

# The Relationship Between the Physical Education Teachers' Job Satisfaction, Personality Traits, Leadership Behavior, And Influence Job Performance Secondary Physical Educations Teachers in Selangor State.

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## Abstract

This research aims to investigate Selangor secondary school physical education teachers' job performance and the influencing factors of job satisfaction, personality traits, and leadership behavior toward their job performance at work. This research uses the quantitative method and is supported by the quantitative thorough interview with 6 selected PE teachers from six types of schools in Selangor under the method. A sample size of 289 was selected through two-staged random sampling to represent the target population. Based on the research objectives of this study, data were analyzed using descriptive and inferential statistics such as frequency analysis, descriptive analysis, and, Pearson's Product Moment Correlation analysis. The objective is to identify the relationship between personality traits, job satisfaction, and leadership behavior toward job performance. Personality traits showed the highest correlation to the level of job performance of PE school teachers. In addition, the analysis also showed that these teachers' job performance might be strongly affected by their co-workers, promotion, pay, and communication. Nature of work, benefit, supervision, reward, and operation condition might also be other factors that influenced this PE education teachers' job satisfaction towards their work. The higher level of openness seemed to be parallel to the level of job performance. The leadership behavior of the superior shows a positive impact on the PE secondary school teachers' performance as well. Surprisingly their job satisfaction showed the lowest significance towards their job performance. The finding also shows the relationship between job satisfaction, personality traits, and leadership behavior on job performance was linear and significantly positive. The finding of this study would greatly benefit the Ministry of Education (MOE), particularly in planning for better strategies and also new policies in implementing the Education Development Blueprint 2013 – 2025.

**Keywords:** Job performance, job satisfaction, personality traits, leadership, behaviors

## Introduction

Education has always been one of the top priorities in Malaysia as it strives to achieve the status of a developed nation by Vision 2020. The Malaysian government has invested a considerable portion of its annual expenditure on education in terms of infrastructures and human resources development. With globalization and advanced technological developments, Malaysia aims to remain at the forefront in tandem with the current developments. Implementation of Vision 2020 for the teachers must start with

quality teachers or high-performance teachers, one of the most significant costs for improving Malaysia's education is training the teachers. Improving the efficiency and competency of teachers in Malaysia is important to ensure successful teacher training programs as well as to ensure that those who want to work as teachers are interested to join the field of teaching. In addition to this, we must also ensure that competent and proficient student teachers are enrolled in the teacher training program. (Laporan Teachers Metter: Attraction, developing and retaining effective teachers (OECD 2010). Ministry of Education has promoted the modern concept of education, namely the gifted and whole children program.

The National Education Policy (NPE) has adopted this new education style and one of the programs is adopted in Physical Education as part of the school program. The ministry requires high-quality or high-performing teachers in the field of Physical Education. At the moment, even the professional knowledge and great skills of physical education (PE) teachers may be inadequate to teach and educate effectively (Arrighi & Young, 1987). The Ministry also designs and develops curricula, syllabuses, and examinations for all schools. Furthermore, 16 State Education departments are responsible for carrying out the implementation of educational policies and plans established at the federal level. Based on the feedback provided to the central Agency, the State Education Department also coordinates, monitors, and implements national education programs, projects, and activities at the district level. In 1982, District Education offices (PPD) were set up in every state to have more effective management control over the schools and serve as an effective link between the schools and the State Education Department (JPN). The preparation of PE education inputs whether, in its physical or non-physical form for the improvement of education, excellence will give a lesser impact if the management and education leadership fail to implement them effectively.

This study focuses on physical education teachers or commonly known as PE teachers. PE teachers are teachers who are responsible for the education of secondary and primary school students in physical activity and games. Specifically, it is a standard subject in schools all over the world in which students receive lessons in physical exercise to promote a good and healthy lifestyle. In Malaysia, physical education is a designated school program taught to all student age groups as required (6-18 years old age from Index book Bahagian Perancangan dan Penyelidikan Dasar Pendidikan August 2016 KPM). There are 38,502 (PE teachers, Data from BPPD KPM 31 August 2017) PE teachers who were posted around Malaysian schools. Only 19,000 (PE teachers, Data from BPPD KPM 31 August 2017) of them still teach physical education subjects across Malaysian schools. There are 12,318 (PE teachers, Data from BPPD KPM 31 August 2017) female PE teachers who do not teach the physical education subject anymore. All the data shows that PE teachers do not seem to be of much important profession in the Malaysian school system. Their job performance is highly important in achieving educational goals and objectives in general and schooling organizations in particular.

Job performance has been characterized as an employee's incentive who has completed their task over some time (Motowidlo, Borman, and Schmidt, 1997). This definition, although fairly technical, incorporates thoughts that are worth breaking down: first, performance is a way of conduct, or, clearly expressed, what individuals do at work, and second, is an employee's behavior increasing the value of the organization. For instance, an employee's behavior may be perceived as helping or hindering the organization, however, the effect of the employee's behavior is seldom measured to their value is essentially expected. Teaching then was deemed the most attractive profession as they worked half a day, five days a week, and less burdensome. Today the scenario is different in Malaysia. PE teachers complain about having so much administrative work that they have little time to devote to teaching in the classroom and field. Most of them have to stay back daily for meetings, co-curricular activities, practice for competitions or to finish marking and writing reports (Laporan Kajian Tugas Dan Tanggung Jawab, MOE 2016). They are now expected to keep abreast of technological advancements, especially in information and communications technology, and incorporate them into the classroom and field which puts pressure especially for

PE teachers who are non-IT savvy. Job satisfaction is the PE teacher's individual pleasurable or positive emotional state or how content the PE teacher's individual is resulting from the appraisal of his or her own work experience. The satisfaction attained by PE teachers' individuals from accomplishing tasks and performing at a high level. Besides job satisfaction, the second factor which has been found to significantly influence job individual performance is PE teachers' personality traits refer to the unique expression of the characteristics of an individual. Each one of us falls into a type, based on our dominant characteristics but we can also have the traits of others. One's personality is a complex combination of qualities that makes one unique and gives one his identity. It involves each case and analyses the combination of qualities and attributes that are characteristic of the individual person-personality resulting from an individual combination of attributes qualities and behavior patterns (Scott, 1978). At the school level, it becomes the responsibility of the school head/principal to oversee the management of schools and to lead within applicable education policies. Because they operate within a policy framework it is therefore reasonable to examine the effectiveness of their educational leadership behavior practices in promoting fair and social justice in their schools. PE teachers have their perceptions of the principals and perceived unfairness of principals may encourage PE teachers to reject managerial decisions. This research aims to identify the relationships between job satisfaction, personality traits, and leadership behaviors on job performance among

## Physical Education Teachers at the secondary schools in Selangor Problem Statement

A report by Pemantauan Jemaah Nazir, Kementerian Pendidikan Malaysia (2010) involving 36 schools and 68 teachers in nine states (34.2% physical education option, 66.7% non-physical education option), showed that PE teachers' job performance to be 58% at the average level and 20% were weak. It was also found that 65.3% of the PE teachers surveyed could state the objectives explicitly, only 49.5% of non-option teachers were able to teach according to the teaching progression (primary schools, 49.8%), 46.2% of them could detect and correct students' weaknesses, 56.6% of them could provide feedback to students and only 47.2% of them did self-evaluation on their strengths and weaknesses. The report also revealed startling information whereby PE teachers taught sports skills that were not found in the syllabus and they also did not prepare PE lessons (Laporan Pemantauan Jemaah Nazir, Kementerian Pendidikan Malaysia 2010). This research aims to study job performance, job satisfaction, personality traits, and leadership behaviors among PE teachers at secondary schools in Selangor based on a few models and theories that influence their job performance. This research aims to examine the level of job performance, job satisfaction, personality traits, and leadership behaviors among physical education teachers at secondary schools in Selangor. Significant importance of this research to other researchers and professionals in the Malaysian physical education system as it is directly concerned with improving the teaching performance of physical education. The findings of this study would greatly benefit the Ministry of Education including the school leaders and PE teachers. Used as the guideline for relevant parties such as the Ministry of Education in planning more effective strategies, approaches, and programs for PE teachers.

## Conceptual framework

The conceptual framework is based on various factors and how these factors may affect each other and lead to job performance. The objective of the study is to find out whether job performance is influenced by these factors. The indirect factors are gender which includes male and female, age can be divided into four categories age 20 to 30, 31 to 40, 41 to 50 and 51 to 60, this the age that still in the services of government office include teachers, education level, diploma first degree, master and Ph.D., teaching experience from less than 3 years, 3 to 6 years, 7-10 years and more than 10 years Main subject taught physical education, religion, language, and other academic subject include mathematic. These factors might influence their job satisfaction 1. Pay 2. Promotion 3. Co-Worker 4. Supervision 5. Fringe Benefit 6. Natural of Work Place 7. Contingent Reward 8. Communication 9 Operation Condition, personality traits Agreeableness 2. Openness 3. Conscientiousness 4. Extroversion 5. Neuroticism and leadership behavior 1. Initiating 2. Consideration 3. Laissez-Faire 4. Democratic 5. Autocratic 6. Relationship 7. Participative 8. Work oriented. These three dimensions will be analyzed whether they will finally lead to job performance and how much each other has a relationship to it. Many studies showed these factors lead to job performance of physical education teachers in Selangor State, this study will add to the collections of results of similar studies. Theoretically, a statistical relationship exists between the independent and dependent variables, and the proposed outcome would be established suggesting some guidelines on job performance and policy implications about the variable under study.

## Methodology

This study employed a quantitative research design, the researcher will incorporate data collection which is a descriptive survey. A descriptive survey method is a common research technique that has been designed to summarize the statistical data and correlation studies. Moreover, it is also mostly employed to look into the relationships between two variables and to examine their implications for any cause-and-effect variables (Frankel & Wallen, 2010). The research framework was constructed based on a literature review and the main research objective which is the influence of job satisfaction, personality traits, leadership behavior, and emotions on job performance. This study is to determine the relationship between job satisfaction, personality traits, and leadership behavior with job performance among physical education teachers in Selangor state's secondary schools. Job satisfaction, personality traits, and leadership behavior perceived by the Selangor state secondary school teachers are the independent variables (IV), while the physical education teachers' job performance is the dependent variable (DV).

The Individual Work Performance Survey (IWP) that was used to measure this dependent variable was adapted from a survey that was designed by Linda Koopmans (2012). There are four aspects of sub-scales in the questionnaire which consist of "task performance" "contextual performance" "adaptive performance" and "counterproductive work behavior". The scores for some questionnaire items that will be semantically negated had been reversed. In the context of this study, the dependent variable is the physical education teachers' job performance while the independent variables are job satisfaction, personality traits, and leadership behavior. Four sets of instruments will be adopted in this study. Spector's Job Satisfaction Survey was in Section B (the independent variable), while The Big Five Inventory was used in Section C (the independent variable). In Section D we used the leadership behavior (the independent variable) description questionnaire from the Ohio State Leadership Studies. In Section E we utilized the

Linda Koopmans Individual Work Performance (the dependent variable). All four questionnaires represented the four big items (independent and dependent variables). Subsequently, six questions in Section A are employed to gather the respondent's demographic profile, if the instrument that got the negative element will be read and converted to different scales. The qualitative data gathering instrument was established to more insight regarding the variable under study as well as triangulate and verify the quantitative datasets. The qualitative method was employed and designed using the semi-structured interview. A total of 289 secondary physical education teachers cluster randomly selected respondents from the 1,317 respective populations in Selangor secondary school are involved in this study. The questionnaire was distributed to six types of secondary schools in the state. This is to ensure that the data collected encompasses the Selangor secondary schools' physical education teachers who come from various demographic backgrounds and dynamism.

A reliability test was conducted using the Statistical Package for Social Science (SPSS) Version 23.0 The overall internal consistency value or Cronbach's Alpha among the items for the instruments was.931 The Cronbach's Alpha coefficient value was .889 for Spector's Job Satisfaction scale and .828 for the personality traits scale. The Cronbach's Alpha for Kloopman IWP is 0.825 and the Ohio Leadership Behaviors value was 0.801, the overall internal scale value for the instruments merely met the requirement of 0.70 minimum Cronbach's Alpha Value for reliability in social science study (Nunnally, 1978). While the Susan Kloopman Job Performance scale was average. The level of job performance, job satisfaction, personality traits, and leadership behaviors that influence the performance of the physical education teachers at the secondary schools in Selangor Accordingly, the degree of levels on job performance was identified as low, moderate, and high. Then, three arbitrary levels will be generated to summarize the total scores for both dependent and independent variables. The values are obtained by dividing the maximum scale into the three aforementioned categories above according to the same proportions. Table 1 and 2 summaries for statistical and level of scales can find below:

Table 1.: Summary of Statistical Analysis

No	Objective	Statistical Analysis
1	Is there any relationship between the physical education teachers' job satisfaction personality traits, leadership behavior, and influence on job performance of physical education teachers?	Pearson's Product Moment Correlation analysis

Table 2: Levels Scales of Each Variable

Variables	Levels of Scale
1 Job satisfaction (Independent Variable)	0.00 – 1.66 = Low 1.67 – 3.32 = Moderate 3.33 – 5.00 = High
2 Personality Traits (Independent Variable)	0.00 – 1.66 = Low 1.67 – 3.32 = Moderate 3.33 – 5.00 = High
3 Leadership Behaviours (Independent Variable)	0.00 – 1.66 = Low 1.67 – 3.32 = Moderate 3.33 – 5.00 = High
4 Job Performance (Dependent Variable)	0.00 – 1.66 = Low 1.67 – 3.32 = Moderate 3.33 – 5.00 = High

Is there any relationship between the physical education teachers' job satisfaction personality traits, leadership behavior, and the influence on the job performance of physical education teachers? To analyze the relationship between leadership behavior, personality traits, and job satisfaction on job performance, Pearson's Product Moment correlation was utilized in Table 3.

Table 3: Correlation Matrix Analysis of Perceived Leadership Behavior, Job Satisfaction, Personality Traits on Job Performance

Variables	1	2	3	4
Job performance	1	0.231*	0.471***	0.150*
Leadership behavior	0.213	1	0.508	-0.168
Personality traits	0.471	0.508	1	-.041
Job satisfaction	0.150	-0.168	-.041	1

Based on Table 3 above, personality traits and job performance showed a moderate and positive ( $r=0.471, p=0.00$ ) linear relationship. On the other hand, leadership behavior and job performance show a weak and positive ( $r=0.231, p=0.00$ ) linear relationship. Besides, job satisfaction and job performance also show a weak and positive linear relationship where  $r= 0.150, p=0.01$ ). In this study, the interpretation of the correlation strength was based on Davis (1971). According to Davis (1971), the R-value of +0.50 to +0.69 was considered a positive and strong linear relationship and +0.30 to +0.49 was considered a positive and moderate linear relationship, and + 0.10 to + 0.29 was considered a weak and positive linear relationship. Further analysis was also conducted to investigate the relationship between the dependent variable, job performance, and each of the dimensions of the independent variables, leadership behavior, personality traits, and job satisfaction as shown in Tables 4. to 5.

The correlation matrix analysis in Table 4 shows the strength of the association between the domains of leadership behavior and job performance. Based on the Pearson product-moment correlation coefficients analysis in Table 4. (four) leadership domains such as participation, relationship, autocratic, democratic, and initiating showed weak and positive linear relationships on job performance where  $r= 0.344, p=0.00; r= 0.214, p=0.00; r=0.185, p=0.02; r= 0.293, p=0.00$  and  $r= 0.190, p=0.01$  respectively. However, the remaining domains of leadership behavior such as consideration ( $r=0.093, p=0.11$ ), production ( $r= -0.02, p=0.97$ ), and laissez Faire ( $r=0.07, p=0.23$ ) were found to have no significant relationships on job performance.

Table 4: Correlation Matrix Analysis of Leadership Behavior Dimensions and Job Performance

	1	2	3	3	4	5	6	7	8
JP	1	<b>0.093</b>	<b>-0.02</b>	<b>0.344</b>	<b>0.214</b>	<b>0.185</b>	<b>0.293</b>	<b>0.190</b>	<b>0.070</b>
		<b>0.11</b>	<b>0.97</b>	<b>0.00</b>	<b>0.00</b>	<b>0.02</b>	<b>0.00</b>	<b>0.01</b>	<b>0.23</b>
Consideration		1	0.562	0.111	0.578	0.560	0.399	0.93	0.747
			0.00	0.60	0.00	0.00	0.00	0.11	0.00
Production			1	0.222	0.595	0.608	0.469	0.638	0.678
				0.00	0.00	0.00	0.00	0.00	0.00
Participative				1	0.345	0.206	0.488	0.390	0.161
					0.00	0.00	0.00	0.00	0.06
Relationship					1	0.546	0.568	0.542	0.563
						0.00	0.00	0.00	0.00
Autocratic						1	0.378	0.358	0.597
							0.00	0.00	0.00
Democratic							1	0.737	0.461
								0.00	0.00
initiating								1	0.540
									0.00
Laissez Faire									1

Variables: 1=job performance, 2= consideration, 3=production, 4=participation, 5= relationship, 6= autocratic, 7= Democratic, 8= initiating and 9= laissez Faire.

The correlation matrix obtained for all personality domains is shown in Table 5. The result indicated that all personality domains showed a positive linear relationship with work performance but the relationship strength varied from strong and weak. The domains of openness ( $r=0.625$ ,  $p=0.000$ ) demonstrated a strong and linear relationship with job performance. On the other hand, Pearson’s Product Moment correlation analysis showed there were weak linear relationships between agreeableness ( $r=0.295$ ,  $p=0.000$ ), conscientiousness ( $r=0.295$ ,  $p=0.00$ ), extroversion ( $r= 0.210$ ,  $p=0.00$ ) and neuroticism ( $r= 0.188$ ,  $p=0.045$ ) with job performance.

Table 5: Correlation Matrix Analysis of Personality Traits Domains and Job Performance

	1	2	3	4	5	6
<b>JP</b>	<b>1</b>	<b>0.295</b>	<b>0.625</b>	<b>0.279</b>	<b>0.210</b>	<b>0.118</b>
		<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.045</b>
Agreeableness		1	-0.127	.031	-0.168	-0.059
			0.331	0.604	0.00	0.00
Openness			1	0.173	0.247	0.132
				0.00	0.00	0.00
Conscientiousness				1	-0.056	0.031
					0.346	0.600
Extroversion					1	0.153
						0.09
Neuroticism						1

Variables: 1=job performance, 2= agreeableness, 3=openness, 4=conscientiousness, 5= extroversion, 6= neuroticism.

The correlation matrix analysis in Table 6 indicates the strength of the association between the domains of job satisfaction and job performance.

Table 6: Correlation Matrix Analysis of Job Satisfaction Dimensions and Job Performance

	1	2	3	4	10	5	6	7	8	9		
<b>JP</b>	<b>1</b>			<b>0.471</b>	<b>0.607</b>	<b>0.479</b>	<b>0.680</b>	<b>0.605</b>	<b>0.543</b>	<b>0.697</b>	<b>-0.01</b>	<b>0.575</b>
		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.75</b>	<b>0.00</b>	
Salary		1	0.277	0.382	0.412	0.334	0.329	0.380	0.00	0.374		
			0.00	0.00	0.00	0.00	0.00	0.00	0.99	0.00		
Promotions			1	0.379	0.454	0.108	0.313	0.587	-0.01	0.546		
				0.00	0.00	0.00	0.00	0.00	0.821	0.00		
Supervision				1	0.343	0.394	0.430	0.391	-0.02	0.574		
					0.00	0.00	0.00	0.00	0.676	0.00		
Benefits					1	0.463	0.658	0.807	-0.08	0.528		
						0.00	0.00	0.00	0.893	0.00		

Rewards	1	0.437	0.378	-0.01	0.393
		0.00	0.00	0.779	0.00
Operating		1	0.480	0.036	0.558
			0.00	0.545	0.00
Relationship			1	0.028	0.472
				0.641	0.00
Nature of work				1	0.30
					0.614
Communication					1

Variables: 1=Job performance, 2= salary, 3=promotions 4=supervision, 5= fringe benefits, 6= contingent rewards, 7= operating condition, 8= relationship with co-workers, 9= nature of work, 10= communication

The Pearson’s Product Moment correlation coefficients in Table 6 showed that there were strong and significantly positive linear relationships between the 9 (nine) domains of job satisfaction and job performance. The strongest linear relationship that existed among all the domains of job satisfaction and job performance was a relationship ( $r=0.697, p=0.000$ ). The next strongest relationship was a fringe benefit ( $r=0.680, p=0.000$ ). The finding also revealed that promotion ( $r=0.607, p=0.000$ ), communication ( $r=0.575, p=0.000$ ) and operating condition ( $r= 0.543, p= 0.00$ ) also showed a strong and linear relationship with Job performance. However, supervision ( $r= 0.479, p=0.00$ ) and salary ( $r=0.471, p=0.000$ ) were found to have moderate and positive linear relationships with Job performance. Nevertheless, this study shows that there was no significant relationship between the nature of work and job performance ( $r= -0.01, p= 0.79$ ).

### Discussion and Conclusion

The research explored the relationships between job satisfaction, personality traits, leadership behaviors, and job performance among physical education teachers at secondary schools in Selangor. The finding revealed a significant, positive, and moderate relationship between personality traits, job satisfaction, leadership behavior, and job satisfaction. The importance of Leadership behavior has always been thought of as one of the most important factors contributing to employees’ performance at work. Leadership behavior is to cause others to act. A leader that has leadership behavior should be able to inspire their employees to action. The four factors explaining leadership behavior are supportive (consideration), a behavior that able the leader to build a relationship with the employees and show mutual support trust, and respect, Interaction

Facilitation (sensitivity), is a behavior in which the leader facilitates close relationships and interaction among the members, Goal Emphasis (production emphasis) is a behavior in that the leader managed to inspire the workers to achieve the organization's goal and the last will be work facilitation initiating structure where the leader managed to organize. A school principal in person who has leadership behavior should be able to motivate and inspire workers to succeed. The findings of the study show that the physical education teachers perceived their principals as having participative leadership behavior, initiating leadership behavior, democratic leadership behavior, Consideration leadership behavior and some even perceived their principals as having Autocratic leadership behavior. This shows most physical education teachers already have a positive impression of their leaders who they perceive to have positive leadership behavior. But the correlation between the leadership behavior of the principals and job performance showed a positive linear relationship still, it recorded the weakest correlation. It shows that the leadership behavior of the principals plays a minor role in affecting the job performance of the physical education teachers. The physical education teachers probably perceived the principals don’t affect their career and thus didn’t feel there is any impact of having principals with positive leadership behavior or not. The survey shows leadership behavior failed to contribute to their feelings of job satisfaction. The studies also show that principals with positive leadership behavior also didn’t manage to motivate the physical education teachers towards being more productive and succeeding to greater heights in physical education teachers. When physical education shows the highest

correlation of job satisfaction in contextual performance then it automatically shows how the teachers themselves viewed their job as physical education teachers are none of importance.

The teachers do show commitment and loyalty to the organization (the school) as they scored themselves high in contextual performance but seemed to feel no or very little satisfaction in the job scope given to them specifically that to teach physical education. The ministry has handed down a module to keep track of the student's Body Mass Index (BMI) and National Physical Standard for Malaysian School Children (Standard Kecergasan Fizikal Kebangsaan SEGAK) to be included in the Physical Education job scope. This is to show how the Ministry of Education not only stresses for the students to be academically inclined but also towards the healthy development of the children. The letter of regulation that SEGAK and BMI must be done in school was circulated on 9<sup>th</sup> July 2008 (SPI bil 4/2008). The physical education teachers have to record the Body Mass Index (BMI) of the students at least twice a year.

The SEGAK assessment must be done in March and August. The activities that the students are being assessed for focus on cardiovascular exercises and strengthening muscle development. These exercises are hoped to be able to benefit the students in their daily lives. The ministry wants to focus on the healthy development of the students to able them to study better and live a healthy lifestyle. The physical education teachers have to record the findings and come up with exercise programs to help the students that unable to reach even the minimum requirement of the assessment. The findings and programs must be discussed in the school meetings and later if the problems are not able to be rectified then the school will be called to present its findings and interventions at the district level. The findings will be discussed and various methods and programs will be suggested to the schools by the district office. This arrangement is in place perfectly. This is in line with all other subjects. This shows that the ministry values physical education as much as any other subject. But unfortunately, as having excellent health doesn't seem to count much by parents and schools as in plain eyes it contributed nothing to academic achievement, the importance and the emphasis on it never materialized. The problem is, although the responsibility is given to physical education teachers, the consequences are not. If physical education teachers managed to control and manage various programs to curb obesity and promote healthy lifestyles, it still would give little or no contribution to their career path.

Physical education teachers are rarely celebrated if they achieved this goal. Many times, the celebrated physical education teachers are due to their ability to coach a few students who excel in sports and win medals at the state level and so on. These winnings will have an impact on their career move. But the only problem is, many physical education teachers lack knowledge of sports as they are teachers teaching other subjects that are required to teach physical education subjects. Many of these teachers can relate to exercises and the importance of exercises but are not that keen on sports. Although included in the syllabus and the teachers can read up about the sports, lack of experience and even interest will enable them to coach sports to the next level. Therefore, when uncelebrated with small success, the satisfaction is not there. The ministry tries hard-to-place importance on physical education in schools but then only celebrates the champions. The teachers need to excel in sports to be recognized. Hence the ministry should have a new KPI set for the physical education teachers. That the teachers who managed to control the student's BMI or managed to eliminate obesity in their schools should be given recognition and promotion. The ministry has to get away from teachers concentrating on groups of students who are inclined to sports. The emphasis should be for the whole school to have healthy growth to assist the students to study better and enjoy life as a whole.

## Summary

There was a positive and strong linear relationship between the overall score of personality traits, job satisfaction, and leadership behavior. In terms of the relationship between elements of leadership behavior and job performance, only develops a widely shared vision, builds consensus about school goals and priorities, holds high-performance expectations and models behavior showed positive and strong linear relationship while providing individualized support, provides intellectual stimulation, strengthens school culture and builds collaborative structures showed positive and moderate linear relationship. There was a positive and moderate linear relationship between the overall score of personality traits, job satisfaction, and job performance. In terms of the correlation between elements of personality traits and job performance, the correlation matrix analysis showed that all elements of personality traits and job performance gave a positive and linear relationship. However, the correlation strength varied from weak to strong. Only one element of personality traits showed strong and the other 4 weak relationships with job performance. The development of a widely shared vision for personality traits showed the strongest linear relationship with job performance. The next strongest relationship with job performance was shown by building consensus about fringe benefits, supervision, and co-worker, followed by holding high-performance expectations and models behavior. However, the remaining elements of job satisfaction; salary, promotion, benefit, reward, operating, relationship, and nature of work were found to have only strong and weak positive linear relationships with job satisfaction self-emotional appraisal and use of emotions showed positive and strong linear relationships while others.



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