Pay Now or Pay Later

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Abstract

This paper will describe leadership styles and present a review of the pertinent literature to document and examine how the social institution of the school and transformational leadership style may shape beliefs about health, physical education, and fitness. In the 1970’s a FRAM oil-filter commercial showed a mechanic holding an inexpensive oil filter and then pointing to an expensive engine repair job, with a tag line “Pay Me Now or Pay Me Later” (Cone, 2004). This slogan reflects the attitude of the health and physical education profession today. Opportunities are offered in school physical education programs that lead to good health to promote each student’s optimum physical, mental, emotional and social development, but the “society seems more interested in pursuing the expensive engine repair” (Cone, 2004). The health and physical education profession can make the difference regarding their potential impact, but their potential impact must be acknowledged. Even though some reports and findings have warned about of the imminent costs of inactivity, American society is slow to change, and Americans are slow to learn this lesson (Cone, 2004). America’s schools and society have failed to benefit fully from systems of health and physical education that are already in place. Strong, effective leadership, transformational leadership, in the 21st century is necessary to keep physical education in schools at all levels for the health and development of young people, the American adults of tomorrow (Dundon & Pattakos, 2001; Kim, 2002).
This literature review will describe leadership styles and present a review of the pertinent literature to document and examine how the social institution of the school and transformational leadership style may shape beliefs about health, physical education, and fitness. Improving health through physical activity is a public health challenge, the importance of which must be conveyed to future physical education teachers.

Quality PE programs should follow national physical education standards, be developmentally appropriate, teach motor skill development, practice management skills, be inclusive, and emphasize lifetime participation (Darst, Pangrazi, Brusseau, & Erwin, 2015). The Office of the Surgeon General's Report (2005) encouraged the public to remain physically active, consider their nutritional needs, and address their health. Effective leadership in the health and physical education area may help to address the discrepancy between the lack of public awareness about the importance of regular physical activity and goals of physical education programs. The health and physical education profession has the potential to make a significant contribution to the health of Americans to remain physically active, consider their nutritional needs, and address their health.

The social institution of the school, teachers, physical education programs, and sports experiences may shape beliefs about physical education (Ryan, Bridges, & Yerg, 2000). Leadership in school settings has unique attributes and contributes to specific educational results for all leaders within the school. "Effective leadership = Attributes x Results" (Intagliata, Ulrich,
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& Smallwood, 2000), which may imply that effective leadership is a combination of attributes of the leader and the results are what the leader accomplishes.

Without effective leadership on the university level, physical education programs may diminish, resulting in continuing public health problems, obesity, and a sustained increase in the public cost of medical care. University physical education administrators must become more effective leaders and greater advocates to facilitate the training of future K – 12 physical education teachers to improve the health and well-being of young people. More effective leadership among university physical education administrators may improve efforts to regain adequate funding to bring physical education back into the school to emphasize the importance of health to the public (Booth & Chakravarthy, 2002).

The goal of university physical education is not limited to conducting and providing research opportunities and training teachers for their careers. The goal of university physical education is also to educate every student in the values of physical activity and the benefits of good health and well-being (Naylor, 1997). Physical education administrators at the university level will need to defend and substantiate their programs. “As the beneficiaries of those who fought the battle years ago to bring physical education and its associated programs to the university, there must be a fight to keep it there” (Naylor, 1997).

“The individual who graduates with physical education teacher certification should be prepared to succeed in a community with an increasing varied population . . .” (Cone, 2004). The graduate should be able to design curriculum and programs, manage classrooms, communicate effectively with other teachers, perform classroom research, make decisions, solve problems, use the latest technology, teach and facilitate classes effectively, and advocate tirelessly for the physical education program (Cone, 2004).
To promote these qualities in K-12, physical educator’s attention to the training of health and physical education professionals begins at the university level. Physical educators must believe in the significance of their program, express their beliefs through actions, implement a quality program, and make administrators, parents, and others aware of correct information regarding physical education and its benefits (Johnson, 2005). The leadership role of these physical education teachers begins with their university preparation.

In the 1970s a FRAM oil-filter commercial showed a mechanic holding an inexpensive oil filter and then pointing to an expensive engine repair job, with a tag line “Pay Me Now or Pay Me Later” (Cone, 2004). This slogan reflects the attitude of the health and physical education profession today. Opportunities are offered in school physical education programs that lead to good health to promote each student’s optimum physical, mental, emotional and social development, but the “society seems more interested in pursuing the expensive engine repair” (Cone, 2004). America’s schools and society have failed to benefit fully from systems of health and physical education that are already in place. The following quote and studies describe the kind of systems that are in place:

Recognizing quality health and physical education programs, as a valuable resource that contributes to a proactive prevention plan to address this issue is imperative—ignores them and the costs of medical care will continue to rise, while life expectancy and the quality of life will fall. (Cone, 2004)

In simplest terms, the Office of the Surgeon General’s Report of 1996 stated that the general public needs to be aware of the risks taken by not remaining physically active, considering nutritional needs, and addressing health issues (Cone, 2004). The Office of the Surgeon General’s Report (2005) stated that health problems from overweight and obesity could...
reverse many of the health gains achieved in the United States in recent decades. This momentum from raising public awareness is positive because it sustains public attention on the topic. The momentum from raising public awareness about the problem and importance of physical activity and healthy behavior provides an opportunity to influence the availability and quality of physical education programs in the schools. The momentum also provides an opportunity to educate the public and inform public policy about the benefits of exercise and physical activity (Cone, 2004).

“The role of physical education should be to promote each student’s optimum physical, mental, emotional, and social development” (Cone, 2004). The priorities in education remain to develop each student physically, mentally, emotionally, and socially (Cone, 2004). The focus on the development of the mind is often to the detriment of the development of the body. Despite evidence of the need for children to increase their levels of physical activity, many parents, teachers, and administrators still believe that development of the mind should take precedence over the body (Maeda & Murata, 2004). Physical education and physical activity can stimulate various parts of the brain, have favorable effects on academic achievement and guide individuals towards a healthier active lifestyle (Maeda & Murata, 2004).

“An education in this sense is balanced because all three domains — cognitive, affective, and psychomotor — are promoted, and one domain does not take precedence at the expense of another” (Maeda & Murata, 2004). According to Cone (2004), future physical and health educators should focus on lifetime activities and those activities that reach the personal level. Part of this preparation should address obesity-related diseases, which cost the United States countless lives and billions of dollars a year, programming that will help change an inactive lifestyle to one where the risk of coronary heart disease can be cut in half should be offered.
The school environment and the family are responsible for the rising incidence of childhood obesity, as children attend school for nine months a year, five days a week, and for approximately seven hours per day (Van Staveren & Dale, 2004). “Approximately 53 million children, or 95% of children ages 5 to 17 years old, attend the 117,500 elementary and secondary schools in the United States” (Burgeson, Wechsler, Brener, Young, & Spain, 2003). The school cafeteria provides food choices; the physical education program has allotted time for activity, "and the school curriculum controls the opportunities to learn about the relationship between personal behaviors and health" (Van Staveren & Dale, 2004). The schools exert an important influence on the children’s diet selection. According to the Centers for Disease Control and Prevention’s, School Health Policies and Programs Study of 2000, one in five schools offered brand-name fast food such as McDonalds, Taco Bell, and Pizza Hut at lunch and for snacks (Van Staveren & Dale, 2004). Hundreds of under-funded school districts have contracted pouring rights contracts to sell brands of soft drinks and allow easy access to vending machines during recess. "Soda consumption among adolescents has nearly tripled between 1977-78 –1994 . . . and this consumption undoubtedly substitutes for more nutritious drinks such as juices and milk" (Van Staveren & Dale, 2004). Schools have a financial interest in promoting soft drinks because many receive a percentage of the sales, and money generated from the sale of junk food helps pay for sports equipment, after-school activities, field trips, and computers. Some teachers prefer nutrition education that is integrated into the math, science, and/or English curriculum and that also includes a school cafeteria component and parent participation (Perera, Frei, Frei, Wong, & Bobe, 2015).

Another area of concern is limited physical activity in schools. Physical education offers the most structured outlet for children, but it has also been one of the first subjects to suffer
budget cuts (Burgeson et al., 2003). “To maintain a healthy body weight and good health depends on opportunities provided by physical education” (Van Staveren & Dale, 2004). This opportunity should include 60 minutes, and up to several hours, of age-appropriate exercise on all or most days of the week, including vigorous physical activity for 10-15 minute sessions each day (Burgeson et al., 2003). “Today’s children and adolescents live in a social and physical environment that makes it easy to over-eat, easy to be sedentary, and inconvenient to be active” (Van Staveren & Dale, 2004). Americans need to address the environmental issues that underlie these tendencies to implement effective solutions to the increase in obesity in the United States. The prevention of childhood obesity has to be a combined effort and responsibility of the levels of the government, the community, the media, schools and teachers, health professionals, and parents to be effective. “Schools have a unique opportunity to develop and maintain healthy behaviors and support the academic achievement of our nation's young people” (Burgeson et al., 2003; Perera et al., 2015).

Schools have access to serve, provide instruction to, and reach the majority of children in the United States for a large number of days. Schools are the ones that have the opportunities (time), and capacities (trained educators) to be successful (Van Staveren & Dale, 2004). Schools control food choices, time spent in physical activity, and chances to educate and inform. Teachers and administrators should strive to make school a place that supports healthy eating, regulates physical activity and limits engagement in sedentary pursuits (Van Staveren & Dale, 2004; Perera et al., 2015).

The health and physical education profession can make the difference regarding their potential impact, but their potential impact must be acknowledged. Even though some reports and findings have warned about of the imminent costs of inactivity, American society is slow to
change, and Americans are slow to learn this lesson (Cone, 2004). The health and physical education profession must continue to inform and educate, examine and advocate, and above all, believe that the healthy, active lifestyle is a great principle for life (Cone, 2004). According to Cone, Americans can pay now or pay later for their poor choices related to healthy eating and physical activity.

The following discussion is focused on alternative viewpoints of leadership styles by Cawthon (1996). Cawthon wanted to create a teaching method to rouse his students’ interest in *leadership*. He called basketball coach, Bobby Knight, to engage Coach Knight as a guest speaker for Cawthon's class. As Coach Knight came to Cawthon's class and took the podium, he told the students what they needed to know about leadership was most of them simply do not have what it takes to be a good leader (Cawthon, 1996). This statement contradicted what the students had read in their textbooks. The students are taught that "leadership is not a trait; it is learned behavior and has little to do with innate personal qualities" (Cawthon, 1996). Bobby Knight was referring to the Great Man Theory, which claims leaders are born, not made.

"Leaders do not have to be great men or women by being intellectual geniuses or omniscient prophets to succeed, but they do need to have the *right stuff*, and this matter is not equally present in all people" (Cawthon, 1996). Leadership is essential to support cultural fluency, and being culturally fluent may be essential for effective leadership (James-Hassan, 2016). Leadership is a demanding, unrelenting job with enormous pressures and grave responsibilities. Cawthon related that it would be a profound disservice to leaders to suggest they are ordinary people who happened to be in the right place at the right time, in the realm of leadership, and that the individual does matter.
The following discussion focuses on more alternative viewpoints. Transformational leaders are those who achieve success by being magnetic, charming, and visionary (Einstein & Humphreys, 2001; McCaslin, 2001). Charisma is an essential ingredient. Defining charisma seems even more difficult than defining leadership. Charisma is a talent, a gift—even a supernatural gift, according to some (Cawthon, 1996). The Great Man Theory is the belief that leaders are born, not made (Cawthon, 1996). According to the Great Man Theory of Leadership, leaders are born and not taught. According to Cawthon, in the middle of the 20th century, the Great Man Theory has fallen out of favor; since the 1940s, behavioral theories and contingent theories have dominated the literature. “The only ingredient necessary for one to become an effective leader is to have a desire to learn” (Cawthon, 1996).

“Many in life sciences have concluded that leadership talents might be intimately connected to one’s biological characteristics, that there is a special brain chemistry between leaders and followers” (Cawthon, 1996). Researchers in life sciences suggested that high levels of the brain chemical serotonin appear to promote leadership (Cawthon, 1996). Others argued against this position, noting that the chemical may be the effect of leadership rather than its cause (Cawthon, 1996). If this is true that leaders possess a talent that can be nurtured, then leaders are born and are innately different from followers. Researchers who support the Great Man Theory assert that a person who has the traits of a leader will eventually become a great leader. In the United States, the Great Man Theory seems un-American to suggest that some people are born to lead while others are born to follow (Cawthon, 1996).

Since the middle of the 20th century, transactional leadership styles were the classical approach; in this classical approach, a manager retained as much decision-making authority as possible (Pagewise, 2002). Quality effective leadership required being open to other people’s
viewpoints; effective quality leadership is not transactional, but rather transformational (Kezar, 2002). Effective leadership entails being willing to take time to discuss issues and to answer questions or give feedback (Kezar, 2002). Transformational leadership is a process of influencing in which leaders change their associates' awareness of what is important and moves the associates to see themselves and the opportunities and challenges of their environment in a new way. According to Avolio and Bass (2004), transformational leaders seek to optimize individual, group, and organizational development. Transformational leaders convince their associates to strive for higher levels of potential as well as higher levels of moral, ethical standards (Avolio & Bass, 2004).

Examples of transformational leadership in the physical education administration area were athletic directors who were capable of motivating and inspiring followers (Friedman, 2000). When transformational leaders were successful, they were able to move followers, in this example, coaches, from external control to internal control by changing the mental model of the coaches. Linking desired outcomes to values held by the coaches, creating the coaches ownership, and building strong employee identification with the group (McCaslin, 2001). Transformational leaders who lead by example, use encouragement and praise effectively, and they respect athletes as capable individuals who can make a positive contribution.

Friedman and Langbert (2000) defined transformational leadership as “leadership that motivates followers to ignore self-interests and work for the larger good of the organization to achieve significant accomplishments”. Understanding the qualities that make one a transformational leader can be very helpful to leaders concerned with improving their effectiveness. The trait of self-confidence has an impact on leadership performance through the mediating mechanism of leadership self-efficacy, a person's confidence in his or her ability to lead (McCormick, 2001).
Some managers will only see employees as a number and not a person first (Schiro, 1999). According to Schiro, organizations would benefit from transformational concepts when the leaders learn to care about people. If leaders care about people, their employees will work harder for the company and have a greater satisfaction in what they are doing. Companies can train employees to reach higher goals and to be looking for input from employees (Schiro). Idealized influence is based on four items: instills pride in others for being associated with him/her, goes beyond self-interest for the good of the group, acts in ways that build associate respect for the leader, and displays a sense of power and confidence (Avolio & Bass, 2004).

Transformational Leadership has many definitions. According to Weiskittel (1999), “Transformational leadership is described as involvement in coordinating and integrating activities versus controlling and directing the work of groups”. Harrison (1999) wrote that transformational leadership is “when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality”. According to Friedman (2000), transformational leaders are individuals capable of motivating and inspiring followers by appealing to higher goals and the common good rather than individual needs of self-interest. Transformational leadership significantly predicted student state motivation, learning indicators and affective learning. The study ends with an analysis of the transformational leadership model in the “instructional context, and directions for future research” extending the application of the transformational leadership model in the classroom (Noland, 2014).

Transformational leadership behaviors have been correlated positively with leader effectiveness ratings, follower satisfaction and effort, and overall organizational performance.
(Einstein & Humphreys, 2001). Other findings suggested that transformational leader behavior is associated with employee commitment; trust in the leader, and positive organizational citizenship (Einstein & Humphreys, 2001). Effective leaders should focus consciously on the analysis of power relationships. Transformational leaders analyze these relationships by diagnosing leader-follower relations, understanding the job demands, and then matching the maturity level (readiness) of followers to the situation (Bass, 1990).

Fiedler (1996), Gill, Niall, and Pitt (1998), and Yusof (1998) named six historical examples of successful leaders who have made a difference in the course of United States history. George Washington won a battle against the British, despite a less, well-equipped military. “Abraham Lincoln, who never let his ego get in the way of his ambition to create an enduring great nation, was called a quiet, shy man. But those who thought Lincoln’s understated manner signaled weaknesses were wrong” (Collins, 2001). Lee Iacocca succeeded in turning around the Chrysler Corporation before it was to enter bankruptcy (Fiedler, 1996). Iacocca’s first acts of directive leadership were effective in the short-term, especially since he had the ability and knowledge to make good decisions and had sufficient personal power or charisma to get his ideas implemented (Einstein & Humphreys, 2001).

John F. Kennedy said in 1961, "Ask not what your country can do for you, but what you can do for your country" (Gill et al., 1998). Transformational leaders Winston Churchill and Martin Luther King had a vision, and they took full responsibility for their actions. Because of racial tension in the United States, Martin Luther King did not remain an obscure minister in the South (Cawthon, 1996), but declared in 1963, “I have a dream.” In 1940 Winston Churchill said, “We will fight them on our beaches . . .” Just before his death Winston Churchill reflected, “a man's contribution to his life story is continually dominated by a superior external power”
(Cawthon, 1996). "Such inspirational oratory leads to a willingness to exert extra effort to go the extra mile" (Gill et al., 1998). Transformational leaders are like road builders because they build their roads to life (Schiro, 1999, p. 69).

Bennis and Goldsmith (1997) identified three keys to being a great leader: a great leader must have trust, confidence, and effective communication, so employees know what is required of them at their jobs each day. Bennis and Goldsmith identified the five phrases a great leader should use frequently: *you did a good job, what is your opinion? Please, thank you, and we.* Transformational leaders are leaders that bring subordinates to higher levels of motivation and morality. Transformational leadership is not viewed as necessarily a strict top to a bottom hierarchy; the transformation occurs in both directions (Armstrong, 2001). Transformational leadership is the one style of leadership that results in unparalleled performance as well as the edification of leaders (Armstrong, 2001). The goal is to transform followers toward a relationship that shifts the "dependent ‘responsibility for’ into a relationship that is interdependent, and people are ‘responsible to’ each other" (Einstein & Humphreys, 2001). A transformational leader's primary goal is to bring followers up to the level where they can succeed in accomplishing organizational tasks without direct leader intervention (Einstein & Humphreys, 2001).

A leader can make effective changes in the organization by acting transformationally (Einstein & Humphreys, 2001). Transformational leadership is not more leadership; it is better leadership. The mark of a truly transformational leader is the extent to which the leader shifts or transforms followers to the point where people in the organization are strong enough to stand on their own without the leader (Einstein & Humphreys, 2001). Although the examples provided
have dealt with leaders at high levels, transformational leadership has a place at all levels of management (Einstein & Humphreys, 2001).

**Conclusion**

Strong, effective leadership, transformational leadership, in the 21st century is necessary to keep physical education in schools at all levels for the health and development of young people, the American adults of tomorrow (Dundon & Pattakos, 2001; Kim, 2002). The findings of this study would be useful for academic leaders. It is mainly aimed to “increase the effectiveness of a higher learning institution; therefore, they adopt leadership style that refines abilities of academic leaders and assists them to attain profit performance” (Mahdinezhad, Suandi, bin Silong, & Omar, 2013).

The literature review discussion identified several major points about how the beliefs about physical education and fitness may be shaped through the social institution of the school. Improving health through physical activity is a critical public health challenge that must be met. The Office of the Surgeon General’s Report (2005) encouraged the public to remain physically active, consider their nutritional needs and address their health. Professionals in the health and physical education profession have also played an increasingly important role in public policy and research agendas to increase physical activity among young people in the United States.
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References


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