civic virtue, and job performance. By synthesizing empirical Results from various studies, it will seek to discern patterns, inconsistencies, and gaps in current knowledge, thereby informing the formulation of hypotheses and research questions for the present study.

Ultimately, this review aspires to contribute to the burgeoning body of literature surrounding organizational behavior by shedding light on the nuanced relationship between sportsmanship, civic virtue, and job performance. By elucidating the ways in which these constructs influence workplace dynamics, it endeavors to provide valuable insights for practitioners, scholars, and organizational leaders alike.

Taye, B.K. and Gebremeskel, M.M. (2023) This study at Begemidir College of Teacher Education examines organizational citizenship behavior (OCB) and its precursors among 96 instructors using a correlational survey design. Results show above-average OCB scores, with organizational support and job satisfaction demonstrating moderate relationships with certain OCB dimensions. Strong connections are observed between organizational commitment and various OCB aspects. Overall, OCB has a robust link with organizational commitment, and a moderate one with organizational support and job satisfaction. The study highlights the importance of fostering organizational allegiance and assistance to ensure ongoing organizational advancement within the college.

Puspitasari, V., Hidayati, T. And Rahmawati, R. (2023) This study summarizes a research investigation into the influence of good sportsmanship and civic virtue conduct

on both teacher performance and emotional commitment. It explores the role of affective commitment in moderating the connection between these behaviors and teacher performance. Conducted through a numerical method with a survey of 45 individuals from the Budi Mulia Al-Azhar Syifa Budi Foundation in Samarinda, the study uses the SEM method for data analysis. Positive and significant effects were found, indicating that sportsmanship and civic virtue behavior impact performance, with civic virtue behavior also affecting affective commitment. The paragraph emphasizes the intermediary function of affective commitment in the connection between these behaviors and teacher performance.

Yilmaz, T. (2023) The primary focus of this study is to evaluate sportsmanship among students in sports sciences faculties and physical education colleges using a multidimensional sportsmanship scale. The study involves 453 randomly selected students, with findings analyzed through descriptive statistics, Independent sample TTest, and ANOVA Test using SPSS 25. Significant differences were observed based on age and active sports involvement, indicating that older students tend to exhibit more sportsmanship attitudes, and those actively involved in sports show higher sportsmanship orientations. However, no notable variances were detected based on gender and the specific department of study.

Reijers, W. (2023) The paragraph discusses a significant technological trend emphasizing personalization in systems beyond commerce, affecting public governance. It argues for a virtue ethics approach to evaluate the ethical and political impacts of these systems, critiquing the current focus on individual dispositions for neglecting broader institutional structures. The proposal introduces a research direction into civic virtue, positioned between personal traits and governance structures, presenting a pluralist conception. This concept delves into how technology influences the process of building reciprocal reputation, fostering internal goods, and achieving excellence in the public domain. The paragraph concludes by illustrating the advantages of this approach with instances of newly developing technologies aimed at fostering civic virtue.

Muchtadin and Sundary, Z.E. (2023) This study examines how intrinsic motivation influences essential facets of nursing practice among Bakti Timah Medika nurses, including altruism, civic virtue, emotional dedication, and professional involvement. With a sample of 134 nurses and a quantitative approach using PLS-SEM, the results reveal a significant positive correlation between internal drive and the measured outcomes, with work engagement exerting the most substantial impact. The research suggests a potential mediating role of work involvement in intrinsic motivation alongside altruism, civic virtue, and emotional commitment, providing valuable insights to enhance nursing practices in the health sector.

Poudel, R.L. (2022) The research examines the influence of Organizational Citizenship Behavior (OCB) on Organizational Commitment (OC) among university faculty members in Pokhara, Nepal. It adopts a positivism research philosophy and employs a descriptive causal-comparative design with a sample of 164 faculty members. Questionnaires were utilized to collect primary data, revealing that sportsmanship behavior (OCBSPO) was the least observed, while courtesy behavior emerged as the most significant contributor to OCB. The study also found a higher level of normative commitment (OCNOR) among faculty members. Particularly noteworthy were the significant impacts observed in the civic virtue (OCBCIV) and courtesy (OCBCOU) dimensions on organizational commitment. The research carries policy implications for university authorities in shaping human resource policies. Additionally, future research is suggested to expand the sample size and explore the impact of COVID-19 on organizational commitment in this context.

Hermanto, Y.B. and Srimulyani, V.A. (2022) This study focuses on the critical role of teachers' maximum performance in achieving organizational objectives. It empirically explores the impact of servant leadership, work engagement, and extra-role behavior on teacher performance in high schools and vocational high schools in East Java and the eastern part of Central Java. Through t-test and path analysis, the findings demonstrate that servant leadership positively influences work engagement, extra-role behavior, and teacher performance. The results suggest that the practice of servant leadership directly

enhances teacher performance, along with improving work engagement and extra-role behavior.

Adehunmi fasasi, yusat suleiman(2022) This study conducted in North-central Nigeria investigates the correlation between teachers' citizenship behavior and students' academic performance. Employing a descriptive research design with a correlation approach, the sample comprises 598 participants chosen from three states. Data gathered via the "Teachers' Citizenship Behaviour Questionnaire (TCBQ)" reveal a positive impact of teachers' citizenship behavior on students' academic performance. Suggestions involve underlining the significance of TCB for improving academic results by school administrators and government-led efforts, like training initiatives, to incentivize educational staff for efficient service delivery.

Ramazan Erturk(2022) This research investigates the influence of school administrators' empowering leadership on teachers' organizational citizenship behaviors in primary schools in Bolu. Feedback from 336 teachers indicates high perceptions of administrators' empowering leadership, particularly in responsibility and support, but moderate in empowerment. Teachers' perceptions of organizational citizenship are elevated across all dimensions. A strong and statistically significant correlation exists between empowering leadership and organizational citizenship. Empowering leadership significantly predicts organizational citizenship. It is noted that administrators' empowering actions fall within a moderate range in the empowerment dimension, suggesting a need for enhanced empowerment to improve leadership behavior. The study emphasizes empowering teachers in decision-making processes and delegating tasks to foster trust and create an environment conducive to organizational citizenship behavior.

Prof. V.N. Nwogbo & Vgwuoke UN (2021) This study explored the correlation between teachers' altruism, sportsmanship, and job performance in Anambra State secondary schools. Using a correlational design, the study included 600 teachers selected through a multi-stage sampling process from a total population of 6,396 public secondary school teachers. Two validated instruments, "QTAS" and "QTJP," were used,

both demonstrating good reliability. The findings indicated a positive correlation between teachers' altruism, sportsmanship, and job performance. The researchers recommended ongoing meetings, facilitated by educational authorities, to encourage altruistic behavior among teachers in their interactions with colleagues and students.

Chandra, J.A., G, N.N. and Qomariah, N. (2021) This study aimed to investigate the influence of organizational citizenship behavior (OCB), leadership, individual characteristics, and competence on teacher performance at SMK Swata in Bondowoso Regency. The research, involving 975 Education Personnel (PTK) in Private Vocational High Schools (SMKS), utilized a sample of 110 participants selected through purposive sampling. Questionnaire validity and reliability were ensured through testing. Using WarpPLS 2.0 for analysis, the results indicated that organizational citizenship behavior and leadership had a positive impact on teacher performance. However, individual traits and competence did not show a favorable influence on teacher performance.

Roberto Duro Sanchez (2021) This research study explores the effects of a Teaching Personal and Social Responsibility (TPSR) intervention program on middle school students, specifically targeting sportsmanship awareness and moral development. The sample comprised 90 students aged 11 to 13, equally split between genders. The Sportsmanship Awareness Questionnaire (SAQ) was administered before and after the intervention. Results revealed a significant improvement in sportsmanship awareness scores for the entire sample and across all grade levels, with females outscoring males. The study confirms the efficacy of TPSR interventions in fostering moral and character development among middle school students and introduces a novel method to objectively evaluate sportsmanship constructs. These findings suggest potential implications for future research in TPSR.

S Sajid, M Akhtar (2020) The study investigates the behavior of teachers in statefunded universities in Punjab concerning citizenship responsibilities. It employs a quantitative method with a sample of 400 teachers from six randomly selected universities. Data was collected using a Likert scale survey questionnaire and analyzed using MS-Excel 2010 and SPSS version 20. The results indicate a strong display of

citizenship behavior among the teachers. The researchers recommend extending the examination of citizenship behavior to all educational institutions and emphasizing its acknowledgment.

Jyothi Bhati(2019)The main objective of the research is to focus on future job prospects, evaluating their viability for individuals, and striving to improve knowledge, abilities, and personal development, all while considering the broader impacts on society.

Bolter, N.D., Kipp, L. And Johnson, T. (2018) This study examines the alignment between leaders (physical education teachers and youth sport coaches) and youth perceptions of sportsmanship. The sample includes 27 physical education teachers and 837 students (aged 11–15) and 32 youth sport coaches with 246 athletes (aged 10–15). The research compares leaders' self-reported sportsmanship behaviors with the perceptions of their students or athletes using parallel surveys. The goal is to assess the degree of agreement or disparity between leaders' self-perceptions and youths' perspectives on sportsmanship teaching or coaching behaviors in both educational and sporting settings.

Koc, Y. And Esenturk, O.K. (2017) This qualitative study delves into the viewpoints of 13 physical education teachers in Turkish public schools regarding sportsmanship. Utilizing a semi-structured interview format, the research uncovers diverse perspectives among teachers regarding the concept of sportsmanship. While acknowledging the significance of activities to bolster sportsmanship awareness, teachers noted limited implementation of such initiatives. The study underscores a perceived deficiency in current physical education programs, with teachers expressing a need for in-service training on sportsmanship. They also advocate for enhancements in university education concerning sportsmanship concepts. Recommendations include integrating mandatory courses on sportsmanship into education faculties and developing sample activities to enhance the competency of physical education instructors.

Duyar, I., Ras, N. And Pearson, C.L. (2015) This paper investigates the factors leading to and the consequences of teachers' task and extra-role performance (ERP) across

various autonomy settings in charter and regular public schools. Particularly concentrating on ERP, the study utilizes a social-cognitive viewpoint and employs a causal-comparative design. Reciprocal connections among the variables are examined in both public and charter schools, with a sample comprising 812 public school teachers and 112 charter school teachers. The research seeks to offer insights into the determinants and results of teacher work performance in these diverse school contexts.

Nanayakkara, S. (2014) This article explores the use of action research to empower teachers in critical constructivist teaching, focusing on teaching sportsmanship through Olympism education in Sri Lanka. The study involved Year Five primary and physical education teachers, with a six-month intervention comprising three action cycles. Data collection included baseline surveys, reflective diaries, and focus group discussions. Results showed a substantial improvement in teachers' knowledge, attitudes, and skills for teaching sportsmanship through Olympism. The research concludes that well-designed action research programs are effective in enhancing teachers' competencies for effective Olympism education.

Bella Joseph (2013) This study employs a descriptive method to examine the distribution and correlation between teacher effectiveness and professional competency among higher secondary school teachers.

Marc. d. Shulam. B. A (2013) This action research project aimed to address the deficiency in sportsmanship skills among fifth-grade students in elementary school physical education, which adversely affected their levels of physical activity. The teacher-researcher implemented interventions, such as establishing classroom regulations, engaging in role-playing activities, journaling, and facilitating class discussions. Initial documentation revealed issues such as blaming teammates and arguing. Post-documentation results from surveys and observations indicated a decline in students' reported sportsmanship behaviors, possibly attributed to heightened awareness. The study underscores the significance of interventions to improve positive sportsmanship behaviors, highlighting the role of classroom activities and reflections in shaping students' attitudes.

Ilker, G.E. and Demirhan, G. (2013) The objective of this study was to assess how various motivational climates in physical education classes influence students' achievement goals, motivational tactics, and attitudes toward physical education. Over the course of a 12-week program, three experimental groups were involved, each experiencing different motivational climates (mastery, performance approach, or performance avoidance). Findings revealed that both mastery- and performanceapproach-focused motivational climates yielded favorable results in both cognitive and affective measures for ninth-grade participants. The research underscores the significance of motivational climate in molding students' experiences and viewpoints in physical education.

Willems, F. Et al. (2012) This research investigates how teachers demonstrate civic virtues in the classroom, specifically focusing on fairness, acceptance, and unity. The objective is to assess the extent to which teachers serve as models for these virtues. Questionnaires were developed for both students and teachers, revealing empirical distinctions in teachers' behavior related to these virtues through factor analyses. Students rated their teachers higher on justice and solidarity but lower on tolerance.

Teachers, in self-ratings, perceived themselves as less just but more tolerant than their students perceived them. The study underscores the need for teachers to heighten their awareness of their influential role and how they are perceived by students.

Jimmieson, N.L., Hannam, R.L. and Yeo, G.B. (2010) The study investigated how teachers' Organizational Citizenship Behaviors (OCBs) indirectly affect students' Quality of School Life (SQSL) through the intermediary factor of job efficacy. The measurement of teacher OCBs included individual-focused OCBI (student-directed behavior) and organization-focused OCBO. Utilizing a multi-level design with 170 teachers and 3,057 students, significant variation in Quality of School Life (SQSL) was linked to classroom factors. Results indicated that teachers' civic virtue and professional development behaviors positively correlated with job efficacy. Teacher job efficacy, in turn, positively influenced all five indicators of SQSL. Regarding professional growth,

job efficacy served as an indirect factor, predicting four student outcomes and fully mediating the direct negative impact on psychological distress.

Gutiérrez, M. And Ruiz, L.M. (2009) The study aimed to examine the relationships among students' perceptions of the motivational climate, sportsmanship attitudes, and attitudes toward content and teachers in physical education. A total of 910 secondary school students, aged between 13 and 16 years old, completed translated versions of relevant scales. Results from structural equation modeling indicated that the perceived mastery climate positively correlated with students' perspectives regarding instructors and subject matter, while also fostering positive sportsmanship attitudes. Conversely, perceived performance climate either did not predict or predominantly predicted negatively students' viewpoints regarding the physical education instructor, curriculum, and sportsmanship attitudes. The implications of these findings for physical educators are discussed.

Dussault, M. (2006) This study examined the connection between teachers' effectiveness in instruction and their organizational citizenship behavior (OCB) among 1100 high school teachers in French Canada. Results showed positive and significant correlations between teachers' individual effectiveness in instruction and various aspects of OCB, such as kindness, mindfulness, and civic virtue. However, overall instructional effectiveness was only linked with sportsmanship. These results partially confirmed the initial hypotheses, indicating that individual teaching effectiveness displays a more consistent relationship with different facets of OCB compared to overall instructional effectiveness.

CHAPTER III
THEORETICAL FRAMEWORK

THEORETICAL FRAMEWORK

To grasp the intricate interplay among sportsmanship, civic virtue behavior, and job performance, a sturdy theoretical framework is required to illuminate the underlying mechanisms and dynamics. In the subsequent passage, we delve into pivotal theoretical perspectives that offer insight into these constructs and their implications for organizational effectiveness.

Social Exchange Theory is fundamental in studying workplace behavior and performance. Based on the principle of reciprocity, it suggests that people participate in social interactions expecting mutual gains. In the realm of sportsmanship and civic virtue behavior, Social Exchange Theory helps us grasp how employees see and react to their colleagues' and managers' actions. Through examining the exchanges of support, respect, and cooperation within these behaviors, this theory gives us valuable insights into how they affect job satisfaction, organizational commitment, and ultimately, job performance.

Furthermore, Self-Determination Theory (SDT) provides an intricate perspective on the internal drives steering human behaviors. At the heart of SDT lies the distinction between intrinsic and extrinsic motivation, where intrinsic motivation stems from an individual's inherent psychological needs for autonomy, competence, and connection. When applied to the domain of sportsmanship and civic virtue behavior, SDT sheds light on the significance of internalized values and self-concept in motivating prosocial actions within the workplace. By cultivating a sense of ownership and personal commitment to organizational objectives, behaviors associated with sportsmanship and civic virtue are believed to enhance job performance by fostering increased engagement, initiative, and creativity.

Moreover, the concept of Organizational Citizenship Behavior (OCB) offers a framework for comprehending discretionary actions that enhance the efficient

operation of an organization. Characterized as voluntary behaviors surpassing formal job duties,

OCB encompasses dimensions like altruism, conscientiousness, and civic virtue.

Within this framework, sportsmanship and civic virtue behavior emerge as expressions of OCB, showcasing employees' willingness to contribute to the collective welfare of the organization. Through investigating the antecedents and outcomes of Organizational Citizenship Behavior (OCB), this theoretical perspective provides valuable insights into how sportsmanship and civic virtue behavior affect job performance through various mechanisms.

By integrating these theoretical viewpoints, this section endeavors to furnish a holistic framework for grasping the intricate interplay among sportsmanship, civic virtue behavior, and job performance. Through the perspectives offered by social exchange theory, self-determination theory, and the concept of organizational citizenship behavior, our objective is to clarify the fundamental mechanisms and dynamics influencing workplace behavior and contributing to organizational achievement.

SPORTSMANSHIP

MEANING: Having good sportsmanship at work means being cool with tough situations and not Complaining. It makes the workplace nicer because you're polite and work well with others.

DEFINITION : Sportsmanship refers to the ethical and fair behavior, respect, and integrity demonstrated by individuals In the context of sports or competitive activities. It emphasizes qualities such as honesty, humility, and Treating opponents and teammates with dignity, fostering a positive and respectfully.

ELEMENTS OF SPORTSMANSHIP:

1. Fair Play: Fair play stands as the foundation of sportsmanship, stressing the significance of abiding by the rules and upholding honesty in competition. It emphasizes respecting the regulations established by sports authorities, ensuring an equal opportunity for all participants to demonstrate their abilities. Fair play motivates athletes to pursue excellence through genuine effort and skilled performance, rather than resorting to dishonest tactics or seeking unfair advantages.

2. Respect: Respect involves recognizing the dignity and worth of every individual involved in a sporting event. It means treating opponents, teammates, coaches, officials, and spectators with politeness and consideration, irrespective of differences in skill level or background. Sportsmanship demands valuing the efforts and contributions of others, even amidst intense competition, and refraining from disrespectful behaviors like taunting or unsportsmanlike conduct.

3. Integrity: Integrity demands consistent dedication to moral and ethical values, whether in sports or in daily life. It mandates honesty and sincerity in every deed, even when unobserved, emphasizing the essence of fair play over individual advantage. Sportsmanship rooted in integrity encompasses taking responsibility for one's errors, recognizing others' accomplishments, and refraining from actions that undermine the fairness and credibility of the competition.

4. Compassion: Compassion entails demonstrating empathy, understanding, and kindness towards others, especially during moments of success or adversity. It involves acknowledging victories with humility and providing support and encouragement to individuals facing challenges or disappointment. Compassionate sportsmanship fosters a sense of camaraderie and goodwill among competitors, strengthening bonds beyond mere competition.

5. Humility: Humility is characterized by modesty and self-awareness, acknowledging one's limitations and strengths without arrogance. In sportsmanship, humility means gracefully accepting both triumphs and defeats, recognizing that

individual success often stems from collective effort and external factors. It involves showing respect for opponents and teammates alike, regardless of outcomes, and maintaining a grounded perspective on one's role within the broader context of the game.

6. Gratitude: Gratitude involves expressing appreciation for the opportunity to participate in sports and for the efforts of all those involved in facilitating the experience. This includes teammates, coaches, officials, volunteers, and supporters whose dedication makes the game possible. Gratitude within sportsmanship acknowledges the privileges of athletic engagement and the sacrifices made by others, fostering a culture of appreciation and mutual respect.

7. Encouragement: Encouragement encompasses offering support, motivation, and positive reinforcement to others, both on and off the field. It involves cheering on teammates during difficult moments, acknowledging opponents' achievements, and providing constructive feedback to aid improvement. Encouraging sportsmanship creates an inclusive environment that fosters personal growth, teamwork, and mutual respect, inspiring individuals to strive for excellence and persevere through challenges.

QUALITIES OF GOOD SPORTSMANSHIP:

1. Supportiveness: Good sportsmanship entails providing encouragement and backing to teammates, particularly when encountering tough situations or experiencing defeat. It's vital to refrain from directing frustration or disappointment at teammates, as this can negatively impact team morale. Being a team player involves offering positive reinforcement and uplifting words to boost morale and redirect focus. Acknowledging everyone's best efforts and displaying empathy helps cultivate a supportive team atmosphere where each member feels appreciated and motivated to excel.

2. Positive Attitude: Upholding a positive outlook is crucial for nurturing a positive and enjoyable sports environment. Negativity can quickly spread and dampen team morale, making the competition less enjoyable for everyone. Demonstrating

positivity, even in challenging circumstances, helps maintain team spirits and encourages resilience. Immature behavior or negativity can detract from the overall game experience and reflect poorly on an individual's maturity and sportsmanship.

3. Respectfulness: Irrespective of game outcomes, showing respect towards others is a cornerstone of good sportsmanship. This involves refraining from passive-aggressive actions or insulting comments directed at teammates or opponents. Even amid frustration or disagreement, it's essential to communicate respectfully and avoid undermining others' efforts. Disrespectful behavior not only harms relationships but also damages one's reputation and diminishes the respect others hold for them. Additionally, arguing with officials or questioning their decisions exhibits poor sportsmanship and disrupts the game's flow.

4. Willingness to Learn: Embracing a mindset of continual improvement exemplifies good sportsmanship. Instead of dwelling on losses or assigning blame, individuals should view defeat as an opportunity for personal growth and learning. Evaluating mistakes and identifying areas for improvement can lead to individual development and enhanced success in future competitions. This eagerness to learn and adapt benefits not only the individual but also contributes to overall team improvement.

5. Self-Control: Exercising self-control, especially in emotionally charged situations, is essential for demonstrating good sportsmanship. While games can evoke strong emotions, it's crucial to channel them constructively and maintain focus on the game. Reacting impulsively in frustration by damaging equipment or displaying unsportsmanlike behavior reflects poorly on the individual and disrupts the game's integrity. Demonstrating self-control signifies maturity and respect for the sport, teammates, and opponents alike.

BENEFITS OF SPORTSMANSHIP:

1. Character Development: Participation in sportsmanship activities serves as a foundation for molding individuals' character. It facilitates the development of positive

traits such as integrity, respect, humility, and compassion. These attributes hold value not only within sports but across different aspects of life. They play a crucial role in personal development, ethical progression, and the capacity to make moral decisions, shaping individuals into well-rounded and principled individuals.

2. Building Positive Bonds: Sportsmanship nurtures an atmosphere of mutual respect and camaraderie among competitors, teammates, coaches, and officials. By treating others with dignity and impartiality, individuals forge robust and favorable relationships founded on trust, collaboration, and mutual assistance. These bonds extend beyond the sports realm, enriching individuals' lives with meaningful connections and social ties.

3. Promoting Teamwork: Sportsmanship highlights the importance of teamwork by stressing cooperation, communication, and collaboration among teammates. By working together towards common objectives and providing mutual support, teams can attain greater success and unity both on and off the field. Sportsmanship nurtures an environment of togetherness and support, where each member's involvement is recognized and appreciated within the collective effort.

4. Emotional Intelligence Development: Participation in sportsmanship activities contributes to the development of emotional intelligence by teaching individuals how to effectively manage and express their emotions. By navigating challenges, setbacks, and triumphs with grace, individuals acquire emotional resilience, self-awareness, and empathy. Sportsmanship nurtures emotional intelligence, empowering individuals to navigate interpersonal interactions and life's complexities with composure and empathy.

5. Enhancing Mental Well-being: Involvement in sportsmanship activities has a beneficial effect on mental well-being by enhancing self-esteem, reducing stress, and nurturing overall psychological health. The feelings of accomplishment, camaraderie, and inclusion experienced through these activities contribute to better mood and mental

strength. Engaging in sportsmanship activities offers an outlet for expression, social connection, and personal satisfaction, thus supporting mental wellness.

6. Encouraging Lifelong Engagement: Sportsmanship cultivates a positive sports experience, encouraging continued participation and physical activity throughout life. By fostering a supportive and inclusive environment, sportsmanship motivates individuals to sustain an active lifestyle and reap the myriad health benefits associated with regular physical activity. This lifelong engagement contributes to sustained health and well-being across all life stages.

7. Imparting Valuable Life Lessons: Engaging in sportsmanship activities provides crucial chances to acquire vital life lessons like sportsmanship, teamwork, determination, and resilience. These teachings extend beyond the boundaries of sports and apply to diverse aspects of life, including interpersonal connections, education, and career paths. Sportsmanship represents a significant commitment to individual and social growth, furnishing individuals with the necessary skills and principles for achievement and contentment in life.

THEORIES OF SPORTSMANSHIP:

1. Social Learning Theory: According to social learning theory (Bandura, 1977), individuals acquire behaviors, including sportsmanship, by observing, imitating, and being reinforced for certain actions. Within sports environments, individuals observe the behaviors of others such as teammates, coaches, and professional athletes, and tend to replicate behaviors that are positively reinforced or praised. Through this process of observation and imitation, individuals internalize values such as respect, fairness, and integrity, thus contributing to the development of their own sportsmanship.

2. Trait Theory: Trait Theory (Allport, 1936) proposes that specific personality traits predispose individuals to demonstrate sportsmanlike behavior. Traits like empathy, humility, self-control, and conscientiousness are associated with higher levels of sportsmanship. Individuals possessing these traits are more inclined to exhibit

respect, fairness, and integrity in sports and competitive settings. These inherent qualities are foundational for fostering positive interpersonal relationships and ethical conduct.

3. Developmental Theory: Developmental theories, such as Kohlberg's stages of moral development, propose that sportsmanship evolves over time as individuals mature morally. According to Kohlberg (1958), individuals progress through phases of moral thinking, transitioning from self-interest and obedience to authority towards a more extensive focus on ethical principles and social justice. Sportsmanship mirrors an advanced phase of moral development marked by adherence to rules, fairness, and concern for others, showcasing an individual's capacity for ethical decision-making and social responsibility.

4. Psychological Theories: Various psychological theories, such as self-determination theory and achievement goal theory, provide insights into the motivational factors underlying sportsmanship. Self-determination theory suggests that intrinsic motivation, engaging in activities for personal satisfaction rather than external rewards, is linked with greater sportsmanship. Individuals intrinsically motivated to participate in sports are more likely to exhibit genuine respect and fairness towards others. Achievement goal theory distinguishes between task-oriented and ego-oriented goals, with the former promoting sportsmanship by emphasizing personal growth and mastery rather than comparison and competition. Prioritizing individual improvement fosters sportsmanlike behavior and positive contributions to team dynamics.

5. Social Identity Theory: Social Identity Theory (Tajfel & Turner, 1979) suggests that individuals derive their identity and sense of belonging from belonging to social groups such as sports teams or fan communities. In the context of sportsmanship, individuals uphold positive group dynamics and maintain the social identity of their group. Members of the in-group tend to exhibit sportsmanlike behavior towards teammates and supporters, considering them integral to their social identity and prioritizing group cohesion and success. Conversely, members of out-groups may not

receive the same level of sportsmanship, as they are seen as external to the group's boundaries.

6. **Self Determination Theory:** Self-Determination Theory (Deci & Ryan, 1985) asserts that intrinsic motivation and fulfillment of basic psychological needs like autonomy, competence, and relatedness are crucial for human well-being. In the realm of sportsmanship, athletes exhibiting such qualities tend to derive greater satisfaction and performance, indicating that fostering intrinsic motivation and psychological wellbeing enhances sportsmanship and overall athletic success. Thus, Self-Determination Theory provides a valuable lens for understanding the interplay between intrinsic motivation, sportsmanship, and optimal human functioning in athletic contexts.

DISADVANTAGES OF SPORTSMANSHIP:

1. **Exploitation by Opponents:** In highly competitive settings, individuals or teams dedicated to sportsmanlike behavior may become targets for exploitation by adversaries who prioritize winning above all else. Opponents may perceive sportsmanship as a vulnerability to exploit, resorting to tactics such as bending rules or engaging in unsportsmanlike conduct to gain an unfair edge. This exploitation can lead to unjust outcomes, compromising the integrity of the competition and leaving sportsmanlike participants disheartened and disillusioned.

2. **Perceived Weakness:** In settings where victory is highly valued, individuals who consistently exhibit sportsmanship may encounter criticism or disapproval for being perceived as weak or lacking in competitiveness. This perception arises from the misunderstanding that prioritizing fair play and ethical conduct diminishes one's capacity to compete effectively. As a result, individuals dedicated to sportsmanship may face societal expectations to adopt more aggressive attitudes, possibly compromising their values in the pursuit of winning.

3. Frustration and Disappointment: Upholding sportsmanship amidst challenges can be demanding, especially when confronted with unfair treatment or unfavorable circumstances. Individuals devoted to fair play may experience frustration or disappointment when their efforts to uphold sportsmanship are met with indifference or hostility. Such experiences can lead to disillusionment and disheartenment, adversely affecting morale and diminishing the enjoyment of the sport.

4. Missed Opportunities for Victory: Prioritizing sportsmanship may occasionally lead to missed chances for victory, particularly when individuals or teams refrain from exploiting rule loopholes or employing gamesmanship tactics. While adhering to ethical standards bolsters the integrity of the competition, it may inadvertently impede the pursuit of success, leaving sportsmanlike participants torn between maintaining integrity and achieving triumph.

5. Normalization of Unsportsmanlike Behavior: In settings where unethical conduct is prevalent or tolerated, individuals committed to sportsmanship may find themselves marginalized or excluded. The normalization of unsportsmanlike behavior undermines the principles of fair play and integrity, corroding the ethos of the sport and fostering a culture where winning at any cost takes precedence over ethical considerations. Consequently, sportsmanlike individuals may struggle to uphold their values in the face of widespread misconduct, jeopardizing their sense of belonging and integrity within the sports community.

CIVIC VIRTUE

MEANING: Civic virtue involves doing good things for the community without expecting something in return. When people have a high level of civic virtue, they make the community better, and everyone benefits.

DEFINITION: Civic virtue refers to the moral principles and behaviors that contribute to the well-being of a community or society, often involving civic engagement, ethical conduct, and a sense of responsibility towards the common good.

IMPORTANTS OF CIVIC VIRTUE:

1. Social Cohesion: Civic virtue acts as the adhesive that binds communities together. When people prioritize the common good, it nurtures a feeling of unity and solidarity. This unity strengthens social connections, fostering a supportive atmosphere where individuals can depend on each other. Consequently, communities become more resilient and better prepared to face challenges collectively.

2. Democratic Governance: In democratic societies, civic virtue plays a crucial role in governance. It encourages citizens' active involvement in political processes, ensuring that representatives are held responsible and advocating for policies that serve the greater good. When individuals are knowledgeable, involved, and committed to democratic ideals, they strengthen the vitality and legitimacy of democratic institutions.

3. Ethical Leadership: Civic virtue gives rise to leaders who prioritize integrity, honesty, and the well-being of others. These leaders instill confidence and trust among their followers, fostering an environment of ethical conduct and wise decision-making. Whether in governmental roles, corporate settings, educational institutions, or community initiatives, ethical leaders serve as role models and encourage others to uphold similar values.

4. Social Justice: Civic virtue upholds principles of fairness, equality, and justice for every member of society. It emboldens individuals to stand up for the rights and respect of marginalized and vulnerable communities, ensuring that no one is left behind. Through confronting systemic inequalities and advocating for inclusivity, civic virtue lays the foundation for a society that is more just and equitable.

5. Community Resilience: Civic virtue constructs resilient communities capable of withstanding adversity. When individuals unite to support each other, pool resources, and collaborate on solutions, they enhance the community's ability to adapt and flourish amidst challenges. This collective resilience enables communities to emerge stronger after crises and maintain cohesion in uncertain times.

6. Cultural and Moral Development: Civic virtue contributes to the cultural and moral identity of society by instilling values like honesty, accountability, empathy, and appreciation for diversity. By nurturing these values in individuals from a young age, civic virtue shapes the beliefs and actions of future generations. This cultural and moral development forms the foundation for a more empathetic, inclusive, and morally upright society.

FACTORS OF CIVIC VIRTUE:

1. Education: Quality education goes beyond just conveying information; it aims to cultivate critical thinking abilities and civic awareness. Through education, individuals not only learn about their rights and duties as citizens but also grasp the ethical dimensions of civic engagement. Education empowers people to engage in informed discussions about civic issues and to make meaningful contributions to society.

2. Socialization: Whether within family structures, peer networks, religious organizations, or community associations, socialization significantly influences the development of individuals' civic values and behaviors. Positive role models and mentorship within these social spheres provide guidance and encouragement in upholding civic virtues. Exposure to a variety of perspectives and life experiences fosters empathy, comprehension, and a shared sense of responsibility.

3. Civic Engagement: Actively participating in civic and community matters provides not only a sense of duty but also opportunities for personal growth and societal progress. Whether through voting, volunteering, advocacy, or community service, civic engagement enables individuals to contribute to the common welfare, build social connections, and fortify societal bonds. Through collective action, people develop stronger ties to their communities and a deeper sense of civic belonging.

4. Leadership: Ethical leadership sets the standard for a society's commitment to civic values. Leaders who exemplify integrity, transparency, and accountability inspire trust and confidence among citizens, fostering a culture of civic responsibility. By prioritizing the greater good over personal interests, ethical leaders serve as models of moral conduct and encourage others to uphold civic virtues.

5. Social and Economic Equity: Addressing disparities in social and economic conditions is essential for nurturing civic virtue and creating an inclusive society. Ensuring equal access to education, healthcare, housing, and economic opportunities allows all individuals to engage meaningfully in civic life. By removing barriers to participation, promoting social mobility, and fostering a sense of belonging, societies can cultivate environments where civic virtues thrive.

6. Civic Infrastructure: Robust civic institutions provide the framework for meaningful civic engagement. Nonprofit organizations, community groups, media platforms, and civic spaces serve as arenas for dialogue, cooperation, and collective endeavors. Investing in these institutions and ensuring their accessibility and inclusivity expands opportunities for individuals to develop and practice civic virtues within their communities.

7. Civic Norms and Values: At the heart of civic virtue lie collective norms and values that influence how individuals behave and interact within society. Emphasizing a culture of civic duty, respect for others, acceptance, and democratic principles strengthens these values and cultivates a feeling of unity and inclusion. Adhering to these communal norms promotes ethical behavior, meaningful conversations, and cooperative endeavors aimed at achieving shared societal objectives.

DISADVANTAGES OF CIVIC VIRTUE:

1. Conformity: Overemphasis on civic virtue can lead individuals to rigidly conform to societal norms, stifling creativity and diversity of thought. This pressure to adhere to established conventions may inhibit innovation and critical thinking,

hindering societal progress, particularly in environments valuing conformity over individuality.

2. Conflict with Self-Interest: Practicing civic virtue often requires prioritizing collective welfare over personal gain, presenting challenges in competitive or individualistic societies. Individuals may struggle to balance their civic responsibilities with their own self-interest, leading to ethical dilemmas and moral conflicts in environments where personal success is highly esteemed.

3. Marginalization of Dissent: Excessive emphasis on civic virtue may marginalize dissenting voices and minority viewpoints in the pursuit of social harmony. Dissenting opinions may be silenced to maintain cohesion, stifling constructive dialogue and impeding progress towards social change. This suppression of dissent undermines democratic principles and perpetuates systemic injustices.

4. Complacency: Excessive emphasis on civic virtue may lead to complacency and a passive acceptance of current conditions. Trusting that ethical behavior alone is sufficient to tackle societal problems could diminish the drive to confront injustices or push for reforms. This complacency has the potential to impede societal progress and sustain ongoing inequalities.

5. Potential for Exploitation: Individuals or groups practicing civic virtue may be seen as susceptible to exploitation by those prioritizing self-interest or unethical behavior. In environments lacking universal ethical standards, virtuous individuals may face disadvantage or exploitation for upholding moral principles. This exploitation undermines trust in societal institutions and diminishes confidence in civic engagement's effectiveness.

THEORETICAL FOUNDATIONS OF CIVIC VIRTUE:

1. Social exchange theory:

Social Exchange Theory, established by Homans in 1958 and further developed by subsequent researchers, proposes that individuals evaluate social interactions by weighing the benefits and drawbacks involved. In the context of civic virtue, individuals perceive advantages such as social acknowledgment, moral fulfillment, and a reinforced sense of community connection. As a result, they are incentivized to participate in prosocial actions, even when personal sacrifices are necessary, as these behaviors align with their aspiration to contribute to the collective welfare. This theory emphasizes the logical decision-making process individuals employ to determine their engagement in civic endeavors and underscores the significance of perceived benefits in motivating altruistic conduct.

2.Social identity theory:

Social Identity Theory, developed by Tajfel and Turner in 1979, suggests that individuals shape their self-image through their association with social collectives. Civic virtue actions are impacted by an individual's connection to a community or society. Individuals who deeply identify with their community tend to engage in actions that support its well-being, seeing the prosperity of the community as intertwined with their own identity and self-esteem. This theory emphasizes how group affiliation influences individuals' attitudes and conduct regarding civic involvement, highlighting the link between personal identity and communal welfare.

3.Norm action theory:

Norm Activation Theory, introduced by Schwartz in 1977, suggests that individuals are inclined to participate in pro-social behaviors when they perceive them to align with societal norms. Typically, actions related to civic virtue emerge when individuals sense a moral obligation to enhance society. The promotion of civic engagement and ethical citizenship through social norms significantly influences how individuals view and engage in community participation and acts of kindness. This theory underscores the essential role of societal norms in motivating individuals to engage in behaviors associated with civic virtue.

4.Social capital theory:

Social Capital Theory, which finds its roots in the works of Bourdieu (1986) and Coleman (1988), emphasizes the importance of social networks, trust, and mutual exchange in advancing the welfare of communities. Engaging in civic virtue contributes to the accrual of social capital through strengthening interpersonal bonds, cultivating trust among community members, and facilitating collaborative efforts for shared advantages. This theory underscores the essential function of civic virtue in bolstering social unity and collaborative endeavors aimed at improving societal conditions.

5.Civic education theory:

Civic Education Theory highlights the significance of educational endeavors in cultivating civic virtues and encouraging democratic citizenship. Whether within formal education systems or informal settings, individuals are provided with chances to comprehend their rights, responsibilities, and the significance of engaging in civic affairs. These educational endeavors seek to instill values like tolerance, empathy, and a dedication to civic responsibilities, crucial for nurturing a resilient and dynamic civil society. By fostering these values, civic education plays a pivotal role in shaping individuals into involved and responsible contributors to their communities and broader society.

VARIOUS DISCIPLINES OF CIVIC VIRTUE:

1.Political science:

In the realm of political science, the examination of civic virtue centers on the systems and procedures facilitating citizens' active involvement in governing their societies. Researchers scrutinize citizenship's role within democratic frameworks, assessing citizens' engagement in political activities like voting, advocacy, and activism. Political scientists delve into how civic virtue enhances the operations of democratic

structures, including ensuring elected officials' accountability, responsiveness to public demands, and safeguarding civil liberties and human rights.

2.Sociology:

Sociology offers valuable perspectives on the societal aspects of civic virtue, investigating how social norms, values, and institutions influence individuals' beliefs and actions. Researchers explore how civic identity forms and social capital develops within communities, considering the influence of factors like social connections, trust, and mutual aid on civic involvement and collaboration. Additionally, they assess how social disparities, discrimination, and marginalization affect levels of civic engagement, emphasizing the necessity of creating inclusive communities and tackling systemic obstacles to civic virtue.

3.Philosophy:

Within philosophy, the exploration of civic virtue delves into the moral underpinnings of citizenship and the ethical principles guiding behavior in public settings. Philosophers scrutinize various ethical frameworks such as consequentialism, deontology, and virtue ethics to illuminate the virtues and values crucial for civic engagement. They ponder inquiries about justice, equity, and communal welfare, examining how individuals navigate conflicting interests and moral duties in their interactions with fellow citizens and governmental entities. Philosophical examination of civic virtue also tackles matters of moral accountability, ethical reasoning, and the fostering of virtuous traits through educational and social means.

4. Psychology

Psychology provides valuable perspectives on the psychological aspects influencing civic attitudes and actions, encompassing factors like motivation, empathy, and moral growth. Researchers investigate how individual characteristics, thought patterns, and emotional reactions impact their readiness to participate in civic endeavors and adhere

to ethical standards. They analyze the effects of socialization, peer interactions, and life events on the formation of civic beliefs and principles, as well as the psychological obstacles that may impede civic involvement. Psychologists also explore methods and approaches to stimulate civic participation, including nurturing empathy, refining moral reasoning abilities, and establishing supportive social circles.

5.Civic education:

Civic education holds a vital role in nurturing civic virtue through the transmission of knowledge, competencies, and attitudes essential for effective participation in civic affairs. Experts in civic education develop conceptual frameworks guiding teaching methodologies, curriculum development, and educational strategies aimed at fostering civic involvement, analytical thinking, and ethical citizenship. They assess the aims and objectives of civic education, contemplating ways to foster democratic principles, civic understanding, and societal accountability among learners. Civic educators explore inventive instructional techniques, such as hands-on learning, community service experiences, and constructive dialogue, to empower individuals to emerge as engaged, knowledgeable citizens making constructive contributions to their communities and societies.

6.Ethics:

In the field of ethics, the exploration of civic virtue centers on the guiding principles and moral standards shaping behavior in public domains. Ethicists scrutinize the virtues and vices pertinent to civic engagement, including traits like honesty, integrity, fairness, and compassion, and assess their contributions to societal welfare. They delve into ethical quandaries and instances of conflicting interests within civic contexts, examining how individuals negotiate moral duties and reach ethical conclusions amidst uncertainty and intricate circumstances. Ethical examination of civic virtue also delves into matters of moral obligation, answerability, and the significance of moral instruction in nurturing responsible citizenship.

JOB PERFORMANCE

MEANING: Job performance delineates an individual's contribution to the overall achievement of an organization.

DEFINITION: Rotundo (2000) explains that although researchers provide their own conceptualization of Job Performance, a typical definition focuses on behaviors or actions of individuals, not results or Outcomes of these actions and behaviors.

ADVANTAGES OF PERFORMANCE MANAGEMENT:

1. Facilitates Performance-Based Conversations: The performance management process ensures that managers engage in discussions with employees about their performance. Amidst daily tasks, managers may overlook these crucial interactions for coaching and feedback. Consistent coaching fosters employee growth, drives behavioral changes, and supports professional development.

2. Tailored Staff Development: Every employee undergoes a developmental journey, and organizations bear the responsibility of preparing them for increased responsibilities. A well-executed performance management system assists in understanding employees' career aspirations, identifying developmental opportunities, and contributing to succession planning.

3. Provides Encouragement to Staff: Addressing issues in real-time rather than waiting for annual reviews eliminates surprises. Performance appraisals should celebrate employees' achievements while gently correcting undesirable behaviors. Some organizations incorporate self-appraisals to encourage employees to reflect on their performance.

4. Rewards Staff for Excellence: Employees are motivated by the prospect of financial rewards tied to their performance. Linking pay increases or bonuses to the appraisal process demonstrates a direct connection between performance and financial incentives, motivating employees to excel.

5. Identifies and Addresses Under-Performance: Despite screening and training efforts, some employees may not meet expectations. An effective performance appraisal process identifies and documents under-performers, facilitating a smooth transition if termination becomes necessary.

6. Maintains a Documented Performance History: Keeping records of employee performance is essential for tracking progress and development over time. These records provide insight for new managers and should be maintained in employees' personnel files.

7. Fosters Employee Growth: Motivated employees seek structured development opportunities. A robust performance management system supports employees in reaching their full potential, benefiting both employees and managers. Organizations should align their performance management system with strategic initiatives and continuously strive for improvement to achieve their mission effectively.

DISADVANTAGES OF PERFORMANCE MANAGERMENTS:

1. Time-Consuming: Managers are recommended to dedicate around one hour per employee to crafting performance evaluations. For managers supervising sizable teams, like those with 100 or more members, this duty can extend over several weeks. Furthermore, the process entails not only drafting the appraisals but also investing hours in one-on-one meetings with staff to review the assessments, rendering it a timeintensive and arduous task.

2. Potential for Discouragement: Ideally, the performance evaluation procedure should be a constructive encounter, offering support and recognizing employees' achievements throughout the year. However, if the process lacks positivity, it can dishearten the staff. It's essential for managers to record both areas requiring enhancement and the positive contributions of employees, guaranteeing that both facets are covered during the performance appraisal conversations.

3. Inconsistent Messaging: Amidst busy schedules, it's easy to forget to acknowledge employees' daily successes, leading to inconsistency in feedback. Maintaining a habit of documenting both positive and negative observations as they occur provides a reliable source of information for performance appraisal discussions. This practice ensures consistency in messaging to employees, allowing for the correction of behaviors and acknowledgment of successes.

4. Bias: Eliminating biases from the performance evaluation process is difficult yet crucial for maintaining fairness. It demands a systematic, impartial approach and mandates that managers maintain objectivity. Managers must recognize prevalent biases in performance appraisal ratings and endeavor to comprehend and alleviate these biases to guarantee equitable assessments for all employees.

5. Stress and anxiety:

The stress and anxiety stemming from the necessity to achieve performance goals and garner positive assessments can induce significant pressure on employees. Concerns about facing criticism or repercussions may diminish morale, elevate job discontentment, and potentially result in burnout, especially within demanding work atmospheres. These stress-inducing factors can significantly affect employee welfare, output, and the overall efficiency of the organization. It is imperative to tackle these challenges through managerial support and by fostering an environment of open communication to mitigate the adverse effects of stress and anxiety within the workplace.

FACTORS AFFECTING JOB PERFORMANCE:

1. Job Satisfaction: A significant aspect influencing job satisfaction is the quality of relationships at work, with 60% of employees valuing their colleagues highly. Other contributors to job satisfaction include leaders who prioritize their team's needs, ensuring employees' skills match their job requirements, and fair compensation aligned with industry standards.

2. Employee Engagement: While 68% of employees worldwide feel engaged at work, a notable 32% remain disengaged. Employee engagement is crucial for productivity, bolstered by factors such as recognition and appreciation of contributions, commitment to collaboration, and fostering a sense of community within the company.

3. Training and Development: Companies in the U.S. have been increasing their investments in employee training. Apart from merely increasing training hours, effective training and development strategies involve promptly qualifying or training new hires, clear communication of evolving company policies, compliance requirements, and utilizing incentives to drive developmental initiatives forward.

4. The Right Tools for the Job: The Right Tools for the Job: Equipping employees with appropriate tools not only enhances performance but also boosts efficiency. This includes ensuring ready availability of office supplies, well-maintained physical tools and machines, fast and reliable internet connections, and up-to-date hardware and software. Technology plays a crucial role in improving performance and productivity, with a forecasted 75% increase in its utilization by global organizations.

5. Company Culture and Work Environment: Company culture significantly impacts job performance, setting norms for behavior and procedures. A positive culture fosters confidence, purpose, and a sense of safety among employees, with effective management practices, minimal turnover rates compared to competitors, and an inclusive environment supporting minority employees' needs.

6. Work Environment: The often-overlooked work environment profoundly affects employee comfort and productivity. A clean and organized workspace, comfortable temperature, optimal air quality, adequate lighting, and manageable noise levels contribute to a conducive work environment where employees can personalize their workspace.

7.Managing Workload

Maintaining a balanced workload is crucial for team members to avoid stress, burnout, and decreased productivity due to overload, or disengagement and reduced productivity due to idleness. Achieving this balance is vital for constructing a fulfilling long-term career. Prioritize tasks to help individuals focus on one thing at a time, and encourage open communication for adjustments when needed. Remaining receptive to feedback is vital for adapting to unexpected circumstances.

8. Effective Communication

Businesses that excel in communication have a significantly higher chance of outperforming competitors. Effective communication builds trust by enabling timely and transparent issue resolution, fostering teamwork, and improving problem-solving. Encouraging all team members to express their concerns, ideas, and opinions creates a healthy and inclusive workplace environment.

THEORIES OF JOB PERFORMANCE:

1. Goal setting theory:

Locke and Latham's Goal-Setting Theory, presented in 1990, suggests that defining specific and challenging objectives can heighten performance, especially when complemented by feedback and dedication. Individuals who outline precise performance targets typically exhibit greater dedication and persistence in striving for these goals, consequently enhancing their job performance. This theory emphasizes the significance of offering employees well-defined goals and continuous feedback to cultivate a sense of purpose and drive in their tasks. Ultimately, by aligning personal objectives with those of the organization, businesses can improve overall performance results and efficiency.

2. Expectancy theory:

Vroom's Expectancy Theory, established in 1964, proposes that individuals are motivated to exert effort in tasks when they foresee a relationship between effort, performance, and valued rewards. Employees who recognize this correlation between their efforts, subsequent performance, and desired results are likely to demonstrate increased levels of job performance. This theory highlights the significance of employees' perceptions regarding the probability of attaining desired rewards through their endeavors. Ultimately, by cultivating a workplace environment where employees perceive a direct link between their actions and valued rewards, organizations can improve overall job performance and motivation.

3. Job characteristics model:

Hackman and Oldham's Job Characteristics Model, founded in 1976, outlines five essential job features—skill variety, task identity, task significance, autonomy, and feedback—that influence job satisfaction and motivation, ultimately improving job performance. Roles that provide autonomy, chances for skill development, and constructive feedback usually produce better performance outcomes. This model highlights the significance of organizing jobs to incorporate these critical attributes to maximize employee motivation and job performance.

4. Equity theory:

Adams' Equity Theory, developed in 1963, proposes that individuals assess the fairness of their contributions (such as effort and skills) compared to the rewards and recognition they receive relative to peers in similar positions. When employees perceive inequity in this comparison, it can detrimentally impact their motivation and eventual job performance. Therefore, ensuring perceived fairness and equity in how rewards and recognition are distributed is crucial for maintaining optimal performance.

5. Job embeddedness theory:

Mitchell and colleagues' Job Embeddedness Theory, introduced in 2001, proposes that the extent of employees' connection to their job and workplace significantly influences their performance. Factors such as alignment with the organization, social relationships, and perceived job security all contribute to how deeply employees feel integrated into their work environment, thereby impacting their dedication, involvement, and overall performance. This theory highlights the importance of fostering alignment with the organization, strong social connections, and a sense of job stability to enhance employee performance.

ELEMENTS OF JOB PERFORMANCE:

1.Task Performance: This involves consistently and skillfully carrying out the specific duties and responsibilities outlined in an individual's job description. It encompasses not just completing tasks, but doing so accurately, with high quality, and efficiently.

Task performance lays the groundwork for an employee's contribution to the organization's objectives and often entails mastering job-specific skills and competencies.

2.Contextual Performance: Also referred to as organizational citizenship behavior (OCB), this extends beyond the basic requirements of a job role. Contextual performance entails voluntary actions that enhance the overall effectiveness and wellbeing of the organization. Examples include assisting colleagues, actively participating in team activities, taking on additional responsibilities, and actively engaging in problem-solving and decision-making processes. Employees who demonstrate strong contextual performance contribute to positive workplace morale, teamwork, and organizational culture.

3.Adaptive Performance: Adaptive Performance: In the dynamic work settings of today, adaptive performance is crucial. It signifies an individual's capacity to adjust and flourish when confronted with shifting situations, fresh obstacles, and evolving job requirements. This entails being versatile in tackling tasks, swiftly acquiring new

skills or technologies, adapting to alterations in work methods or organizational frameworks, and adeptly handling uncertainty and ambiguity. Employees who demonstrate adaptive performance bolster organizational resilience and agility.

4.Counterproductive Work Behavior (CWB): While most employees aim to contribute positively to their organizations, instances of counterproductive work behavior can arise. CWB encompasses actions or behaviors that undermine organizational goals, productivity, and effectiveness. Examples include absenteeism, tardiness, theft, spreading workplace rumors, harassment, sabotage, and violations of organizational policies or ethical standards. Identifying and addressing CWB is crucial for maintaining a healthy work environment and safeguarding organizational integrity.

5.Goal Achievement: Goal Achievement: Setting and achieving goals are essential components of job performance. Effective job performance frequently involves aligning personal objectives with organizational goals and actively working towards their attainment. This encompasses establishing SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals, developing action plans, tracking progress, overcoming challenges, and acknowledging accomplishments. Goal attainment not only enhances individual and collective performance but also enhances organizational success and competitiveness.

6.Interpersonal Skills: Strong interpersonal skills are essential for effective communication, collaboration, and relationship-building in the workplace. This encompasses active listening, clear and persuasive communication, constructive conflict resolution, building rapport, demonstrating empathy, and collaborating effectively in diverse teams. Employees with robust interpersonal skills foster positive work environments, promote teamwork and cooperation, and contribute to overall organizational success.

7.Problem-Solving and Decision Making: Problem-solving and decision-making abilities are critical for navigating the complexities of today's business environments. This entails identifying and defining problems, gathering pertinent information, analyzing data, generating innovative solutions, evaluating alternatives, and making

well-informed decisions. Effective problem-solving and decision-making skills enable employees to tackle challenges, seize opportunities, and drive innovation and continuous improvement within their organizations.

8. Time Management: Efficiently managing time and priorities is crucial for maximizing productivity and meeting deadlines in the workplace. This involves prioritizing tasks, planning and organizing workloads, allocating time effectively, avoiding procrastination, delegating responsibilities when appropriate, and minimizing distractions. Employees who excel in time management are able to streamline their workflow, reduce stress, and consistently deliver high-quality results.

9. Emotional intelligence: Emotional intelligence (EI) pertains to the capacity to identify, comprehend, and regulate one's own emotions, alongside understanding and impacting the emotions of others. It includes abilities like self-awareness, self-control, social understanding, and relationship management. Individuals with strong emotional intelligence excel in managing interpersonal relationships, communicating proficiently, resolving conflicts, offering valuable feedback, and energizing and encouraging others. Elevated emotional intelligence improves leadership efficacy, nurtures cooperation, and enriches a supportive work atmosphere.

CHAPTER IV DATA ANALYSIS AND INTERPRETATION

Table 4.1

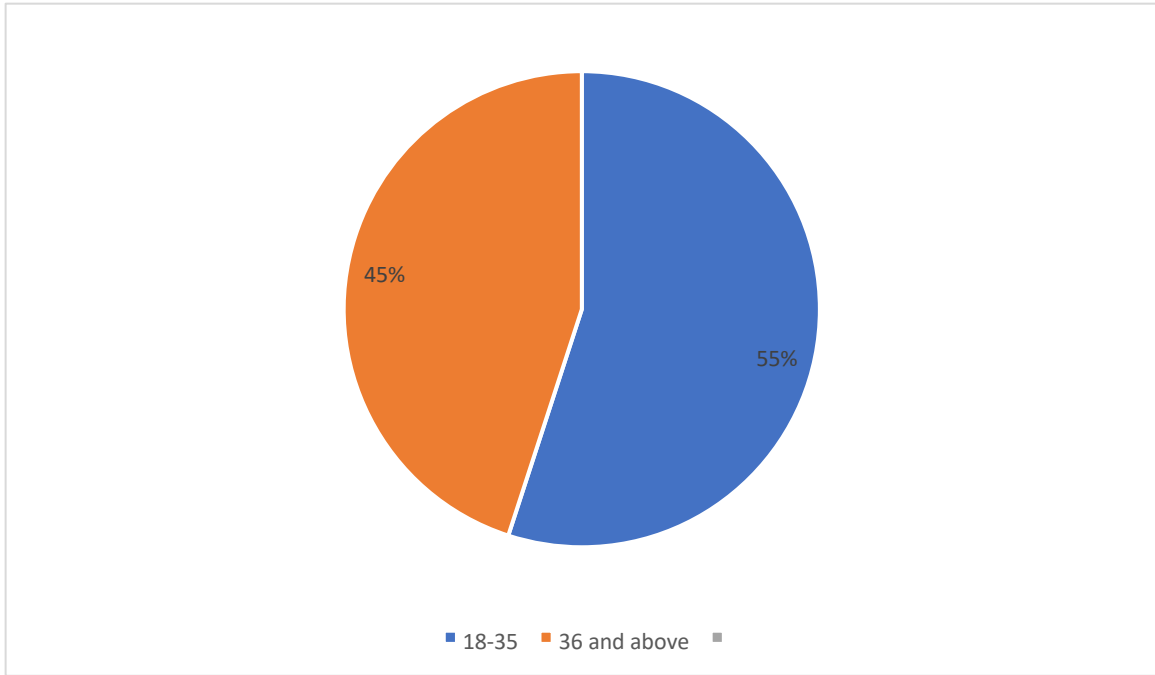
Age wise classification of respondents

| Age group | No of respondents | Percentage |
|------------------|--------------------------|-------------------|
| 18-35 | 33 | 55 |
| 36 and above | 27 | 45 |
| Total | 60 | 100 |

Source: Primary Data

Figure 4. 1

Age wise classification of respondents



Interpretation:

Table 4.1 shows that 55% of the respondents belong to the age group of 18-35, while 45% belong to the age group of 46 and above.

Table 4.2

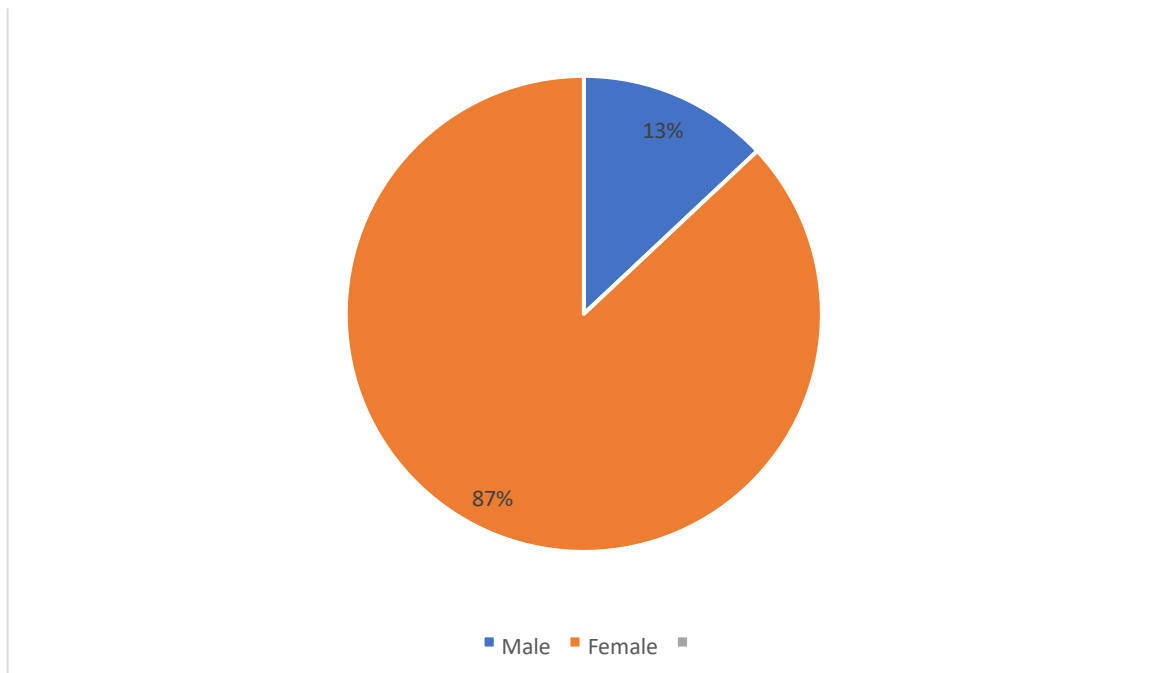
Gender wise classification of respondents

| Gender | No of respondents | percentage |
|---------------|--------------------------|-------------------|
| Male | 8 | 13 |
| Female | 52 | 87 |
| Total | 60 | 100 |

Source: Primary Data

Figure4. 2

Gender wise classification of respondents



Interpretation:

From the table we can find out that 13 percent of the respondents are Male ,87 percent of the respondents are Female.

Table 4.3

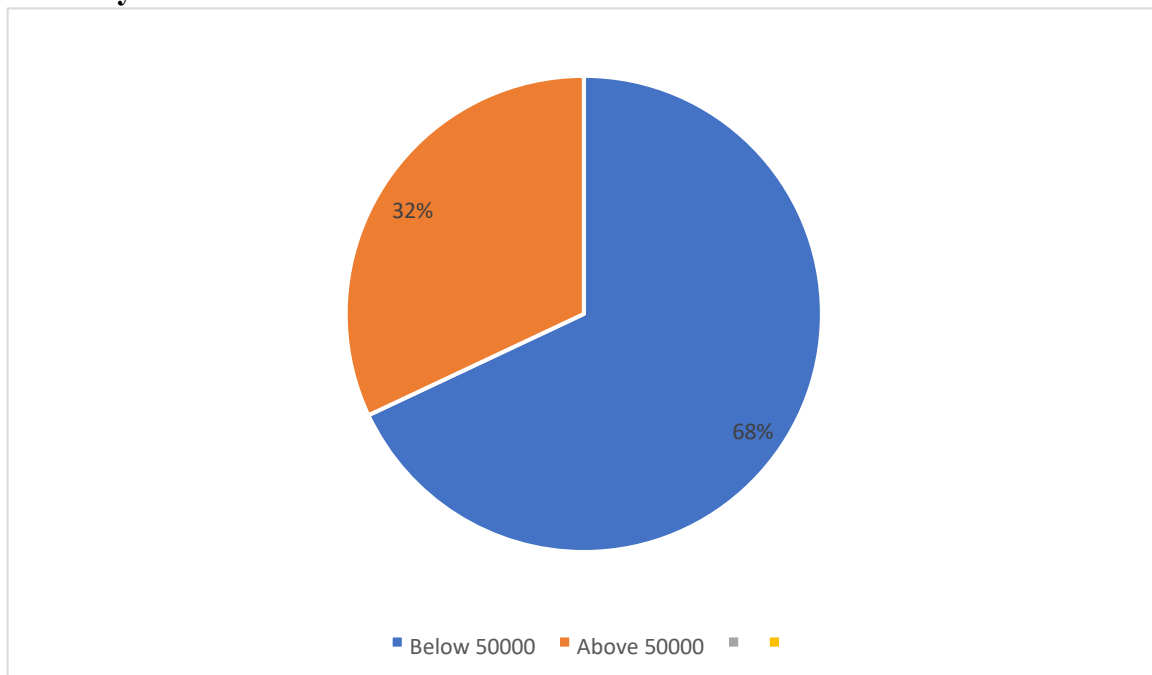
Monthly income wise classification

| Monthly income | No of respondents | percentage |
|-----------------------|--------------------------|-------------------|
| Below 50000 | 41 | 68 |
| Above 50000 | 19 | 32 |
| Total | 60 | 100 |

Source: Primary data

Figure 4. 3

Monthly income wise classification



Interpretation:

From the table we can understand that 68 percent of the respondents have a monthly income below 50000, while 32 percent of the respondents have a monthly income above 50000.

Table 4.4

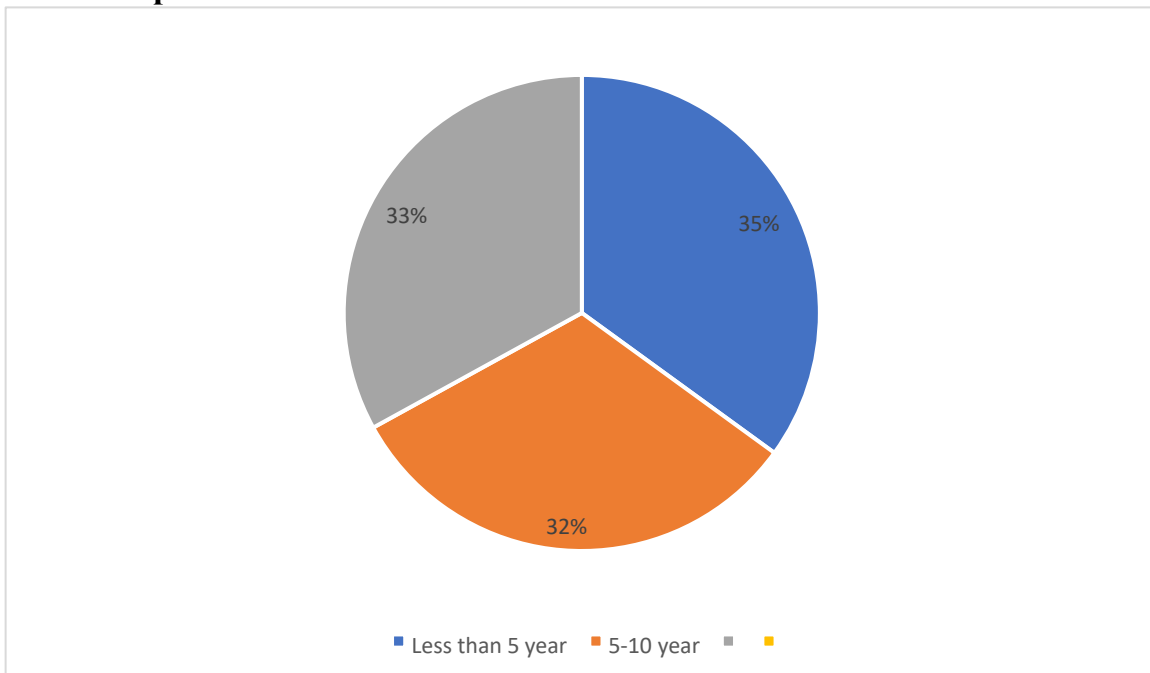
Year of experience wise classification

| Year | No of respondents | percentage |
|-------------------|--------------------------|-------------------|
| Less than 5 year | 21 | 35 |
| 5-10 year | 19 | 32 |
| More than 10 year | 20 | 33 |
| Total | 60 | 100 |

Source: Primary Data

Figure 4.4

Year of experience wise classification



Interpretation

The table 4.3 shows that 35% of the respondents have less than 5 years of experience, 32% have between 5-10 years of experience, and 33% have more than 10 years of experience.

Table 4.5

H₀₁: Age does not influence civic virtue

H₀₂: Age does not influence sportsmanship

H₀₃: Age does not influence job performance

Table 4.5

Comparison of civic virtue, sportsmanship and job performance among different age group

| | Group | N | Mean | Median | SD | SE |
|-----------------|--------------|----|------|--------|-------|-------|
| Civic virtue | 18-35 | 33 | 3.98 | 4.00 | 0.623 | 0.108 |
| | 36 and above | 27 | 3.81 | 4.00 | 1.047 | 0.202 |
| Sportsmanship | 18-35 | 33 | 3.35 | 3.33 | 0.692 | 0.120 |
| | 36 and above | 27 | 3.53 | 3.67 | 0.849 | 0.163 |
| Job performance | 18-35 | 33 | 4.22 | 4.20 | 0.749 | 0.130 |
| | 36 and above | 27 | 4.11 | 4.40 | 1.060 | 0.204 |

INTERPRETATION:

Civic virtue: For individuals aged 18-35, the mean value for civic virtue is 3.98. The standard deviation is 0.623, and a standard error of the mean of 0.108. For those aged 36 and above, the mean score is slightly lower at 3.81, with a standard deviation of 1.047, and a standard error of the mean of 0.202.

Sportsmanship: For individuals aged 18-35, the mean value for sportsmanship is 3.35, with a standard deviation of 0.692 and a standard error of the mean of 0.120. For those aged 36 and above, the mean score is 3.53, with a standard deviation of 0.849 and a standard error of the mean of 0.163.

Job performance: For individuals aged 18-35, the mean score for job performance is 4.22, with a standard deviation of 0.749 and a standard error of the mean of 0.130. For those aged 36 and above, the mean value is 4.11, with a standard deviation of 1.060 and a standard error of the mean of 0.204.

Independent Samples T-Test of civic virtue, sportsmanship and job performance among different age group

| | | Statistic | df | p | Mean difference | SE difference |
|-----------------|-----------|-----------|------|-------|-----------------|---------------|
| | Student's | | | | | |
| Civic virtue | t | 0.757 | 58.0 | 0.452 | 0.165 | 0.218 |
| | Student's | | | | | |
| Sportsmanship | t | -0.892 | 58.0 | 0.376 | -0.177 | 0.199 |
| | Student's | | | | | |
| Job performance | t | 0.457 | 58.0 | 0.649 | 0.107 | 0.234 |

Note. $H_a \mu_1 \neq \mu_2$

INTERPRETATION:

Civic virtue: with a t-statistic of 0.757 and 58 degrees of freedom, and a standard error (SE) of 0.165, the mean difference between the two groups is 0.452. Since the p-value (0.452) is greater than 0.05, we fail to reject the null hypothesis. This suggests that there is no significant difference in civic virtue between the two groups.

Sportsmanship: For sportsmanship, the t-statistic is -0.892 with 58 degrees of freedom, and the mean difference between the groups is 0.376, with a standard error of 0.177. Since the p-value (0.376) is greater than 0.05, we fail to reject the null hypothesis. Consequently, there is no significant difference in sportsmanship between the two groups.

Job performance: For job performance, the t-statistic is 0.457 with 58 degrees of freedom, resulting in a p-value of 0.649 and a standard error of 0.107. Since the p-value

(0.649) exceeds the significance level, we fail to reject the null hypothesis, indicating that there is no significant difference in job performance between the groups.

H₀₄: Income does not influence civic virtue

H₀₅: Income does not influence sportsmanship

H₀₆: Income does not influence job performance

Table 4. 6

Comparison of civic virtue, sportsmanship and job performance among different income categories.

| | Group | N | Mean | Median | SD | SE |
|-----------------|--------------|----------|-------------|---------------|-----------|-----------|
| Civic virtue | Above 50000 | 19 | 4.09 | 4.00 | 0.935 | 0.215 |
| | Below 50000 | 41 | 3.82 | 4.00 | 0.786 | 0.1227 |
| Sportsmanship | Above 50000 | 19 | 3.53 | 4.00 | 1.008 | 0.231 |
| | Below 50000 | 41 | 3.39 | 3.33 | 0.632 | 0.0987 |
| Job performance | Above 50000 | 19 | 4.31 | 4.40 | 0.668 | 0.153 |
| | Below 50000 | 41 | 4.11 | 4.20 | 0.985 | 0.1538 |

INTERPRETATION:

Civic virtue: The group 'Above 50000' has a mean civic virtue value of 4.09 with a standard deviation of 0.935, based on 19 observations. The group 'Below 50000' has a

mean civic virtue value of 3.82 with a standard deviation of 0.786, based on 41 observations. The median score for both groups is 4.00. It appears that the group 'Above 50000' has a slightly higher mean civic virtue score compared to the group 'Below 50000'.

Sportsmanship: The 'Above 50000' group has a mean sportsmanship value of 3.53 with a standard deviation of 1.008, based on 19 observations. The 'Below 50000' group has a mean sportsmanship value of 3.39 with a standard deviation of 0.632, based on 41 observations. The median score for the 'Above 50000' group is 4.00, and for the 'Below 50000' group is 3.33. It appears that the 'Above 50000' group has a slightly higher mean sportsmanship score compared to the 'Below 50000' group.

Job performance: The 'Above 50000' group has a mean job performance value of 4.31 with a standard deviation of 0.668, based on 19 observations. The 'Below 50000' group has a mean job performance value of 4.11 with a standard deviation of 0.985, based on 41 observations. The median score for the 'Above 50000' group is 4.40, and for the 'Below 50000' group is 4.20. It appears that the 'Above 50000' group has a slightly higher mean job performance score compared to the 'Below 50000' group.

Independent Samples T-Test of civic virtue, sportsmanship and job performance among different income categories.

| | | Statistic | df | p | Mean difference | SE difference |
|-----------------|-----------|--------------------|------|-------|-----------------|---------------|
| | Student's | | | | | |
| Civic virtue | t | 1.150 | 58.0 | 0.255 | 0.267 | 0.232 |
| | Student's | | | | | |
| Sportsmanship | t | 0.638 ^a | 58.0 | 0.526 | 0.136 | 0.213 |
| | Student's | | | | | |
| Job performance | t | 0.794 | 58.0 | 0.431 | 0.198 | 0.249 |

Note. $H_a \mu_2 \neq \mu_1$

INTERPRETATION:

Civic virtue: The t-statistic measures how much the means of the two groups differ relative to the variability within the groups. In this case, the t-statistic is 1.150 with 58.0 degrees of freedom, and the p-value (0.255) is higher than 0.05, indicating no significant difference. The mean difference, representing the gap between the average values of the two groups, is 0.267, with a standard error of 0.232.

Sportsmanship: The t-statistic is 0.638 with 58.0 degrees of freedom, and the p-value (0.526) is greater than 0.05, indicating no significant difference between the two groups. The mean difference is 0.136 with a standard error of 0.213.

Job performance: The t-statistic is 0.794 with 58.0 degrees of freedom, and the p-value (0.431) is greater than 0.05, indicating that there is no significant difference between the two groups. The mean difference is 0.198 with a standard error of 0.249.

H₀₇: Year of experience does not influence civic virtue

H₀₈: Year of experience does not influence sportsmanship

H₀₉: Year of experience does not influence job performance

Table 4.7

Comparison of civic virtue, sportsmanship and job performance among different year

| | Years of experience | N | Mean | SD | SE |
|--------------|---------------------|----|------|-------|-------|
| Civic virtue | 5-10 year | 19 | 3.63 | 0.831 | 0.191 |

| | | | | | |
|-----------------|-------------------|----|------|-------|-------|
| | Less than 5 year | 21 | 3.98 | 0.749 | 0.163 |
| | | 20 | 4.08 | 0.904 | 0.202 |
| Sportsmanship | | 19 | 3.42 | 0.674 | 0.155 |
| | Less than 5 year | 21 | 3.32 | 0.726 | 0.158 |
| | More than 10 year | 20 | 3.57 | 0.892 | 0.200 |
| Job performance | 5-10 year | 19 | 3.95 | 1.115 | 0.256 |
| | Less than 5 year | 21 | 4.13 | 0.870 | 0.190 |
| | More than 10 year | 20 | 4.42 | 0.632 | 0.141 |

INTERPRETATION:

Civic Virtue: The mean value for Civic Virtue tends to increase as the years of experience increase. Specifically, individuals with more than 10 years of experience tend to have the highest mean score (4.08), followed by those with less than 5 years of experience (3.98), and finally those with 5-10 years of experience (3.63).

Sportsmanship: Individuals with more than 10 years of experience have the highest mean score (3.57), followed by those with less than 5 years of experience (3.32), and those with 5-10 years of experience (3.42).

Job performance: The mean value for Job Performance tend to increase with years of experience. Individuals with more than 10 years of experience have the highest mean score (4.42), followed by those with less than 5 years of experience (4.13), and those with 5-10 years of experience (3.95).

One-Way ANOVA (Welch's) of civic virtue, sportsmanship and job performance among different year

| | F | df1 | df2 | p |
|--|---|-----|-----|---|
|--|---|-----|-----|---|

| | | | | | | | | | | |
|--------------|-------|---|------|-------|---------------|-------|---|------|-------|-----------------|
| Civic virtue | 1.508 | 2 | 37.4 | 0.234 | Sportsmanship | 0.470 | 2 | 37.6 | 0.628 | Job performance |
| | 1.580 | | 2 | 35.7 | | | | | | 0.220 |

INTERPRETATION:

Civic virtue: The F-value for Civic Virtue is 1.508 with degrees of freedom (df) of 2 and 37.4. The associated p-value is 0.234. With a p-value greater than 0.05, there is no statistically significant difference in Civic Virtue scores across the three groups based on years of experience.

Sportsmanship: The F value for sportsmanship is 0.470 with df of 2 and 37.6. The p value (0.628) greater than 0.05, there is no statistically significant difference in sportsmanship scores across the three group based on year of experience.

Jop performance: The F value for job performance is 1.580 with df of 2 and 35.7. The p – value is 0.220 greater than 0.05 there is no statistically significant difference in job performance value across the three groups based on years of experience.

H₀₁₀: civic virtue and sportsmanship does not influence job performance

Table 4.8

Model coefficient of Regression Analysis between civic virtue and sportsmanship

Model Coefficients – job performance

95%

| Predictor | Estimate | SE | Confidence Interval | | t | p | Stand. Estimate |
|---------------|----------|-------|---------------------|-------|------|-------|-----------------|
| | | | Lower | Upper | | | |
| Intercept | 1.645 | 0.542 | 0.559 | 2.730 | 3.03 | 0.004 | |
| Civic virtue | 0.750 | 0.101 | 0.548 | 0.951 | 7.44 | <.001 | 0.701 |
| sportsmanship | -0.117 | 0.110 | -0.338 | 0.104 | 1.06 | 0.292 | -0.100 |

INTERPRETATION:

Civic virtue: every one-unit increase in civic virtue, job performance is estimated to increase by 0.750 units, holding all other variables constant. This coefficient is statistically significant at the 0.001 level, indicating a strong relationship between civic virtue and job performance. The confidence interval for this coefficient ranges from 0.548 to 0.951.

Sportsmanship: For every one-unit increase in sportsmanship, job performance is estimated to decrease by 0.117 units, holding all other variables constant. However, this coefficient is not statistically significant at conventional levels ($p = 0.292$), meaning that the relationship between sportsmanship and job performance may not be reliable.

The confidence interval for this coefficient ranges from -0.338 to 0.104.

Model Fit Measures

Overall Model Test

| Model | R | R² | F | df1 | df2 | p |
|--------------|----------|----------------------|----------|------------|------------|----------|
| 1 | 0.704 | 0.495 | 28.0 | 2 | 57 | <.001 |

INTERPRETATION

This model demonstrates a moderate to strong correlation between the predictors (civic virtue and sportsmanship) and job performance. The correlation coefficient (Pearson's r) is 0.704, indicating a moderate to strong positive correlation between the predictors and the outcome variable. R^2 is 0.495, suggesting that approximately 49.5% of the variance in job performance can be explained by the predictors in the model. The Fvalue is 28.0, with associated degrees of freedom ($df1 = 2$, $df2 = 57$), indicating that the model is statistically significant at a very high level ($p < 0.001$).

CHAPTER V

FINDINGS, SUGGESTIONS AND CONCLUSION

FINDINGS

- 55 percent of the respondents belong to the age of 18-35.
- 87 percent of the respondents are female.
- 68 percent of the respondents have monthly income below 50000.
- 35 percent of the respondents have experience of fewer than 5 years.
- Age does not influence civic virtue, sportsmanship or job performance .
- Income category does not influence civic virtue, sportsmanship or job performance.
- Year of experience does not influence civic virtue , sportsmanship or job performance.
This indicates that the length of professional experience does not play a significant role in shaping these attributes.
- Demographic factors such as age, income category, year of experience does not significantly impact civic virtue, sportsmanship or job performance of teachers.
- Sportsmanship and civic virtue have a significant and positive influence on job performance. These two factors collectively explain approximately 49.5% of the variance in the job performance, highlighting their importance as predictors.

SUGGESTIONS

- Examining the influence of sportsmanship and civic virtue on job performance can provide valuable insights for enhancing workplace satisfaction and productivity through strategic initiatives.
- Organizations might emphasize the importance of sportsmanship and civic virtue during recruitment, actively seeking individuals who have demonstrated these qualities in sports or community engagement, with the expectation that they will continue to exhibit such behaviors in the workplace.
- Organisations have the opportunity to integrate training session focused on sportsmanship and cv into their development programs. This can be accomplished through workshops, seminars , or team- building exercises, with the goal of fostering collaboration, fairness, and ethical decision- making among employees.
- Recognizing the interrelationship between sportsmanship, civic virtue, and job performance can help managers effectively manage conflicts and enhance team dynamics. Promoting open communication, empathy, and mutual respect can foster a more cohesive work environment, ultimately leading to increased productivity and job satisfaction.
- Encouraging a culture that values sportsmanship and civic virtue can contribute to the long-term sustainability of organizations by increasing employee engagement, decreasing turnover rates, and enhancing overall well-being. This, in turn, fosters innovation, adaptability, and resilience within the organization.
- Seek feedback from employees throughout the organization to ensure that initiatives aimed at promoting sportsmanship and civic virtue are aligned with their needs and perceptions.

CONCLUSION

Encouraging sportsmanship and civic virtue in the workplace can significantly improve job performance, as it nurtures fairness, respect, and collaboration. Employees embodying such qualities contribute to a positive work atmosphere, enhancing productivity. Likewise, those demonstrating civic virtue, by going beyond job requirements for the organization's greater benefit, exhibit heightened commitment and organizational citizenship, resulting in enhanced job performance and efficiency. The more emphasis placed on civic virtue, the greater the performance advantages. This influence extends beyond individuals to organizational outcomes. Fostering a culture that esteems these behaviors deeply impacts job performance, organizational success, and societal welfare. By advocating for these principles, organizations foster environments where integrity, collaboration, and excellence flourish, creating a more rewarding and productive workplace. The significance of promoting sportsmanship and civic virtue lies in their crucial role in improving job performance and nurturing a culture of integrity, collaboration, and excellence within organizations.

BIBLIOGRAPHY

REFERENCE

- Chandra, J. A., G, N. N., & Qomariah, N. (2021). Impact of organizational citizenship behavior, leadership, individual characteristics and competence on teacher performance. *JURNAL MANAJEMEN DAN BISNIS INDONESIA*, 6(2), 244–257. <https://doi.org/10.32528/jmbi.v6i2.4091>
- Dussault, M. (2006). Teachers' self-efficacy and organizational citizenship behaviors. *Psychological Reports*, 98(2), 427–432. <https://doi.org/10.2466/pr0.98.2.427-432>
- Duyar, I., Ras, N., & Pearson, C. L. (2015). Analysis of teachers' task and extrarole performance under different autonomy regimes. *International Journal of Productivity and Performa Website nce Management*, 64(4), 499–522. <https://doi.org/10.1108/ijppm-06-2013-0103>
- Faudiah, N., Fadhilah, F., Fitriana, F., & Dewi, R. (2023). The impact of training and development on teacher performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(3), 454–467. <https://doi.org/10.31538/ndh.v8i3.4361>
- Gutiérrez, M., & Ruiz, L. M. (2009). Perceived motivational climate, sportsmanship, and students' attitudes toward physical education classes and teachers. *Perceptual and Motor Skills*, 108(1), 308–326. <https://doi.org/10.2466/pms.108.1.308-326>
- Jimmieson, N. L., Hannam, R. L., & Yeo, G. B. (2010). Teacher organizational citizenship behaviours and job efficacy: Implications for student quality of School Life. *British Journal of Psychology*, 101(3), 453–479. <https://doi.org/10.1348/000712609x470572>
- Muchtadin, & Sundary, Z. E. (2023). The role of intrinsic motivation on altruism, civic virtue, affective commitment and work engagement. *Research of Economics and Business*, 1(2), 86–94. <https://doi.org/10.58777/reb.v1i2.77>

- Poudel, R. L. (2022a). Impact of organizational citizenship behaviour on organizational commitment: Evidence from university faculty. *Journal of Interdisciplinary Studies*, 27–46. <https://doi.org/10.3126/jis.v11i1.58678>
- Puspitasari, V., Hidayati, T., & Rahmawati, R. (2023). Analyzing the effect of sportsmanship and civic virtue behaviors on teacher performance: Moderating role of Affective Commitment. *Journal of Madani Society*, 2(1), 9–16. <https://doi.org/10.56225/jmsc.v2i1.173>
- Reijers, W. (2023). Technology and Civic Virtue. *Philosophy & Technology*, 36(4). <https://doi.org/10.1007/s13347-023-00669-w>
- Taye, B. K., & Gebremeskel, M. M. (2023). Antecedents of organizational citizenship behavior among the academic staff in Begemidir College of teacher education. *Bahir Dar Journal of Education*, 23(3), 23–46. <https://doi.org/10.4314/bdje.v23i3.3>
- UNIZIK Journal of Educational Research and Policy Studies – SJIFactor.com. (n.d.). <http://sjifactor.com/passport.php?id=21363>
- Willems, F., Denessen, E., Hermans, C., & Vermeer, P. (2012). Students’ perceptions and teachers’ self-ratings of modelling civic virtues: An exploratory empirical study in Dutch Primary Schools. *Journal of Moral Education*, 41(1), 99–115. <https://doi.org/10.1080/03057240.2011.615827>
- Yılmaz, T. (2023). Investigation of sportsmanship orientations of students studying at the Faculty of Sports Sciences. *Shanlax International Journal of Education*, 11(S1-Oct), 153–158. <https://doi.org/10.34293/education.v11i1s1-oct.6690>

WEBSITE:

<https://www.researchgate.net/publication/368356894>

<https://www.researchgate.net/publication/322223674>

<http://www.academicjournals.org/JPESM> <http://hdl.handle.net/10603/8678>

<https://www.researchgate.net/publication/358983130>

<http://www.inderscience.com/link.php?id=120711>

APPENDIX

QUESTIONNAIRE

Analyzing the effects of sportsmanship and civic virtue behaviour on job performance Note:

Sportsmanship: Having good sportsmanship at work means being cool with tough situations and not complaining. It makes the workplace nicer because you're polite and work well with others.

Civic virtue: Civic virtue involves doing good things for the community without expecting something in return. When people have a high level of civic virtue, they make the community better, and everyone benefits.

1.Name 2.Age

18-25

26-35

36 -45

46 and above

3.Gender

Male

Female

4. Income (monthly)

Below 50000

50000-75000 75000-100000

Above 100000

5.Year of experience

Less than 5 year

5-10 year

11-20 year

More than 20 year

6.CIVIC VIRTUE

| Statements | SD | DA | N | A | SA |
|--|----|----|---|---|----|
| I always keep my self abreast of changes in the organisation | | | | | |
| I keep my self updated with organisational announcements and memos | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| I attend meetings that aren't compulsory but help my department always | | | | | |
|--|--|--|--|--|--|

(SD- Strongly disagree, D- Disagree, N- Neutral, A- Agree, SA- Strongly agree)

7. SPORTSMANSHIP

| Statements | SD | DA | N | A | SA |
|---|----|----|---|---|----|
| I always require frequent doses of motivation to get the work done | | | | | |
| I usually find fault with what my organisation is doing | | | | | |
| I usually focus on what is wrong rather than positive side of situation | | | | | |

(SD- Strongly disagree, D- Disagree, N- Neutral, A- Agree, SA- Strongly agree)

8. JOB PERFORMANCE

| Statements (job performance) | SD | DA | N | A | SA |
|--|----|----|---|---|----|
| I compete the specified duties | | | | | |
| I meet formal performance requirements | | | | | |
| I fulfill all required responsibilities | | | | | |
| I never neglected the obligated aspects of the job | | | | | |
| I always perform essential duties | | | | | |

(SD- Strongly disagree, D- Disagree, N- Neutral, A- Agree, SA- Strongly agree)