

Developing a Framework of Deviant Behaviors of Physical Education Teachers

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Abstract-- *This research aims to develop a framework of deviant behaviors of P.E. teachers by qualitative methods. For this purpose, depth interviews were conducted with 18 experts consisting of school principals, retired P.E. teachers, inspectors of the education department, and teachers of other subjects. Directed content analysis technique is used for analyzing data. We generated 40 codes categorized in 25 sub themes, 10 themes, and four dimensions. The P.E. teachers' deviant behaviors dimension was professional commitment deviance, property deviance, personal deviance and political deviance. Furthermore, we separated P.E. teachers' deviant behaviors into three groups based on victims or targets. These three groups included pupils, schools and colleagues. The results of the study, despite the similarity to popular typologies of deviant behavior, showed a number of new deviant behaviors which are specific for P.E. teachers. The findings can be used for choosing appropriate corrective actions for P.E. teachers' deviant behaviors.*

Keywords: *Deviation, Professional Commitment, Misbehavior, School.*

I. Introduction

Generally, the different kinds of behaviors were exhibited by employees in the workplace. These behaviors have different consequences on other employees and actually the entire organization. If the behavior of employees falls within organizational norms, problems will not arise. Organizational norms are correct and expected workplace behaviors. However, it may be that some employee behaviors go outside the Organizational norms and bring about different negative consequences in all levels of the organization (Coccia, 1998). These anti-behavioral norms in organizations have many different names such as workplace deviance (Bennett and Robinson, 2000), counterproductive behavior (Mangione and Quinn, 1975), and antisocial behavior (Giacolone and Greenberg, 1997). Employee deviant behavior can be defined as a “voluntary behavior that violates significant organizational norms and in so doing threatens the well-being of an organization, its members, or both” (Robinson and Bennett, 1995). Appelbaum, Iaconi, and Matousek (2007) believe “management of negative deviant behavior in the workplace is of growing concern in organizations globally since such behaviors can be detrimental to their financial well-being”. The increasing prevalence of deviant behaviors in the workplace and the costs imposed by this type of behaviors has increased the interest of studying deviant behaviors (Peterson, 2002). For example, Appelbaum, Iaconi, and Matousek, (2007) based on different studies, pointed out that the financial impacts of deviant behaviors on the US economy are significant. According to reports, the impacts of employee theft have been estimated at around \$50 billion annually in the US, and other researchers estimate this number from \$6 to \$200 billion annually (Appelbaum, Iaconi, and Matousek, 2007). Besides the financial impacts of deviant behaviors, other negative consequences of these behaviors such as stress, decreased productivity, and high turnover rate is considerable (Henle, Giacalone, and Jurkiewicz, 2005).

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The importance of negative deviant behaviors and their serious consequences on the organization and its members, have resulted in many scholars attending to the causes, impacts, and solutions of these behaviors. Furthermore, a group of studies identified and categorized different types of deviant workplace behaviors. In general, there are two “destructive” and “constructive” forms of employee deviant behaviors. Indeed, by defining deviant behavior as behaviors that violate the organizational norms, deviances can have both positive and negative impacts on organizations. Although constructive deviant behaviors are unauthorized actions, these behaviors still facilitate the achievement of organizational goals. “Innovative organizational constructive deviance”, “Challenging organizational constructive deviance”, and “Interpersonal constructive deviance” are three categories of constructive deviant behaviors (Galperin and Burke, 2006). Accordingly, even positive behaviors such as organizational citizenship behavior (OCB) are considered as deviant behavior (Spreitzer and Sonenshein, 2004). The review of deviant behaviors literature shows that most studies have focused on destructive deviant actions. So, when we consider Robinson & Bennett's (1995) definition of employees’ deviant behaviors, we see two distinct parts in this definition: “violating organizational norms” and “threatening the well-being of an organization, its members, or both”. The first part of this definition is the description of employee deviance, which can be constructive, but the second part is related to destructive deviant behaviors. By focusing on destructive deviant behaviors, Robinson and Bennett (1995) presented a useful typology for understanding negative deviations. This typology had two dimensions: “minor versus serious, and interpersonal versus organizational”. So, Robinson and Bennett (1995) categorized employee deviance behaviors in four categories: “production deviance, property deviance, political deviance, and personal aggression” (See Figure 1).

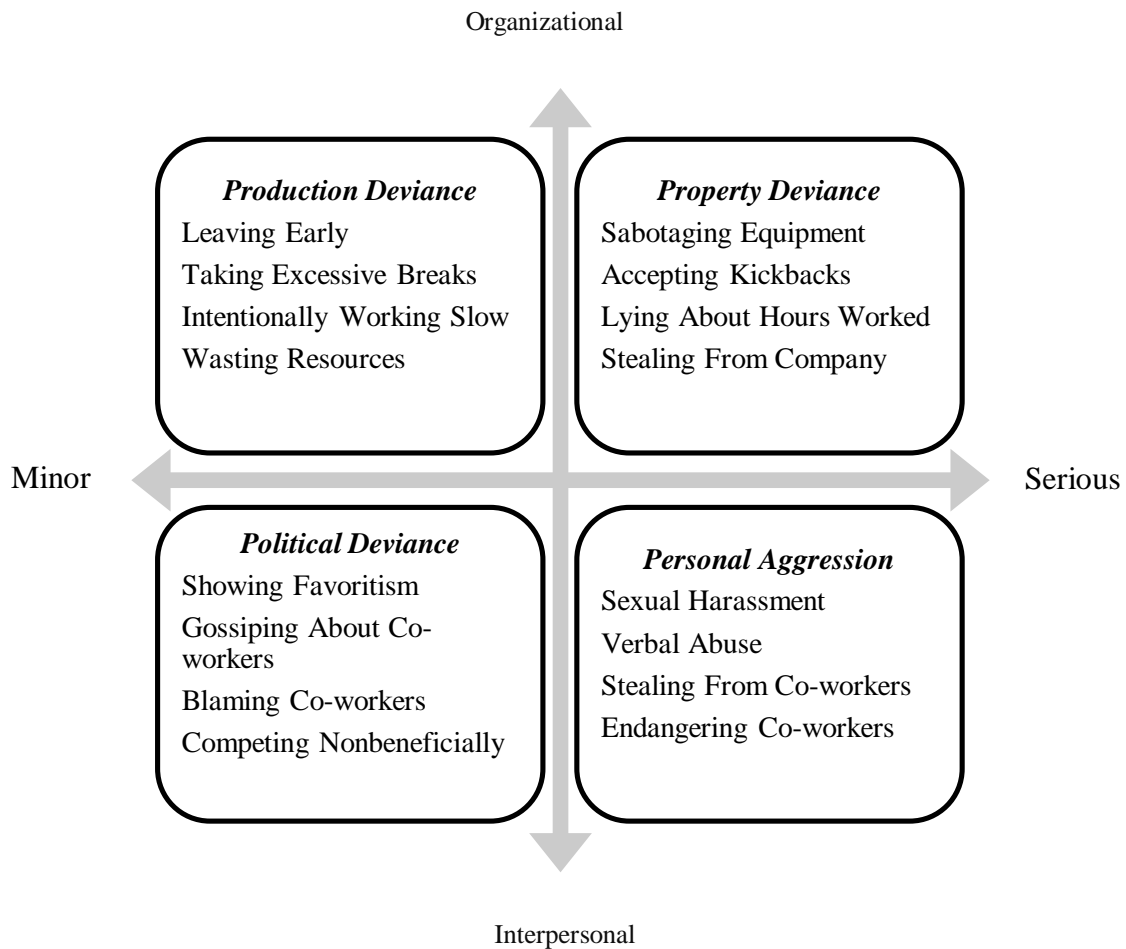


Figure 1: Typology of Deviant Workplace Behavior (Robinson and Bennett, 1995; 565)

Furthermore, Robinson and Bennett (1995) emphasized that the above list of deviant behaviors are not exhaustive and only present typical behaviors in each category. This means, we can identify many behaviors as deviant behaviors in organizations, depending on the type of organization, its goals, and even its stakeholders.

Schools are one of the most important organizations in today's societies with many responsibilities and duties (Berg and Wallin, 1982; Eisold, 2009). The schools, as an organization, have many different actors such as pupils, head teachers, deputy heads, teachers, pastoral care workers and other staff (Berg and Wallin, 1982). Obviously, each of these actors plays a different role in the school as an organization. Schools have key functions in the community as follows:

- Providing educational opportunities for all, for development and economic progress; promoting social justice, social inclusion and democratic participation; and personal growth and fulfilment.
- Re-evaluating school curricula and educational programs to ensure that they are suitable for responding to rapid economic and social changes in societies.
- Providing flexible learning environments that are positive, stimulating and motivating for all learners with any conditions.
- Emphasis on the individual in learning, monitoring and assessment, achieving learning targets, academic success, cognitive development, and ethical and behavioral growth.
- Having the main role in the socialization of youths and teaching civic responsibility and social participation to them.
- Developing communication between schools and other educational institutions, universities, employers, and other organizations and preparing people for future life.
- Role of schools in lifelong learning of citizens for meeting their needs at any time (Chapman and Aspin, 2012).

When we look at the above-mentioned functions, we find the complexity of schools as an organization.

Teachers are one of the most important actors in the hierarchical system of authority in schools (Ballantine and Hammack, 2015). Teachers are those who are directly involved with students. So we can say that they play a key role in learning progress. Many researches have highlighted the key role of teachers in schools. For example, the importance of schools and teachers in child welfare (Gilligan, 1998); the importance of teachers' beliefs in implementing educational environmental guidance (Cotton, 2006); the relationship between teachers' emotions, their instructional behavior, and students' emotions in class (Becker, Goetz, Morger, and Ranellucci, 2014); facilitating student success by teachers (Jimerson and Haddock, 2015); and the importance of the teacher's role in cooperative learning (Ferguson-Patrick, 2018) are some of these studies.

Despite the increasing importance of sport and physical activities in human societies, the review of the status of physical education in different countries has highlighted many problems and challenges in learning and teaching physical education. For example, McCaughy, Barnard, Martin, Shen, and Kulinna (2006) pointed out, "insufficient instructional resources, implementing culturally relevant pedagogy, dealing with community violence, integrating more games in curricula, and teaching in a culture of basketball" are the challenges of teaching physical education in urban schools from the teachers' viewpoint. Quay (2014) by using the phenomenological method identified the challenges of Kenyan and Victorian secondary school physical education teachers. This research showed that both Kenyan and

Victorian teachers believed P.E. is marginalized compared to other school subjects, although, physical education in Victoria was more important than Kenya. In another study, Edward (2015) showed a lack of sufficient facilities was the most important challenge in learning and teaching physical education in primary schools in Kenya. Furthermore, in this study the majority of teachers had negative attitudes towards teaching physical education.

The above cases are just some examples of academic research that illustrates the problems and challenges of physical education as an educational subject. Also in this context, there are reports that emphasize on the challenges of physical education as an educational subject. Sparke and Palmer (2018) in a paper in the “theconversation.com” wrote: “Physical Education is often viewed as a marginal subject within the curriculum. And many secondary schools actively reduce PE time to make way for what are deemed more “serious” or “important” subjects”. Also, in this essay “Research from the Youth Sport Trust” is expressed: “38% of English secondary schools have cut timetabled PE for 14 to 16 year olds. One of the main reasons for this is the increased pressure to produce exam results. Much of the time pupils would usually spend in PE lessons is now spent receiving extra tutoring on topics other than PE”. The challenges and problems of physical education are present in many countries, even in countries with developed educational systems (Dwyer et al., 2003; Jenkinson and Benson, 2009). Obviously, the challenges and problems of physical education can be related to the organization (i.e. schools) or PE teachers. Therefore, it is possible that physical education teachers in schools are considered to be unimportant and marginalized. This situation may increase the mental and psychological conflict and stress of PE teachers and ultimately result in aggression and inconsistency with the principal, colleagues or even students.

As already mentioned, the typology of deviant workplace behavior by Robinson and Bennett (1995) is not exhaustive and we can develop this typology. Also, the major part of Robinson and Bennett (1995) deviant behaviors occur in commercial firms and organizations. Therefore, due to the specific conditions of schools as an organization, the occupational characteristics of PE teachers and the challenges of these teachers, this study seeks to identify the deviant behaviors of PE teachers and develop a typology of deviant workplace behaviors for them.

II. Method

This research was a developmental study that conducts in qualitative method. We used directed content analysis for analyzing qualitative data. The use of directed content analysis is appropriate when the existing theory or research is not complete concerning a phenomenon or it needs more description. Directed content analysis looks to validate or expand a theoretical framework or theory (Hsieh and Shannon, 2005). Although, there was already an appropriate framework for deviant workplace behaviors, this framework is not complete in describing P.E. teacher’s deviant behaviors, and we need to develop an existing framework for P.E. teachers.

For gathering data, we conducted interviews with 18 people by using open ended questions about P.E. teacher’s deviant behaviors then continued with other targeted questions (See Table 1). Targeted sampling was used for selecting participants and the interviews finished with theoretical saturation. We did not include P.E. teachers in the interviews for preventing possible bias. Also, participation in the research was voluntary, and we assured the participants that their personal information would remain confidential.

Table 1: Participants’ demographic information

Sex	Group	Ag	Years of work experience
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		e range	(Mean)
Male s = 10	School principals = 6	35- 58	18.10
Females = 8	Retired P.E. teachers = 5	51- 65	25.55
	Inspectors of education department = 4	31- 53	14.70
	Teachers of other subjects = 3	25- 55	11.52

III. Results

We used an inductive approach for analyzing qualitative data. Cho and Lee (2014) introduced the inductive approach procedure of content analysis in six steps including selection of the unit of analysis, open coding, formulating preliminary codes out of data, data coding, revising codes, and developing categories/themes. Finally, 7.5 software was used for this procedure. Then named codes were categorized into family (sub theme) and super family (theme).

Table 2: Codes, Sub themes and themes of Content Analysis

	Themes	Sub themes	Codes
	Deliberate negligence of performing task	Wasting class time	Spending time of class in the school office instead sport gym or hall
			Abandoning students for the sake of pursuing other tasks
			Absence of sport teaching for reasons such as warm and cold weather
		Soldiering	Depositing tasks of class to some students
			Allocating the time of physical education class to other subject teachers
			Gaining financial benefit
		Incomplete training of skills and encouragement of pupils to private gym	
		Requesting money or gifts from students for various reasons	
		Using mobile phone	Student use
Teacher use	Using mobile to different excuses such as timing, recording video, ...		
Teaching unfair behaviors	Unfair play	Teaching to win at any cost, even hurting opponents	
	Disrespect	Teaching disrespectful behavior to referees and opponents	

2		t	
3		Dishonesty	Allowing lying to referees, and other people in authority
4	Not paying attention to appearance	Personal hygiene	Not caring about personal hygiene
5		Body posture	Having bad body posture such as obesity
6		Sportswear	Lack of suitable sportswear
7	Imposing extra fees for schooling	Raising costs	Buying sports equipment at a more expensive price
8			Creating additional charges in sports camps and competitions
9		Declining useful life of equipment	Improper use of sports equipment
10	Stealing from school	Direct theft	Possession of school property
11		Indirect theft	Manipulation of invoices
12	Inappropriate behaviors	Humiliation and ridicule	Mocking students' limbs and appearance
13			The humiliation of students with better sports skills
14		Misbehavior	Causing stress in students
15			Threatening and intimidating students
16			Exaggeration in showing violent coaching behaviors
17		Insecure behaviors	Insisting on performing dangerous skills beyond the students' ability
18			Encouraging taking illegal supplements and drugs for better performance
19		Conflict with colleagues	Conflict with schools headmaster
20			Conflict with other teachers
		Sexual	Sexual

1	1 Violence	abuse	
2			Exposure of genitals to pupils
3			Showing sexual images to pupils
4		Sexual rape	Sexual assaults on pupils
5	Relationship-oriented behaviors	In team formation	Selecting team members based on relationships, not technical criteria
6		In student evaluation	Scoring students based on relationships
7			Setting aside evaluation norms
8	Result-oriented behaviors	In teaching skills	Devoting time of class to skillful students for creating a better team
9			Ignorance of weaker students in class
10		In competitions	Pay more attention to competitions than training

We generated 40 codes based on qualitative data. Each code points to a particular behavior. These behaviors can directly affect schools (as an organization), colleagues (principals and other teachers) and pupils. But we can say that most of them will have indirect bad effects on pupils.

Then we developed the Robinson and Bennett (1995) typology of deviant behaviors for P.E. teachers by grouping themes and sub themes into four groups (See Table 3).

Table 3: Categorization of P.E. teachers' deviant behaviors into Robinson and Bennett (1995) typology

Dimension	Themes	Sub themes
Professional Commitment Deviance	Deliberate negligence of performing task	Wasting class time
		Soldiering
		Gaining financial benefit
	Using mobile phone	Student use
		Teacher use
	Teaching unfair behaviors	Unfair play
		Disrespect
		Dishonesty
	Not paying attention to appearance	Personal hygiene
		Body posture

		Sportswear
Property Deviance	Imposing extra fees to school	Raising costs
		Declining useful life of equipment
	Stealing from school	Direct theft
		Indirect theft
Personal Deviance	Inappropriate behaviors	Humiliation and ridicule
		Misbehavior
		Insecure behaviors
		Conflict with colleagues
	Sexual Violence	Sexual abuse
		Sexual rape
Political Deviance	Relationship-oriented behaviors	In team formation
		In student evaluation
	Result-oriented behaviors	In teaching skills
		In competitions

We took the four dimensions of the above table from Robinson and Bennett (1995) typology. But we changed “Production Deviance” to “Professional Commitment Deviance”. Because based on the themes and sub themes in this dimension the term “production deviance” couldn’t explain all P.E. teachers’ behaviors.

Finally, we categorized P.E. teachers’ deviant behaviors in sub themes level into three parts based on the target group (See Figure 2). Based on the figure we can say pupils are the most affected victims of P.E. teacher deviant behaviors. Also, the number of P.E. teachers’ deviant behaviors against schools and other colleagues was low. But, it should be noted that even P.E. teachers’ deviant behaviors towards pupils can have a negative impact on schools, for example, deviant behaviors towards pupils can damage the reputation of schools as an organization.

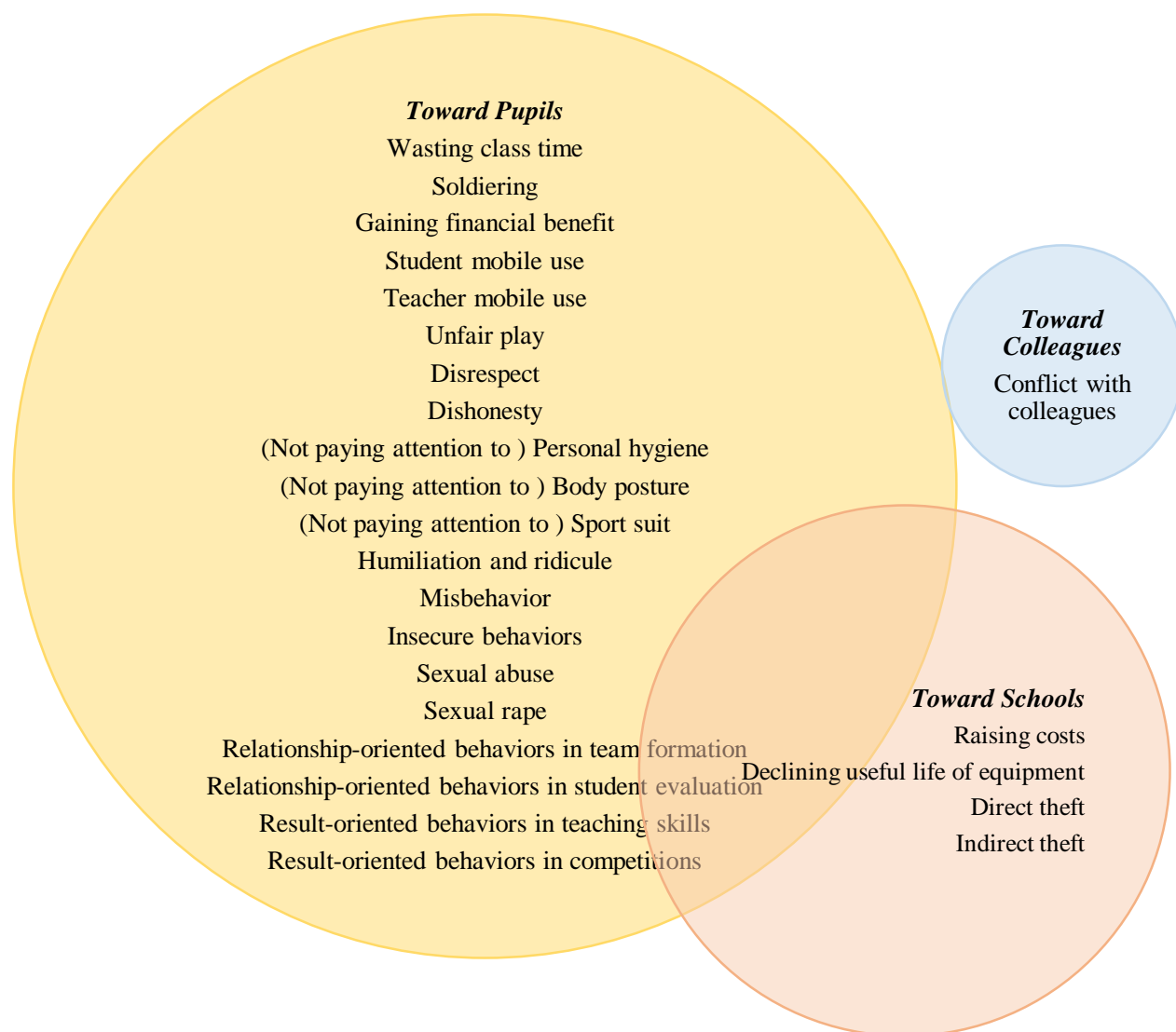


Figure 2: Categorization of P.E. teachers' deviant behaviors based on target

IV. Discussion

This study was conducted with the aim of developing one of the most famous typologies of organizational deviant behaviors for P.E. teachers. In other words, the review of deviant behavior literature showed that existing typologies of deviant behaviors cannot explain all aspects of P.E. teachers' deviant behaviors. Directed content analysis of qualitative data identified 40 deviant behaviors in P.E. teachers. These behaviors were categorized into 4 dimensions based on type and 3 groups were based on victims or targets.

Professional Commitment Deviance

This dimension includes behaviors in which P.E. teachers do not perform their primary duty and job mission effectively. In other words, P.E. teachers violate their professional commitment by showing these behaviors and do not provide high quality teaching and performance. Also, pupils were the main victims of professional commitment deviance.

Property Deviance

Property Deviance refers to the waste of school funds and resources. “Imposing extra fees on school” and “Stealing from school” were two themes of property deviance. Schools are the only victims of the property deviance behaviors. It is even possible that the P.E. teachers haven’t earned personal profit from property deviance behaviors, and these behaviors are advantageous to others (e.g. Creating additional charges in sports camps and competitions may be advantageous to pupils).

Personal Deviance

Personal deviance is related to offending others in the workplace. These unhealthy behaviors affect colleagues (both principals and other teachers) and pupils. But the intensity and number of personal deviances against the pupils are more worrying. “Humiliation and ridicule”, “Misbehavior”, “Insecure behaviors”, “Sexual abuse”, and “Sexual rape” are unhealthy behaviors which have occurred to pupils. These behaviors can have serious consequences, for example, cause pupils aversion towards physical education and sport. In these cases, pupils will be more likely to refuse to participate in a physical education class and even have a negative view of other sports coaches in the future. In a similar finding, Broeckelman-Post et al. (2016), has shown that teacher misbehavior has a strong negative relationship with student interest and engagement in universities. It may even be argued that at a younger age (school level) pupils are at a critical stage of growth and the effect of teachers’ misbehavior are much more serious and significant than at the university level.

Political Deviance

Political Deviance refers to some biased actions in schools. “Relationship-oriented behaviors” and “Result-oriented behaviors” are two kinds of political deviance. In relationship-oriented behaviors, P.E. teachers put their relationships with students above technical criteria and assessment norms in team formation and pupils’ evaluation. In result-oriented behaviors, P.E. teachers are looking for sports achievements for schools. So it is possible weaker pupils are ignored or the time of class is devoted to a limited number of pupils. It goes without saying, both “Relationship-oriented behaviors” and “Result-oriented behaviors” are unfair. These types of behaviors can reduce the motivation of pupils to actively participate in physical education classes. Furthermore, it is possible that these kinds of deviant behaviors aren’t fully acceptable by P.E. teachers. In other words, that there are some factors such as institutional pressures and principles request for success compel P.E. teachers to indicate political deviant behaviors especially result-oriented behaviors.

Deviant behaviors are important in all organizations and can ruin the reputation of that organization in the society. These behaviors are carried out by employees and they can prevent organizational goal achievement. It seems employees in different jobs have different deviant behaviors. In the current study this notion was emphasized and we identified a wide range of deviant behaviors in P.E. teachers.

Although, the typology of deviant workplace behavior (Robinson and Bennett, 1995) is beneficial for understanding these behaviors in all organizations but the results of our study showed that we can identify specific deviant behaviors for P.E. teachers. We assumed the dimensions of Robinson and Bennett (1995) typology is constant, then categorized P.E. teachers’ deviant behaviors into four dimension include “professional commitment deviance”, “property deviance”, “personal deviance” and “political deviance”. We changed only “production deviance” to “professional commitment deviance” because of the meaning of the emergent codes in it.

Finally, we tried to present a practical categorization of P.E. teachers’ deviant behaviors. We can say categorization of P.E. teachers’ deviant behaviors based on target or victims are extremely practical. Based on Figure 2,

many of the P.E. teachers' deviant behaviors are towards pupils. The high number and diversity of P.E. teachers' deviant behaviors towards pupils give us a few pieces of advice. Financial impacts and costs imposed by deviant behaviors in organizations is one of the main reasons of studying and preventing these behaviors, but it seems besides financial impacts we must consider the pedagogical, ethical, social, cultural and other impacts of P.E. teacher's deviant behaviors in schools. We can even say the non-financial effects of P.E. teacher's deviant behaviors are more significant. It means the occurrence of any deviant behaviors by P.E. teachers towards pupils can have devastating effects on a child's personality. Also, it can impair the development of a child's skills and abilities. Obviously the financial losses for these effects cannot be easily estimated. Another important piece of advice about P.E. teachers' deviant behaviors are the motives and causes of these behaviors. Generally, one of the important reasons of deviant behaviors (especially production and property deviance) is gaining financial profit by employees in an organization. But we can't assume financial profit as the main reason for P.E. teachers' deviant behaviors. It seems the P.E. teacher's different deviant behaviors have various reasons and motives that need to be addressed in separate studies.

Generally, teachers perpetrate various types of deviant behaviors or misbehaviors. In this context, the results of Page (2013) study is considerable. Page (2013) by analyzing more than 300 disciplinary orders of the General Teaching Council for England (GTC) pointed out teachers' misbehaviors include two main category: external misbehavior versus internal misbehavior. Indeed, the vast majority of external misbehaviors of teachers were criminal actions. External misbehaviors were actions such as driving offences, fraudulence, child neglect, drug related, theft, violence, weapon possession, sexual offences, criminal damage, harassment, bigamy, indecency, threatening behavior, drunk and disorderly, failure to surrender, and invading a football pitch. Also, Page (2013) mentioned external misbehavior of teachers is an issue that is neglected in the organizational misbehavior literature. Moreover, internal misbehavior of teachers contained 21 types of misbehavior such as inappropriate interaction with pupils, technology misuse, procedural breach, pedagogical, failure to disclose or withholding information, aggression towards pupils, health and safety/duty of care, assessment fiddling, deception, falsifying information, financial, intoxication at work, inappropriate interaction with colleagues, inappropriate relationship with pupils, absenteeism, aggression towards staff, confidentiality breach, moonlighting while on sick leave, refusal to follow instructions, punctuality, and sexual activity at work. Based on Page (2013) "inappropriate interaction with pupils" was the most common type of internal misbehavior. We also introduced pupils as the main victim of P.E. teachers' deviant behavior. Finally, the comparison of identified deviant behaviors in our study with Page (2013) results indicates a high overlap rate in them, although Page's (2013) study was related to all teachers. Therefore, the distinctive feature of our study was to identifying specific deviant behaviors for P.E. teachers, behaviors that are unlikely to occur in non P.E. teachers (e.g. unfair play: teaching to win at any cost, even hurting opponents).

As a general summary, we can say deviant behaviors of P.E. teachers are a critical problem in schools and scholars have not paid enough attention to this issue, although the financial impacts of deviant behaviors on the economy of organizations and societies have attracted much attention. To conclude, paying attention to the non-financial effects of P.E. teachers' deviant behaviors is of the upmost importance. Therefore, we separated P.E. teachers' deviant behaviors into three groups, based on victims. These three groups included pupils, schools and colleagues. These results can provide a clear understanding into P.E. teachers' deviant behaviors. We studied P.E. teachers' deviant behaviors by qualitative method and without consideration of gender and other effective variables. Furthermore, repeating the study or conducting quantitative studies based on the results of this study can yield more useful results.

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