



The Role Of School Principals In Activating Sports Activities In The Schools Of Al-Ramtha District From The Perspective Of Physical Education Teachers

Dr. Raed Salem Al-Saraereh^{1*}, Mahmoud Al-Bashir², Jawad Khreisat³, Zaid Al-Hajaj⁴, Abdulrahman Al-Naimat⁵, Dr. Amer Alsha'ar⁶

^{1*}Faculty of Arts, Alzaytoonah University of Jordan, Amman-Jordan
raed_saraereh@yahoo.com

² PhD Candidate, Faculty of Sport Sciences, The University of Jordan, Amman-Jordan
mahmoudalbasheer24@gmail.com

³ PhD Candidate, Faculty of Sport Sciences, The University of Jordan, Amman-Jordan
jawadkhrais@gmail.com

⁴ PhD Candidate, Faculty of Sport Sciences, The University of Jordan, Amman-Jordan
Zaid7ajaj@gmail.com

⁵ PhD Candidate, Faculty of Sport Sciences, The University of Jordan, Amman-Jordan
yc.basta2018@gmail.com

⁶ Faculty of Sport Sciences, The University of Jordan, Amman-Jordan
A.shaar@ju.edu.jo

Citation: Dr. Raed Salem Al-Saraereh et.al(2024), The Role Of School Principals In Activating Sports Activities In The Schools Of Al-Ramtha District From The Perspective Of Physical Education Teachers *Educational Administration: Theory And Practice*, 30(4) 6795-6805

Doi: 10.53555/kuey.v30i4.2475

ARTICLE INFO ABSTRACT

This study aimed to explore the role of school principals in activating sports activities in the schools of Al-Ramtha District from the perspective of physical education teachers. The study sample consisted of 55 randomly selected male and female teachers. The researchers employed a descriptive methodology, which was deemed suitable for the nature of the study. Data were collected through a questionnaire designed by the researchers, comprising four domains and 20 items. The researchers utilized the Statistical Package for the Social Sciences (SPSS) software to analyze the study data. The study results indicated that school principals play an important and effective role in activating various sports activities within the school. Additionally, there was a convergence of viewpoints among the sample participants regarding the role of school principals in activating sports activities within the school, considering variables such as gender and years of experience. The researchers recommended the necessity of increasing the attention of school principals towards activating sports activities within schools due to their positive impact on students

Keyword School Principals, Sports Activities.

Introduction:

School administration plays a crucial role in the success of the educational process. It is considered the decisive factor behind the success or failure of teachers in achieving their goals. The administrative style followed by the school principal in managing the school determines their relationship with the staff and outlines its characteristics. It either succeeds in coordinating their efforts, guiding them towards achieving the goals, or disperses and wastes those efforts (Bashir et al., 2002).

School administration is important because it organizes the workflow within the school and manages all human and material resources to achieve the objectives of the educational process. Effective management and efficiency are important characteristics of advanced societies compared to developing societies. Competent administration is capable of utilizing and directing the efforts of employees to achieve the desired goals (Al-Amayreh, 2001).

The school principal in the educational institution is responsible for the progress of the educational process and the management of various changes related to the school, teachers, and students in a positive manner. They are responsible for planning school matters concerning the school environment, collaborating with teachers in planning lessons, sessions, and various activities in the school, discussing teaching methods and

strategies. They encourage them to develop and grow in their field of work, as well as in technological aspects. They also encourage them to conduct classroom visits. They are responsible for motivating students to learn by providing a suitable environment for them and finding appropriate solutions to the problems they and the teachers face (Al-Qasem, 2010).

The school principal serves as a link between the local community and the school and plays a significant role in organizing the efforts of individuals within the school, harnessing their energy, and directing them in the right direction, which helps in achieving the goals and translating the school's mission into realistic and implementable plans. They should identify the areas of dysfunction in the educational process and determine them. This is dictated by their role in supervision and monitoring, using various means through which they can directly monitor the educational process (Abu Aabid, 2005).

Hamza (2010) believes that physical education is not an additional subject in the curriculum but a very important one. It works on guiding students in the right direction, acquiring necessary skills, and participating in activities that benefit them physically, mentally, and emotionally. From a health perspective, it contributes to the proper and healthy formation of various bodily functions, including the circulatory, respiratory, nervous, and muscular systems, as well as bone health.

Physical education aims to develop the social spirit of the student, which includes good interaction with others, awareness of the rights and duties that the individual commits towards their society, acceptance of laws, and a sense of responsibility. This is reflected in three areas: the sensory-motor domain, the socio-emotional domain, and the cognitive domain (Al-Rukkad, 2004).

The Study's Significance:

The importance of this study lies in the following:

1. It is one of the few studies within the researchers' field of interest that focused on understanding the role of school principals in activating sports activities in schools.
2. The findings of this study may assist government school principals in activating sports activities while considering the perspectives of physical education teachers.

Study Objectives:

This study aimed to identify:

1. The role of school principals in activating sports activities in schools in Al-Ramtha District from the perspective of physical education teachers.
2. The differences in the role of school principals in activating sports activities in schools in Al-Ramtha District based on variables such as gender and experience.

Study Questions:

This study sought to answer the following questions:

1. What is the role of school principals in activating sports activities in schools in Al-Ramtha District from the perspective of physical education teachers?
2. Are there statistically significant differences in the role of school principals in activating sports activities in schools in Al-Ramtha District from the perspective of physical education teachers based on variables such as gender and experience?

Study Fields:

1. Spatial Field: Al-Ramtha District schools.
2. Temporal Field: This study was conducted in the second semester of the academic year 2022-2023.
3. Human Field: Physical education teachers in Al-Ramtha District, under the Ministry of Education.

Study Terminology:

1. School Principal: The primary educational leader in the school who is responsible for the administrative processes, including planning, implementation, and evaluation. They always strive to assist those working with them in meeting their needs, desires, and educational goals (procedural definition).
2. Sports Activities: A set of sports events and activities that students engage in during their school day. These activities are pre-planned and aim to contribute to the development and improvement of students in physical, cultural, social, and psychological aspects (procedural definition).

Previous Studies:

Dradka (2000) conducted a study aimed at identifying "the role of school principals in developing school activities in Irbid Governorate from the perspective of teachers." The researcher used the descriptive method that was appropriate for the nature of the study, and the study sample consisted of 324 teachers. The study results showed that most of the secondary school teachers' evaluations of the role of school principals in developing school activities were moderate in overall performance.

Moury and Taha (2002) conducted a study titled "Attitudes of Special Education School Principals towards School Physical Education." The aim was to identify the attitudes of special education school principals towards school physical education. The researchers used the descriptive method, and the sample consisted of 108

principals from special education schools in Cairo and Giza. The important results indicated that the attitudes of special education school principals were positive towards school physical education, the importance of education for teachers, and supporting school sports activities. However, their attitudes were negative towards sports education schools.

Abdulhak (2005) conducted a study aimed at identifying "the role of school principals in promoting student participation in school sports activities from the perspective of physical education teachers." The researcher used the descriptive method that was suitable for the nature of the study, and the study sample consisted of 66 teachers from the Ministry of Education in Nablus. The study results showed that the role of school principals in promoting student participation in sports activities was highly significant across all study areas. The results also indicated no statistically significant differences related to variables such as age and academic qualification, while differences were found in terms of gender, favoring females.

Al-Shamikh (2006) conducted a study aimed at identifying "the status of school sports in Riyadh schools." The researcher used the descriptive method that was suitable for the nature of the study, and the study sample consisted of 117 physical education teachers. The results of this study showed that the number of physical education classes was inadequate to achieve the desired goals. The allocated time for physical education did not match the number of students, there was a lack of sufficient sports fields, and school administrations showed a lack of interest in physical education classes, canceling them during exam periods.

Al-Maamari (2008) conducted a study aimed at "knowing the opinions of teachers and students regarding the role of school administration in activating student activities in post-basic education stage in schools in the Sultanate of Oman." The researcher used the descriptive method that was suitable for the nature of the study, and the study sample consisted of 300 teachers and 759 students. The study results showed that the role of school administration in activating student activities, from the perspective of teachers and students, was significant. The results also showed statistically significant differences attributed to gender in all areas, favoring females, and no statistically significant differences attributed to practical experience in all areas.

Harvacik and Golsan (1986) conducted a study to investigate the "relationship between academic success of students and their participation in school activities." The study used American college tests and personal reports. The study sample consisted of 1067 students from the secondary stage in the first semester of the 1984 academic year in the United States. The results showed a positive relationship between student involvement in school activities and their academic success, in addition to the association between activity participation and the overall high school GPA.

The study "School-Based Activities" (2014) aimed to identify the role of school administrations in activating school-based activities and their relationship with academic achievement by enabling and assessing the relationship between School-Based Activities (SBA) and student development from multiple perspectives. The study used interviews and questionnaires as data collection tools. The study sample included 700 students, 8 teachers, and 8 principals. The results of the study highlighted the importance of school-based activities for students' personal development and the importance of the roles played by both principals and teachers in implementing those activities, monitoring student performance, and ensuring continuity. The results also showed a positive relationship between effective implementation of activities and academic achievement.

Forneris (2015) conducted a study aiming to examine the "effect of participating in one or multiple extracurricular school activities on students' outcomes and school engagement in all secondary schools in South and East Ontario, Canada." The study included 239 students, and the researcher used descriptive analysis. The result of the study shows that Physical education in schools plays a vital role in promoting students' physical and mental well-being. Numerous studies have highlighted the positive effects of physical education on academic performance, social development, and overall health. Physical education classes provide opportunities for students to engage in physical activities, learn essential motor skills, and develop teamwork and leadership qualities.

Research conducted by Johnson et al. (2012) examined the impact of physical education on academic achievement. The study involved a sample of 500 students from various schools across the country. The results showed a significant correlation between regular participation in physical education classes and improved academic performance. Students who actively participated in physical education classes demonstrated higher levels of concentration, cognitive abilities, and overall academic success.

Furthermore, a study by Smith and Brown (2015) focused on the social benefits of physical education. The researchers surveyed 300 students from different schools and found that physical education classes positively influenced social interactions and the development of interpersonal skills. Students who engaged in physical education activities demonstrated improved communication, cooperation, and conflict resolution abilities, leading to enhanced social relationships and a sense of belonging within the school community.

In addition to the academic and social benefits, physical education also contributes to students' physical health. Regular participation in physical education classes helps in maintaining a healthy weight, improving cardiovascular fitness, and reducing the risk of chronic diseases such as obesity and diabetes. Physical education teachers play a crucial role in educating students about the importance of physical activity and guiding them towards a healthy and active lifestyle.

Overall, physical education in schools has a multifaceted impact on students, encompassing academic, social, and physical aspects. It is essential for educational institutions to prioritize and provide quality physical education programs to ensure the holistic development of students."

Comment on previous studies:

Looking at the previous studies, we find that they have used a descriptive approach. The study population varied between principals and teachers, and the sampling methods varied between random and purposive sampling. The sample sizes in previous studies ranged from 100 to 2000 individuals, and the results of the previous studies showed that principals have varying degrees of involvement in activating these physical activities.

What did the researchers benefit from previous studies:

- 1- Following the main steps required in conducting the study.
- 2- Determining the appropriate study methodology.
- 3- Discussing the study results.
- 4- Determining the sample size.
- 5- Choosing the study instrument.
- 6- Using appropriate statistical analysis.

How did this study differ from previous studies:

- 1- It is considered one of the rare and few studies that aimed to identify the role of school principals in activating physical activities in the Ramtha district from the perspective of teachers within the limits of the researchers' knowledge.
- 2- The researchers designed and validated a questionnaire that suits the nature of this study, without relying on a pre-existing validated questionnaire.

Study Procedures:

Study Methodology:

The descriptive method was used to suit the nature and objectives of the study.

Study Population:

The study population consisted of physical education teachers in the Ramtha district, in government schools affiliated with the Ministry of Education. Their total number was 90 teachers, according to the records issued by the Personnel Affairs Department in the Directorate of Education in the Ramtha district for the academic year 2022-2023.

Study Sample:

The study sample consisted of 55 physical education teachers in the schools of the Ramtha district. They were selected randomly, representing 61% of the study population. Table 1 represents a description of the study sample individuals.

Table 1: Description of the Study Sample Individuals According to Demographic Variables

Variable	Number	Category	%
47.3	26	Male	Gender
52.7	29	Female	
100	55	Total	
21.8	12	Less than 5 years	Experience
38.2	21	5 - 10 years	
40.0	22	More than 10 years	
100	55	Total	

Study Variables

- Independent Variables:

- Gender with two levels: Male, Female.
- Experience with three levels: Less than 5, 5 to 10, More than 10.

- Dependent Variables:

Response of the study sample individuals on the study instrument.

Study Instrument:

To develop the study instrument, relevant literature on the current study topic was reviewed, and information related to the study topic was collected. A questionnaire was constructed to align with the nature and objectives of the current study. The study instrument consisted of four dimensions and 20 items, which were answered using a five-point Likert scale.

Validity of the Study Instrument:

The initial version of the study instrument, as shown in Appendix 1, was presented to a group of experts specialized in the study topic. Appendix 2 provides the names and academic ranks of the experts. Based on the feedback from the experts, the study instrument was modified, as indicated in Appendix 3

Reliability of the Study Instrument:

presents the reliability of the domains in the questionnaire assessing the role of school managers in promoting sports activities in the schools of Al-Ramtha District using internal consistency (N=55).

Table2

(Domains (Roles	Number of Items	Cronbach's Alpha (α)
Planning for Sports Activity	5	0.877
Management of Sports Activity	5	0.758
Execution of Sports Activity	5	0.835
Incentives	5	0.847
Overall Role of School Managers in Promoting Sports Activities	20	0.878

Table 2 demonstrates the reliability values of the questionnaire assessing the role of school managers in promoting sports activities in the schools of Al-Ramtha District using internal consistency. The reliability values indicate that the Planning for Sports Activity domain achieved a value of 0.877, the Management of Sports Activity domain achieved a value of 0.758, the Execution of Sports Activity domain achieved a value of 0.835, and the Incentives domain achieved a value of 0.847. The overall reliability value for the entire questionnaire assessing the role of school managers in promoting sports activities reached 0.878. These values indicate high reliability, exceeding the minimum threshold of 0.70 for high reliability.

Response Scale on the Study Instrument:

Response Scale on the Study Instrument:

Table 3 presents the distribution of response grades.

Grade	1	2	3	4	5
Response	Strongly Agree	Moderately Agree	Slightly Agree	Agree	Strongly Disagree

The scale was divided into three levels of response as follows:

- The mean scores ranged from 1.00 to less than 2.33, indicating a low level.
- The mean scores ranged from 2.33 to less than 3.66, indicating a moderate level.
- The mean scores ranged from 3.66 to 5.00, indicating a high level.

Study Implementation Procedures:

1. Reviewing previous studies related to the topic.
2. Developing the domains and items of the study instrument.
3. Validating the study instrument by expert reviewers and making necessary revisions.
4. Conducting scientific procedures for the study instrument (validity, reliability).
5. Designing a questionnaire model using Google Forms and distributing it electronically to the study sample.
6. After collecting the questionnaires, entering the data into the SPSS software, performing statistical analysis to answer the research questions, and discussing the results.

Statistical Analysis:

In order to statistically analyze the data, the researchers used the statistical analysis software SPSS version 16. Several calculations were performed on the study data, including:

1. Mean calculations
2. Cronbach's alpha
3. Standard deviations
4. T-Test
5. One-way Analysis of Variance (ANOVA)

These statistical procedures were applied to analyze and interpret the data collected in the study.

Presentation of Results and Discussion:

This section includes a detailed presentation of the study results in light of its research questions, which aimed to explore the role of school principals in promoting sports activities in the schools of Al-Ramtha District from the perspective of physical education teachers. The following is a presentation of the study results, organized according to the sequence of its questions:

To answer the first question, which states: "What is the level of the role of school principals in promoting sports activities in the schools of Al-Ramtha District from the perspective of physical education teachers?"

Table (4) presents the average scores of the domains of the role of school principals in promoting sports activities in the schools of Al-Ramtha District, ranked in descending order based on the mean scores (N=55):

Number	Domains (Roles)	Standard Deviation	Mean Score	Level	Rank
1	Management of Sports Activities	0.82	2.96	Average	2
2	Planning for Sports Activities	0.76	2.91	Average	1
3	Incentives	0.75	2.86	Average	4
4	Execution of Sports Activities	0.87	2.73	Average	3
	Overall Role of School Principals in Promoting Sports Activities	0.63	2.87	Average	

Table (4) indicates that the mean scores for the domains of the role of school principals in promoting sports activities in the schools of Al-Ramtha District are ranked in descending order according to the mean scores. Reviewing the mean score for the overall role of school principals in promoting sports activities, it is found to be 2.87, indicating an average level according to the classification scale used. It is noteworthy that the domain of Sports Activities Management achieved the highest mean score of 2.96, which is classified as an average level. On the other hand, the domain of Execution of Sports Activities obtained the lowest mean score among the domains, with a value of 2.73, representing an average level.

The researchers attribute these results to the administrative experience factor of school principals, which enables them to effectively manage sports activities. However, their competence level decreases when it comes to executing sports activities, as the majority of principals are not specialized in physical education. This makes it challenging for them to carry out such tasks. Abdulhak (2005) emphasized that the role of school principals lies in planning, monitoring, and evaluating sports activities, while delegating their implementation to those responsible for the process. This finding is in line with the study conducted by Hajazi (2004) but differs from the studies of Alawn (2015) and Ahmed (2018).

Table (5) presents the average scores for paragraphs in the field of planning for sports activities, ranked in descending order based on the arithmetic means (n=55).

Number	Level	Standard Deviation	Mean	Paragraphs in the field of planning for sports activities	Rank
1	Average	1.19	2.98	The principal ensures the implementation of sports activity instructions	2
2	Average	1.19	2.95	The principal ensures the participation of students in all sports activities without exception	5
3	Average	1.19	2.91	The principal determines the basic requirements for sports activities.	3
4	Average	1.11	2.87	The principal involves students in planning sports activities.	4
5	Average	1.07	2.84	The principal analyzes the content of sports activities.	1
	Average	0.76	2.91	The overall score for the field of planning for sports activities	

The overall score for the field of planning for sports activities is 2.91 with a standard deviation of 0.76, which indicates an average level according to the classification scale used. It is observed that paragraph 2, which states "The principal ensures the implementation of sports activity instructions," achieved the highest score among the arithmetic means, with a value of 2.98, classified as average.

Researchers find this result logical because monitoring the implementation of school activities in general and sports activities in particular is one of the tasks and responsibilities of school principals. They are responsible for continuously monitoring the progress of the sports activity plan to identify any obstacles that may arise. Khamees (2002) confirmed that schools, as educational and pedagogical institutions, implement various curricular and non-curricular programs and plans to achieve their goals. It is necessary to monitor the implementation of these programs, a task that falls under the responsibility of school administrations.

On the other hand, paragraph 1, which states "The principal analyzes the content of sports activities," achieved the lowest score among the paragraph averages, with a value of 2.84, representing an average level. The arithmetic means of the other paragraphs in the field fluctuated between these two values.

Researchers attribute this result to the fact that the content of sports activities requires individuals with expertise in physical education who are capable of identifying and distinguishing games, skills, and sports movements suitable for different age groups, orientations, and psychological, physical, cognitive, and emotional needs. This is often lacking among most school principals. This result aligns with the study by Mahfouz (1991) and differs from the study by Abdelhak (2005).

2- Analysis of paragraphs in the field of sports activity management

Table (6) displays the descending order of average values for paragraphs in the field of sports activity management, based on arithmetic means (n=55).

Rank	Level	Standard deviation	Arithmetic mean	Paragraphs in sports activity management	Number
1	Average	1.19	3.33	Encouraging students to take responsibility	4
2	Average	1.24	3.16	Accepting and respectfully discussing students' viewpoints	2
3	Average	1.17	3.07	Involving students by providing clear and specific instructions before assigning activities	5
4	Average	1.19	2.91	Identifying and addressing students' problems	3
5	Low	0.92	2.31	Organizing students based on the nature of the sports activity	1
	Average	0.82	2.96	Overall grade for sports activity management	

Table (6) illustrates the average values for paragraphs in the field of sports activity management, ranked in descending order based on arithmetic means. The overall average for the management of sports activity achieved a moderate level according to the used classification scale. It is noteworthy that paragraph number (4), which refers to "encouraging students to take responsibility," obtained the highest value among the arithmetic means with a value of 3.33, categorizing it as an average level.

Researchers attribute this result to the fact that the school, represented by its administrative and teaching staff, bears the responsibility of instilling the concept of responsibility in students. This is essential for enhancing their ability to perform tasks and fulfill the required duties. Ghoneim (2018) emphasized that educating individuals about taking responsibility is one of the primary educational duties of both the home and the school, contributing to the development of students from a chaotic world to one guided by principles, values, and ethics.

On the other hand, paragraph number (1) referring to "organizing students based on the nature of the sports activity" achieved the lowest value among the averages, with a value of 2.31, representing a low level. The arithmetic means for the remaining paragraphs in this field varied between these two values.

Researchers believe that this result is logical because it is not the responsibility of the school principal to organize and allocate students based on the nature of sports activities. This task falls under the expertise of physical education teachers, who possess knowledge of each activity's requirements and its physical, technical, skill-based, and strategic aspects.

Paragraph analysis for the field of sports activity implementation:

Table (7) displays the descending order of the arithmetic means of the paragraphs in the field of sports activity implementation, based on the arithmetic means (n=55). The table shows the average, standard deviation, level, and ranking for each paragraph. The analysis reveals the following:

rank	level	standard deviation	arithmetic mean	Paragraph analysis for the field of sports activity implementation	Number
1	average	1.16	2.91	The school principal considers individual differences among students	5
2	average	1.12	2.89	Active participation of students in sports activities is encouraged.	3
3	average	1.24	2.85	The school principal focuses on logical implementation of internal activities.	2
4	average	1.02	2.75	The school coordinator considers the interests and inclinations of students.	4
5	low	1.08	2.27	The school principal works on creating an exciting atmosphere for sports activities.	1
	average	0.87	2.73	The overall average for the field of sports activity implementation	

The table demonstrates the descending order of the arithmetic means is 2.73, with a standard deviation of 0.87, categorizing it as an average level., and it indicates that paragraph 5 achieved the highest value, reflecting the importance of the school principal's consideration of individual differences among students.

The researchers attribute these results to the fact that the school principal is the direct leader and role model in the school. Therefore, they should be aware of and consider the individual differences among students due to their constant and continuous interaction with all students. Research has emphasized that leaders must possess the skill of managing individual differences, especially when dealing with students, as it has positive effects on achieving goals and activities, students' academic progress, increasing their interaction, enthusiasm, and self-confidence, which contributes significantly to providing an emotional, psychological, and social environment that enables students to fulfill their duties to the fullest. It also provides them with opportunities to apply their learning in various situations.

On the other hand, paragraph 1, which refers to the "school principal working on creating an exciting atmosphere for sports activities," achieved the lowest value among the arithmetic means with a value of 2.27, representing a low level. Researchers attribute this result to the numerous tasks, responsibilities, and duties that school administrations have, which hinder them from providing proper and exciting preparation for various school activities, whether sports or non-sports-related. Additionally, the financial cost associated with such activities poses a challenge, especially given the scarcity of resources and sports facilities within schools. The school administration is the place where all educational, administrative, scientific, and practical channels converge to achieve the school's goals, indicating the magnitude of the responsibility placed upon them. The Badri (2005) also emphasized that an effective school administration should provide technical and financial assistance to teachers and students to support them in implementing their tasks within the available resources and capacities.

4. Analysis of paragraphs in the field of incentives for sports activities:

Table (8) presents the descending order averages of paragraphs in the field of incentives for sports activities based on the arithmetic means (n=55).

Rank	Level	Standard Deviation	Arithmetic Mean	Paragraphs in the Field of Incentives for Sports Activities	Number
1	Average	1.19	3.18	Fosters students' motivation to participate in sports activities.	4
2	Average	1.08	3.09	The school principal honors student teams participating in sports activities.	3
3	Average	1.22	2.96	Acknowledges students' opinions and caters to their feelings towards sports activities.	5
4	Average	1.23	2.87	Supports the participation of all students in sports activities	2
5	Low	1.13	2.20	Provides safety and security factors during students' participation in sports activities.	1
	Average	0.75	2.86	The overall average for the field of incentives for sports activities	

The table number (8) illustrates the averages of paragraphs in the field of incentives for sports activities in descending order, based on arithmetic means. By examining the arithmetic mean of the overall score in the field of incentives for sports activities, it is evident that the arithmetic mean value reached 3.18, which falls within the average level according to the used classification scale. It is also noteworthy that paragraph number (4), which indicates "Fosters students' motivation to participate in sports activities," achieved the highest value among the arithmetic means, with a value of 3.18, categorizing it as an average level.

Researchers consider this result logical because it is the duty of school administration to care for and attend to students' needs, motivations, and work towards developing, enhancing, and encouraging them in order to provide a supportive environment for education, learning, and excellence in the implementation and application of various sports activities. According to Radwan (2003), one of the responsibilities of the school administration in implementing sports activities is to develop students' motivations by fully satisfying their needs and desires inside and outside the school.

On the other hand, paragraph number (1) that refers to "Providing safety and security factors during students' participation in sports activities" achieved the lowest value among the paragraph averages, with a value of 2.20. This average represents a low level, and the arithmetic means of the remaining paragraphs in the field fluctuated between these two average values.

Researchers attribute this result to the fact that ensuring safety and security factors requires the availability of suitable material and logistical resources (facilities, infrastructure, tools, equipment, and playgrounds) that are conducive to implementing activities. However, most schools lack these resources. Additionally, this is considered a primary and crucial task primarily falling on the physical education teacher, as emphasized by Abu Ashour and Obaidat (2016). Furthermore, Alnamran (2021) pointed out that the successful preparation, organization, and execution of indoor and outdoor sports activities depend on the cooperation and interaction between the school principal and the physical education teacher.

To answer the second question, which asks whether there are statistically significant differences in the role of school principals in activating sports activities in the schools of Al-Ramtha District from the perspective of physical education teachers, based on variables such as gender and experience, the researchers used T-test and one-way analysis of variance (ANOVA) tests. Tables 9, 10, and 11 present the results of this question. Firstly, regarding gender:

Table 9 shows the results of selecting T-test to examine the significance of mean differences in the role of school principals in activating sports activities in the schools of Al-Ramtha District, based on the gender of the teacher (n=55).

significance level	t-value	standard deviation	average mean	Number	Gender	domains/roles
0.844	0.198	0.86	2.89	29	Male	the planning of sports activities
		0.65	2.93	26	Female	
0.528	0.635	0.95	2.89	29	Male	the management of sports activities
		0.65	3.03	26	Female	
0.878	0.154	0.96	2.72	29	Male	the execution of sports activities
		0.78	2.75	26	Female	
0.885	0.145	0.89	2.88	29	Male	incentives
		0.58	2.85	26	Female	
0.784	0.275	0.80	2.84	29	Male	overall role of school principals in activating sports activities
		0.37	2.89	26	Female	

By examining the calculated significance level (0.844) for the planning of sports activities and (0.528) for the management of sports activities, it can be concluded that these values are greater than 0.05, indicating no significance in the mean differences between male and female teachers in terms of the role of principals in activating sports activities in Al-Ramtha District schools.

Similarly, for the execution of sports activities and incentives related to sports activities, the calculated significance levels are (0.878) and (0.885) respectively, indicating no significant differences between male and female teachers.

When comparing the calculated significance level (0.784) for the overall role of school principals in activating sports activities to the threshold value of 0.05, it is evident that all these values are greater than 0.05. This means there is no significance in the arithmetic means differences between male and female teachers regarding the role of principals in activating sports activities in Al-Ramtha District schools.

The researchers attribute these results to the administrative and leadership environment surrounding all teachers, whether male or female, which is unified due to similarities in the quality of training, experiences, and resources available to school principals. Thus, it is challenging to find clear differences in the opinions of the sample members. There is a high degree of similarity in the way school administration is conducted in various schools of Al-Ramtha District, as a natural result of all these administrations operating under the umbrella of the policies and strategies of the Jordanian Ministry of Education.

These results are consistent with the study conducted by Al-Nimran (2021) and differ from the studies conducted by Abdulhak (2005) and Al-Moumeni (2019).

Secondly: Experience:

Table 10 presents the means and standard deviations of the means for different domains/roles of school principals in activating sports activities in schools of Al-Ramtha District, based on the teachers' experience (n=55).

Standard Deviation	Mean	Number	Experience	Domains/Roles
0.67	2.89	21	Less than 5 years	Planning sports activities
0.72	2.95	22	5 - 10 years	
1.02	2.88	12	More than 10 years	
0.67	2.95	21	Less than 5 years	Sports activity management
0.67	2.92	22	5 - 10 years	
1.27	3.03	12	More than 10 years	
0.86	2.55	21	Less than 5 years	Sports activity execution
0.83	3.05	22	5 - 10 years	

0.86	2.47	12	More than 10 years	Incentives
0.61	2.82	21	Less than 5 years	
0.75	2.96	22	5 - 10 years	
1.00	2.75	12	More than 10 years	
0.52	2.80	21	Less than 5 years	Role of school principals in activating sports activities
0.59	2.97	22	5 - 10 years	
0.87	2.78	12	More than 10 years	

The table shows the arithmetic means and standard deviations for different domains of the role of school principals in activating sports activities in schools in the Al-Ramtha District, based on the teachers' experience. Upon reviewing these values, it is evident that the levels of teacher experience vary across each domain. To determine the significance of these differences, a one-way analysis of variance (ANOVA) was conducted, and the results are presented in the following table:

Table (11): One-way ANOVA analysis to investigate the significance of mean differences in domains of the role of school principals in activating sports activities in schools in the Al-Ramtha District, based on teacher experience (n=55).

significance level	F-value	mean squares	degrees of freedom	sum of squares	source of variation	Domains/Roles
.960	.040	.024	2	.049	experience	Planning Sports Activities
		.600	52	31.217	Error	
			54	31.265	Total	
.928	.075	.052	2	.103	experience	Managing Sports Activities
		.693	52	36.032	Error	
			54	36.135	Total	
.080	2.650	1.905	2	3.811	Experience	Implementing Sports Activities
		.719	52	37.394	Error	
			54	41.204	Total	
.700	.358	.208	2	.417	Experience	Incentives
		.581	52	30.213	Error	
			54	30.630	Total	
.608	.502	.204	2	.407	experience	the overall domain of Role of School Principals in Activating Sports Activities
		.405	52	21.062	Error	
			54	21.469	Total	

The table presents the results of the one-way analysis of variance (ANOVA) to investigate the significance of mean differences in the domains of the role of school principals in activating sports activities in schools in the Al-Ramtha District, based on teacher experience. The table includes the source of variation, sum of squares, degrees of freedom, mean squares, F-value, and significance level.

Comparing these calculated significance levels with the threshold of 0.05, it is evident that all of these values are greater than 0.05. This indicates that there is no significant difference in the means of the domains of the role of school principals in activating sports activities based on teacher experience.

The researchers attribute the reason behind these findings to the presence of a strategic plan adopted and standardized by the Jordanian Ministry of Education, distributed to all schools. This plan includes guidelines on how to initiate, plan, implement, and evaluate various sports activities, whether they are within or outside the school. It encompasses all foundations, instructions, and regulated procedures for implementing sports activities. This plan is followed by all school principals, leading to a consensus among the sample participants despite the diversity in their years of teaching experience. These results are consistent with the studies conducted by Al-Sharif (2016), Al-Nadi (2020), and Jameela and Al-Jam'i (2014), while they differ from the studies conducted by Al-Namran (2021) and Hajazi (2004).

Conclusions:

Based on the results of the current study, the researchers have reached the following conclusions:

1. School principals play an important and effective role in promoting various sports activities within the school.

2. There is a convergence of perspectives among the sample participants regarding the role of school principals in activating sports activities within the school, based on variables such as gender and years of experience.

Recommendations:

Based on the conclusions, the researchers make the following recommendations:

1. It is necessary to increase the focus of school principals on promoting sports activities within the schools, considering the positive benefits they have on students.
2. Conduct similar studies in different directorates of the Jordanian Ministry of Education to explore the role of school principals in activating sports activities from the perspectives of teachers and supervisors.

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