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## The vision of male and female physical education teachers for the role of the school principal in activating school sports activity

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### Abstract

The research aims to identify the vision of male and female physical education teachers for the role of the school principal in activating school sports activity. This study also aimed to identify differences in the role of school administrations in activating school sports activity according to the variables (experience, gender). The researcher for this study used the method Descriptive in the style of survey studies. The research community was composed of physical education teachers, both male and female, regular working hours within the Al-Qadisiyah Education Directorate for the academic year (2022-2023), who numbered (362) male and female physical education teachers. The percentage of the research sample that was selected was (28.72%). Accordingly, the number of the sample reached (104) physical education teachers, with (72) teachers constituting (19.88%) and (32) schools constituting (8.83%). They were chosen randomly. Appropriate statistical methods were used for the current research, and it showed the results of this study are that the school administration has an effective and positive role in activating school sports activity. The results indicated that there were no statistically significant differences according to the variable (experience), while the results indicated that there were statistically significant differences in the variable (gender) in favor of females.

**Keywords:** School sports activity, physical education teacher, school principal

### Introduction

The school is considered one of the important educational institutions that provide students with the information, experience, and knowledge necessary for scientific and practical life. The school works to develop the students' inclinations and direct them in a good social direction that benefits the individual and society, as well as preparing students, modifying their behavior, and giving them experiences and skills that help them adapt and succeed in all fields. And given the role played by the teacher or teacher in the educational process, it is an important and major role in that all the factors that affect this process, including the curriculum, the book, school administration, and educational supervision, despite their importance, do not amount to the importance of the role of the administration and do not achieve their goals unless The administration found the ability to occupy its profession and carry out its tasks efficiently and effectively. The school principal plays an important role in the success of the educational process, and is therefore considered the decisive factor behind the success or failure of teachers in achieving their goals. The administrative pattern followed by the school administration is what determines its relationship with its employees and defines its features. Either you succeed in coordinating their efforts and help them achieve the goals, or you work to disperse the efforts and waste them." (Khamis, Muhammad Hussein 2002) <sup>[1]</sup>.

Physical education programs and lessons, in their educational form, strategy, sound systems and rules, and in their many colors and forms, are an essential element in preparing a good citizen, providing him with skills and extensive experience and enabling him to form an integrated, balanced personality in all the different aspects of daily life. School sports activity is also the cornerstone of lessons and Physical education programs in the school, and the success of this program depends on the success of the school administration in its good organization and implementation of internal and external sports activities, and the activation of physical education lessons in cooperation with the physical education teacher, "as school

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sports activities play an important role in providing opportunities for appropriate growth in preparing young people in preparation.” Healthy and integrated in terms of physical, mental, psychological and social aspects, it is considered an important element in the processes of growth and development” (Azmi, Muhammad 1996) [2]. The importance of this research is evident in the importance of students’ participation in all the various fields and school activities, including sports, and the role of the school principal in activating participation in School sports activity in order to achieve the goals of the educational system in general, and the goals of physical education in particular, as participation in sports activities is an integral and supportive part of the school curriculum, and knowing the opinions of physical education teachers on the role of the school principal in activating student participation in all fields, including sports, is important. In order to enhance the positive side and address the negative side.

**Research problem:** Through school sports activities, we seek to build a balanced and independent personality for students by developing physical, motor, cognitive, and moral qualities, as sports activities play an important and prominent role in achieving educational goals, refining the student’s personality, and developing him in a sound manner, and activating participation in these activities in their various fields needs more. From the research that reveals its reality and knowledge of its characteristics and advantages. The problem of this research lies in answering the following questions:

- What is the vision of male and female physical education teachers about the role of the school principal in activating school sports activity?
- Are there statistically significant differences in the view of male and female physical education teachers on the role of the school principal in activating school sports activity according to (Experience, gender)?

**Research objectives**

The purpose of the current research is:

- Identifying the vision of physical education teachers, both male and female, for the role of the school principal in activating school sports activity in the Diwaniyah Education Directorate.
- Identifying the differences in the role of school administrations in activating school sports activity according to the variables (Experience, gender).

**Theoretical framework**

**School Director**

“Management means organizing, coordinating, and investing efforts in the best possible way, to the maximum extent possible, to obtain the best results with the least effort and time available and the lowest possible cost. Successful management is one of the important pillars for any society to achieve the sufficiency that enables it to exploit its

human, material, and scientific resources.” In various areas of his life” (Adas, Muhammad Abd al-Rahim 1996) [3].

**School sports activity**

“It is a group of sports activities that are practiced within educational institutions, as the importance of school sports activities stems from practicing sports in childhood due to the importance of exercise, especially in childhood and youth, as the body is constantly growing and needs sports to ensure that the bones, muscles, and heart are healthy.” The lungs and all other vital organs grow naturally and soundly, in addition to building a healthy personality, as organized motor games enhance the healthy physical, mental and psychological development of children and youth and increase self-confidence, self-esteem and a sense of accomplishment.” (Al-Sayeh, Mustafa 2007) [4].

**Physical education teacher**

“The physical education teacher, with his vital and important role, is considered one of the prominent pillars for achieving the goals of physical education. Through him, ideals and higher values are disseminated, and he is a role model to be followed. His personality also has a great influence on the souls of students, in addition to his role in developing physical and skill capabilities.” For students, the teacher is the leader and guide of the educational situation, and he is the one who is entrusted with setting the executive program for the taught curriculum, in addition to planning the lesson and choosing the appropriate teaching methods and methods for its implementation. In this sense, he is the creator of the teaching and its executive tool, as teaching is an educational means of communication that is planned and directed by the teacher to achieve the students’ learning goals in addition. To evaluate them and determine their level of achievement, and he is the role model that students follow and the effective example that they follow. His role in the reality of the educational process is complex and multi-faceted, and the dimensions and duties assigned to him are many. Society has placed on him a serious responsibility on which his existence and continuity depend. It is on the teacher that the achievement of the goals of education or failure to achieve them depends.” (Al-Mutawa, Baddour, Badir, Suhair 2006) [5].

**Research methodology and field procedures**

**Research methodology**

The researcher used the descriptive method using the survey method to suit the nature of the research problem.

**Research community and its samples**

The research community included physical education teachers in the Diwaniyah Education Directorate, where their number reached (362) teachers and schools who represented the entire research community, as shown in Table (1).

**Table 1:** Shows the number of members of the research community and sample according to the variables of gender and experience

Gender	Categories (Years of service)												The total		
	1-5 years			6-10 years			11-15 years			16 - and above			Sample	Community	Percentage
	Sample	Community	Percentage	Sample	Community	Percentage	Sample	Community	Percentage	Sample	Community	Percentage			
Teachers	50	76	13.81	40	61	11.04	35	52	9.66	42	63	11.60	167	252	46.13
Female teachers	21	32	5.80	16	23	4.41	19	29	5.24	18	26	4.97	74	110	20.44
The total	71	108	19.61	56	84	15.46	54	81	14.91	60	89	16.57	241	362	66.57

**The exploratory sample**

This is the sample through which the observers' level of understanding and comprehension of the scale's items was identified, as well as the clarity of the items, the accuracy of their wording, and the ability to observe them during a physical education lesson, in addition to the negatives and positives that the researcher might encounter during the application of the scale in the future. It consisted of (15) teachers and schools, in reality (9) male and (6) female

teachers constituted a percentage of (4.14%).

**The research sample**

This is the sample through which the main experiment was conducted to build the scale. Its number reached (104) teachers and schools, with a percentage of (28.72%), with (72) teachers forming a percentage of (28.57%) and (32) schools. They constituted a percentage of (29.09%) of the total research community, as shown in Table (2).

**Table 2:** It shows the number of individuals in the research sample and its percentage

Categories	Research sample		Gender
	Number	Ratio	
15	22	6.07	Male
	9	2.48	Female
6 – 10	17	4.69	Male
	7	1.93	Female
11-15	15	4.14	Male
	8	2.20	Female
16 and above	18	4.97	Male
	8	2.20	Female
The total	104	28.72	Male and Female

**Main research procedures:** To achieve the research objectives, the researcher followed the following steps:

**Determining the axes of the scale:** For the purpose of defining the axes of the school principal's role in activating school sports activity in this research, and after reviewing many studies and literature in the field of (Teaching methods - testing and measurement - management and organization), the researcher identified five axes, which are:

- The field of planning sports activity.
- The field of sports activity management.
- The field of implementation and presentation of sports

- activity.
- The field of capabilities.
- The field of incentives.

The researcher prepared and distributed a questionnaire to survey the opinions of a group of experts and specialists in the field of teaching methods, testing, measurement, management and organization about the validity of the axes. After collecting and transcribing the data, the researcher used the (chi-2) test to identify valid axes from others. The results showed the validity of all axes, and the table (3) shows that.

**Table 3:** Shows the validity of the proposed axes

No.	Suggested topics	Number of experts		Calculated (chi-2) value	Type of sig
		Validate	Invalidate		
1.	Planning sports activity	20	1	20.17	Sig
2.	Sports activity management	19	2	16.67	Sig
3.	Implementation and presentation of sporting activity	16	5	8.17	Sig
4.	Potential	19	2	16.67	Sig
5.	Incentives	20	1	20,17	Sig

The tabular value of (K2) = 3.84 at the degree of freedom (n-1) = (2-1) = 1 and the level of significance (0.05).

roundabout way. The school principal in activating school sports activity, see Appendix (1)

**Preparing the items for the scale:** After the researcher identified the axes of the scale, he began the process of collecting the items and formulating them using the following means and methods:

- Review the relevant sources.
- **Open questionnaire:** For the purpose of obtaining a number of items that serve the current scale, and through the use of the aforementioned methods to collect the items in the scale, and after studying and analyzing these items, similar items and unclear items were excluded, so that the number of items after that was (33) items distributed among the five axes in a

**Validity of the scale items:** This procedure requires obtaining consensus from a group of experts and specialists on the validity of the scale items. The researcher prepared a questionnaire for the selection and guidance scale for sports talents and determined the items for each of the five axes, as the form included (33) items, and after When the researcher retrieved the questionnaire forms related to the scale from the experts and specialists, the researcher collected and transcribed the data. The (chi-2) test was used to identify valid items from others, while the results showed the validity of all items to represent the axes to which they belong, as in Table (4), which shows that.

**Table 4:** Shows the validity of the paragraphs in each axis of the research

First: planning the sports activity						
No.	Paragraph	Number of experts		Agreement rate	Calculated (chi-2) value	Type of sig
		Validate	Invalidate			
1.	The school administration prepares an annual plan for internal and external sports activities.	21	0	100%	21	Sig
2.	The school administration prepares a weekly plan with clear goals for internal sports activity.	19	2	90.4%	13.76	Sig
3.	The school administration analyzes the content of the sports activity.	21	0	100%	21	Sig
4.	The school administration implements the instructions of the sports activity directorate.	19	2	90.4%	13.76	Sig
5.	The school administration determines the basic requirements for sports activity.	20	1	95.2%	17.19	Sig
6.	The school administration makes appropriate preparations for each sporting activity.	21	0	100%	21	Sig
7.	The school administration involves students in planning sports activities.	20	1	95.2%	17.19	Sig
8.	The school administration is keen on students participating in all sporting activities without exception.	21	0	100%	21	Sig
9.	The school administration evaluates the plan and adjusts it according to the results of students' participation in sports competitions.	21	0	100%	21	Sig
Second: sports activity management						
No.	Paragraph	Number of experts		Agreement rate	Calculated (chi-2) value	Type of sig
		Validate	Invalidate			
1.	The school administration organizes students according to the nature of the sporting activity.	21	0	100%	21	Sig
2.	The school administration deals with undesirable behavior calmly.	21	0	100%	21	Sig
3.	The school administration accepts students' views and discusses them respectfully.	21	0	100%	21	Sig
4.	The school administration responds to the school's rules, regulations, and regulations related to the organization of students.	21	0	100%	21	Sig
5.	The school administration identifies students' problems and works to solve them.	19	2	90.4%	13.76	Sig
6.	The administration encourages students to take responsibility.	20	1	95.2%	17.19	Sig
7.	The administration allows students to participate by setting clear and specific instructions before assigning them to the activity.	21	0	100%	21	Sig
Third: implementation and presentation of sports activity						
No.	Paragraph	Number of experts		Agreement rate Repair	Calculated (chi-2) value	Type of sig
		Validate	Invalidate			
1.	The school administration is working on exciting preparations for sports activity.	21	0	100%	21	Sig
2.	The school administration implements internal activities in logical steps.	21	0	100%	21	Sig
3.	The administration encourages students' active participation in sporting activities.	21	0	100%	21	Sig
4.	The school administration takes into account the interests and inclinations of students.	20	1	95.2%	17.19	Sig
5.	The administration takes into account individual differences among students while practicing sports activities.	21	0	100%	21	Sig
6.	The administration works to stimulate students' motivation in multiple ways.	20	1	95.2%	17.19	Sig
Fourth: potential						
No.	Paragraph	Number of experts		Agreement rate Repair	Calculated (chi-2) value	Type of sig
		Validate	Invalidate			
1.	The school administration works to provide the necessary sports equipment and tools to hold sports activities.	20	1	95.2%	17.19	Sig
2.	The school administration provides the necessary first aid.	21	0	100%	21	Sig
3.	The school administration sets a special budget for sports activities.	21	0	100%	21	Sig
4.	The administration provides a suitable place to store sports equipment and tools.	20	1	95.2%	17.19	Sig
5.	The school administration makes an effort to benefit from the local environmental resources that contribute to activating students' participation in festivals and sporting events.	21	0	100%	21	Sig
6.	The administration encourages all students to use school facilities after school.	20	1	95.2%	17.19	Sig
Fifth: incentives						
No.	Paragraph	Number of experts		Agreement rate Repair	Calculated (chi-2) value	Type of sig
		Validate	Invalidate			
1.	The school principal provides security and safety factors while students participate in sports activities.	21	0	100%	21	Sig
2.	The school administration supports the participation of all students in sports activities.	19	2	90.4%	13.76	Sig
3.	The school administration honors the school sports teams that win sports races.	21	0	100%	21	Sig
4.	The administration is interested in stimulating students' motivation to participate in sports activities.	19	2	90.4%	13.76	Sig
5.	The administration accepts students' opinions and serves their feelings toward sports activity.	20	1	95.2%	17.19	Sig

In light of the results obtained by the researcher, the paragraphs whose calculated value (K2) was less than its tabulated value of (3.84) were excluded at a degree of freedom (1) and significance level (0.05).

- **Scale correction key:** The researcher prepared a special correction key for this scale, and through this key the scores and statistical indicators were extracted. The researcher used a five-graded rating scale with alternatives (very strongly agree, greatly agree, moderately agree, and highly agree). A little, agree to a very small degree) and grades were given (5, 4, 3, 2, 1) for these alternatives.
- **Exploratory application of the scale:** The researcher conducted the exploratory application on a sample of

physical education teachers after the scale was delivered to the observers to observe the male and female teachers. It consisted of (15) male and female teachers, and they constituted a percentage of (4.14) from the total research community, and by reality (9) male and (6) female teachers for the purpose of knowing the extent of clarity of the scale items among members of the research sample.

- **The main experiment:** After the survey application procedures were completed, the researcher began conducting the main experiment by applying the scale to the research sample, which amounted to (104) teachers and schools, with (72) teachers and (32) schools, and they constituted a percentage of 28.72% of



the research community. The total for the period from 17/10/2022 until 22/11/2022. After collecting the questionnaires, the data for the individuals in the research sample was transcribed using the scale correction key and arranged in tables in preparation for statistical analysis.

- Statistical analysis of the items of the scale of the role of the school principal in activating school sports activity: "The process of building a scale requires conducting an analysis of its items in order to obtain items that meet the purpose. In this regard, it is noted that the goal of this procedure is to maintain the good items in any scale or A practical tool" (Abu Hatab, Fawad *et al.* 1978) [6]. Among the most important analysis processes that the researcher followed are:

**Discrimination indices:** To calculate the discrimination indices for the paragraphs, the following method was used:

**Internal consistency method**

Correlation coefficients of the item with the total score of the sub-axis to which it belongs: The researcher calculated the correlation coefficient through the correlation between the score of each item and the total score of the sub-axes of the scale, by calculating the (Pearson) correlation coefficient for the sample members, who numbered (104) teachers. And a school of physical education. To determine the statistical significance, it was compared with the value of the tabular correlation coefficient, which was (0.195) and at a degree of freedom (102). The level of significance was (0.05), and this is shown in Table (5).

**Table 5:** It shows the value of the correlation coefficient of each item with the total score of the axis to which it belongs using the internal consistency method

Sub-axis	No.	Correlation coefficient	Type of sig	Subscale	No.	Correlation coefficient	Type of sig	
Planning sports activity	1	0.317	Sig	Sports activity management	10	0.218	Sig	
	2	0.302	Sig		11	0.387	Sig	
	3	0.351	Sig		12	0.269	Sig	
	4	0.305	Sig		13	0.418	Sig	
	5	0.242	Sig		14	0.337	Sig	
	6	0.312	Sig		15	0.226	Sig	
	7	0.351	Sig		The potential	16	0.351	Sig
	8	0.242	Sig			23	0.273	Sig
	9	0.387	Sig			24	0.329	Sig
Implementation and presentation of sporting activity	17	0.423	Sig	25		0.210	Sig	
	18	0.370	Sig	26		0.486	Sig	
	19	0.246	Sig	27		0.303	Sig	
	20	0.284	Sig	28		0.242	Sig	
	21	0.233	Sig	Incentives		31	0.283	Sig
22	0.351	Sig	32			0.273	Sig	
29	0.410	Sig	33		0.242	Sig		
	30	0.291	Sig					

The tabular (r) value is at a significance level of 0.05 and the degree of freedom (n-2) = 104-2 = 102 = 0.195

**Stability of the scale:** What is meant by the stability of the scale is "accuracy in measurement or observation, its lack of contradiction with itself, and its consistency in the information it provides us about the behavior of individuals"

(Abu Hatab, Fawad *et al.* 1978) [6]. To verify the stability of the scale, the researcher used the Cronbach alpha equation to calculate the stability of the test. According to the responses of the sample, which consisted of (104) male and female teachers, the values of the reliability coefficients were limited to (0.611 - 0.869) for the sub-axes, and Table (6) shows this.

**Table 6:** It shows the test reliability coefficients for the scale's axes using the Cronbach's alpha equation

No.	Type of axes	Stability coefficient
1.	Planning sports activity	0.611
2.	Sports activity management	0.720
3.	Implementation and presentation of sporting activity	0.869
4.	Potential	0,678
5.	Incentives	0,856

**Results and Discussion**

This section includes a presentation of the results reached by the current research and an interpretation of those results in light of the objectives set for it, which are:

Identifying the vision of physical education teachers, both male and female, for the role of the school principal in

activating school sports activity in the Diwanayah Education Directorate. To achieve the first goal, the arithmetic mean and standard deviation were calculated for each item and each field of study, and the results of tables (7, 8, 9, 10, 11) show this, while table (12) shows the ranking of the fields according to the degree of their practice.

## The field of planning sports activity

**Table 7:** It shows the arithmetic averages and standard deviations of the practice score for the field of planning sports activity

No.	Paragraph text	Average calculation	Deviation	Degree
1.	The school administration prepares an annual plan for internal and external sports activities.	4.57	0.58	Very large
2.	The school administration prepares a weekly plan with clear goals for internal sports activity.	4.54	0.81	Very large
3.	The school administration analyzes the content of the sports activity.	3.58	1.21	Medium
4.	The school administration implements the instructions of the sports activity directorate.	4.11	1.13	Big
5.	The school administration determines the basic requirements for sports activity.	3.70	1.02	Medium
6.	The school administration prepares appropriately for each sporting activity.	4.15	0.95	Big
7.	The school administration involves students in planning sports activities.	3.65	1.13	Medium
8.	The school administration is keen on students participating in all sporting activities without exception.	4.06	1.09	Very large
9.	The school administration evaluates the plan and adjusts it according to the results of students' participation in sports competitions.	3.65	1.18	Medium
Overall practice in the field of planning sports activity		4.06	0.62	Big

Table (7) shows that the degree of practice was very large on the items (1, 2, 8), where the arithmetic mean of the response ranged from (4.54 - 4.57), and the degree of practice was great on the items (4, 6), where the arithmetic mean on them was (4.11, 4.15), and the degree of practice was average on items (3, 5, 7, 9), where the arithmetic mean of the response to them ranged (3.58 - 3.70). With regard to the total score for the field, the arithmetic mean reached (4.06), and such an average expresses this result may be attributed to a large degree of practice from the point of view of physical education teachers. They are responsible

for preparing for sporting activity, and that sporting activity is an important and vital part of the physical education lesson and is an important means of preparing the student and giving him some physical qualities. The researcher attributes the reason to the administration providing the opportunity for students to participate in Planning school sports activities, because these activities allow the student to enjoy spending free time by practicing the activities he wants to practice.

### Field of sports activity management

**Table 8:** It shows the arithmetic means and standard deviations of the degree of practice in the field of sports activity management

No.	Paragraph text	Average calculation	Deviation	Degree
10.	The school administration organizes students according to the nature of the sporting activity.	3.71	1.19	Medium
11.	The school administration deals with undesirable behavior calmly.	4.12	1.21	Big
12.	The school administration accepts students' views and discusses them respectfully.	4.26	0.97	Big
13.	The school administration responds to the school's rules, regulations, and regulations related to the organization of students.	4.23	0.95	Big
14.	The school administration identifies students' problems and works to solve them.	4.10	1.12	Big
15.	The administration encourages students to take responsibility.	4.22	1.10	Big
16.	The administration allows students to participate by setting clear and specific instructions before assigning them to the activity.	4.11	1.11	Big
Overall practice in the field of sports activity management		4.12	0.73	Big

Table (8) shows that the degree of practice was large on paragraphs (11, 12, 13, 14, 15, 16), where the arithmetic mean ranged between (4.10 - 4.26), and the degree of practice was medium on paragraph (1), where it was The arithmetic mean of the response to it is (3.71). Regarding the total score for the field, the arithmetic average reached (4.12), and such an average expresses a great degree of practice. This result may be attributed to the fact that the relationship between the school administration and the students is governed by laws and instructions, and that this relationship is positive because it regulates the work between the school principal and the students, and that

responding to these laws trains the students to respect the system. It also helps the students in how to deal with each other on the one hand and the school principal on the other hand. Involving the students in managing the activity and bearing a kind of responsibility on them, and this indicates that there is a level and competence among those in charge. The school principal involves students in planning and managing sports activities.

### The field of implementation and presentation of sports activity

**Table 9:** Arithmetic means and standard deviations of the degree of practice for the field of implementation and presentation of the activity

No.	Paragraph text	Average calculation	Deviation	Degree
17.	The school administration is working on exciting preparations for sports activity.	4.23	1.05	Big
18.	The school administration implements internal activities in logical steps.	3.94	1.11	Medium
19.	The administration encourages students' active participation in sporting activities.	4.06	1.03	Big
20.	The school administration takes into account the interests and inclinations of students.	4.17	1.11	Big
21.	The administration takes into account individual differences among students while practicing sports activities.	4.03	1.11	Big
22.	The administration works to stimulate students' motivation in multiple ways.	3.82	1.22	Medium
The overall practice of the field of implementation and presentation of the activity		4.02	0.81	Big

Table (9) shows that the degree of practice was large on items (17, 19, 20, 21), where the arithmetic mean ranged between (4.03 - 4.23), and the degree of practice was medium on paragraphs (18, 22), where the average was the arithmetic mean was respectively (3.94 -3.82). With regard to the total score for the field, the arithmetic mean reached (4.02), and such an average expresses a great degree of practice. This result may be attributed to the fact that participation leads to positive benefits, including an improvement in the number of participants, an increase in

social feelings, and Self-esteem, and that the school principal encourages the active participation of students in practicing sports activities. This requires that school sports activities take into account the students' abilities and take into account their interests and inclinations. The process of providing students with a certain amount of activities, information, and tasks comes within their various abilities.

#### Field of capabilities

**Table 10:** It shows the arithmetic means and standard deviations of the practice score for the potential domain

No.	Paragraph text	Average calculation	Deviation	Degree
23.	The school administration works to provide the necessary sports equipment and tools to hold sports activities.	4.34	1.01	Big
24.	The school administration provides the necessary first aid.	4.33	0.96	Big
25.	The school administration sets a special budget for sports activities.	4.36	0.99	Big
26.	The administration provides a suitable place to store sports equipment and tools.	4.15	1.19	Big
27.	The school administration makes an effort to benefit from the local environmental resources that contribute to activating students' participation in festivals and sporting events.	3.89	1.10	Medium
28.	The administration encourages all students to use school facilities after school.	4.10	1.21	Big
The total exercise of the potential field		4.24	0.74	Big

Table (10) shows that the degree of practice was large on paragraphs (23, 24, 25, 26, 28), where the arithmetic mean ranged between (4.10 - 4.36), and it was medium on paragraph (27), where the arithmetic mean was (3.89), with regard to the total score for the field, the arithmetic average reached (4.24), and such an average expresses a large degree of practice. This result may be attributed to the school principal's interest in providing security and safety factors

for students among the first concerns in preserving their safety in addition to encouraging them to participate. With these activities, the most important factors that affect the achievement of the goals of school sports are the human and material capabilities and professional development of the physical education teacher.

#### Area of incentives

**Table 11:** Arithmetic means and standard deviations of the practice score for the incentives domain

No.	Paragraph text	Average calculation	Deviation	Degree
29.	The school principal provides security and safety factors while students participate in sports activities.	4.19	1.03	Big
30.	The school administration supports the participation of all students in sports activities.	4.33	1.05	Big
31.	The school administration honors the school sports teams that win sports races.	4.17	1.12	Big
32.	The administration is interested in stimulating students' motivation to participate in sports activities.	4.06	1.14	Big
33.	The administration accepts students' opinions and serves their feelings toward sports activity.	4.04	1.02	Big
Overall practice of incentives		4.21	0.77	Big

Table (11) shows that the degree of practice was large on all items in the domain (29, 30, 31, 32, 33), where the arithmetic mean ranged between (4.04 - 4.46). With regard to the total score for the domain, the arithmetic mean reached (4.21). Such an average expresses a great degree of practice, and the researcher believes that incentives are an internal feeling that drives the behavior of individuals in order to satisfy their needs, and that incentives are one of the

most important reasons that push students to participate in sports activities, and that reducing them reduces students' motivation to participate in sports activities. It is noted that the school principal has a major role in honoring the students and announcing their names on the school radio, in addition to that the school principal seeks to accept their views in the areas of sports activities and raise their morale.

**Table 12:** Arranging the research topics according to the degree of practice

No.	The hub	Average calculation	Deviation	Degree
1.	Planning sports activity	4.06	0.63	Fourth
2.	Sports activity management	4.12	0.73	Third
3.	Implementation and presentation of sporting activity	4.02	0.81	Fifth
4.	Potential	4.24	0.74	The first
5.	Incentives	4.21	0.77	The second
6.	Total field	4.10	0.61	-

Table (12) shows that the degree of practice of school administrations was great on all research axes and the overall field, and with regard to the arrangement of the fields according to the degree of practice, it was as follows:

- **First place:** Field of capabilities
- **Second place:** The field of incentives
- **Third place:** Field of sports activity management
- **Fourth rank:** The field of planning sports activity

- **Fifth place:** The field of implementation and presentation of sports activity

The results of the research showed that the five research axes obtained arithmetic averages that ranged between (4.02 - 4.24). The researcher believes that the reason is that the school is convinced of the importance of school sports activity, and that clarifying the importance of physical education falls primarily on the responsibility of the school administration, by providing sufficient opportunities for

sports practice and achieving Physical fitness and motor skills of its students. In addition, school sports activities are characterized by diversity, which allows the school administration to find different activities for students to practice.

Identifying the differences in the role of school administrations in activating school sports activity according to the variables (gender, experience). To achieve the second goal, arithmetic means and standard deviations were used for the study sample, and Table No. (13) shows this.

**Table 13:** It shows the arithmetic averages and standard deviations for the research sample

Independent variable	Dependent variable	The number		Average calculation	Deviation
Gender	Male	72		72	0.69
	Feminine	32		32	0.41
Experience	1-5 years	Male female	Male female	4.05	0.63
		22	9		
	6 – 10 years	17	7	4.12	0.64
	11-15 years	15	8	4.10	0.59
	16 years and above	18	8	4.08	0.77

Table No. (13) shows that there are differences between the averages in the role of school principals in school sports activities according to the variables (gender - experience) of

physical education teachers. To determine the levels of statistical significance for these differences, one-way analysis of variance was used, and Table (14) shows this.

**Table 14:** It shows the results of a one-way analysis of variance to indicate differences in the role of school administrations in activating school sports activity according to the variables (gender - experience) among physical education teachers.

Variables	Source of variance	Degrees of freedom	Sum of squares of deviation	Average deviation	Arithmetic mean of difference	Indication
Gender	Between groups	1	2.554	2.554 0.332	7.69	0.008
		102	21.248			
		103	23.802			
Experience	Within groups	2	0.188	0.094 0.349	0.269	0.76
		101	21.987			
		103	22.175			

Table No. (14) shows that there are no statistically significant differences attributed to the variable (Experience). This can be explained by the fact that all male and female teachers are present in one educational environment and that the members of the research sample are convinced of the importance of the process of activating students' participation in school sports activities, while there were differences of Statistical significance attributed to the variable (gender) in favor of females. The reason is due to the fact that the role of school administrations in activating students' participation in sporting activities is not similar, and that the activities practiced differ and that the skills taught differ according to gender. The researcher may also attribute the reason to the fact that the school principal in female schools works on Activating the participation of female students, as there are no special places for female students to practice sports activities, unlike male students who can practice activities in clubs, youth centers, and public squares, which leads to female students participating in various activities that meet their desires within the school walls.

**Conclusion and recommendations**

**Conclusion**

- The results of the research showed that the school administration has a positive and effective role in activating students' participation in school sports activity in the internal and external participations held

by the Directorate of Sports and Scouting Activity in the Diwanayah Education Directorate on all five research axes.

- The degree of practice in school administration was great on all research axes and the overall field, and with regard to the arrangement of the fields according to the degree of practice, it was as follows: the field of capabilities, the field of incentives, the field of sports activity management, the field of planning sports activity, the field of implementation and presentation of sports activity.
- The results also indicated that there were no statistically significant differences due to the variable (experience), while the results indicated that there were statistically significant differences according to the gender variable and in favor of females.

**Recommendations**

According to the study's objectives and results, the researcher recommends the following:

- The role of the school administration is important in promoting and activating the concept of participation in school sports activities among students, whether inside the school in races between classes or in the annual sports races and festivals held by the Directorate of Sports and Scouting Activities in the Diwanayah Education Directorate.



- Providing material and moral incentives to honor students who win sports events and encourage them to practice sports activities.
- Activating the role of the school media committee in issuing sports bulletins and posters within the school that motivate students to practice school sports activities.
- The necessity of providing sports facilities such as school playgrounds at the level of educational institutions in order to motivate students to practice sports.
- Conduct research into the difficulties that limit the activation of students' participation in school sports activities.

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## Appendix (1)

The scale shows the role of the school principal in activating school sports activity

No.	Paragraph	Very much agree	Highly agree	Moderately agree	Slightly agree	Agree to a very small extent
<b>Field of planning sports activity</b>						
1.	The school administration prepares an annual plan for internal and external sports activities.					
2.	The school administration prepares a weekly plan with clear goals for internal sports activity.					
3.	The school administration analyzes the content of the sports activity.					
4.	The school administration implements the instructions of the Sports Activity Directorate.					
5.	The school administration determines the basic requirements for sports activity.					
6.	The school administration makes appropriate preparations for each sporting activity.					
7.	The school administration involves students in planning sports activities.					
8.	The school administration is keen on students participating in all sporting activities without exception.					
9.	The school administration evaluates the plan and adjusts it according to the results of students' participation in sports competitions.					
<b>Field of sports activity management</b>						
1.	The school administration organizes students according to the nature of the sporting activity.					
2.	The school administration deals with undesirable behavior calmly.					
3.	The school administration accepts students' views and discusses them respectfully.					
4.	The school administration responds to the school's rules, regulations, and regulations related to the organization of students.					
5.	The school administration identifies students' problems and works to solve them.					
6.	The administration encourages students to take responsibility.					
7.	The administration allows students to participate by setting clear and specific instructions before assigning them to the activity.					
<b>Field of implementation of sports activity</b>						
1.	The school administration is working on exciting preparations for sports activity.					
2.	The school administration implements internal activities in logical steps.					
3.	The administration encourages students' active participation in sporting activities.					
4.	The school administration takes into account the interests and inclinations of students.					
5.	The administration takes into account individual differences among students while practicing sports activities.					
6.	The administration works to stimulate students' motivation in multiple ways.					
<b>Field of possibilities</b>						
1.	The school administration works to provide the necessary sports equipment and tools to hold sports activities.					
2.	The school administration provides the necessary first aid.					
3.	The school administration sets a special budget for sports activities.					

4.	The administration provides a suitable place to store sports equipment and tools.					
5.	The school administration makes an effort to benefit from the local environmental resources that contribute to activating students' participation in festivals and sporting events.					
6.	The administration encourages all students to use school facilities after school.					
<b>Incentive area</b>						
1.	The school principal provides security and safety factors while students participate in sports activities.					
2.	The school administration supports the participation of all students in sports activities.					
3.	The school administration honors the school sports teams that win sports races.					
4.	The administration is interested in stimulating students' motivation to participate in sports activities.					
5.	The administration accepts students' opinions and serves their feelings toward sports activity.					