

# **Contribution of Sport Educators Towards Their Management and Leadership Working in Higher Educational Institutions of Pakistan**

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## **Abstract**

*The objective of the current study was to examine the relationship of management and leadership of sport educators with their performance and influence of management and leadership of sport educators on their performance. Quantitative research design was used for the present study. All sport educators working in higher educational institutions (Universities) of Pakistan were considered the population. Hence, the sample were chosen using simple random sampling as sampling techniques. Survey questionnaire was administered to gather the required information as an instrument for data collection. The size of samples was comprised on 210 sport educators. The response rate of samples was noted 85% (179). Descriptive statistics, Pearson correlation coefficient and multiple regression analysis were considered appropriate to analyze the edited data and achieve the desired findings from the collected information. The analyses were further made using SPSS-26. The findings of the current research proved strong and significant contribution of sports educators towards their management and leadership working in higher educational institutions of Pakistan. Sport educators may be involved in making of national sports policy, sports refresher courses, and sports training and conditioning workshops to uplift the sports standards in Pakistan. It was concluded that management and leadership of sports educators would be fruitful if Government of Pakistan utilized them appropriately through assigning them various sport tasks for the promotion of sports in Pakistan.*

*Keywords: Management; Leadership; Sports educators; Sports performance*

## **1. Introduction**

Sport plays a significant role in shaping the holistic development of individuals, and it has gained increased recognition as an essential component of education systems worldwide. In higher education institutions, sport educators assume a pivotal role in fostering a culture of physical well-being and promoting sporting excellence among students. This article explores the invaluable contributions made by sport educators towards management and leadership within the higher education institutions of Pakistan. Sports are typically defined as contests in which a participant's physical prowess determines the only or primary component in the end result (winning or losing); however, the term is also used to describe contests in which a competitor's mental approach or tackle quality play a significant role, such as in mind sports and motor sports (Hussain et al., 2017).

The article sheds light on the multifaceted contributions of sport educators in Pakistani higher education institutions. These dedicated professionals are responsible for organizing sports events, coordinating teams, designing training programs, and imparting valuable knowledge to aspiring athletes. Their role extends beyond the sporting arena, as they are

instrumental in fostering discipline, teamwork, and character development among students. Moreover, sport educators often act as mentors and role models, inspiring students to pursue their sporting ambitions while emphasizing the importance of academic excellence. Teachers are tasked with training future generations to face the difficulties that mankind is facing on a global scale, placing them at the center of the micro level of education (Boeren, 2019). The sports industry's talent pool is increasingly being sourced from sports teachers, who are also leading experts in the long-term improvement of physical education (Froberg and Lundvall, 2022).

Studies have revealed that sport instructor's priorities encouraging physical exercise as their main goal (Froberg and Lundvall, 2021). Sports educators give chances youngsters to engage in physical activity, improve movement capability and sport-related abilities, and learn about leadership and managerial skills as a required component of the curriculum in a wide range of countries. According to Martua (2005), advanced research revealed a strong direct connection between the attitudes of experts and teachers as well as a significant direct connection between expert behavior and the backbone. Also stated that although the nature of learning, teaching, and partnerships are not immediately affected by the lessons and training experiences of instructors, both will be more critical of the possibility that they will be tied to positive professional attitudes.

According to Alexander and Strain (2018), the educator's willingness has an effect on the students' preferences and behavior. The student's academic achievement and mental self-awareness are impacted by this. As stated by Ward (2013) without more knowledge about the subject matter teachers, teachers won not be able to demonstrate effective results in sports education. Tickle (2014) shares that national standards in the United States significantly influence the obligation of this framework and that sports educators are now starting to be considered responsible for students' comprehension. Ennis (2011) claims that sport educators are focused on encouraging a healthy, active lifestyle through physical activity, knowledge, improvement, and some positive physical self-appreciation. Recent studies have also revealed that teachers emphasize social and enthusiastic participation in sports (Darling-Hammond and McLaughlin, 2012). Higher level sports, exercise, and sport education demonstrate a vital role in the development of good practices that also steadily progress a fit and healthy way of life in the crucial later long periods of their lives (Strong et al., 2005).

According to Skinner and Gilbert (2007), it is crucial to ensure high-quality sport management education to produce high-quality sports managers. Especially, sports management is currently growing more global, complex, and demanding. Presently, at an international level, the progress of research and expertise in the realm of sport management along with the commitment of higher education establishments to tailor their academic programs to the present and forthcoming demands of engagement in this domain allows for enhanced comprehension of sports organizations and the establishment of a solid foundation for the development of sport managers (Seifried et al., 2021). The interdependence of comprehensive knowledge further allows us to grasp that sports managers' effectiveness is contingent upon specific intricacies within their operating environment, emphasizing the significance of advanced education in sport management as the bedrock for achieving excellence in practice and ensuring successful performance (Jackson et al., 2022).

Based on the study and application of the theoretical underpinnings of management but adapted to the unique aspects of sports, the notion of sport management arises (Lis and

Tomanek, 2020). In order to learn more about sports organizations, as well as about its protagonists and the qualities they should have, this opportunity involved the academic community in research, learning, and knowledge sharing about the development of sports (Miragaia and Soares, 2017; Dowling, 2018).

Additionally, management results in a progression and improvement of performance at various organizational levels in order to address organizational shortcomings with regard to the necessary skills and talents, which are unquestionably a precondition to management (Afshari et al., 2011). It is possible to suggest that one of the elements influencing innovation and motivation in sports organizations is the managerial model used by sports educators (Nazari, 2018).

Furthermore, the article highlights the leadership qualities exhibited by sport educators in Pakistan's higher education institutions. Their managerial skills are instrumental in resource allocation, budgeting, and maintaining sports facilities, ensuring a conducive environment for sports development. They work closely with students, administrators, and other stakeholders to create a sports infrastructure that nurtures talent and facilitates the growth of athletes at both individual and team levels. Leadership has been identified as a very effective phenomenon that contributes to a variety of institutional outcomes, including commitment, performance, and satisfaction (Martin et al., 2003). According to Bennis (2009), leadership qualities cannot be learned, you have to learn them.

Since many years ago, leadership has remained at the top of the organizational behavior research food chain, receiving major attention from academics working to understand the complex dynamics of leadership and their impact on workplace morale (Majeed et al., 2019). In order to navigate the challenging, competitive, and ever-evolving nature of the innovation process, it is imperative for sports educators to receive leadership backing, recognize, and embrace the inherent inconsistencies and tensions that arise (Hunter et al., 2011). As a result, developing individual innovative behavior depends on leaders (Zhou and Hoever, 2014) and the degree of individuals' innovation behavior in the workplace is impacted by their particular leadership style (Gong et al., 2009). Sports programs engaged in the growth of sports are not an exception in this regard; they also require effective managers and leaders (Ozrudi and Yaghobi, 2015). Many sport management degrees have included leadership development in their curricula in an effort to foster opportunities for students to enhance their leadership skills while enrolled in their programs (Weese and Beard, 2012).

In conclusion, sport educators in the higher education institutions of Pakistan play a vital role in fostering a culture of sportsmanship, physical fitness, and leadership among students. Their contributions extend beyond the sports field, as they strive to create an inclusive environment that nurtures talent, promotes discipline, and encourages holistic development. By recognizing and celebrating the efforts of these educators, we can further strengthen the sports ecosystem within Pakistani higher education institutions and cultivate a generation of well-rounded individuals who excel in both academics and athletics.

### **1.1 Objectives of the Research**

The existing study proposed the following objectives and they would be attained through scientific approaches:

- i. To examine the extent of sport educators to be performed in sports towards their management and leadership at higher educational institutions.

- ii. To examine the relationship of management and leadership of sport educators with their performance at higher educational institutions.
- iii. To examine the influence of management and leadership of sport educators on their performance at higher educational institutions.

## **1.2 Research Questions**

The following research questions were prepared for the present research:

- RQ1.** To what extent of sport educators to be performed in sports towards their management and leadership at higher educational institutions?
- RQ2.** What is the relationship of management and leadership of sport educators with their performance at higher educational institutions?
- RQ3.** What is the influence of management and leadership of sport educators on their performance at higher educational institutions?

## **1.3 Hypotheses of the Research**

The following hypotheses were formulated for the existing study:

- Ha1:** There is significant relationship of management and leadership of sport educators with their performance at higher educational institutions.
- Ha2:** There is significant influence of management and leadership of sport educators on their performance at higher educational institutions.

## **2. Research Methodology**

The existing study followed the quantitative approach. Correlational research design was applied for the present research. All sport educators working in higher educational institutions (Universities) of Pakistan were considered the population. Hence, the sample were chosen using simple random sampling as sampling techniques. The size of samples was comprised on 210 sport educators. Questionnaire was administered to gather the required information as an instrument for data collection.

Sport educators were contacted telephonically after receiving contact information from their respected educational institutions. All questionnaires sent off through courier to sports educations on their home addresses with the request to return them within one week to the researcher. The response rate of samples was noted 85% (179). After receiving the filled questionnaires back, the process of data editing was completed. The analyses were further made using SPSS-26. Descriptive statistics (frequencies, percentages, mean, and std. deviation), Pearson correlation coefficient and multiple regression analysis were considered appropriate to analyze the edited data and achieve the desired findings from the collected information through survey information.

### 3. Results and Discussions

Sport educators was found in range of age from 25 to 50 years. The mean of age was calculated 38.69 years, however, std. deviation noted 2.005.

Pearson correlation analysis was utilized to examine the associations of management and leadership of sport educators with their sports performance (Table 1). Findings explored that management of sport educators had a strong relationship ( $r = .65$ ,  $p < .001$ ) with sports performance. The findings of Afshari et al. (2011) concluded that management played a central role in any organized to uplift the standards of sports. Therefore, the correlation was revealed positive and highly significant. In second analysis, association between leadership of sport educators and sports performance was drawn positive and strong ( $r = .70$ ,  $p < .001$ ). Therefore, the correlation between both constructs was analyzed highly significant. Gong et al. (2009) suggested that sports leadership had a significant input in performance through enhance the level of qualification of individuals.

Table 1: Correlations 1 (n=179)

Variables	Management of sport educators	Leadership of sport educators
Management of sport educators	—	
Leadership of sport educators	.769** (.000)	—
Sports Performance of sport educators	.652** (.000)	.697** (.000)

The multiple regression analysis was applied to measure the influence (variance) of predicting factors (management and leadership of sport educators) on outcome variable (sports performance). In this regard, a regression model was drawn for the current study through sports performance to test the research hypothesis 2 (Table 2).

In below model, the results of coefficients indicated that standardized coefficients of management of sport educators were measured ( $\beta=.472$ ),  $t(07.104)$ ,  $p=.001$ ; and leadership of sport educators ( $\beta=.539$ ),  $t(08.665)$ ,  $p=.02$ ) on the sports performance. The management of sport educators and leadership of sport educators had 47% and 54% variances in outcome variable (sports performance). Therefore, all  $\beta$ ,  $t$  and  $p$  values of predicting factors revealed highly significance. The findings of various researchers were revealed in line with the present research (Froberg and Lundvall, 2021; Scott, 2021; Seifried et al., 2021; Hussain et al., 2017; Ward, 2013; Skinner and Gilbert, 2007).

Table 2. Coefficients 1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-42.719	1.375		-10.424	.000		
Management of sport educator	.430	.271	.472	07.104	.000	.264	3.768
Leadership of sport educator	.668	.343	.539	08.655	.000	.189	4.990

Notes: Dependent Variable: sports performance of sport educator

#### 4. Conclusion

The findings of the current research proved strong and significant contribution of sports educators towards their management and leadership working in higher educational institutions of Pakistan. There is more need to facilitate them with latest infrastructure of sports to utilize their capabilities through their management and leadership. Sports in Pakistan may be getting progress if sports associations and federations take advantages from the management and leadership of sports educators. Sports educators may be involved in making of national sports policy, sports refresher courses, and sports training and conditioning workshops to uplift the sports standards in Pakistan. It was concluded that management and leadership of sport educators would be fruitful if Government of Pakistan utilized them appropriately through assigning them various sport tasks for the promotion of sports in Pakistan.

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