

MORNING ASSEMBLY AS AN IMPORTANT PART OF CURRICULUM

Shabir Ahmad Parry¹ & Umar Iqbal Wani²

¹Teacher, Department of School Education, Kashmir

Email: Shabeerparry881@gmail.com

²Research scholar university of kashmir

Email: Umarwani.scholarkashmiruniversity.net

Paper Received On: 22 JUNE 2022

Peer Reviewed On: 27 JUNE 2022

Published On: 28 JUNE 2022

Abstract

The school's morning assembly provides a cool and disciplined beginning to the day's usually busy programme. It might be a way to convey and transform significant knowledge and ideals to the pupils. It provides a time of meditation before the workday begins, the school community gathers, and the assembly turns into a vehicle for addressing significant things to one another. The aim of this study is to emphasise the importance of morning assembly and the role of head masters, physical teachers in organising and maintain morning assemblies in schools. The concept of morning assembly is mentioned at the start of the article followed by importance, role of headmaster and physical education teacher and then suggestions how to conduct morning assembly.

Key Words: Morning assembly, curriculum, importance, Head masters, physical education teachers



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Introduction

A meaningful school morning assembly fosters love, hope, and the development of a student's mind's full potential. Morning assembly has been practised at Indian Vedic schools (Gurukuls) and (Madrasas) since time immemorial. The morning assembly at school is a time when everyone works together for the enjoyment and well-being of the entire group. A school morning assembly is referred to by Professor Freewill as "the town meeting of the school". Morning assemblies at school can contribute to students' self-development and, as a result, can be at the core of boosting achievement and standards. Both students and teachers acquire

leadership skills during the morning assembly at school. School morning assemblies should strive to foster, develop, and maintain a feeling of community. As a result, they may contribute to a good school ethos that validates the school's identity and goals. During the morning assembly in Mexico, students parade, blow a bugle, and everyone salutes. Students are directed towards spiritualism and polished as future leaders, scientists, professors, physicians, philosophers, bureaucrats, and above all as responsible citizens with honest devotion and passion to serve societies and nations. Morning assemblies at school assist children become more motivated and willing to engage in all of the school's activities. Many schools report considerable improvements in student test results within weeks or months of doing meaningful school morning assemblies. According to psychologists, a high-quality school morning assembly strengthens students' mentally and increases their level of confidence. Confident students are more driven to attain their goals in a practical sense.

What Is Morning Assembly?

A morning assembly is a gathering of the entire school outdoors in one location. As they get public recognition for their contributions to education, self, and school, children gain self-esteem. Other kids are inspired by the glitter of a young, gifted child. They also wish to have such a day at the assembly so they may tell their parents the wonderful news. If there is an award ceremony at the assembly, a youngster is highly enthusiastic and full of hope for his desire. He is in desperate need of a dream. He gains insight into what he wants to be.

Additionally, morning assemblies sometimes serve as a form of discipline for kids who have committed bad or evil deeds against the school. Additionally, this incarceration gives kids a terrifying idea. Due to their immoral behaviour, they would never do any act that is against school policy. Students are taught to share lunchboxes. For every given project, they are organised into many groups. Additionally, students pick up on the notion of leadership and team spirit here. They frequently pick up the proverb that not every victory counts. Group projects are often completed and evaluated. Children learn to divide their tasks and manage their time as a result. One may sense the student's right devotion in his or her eyes.

Importance of School Morning Assembly

A high-quality school morning assembly instils confidence in students, allowing them to focus on their studies throughout the day. The school's morning assembly is a wonderful reflection of the school, with all kids from all grades, as well as the school's Principal, Headmaster, Head Teachers, teachers, and support staff, standing together. A meaningful

morning assembly stimulates a student for education and fills him with good encouragement throughout his life. School is the most important institution in a student's life. A student's morning energy is extremely beneficial in making the most of the academic day. As a result, every teacher and student should contribute to this worthwhile endeavour. Because morning vibes have favourable latencies, they are critical for instilling moral principles in kids. A meaningful school morning assembly may help a kid become a disciplined student, and disciplined students can help a nation become a disciplined nation, and disciplined nations can help a globe become disciplined. The success of any nation is believed to be built on the basis of discipline and timeliness. The phrase "strike the iron while it's hot" refers to the optimal time to instil moral principles, ethical values, standards, and abilities in youngsters, as later on it may be difficult to channel their energy or emotions in the appropriate manner. The start of the school day forces all stakeholders, including teachers, students, and parents, to concentrate on arriving on time, since the school morning assembly is seen as the first test of cultivating the habit of timeliness. The morning assembly at school boosts pupils' confidence by raising awareness of their intrinsic traits or talents and assisting them in deciding on their future vocation. As a result, the morning assembly is frequently referred to as a talent search. School morning assembly builds confidence, enhances latent abilities, and directs kids in the direction of their future goals. The school morning assembly serves as a conduit for important information to be passed down from one generation to the next (as a medium of cultural transmission). One of the most significant components of the school curriculum is a high-quality morning assembly. School morning assemblies have the ability to foster a healthy school culture that emphasises self- and other-care. The development of intrapersonal intelligence is aided greatly by morning assembly at school. Morning assembly gives kids the greatest chance to live a happy and healthy life; a well-planned school morning assembly is full of promises to enrich our society with excellent leaders, academics, scientists, policymakers, and, most importantly, the best human resources to lead future generations. The school morning assembly instils in pupils the confidence they need to prepare for life. The school morning presentation allows kids to demonstrate their natural gifts in both length and breadth. Students who attend the school morning assembly on a regular basis are more motivated than those who only go on occasion. Students who arrive on time are more motivated than those who are late frequently. As teachers, we should do everything possible to include all kids in the school morning assembly, and to do so on time and on schedule. So, we should

encourage late-arriving kids, include them, and investigate and hunt for the causes for their tardiness. We should also learn about their family backgrounds to better understand why they report late. Such concerns can be resolved with adequate counselling, as some parents incorporate their children in their daily job. It is important to note that late-arriving pupils should never be punished in front of the entire class at morning assembly, as this lowers their self-esteem in front of everyone. Since a result, we must exercise extreme caution when it comes to the growing of these delicate blooms, as they are quite fragile and must be handled with extreme caution. The morning assembly at school is a great time for us to get to know one another. It is a sign of institutional togetherness. Faculty members feel a sense of connection to their institution when they attend school morning assembly. Students are taught to behave appropriately in school and to respect and appreciate what others have done for us during morning assembly. The morning assembly at school serves as a forum for sharing information about our school's activities, such as club activities and extracurricular activities. The morning assembly at school informs kids about current events on a national and worldwide level. A better morning and, above all, a tranquil grin greets a pupil at school morning assembly. We are successful teachers if we can put a smile on our kids' faces throughout the day, not only at morning assembly. A nice word, a kind look, and a pleasant smile may perform marvels and bring about miracles. A meaningful school morning assembly aids in the activation of the brain's metabolism throughout the entire day. Children get enthusiastic about learning much beyond their classroom textbooks after attending a high-quality school morning assembly. Some pupils also prefer hands-on and outdoor learning. This is why there are various competitive houses as well as extra-curricular activities associated with a meaningful school morning assembly. By participating in similar events, each kid develops an interest in winning the gaming championship. The notion of a team and leadership spirit is taught to children at the morning assembly at school. The morning assembly at school fosters a sense of belonging and solidarity among kids. The morning assembly at school helps pupils establish group cohesion. It helps pupils build authentic moral character. It manifests itself in the genuine social behaviour of students. It cultivates tranquilly and quiet in students, which they sustain throughout their lives as a balanced chartered personality. It teaches pupils how to be sociable in order to own society and instil a sense of belonging to society and nation. It is commonly known that what we do to children will be repeated in society.

Role of Head of the Institution

The vision and will of the head of the institution (HOI) determine the excellence of a school. The school morning assembly is regarded as the focal point for all school growth, so their goal is communicated with teachers and students (Lashway-2003). It is important to note that the head of the institutions (HOI) should hone their public speaking skills, as this ability will enable them to take the lead and actively push things forward, as the head of the institutions (HOI) will continue to be the chief instigators, promoters, and guardians of their vision. The vision of the head of the institution (HOI) has a direct bearing on the success of reforms in the schools. The school morning assembly is a tool and a medium for a motivated school principal/headmaster/head teacher to disclose his vision and promises. Only visionary principals, headmasters, and head teachers, with their administrative and academic aptitude, can manage schools and make them successful. Through their leadership and management talents, school principals, headmasters, and head teachers may enhance their schools. According to the research on school reform in the developing countries, the role of the principal is critical in improving schools (shafa 2003 Halai-2002). Any school improvement project requires the participation of the school principal, headmaster, or head teacher. As a wide range of studies at Aryabhata Knowledge University have sufficiently established, the head of the institution plays a significant role in creating a school a better location for teaching and learning (AKU). According to the literature on school reform, the role of a visionary institution head is critical in reaching desired goals through a team of teachers and active student participation. KhakiR 10 (2005); Shafa (2003); Simkins et al. – (2001); Kunwar (2000); Memon (2000) (1998) According to Ishaque etel (2012), activities such as prayers and other school morning assembly exercises have an influence on the emotions of the student not only for the day but for the rest of his life. School morning assembly provides students a new passion which boosts their level of confidence, motivation and ultimately generates a healthy school environment. Head of the institutions as a routine matter ought to report well in time in a school, so as to own the session of morning assembly and to ensure punctuality of his / her team of teachers. It is first step to check the punctuality of the students and the staff. School Morning assembly is a good platform for school Principals to overtly pass on their vision of school improvement to the teachers, students, parents and to the society. School Morning assembly provides good time to the head-teachers to celebrate the significance of special days. It is best session for head teachers to generate more leaders of significance. . The Heads of Institutions (HOI) are the

engine of a society, and if they are under command and control, they can fill our society with high-quality human resources. They have the ability to make life more exciting and interesting. The morning assembly at school is an ideal time for a head of institution (HOI) to give his vision paper. As a result, a head of institution's heart, mind, and soul should be filled with morning assembly. He should put on a performance that is seductive and enticing in the morning assembly. To make the morning assembly more relevant and diverse, school leaders should introduce public personalities to the kids on the platform with zeal-zest and the motto "we can do" on the podium. The school's morning assembly is nothing less than a training session for principals. As the principal of the school, as a result, the job of the head of the institution (HOI) is comparable to that of a general manager (commander). It's worth noting that "it takes a hero to be one of those guys who goes into war, not a hero to lead soldiers into conflict." This morning assembly session is extremely essential and has a long-term influence not only on the growth and development of children, but also on the growth and development of teachers, parents, and society. As a result, our head of the institutions (HOI) should take the initiative and lead from the front, as a leader should. The destiny of a school is in the hands of school administrators in particular, and teachers in general. According to the literature on head teachers, the progress of a school centres on the vision of the institution's leader (HOI). As a result, when a motivated school principal announces his daily plan during morning assembly, all other orbits orient to words in the same precise direction. As a result, well-planned actions provide significant outcomes. Heads of Institutions (HOI) must prepare for a brighter tomorrow; no change in the structure of school education will be feasible unless our school leaders are energetic and active. In the absence of a head teacher, school morning assembly is only a formality or a fashionable habit to pass the time. School heads are rewarded with honour and dignity, so their presence in the school morning assembly matters, their personality has a magnetic effect, their actions have an impact, and their voice has value, so school heads play a catalytic role in changing the structure of school education for the betterment of future generations. The head of the institution (HOI) must guarantee that student learning takes precedence above all other considerations (Lizotte, 2013). Because they are 12 important and powerful people (Coulson, 1978; Alexander, 1992), the role of the head teacher in school improvement (SI) is to support and nurture teachers' professionalism (Day 1993, p.111) in order to achieve the goal of improving results to an excellent level while developing learners' skills. As a result, the position of a head teacher is critical in any institution's success.

Furthermore, school improvement encompasses not only improving teaching and learning environments, but also all elements of students, personnel, resources, the environment, relationships within the school, and ties with the community that are directly or indirectly related to school concerns. As a result, a head teacher's attitude is evident. The approach to the role of a head teacher is multifaceted, intelligent, and linked (Lizotte 2013). A head teacher is not the ruler of fate, but rather a manager and a dependable community trustee. The findings indicated that the head teacher's strategic leadership (Brent 2005), educational leadership (Barth 1990), and democratic leadership traits are all in desperate need of improvement (Goleman 1995). The knowledge, abilities, methods, actions, attitudes, and views of the head teacher (Sergiovanni 1992) have been demonstrated to be strong tools for bringing development to an institution. As a result, only an institution led by a visionary head teacher can nurture the seeds of a well-planned school morning assembly. As a result, there is a favourable correlation between the success of a school morning assembly and the head of the institution; it is widely noted that the head of an institution is its face. I hope that all of our respected head teachers will be an essential pillar of change in our organisation, and that they will be fully engaged in the action of meaningful school morning assembly.

Role of Physical Education Teacher

Physical education teachers are self-disciplined, which allows them to easily maintain classroom discipline. Physical education teachers emphasise discipline, thus they adhere to the school administration's decisions. Discipline is easy for disciplined physical teachers to maintain. We are fortunate to have a large number of young males who are involved in school missions at all levels. "Discipline is vital to success," as our physical teachers believe. The majority of physical teachers are dedicated to the profession they are hired to do; thus, they endeavour to improve the school. Physical education teachers are the backbone of the school morning assembly; thus, the show's direction is up to them. The relevant school morning assembly is given life and spirit by physical education teachers. As a physical education teacher, I'm responsible for the school's morning assembly. A physical education instructor and the kids' performance in the school morning assembly have a beneficial association. Attempts have been undertaken in the teaching profession to determine the qualities of effective teachers. The teaching and learning process is complicated, and it necessitates a variety of attributes on the side of the instructor in order for learning to occur. Good teachers have a mastery of the subject matter as well as the ways of importing knowledge- these are some of the distinguishing

features of effective teachers (Adeyemi1989). To be a competent teacher, one must have a thorough understanding of the subject matter as well as effective teaching methods. Before a teacher to be evaluated as a good teacher, according to (Adeyemi, 1989), he must possess a number of additional attributes. Ellena, Stevenson, and Web (1970) conducted a study of teachers in the United States (USA) and came up with a list of P 18 desirable teacher traits. They believe that a good teacher should possess the following qualities: A competent instructor should be well-versed in the subject. An excellent teacher should be well-versed in a variety of areas. A skilled teacher should be able to adapt to new information. A competent teacher should be familiar with the stages of development. Individual distinctions should be recognised by a skilled instructor. A competent teacher should be able to communicate effectively. A good teacher should cultivate an inquiring attitude. There should be a decent teacher accessible. A excellent teacher must be dedicated. A passionate teacher is a good instructor. A good teacher should be able to laugh at himself. Humility is a quality that a good teacher should possess. A good teacher should be sincere and truthful. A good instructor should be trustworthy. A good teacher should be innovative and adaptable, among other qualities. It goes without saying that the instructor should be an expert in the subject field in terms of knowledge and pedagogical skills, as well as having a great personality. According to Osibodu and Adeyemi (1989), teaching is a vital procedure for imparting information since knowledge that is not given is of no use. Following on from the discussion of successful teacher traits, it may be useful to investigate the theoretical backdrop to the study of teacher personal characteristics. Physical education refers to the portion of a student's overall education that involves physical exercises in order to help them grow. It is characterised as a school-based physical activity programme (Singh, 1982). Sports, on the other hand, relate to both official and informal competitive, recreational, and physical activities. Physical education includes both within and outside the classroom organised physical exercise (sporting) (Njororai,1994). Physical education teachers are responsible for not just instruction in formal classroom settings, but also for all aspects of school administration and management. A teacher's involvement in physical education is critical in providing athletic skills to students both in class and during the school morning assembly. As a result, the physical education instructor is active in shaping the young people's sports abilities, learning, and athletic performances (Kome1975). The students' level of participation in athletics is a good indicator of the teacher's effectiveness. (Kome 1975)

highlighted the eight most important personal characteristics of physical education teachers as follows:

- They acquire the respect of the students.
- They are able to communicate their ideas.
- They have the capacity to instil confidence in others.
- They are knowledgeable about the subject.
- They work with honesty and integrity and have the ability to continue working.
- They possess intelligence, devotion, character, communication, and organisational skills, as well as extrovert abilities.

How to Conduct School Morning Assembly

Morning assembly shall begin on time, on schedule, and to the best of the school timetable. As is customary, morning assembly begins with the school bell and is followed by three lengthy whistles from the physical education instructor. When physical education teachers are unavailable, the person in charge of the school's morning assembly must step in and take their position. Physical education teachers should install the morning assembly dais, public speaker system, morning assembly flags, and white markings on the school's morning assembly ground on time. When there is no dais and no public-address system, the morning gathering loses its soul. A meaningful school morning assembly necessitates marketing in order to draw the attention of parents and society. A morning assembly loses its essence when it is without a dais and without a public-address system. After finishing the school morning assembly topics, the morning assembly in charge will deliberate on the success of the said morning assembly and will put forth his suggestions for more perfection and will ask some questions to the students about the content of the morning assembly topics. In order to check the students' involvement and grasping of the morning assembly topics, this session will be quite brief, not more than three or four minutes, and the said teacher will announce the "all-round best student" of the said morning assembly for the day and said student will be appreciated with respect and honour. A single pencil will be more precious to him than a diamond. Now the physical education teacher will whistle again and will announce, "Stand up in honour of the school head teacher. All students and teachers may listen to his concluding speech for three minutes with due regard and discipline. It is ensured that both students and teachers will listen to the concluding speech while in the savdhan position. At the end of the school's morning assembly, the person in charge will seek an oath from all students that "we,

the students of this institution, will study with devotion, dedication, and honesty, and will never stay at home, and will love the little ones, and will respect teachers, parents, and elders, and will refrain from lying, and will develop the power of tolerance, and will work for the betterment of this institution in every possible way." The session of the student oath should not last more than three minutes. After the oath, the physical education teacher will allow the students to leave one by one till all students enter their respective class rooms. It is enjoined upon physical education teachers and other teachers to never ever scold students during the session of the school morning assembly. In the process of learning, there is a possibility that some students may not properly read their topics. Still, no issue. Appreciate them and encourage them so that tomorrow they will deliberate nicely. Teachers are requested not to trespass on student queues and instead stand in them. Female teachers should coordinate the biological issues of female students nicely so that the affected students may not feel inconvenienced at all. In the morning assembly, issues like uniforms, nails, hair, absenteeism, etc. should not be checked, because public humiliation destroys the self-esteem of the concerned students. It would be better if the attendance teacher would counsel them privately and take into consideration the students' self-esteem. There may be issues with latecomer students, but never scold them in the morning assembly. Instead, note and counsel them privately, as there may be different issues for such students, like family issues, financial issues, poverty, child care, etc. Please listen to them and advise them. Students too like to start their days nicely. In their little hearts, there are hopes, promises, visions, and what not. Let us pledge to provide them with an appropriate environment to grow both in length and breadth, in heart, in mind, in soul, in health. So, the meaning of morning assembly for a student is to be a joyful activity. The school's morning assembly is so attractive that its gravity may not only appeal to students but also to the concerned habitation or village in a way that people will prefer to watch said morning assembly on a regular basis. In order to make the morning assembly a meaningful activity, all teachers should work as a unit, and every teacher should come with an open heart and every teacher should come with offerings for the morning assembly. Head teachers should arrange guest lectures for morning assemblies at least twice a month. Personalities of high esteem like IA S, KAS officers, Tehsildars, Principals, ZEO's, retired teachers, doctors, village dignitaries, etc. can add feathers to the cap. Teachers should ensure no student comes with a piece of paper on the podium or with a textbook and reads a few lines in the morning assembly. Instead, teachers should ensure that every student will maintain a "morning assembly note

book" for different presentations in the school's morning assembly. A head teacher should divide all students among concerned faculty members so that each student will get a morning assembly guide. At the end of the month, the teacher with good results will be appreciated and rewarded with a favour. His name will be displayed on the notice board. Similarly, at the end of the month, teachers ought to announce the all-round best student for the month with due regard to his attendance. At the end of the month, we should also reward the students who have had outstanding performances for the month. This will encourage competition among students. So, the morning assembly is the most important session, provided we pledge to explore it. We can also invite parents to lectures. That move will ensure a strong bond between parents and teachers. Student houses can also ensure a healthy school environment and a sense of belonging among students. Different school committees can deal with different aspects of school, so we should encourage such clubs. Working as a part of a group or a team is advantageous in that there is cooperation among the members and they are motivated to achieve the goal, so we should encourage team spirit among the students. The members of a group obtain better results, and the quality of their work and performances is always high. Educational leaders always plan their tasks within the context of a group in a variety of circumstances. The school management team should establish different teams for dealing with different tasks so that they have one common goal in mind, and that is to maintain school discipline through which the school leads to effective teaching and learning. So, these student clubs and groups bestow upon students a sense of belongingness; they are an important organ of the said institution, and they belong to their institution just as their institution belongs to them. Students, too, aspire to be valued, appreciated, and called by their names. Once a student is called by their names, he gets encouraged and motivated to work as an important unit of his dream institution. Let us regard them as such. Let all the teachers know the names of each and every student, just as we know the names of our own kids. Teachers should always encourage students to arrive early because the early bird gets the worm. It is the pull of the school's morning assembly that causes them to report early. The duration of the school's morning assembly is calculated so that there is no question of boredom. At the school's morning assembly, it is likely that you will not be able to cover all of the topics, let alone week-specific topics. Students feel uneasy in sit-down positions. So, there should be an arrangement of clean polythene sheets for the morning assembly or some daughters may have biological issues and they may feel comfortable. Female teachers have a great role. They should redress the issue. I request from stakeholders that at

least one female teacher be in an institution. Because these are delicate issues, some female students are shy about reporting them, so they may skip the morning assembly. Please allow them to skip it. Try to understand them. The school should ensure the necessary requirements as far as their health is concerned. Some schools have installed kits (sanitary napkins) in female toilets. It is quite disturbing. I request from female teachers that our daughters be counselled in a nice way and be encouraged that it is normal and no issue. It is also pertinent to mention here that a dirty playground demotivates students from attending school morning assemblies as it is likely that their uniforms will get soiled, so the school grounds should be neat and clean. If we succeed in this first session, there will be quality changes in our structure. The work is not final but is an open chapter to add more. Small acts, when multiplied by

Suggestions

Teachers in general and physical education teachers are unquestionably gifted, inventive, passionate, and role models for their students. The following suggestions, however, have been added to their hat.

- A physical education instructor must attend the school morning assembly on time and in uniform. Because a physical education teacher is the backbone of the school morning assembly, he must attend the session, own it, and lead it.
- Physical activity should be a part of the school's morning assembly.
- During the school morning assembly, physical education teachers should take the lead.
- Physical education teachers should maintain discipline during the morning assembly, as it is an important part of the school day.
- Physical education teachers should make sure that school morning assembly is a planned exercise with a set time limit.
- Teachers should make the morning assembly a centre of interest by giving it vitality and spirit. Physical education teachers should ensure that all students participate in the morning assembly, taking into account gender weaknesses. Because adolescent female students go through different life processes, a physical education teacher should also have gender knowledge, and they should seek assistance from female teachers who are familiar with female students' biological issues. Even a physical education instructor should be familiar with the skeletal structure of both genders.
- Teachers should provide every kid an equal opportunity to display their skill, giving the feeling that his presence is cherished and that he is unique in this presentation.

- Underperformers should be given many opportunities by physical education teachers in order to instil confidence in them that "we can do."
- Children require acknowledgement from time to time, and we should show them that we respect and recognise them.
- In order to be perfect, every physical education instructor needs have understanding of child psychology.
- Teachers should create an environment in the classroom where a student feels that he is the most revered student in the institution.
- Teachers should pay attention to and identify students' creative potential.
- Physical education teachers should have first-hand knowledge of their students' family backgrounds in order to get to know the person before teaching him.
- Physical education teachers must be motivated not just to enhance the school but also to better themselves.
- Teachers should be concerned with the school community's interests and well-being, not only for the school but for society and the globe as a whole.
- A teacher's primary focus should be his own duties.
- Teachers should keep track of the students' progress. There must be complete information on the student's aptitude, the games he enjoys, his health, his athletic successes, his strong and weak areas in sports, his physical fitness, his school events record, and his previous achievements. Since a result, a physical education teacher should keep track of the school diary as it is his blueprint for success.

Conclusion

Discipline is essential for success. A physical education teacher must be able to portray a school as a disciplined and successful entity. Disciplined teachers may develop disciplined students, and supporting disciplined students can become disciplined citizens, who can create a disciplined nation, and disciplined nations can create a disciplined world. As a result, skipping the school morning assembly session, remaining inactive throughout the session, attending school morning assembly late, or skipping the session of mass (PT) at the school morning assembly is out of context for physical teachers. Few physical education teachers continue to act aggressively during the school morning assembly. Some physical education teachers engage in other school activities such as office clerk assignments, and some even engage in (MDM) assignments. Engaging in such activities at the expense of the school morning

assembly is not a good omen on the part of a good physical educator. Even a physical education teacher's dress code has a direct impact on pupils' personalities, therefore a physical education teacher's rank is comparable to that of a squad instructor. Physical teachers who are resourceful may ensure healthy pupils in an institution, and as a result, such teachers can ensure a healthy nation. When the body is healthy, students' intelligence and talents may also work at their best. We become old when we stop playing. Physical health, in my opinion, is essential for all sorts of greatness and for a confident nation. As a result, the function of a physical educator at an institution is comparable to that of a champion. As a result, physical education teachers have a great deal of responsibility, and they must live up to the expectations of the school administration.

References

- Arnon, S. & Reichel, N. (2007). *teachers and teaching: Theory and Practice*, 13 (5): 441-464.
- Arrighi, M. A. & Young, J.C. (1987). *Teacher perceptions about effective and successful teaching. Journal of Teaching in Physical Education*, 6 (2):122-135.
- Barone, T.N. (2004). *Moral dimensions of teacher student interactions in Malaysian secondary schools. Journal of Moral Education* 33(2), 179-196.
- Blandford, S. (1998). *Managing discipline in schools*. London: Routledge.
- Booyse, j. j. Lemmer, E. M. & Smit, M. E. (1996). *Qualitative research in education*. Pretoria: university of South Africa.
- Carraro, A. et al. (2010). *Burnout and self-perceptions of physical fitness in a sample of Italian physical education teachers. Perceptual and motor skills*, 11 (3), 790-799.
- Charles, C. M. (1992). *Building classroom discipline: from models to practice (4th edition)*. New York: Longman.
- Cohen, S. (1996). *Teachers and pupils attitude and practices regarding the abolishment of corporal punishment in schools in the Gauteng area*. Johannesburg: University of Witwatersrand.
- Denollet j. (1998). *Personality and coronary heart disease: the type D scale-16 (DS16)*. *Annals of Behavioural Medicine*, 20 (3), 209-215.
- Dressel, P. L. (1987). *Mission, organization and leadership. journal of higher education*, 58(36) 101-109.
- Reetika, A.K. (2011). *Probe Revisited: A report on elementary education in India*, New Delhi: oxford university press.
- Fontana, D. (1994). *Managing classroom behaviour*. New York: Rutledge, chapman and Hall.
- Gencay, O. A (2009). *validation of physical education teacher's physical activity self -efficacy scale with Turkish sample. Social behaviour and personality*, 37(2), 223-230.
- Goodman, M.E. (1997). *The caring teachers guide to discipline: helping young students learn self-control, responsibility and respect*. Thousand Oakes: California crown press.
- Haasbroek, C. (1998). *Successful schools: what makes the difference. Focus forum*, 5(6), 12-15.
- Hoberg, S. A. (1999). *Education management research methodology*. Pretoria: university of South Africa.
- Halai, A. (2002). *impact of teacher education inputs: a system review. paper presented at school improvement conference*.

- Ishaque, M.S. et al. (2012). *phenomenological research on teacher training short course. interdisciplinary journal of contemporary research in business (IJCRB)*,4 (3), 184-193.
- Joubert, R. & Prinsloo, S. (1999). *Education law. Study unit 1(reader) Pietermaritzburg: University of Natal / SACTE.*
- Kruger, A.G. (1999). *Managing the school as an organisation. Tutorial letter. Pretoria: university of South Africa.*
- khaki, j. A (2005). *Exploring the beliefs and behaviour 37 of effective head teachers. Ontario institute for studies in education university of Toronto.*
- Kunwar, F.A. (2000). *secondary school head teacher's leadership styles and their implications for school improvement.*
- Lashway, L. (2003). *Trends and issues in education.*
- Beath, j. (1998). *Effective leadership responding to change. London: Paul chapman.*
- Memon, M. (1998). *The future of educational leadership. Implication for pedagogical leadership. Journal of education*, 3 (3), 23-28.
- Mithani, S.S. & khan, R. (2010). *school leadership imperatives: using purposeful data to improve schools: oxford university press.*
- Sudman, S. (1976). *Applied sampling. New York: Academic press.*
- Tariq, M. N. Ishaque, M.S. & Burfat, G.M. (2012). *A comparative study of public and private school headteacher's vision for school improvement. Interdisciplinary journal of contemporary research in business.*