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IMPACT OF BEHAVIOR OF HEADS OF INSTITUTIONS UPON  
PERFORMANCE OF PHYSICAL EDUCATION TEACHERS AT SCHOOL  
LEVEL IN DISTRICT MULTAN

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## ABSTRACT

**Background:** Physical education (PE) is an important component in child development. Physical activity (PA) directly affects the cognitive processes and increases the child's self-esteem and affect his mental activity at school.

**Objective:** This study was conducted with the objective to identify the impact of the behavior of the heads of schools on the performance of PE teachers

## ***Methodology***

The present study employed the cross-sectional research design, in which 120 male PE teachers of primary and high schools participated. Data was collected from 12 different Government and Private Schools of Multan, Pakistan where PE classes were taking place. A 7 point Likert scale was used to collect data. The tool had 10 statements to obtain teachers' view about the behavior of the head of each school. The main objective of the study was to identify the impact of the behavior of the heads of schools on the performance of PE teachers. Initially, descriptive analysis was done to identify challenges being experienced by PE teachers of different schools followed by ANOVA to examine the "impact of the behavior of the heads of schools on the performance of PE teachers".

## ***Results***

There were 120 teachers from 12 different schools with a mean age of Government School Teachers 40.01 (SD=4.74) and Private School Teachers 33.43 (SD=5.53) with average work experience in years of Government School Teachers 11.70 (SD=1.42) and Private School Teachers 10.93 (SD=1.10). Time given to PE classes in a week was 1-2 hours 73 (60.8%), 2-3 hours 39 (32.5%) and 3-4 hours 8 (5.9%) as reported by the school teachers. Mean score of the heads' behavior of the Government Schools was 35.58 (SD=2.65) and the heads' of Private School was 35.11 (SD=2.37). Mean score of teachers' performance of the Government Schools was 36.05 (SD=4.15) and Private Schools was 35.21 (SD=4.36). Independent Samples T-Test indicated no significant differences between the behavior of the heads of the Government and Private schools. The findings of ANOVA revealed significant impact of the Heads' behavior of Teachers' Performance.

## **INTRODUCTION**

Physical education (PE) is an important component in child development. Physical activity (PA) directly affects the cognitive processes and increases the child's self-esteem and affect his mental activity at school. The child should be able to organize his independent PA in order to take responsibility for his own learning. In order to implement this approach, the school should provide an expansive version of PE and heads of schools play a vital role to implement an effective PE program through their teachers.

Lately, sports, wellness and diversion are turning out to be increasingly more famous among school students. Actual instruction becomes cheapened since schoolchildren lose certainty and inspiration to go to these classes in the event that the program isn't viable. The greater part PE educational programs in schools are inadequate and can't guarantee the accomplishment of instructive objectives. An enormous number of understudies say that going to PE classes serious areas of strength for cause sentiments. Educators report that the educational circumstances don't give the likelihood to accomplish the objective of PE. This issue can't be tackled by improving or updating the current school programs: this requires total substitution of the current PE model at schools.

The subsequent emergency of PE in schools is appeared in the deficiency of learning inspiration in schoolchildren. The educational plan doesn't urge young people to go to PE illustrations, both inside the instructional courses, and during

extracurricular exercises. Planning the new educational program ought to be founded on the unique requirements of postmodern understudies. This involves reexamining the idea of PE in schools. The customary class-example type of PE, in view of the norm, regulating approach, no longer furnishes satisfactory consistence of educational impacts with the consistencies connected with actual advancement of understudies; PE educators working inside the framework enough put together hypothetical and pragmatic exercises of understudies, exhibiting insufficient instructing exercises.

Actual training of schoolchildren is portrayed by the accompanying issues:

- Being important for the customary PE framework, execution of instructive targets in light of conventional class-illustration structures doesn't permit actual training educators to furnish engine activity learning as per the improvement of understudy coordinated movements and capacities. Not entirely settled by the way that execution of the actual training educational plan gives just 25 minutes to take care of one instructive issue. Thusly, this doesn't permit framing coordination capacities and coordinated abilities, giving high level culture of developments, their relaxedness and unwavering quality.
- The customary actual schooling system, in light of the class-example structure and standard-regularizing way to deal with the association of PE illustrations. This approach makes a noticeable impact of good association, it is independent, and however it can't give compelling academic impact, with significant instructive and preparing impact of actual activities and, thusly, in can't execute the principal errand of actual schooling.
- Subsequently, there is another issue: on the off chance that PE educators can't furnish a PE class as per the normality of animated improvement of engine characteristics, they cannot help the understudies to comprehend, and to keep involving the expressed examples in the association of free extracurricular PE classes. This outcomes in the low degree of positive inspiration to normal actual activities, sports, and to sound way of life in auxiliary school understudies.
- Understudy PE framework incorporates control activities that suggest actual wellness tests as a significant component.

In any case, one ought to remember that PA ought to have an animating impact on human coordinated movements, yet in addition on the improvement of the fundamental frameworks and the whole body. Viable PA are not connected with individual and typological qualities of understudies might prompt overstrain, decrease of versatile limit and useful hold components of autonomic guideline of the circulatory framework. The above contentions require substitution of control and administrative understudy evaluation framework in the PE cycle at school. Hence, one can reason that customary class-example type of PE, in view of the norm, regularizing approach, no longer furnishes sufficient consistence of educational impacts with the consistencies connected with actual advancement of understudies; PE educators working inside the framework satisfactorily sort out hypothetical and functional exercises of understudies, accordingly exhibiting incapable educating.

This vision of the issue gives the likelihood to consider an efficient, deliberately coordinated PE in instructive establishments as a compelling method for

revising different deviations in wellbeing status of understudies and the need to further develop its logical and strategic establishments is viewed as a significant calculate working on the nature of PE. The school ought to zero in on the current state educational plans in the turn of events and execution of PE programs. Mastery in the field of PE and preparing in view of skills can give important system in the improvement of PE educational plans. Actual training in schools ought to zero in principally on PA of understudies, which is pointed toward forestalling weight and upgrading actual limit. This goal can be acknowledged by changing the expert schooling of educators, which will zero in on the cooperation between the most recent academic methodologies and the institutional and social circumstances in which they work. Moreover, PE educational plan displaying ought to consider the grade point framework and the chance of understudy fulfillment with PE classes. Educational program improvement suggests ace methodology that guarantees anticipating the chance of enjoy doing PA.

Searching for ways of expanding the viability of PE in schools, a few creators lean toward sports-situated PE. Transformation like entrance of sports culture components into the PE advances actual preparation of kids and teenagers. This change in the school PE philosophy brings about the improvement of actual wellness markers, which is proportionate with the games preparing level. This position turned into the reason for the production of the new better bearing of mass actual preparation of kids, teenagers and youngsters, which altogether works on the quality and adequacy of instructive innovation in the field of social, physical, profound and moral training of the more youthful age. This pattern can be called sports-arranged, PE. The school instructional courses ought to be founded on a preparation framework. This idea makes preconditions for the contribution of understudies in the realm of sports, their future games accomplishments, permits considering the preparation cycle at the new degree of individual upgrade of schoolchildren, which prompts a steady change of PE classes into the games training classes. This objective can be accomplished areas of strength for with between the heads of schools and PE educators.

### **LITERATURE REVIEW**

Past explores have presumed that proactive tasks (PA) directed in PE programs in schools have been perceived as ideal ways and conditions for fostering a solid way of life in light of the characters of PE programs and the high pace of understudy enlistment (Prochaska, 2016). Concerning context oriented factors, quality PE programs have been accounted for to be major areas of strength for an impacting understudies' to participate in PE classes and after school PA. Understudies' uplifting perspectives towards PA are probably going to be connected with delight, saw handiness of the educational program, and a feeling of having a place (Flutter, 2019). Educational plan with situational interest, for example, those that expect understudies to dissect and plan hostile and guarded techniques, may encourage understudies' inclinations in PA (Tracey, 2018). A learning climate that advances individual significance is viewed as essential to the improvement of understudies' uplifting outlooks toward PE (Sánchez, 2017). Youngsters are likewise liable to have to a greater extent an uplifting perspective toward PE assuming that they are in a learning climate that makes them agreeable and sure.

Specialists support the possibility that PA alleviates pressure and increments energy levels in one's body. The accompanying analysts specifically, gave significant outlines and proof in that with respect to: (1) Woods, (2014) designated, "Kids need exercise to learn. Researchers say it is conceivable that by elevating blood stream to the cerebrum, actual work increments intellectual ability". (2) Evans, (2014) found that a sound body and a solid psyche help understudies learn better and accomplish higher. (3) In a survey of writings concerning the advantages and results of school PE and sports; thus, the confirmations were introduced as far as youngsters' improvement in physical, way of life, full of feeling, social, and mental five significant spaces. Butler, (2014) summed up and proposed that PE and sports can possibly make critical and unmistakable commitments to a singular's advancement in every one of the five spaces; including those key development abilities and actual skills, which are vital forerunners of cooperation PA in her/his later ways of life. Butler, (2014) further presumed that the commitments and advantages of school PE and sports are really great for youngsters as well as advantage the whole school system.

Then again, things were not continuously creating as individuals anticipated. Throughout the long term, numerous wellbeing and school PE related research projects have found that absence of important PA among youngsters at all school levels is tremendously serious and viewed as a significant wellbeing risk issue, despite the fact that since the time of 2000, the pattern of school PE has been changed from actual wellness towards advancing and keeping a sound way of life. The issue is basic, on the grounds that keeping a solid way of life and ceaselessly taking part in actual activity need time and determination, a gigantic test to our young age (Glowacki, 2017).

Also, with the advancement of human culture, the improvement of present day science and; the rising strain for understudies to perform well in the significant scholastic subjects' assessments, the worth of PE and other relative subjects will be addressed in the future (Fenton, 2016). Under these new difficulties, all gatherings (younger students, guardians, and chiefs) should settle on their choices on: the decision about whether to zero in additional time on the scholarly review, get additional talks/guidelines, and track down help and specific arrangements to perform well on different scholastic assessments. Saunders, (2016) made sense of that it appears to be that the main decision left for them was to cut the minutes of school PE and to lessen the time spent on normal support in PA. André, (2011), kids in China had to be engaged with PE and PA or sports in the accompanying two ways: 1) expand their actual work practice/sport-preparing so they can become proficient competitors and make money for a responsible future; 2) limit their active work practice/preparing power and measure of time to zero in on scholastic concentrate so they can breeze through different scholarly tests and get into better schools that will empower them to seek after better fates. These two outrageous mentalities towards PE

Throughout the long term, numerous supportive and smart thoughts have been suggested from the fields of PE and wellbeing instruction studies. Other than to advance everyday PA, specialists and teachers proposed that PE ought to

advance day to day PA by giving data and abilities to understudies about sports centers and associations locally. Partaking in sports helps keep kids associated with their networks (Costa, 2018). Commonly, a superb model on directors' PE discernment may be the investigation of Lobo, (2017); in this specific review, the scientist inspected the connections among chiefs' very own encounters with PE, orientation, school levels, and consistence with state PE necessities.

The polls of Principal Survey of PE and PE Student Achievement Response Form were utilized for the information assortment. The members were 243 directors from government funded schools. Fundamental huge discoveries included: a) positive connection between administrators' very own encounters with PE and their worth about significance of PE; b) positive connection between chiefs' PE esteem and the degree of consistence with state PE necessities; c) Female directors saw PE and understudy accomplishment higher than guys; d) Elementary chiefs saw understudy accomplishment higher than other school levels directors. Besides, thoughts, for example, utilizing an interdisciplinary informative methodology that integrates education, math, topography and science into PE classes or illustrations, making PE programs more important for the youthful age have additionally been suggested by the scientists (Canciglieri, 2017). PE experts can change their pictures by fostering a science-based educational program, such as applying different innovation to give visual, sensation and hear-able improvements in everyday illustrations and utilizing different helping styles to bring more tomfoolery, and valuable abilities to address the issues of different students, as well as the consistence with state or public PE necessities (Ferraz, 2020).

## **METHODOLOGY**

The present study employed the cross-sectional research design, in which 120 male PE teachers of primary and high schools participated. Data was collected from 12 different Government and Private Schools of Multan, Pakistan where PE classes were taking place. A 7 point Likert scale was used to collect data. The tool had 10 statements to obtain teachers' view about the behavior of the head of each school. The main objective of the study was to identify the impact of the behavior of the heads of schools on the performance of PE teachers. Initially, descriptive analysis was done to identify challenges being experienced by PE teachers of different schools followed by ANOVA to examine the "impact of the behavior of the heads of schools on the performance of PE teachers".

## **RESULTS**

There were 120 teachers from 12 different schools with a mean age of Government School Teachers 40.01 (SD=4.74) and Private School Teachers 33.43 (SD=5.53) with average work experience in years of Government School Teachers 11.70 (SD=1.42) and Private School Teachers 10.93 (SD=1.10). Time given to PE classes in a week was 1-2 hours 73 (60.8%), 2-3 hours 39 (32.5%) and 3-4 hours 8 (5.9%) as reported by the school teachers. Mean score of the heads' behavior of the Government Schools was 35.58 (SD=2.65) and the heads' of Private School was 35.11 (SD=2.37). Mean score of teachers' performance of the Government Schools was 36.05 (SD=4.15) and Private Schools was 35.21 (SD=4.36). Independent Samples T-Test indicated no

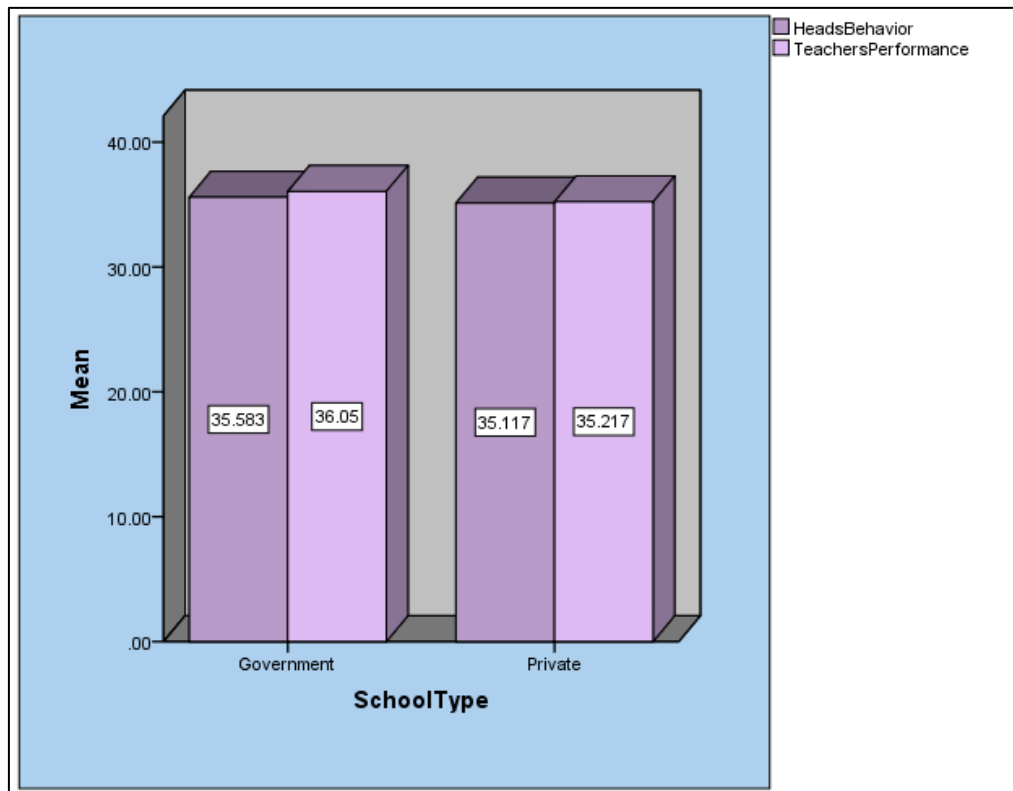
significate differences between the behavior of the heads of the Government and Private schools. The findings of ANOVA revealed significant impact of the Heads' behavior of Teachers' Performance.

**Table-1** Mean Scores of Heads' Behavior and Teachers' Performance

| School     |                | Heads Behavior | Teachers Performance |
|------------|----------------|----------------|----------------------|
| Government | Mean           | 35.5833        | 36.0500              |
|            | N              | 60             | 60                   |
|            | Std. Deviation | 2.65082        | 4.15556              |
| Private    | Mean           | 35.1167        | 35.2167              |
|            | N              | 60             | 60                   |
|            | Std. Deviation | 2.37994        | 4.36896              |
| Total      | Mean           | 35.3500        | 35.6333              |
|            | N              | 120            | 120                  |
|            | Std. Deviation | 2.51934        | 4.26621              |

Mean score of the heads' behavior of the Government Schools was 35.58 (SD=2.65) and the heads' of Private School was 35.11 (SD=2.37). Mean score of teachers' performance of the Government Schools was 36.05 (SD=4.15) and Private Schools was 35.21 (SD=4.36).

**Figure-1** Mean Scores of Heads' Behavior and Teachers' Performance



**Note:** Figure-1 is showing mean scores of Heads' of Schools behavior and teachers' performance

**Table-2** Impact of Heads' behavior on teachers' performance

|                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----------------|----------------|-----|-------------|-------|------|
| Between Groups | 631.688        | 9   | 70.188      | 5.032 | .000 |
| Within Groups  | 1534.178       | 110 | 13.947      |       |      |
| Total          | 2165.867       | 119 |             |       |      |

There was a significant impact of Schools Heads' behavior on Teachers' performance as shown in Table-2 ( $F=5.03$ ,  $p=.000$ ).

## DISCUSSION

The ongoing review was intended to investigate the accompanying three viewpoints. Firstly, the situation with directors' PE discernments; secondly, to make examinations to confirm in the event that huge contrasts exist between their orientation and school-levels as to the directors' PE discernments; and thirdly, to uncover what the directors need to say regarding the open doors, difficulties, and arrangements on their school PE.

In mid-1990's, numerous analysts called attention to that the general wellbeing local area has become progressively keen on the expected commitments of school PE to strength of youngsters as reported by Azevedo, (2014). School PE has been acknowledged as the best site for the advancement of customary actual work on the grounds that up to 97% of young school students partake in some sort of PE program. At the point when school PE programs plan and assist children with developing their view of routinely partaking in lifetime active work, the general medical advantage would arrive at its definitive status. With this Souza (2016) recommended that actual teachers at all school levels were confronting new difficulties that need their cooperative works with general wellbeing experts to create and assess school PE programs; as the outcomes that would successfully further develop the wellbeing level of school children.

Despite the fact that the directors in the study showed very certain impression of their school PE frameworks, they have additionally understood a few significant issues that should be settled. The level of acknowledgment on what will be a decent or quality school PE framework has tremendous contrasts between what the past specialists recommended and what they accepted. One of those models would be summed up and recommended by Ferraz, (2016): PE and sports can possibly make critical and unmistakable commitments to person's improvement in the accompanying five spaces: Movement abilities, actual capabilities, mental skills, emotional skills, and social capabilities. Those are the important pre-conditions for an individual shaping a functioning way of life and consistently partake in customary PA in her/his future life. Furthermore, Ferraz, (2016) additionally called attention to that school PE and sports are really great for youngsters as well as advantage for the whole schooling systems. Clearly, it was seen these discernments and acknowledgments among the members of the ongoing review. Consequently, it showed the motivations to



sum up this as: “as far as school PE, noteworthy contrasts exist between what the past scientists suggested and what the participants showed”. Concerning the difficulties of school PE the city of Multan are confronting, through utilizing subjective exploration dissect strategies, the current study has summed up all the data that given by the directors into various difficulties. As a rule, everyone from different schools difficulties are basic to the effective of the change and further development of the school PE specifically, challenges are considerably more horrid or cruel than the other six difficulties. To more readily grasp how serious of the difficulties of school PE the Multan city are confronting, it is important to get the key discoveries the difficulties of school PE from the city as below.

PE/sports assets and offices are lacking, and school's PE/athletic gear, offices and grounds are in inconsistency with the necessities of understudies' populace; Schools' offered times for PE and actual work are exceptionally restricted; PE instructors' expert information and abilities go against understudies' number one arising sports and actual work; The tensions for youngsters from society and school were excessively high; schools over-burden their understudies with schoolwork, which brought about no opportunity to partake in actual activity; Multivariate ways of life, particularly with famous organizations, have caused understudies to invest an excessive amount of time playing on the Internet; that has caused understudies have no time, no premium, and no energy for actual activities; inconsistency between accentuation on scholastic schooling and "all-encompassing training" idea; inconsistency between improving "wellness mindfulness" and "wellbeing first" reasoning; inconsistency between further developing satisfaction in PE and upgrading the energy of understudies to partake in proactive tasks; absence of a bunch of logical administration, for example, goal and exhaustive evaluation on PE instructors' work.; and PE comes up short on orderly framework, and the school overseers didn't view PE as assuming a pivotal part in "entire individual training".

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