

Teacher Leadership and Student Attitude Toward Physical Education Activities

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Abstract

The study adopted a quantitative research design. It seek numerical description of teacher leadership and the students' attitude toward physical education. It will also determine whether teacher leadership can predict students' attitude towards physical education. The researchers used physical education teachers and physical education students at Yulin College as the subjects of the study. Out of 65 physical education teachers, the needed minimum sample size is 56. From the 523 physical education students, the needed sample size is 280. This number of respondents will be randomly selected from the classes of the teacher respondents. This study found that: Student respondents' attitudes toward physical activity were assessed with a mean of 3.38 or positive for the participation factor; a mean of 3.39 or positive for satisfaction; and a mean of 3.39 or positive for commitment. The overall mean score was 3.39 or positive. teacher respondents' assessment of teacher leadership, where the Vision and Goals factor averaged 3.19 or Evident; Motivation and Inspiration averaged 3.32 or Evident; Communication and Collaboration averaged 3.24 or Evident; Instructional Skills averaged 3.30 or Evident; and Change and Development averaged 3.32 or Evident; and the overall mean score was 3.27 or in the Evident category. the calculated r-value of teacher leadership and students' attitude towards physical activity is 0.941 with a significance value of 0.000. this means that there is a significant positive correlation between teacher leadership and students' attitude towards physical activity. An intervention program to improve teacher leadership and students' attitudes towards physical activities was proposed.

Keywords

Teacher Leadership, Student Attitudes, Physical Activity.

1. Introduction

There are diverse factors affecting the physical health of college students, but it is undeniable that the self-held sports attitude and its ability to actively engage in physical exercise later in life play an important role in their physical health [1]. Physical activity is a conscious behavior that is carried out according to a certain plan and is subjective in nature, and the root of physical behavior lies in the kind of attitude one holds toward sports, and although there may be a mismatch, it is undeniable that the correspondence between physical attitude and behavior is still very, very close [2]. Therefore, the study of sport attitudes has an important impact on improving on improving the physical health of college students.

Foreign countries have long begun to pay attention to the aspect of students' sports attitudes and focus on the cultivation of students' sports attitudes in university physical education. However, the current domestic research on college students' attitudes toward physical education is too narrow, and the survey only reflects a certain aspect of college students' attitudes toward physical education in a certain region, and there is a lack of comprehensive and comparative research [3]. Moreover, the study only analyzed the results of the survey to

draw a statement of conclusion, lacking further exploration of characteristics and patterns and comparative studies for university categories [4]. The great development of higher education has played a significant role in the process of education popularization, and what are the characteristics of college students' awareness of sports, their interests, behavioral consciousness and the current situation of sports behavior should be the focus of research for college sports workers.

The lack of physical activity among youth is currently a problem, as are their attitudes toward physical education, and teacher leadership is a possible factor. Teachers are the primary organizers and instructors of physical activity for youth, and their attitudes and behaviors can directly affect students' interest and participation in physical activity. Teachers' leadership styles and behavioral patterns can influence students' attitudes and behaviors; for example, encouraging and supporting students to participate in physical activities can increase students' self-confidence and motivation. Thus, teacher leadership is an important influencing factor for the development and promotion of youth physical activity.

The university period is a critical period for cultivating personal values and outlook on life, so it is crucial to cultivate college students to understand the value of sports and to form Evident sports attitudes and sports behaviors during this period[5]. And whether college students develop Evident physical exercise habits plays an important role in establishing the idea of lifelong sports and implementing lifelong sports, so it is important to cultivate positive sports attitudes among college students, and the improvement of college students' sports attitudes is the key to improving the quality of sports for all.

Teacher leadership is a new field of school management research and a new exploration of leadership theory into the professional field of teachers. The need to build a high-quality teaching force in the new era requires teachers to have several comprehensive competencies, and teacher leadership is the embodiment of comprehensive competencies [6]. It is teachers who are an important part of school membership, and tapping into their leadership skills and group strengths will maximize school development.

Teacher leadership has been researched and proven to have positive effects in enhancing students' academic achievement and sense of democracy, promoting teachers' professional development in groups, and improving school culture [7]. The current research on teacher leadership in China is mainly at the theoretical level, and empirical studies are still scarce, especially for physical education teacher leadership.

This study adopts a quantitative research design to obtain data on variables by distributing questionnaires to physical education teachers and physical education students in Yulin College to describe the current situation and differences in leadership of physical education teachers, the current situation and differences in physical education students' attitudes toward physical education, and the relationship between the two. The purpose of the study is to raise awareness and improve the leadership of teachers, to enhance the leadership of teachers, to make teachers change from individual perspective to organizational perspective, to think from the perspective of "leader", and to enhance the sense of responsibility and mission of teachers. The aim is to raise awareness of the importance of developing Evident attitudes toward sports among college students, where people are subjectively motivated by certain concepts to achieve the desired effect of physical activities.

2. Methodology

2.1. Research Design

The study adopted a quantitative research design. It was seek numerical description of teacher leadership and the students' attitude toward physical education. It was also determine whether teacher leadership can predict students' attitude towards physical education.

2.2. Sampling Method

The researchers used physical education teachers and physical education students at Yulin College as the subjects of the study. Out of 65 physical education teachers, the needed minimum sample size is 56. This number is calculated using a Cochran equation for small population. From the 523 physical education students, the needed sample size is 280. This number of respondents were randomly selected from the classes of the teacher respondents. The samples per teacher were distributed proportionately.

2.3. Data Gathering Instrument

The study used a self-designed questionnaire as the primary data collection tool. There are two questionnaires in this study, one is the teacher leadership questionnaire and the other one is the student attitude towards physical education questionnaire. The initial draft of the questionnaires were undergo face validation and content validation. After validation, the survey questionnaire was pilot tested and its reliability was tested using Cronbach Alpha. The acceptable alpha value ranges from 0.70 to 0.90.

2.4. Data Gathering Procedure

Before the implementation of the questionnaire, the consent of the school and the informed consent of the subjects were obtained. The main test was conducted by trained teachers/staff/trained assistant. Each participant was given a link to complete the questionnaire. Before the test, the subjects explained the relevant requirements and instructions, emphasizing the principle of confidentiality, and the subjects began to answer after confirming that they are clear. After the test, participants all received a small gift to express their gratitude.

The researcher first seek the approval of the president of Yulin College for the conduct of the study. Once the approval is given, the questionnaires were administered to the respondents through online forms. The means of the responses in the questionnaire was interpreted using the scale below.

3. Analysis And Interpretation Of Data

3.1. Summary of attitude towards Physical activities Assessments

Table 1: Overall Assessment of attitude of students towards Physical activities

Variables	Mean	Interpretation
Involvement	3.38	Positive
Satisfaction	3.39	Positive
Commitment	3.39	Positive
Overall	3.39	Positive

Legend: 3.51-4.00 Very Positive/Very High Level; 2.51-3.50 Positive/High Level; 1.51-2.50 Negative/Low Level; 1.00-1.50 Very Negative/Very Low Level

Table 1 shows the assessment of student respondents' attitudes towards physical activities, where the participation factor has a mean of 3.38 or positive, which implies that student respondents regularly participate in physical activities and give their best effort to it; satisfaction has a mean of 3.39 or positive, which implies that student respondents enjoy the enjoyment and challenge of physical activities and believe that participation in physical

activities has a positive impact; and commitment had a mean of 3.39 or positive, indicating that they maintain a strong desire and commitment to continue participating in physical activity. Student respondents believe that participation in sports is important for personal growth and development and are willing to continue to participate at a higher level of competition or activity. However, for the aspect of maintaining commitment in the face of difficulties or setbacks, student respondents scored slightly lower on average and require further attention and support. The overall mean score was 3.39, or in the positive category, which suggests that student respondents demonstrated positive attitudes towards participation, satisfaction and commitment to physical activity. Overall, the student respondents' attitudes towards physical activity were positive, which suggests that there is a general willingness to participate in and work towards physical activity, as well as satisfaction with their participation and maintaining a strong desire and commitment to physical activity among the students interviewed.

This is consistent with many previous research trends and findings. Students' participation is closely related to their attitudes and level of engagement, satisfaction is related to the enjoyment and challenge of physical activity and the positive effects on physical and mental health, and commitment is related to perceptions of personal growth and development and a desire and commitment to continue to participate in physical activity [8]. However, the aspect of maintaining commitment in the face of difficulties or setbacks may require more support and encouragement. Van Winkle (2023) found that physical activity has a positive impact on adolescents' engagement [9]. Physical activity promotes their physical activity level, develops motor skills and improves physical fitness. Rinchen Tso. (2021) showed that adolescents are more likely to be actively involved in physical activity when they are satisfied with their physical abilities [10]. Adolescents who participate in sports activities are satisfied with their physical and psychological state. Their self-esteem and self-concept will improve, which positively affects their satisfaction. Li, S. & Lai, L. (2021) showed that commitment is one of the most important motivators for students to sustain their participation in physical activity [11]. Life skill development in sports can also enhance students' commitment to physical activities. Li Hang (2018) showed that students' enthusiasm and commitment to physical activities are closely related to their participation and satisfaction [12].

3.2. Overall teacher leadership

Table 2: Summary of teacher leadership

Variables	Mean	Interpretation
Vision and Goals	3.19	Evident
Motivation and Inspiration	3.32	Evident
Communication and Collaboration	3.24	Evident
Teaching Skills	3.30	Evident
Change and Development	3.32	Evident
Composite Mean	3.27	Evident

Legend: 3.51-4.00 Very evident; 2.51-3.50 Evident; 1.51-2.50 Slightly evident; 1.00-1.50 Not evident

Table 2 shows the assessment of teacher leadership by the teacher respondents where the vision and goals factor averaged 3.19 or Evident; motivation and inspiration averaged 3.32 or Evident; communication and collaboration averaged 3.24 or Evident; teaching skills averaged 3.30 or Evident; and change and development averaged 3.32 or Evident; and the overall mean

score was 3.27 or in the Evident category. This shows that among the teachers interviewed, teacher leadership is recognized and supported to some extent in all aspects, and they show better performance in the areas of vision and goals, motivation and inspiration, communication and collaboration, teaching skills, and change and development. This had a positive impact on teachers' professional development and on improving students' attitudes towards physical activity.

This finding is supported by Shen, H. L. (2019) who argues that training and development opportunities may enable them to better understand and apply knowledge and skills in the areas of vision and goals, motivation and inspiration, communication and collaboration, teaching skills, and change and development[13]. Schools or educational institutions may value leadership development for teachers and provide support and resources accordingly[9]. This includes providing professional development programs, teaching resources and mentoring, and encouraging teachers to engage in collaborative and innovative activities. Sherry Zhang (2022) found that the contribution of teacher leadership to student learning is related to leaders' self-efficacy[14]. Teacher leadership can motivate students to learn and strive by setting clear visions and goals. The study noted that motivation and meeting human needs are closely related to behavioral autonomy. A study by Darey Jiang (2022) showed that there is a correlation between teacher leadership and students' motivation to learn[15]. Teacher motivation and encouragement can motivate students to learn and participate in physical activities. The study focused on organizational approaches in school improvement and emphasized the importance of communication and collaboration. Huang, C.-P's (2022) study stated that teachers need to have the ability to work with others in order to facilitate student learning and growth[16]. Very evident teaching skills help to improve student academic achievement and engagement, demonstrating the importance of effective school leadership on student achievement.

3.3. The relationship between teacher leadership and students’ attitude towards physical education activities

Table 3: Relationship between teacher leadership and students’ attitude towards physical education activities

		Involvement	Satisfaction	Commitment	attitude towards physical education activities
Vision and Goals	r	0.889	0.862	0.873	0.899
	sig	0.000	0.000	0.000	0.000
Motivation and Inspiration	r	0.884	0.877	0.901	0.913
	sig	0.000	0.000	0.000	0.000
Communication and Collaboration	r	0.896	0.858	0.832	0.886
	sig	0.000	0.000	0.000	0.000
Teaching Skills	r	0.889	0.884	0.850	0.899
	sig	0.000	0.000	0.000	0.000
Change and Development	r	0.783	0.783	0.752	0.794
	sig	0.000	0.000	0.000	0.000
teacher leadership	r	0.930	0.913	0.902	0.941
	sig	0.000	0.000	0.000	0.000

Legend: a significance value of sig less than 0.05 rejects the original hypothesis and indicates a significant difference.

As shown in Table 3, the calculated r value of the respondents' teacher leadership and students' attitudes towards physical activities is 0.941 with a significance value of 0.000. The hypothesis is rejected as the significance value is less than the set level of significance 0.05. This means that there is a significant positive correlation between teacher leadership and students' attitude towards physical activities.

This result shows the significant influence of teacher leadership on students' attitudes towards physical activities. Teachers' leadership behaviors, motivational and inspirational skills, communication and collaboration skills, teaching skills, and the ability to lead change and development are all closely related to students' attitudes toward physical activity. Teachers with higher levels of teacher leadership were more likely to inspire students, provide support and guidance, and motivate them to have positive attitudes toward physical activity. This result also emphasizes the important role of teachers in shaping student attitudes. Teacher leadership is more than just imparting knowledge and skills; it is a key factor in the overall development of students. Through positive teacher leadership, teachers are able to inspire students to engage, enjoy, and challenge themselves in physical activity and promote their physical health, mental well-being, and the development of positive socialization and teamwork skills.

Teacher leadership showed a significant positive correlation with students' attitudes toward physical activity. This means that teachers with higher levels of teacher leadership are more able to motivate students to have positive attitudes towards physical activity. Teacher leadership includes the ability to motivate and inspire students, positive communication and collaboration, professional teaching skills, and the ability to lead change and development. By performing in these areas, teachers are able to stimulate students' interest in physical activity, provide support and guidance, and help them develop positive attitudes.

Teacher leadership is closely related to the role of teachers as role models and guides [17,18]. Teachers' behaviors and attitudes have a significant impact on students. By demonstrating positive attitudes toward physical activity, actively participating, and building rapport with students, teachers are able to serve as role models for students and inspire their interest and commitment to physical activity. At the same time, through effective communication and collaboration, teachers are able to build positive relationships with students, parents, colleagues, administration, and the community, further promoting positive attitudes toward physical activity. Teacher leadership does not only have an impact on students' attitudes toward physical activity, but it also has a positive impact on students' overall development [19]. By providing motivation and encouragement, individualized support and guidance, teachers can help students reach their potential and improve their performance and abilities in physical activity. Teachers' pedagogical skills, creativity, and up-to-date educational practices can also provide students with rich learning experiences and opportunities for their overall development.

Liu Min (2019) showed that teacher leadership has a positive impact on students' willingness and behavior to participate in physical activities [20]. Motivational and supportive teachers can stimulate students' interest and enthusiasm in participating in physical activities and increase their participation. Teachers develop positive attitudes toward physical activity by providing support and guidance, helping students to overcome difficulties and improve their skill levels, and giving positive feedback so that students have positive feelings and experiences about participating in physical activity. Teachers' goal-setting and organizational skills are also important factors that affect student participation. Teachers who set clear goals and provide Evident organization and scheduling help motivate students to participate in physical activities [21].

Song, Minqian (2018) showed that teachers' leadership styles and teaching skills are closely related to students' satisfaction with physical activities [22]. Motivational, supportive, and instructional teachers can provide a favorable learning environment and teaching experience

and increase students' satisfaction with physical activity. Teachers' teaching strategies and methods have an impact on students' attitudes toward physical activity. When teachers use innovative teaching methods, provide diverse learning resources and materials, and provide students with individualized learning plans, they are able to stimulate students' interest and active participation in learning, which in turn affects their attitudes toward physical activity. Evident communication and cooperation between teachers and students also have a significant impact on student satisfaction. Teachers who establish a positive interactive relationship with students can meet their needs and enhance their satisfaction with physical activities [23]. Teachers' motivation and encouragement can enhance students' level of commitment to physical activity and keep them interested and engaged in physical activity for a long time[24]. Teachers' concern for students' personal growth and development can also promote students' commitment to physical activity. Teachers' support and care make students realize that physical activity is important to their development and future, enhancing their sense of commitment to physical activity[25].

To test the hypotheses, a linear regression was conducted with teacher leadership as the independent variable and students' attitudes toward physical activity as the dependent variable.

Table 4: Linear Regression Result

	Beta	p-value	Interpretation	Ho Decision
(Constant)	3.997	.000		
Vision and Goals	0.315	.011	predictor	Reject
Motivation and Inspiration	0.294	.009	predictor	Reject
Communication and Collaboration	0.327	.010	predictor	Reject
Teaching Skills	0.410	.007	predictor	Reject
Change and Development	0.289	.018	predictor	Reject
teacher leadership	0.287	.015	predictor	Reject

Attitudes towards physical activity (Dependent Variable)

As shown in Table 12, the Beta value of Teacher Leadership is 0.287, p=.015. this implies that Teacher Leadership predicts students' attitudes towards sports. The null hypothesis that "teacher leadership does not predict students' attitudes towards sports" was rejected. The regression equation shows the predictive power of teacher leadership:

$$y = 0.315x_1 + 0.294x_2 + 0.327x_3 + 0.410x_4 + 0.289x_5 + 0.287x_6 + 3.997 \tag{1}$$

This means that for every one unit change in teacher leadership, exemplary leadership changed by 0.287 units. This finding is consistent with the findings of Shen, Yue (2020), which showed that teacher motivation and encouragement had a significant effect on students' attitudes towards physical activity participation[26]. Students were more likely to be actively involved when teachers were able to stimulate interest in physical activity and provide positive feedback. In addition, teachers' communication and cooperation skills were also closely related to students' attitudes toward sport. When teachers are able to build rapport with students and work cooperatively with them, students typically have more positive attitudes toward physical activity. Teacher leadership is not limited to the educational classroom; it can also play a key role in physical activity and physical education programs. Students' attitudes toward physical activity can influence their level of participation and motivation to engage in physical activity,

so understanding and reinforcing the role of teacher leadership in this area can help to increase students' participation and motivation in physical activity.

4. Conclusion

There is an overall positive trend in students' attitudes towards physical activity. Positive attitudes towards physical activity were strongly associated with student participation, satisfaction and commitment, suggesting that positive attitudes promote deeper participation and engagement.

Teachers demonstrated some leadership. Positive assessments of teacher leadership were closely related to their vision and goal setting, motivational and inspirational skills, communication and collaboration skills, instructional skills, and capacity for change and development, suggesting that Evident teacher leadership positively impacts students in multiple ways. Teachers possess certain competencies and attributes in these leadership areas that provide positive guidance and support for student growth and development in school and physical activity.

Teacher leadership is significantly and positively related to students' attitudes towards physical activity. Teachers' leadership behaviours and attitudes can positively influence students' participation and attitudes towards physical activity. Teacher leadership is predictive of students' attitudes towards physical activity, which emphasises the importance of teachers in stimulating students' interest and enthusiasm for physical activity and developing positive attitudes.

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