

Role of Physical Education Teacher in the School Management through the Perceptions of Principals

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ABSTRACT

The researchers examined the perceptions of 216 principals regarding the role of physical education teacher (PET) in school management. Data were collected with the help of properly developed structured questionnaire encompassing all the aspects of research variable. The level of significance for the acceptance and rejection of hypotheses was set as .05. Statistical tests like t-Test and ANOVA were used to generalize and apply the obtained results on the entire population. The analyzed data revealed insignificance differences in how male and female principals perceive the role of PETs in school management and in comparing the perceptions between rural and urban schools' principals ($p > .05$). The data also indicated that experience play an important role in evolving the principals' perceptions towards schools' management on part of PETs ($p < .05$). Implications for practice are important to physical education teachers, general teachers, principals, and policy makers.

Key Words: Physical Education, School Management, Perceptions,

Historical Perspective

Since people started forming groups to achieve objectives they couldn't achieve as individuals, and also to organize and coordinate individual actions that are regarded as necessary for the good of society, management has become an important task. Managing is an art and a craft, just like anything else. It entails taking action in light of a situation's realities. Managers will do a better job if they use structured information. Knowledge may be primitive or advanced, exact or inexact, but it becomes a science when it is well-organized, logical, and relevant. Despite the fact that the systematic study of management as a separate branch of human knowledge is relatively new, management practice in general is as ancient as human culture. The proof of organizational operation that indicates experience of several concepts that has later been reflected in numerous writings abounds in history. Sport and physical activity are no exception in this sense. (Sharma, 2005).

In educational institutions, physical education has become a full-fledged academic discipline. It has been designated as an optional subject for students in the arts and humanities community. Physical education has a decent rank and condition at the high school level

of education. Every high school has a certified physical education instructor who, in addition to supervising the sport, teaches 9th and 10th grade physical education classes. The provincial public service commission recommends that a physical education instructor be named in BPS-16. Physical education's current status is that it is taught in conjunction with other school teachers. Inter-school sports tournaments are held on a regular basis at the local, district, and provincial levels. Most of the major schools have sports facilities and infrastructure. The provincial education department provides financial assistance to schools in the form of annual sports grants and the construction of new facilities.

Justification

Pakistan is a developing country and is formulating new types of policies to improve the standard of education by providing modern facilities and equipment, and giving training and refreshes courses to the teacher in modern and advanced methods of teaching. In this connection, the subject of health and physical education has been introduced at secondary level in the schools. The physical education teachers have been given regular status of the teacher

while in minds they are still being dealt with old concept. There is a dire need to change their nature of job in the present school system. As there is a general feeling in the masses that education standard in this country is deteriorating day by day, the new concept need to be incorporated on papers as well as in minds.

There seems to be some sort of truth in the feelings of the masses because of the inefficacy in physical and mental levels of the youth and low productivity of educational institutions in the practical fields. Now the question arises that what are the reasons behind this low standard of intelligence level and productivity? One can innumerate various, like poverty, over population, urbanization, unqualified teaching, lack of educational facilities and many other psychological factors, but the most important one is that we are lacking in standardizing our system and management patterns, which is the cry of the day (Memon, 2007; Fatima, & Sahibzada, 2012). The people may be given their due status and their role must be clearly defined to them so that they may work in harmony with and to the entire satisfaction of the system.

The concept of management is to run, handle, conduct and control the working of the organization in a friendly and team spirit atmosphere and not to impose the decision upon the subordinates or the stake holders (Pritchard, 2014). This message has never been conveyed clearly to the people working in most of the organization and especially in the educational institutions. Role of health and physical education teachers in the old, unfair, repressive style was considered to obey the orders of the head and teach the students in the same repressive manner without any space for logic or discussion on both ends. The interest of the teacher in other co-curricular activities therefore, remained very low despite the fact that teaching a lesson or a book does not mean the completion of nation building work (Bashir, Hussain, & Javed, 2012). The resultant was the production of people with slavery attitude and very rarely the leadership concept grew up. In the present management concept every person is considered to be thinking and creative and due heed is to be paid to his/her opinion (Flintoff, 2003).

The school system in Pakistan relies on the old version, where there was an administrator who ruled the teachers and the students and he was known as Head Master or Principal. Now the values are changing

and after passing almost seventy years the Pakistani nation is converging towards the concept of management (Awan & Zia, 2015). Brisk changes are being brought to the system and more and more people are being involved in the management process to get swift and long lasting solutions to the problems faced by the school and other institution too. Despite the fact that a number of educational reforms have been implemented in the country, there is a lack of empirical research on the topic. Furthermore, while there are a few studies on the position of Physical Education Teachers (PETs) in school management, such as those conducted in the background of different districts in Khyber Pakhtunkhwa. As such, this study has particularly investigated the perception of High Schools' Principals towards school management on part of Physical Education Teacher (PET) at Secondary Schools.

Objectives

The following main objectives for this study were established:

1. To assess the perception of principals towards school management on part of Physical Education Teacher (PET) at Secondary Schools base on different categorical variables.
2. To compare the perception of principals towards school management on part of Physical Education Teacher (PET) based on gender, location and experience.

Hypotheses

Ho1: There would be no significant difference between male and female principals towards school management on part of Physical Education Teacher (PET) at Secondary Schools.

Ho2: There would be no significant difference between urban and rural principals towards school management on part of Physical Education Teacher (PET) at Secondary Schools.

Ha3: There would be a significant impact of respondent's experience on their perception towards school management on part of Physical Education Teacher (PET) at Secondary Schools.

Method

Sample

All the principals in secondary schools of Khyber Pakhtunkhwa (KP) were the population of the

study. A sample of n=216 principals of secondary level schools were selected randomly from five districts of KP as sample for this study. Among the members of sample, the number of male is 135 (62.5%), female is 81 (37.5%) and urban principals is 132 (61.1%), rural principals is 84 (38.9%).

Research Instrument

A self-made School Management Scale (SMS) was developed to assess the perception of principals towards school management on part of Physical Education Teacher (PET) at Secondary Schools. The School Management Scale (SMS) comprised 12 different questions pertaining to the role of PET in the school management. Validity evidences were gathered by content validity procedure (Aravamudhan & Krishnaveni, 2016) of the experts rating of items by five experts. In order to check the reliability score, we applied inter-rating agreement model for which Table 1 Mean scores of principals towards role of PETs in the school management (Participants= 216)

Cronbach’s Alpha was used and the results were found 0.862. The categories of responses included 0= strongly disagree, 1= Disagree, 2= Uncertain, 3= Agree and 4= Strongly agree. The scoring of negative items was done in reverse order.

Data Collection

The data had been collected in one phase for conducting this study. The School Management Scale (SMS) was administered among 216 Head of the Institutions from five randomly selected districts of Dera Ismail Khan= 32, Bannu, 45, Peshawar= 52, Mardan= 40, and Swat= 47 based on the ratio of schools in the respective districts. All the participants were asked to respond according their own observation and to submit the responded scale by putting it into an envelope to maintain confidentiality.

Data Analysis and Interpretation

S. No	Statement	Mean
1.	Arrange and perform all crucial physical educational activities.	2.40
2.	Perform with academic teacher to identify adaptive physical educational requirements of children.	2.36
3.	Plan different recreational activities important for growth of students.	2.26
4.	Ensure records related objectives and share information with principal for reports conclusion.	2.90
5.	Interact with various teachers to prepare and organize interdisciplinary lessons.	2.20
6.	Ensure to model strict behavior management related strategies.	2.22
7.	Interact with parents and guardians as required.	2.12
8.	Stimulate administration policies and rules related to physical education.	2.34
9.	Analyze student behavior and performance	2.18
10.	Participate in entire in-service training.	2.80

The mean scores were determined and analyzed for each of the ten statements pertaining to the role of PET in the school management. Reporting in table 1 are the mean scores listed from highest to lowest for principals for their rating of the role that PET has played in the

school management. The mean scores for the first six items fell within the range of strongly agree (3.50-4.00) whereas, the mean scores for the last four items fell within the range of somewhat agree (2.50-3.49).

Test of Normality

Table 1: Result of Shapiro-Wilk Test

Scale	Shapiro-Wilk Test		
	Statistics	df	Sig.
SMS	.990	216	.242

SMS= School Management Scale

The above table no. 1 is showing the results of Shapiro-Wilk test. The ‘p’ value in the last column is .242 which is greater than the standard value of 0.05. Therefore, it can be concluded that data are normally distributed and the use of parametric tests were justified.

Ho1: There would be no significant difference between male and female principals towards school management on part of Physical Education Teacher (PET) at Secondary Schools.

Table 2: t-Test application on gender-based group

Group	N	Mean	S.D	F	t	P_Value
Male	135	101.23	8.82			
Female	81	102.64	8.43	1.135	-1.162	.288

* Not Significant

The above table 2 is depicting the results of t-Test applied on gender base group. According to the table, the calculated t(216) value is -1.162 and ‘p’ value is 0.288 ($p > 0.05$). Henceforth, it is not significant at 0.05 level and Ho1 is retained. Therefore, it can be interpreted that male and female principals do not possess significantly different perception towards

school management on part of Physical Education Teacher (PET) at Secondary Schools

Ho2: There would be no significant difference between urban and rural principals towards school management on part of Physical Education Teacher (PET) at Secondary Schools.

Table 3: t-Test application on locality-based group

Group	N	Mean	S.D	F	T	P_Value
Rural	132	101.66	8.69			
Urban	84	102.71	8.33	.003	-.043	.268

* Not Significant

The t-tests to examine the locality-based (rural & urban) differences towards school management on part of Physical Education Teacher (PET) at Secondary Schools have produced insignificant results. The the calculated t(216) value is -.043 and ‘p’ value is 0.268 ($p > 0.05$). Therefore, the statistical inferences provided

surprising results pertaining to locality on research variable. Therefore, the Ho2 is accepted.

Ha3: There is a significant impact of respondent’s experience on their perception towards school management on part of Physical Education Teacher (PET) at Secondary Schools.

Table 4: Experience-based mean differences ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	50.441	2	25.2221	25.923	.003
Within Groups	310.260	214	.973		

Total	36.802	216
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ANOVA was applied to check the impact of respondent’s experience on research variable and the results have been presented in table 4. The results on the research variable is showing significance thereby endorsing that experience plays leading role in

evolving the respondents’ opinion towards school management. These shows that the results of ANOVA are applicable and generalizable to the entire population. Hence, the hypothesis # 13 is accepted.

The Summary Statistics of Hypotheses

Table 5: Summary of the Hypotheses

Hypotheses	Statistical Tests	Code	Remarks
There would be no significant difference between male and female Head of the Institutions (HOI) towards school management on part of Physical Education Teacher (PET) at Secondary Schools.	t-Test	Ho1	Accepted
Ho2: There would be no significant difference between urban and rural Head of the Institutions (HOI) towards school management on part of Physical Education Teacher (PET) at Secondary Schools.	t-Test	Ho2	Accepted
H03: There is a significant impact of respondent’s experience on their perception towards school management on part of Physical Education Teacher (PET) at Secondary Schools.	ANOVA	Ha3	Accepted

Discussion

Following data collection and then analysis, researchers must compare their results to previous studies in order to highlight the similarities and discrepancies in the connections between various variables or hypotheses conditions. The major issues looked into the significance test to determine the mean differences between demographic groups (gender, locality and experience). In this section, the researchers analyze the current study's results and relate them to previous studies' findings. The present study was conducted with the focal point that principals would acknowledge the role of Physical Education Teachers in the school management, which is affirmed by the collected data. The analyzed data indicated that physical education teacher is responsible for managing the school's interactions with students and parents, in addition to the internal management and conduct of sport and other co-curricular activities. When we survey different questions pertaining to school management, almost all the principals acknowledged that this role is existed. As identified in the literature, school management on part of PET is critical because it assists the school in handling student admissions by

managing prospective students' data and reducing paper use. In addition, the school management structure establishes direct contact between the school and the parents (Kumar, 2016). Since parents may not have time to check their children's progress in school, it reminds them of their growth and learning progress. One of the many characteristics that distinguishes this device is its ability to assist with exam management (Wenceslaus, 2010). School is the most important institution in any society, and school management is even more important task in the school system. Management is the key factor that determines the worth of the educational institutions as no institution is in a position to achieve certain goals or objectives without proper management (Mujeeb, Masood, & Ahmad, 2011). Managers are the people who can determine the shape and style of the organization working and favourable atmosphere for an effective work plan in the institution. Though it seems that management machinery is incomplete without physical education teachers, but their role has never been determined or considered at length in this process (Richards, Templin, & Gaudreault, 2013). Physical education teacher has never been given due importance

in the school system despite the fact that most important task of maintaining discipline has remained his/her concern, rather he/she has to perform multifarious tasks in the school system. This study will help in spreading the fragrance of this new concept and hopefully the educationist being the most sensitive and sensible people will feel the difference between the old managerial concept and the new management on part of physical education teachers. This study will help the administrator to understand the demands of the new era and mold or work upon his/her behavior accordingly. This study will help in creating conducive atmosphere for the inculcation of effective management process.

Conclusion

The creation of learning environment for all students weighs mainly on the shoulders of teachers resulting in the need for expanded managerial skills. In order to get academic as well as other success of schools, the duties and responsibilities of both principals and teachers must change. Physical education teacher as manager is one of the important steps towards success. For this purpose, the principals must understand the motivational factors in addition to discover that factors influencing the management process of PET. The current study revealed that physical education teacher determines the shape and style of the organization working and favourable atmosphere for an effective work plan in the institution. Though it seems that management machinery is incomplete without physical education teachers, but their role has never been determined or considered at length in this process. The value of principals willing to use various managerial skills in order to facilitate physical education teacher management, as revealed by this study, is critical in developing a school culture that fosters teamwork and collegiality among the school's members. In order for school improvement to be sustained and effective, school principals must promote this management capacity among their teachers, especially among physical education teachers (Akert, & Martin, 2012).

Implications

The results of the report have a wide range of consequences for building principals, school district employees, and students. Communication between principals and teachers is one of the most important aspects of improving teacher management. Principals

must be taught how to cultivate teacher management at the same time as teachers are taught what teacher management is? School districts will benefit from providing awareness campaigns on management skills and how to successfully build a school culture that values those processes while preparing for professional growth.

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