

# The Physical Education Administrators' Management Functions Practices in a Vocational College in China

Li Zhiguo

Emilio Aguinaldo College, Manila, Philippines

Email: zhiguo.li.mnl[at]eac.edu.ph

**Abstract:** *Functions has always been the value and goal pursued by school organization and management, and the worship of Functions is the essential feature of school organization and management practices. The improvement of the management functions practices of physical education administrators plays a very important role in the reform of physical education, achieving educational equity and improving education quality. This research used descriptive - comparative method to study on the management functions practices of vocational college physical education administrators, hopes to provide better suggestions for school development. The results show that when the respondents' personal profile is used as a variable to analyze their evaluation of school management functions practices, there is no significant difference in their evaluations. This study recommends to enhance physical education administrators' management functions through improve managers' leadership skills to ensure efficient and effective school management, broaden the sources of school administrative funding to meet the budget requirements of different school activities and teaching effects, encourage faculty and other stakeholders to participate in developing the institution's strategic plan, provide teacher training and provide teachers with continuing education opportunities.*

**Keywords:** Physical Education; Management Function practices; Vocational College

## 1. Introduction

Educational management functions Practices research is an important field of educational management research and educational research as a whole. Because education management must pay attention to execution. Physical education management functions practice has an important impact on the quality of physical education teaching. The degree of physical education class management directly affects students' initiative and enthusiasm for learning, and is related to the quality of teaching and the fairness of education. An organization is as good as their administrators. This is in as much as the institution is as good as their teachers. Administrators in the university have their own functions. The way they function or the way they practice their function makes it as their practice.

The quality of human resource of every nation is determined by the number of educated individuals living in the country. Education helps a nation to attain growth and development hence there is a necessity to emphasize on management functions of the school administrators and their leadership capabilities. Physical Education school administrators' management is recognized as a key factor in the extent to which school health promotion programs and initiatives are successfully implemented. While there have been quantitative expansions in different sectors, a series of reforms on curriculum, leadership capabilities, teaching methodology, and school administrators' management functions under the name of "quality education" has been introduced in the higher education sector in the past decades (Cravens, Liu, & Grogan, 2019).

Physical Education school administrators significantly impact 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 principals 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). This is why research exploring the fundamentals of educational improvement, innovation, management functions leadership practices, and managerial capabilities of school administrators must be prioritized in all educational institutions. Chinese educational leadership is a testament to the collective efforts of policymakers, practitioners, educators, and the government to improve and deepen understanding of the Chinese educational system. Until now, it has not reached a consensus on the precise and comprehensive definition of higher education leadership in China.

## 2. Background of the Study

Guangdong Maoming Health Vocational College is not an exemption to having one institution whose administrators are practicing their functions as leaders of the educational institution. As one key player in globalization, China has conferred a new historical mission on education to meet the challenges posed by domestic and global challenges and innovations. Chinese education has made much progress in recent years, especially concerning the areas of compulsory education, higher education, and professional education. To

further embrace the outside world, China is experiencing a transformation that requires better - educated people ever. This study aims to provide a comprehensive understanding of school leaders' management functions to enrich existing understanding.

Educational experts agree that school organizations need leaders who have 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 on the basis of 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. 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 or 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).

Effective PE administrators influence a variety of school outcomes, including student achievement, through their recruitment and motivation of quality teachers; ability to identify and articulate school vision and goals; effective allocation of resources; and development of organizational structures to support instruction and learning (Hornig, Kalogrides, & Loeb, 2010). Researchers suggest that success in all these areas of influence entails five key responsibilities: Shaping a vision of academic success for all students based on high standards; Creating a climate hospitable to education so that safety, a cooperative spirit, and other foundations of fruitful interaction prevail; Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision; Improving instruction to enable teachers to teach at their best and students to learn to their utmost; Managing people, data and processes to foster school improvement (From Wallace Foundation, 2020).

Leadership and management are both essential functions, but they have different purposes, and they seek to obtain different outcomes. Management is a social process that involves the responsibilities of regulating an organization's operations towards the fulfillment of set goals. It consists of several activities and elements. The main functions of management are as follows; planning, organizing, staffing, directing or leading, and controlling (Mendels, P., 2019). These functions usually are overlapping and inseparable.

Leaders are not just born but also need to learn. The findings revealed that administrators with higher education

attainment levels were perceived to have higher leadership in both internal and external capacities. The importance of practical leadership training was apparent in preparing capable school leaders (Kraus and Cordeiro 2018).

The success of education must be supported by all elements that support it, both from teachers, students and parents, school committees, or the education office, but the administrator's role has a significant influence on actual achievement, which can be seen through student and school achievement. According to (Bustan, Herculanus Bahari, Sindju & Suib, 2019), the administrator's role as the education unit's captain has a central and strategic point to guide a school that can achieve national education goals and priorities that must be carried out maximally.

The Physical Education administrators' managerial functions, and characteristics may largely depend on the general conditions of the organization, that is, the context. School leadership responsibilities should be defined by understanding the practices most likely to improve teaching and learning. Determining the skills and strategies required of Physical Education administrators and identifying the differences in their administrative capabilities and management functions contribute to the identification of needs, the development of self - awareness and the detection of shortages in basic administrative and leadership skills of principals.

### **3. Theoretical Framework**

This study was grounded on the scholarly work of various authorities, studies, and frameworks on leadership skills and capabilities, management functions, leadership efficacy, active learning, and the tenets of quality teaching.

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, 2019). Moreover, school leaders are individuals who oversee and direct the activities of other people in the organization (Robbins et al., 2020). These areas are worth exploring for school leadership improvement and innovations. In the light of this information, this study aimed to assess physical education teachers' perceptions on the management functions of PE school administrators.

#### **Statement of the Problem**

The study assessed the practices of the P. E school administrators of their management functions at Guangdong Maoming Health Vocational College. Specifically, it sought answers to the following questions:

- (1) What is the profile of the PE teacher and middle administrator respondents in terms of:
  - Age
  - Educational attainment;

- Area of specialization

(2) What is the assessment of the respondents on the extent of practices of their administrators on their management functions in the following areas?

- Strategic Planning;
- Organizing;
- Directing /leading;
- Controlling?

(3) Is there a significant difference in the assessment of respondents on the extent of practices of their administrators on their management functions when they are grouped according to profile variables?

(4) What program can be proposed to enhance the executions of the management functions of the PE Administrators?

### Research Hypothesis

- 1) There is no significant difference in the assessment of the teacher respondents on the extent of practices of their administrators on their management functions when they are grouped according to profile variables?
- 2) There is no significant difference in the assessment of the middle administrator respondents on the extent of practices of their administrators on their management functions when they are grouped according to profile variables.

### Significance of the Study

The findings of the study will also be used to offer recommendations to the Chinese Ministry of Education and institutions of higher learning on the development of training programs for school principals, educators, and other school personnel.

- **Educators-** The study will assist educational authorities to check and stem out the exact needs of the students in guidance programs and services and infuse innovations in 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.
- **Administrators and Policy Makers-** The recommendations of this study have the ability to assist education policymakers and the higher education school leadership in planning and making appropriate decisions to strengthen guidance and counseling services that have the capacity to achieve the goals for which the programs are designed.
- **Future Researchers-** They would be able to determine the factors, sources, and issues concerning effective leadership of school leaders, their management functions, and leadership styles. Thus, they can set realistic and meaningful goals, recognize other needs and concerns as well as their weaknesses and strengths, and design practical interventions for a meaningful offering of guidance and counseling services with respect to students' intelligence.

- **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, such as the coaches' leadership efficacy and training activities of the athletes.

### Definition of Terms

The following terminologies applied in this study are hereby defined technically and operationally to describe better and understand the concepts and ideas.

- **Capability:** It refers not only to current knowledge, skills, qualities and understanding, but also to an individual's potential in each of these areas.
- **Controlling:** As used in this study, this variable refers to the process of ensuring that the organization is consistently attaining its objectives as planned.
- **Directing /Leading:** The primary purpose of this function is to make sure the measures formulated to achieve the desired goals and objectives are moving in the right direction. The workforce should aim to dedicate their efforts towards the pursuance of goals and objectives. (Pal, K., 2017). As used in this study, it relates to the school leaders' way of guiding teachers, training them, and solving their problems related to school and students' academic progress.
- **Strategic Planning:** As used in this study, it pertains to the physical education strategic plans geared towards achieving long - term goals and living up to the expectations expressed in the statement of mission and values of the schools. Tactical plans translate wide - ranging strategies into precise objectives and action plans initiated by the school principals and leaders.
- **Organizing:** Organizing involves certain functions, identifying activities required to achieve objectives, and implementing plans. (Pal, K., 2017). As utilized in this study, it relates to the school leaders' numerous functions, such as working out the job duties, activities, tasks, presentations, meetings, using technology and other innovative methods and ideas, etc. It is gearing up to implement decisions that result from the planning process.

### Scope and Delimitation of the Study

The study was carried out in Guangdong Maoming vocational college, China. The study will involve 131 physical education teachers and 28 PE administrators. The scope of the study encompassed the assessment of the P. E middle administrators and PE teachers on the practices of the management functions at Guangdong Maoming vocational college, China.

The study revolved around the selected profile variables of the PE middle Administrators and PE Teachers such as sex, age, educational attainment, and years of experience. Meanwhile, the management functions include the following areas: strategic planning; organizing; directing /leading; controlling.

The study investigated the differences among the variables mentioned above with respect to PE teachers' demographic

profiles. In data gathering and utilizing more complex statistical treatment, the study included descriptive statistics and comparative analysis with One - way ANOVA and post hoc analysis to interpret further and investigate the respondents' demographic data.

#### **4. Methodology**

##### **Research design**

This section presents the method of research to be utilized in this study. It involves the sources of data, instruments to be used, data gathering procedures, statistical tools, and how the data will be presented, analyzed, and interpreted. It likewise includes the description of the venue where the study will be conducted.

This study aims to investigate the management functions of the PE administrators as assessed by the physical education teachers and the middle administrators. This research approach allows the researcher to numerically analyze, compare, and correlate the relationships among the dependent and independent variables included in the study.

By utilizing this approach, the researcher was able to find any significant difference in the PE teachers' demographic data such as sex, age, educational attainment, and years of experience. The administrators' management functions will be compared by profile.

##### **Research Locale**

Established in March 2015, Guangdong MaoMing Health Vocational College is a full - time Public Vocational College approved by the People's Government of Guangdong Province and registered by the Ministry of Education. College planning covers an area of 571 acres, the total planning area of 315, 000 square meters. At present, there are nearly 10, 000 students in the school.

##### **Population and sampling technique**

The respondents of the study are the 131 physical education teachers and 28 PE administrators from Guangdong MaoMing Health Vocational College.

##### **Research Instruments**

The researcher utilized a survey questionnaire as the main instrument in gathering data for the quantitative component of the study. For the participants to have a complete understanding and appreciation of the questions indicated in the survey questionnaire, the research will apply the translation method from the English language to the Chinese language. This allows clarity of the questions and so to gather the exact data intended for this purpose. This questionnaire was composed of 4 - point rating scales. It consists of items that cover the PE administrators' management functions which include the following areas: strategic planning; organizing; directing /leading; and controlling, and leadership capabilities such as organizational direction, collaborative leadership, and instructional leadership.

##### **Validation of Instrument**

The researcher secured permission from the authors and ask for their approval to adopt the instruments of Somject, & Casela, (2018) for management functions. Meanwhile, the questionnaire on leadership capabilities was adopted from the 21st Century School Administrator skills Self - Assessment Questionnaire for Instructional Leaders. Some of the items in the SEQT were obtained from the NASSP Observer Assessment Questionnaire (2017).

In ensuring the validity of the survey questionnaire that was used in this study, the researcher also sought scholarly advice and guidance and collected suggestions from the three Physical Education experts who would attest to the substance of the questions, statements, and areas in the questionnaire where the data of this present study was collected. The validators were composed of two PE Chinese and one Filipino evaluator who were considered experts in Physical Education.

To establish the instrument's reliability, a pilot study was done to test the reliability of the questionnaire items. With the 105 items in the actual survey questionnaire conducted to 36 respondents who were not part of the actual study, the Cronbach Alpha computed test result was 0.842 showing the questionnaire employed is very reliable.

##### **Data Gathering Procedure**

The first procedure was to secure permission from the participating school at Guangdong Maoming Health Vocational College, China to allow the targeted physical education teachers and school leaders to participate in the said research undertaking. Afterward was the distribution of the survey questionnaire. The researcher personally distributed and retrieve the accomplished forms and assure the teacher - respondents that their identity was kept highly confidential.

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

##### **Statistical Data Analysis**

The responses to the survey questionnaire was tallied using the SPSS, and then they were tabulated and organized accordingly. The data was presented, analyzed, and interpreted using frequency, percentage, mean, standard deviation, independent samples t - test, and one - way ANOVA,

The following was used to interpret the WM:

Mean Range Verbal Description

3.51 – 4.00 Highly Implemented

2.51– 3.50 Implemented

1.51– 2.50 Low Implemented

1.00 – 1.50 Not Implemented at all

**Ethical Consideration**

This study was elaborated and clearly stated to the selected respondents that the study was for academic research only. Before conducting the survey questionnaire, the researcher secured a consent form that gives confirmation and consent from the respondents that they understand the purpose and objective of this study and agreed that the data gathered would strengthen the researcher’s study. The researcher made sure that she explains thoroughly and clearly everything to the respondents without any deception.

The researcher of this study secured that there would be no risk in participating in this study. And assured the information collected would be kept confidential and that the results of the survey could not be disclosed to anyone other than the researcher himself and those who responded to the questionnaire. Researchers are prohibited from mentioning celebrities by name when presenting the collected data to protect their privacy.

**5. Results and Analysis**

Result 1: Most of the PE teacher respondents are in their middle age, at least Master’s degree holders and are in the area of gymnastics.

**Table 1: Frequency Distribution of the Respondents’ Profile**

Profile	Frequency	Percentage
Age		
21 - 25 years old	46	18.4%
26 - 30 years old	33	13.2%
31 - 35 years old	37	14.8%
36 - 40 years old	42	16.8%
41 - 45 years old	54	21.6%
More than 45 years old	38	15.2%
Total	250	100%
Educational Attainment		
Bachelor’s degree	49	19.6%
w/ Master’s units	47	18.8%
Master’s degree	51	20.4%

w/ Doctoral units	50	20.0%
Doctoral degree	53	21.2%
Total	250	100%
Area of Specialization		
Fitness & Health	47	18.8%
Gymnastics	64	25.6%
Sports	48	19.2%
Dance	53	21.2%
Recreational Activities	38	15.2%
Total	250	100%

As shown in Table 1, Forty six (46) or 18.4% of the PE teacher respondents are within the age group of 21 - 25 years old, thirty three (33) or 13.2% are within 26 - 30 years old, thirty seven (37) or 14.8% are within 31 - 35 years old, forty two (42) or 16.8% are 36 - 40 years old, fifty four (54) or 21.6% are within 41 - 45 years old, and thirty eight (38) or 15.2% are more than 45 years old. This goes to show that most of the PE teacher respondents are in their middle age. Forty nine (49) or 19.6% of the PE teacher respondents are Bachelor’s degree holders, forty seven (47) or 18.8% have already earned units in their Master’s degree program, fifty one (51) or 20.4% are Master’s degree holders, fifty (50) or 20% have earned units in their Doctoral degree program, and fifty three (53) or 21.2% have already earned their Doctoral degree. The result shows that most of the PE teachers are at least Master’s degree holders. Forty seven (47) or 18.8% of the PE teacher respondents are in the Fitness and Health area of specialization, sixty four (64) or 25.6% in the area of Gymnastics, forty eight (48) or 19.2% in sports, fifty three (53) or 21.2% in dance, and thirty eight (38) or 15.2% in the area of recreational activities. This indicates that most of the PE teacher respondents are in the area of dancing.

Result 2: Most of the PE teacher respondents think that their management functions practices in Directing/Leading was highest and least functions practices in Strategic Planning.

**Table 2: Summary of the Teacher Respondents’ Assessment on the Extent of Practices of their Administrators on their Management Functions**

Management Functions	Mean	SD	Qualitative Description	Interpretation	Rank
Strategic Planning	2.49	0.36	Slightly Implemented	Slightly Practiced	4
Organizing	2.51	0.36	Implemented	Practiced	2.5
Directing/Leading	2.52	0.36	Implemented	Practiced	1
Controlling	2.51	0.45	Implemented	Practiced	2.5
Over - all Mean	2.51	0.20	Implemented	Practiced	

As shown in Table 2, directing/leading was the most practiced management function of the administrators as assessed by the PE teacher respondents, while organizing and controlling found to be the second among the identified indicators. On the other hand, strategic planning was found to be slightly practiced by the administrators as observed by the PE teacher respondents. An over - all mean value of 2.51 reveals that the management functions are being implemented and practiced by the administrators as perceived by the PE teacher respondents. The success of education must be supported by all elements that support it,

both from teachers, students and parents, school committees, or the education office, but the administrator’s role has a significant influence on actual achievement, which can be seen through student and school achievement. According to (Bustan, Herculanus Bahari, Sindju & Suib, 2019), the administrator’s role as the education unit's captain has a central and strategic point to guide a school that can achieve national education goals and priorities that must be carried out maxi mall.

**Result 3:** There is no significant difference in the assessment of respondents on the extent of practices of their administrators on their management functions when they are grouped according to profile variables.

**Table 3:** Differences in the Assessment of the Respondents on the Extent of Practices of their Administrators on their Management Functions When Grouped According to Age

Management Functions	Age	Mean	SD	Computed F - value	Sig	Decision on Ho	Interpretation
Strategic Planning	21 - 25 y/o	2.45	0.38	1.12	0.35	Accepted	Not Significant
	26 - 30 y/o	2.56	0.36				
	31 - 35 y/o	2.42	0.39				
	36 - 40 y/o	2.44	0.33				
	41 - 45 y/o	2.54	0.36				
	>25 y/o	2.52	0.33				
Organizing	21 - 25 y/o	2.43	0.35	1.63	0.15	Accepted	Not Significant
	26 - 30 y/o	2.52	0.35				
	31 - 35 y/o	2.58	0.40				
	36 - 40 y/o	2.59	0.36				
	41 - 45 y/o	2.52	0.34				
	>25 y/o	2.43	0.36				
Directing/Leading	21 - 25 y/o	2.45	0.38	1.05	0.39	Accepted	Not Significant
	26 - 30 y/o	2.56	0.39				
	31 - 35 y/o	2.51	0.35				
	36 - 40 y/o	2.55	0.39				
	41 - 45 y/o	2.58	0.36				
	>25 y/o	2.45	0.27				
Controlling	21 - 25 y/o	2.60	0.47	0.74	0.60	Accepted	Not Significant
	26 - 30 y/o	2.45	0.46				
	31 - 35 y/o	2.44	0.53				
	36 - 40 y/o	2.49	0.37				
	41 - 45 y/o	2.52	0.40				
	>25 y/o	2.53	0.47				
Over - all	21 - 25 y/o	2.48	0.21	0.68	0.64	Accepted	Not Significant
	26 - 30 y/o	2.52	0.23				
	31 - 35 y/o	2.49	0.20				
	36 - 40 y/o	2.52	0.22				
	41 - 45 y/o	2.54	0.16				

As shown in Table 3, PE teacher respondents have obtained a computed F - value of 1.12 in terms of strategic planning with the significance value of 0.35. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents

when they are grouped according to age. This goes to show that PE teacher respondents have relatively the same assessment on the extent of practices of their administrators on their management functions in terms of strategic planning regardless of their age.

**Table 4:** Differences in the Assessment of the Respondents on the Extent of Practices of their Administrators on their Management Functions When Grouped According to Educational Attainment

Management Functions	Educational Attainment	Mean	SD	Computed F - value	Sig	Decision on Ho	Interpretation
Strategic Planning	Bachelor degree	2.39	0.35	1.25	0.29	Accepted	Not Significant
	w/ Masters units	2.52	0.34				
	Master's degree	2.52	0.31				
	w/ Doctoral units	2.51	0.43				
	Doctoral degree	2.51	0.36				
Organizing	Bachelor degree	2.54	0.32	0.85	0.49	Accepted	Not Significant
	w/ Masters units	2.57	0.37				
	Master's degree	2.45	0.39				
	w/ Doctoral units	2.47	0.34				
	Doctoral degree	2.52	0.38				
Directing/Leading	Bachelor degree	2.52	0.37	0.37	0.83	Accepted	Not Significant
	w/ Masters units	2.47	0.35				
	Master's degree	2.50	0.35				
	w/ Doctoral units	2.53	0.40				
	Doctoral degree	2.55	0.33				
Controlling	Bachelor degree	2.55	0.30	0.73	0.57	Accepted	Not Significant

	w/ Masters units	2.52	0.50	0.56	0.69	Accepted	Not Significant
	Master's degree	2.48	0.44				
	w/ Doctoral units	2.43	0.47				
	Doctoral degree	2.56	0.49				
Over - all	Bachelor degree	2.50	0.19				

As shown in Table4, PE teacher respondents have obtained a computed F - value of 1.25 in terms of strategic planning with the significance value of 0.29. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents

when they are grouped according to educational attainment. This goes to show that PE teacher respondents have relatively the same assessment on the extent of practices of their administrators on their management functions in terms of strategic planning regardless of the educational level they have attained.

**Table 5:** Differences in the Assessment of the Respondents on the Extent of Practices of their Administrators on their Management Functions When Grouped According to Area of Specialization

Management Functions	Area of Specialization	Mean	SD	Computed F - value	Sig	Decision on Ho	Interpretation
1. Strategic Planning	Fitness & Health	2.49	0.4	0.12	0.98	Accepted	Not Significant
	Gymnastics	2.52	0.34				
	Sports	2.47	0.33				
	Dance	2.5	0.36				
	Recreational Activities	2.47	0.37				
2. Organizing	Fitness & Health	2.61	0.38	3.95	0.4	Accepted	Not Significant
	Gymnastics	2.42	0.33				
	Sports	2.4	0.36				
	Dance	2.53	0.35				
	Recreational Activities	2.62	0.33				
3. Directing/Leading	Fitness & Health	2.59	0.39	0.9	0.47	Accepted	Not Significant
	Gymnastics	2.48	0.39				
	Sports	2.47	0.32				
	Dance	2.54	0.32				
	Recreational Activities	2.5	0.39				
4. Controlling	Fitness & Health	2.59	0.44	0.94	0.44	Accepted	Not Significant
	Gymnastics	2.53	0.44				
	Sports	2.48	0.44				
	Dance	2.51	0.39				
	Recreational Activities	2.41	0.55				
Over - all	Fitness & Health	2.57	0.21	2.18	0.72	Accepted	Not Significant

As shown in Table5, PE teacher respondents have obtained a computed F - value of 0.12 in terms of strategic planning with the significance value of 0.98. Since the significance value is higher than the set 0.05 level of significance, null hypothesis is accepted which means that there is no significant difference in the assessment of the respondents when they are grouped according to area of specialization. This goes to show that PE teacher respondents have relatively the same assessment on the extent of practices of their administrators on their management functions in terms of strategic planning regardless of their area of specialization.

management functions instrategic Planning, organizing, directing /leading and controlling, And finally the result indicates that PE teacher respondents have relatively the same assessment on the extent of practices of their administrators on their management functions in terms of strategic planning, organizing, directing/leading, and controlling regardless of their area of specialization. The results of the study prompted the researchers to develop strengthening programs for the college, improve school physical education practice managers, and give full play to its positive role in student growth and school development.

**6. Discussion**

**Summary of Findings**

This study collects the profile of the PE teacher and middle administrator respondents in terms of age, educational attainment and area of specialization, and uses the personal profile of the administrator respondents as variables to evaluate theirthe assessment of the respondents on the extent of practices of their administrators on their

**7. Conclusion**

Based on the findings, the following have been concluded:

- 1) PE teachers are mostly in their middle age, holding at least Master' s degree while a number of them also earned their Doctoral degree, and with area of specialization in dance or gymnastics.
- 2) PE teachers did not see much of the strategic planning from their administrators as part of their management functions while organizing, directing/leading, and

controlling have seen by them as practiced by the administrators.

- 3) PE teachers have relatively the same perceptions on the practices of their administrators on their management functions regardless of their age, educational attainment, and area of specialization.

## 8. Recommendations

- 1) Improve physical education managers' leadership skills to ensure efficient and effective school management.
- 2) Broaden the sources of school administrative funding to meet the budget requirements of different school activities and teaching effects.
- 3) Encourage faculty and other stakeholders to participate in formulating strategic plans of the institution thereby reinforcing collaborative cultures and professional learning communities for the school improvement and strategic action.
- 4) Teachers may be provided or be given assistance to go for strategic planning courses for a continuous learning opportunities. The college should consider the importance of including training as a key element in their strategic planning process.

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