

Physical Education Administrators' Instructional Leadership Affecting Their Leadership Efficacy

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Abstract: This study explored the impact of teaching leadership on leadership effectiveness of sports managers at Hunan Normal University. Through teachers' evaluation of sports managers in promoting professional learning, building relationships, collaboration, organizational skills, and teaching practices, their effectiveness levels in content knowledge, teaching knowledge, classroom management, evaluation, and technology application were analyzed. The results show that there is a weak positive correlation between the teaching leadership practices of sports managers and their leadership effectiveness. Based on the research results, this paper puts forward suggestions on improving the leadership of sports managers, aiming to promote the professional development of teachers, strengthen collaboration, improve teaching quality, and ultimately improve students' learning outcomes.

Keywords: Sports Managers; Teaching Leadership; Leadership Effectiveness; Physical Education.

1. Introduction

Administrators are as good as their teachers. Administrators play a crucial role in the life of every teacher in the institution. As an administrator, they can make or unmake their teachers. Teachers are considered by many as the life blood of the school. It is through their competency and ability that the students learned. In many situations, they are the source of knowledge of the learners from which they are being nourished. The skills, knowledge and attitudes of the teachers are the source of students' strength in their learning.

Such strength of the teachers is supposed to be honed by the administrators who directly supervise and manage the teachers.

In particular, Physical Education administrators are the key in the development of the teaching and learning particularly in the transmission of the physical education skills. Their effectiveness as administrators will aid and strengthen the teachers in the classroom delivering instruction and their efficiency as administrators will drive the quality of teachers that the institution will have.

Educational Institution is the anchor of a country. Effective administrator leadership also requires structural change. As Barth (2018) has pointed out: "To capture the potential of leaders, the profession needs to invent, expand, and honor a variety of opportunities for administrator leadership practices so that there will be more choices than being 'either' a principal or a teacher. The career ladder for administrators has precious few rungs. If more widespread administrator leadership is to be attained in educational institutions, educators will also have to explore multiple conceptions of the teacher's roles as team leader, lead teacher, teacher-researcher, master teacher.

Physical Education administrators nowadays are in a challenging profession that is constantly changing and evolving. They should be willing to learn continuously, develop their abilities, and receive a greater leadership responsibility to ensure success (Ash & Persall, 2020). Thus, a school requires leadership capabilities among principals. According to Snell and Swanson (2016), many scholars pay much attention to leadership, and it should be recognized.

Katzenmeyer & Moller (2019) state that administrator's leadership is a great responsibility to ensure that teachers are constantly striving to make improvements and also to maintain the quality of teachers.

Abdullah et al. (2015) state that administrators need to indicate the diversity of teaching methods and goals by using the available resource. It can be realized through education planning strategies teacher experience in the teaching and learning process to ensure that the educational program can be performed effectively.

Instructional leadership skills are the traits possessed by effective educational leaders to inspire action and optimism. These leaders set an example for others by treating people fairly and making an impression with their honesty and integrity. High-quality education is regarded as the cornerstone of private HEIs' survival against a background of global concerns regarding intense competition with public HEIs. Currently, many countries enhance higher education performance by heightening competition in a knowledge-based society (Casani et al., 2020).

Moreover, according to Zhou et al. (2018), China has witnessed a considerable expansion of HEIs over the last two decades, a growth that contributes to providing more balanced and more inclusive higher education. However, the landscape of HEIs varies considerably in different countries. In China, the top high education institutions (HEIs) are public universities, and the overwhelming majority of Chinese private HEIs are teaching universities whose faculty members are not expected to conduct the kinds and quantities of scholarly research joint in research universities.

Administrators' sense of efficacy affects fundamental beliefs about teachers and instruction and choices of instructional methods and influences their students' beliefs about their capabilities and learning. As research on teacher efficacy has evolved, scholars have increasingly sought ways to study efficacy in a manner that is more consistent with Bandura's conceptualizations, leaning toward efficacy measures that are specific to subject matter and focusing on specific components of the teaching process (Martin & Kulinna, 2018).

Self-efficacy and instructional leadership need to extend to

the educational arena when reviewing the relationship between self-efficacy and teachers to understand better outcomes impacting school improvement and student performance (Cobonaglu & Yurek, 2018; DeWitt, 2017; Duran & Yildirim, 2017; Kelleher, 2016; Versland & Erickson, 2017). A plethora of research and various relationships have been found between administrator efficacy and many teaching and learning variables, but few researchers have examined teaching efficacy in physical education and correlated this variable to their leadership capabilities, especially those who are teaching in higher education institutions.

It is therefore of essential consideration that the university and college Physical Education administrators in addition to shaping their roles, skills, leadership traits of confidence, passion, and vitality, should participate in the learning activity and have more interaction with students so that students have positive evaluation and identity to physical education administrators. Through the support and concerns about students, their learning experiences in PE, learning confidence, and potentials should be established to enhance the learning motivation and maximize their learning outcomes.

Efforts aimed at assessing and exploring the Physical Education administrators' quality can become a powerful tool that can provide valuable information for evaluating the whereabouts and performance of the physical education teachers and students. The development and enhancement of self-efficacy are related to performing more confidently in the university leadership academy model (Augustine-Shaw & Devin, 2020).

This study will focus on assessing the predictors of instructional leadership practices and self-efficacy of the Physical Education administrators from Hunan Normal University, China.

2. Statement of the Problem

The study will determine if leadership efficacy of administrators of Physical Education in Hunan Normal University has been affected by their instructional leadership.

Specifically, it will answer the following questions:

What is the extent of Physical Education administrators' instructional leadership practices in Hunan Normal University as assessed by the teachers in terms of the following areas:

- 1.1 facilitating professional learning;
- 1.2 building relationships;
- 1.3 collaborative skills;
- 1.4 organizational skills; and
- 1.5 pedagogical practices?

2. What is the level of efficacy of Physical Education administrators in Hunan Normal University as assessed by the teacher respondents in terms of the following factors:

- 2.1 content knowledge;
- 2.2 pedagogical knowledge;
- 2.3 classroom management; assessment; and
- 2.5 use of technology?

3. Is there a significant relationship between the extent of Physical Education administrators' instructional leadership practices and their level of efficacy as Physical Education administrators?

4. What development programs for Physical Education administrators can be proposed from the findings of the

study?

3. Hypotheses

The following hypotheses will be tested in the study:

H₀₁: There is no significant relationship between the extent of Physical Education administrators' instructional leadership practices and their level of efficacy as Physical Education administrators.

4. Scope and Delimitation

The study will be carried out in Hunan Normal University, China. It will involve 160 physical education teachers from the said university.

The study will revolve around the Physical Education administrators' instructional leadership practices focused on the following areas: facilitating professional learning, building relationships, collaborative skills, organizational skills, and pedagogical practices. Meanwhile, their level of self-efficacy will be centered on the following factors: content knowledge, pedagogical knowledge, classroom management, assessment, and use of technology. All these variables will be assessed by the PE teachers who will serve as the primary recipients of their administrators' instructional leadership practices and efficacies.

The correlation between the aforementioned variables will be sought.

The study will utilize descriptive statistics and correlational analysis with Pearson's *r* to determine the significant relationship of their instructional leadership practices and self-efficacy.

5. Research Design

The descriptive research method specifically descriptive-correlational research design, which is used to describe characteristics of a population or a phenomenon, will be used in this study. According to Patton (2021), data obtained from quantitative methodology is systematic, uniform, and easy to be presented. The quantitative approach emphasizes measurement and correlation or relationship between variables. This approach also refers to the use of objective measurement to produce numerical data which is normally analyzed statistically from the responses in the questionnaire (Sekaran, 2018).

The descriptive method of research, which is used to describe characteristics of a population or a phenomenon, was used in this study. It addresses the "what" question. The characteristics that describe the situation or population are usually a categorical scheme, also known as descriptive categories. Descriptive research generally precedes explanatory research. Hence research cannot discuss what caused a situation. Thus, descriptive research cannot be used as the basis of a causal relationship, where one variable affects another. In other words, descriptive research can be said to have a low requirement for internal validity. (Shields & Rangarjan, 2018).

Moreover, the study employs a correlational approach that involves an in-depth interpretation of the condition and relationship. According to Ary et al. (2018), descriptive research involves collecting data to test hypotheses or answer questions concerning the current status of the subject of the study. Descriptive research determines and reports the way things are. It is scientific research that describes events, phenomena, or facts systematically dealing with a particular

area or population. Descriptive statistics will be used to examine the level of physical education administrators' instructional leadership practices, and self-efficacy.

This research approach allows the researcher to numerically analyze, compare, and correlate the relationships amongst the dependent and independent variables included in the study. By utilizing this approach, the researcher will find any significant difference in the respondents' demographic data correlated to their instructional leadership practices and perceived self-efficacy.

The rationales in utilizing the research method stated in this study are all appropriate in the requirements of the present undertaking to carry out the study's empirical results. Therefore, the study uses the descriptive method as its primary research design.

6. Research Locale

The study will be conducted at College of Physical Education at Hunan Normal University. College of Physical Education of Hunan Normal University is located in the South Campus of Hunan Normal University, facing Xiangjiang River to the east and Yuelu Hill to the west. The college has 10 teaching and research departments of Sports and human Science, Sports humanities and Sociology, basketball, volleyball, football, small ball, track and field, martial arts and folk communication, gymnastics, swimming, and 3 college sports teaching groups. It offers 5 undergraduate education majors, including physical education (including Chinese-foreign cooperative education programs), Sports and human Science, social sports guidance and management, sports training, Martial arts and ethnic traditional sports.

The college has perfect teaching and scientific research hardware facilities. There are 2 multifunctional gymnasiums, 4 standard track and field courts, 15 basketball courts, 5 tennis courts, 1 standard constant temperature natatorium and 2 indoor 110 meter track and field halls. There is a sports experiment center with an area of 4000 square meters and the total value of equipment reaching nearly 10 million yuan. There is a sports teaching building with nearly 10,000 square meters, which can basically meet the needs of PE teaching, scientific research, training, competition and sports activities for teachers and students of our college.

The College now has 1278 full-time undergraduates, 358 full-time postgraduate students, 39 full-time doctoral students, 4 international doctoral students and 2 international master students. At present, the college has 18 sports teams, including 5 international athletes and 24 national athletes. They have made remarkable achievements in various sports competitions and won more than 200 gold MEDALS in national and provincial university games in recent years.

Since its founding, the college has trained more than 20,000 physical education teachers and talents for the country, as well as a number of international students and students from Hong Kong and Macao.

The college has 160 faculty members, including 130 full-time teachers (90 subject professional teachers, 40 university public physical education teachers), 22 professors, 45 associate professors, 11 doctoral supervisors, 46 with doctor's degree, all teachers under 50 with master's degree or above. (Relevant data are collected until August 2021)

7. RESULTS

This chapter deals with the presentation of the gathered

data together with the analysis and interpretation according to the statement of the problem. The gathered data on the profile of the teacher respondents and their assessment of their present situation few years before their retirement. are hereby presented.

7.1. Profile of the Teacher Respondents

Table 1 shows the profile of the teacher respondents in terms of their age and sex.

Table 1. Frequency Distribution of the Teacher Respondents' Profile

Profile	Frequency	Percentage
Age		
25 – 35 years old	20	12.5%
36 – 45 years old	73	45.6%
46 – 55 years old	67	41.9%
Total	160	100%
Sex		
Male	83	51.9%
Female	77	48.1%
Total	160	100%

In terms of age, twenty (20) or about 12.5% of the teacher respondents are within 25 to 35 years old, seventy-three (73) or about 45.6% of the teacher respondents are within 36 to 45 years old, and sixty-seven (67) or about 41.9% of the teacher respondents are within 46 to 55 years old. This means that majority of the teacher respondents are within the age group of 36 to 45 years old. This may be taken to mean that the teacher respondents have accumulated considerable experience given their age.

In terms of sex, eighty-three (83) or about 51.9% of the teacher respondents are male and the remaining seventy-seven (77) or about 48.1% of the teacher respondents are females. This means that majority of the teacher respondents are males in terms of sex. This may be taken to mean that there are more male teachers in the institution than female teachers.

Several studies and literature have explored the relationship between instructional leadership and teachers' demographic profiles. For instance, Smith and Johnson (2018) conducted a study examining the impact of instructional leadership on student achievement in schools with diverse teacher populations. They found that instructional leaders who effectively supported and developed teachers from various demographic backgrounds positively influenced student outcomes. The study emphasized the importance of cultural competence and inclusive practices in instructional leadership.

In another study, Johnson and Hernandez (2019) investigated the relationship between instructional leadership and the demographic characteristics of teachers in urban schools. They discovered that instructional leaders who acknowledged and valued the unique perspectives and experiences of teachers from diverse backgrounds created a more inclusive and supportive environment. This, in turn, led to increased teacher satisfaction and improved instructional practices.

Moreover, research by Davis and Greenfield (2020) focused on the impact of gender in instructional leadership. They found that female instructional leaders demonstrated a

more collaborative and relational leadership style, which positively influenced teacher engagement and professional development. The study emphasized the importance of gender diversity in instructional leadership roles for creating a balanced and inclusive school environment.

Additionally, the work of Brown and Martinez (2017) explored the role of teachers' demographic profiles in instructional leadership practices. They highlighted the significance of recognizing and addressing biases that may arise from differences in race, ethnicity, and cultural backgrounds. The study emphasized the need for instructional leaders to provide professional development opportunities that promote cultural competence and address implicit biases among teachers.

7.2. Assessment of Teacher Respondents on the Extent of Instructional Leadership Practices

Table 2 to 3.6 respectively show the assessment of the teacher respondents on the extent of instructional leadership practices in Hunan Normal University as assessed by the teachers in terms of facilitating professional learning, building relationships, collaborative skills, organizational skills, and pedagogical practices.

Table 2. Assessment of Teacher-Respondents on the Extent of Instructional Leadership Practices in terms of Facilitating Professional Learning

My PE administrator	Mean	Qualitative Description	Interpretation
1. creates environments and activities that encourage me to ask questions and participate well.	3.15	Agree	Satisfactory
2. encourages inquiry so that we can apply the lessons and practice the tasks.	3.10	Agree	Satisfactory
3. fosters mutual responsibility for all our activities and practices.	3.33	Agree	Satisfactory
4. fosters engagement in order to maximize opportunities to learn.	3.41	Agree	Satisfactory
5. uses reflection strategically as a tool to improve our learning and master the lesson.	3.31	Agree	Satisfactory
Overall Mean	3.26	Agree	Satisfactory

Legend: 3.51-4.00 Strongly Agree/ Very Satisfactory; 2.51-3.50 Agree/ Satisfactory; 1.51-2.50 Disagree/ Fair; 1.00-1.50 Strongly Disagree/ Poor

The assessment of teacher-respondents on the extent of instructional leadership practices in terms of facilitating professional learning, the highest mean of 3.41, with the qualitative description of the teachers agreeing about the instructional leadership practices of their PE administrators and is interpreted as the administrators having a satisfactory

instructional leadership practices in terms of facilitating professional learning, was found for item 4 which states that the PE administrator fosters engagement in order to maximize opportunities to learn. A PE administrator who effectively fosters engagement among teachers to maximize opportunities for professional learning demonstrates satisfactory instructional leadership practices in facilitating ongoing growth and development. By creating an inclusive and supportive environment, the administrator encourages teachers to actively engage in professional learning activities and take ownership of their professional growth.

The administrator promotes a culture of collaboration and shared learning. They recognize the expertise and unique perspectives of each teacher and facilitate opportunities for teachers to collaborate, exchange ideas, and learn from one another. This could involve organizing regular team meetings, professional learning communities, or interdisciplinary projects where teachers can collaborate and share their experiences. By fostering a collaborative culture, the administrator promotes a sense of collective responsibility for professional learning.

The administrator provides resources and support to facilitate professional learning. They ensure that teachers have access to relevant research, literature, and professional development opportunities. The administrator may organize workshops, conferences, or seminars that align with the specific needs and goals of the PE department. Additionally, they seek input from teachers to identify areas of professional interest or expertise, and tailor professional learning opportunities accordingly. This individualized approach to professional development demonstrates the administrator's commitment to supporting teachers' growth and enhancing their instructional practices.

Furthermore, the administrator encourages reflective practices among teachers. They create structures and processes for teachers to engage in self-reflection and self-assessment. This could include providing observation and feedback protocols, encouraging journaling or portfolio development, or facilitating peer observation and feedback sessions. By promoting reflection, the administrator fosters a culture of continuous improvement and encourages teachers to critically analyze their teaching practices, identify areas for growth, and implement innovative strategies.

Moreover, the administrator promotes ongoing mentoring and coaching relationships. They may pair experienced teachers with novice teachers or arrange for external experts to provide guidance and support. By facilitating these mentoring and coaching relationships, the administrator ensures that teachers have access to personalized support, constructive feedback, and opportunities for skill development. This personalized approach to professional learning demonstrates the administrator's commitment to meeting the individual needs of teachers and fostering their growth.

In summary, a PE administrator who fosters engagement to maximize opportunities for professional learning demonstrates satisfactory instructional leadership practices. By creating a collaborative environment, providing resources and support, encouraging reflection, and facilitating mentoring and coaching relationships, the administrator supports teachers in their ongoing growth and development. This approach not only enhances the instructional practices of individual teachers but also contributes to the overall improvement of the PE department and student outcomes.

On the other hand, the lowest mean of 3.10, with the qualitative description of the teachers agreeing about the instructional leadership practices of their PE administrators and is interpreted as the administrators having a satisfactory instructional leadership practice in terms of facilitating professional learning, was found for item 2 which states that the PE administrator encourages inquiry so that we can apply the lessons and practice the tasks. A PE administrator who actively encourages inquiry among teachers, enabling them to apply lessons and practice tasks, demonstrates satisfactory instructional leadership practices in facilitating professional learning. By fostering a culture of inquiry, the administrator promotes critical thinking, problem-solving, and experimentation among teachers, ultimately leading to professional growth and improved instructional practices.

Firstly, the administrator creates a safe and supportive environment where teachers feel empowered to ask questions, explore new ideas, and engage in reflective practices. They encourage teachers to challenge existing practices, experiment with innovative teaching strategies, and seek solutions to instructional challenges. This open and non-judgmental atmosphere fosters a sense of curiosity and promotes a growth mindset among teachers.

Secondly, the administrator provides opportunities for teachers to engage in action research and inquiry-based projects. They may allocate dedicated time and resources for teachers to conduct research, investigate best practices, and collect data to inform their instructional decision-making. The administrator supports teachers in designing research questions, gathering and analyzing data, and reflecting on the findings. This process of inquiry encourages teachers to reflect on their practice, make evidence-based decisions, and continuously improve their teaching methods.

Furthermore, the administrator facilitates collaborative inquiry among teachers. They encourage teachers to collaborate on research projects, lesson planning, and data analysis. By fostering a culture of collaboration, the administrator promotes peer learning and knowledge sharing. Teachers can collectively explore new teaching strategies, share insights and experiences, and provide feedback to one another. This collaborative inquiry process enhances professional learning and promotes a sense of collective responsibility for improving instructional practices.

Moreover, the administrator promotes the application of lessons learned through inquiry. They create structures and opportunities for teachers to implement and practice new strategies and approaches in their classrooms. This could involve providing release time for teachers to observe and learn from one another, conducting professional learning communities where teachers can share their experiences and challenges, or organizing showcase events where teachers can demonstrate their innovative practices. By encouraging the application of lessons learned, the administrator ensures that professional learning is meaningful and directly applicable to classroom practice.

In summary, a PE administrator who encourages inquiry and the application of lessons learned demonstrates satisfactory instructional leadership practices. By creating a supportive environment, providing opportunities for action research, promoting collaborative inquiry, and facilitating the application of new strategies, the administrator enables teachers to engage in continuous learning and improve their instructional practices. This approach fosters a culture of curiosity, critical thinking, and experimentation, ultimately

leading to enhanced professional growth and improved student outcomes.

The overall mean of 3.26 shows the teachers agreeing about the instructional leadership practices of their PE administrators and shows that the administrators have a satisfactory instructional leadership practice in terms of facilitating professional learning. The importance of PE administrators having a satisfactory instructional leadership practice in facilitating professional learning cannot be overstated since it promotes the growth and development of physical education teachers. Instructional leadership practices provide teachers with opportunities to engage in ongoing learning, gain new knowledge, and enhance their instructional skills. By facilitating professional learning, administrators enable teachers to stay abreast of current research, innovative teaching methods, and best practices in physical education. This continuous learning not only benefits the teachers themselves but also has a direct impact on the quality of instruction they deliver to students.

Likewise, satisfactory instructional leadership practices foster a culture of collaboration and shared learning. Administrators who encourage collaboration among teachers create a supportive environment where educators can learn from one another, exchange ideas, and share experiences. Through collaboration, teachers can pool their expertise, leverage their collective knowledge, and engage in meaningful discussions about instructional strategies and student engagement. This collaborative approach promotes professional growth, stimulates creativity, and encourages the exploration of new approaches to teaching physical education.

Satisfactory instructional leadership practices facilitate reflective practice among physical education teachers. Administrators who prioritize reflection provide teachers with the time and resources to critically analyze their teaching practices, assess their effectiveness, and make informed decisions to improve student learning. Reflection enables teachers to identify areas for growth, experiment with new teaching techniques, and refine their instructional methods. By fostering reflective practice, administrators empower teachers to take ownership of their professional growth and encourage a culture of continuous improvement within the physical education department.

In summary, satisfactory instructional leadership practices are of utmost importance for PE administrators in facilitating professional learning. These practices promote the growth and development of teachers, foster collaboration among educators, and encourage reflective practice. By prioritizing professional learning, administrators contribute to the overall improvement of instructional practices in physical education, resulting in enhanced student engagement, learning outcomes, and the delivery of quality physical education programs.

8. Conclusion

1. The demographic profile of the teacher respondents revealed majority of the teacher respondents are within the age group of 36 to 45 years old and are males in terms of sex.

2. Satisfactory instructional leadership practices are of utmost importance for PE administrators in facilitating professional learning. These practices promote the growth and development of teachers, foster collaboration among educators, and encourage reflective practice. By prioritizing professional learning, administrators contribute to the overall improvement of instructional practices in physical education, resulting in enhanced student engagement, learning outcomes,

and the delivery of quality physical education programs.

3.Satisfactory instructional leadership practices by PE administrators are vital for facilitating building relationships within the physical education department. By creating a positive and supportive environment, promoting open communication, and prioritizing professional development, administrators establish strong professional connections among teachers. These relationships contribute to a collaborative and inclusive learning environment, enhance communication and problem-solving, and ultimately lead to improved instructional practices and student engagement.

4.Satisfactory instructional leadership practices by PE administrators play a crucial role in facilitating collaborative skills among physical education teachers. By promoting collaboration, developing effective communication and interpersonal skills, and empowering teachers to leverage their collective expertise, administrators create a collaborative and supportive learning environment. These skills enable teachers to work together effectively, share ideas, and contribute to continuous improvement in instructional practices. Ultimately, strong collaborative skills lead to enhanced teamwork, improved instructional quality, and positive student outcomes within the physical education department.

5.Satisfactory instructional leadership practices by PE administrators are essential in facilitating organizational skills within the physical education department. By promoting efficient organization and management of resources, establishing clear structures and processes, and supporting effective time management, administrators create an environment conducive to optimal teaching and learning. These organizational skills contribute to the smooth operation of the department, alleviate administrative burdens on teachers, and create an environment where they can focus on delivering high-quality instruction. Ultimately, strong organizational skills enhance the overall effectiveness and success of the physical education department.

6.Satisfactory instructional leadership practices by PE administrators are vital in terms of pedagogical practices within the physical education department. By promoting research-based strategies, fostering a culture of continuous learning, and supporting differentiated instruction, administrators contribute to the delivery of high-quality instruction that maximizes student engagement, growth, and achievement. These pedagogical practices ensure that physical education teachers are equipped with the knowledge, skills, and resources to provide effective and impactful instruction to their students.

7.PE administrators with a satisfactory level of efficacy in terms of content knowledge positively impact their leadership efficacy. Their expertise in the subject matter allows them to guide and support teachers in delivering accurate and comprehensive instruction, designing curriculum, and promoting student learning. Administrators' provision of resources, modeling of best practices, and facilitation of professional growth opportunities enhance teachers' content knowledge and instructional practices. Effective content knowledge ensures that the physical education program provides high-quality instruction that aligns with standards and best practices, resulting in improved student achievement and the overall success of the program.

8.PE administrators with a satisfactory level of efficacy in terms of classroom management significantly impact their leadership efficacy. Their expertise in classroom management

allows them to support teachers in creating positive and productive learning environments, ensuring student engagement and safety. Administrators' guidance in establishing clear expectations and implementing effective behavior management strategies contributes to a conducive learning environment, consistency across classes, and the overall success of the physical education program. Effective classroom management skills enhance the teaching and learning experience, support student achievement, and foster a positive and respectful climate within the program.

9.PE administrators with a satisfactory level of efficacy in terms of assessment contribute to their overall leadership efficacy. Their expertise in assessment enables them to guide and support teachers in implementing effective assessment practices, resulting in improved student learning outcomes. Furthermore, their ability to utilize assessment data to inform program-level decision-making ensures that the physical education program remains responsive and aligned with the needs and goals of the students. Overall, administrators with strong assessment skills enhance the effectiveness and quality of the physical education program, fostering a culture of continuous improvement and growth.

10.When PE administrators have a satisfactory level of efficacy in terms of using technology, it positively impacts their leadership efficacy. It enables them to stay informed, support teachers in integrating technology effectively, and foster a culture of innovation and continuous learning. Additionally, effective use of technology improves communication and collaboration, strengthening relationships and creating a sense of community within the physical education program. Overall, technology-enhanced leadership practices empower administrators to drive positive change, improve instructional outcomes, and create a dynamic and engaging learning environment for students.

11.The assessment of the teacher respondents on the extent of instructional leadership practices in Hunan Normal University as assessed by the teachers in terms of facilitating professional learning, building relationships, collaborative skills, organizational skills, and pedagogical practices and on the level of efficacy of Physical Education administrators in Hunan Normal University as assessed by the teacher respondents in terms of content knowledge, pedagogical knowledge, classroom management, assessment, and use of technology was found to have a weak positive correlation.

9. Recommendations

1.Provide regular opportunities for professional development that focus on enhancing teachers' content knowledge, pedagogical skills, and use of technology. Offer workshops, conferences, and collaborative sessions that encourage ongoing learning and support teachers in staying updated with current research and best practices in the field of physical education.

2.Create a collaborative culture within the department by encouraging teachers to share ideas, resources, and experiences. Facilitate regular meetings, both formal and informal, where teachers can collaborate and engage in meaningful discussions related to curriculum, instructional strategies, and assessment practices. Encourage peer observation and feedback to promote a culture of continuous improvement and professional growth.

3.Clearly communicate departmental goals and expectations to teachers and ensure alignment with broader educational objectives. Collaboratively develop a shared

vision for the physical education program and work with teachers to set measurable goals that promote student learning and achievement. Regularly assess progress towards these goals and provide feedback and support to teachers.

4.Ensure that teachers have access to relevant instructional resources, materials, and technology tools that enhance their teaching effectiveness. Advocate for sufficient funding to acquire appropriate equipment and materials for the PE program. Support teachers in navigating and integrating technology into their instructional practices by providing training, technical support, and opportunities for experimentation and innovation.

5.Promote a balanced and meaningful approach to assessment in PE by emphasizing formative assessment strategies that provide feedback for learning. Encourage teachers to develop rubrics, use authentic assessments, and involve students in self-assessment and reflection. Support teachers in analyzing assessment data to inform instructional decisions and address individual student needs effectively.

6.Lead by example and demonstrate effective instructional practices in physical education. Conduct classroom visits, provide feedback, and offer support to teachers in improving their teaching approaches. Model enthusiasm, passion, and a growth mindset towards teaching and learning.

7.Create a safe, supportive, and inclusive learning environment where all students feel valued and empowered. Encourage teachers to incorporate culturally responsive teaching practices that acknowledge and celebrate the diversity of students' backgrounds and abilities.

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