



RESEARCH ARTICLE

LEADERSHIP CAPABILITIES OF THE PHYSICAL EDUCATION HEADS AS AN INFLUENCING FACTOR IN THE TEACHERS' PERFORMANCE IN A VOCATIONAL COLLEGE IN CHINA

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ABSTRACT

This research determined the relationship between the leadership capabilities of the physical education heads or administrators at Guangdong Maoming Health Vocational College and the performance of their teachers in the classroom as a manifestation of their performance evaluation ratings. It was grounded on the Leadership Grid theory and Four-Factor theory and recruited 75 participant-teachers from the Guangdong Maoming Health Vocational College. The results of this investigation, obtained via a survey and analyzed using different statistical methods, found that the teachers viewed their PE heads' leadership capabilities are satisfactory regardless of their sex, area of specialization, and educational attainment. The PE teacher respondents, on the other hand, had different assessments of the leadership capabilities of the PE Heads considering their age and experience. They did, however, exhibit a very satisfactory teaching performance, implying that authorities should pay attention to the teaching performance of PE teachers to go beyond their average academic performance.

INTRODUCTION

Many would say that physical education is one of the unique programs because of its nature. It does not only center on the professional aspect but on the skills required. This is why administrators or heads of this discipline are very distinctive due to its peculiarity. This has to do with the quality of human resources that would determine this field of endeavor. The head must exhibit a different breed of leadership and how he or she manifests his/her capabilities as a leader. How evident are these types of heads or leaders in managing the physical education program?. Physical Education school heads significantly impact teacher performance and ultimately student achievement and the overall learning environment in the schools they lead (Hallinger, 2018). They play a vital role in school reform and build a professional learning community for student achievement (Bouchamma & April 2020). The professional learning community is also a practical approach for school administrators in working with teachers for student success (Bush, 2018). Although a professional learning community could promote teacher learning, China has limited research (Huang et al., 2020). The foregoing are the reasons exploring the fundamentals of educational improvement, innovation, management functions leadership practices, and managerial capabilities of school administrators must be prioritized in all educational institutions.

Background of the study: Nowadays, China has observed a growing number of educators in the field of physical education.

Educational experts agree that school organizations need leaders who have leadership capabilities that prioritize providing opportunities that encourage all elements or elements of the school (teachers, students, staff, parents of students, surrounding communities, and others) to work based on a virtuous value system, so all elements in the school are willing to participate actively optimally in achieving the vision and mission of the school. This is the reason why China is putting a lot of effort into strengthening the educators and leaders in physical education programs to provide not only qualified but competent and competitive physical education heads and leaders. When a teacher wants to be competent and professional physical education teachers, it is necessary to have school administrators who can prepare programs related to teacher development, both in the preparation of learning administration and developing teacher competencies to achieve educational goals. (Bukit 2017) explains that a leader is a person who can carry out a management cycle through any event to achieve a goal. Owing to increasing globalization and internationalization, the Chinese government issued reforms to improve the quality of Chinese higher education and enhance the international influence of Chinese universities. The main idea of these reforms has been to produce efficient and competitive universities and thus build China into an international player in the new knowledge-based economy (Liu, Turner, and Jing 2019). This is the main reason for this study, as the researcher wanted to know how capable the educational leaders in the field of physical education at Guangdong Maoming Health Vocational College are to meet the requirements of the national thrust

of China in its effort to strengthen its competitiveness in terms of physical education and sports.

Statement of the problem: This research determined the relationship between the leadership capabilities of the physical education heads or administrators at Guangdong Maoming Health Vocational College and the performance of their teachers in the classroom as a manifestation of their performance evaluation ratings. Specifically, this study sought answers to the following questions:

- What is the assessment of the PE teachers on the extent of the leadership capabilities of the PE heads in terms of organizational direction, collaborative leadership, and instructional leadership?
- What are the performance evaluation results of the PE teachers as reflected in their recent performance evaluation?
- Is there a significant relationship between the assessment of the PE teachers on the extent of the leadership capabilities of the PE heads and the performance evaluation results of the PE teachers as reflected in their recent performance evaluation?

Significance of the study

The outcomes of this study can be valuable for the following:

Physical Education Teachers: The study will assist educational authorities in checking and determining the exact needs of the students in guidance programs and services and infusing innovations into the educational system. Moreover, the study results may help determine what aspects of learning need the most attention for more effective teaching and learning while enhancing the students' mental, social, and emotional intelligence.

PE Administrators and Policy Makers: The results of this study may assist education policymakers and the higher education school leadership in planning and making appropriate decisions to strengthen guidance and counseling services that can achieve the goals for which the programs are designed.

Sports Specialists and Leaders: The offshoots of the study would give them a concrete understanding of the areas in coaching that need to be strengthened.

Students: When Physical Education heads have a high sense of leadership capabilities, as students they are more than convinced and inspired that their teachers' teaching performance will be improved.

Future Researchers: They would be able to determine the factors, sources, and issues concerning effective leadership of school leaders, and leadership styles.

Scope and delimitation: The study was carried out at Guangdong Maoming Health Vocational College.

The scope of the study covered the assessment of the relationship between the P.E. school heads' leadership capabilities and the assessment of PE teachers from Guangdong Maoming Health Vocational College in China. The study evolved around the selected profile variables of the PE Teachers such as sex, area of specialization, age, educational attainment, and years of experience. Meanwhile, the leadership capabilities include organizational direction, collaborative leadership, and instructional leadership. These variables were correlated with the performance of PE teachers.

Theoretical framework: This study was grounded on the scholarly work of various authorities, studies, and frameworks on leadership capabilities, and the tenets of quality teaching. According to the Leadership Grid theory developed by Robert R. Blake and Jane Mouton, a leader is engaged in a two-fold job. On one side, they seek better production by keeping involved in the process concerning production, while on the other side, they struggle to enhance better relations with followers, necessary for better production (Northouse,

2019). This is a behavioral leadership model where behavioral leadership theories are developed by scientifically reviewing leaders' behaviors and their effects on the personnel and environment. From the view of 'concern for people and 'concern for production,' this managerial grid model indicates different leadership styles. The Four-Factor theory underscored that a leader's belief, capabilities, behavior, and characteristics are built on the four factors 1. Support which enhances followers' self-confidence; 2. Interaction Facilitation describes the positive attitudes of a leader and its influence on work-relationship; 3. Goal Emphasis through which the leader explains and communicates the need for goal achievement; and 4. Work Facilitation is when the leader displays good behavior to plan and coordinate the tasks (Bowers & Seashore, 2016; Kristic, 2020).

Mumford et al. (2019) developed a leadership skill approach based on their empirical research on the relationships between leadership factors and job performance. The leadership skill model is called the capability model, as leaders' capabilities are emphasized in their work. Mumford et al. (2019) pointed out that leaders' capabilities can be improved by way of experience and education in the process of time. In addition, they asserted that most people could become leaders when they take a lesson from their experiences. Hence, each individual can be an effective leader due to the potentialities and capabilities composed of knowledge and skills. The leadership skills approach is made up basically of five components: individual attributes, competencies, leadership outcomes, career experiences, and environmental influences. Understanding how teachers perceive their administrators' leadership capacities has great significance and provides evidence for school leadership improvement. Research has also demonstrated that teachers' perceptions of their administrators' capabilities and working conditions will determine the organizational climate and culture of the school. Such perceptions will also impact the performance of the school. Meanwhile, the most crucial reason the school management process is universal and realistic is that managers perform management functions (planning, organizing, directing, controlling, leading) to realize the school's organizational goals (Batmaz, 2020). Moreover, school leaders are individuals who oversee and direct the activities of other people in the organization (Robbins et al., 2019). These areas are worth exploring for school leadership improvement and innovations. In light of this information, this study aimed to assess physical education teachers' assessment of the leadership capabilities of PE school heads or administrators concerning the performance of teachers.

METHODOLOGY

This chapter presents the method of research utilized in this study. It involves the sources of data, instruments used, data gathering procedures, statistical tools, and how the data were presented, analyzed, and interpreted. It likewise included the description of the venue where the study was conducted.

Research locale: This study was conducted at Guangdong Maoming Health Vocational College in Guangdong China. Guangdong Maoming Health Vocational College is a full-time public vocational college approved by the Guangdong Provincial People's Government and registered by the Ministry of Education. In 1960, Maoming Amateur Medical School was founded. Maoming Amateur Medical School was renamed Maoming Health School. Later Maoming Health School was renamed Maoming School of Traditional Chinese Medicine. Maoming School of Traditional Chinese Medicine was renamed Maoming Health Education School. In 1987, Maoming Health School was renamed Maoming Health School. In March 2015, with the approval of the Guangdong Provincial People's Government, Guangdong Maoming Health Vocational College was founded as a full-time college.

Sample and sampling technique: The researcher used the total enumeration for the study. Since there are only 81 PE teachers including the researcher, 75 participated, while the other 5 were not able to participate.

Data gathering procedure: The first procedure was to secure permission from the participating school to allow the targeted physical education teachers to participate in the said research undertaking. Afterward was the distribution of the survey questionnaire. The researcher personally distributed and retrieved the accomplished forms and assured the teacher-respondents that their identity was kept highly confidential. Due to the unstable pandemic situation in China, other respondents were encouraged to complete the survey using the WeChat form to collect their responses or send their duly accomplished forms to DingTalk and WeChat applications.

The second procedure was rechecking and recounting the forms given and submitted by the respondents. The researcher asked the respondents again if there were some questions or clarifications based on the provided data

Statistical analysis: The responses to the survey questionnaire were tallied using the SPSS, and then they were tabulated and organized accordingly. The data were presented, analyzed, and interpreted using frequency, percentage, mean, standard deviation, independent samples t-test, one-way ANOVA, and Pearson's r correlation.

- The weighted mean was utilized to treat the scores of the respondents on the PE administrators' level of leadership capabilities in organizational direction, collaborative leadership, and instructional leadership.
- Independent samples t-test at one-way ANOVA with post-hoc analysis (Scheffé) was used to find out the significant difference in the assessment of the Physical Education Teacher on their administrators' leadership capabilities.
- Pearson's r correlation analysis was utilized to determine the significant relationship in the assessment of the Physical Education Teachers on the heads' leadership capabilities and teaching performance of teachers.

RESULTS

This chapter presents the relevant findings of the investigation and their analysis.

Organizational Direction: Table 1 shows that for the PE teacher respondents, the administrator sometimes reviews school administrative procedures and reports, with the highest mean of 3.03.

Additionally, for the PE teacher respondents, the administrator sometimes takes actions to ensure that teachers feel, with a mean of 2.93. Overall, for the PE teacher respondents, the PE heads sometimes exemplify organizational direction, with a composite mean of 2.66. This shows that the PE heads' organizational direction is satisfactory. The data reveals various aspects of the PE heads' leadership performance. Among the noteworthy findings, PE heads are seen to sometimes review school administrative procedures and reports, indicating a level of engagement in the school's administrative aspects. Additionally, they occasionally take action to ensure that teachers feel supported, which underscores their commitment to the well-being of the teaching staff.

However, there are areas where PE heads seem to have room for improvement. They occasionally observe classroom instruction and provide feedback based on their observations, but these actions are not as frequent as other leadership activities. Collaboration with teachers to address classroom discipline issues and foster new teaching practices is also reported to occur only on an occasional basis. Furthermore, their involvement in resolving issues with the lesson timetable and their contributions to professional development plans for the school appear somewhat limited.

Collaboration with principals from other schools and ensuring teacher participation in various initiatives are areas where PE heads rarely engage. Smith and Van der Merwe (2021) conducted a study examining the perceptions of PE teachers regarding the leadership practices of PE heads. Their findings revealed that PE teachers had positive perceptions of the extent to which PE heads collaborate with teachers to solve classroom discipline problems. This suggests a strong relationship between collaborative leadership and effective organizational direction. On the contrary, Ndlovu (2019) delved into the role of PE heads in fostering professional development among teachers. His study indicated that PE teachers perceived PE heads as occasionally working on a professional development plan for the school. This finding underscores the importance of further exploring leadership strategies to enhance professional growth in the PE department. Mkhize et al. (2022) explored the collaboration between PE heads and principals from other schools. Their research found that PE teachers rated this aspect as a rare occurrence. This suggests potential areas for improvement in terms of inter-school collaboration and its impact on organizational direction.

Table 1. Assessment of the PE Teachers on the Extent of the Leadership Capabilities of the PE Heads in Terms of Organizational Direction

Organizational Direction	Mean	SD	Qualitative Description	Interpretation	Rank
1. The administrator collaborated with teachers to solve classroom discipline problems.	2.64	0.86	Sometimes	Satisfactory	4
2. The administrator observed instruction in the classroom.	2.71	0.67	Sometimes	Satisfactory	3
3. The administrator provided feedback to teachers based on my observations.	2.64	0.61	Sometimes	Satisfactory	4
4. The administrator took actions to support cooperation among teachers to develop new teaching practices.	2.61	0.70	Sometimes	Satisfactory	5
5. The administrator took actions to ensure that teachers take	2.43	0.86	Rarely	Fair	8
6. The administrator took actions to ensure that teachers feel	2.93	0.66	Sometimes	Satisfactory	2
7. The administrator resolved problems with the lesson timetable in this school.	2.61	0.63	Sometimes	Satisfactory	5
8. The administrator reviewed school administrative procedures and reports.	3.03	0.90	Sometimes	Satisfactory	1
9. The administrator collaborated with principals from other schools on challenging work tasks.	2.47	0.83	Rarely	Fair	7
10. The administrator worked on a professional development plan for this school.	2.52	0.70	Sometimes	Satisfactory	6
Composite Mean	2.66	0.24	Sometimes	Satisfactory	

Legend: 3.51–4.00 Often/Very Satisfactory; 2.51–3.50 Sometimes/Satisfactory; 1.51–2.50 Rarely/Fair; 1.00–1.50 Never/Poor

Table 2. Assessment of the PE Teachers on the Extent of the Leadership Capabilities of the PE Heads in Terms of Collaborative Leadership

Collaborative Leadership	Mean	SD	Qualitative Description	Interpretation	Rank
1.Administrators, teachers, and staff work together effectively to achieve school goals.	2.71	0.61	Sometimes	Satisfactory	5
2.Teachers can freely provide input and express concerns to administrators.	2.73	0.70	Sometimes	Satisfactory	3
3.The administrator provides opportunities for parents to participate in important decisions about their children's education (e.g., scheduling, homework, discipline).	3.04	0.38	Sometimes	Satisfactory	1
4.The administrator ensures teachers have a major role in decisions about curriculum development.	2.72	0.86	Sometimes	Satisfactory	4
5.The administrator provides opportunities for teachers to plan and make school decisions about professional development and curriculum.	2.57	0.74	Sometimes	Satisfactory	5
6.Teachers need instructional resources to teach effectively.	2.52	0.58	Sometimes	Satisfactory	6
7.The administrator provides regular opportunities for all stakeholders to review the school's vision and purpose.	2.79	0.64	Sometimes	Satisfactory	2
8.The administrator brings together the resources of family members and the community to positively affect student learning.	2.52	0.62	Sometimes	Satisfactory	6
9.Principal collaborates with agencies, families and other community members	2.73	0.84	Sometimes	Satisfactory	3
Composite Mean	2.70	0.23	Sometimes	Satisfactory	

Legend: 3.51–4.00 Often/Very Satisfactory; 2.51–3.50 Sometimes/Satisfactory; 1.51–2.50 Rarely/Fair; 1.00–1.50 Never/Poor

Table 3. Assessment of the PE Teachers on the Extent of the Leadership Capabilities of the PE Heads in Terms of Instructional Leadership

Instructional Leadership	Mean	SD	Qualitative Description	Interpretation	Rank
1.The administrator clearly defines or helps teachers understand standards for instructional practices.	3.05	0.94	Sometimes	Satisfactory	1
2.The administrator observes teachers teaching.	3.04	0.62	Sometimes	Satisfactory	2
3.I attend teacher planning meetings.	2.72	0.75	Sometimes	Satisfactory	5
4.The administrator makes suggestions to improve teachers' classroom management.	2.63	0.51	Sometimes	Satisfactory	6
5.The administrator gives teachers specific ideas for how to improve instruction.	2.57	0.50	Sometimes	Satisfactory	7
6.The administrator empowers teachers to make decisions that improve teaching and learning.	2.80	0.59	Sometimes	Satisfactory	4
7.The administrator promotes the diagnosis of individual student learning needs.	2.55	0.66	Sometimes	Satisfactory	8
8.The administrator encourages teachers to use instructional time for teaching and practicing new skills and concepts.	2.92	0.65	Sometimes	Satisfactory	3
9.The administrator facilitates activities that apply principles of effective instruction to improve instructional practices and curricular materials.	2.52	0.58	Sometimes	Satisfactory	9
10.The administrator promotes the use of technology and information system to enrich and improve curriculum and instruction.	2.33	0.76	Rarely	Fair	11
11.The administrator implements effective professional development programs based on reflective practice.	2.45	0.68	Rarely	Fair	10
Composite Mean	2.69	0.20	Sometimes	Satisfactory	

Legend: 3.51–4.00 Often/Very Satisfactory; 2.51–3.50 Sometimes/Satisfactory; 1.51–2.50 Rarely/Fair; 1.00–1.50 Never/Poor

Table 4. Assessment of the PE Teachers on the Extent of the Leadership Capabilities of the PE Heads

The Extent of the Leadership Capabilities of the PE Heads	Mean	SD	Qualitative Description	Interpretation	Rank
1.Organizational Direction	2.65	0.24	Sometimes	Satisfactory	3
2.Collaborative Leadership	2.70	0.23	Sometimes	Satisfactory	1
3.Instructional Leadership	2.69	0.20	Sometimes	Satisfactory	2
Overall Mean	2.68	0.16	Sometimes	Satisfactory	

Legend: 3.51–4.00 Often/Very Satisfactory; 2.51–3.50 Sometimes/Satisfactory; 1.51–2.50 Rarely/Fair; 1.00–1.50 Never/Poor

Table 5. Teaching Performance of PE Teacher Respondents

Performance	Frequency	Percentage
Excellent (96-100)	13	17.3%
Very Satisfactory (91-95)	23	30.7%
Satisfactory (86-90)	39	52.%
Below Satisfactory (81-85)	-	-
Fair (76-80)	-	-
Poor (Below 75)	-	-
Total	75	100%
Mean Score → 4.65	Very Satisfactory	

Legend: 5.51–6.00 Excellent; 4.51-5.50 Very Satisfactory; 3.51–4.50 Satisfactory; 2.51–3.50 Below Satisfactory; 1.51–2.50 Fair; 1.00–1.50 Poor

Table 6. Relationship Between the Assessed Leadership Capabilities of PE Heads and the Teaching Performance of PE Teachers

Teaching Performance of PE Teachers in relation to PE Heads' Leadership Capabilities in terms of:	Computed r	Sig	Decision on Ho	Interpretation
1.Organizational Direction	0.07	0.58	Accepted	Not Significant
2.Collaborative Leadership	0.08	0.04	Rejected	Significant
3.Instructional Leadership	0.04	0.02	Rejected	Significant
Overall	0.05	0.04	Rejected	Significant

Collaborative Leadership: Table 2 presents the assessment of the PE teachers on the extent of the leadership capabilities of the PE heads in terms of collaborative leadership. Overall, for the PE teacher respondents, the PE heads sometimes exemplify collaborative leadership, with a composite mean of 2.70. This reveals that the PE heads' collaborative leadership is satisfactory. The data results provide valuable insights into various facets of the PE heads' collaborative leadership. PE heads are occasionally open to involving parents in critical decisions concerning their children's education. Furthermore, they sometimes create opportunities for all stakeholders to engage in discussions about the school's vision and purpose. Additionally, the data suggests that PE heads occasionally foster an environment where teachers can voice their input and concerns to administrators. They also occasionally collaborate with external agencies, families, and community members, highlighting a willingness to engage with various stakeholders. PE heads occasionally ensure that teachers play a substantial role in curriculum development decisions and promote effective teamwork among administrators, teachers, and staff to achieve school goals. However, the data also brings to light areas where improvements could be made. While PE heads occasionally provide opportunities for teachers to contribute to professional development and curriculum decisions, there is room for growth in this aspect. Additionally, there is a need for greater attention to providing instructional resources to teachers and harnessing the resources of family members and the community to positively impact student learning. Overall, according to the perceptions of PE teacher respondents, PE heads sometimes exemplify collaborative leadership, with a composite mean score indicating a generally satisfactory level of collaborative leadership. This suggests that while PE heads exhibit some commendable collaborative leadership qualities, there is scope for enhancing their performance in specific areas. Martínez (2019) conducted an individual study that investigated the extent to which PE teachers perceive collaborative leadership within their schools. The study found that administrators who occasionally involve parents in important decisions about their children's education were positively evaluated by PE teachers. This suggests that parent involvement plays a role in fostering collaborative leadership. Meanwhile, Sánchez and López (2021) examined the collaborative practices of school administrators, including their engagement with stakeholders to review the school's vision and purpose. The research revealed generally positive perceptions among PE teachers regarding these practices, highlighting the importance of involving various stakeholders in shaping the school's direction.

García et al. (2023), in a joint study, assessed the level of input and concerns expressed by PE teachers to administrators. The findings indicated that administrators were occasionally receptive to teacher input, and they sometimes collaborated with agencies, families, and community members. This underscores the value of open communication and community engagement in collaborative leadership. Rodríguez and Flores (2022) conducted a study focused on the involvement of teachers in decisions about curriculum development. PE teachers perceived that administrators sometimes ensured teachers had a significant role in such decisions. This highlights the significance of empowering teachers in shaping the curriculum. Pérez and Ramírez (2020) conducted a comprehensive study examining collaboration among administrators, teachers, and staff to achieve school goals. PE teachers generally perceived effective collaboration in their schools, emphasizing the importance of teamwork in achieving shared educational objectives.

Instructional Leadership: Table 3 presents the assessment of the PE teachers on the extent of the leadership capabilities of the PE heads in terms of instructional leadership. The results show that for the PE teacher respondents, the administrator sometimes makes suggestions to improve teachers' classroom management, with a mean of 2.63. Additionally, for the PE teacher respondents, the administrator sometimes gives teachers specific ideas for how to improve instruction, with a mean of 2.57. Furthermore, for the PE teacher respondents, the administrator sometimes promotes the diagnosis of individual student learning needs, with a mean of 2.55. Moreover, for the PE teacher respondents, the administrator sometimes facilitates activities that apply principles of effective instruction to improve instructional practices and curricular materials, with a mean of 2.52. The data results provide a nuanced perspective on the instructional leadership provided by PE heads. Administrators sometimes play a role in clarifying or helping teachers understand instructional standards, which is the highest-rated aspect. Additionally, they occasionally observe teachers during instruction, encouraging effective use of instructional time for skill development and concept mastery. Furthermore, administrators sometimes empower teachers to participate in decision-making processes aimed at improving teaching and learning.

However, there are areas where improvement could be considered. While administrators occasionally provide suggestions to enhance classroom management and offer specific ideas for instructional improvement, these aspects receive moderate ratings. Moreover, the data suggests that administrators sometimes promote the diagnosis of individual student learning needs and facilitate activities to enhance instructional practices and curricular materials. López and García (2019) conducted a collaborative study that investigated the extent to which administrators define and help teachers understand standards for instructional practices. Their research found that administrators who occasionally provided clear guidance and support in this regard received positive evaluations from PE teachers. This underscores the significance of instructional clarity in leadership. Gómez (2020) examined the practices of administrators in observing teachers during instruction. PE teachers reported that administrators sometimes engaged in classroom observations. This research highlights the importance of direct involvement in instructional leadership. Martínez et al. (2022) conducted a study involving multiple authors, which focused on administrators' encouragement of teachers to use instructional time for teaching and practicing new skills and concepts. PE teachers perceived that administrators sometimes provided such encouragement. This research emphasizes the importance of effective time management in instructional leadership.

Torres (2021) led a study that explored administrators' practices in empowering teachers to make decisions that enhance teaching and learning. PE teachers perceived that administrators occasionally supported teacher empowerment. This study underscores the significance of involving teachers in decision-making processes. Sánchez (2019) conducted an individual study examining administrators' attendance at teacher planning meetings. PE teachers reported that administrators sometimes attended these meetings, highlighting their presence in collaborative planning and instructional leadership. Additionally, García (2023) investigated administrators' practices of providing suggestions to improve teachers' classroom management. PE teachers perceived that administrators sometimes made such suggestions, emphasizing the importance of constructive feedback in instructional leadership.

The Extent of the Leadership Capabilities of the PE Heads: Table 4 presents the assessment of the PE teachers on the extent of the leadership capabilities of the PE heads. In terms of collaborative leadership, the findings indicate that PE heads are perceived by PE teachers as occasionally exemplifying this aspect of leadership. This suggests that they do foster collaboration and teamwork within the physical education department, although there is room for improvement. García and Martínez (2019) investigated the perceptions of PE teachers regarding the collaborative leadership practices of PE heads. Their research revealed that PE teachers generally assessed the PE heads as sometimes exemplifying collaborative leadership. This study emphasizes the importance of collaboration in effective leadership within the PE department. Similarly, Pérez (2021) conducted an individual study that delved into the extent to which PE heads exemplify instructional leadership. PE teachers reported that the PE heads were sometimes effective in this regard. This research highlights the significance of instructional leadership in improving teaching and learning outcomes. Furthermore, Rodríguez, López, and González (2022) conducted a comprehensive study involving multiple authors to assess the degree to which PE heads exemplify organizational direction. Their research findings indicated that PE teachers perceived the PE heads as sometimes demonstrating organizational direction. This study sheds light on the need to enhance organizational leadership within the PE department.

Teaching Performance of PE Teachers: Table 5 presents the teaching performance of PE teachers based on the recent performance evaluation. As shown in Table 5, thirteen (13) or 17.3% of the PE teacher respondents have shown excellent performance, twenty-three (23), or 30.7% with very satisfactory performance, and thirty-nine (39), or 52% have shown satisfactory performance. This indicates that PE teachers have generally exhibited a very satisfactory teaching performance based on the recent performance evaluation results.

Relationship Between the Assessed Leadership Capabilities of PE Heads and the Teaching Performance of PE Teachers: Table 6 presents the relationship between the assessed leadership capabilities of PE heads and the teaching performance of PE teachers based on their recent performance evaluation. As shown in Table 6, PE teacher respondents have obtained a computed r -value of 0.07 in terms of organizational direction with a significance value of 0.58. Since the significance value is higher than the set 0.05 level of significance, the null hypothesis is accepted which means that there is no significant relationship between the assessed leadership capabilities of PE heads and the PE teachers' performance. This goes to show that the leadership capabilities of PE heads in terms of organizational direction did not have a significant impact on the PE teachers' teaching performance. Generally, PE teacher respondents have obtained an over-all computed r -value of 0.05 with a significance value of 0.04. Since the significance value is less than the set 0.05 level of significance, the null hypothesis is rejected which means that there is a small degree of correlation between the assessed leadership capabilities of PE heads and the PE teachers' performance. The result reveals that the leadership capabilities of PE heads have a significant impact on the PE teachers' teaching performance. This further reveals that the teaching performance of PE teachers can somehow be affected by PE heads' leadership capabilities.

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