

# Interest of Primary School Principals in Physical Education and Sports Class (Field Study Among Physical Education Teachers)

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## Abstract:

The research aims to determine the interest of primary school principals in physical education and sport class from the perspective of physical education teachers in the state of Tissemsilt. The descriptive analytical method was used for its suitability for this study. The researchers relied on the study population which was estimated at (130) physical education teachers in primary schools in the state of Tissemsilt. The questionnaire was used as a research tool, and after collecting the data, the statistical package SPSS was used to analyze the results. The most important results of the research indicated that there are no statistically significant differences in the interest of primary school principals from the perspective of teachers in physical education and sports class attributed to variables such as gender, years of experience, and place of residence.

**Keywords:** School principal, Physical education and sports class, Physical education and sports teachers, Health field, Psychological field, Social field.

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## Introduction:

The previous view of physical education class was that it is the time during which students do whatever they like, and physical education class is not based on any scientific foundations. Physical education teachers hold higher degrees from specialized universities in this field, and physical education class is not necessary as long as students play during their free time, whether inside or outside the school.

Physical education considered as the cornerstone and the first pillar for achieving the goals of physical education in building the character of the student who will serve his country with love, sincerity, and honesty. Al-Raqad et al. (2004) indicated that the modern goals of physical education lie in developing and maintaining physical competencies, promoting emotional growth, acquiring positive psychological and social qualities, practicing a healthy lifestyle and caring for the body, encouraging and developing high athletic abilities, and providing opportunities to reach championships. Physical education is no less important than other subjects included in the school curriculum. Through play and activity, children can develop their abilities and gain diverse experiences. Through guided play and activity, they find their way to

self-discovery. Physical education and sports play an important role in caring for the child's health, maintaining their physique, discovering athletic talents, and occupying their free time with beneficial activities for students. It also develops sports culture and a sense of aesthetic movement through actual participation in various activities. Students engage in physical education as a means of recreation and relieving the pressure they experience, especially during exam periods.

Hamza (2010) believes that physical education is not an additional subject in the school program but a very important subject because it works on directing students in a correct way, acquiring necessary skills, and participating in activities that benefit them physically, mentally, and intellectually. From a health perspective, it contributes to the proper and sound formation of the various functions of the body, including the integrity of the circulatory, respiratory, nervous, and muscular systems, as well as the integrity of the bones. In terms of motor development, it helps students feel their bodies and improve their psychological abilities.

Al-Fahd (2001) explained that student activities include programs implemented under the supervision of the school, covering everything related to academic subjects or social aspects. It is part of the curriculum that takes place inside or outside the classroom. Physical activity is defined as anything done by the student or teacher inside or outside the classroom that involves effort and transfers experiences to the students.

Abu Zahra (2011) divides school activities into several types.

- Internal activity: It is any sports activity that is practiced within the school, during the school day and outside the school timetable, and most of the students participate in it freely and by their choice.
- External activity: It is the activity that is practiced outside the school, and outside the school day, and it includes external competitions for schools, and friendly competitive activities outside the school, through regular participation under the supervision of a supervisor.

The school administration plays an important and prominent role in implementing the school program, due to its previous experiences in the field of educational work, and its familiarity with the material and human resources of the school. The school principal has a major role in monitoring the educational process and attempting to provide its requirements, whether in terms of planning, guidance, or supervision. It is the one that translates theories and philosophies into reality, and helps in directing towards desired social changes. Because the role played by the teacher in the educational process is a major and important role, as all the factors that affect this process, such as school curriculum, books, school administration, and educational supervision, despite their importance, do not rise to the importance of the principal's role, and do not achieve their goals unless there is a capable and adequately prepared principal who can perform his profession and carry out his tasks effectively.

Abdulhak,( 2005).The work of school administration is not an end in itself, but rather a mean to achieve the process of learning and education in the school, and aims to organize the school on the basis of enabling it to achieve the mission entrusted to it in the education of bodies and the upbringing of students (Al-Harahsha et al., 2004).

Therefore, it is incumbent upon the school administration to provide the resources that help in the formation of the integrated personality of the student and to guide his mental, physical, and spiritual growth, and to strive to develop the experiences of those working in the school in a sustainable manner and to coordinate efforts and work on their convergence to achieve the set goals by the best means and to the maximum extent possible (Abuwi, 2007).

Researchers believe that through this research, the extent of school principals' interest in physical education and sports in schools will be known, especially since school principals are the fundamental and important pillars for the success of physical education classes and activities within the school and for supporting physical education teachers.

### **Research problem:**

The problem of the study lies in knowing the extent of interest of primary school principals in the physical education and sports class in the state of Tissemsilt from the perspective of physical education teachers. The researchers noticed through their work in the field with teachers in schools, whether in monitoring students in the physical education and sports subject during their physical education classes or through monitoring teachers in enlightening visits, that there is a new and clear role for school principals in their interest in the physical education and sports class and the extent of interest and providing what is necessary for the physical education and sports class. The great challenge for education lies in its inability to accommodate the increasing numbers in its various sectors and institutions, and its commitments to provide all the components needed by different stages of education, including different school buildings and facilities, as well as horizontal expansion in the construction of classrooms on a large part of the yards and school playgrounds, so thousands of schools have become without yards or playgrounds or areas for practicing sports and depriving students of their right to practice sports within the school environment (Abu Al-Aynayn, 1990).

From here, the researchers decided to conduct this study on the physical education and sports class to determine the extent of interest of primary school principals in the physical education and sports class from the perspective of physical education teachers. The researchers reviewed previous studies that extensively addressed these topics, where Ahmed (2017) conducted a study that aimed to identify the extent of interest of government school principals in the physical education and sports class in the northern West Bank from the perspectives of physical education teachers, to achieve this, the study was conducted on a random stratified sample consisting of (249) male and female physical education teachers in the northern West Bank. The results of the study showed that the extent of interest of government school principals in the physical education and sports class in the northern West Bank from the perspectives of physical education teachers was high, with a response rate of (73.6%). The results of the study also showed statistically significant differences in the extent of interest of government school principals in the physical education and sports class and sports activities in the northern West Bank between the perspectives of male and female physical education teachers, in favor of female teachers, and between governorates, in favor of Nablus governorate, and years of experience, in favor of more than 10 years of experience, and educational stage.

Meloud (2015) conducted a study aimed at identifying the contribution of physical education and sports in the development of the student's personality in light of the competency approach. The study included 50 teachers and the results showed that physical education and sports significantly contribute to the development of the student's personality through educational goals, especially when they align with what the student needs to build a great and balanced personality.

Al-Khaza'leh (2013) conducted a study aimed at identifying the general formation of the effectiveness of various aspects of physical education in light of educational development criteria towards the knowledge economy from the perspective of physical education teachers. The study included evaluation of needs, goals, skill evaluation, feedback and problem-solving, utilization of the surrounding environment, and educational technology. The researcher used a questionnaire to collect information and it was conducted on a sample of 179 male and female teachers. The results showed that the overall evaluation of the effectiveness of various aspects of physical education in light of educational development towards the knowledge economy was moderate, and the evaluation of teaching and learning outcomes was also moderate.

Ja'afarah (2013) conducted a study aimed at determining the attitudes of secondary school students towards engaging in sports activities during physical education classes, and identifying differences in students' attitudes based on variables such as gender, family income, educational directorate, and academic branch. The study included a sample of 527 male and female students, and it was found that there are highly positive attitudes among secondary school students towards engaging in sports activities during physical education classes.

Ramzi (2009) conducted a study aimed at identifying the attitudes of secondary school students towards engaging in sports activities in schools in the Gaza Strip and determining the differences in these attitudes according to gender. The study sample consisted of 208 male and female students. The researcher used the descriptive method and the Kanoon scale as a tool to determine the attitudes of the research sample. The researcher reached a number of results, the most important of which is that the attitudes of secondary school students are highly positive towards sports activities in schools in the Gaza Governorate. Physical activity ranked first as an aesthetic experience, followed by physical activity for stress relief, then physical activity as a stress experience, social experience, athletic excellence, and health and fitness. One of the most important recommendations is to promote positive attitudes towards engaging in sports activities among students in general, increase the school's capabilities, and focus on healthy sports activities.

Abbas (2008) also conducted a study aimed at evaluating the reality of school sports in the United Arab Emirates by identifying the objectives, school curriculum, teacher, student, resources, school administration, and evaluation. The researcher used the descriptive method, and the research sample consisted of 56 physical education teachers and supervisors, and 69 students. The researcher used the questionnaire as a data collection tool. One of the most prominent results is that the development of school sports programs helps students to renew and innovate to enhance their mental abilities and perceptions. Cognitive objectives need further development compared to psychomotor objectives. The school environment does not support school sports in achieving its aspirations in serving the Emirati society. Additionally, financial

support for school sports is weak and does not meet the acceptable level despite the high income of individuals in the UAE.

As for Sakran (2007), he conducted a study entitled "Analytical Study of the Reality of School Sports in Kuwait". The aim of this study is to identify the reality of school sports in Kuwait by examining the objectives, curriculum, material and human resources, school administration, activities, and evaluation. The researcher used the descriptive method, and the research sample included 93 teachers and physical education supervisors, as well as 126 students. The researcher used a questionnaire as a data collection tool. The most important results were the agreement among practicing students and physical education teachers that engaging in sports activities provides strong health benefits and enhances physical fitness. The teachers and supervisors also agreed that curriculum planning should involve representatives from teaching institutions, physical education teachers, parents' councils, and that the current stadiums, equipment, and devices are not suitable for achieving the objectives of sports activities. Additionally, the school administration does not prioritize physical education, and there is no evaluation card for each student to assess their progress in physical and skill-related areas.

Anderson (2007) conducted a study that aimed to address the issue of participation in school sports and the funding problem of these sports in high schools. A survey was conducted among school sports directors in 52 different educational districts in the United States. The results of this survey indicated that around 47% of students participate in physical education programs and school sports activities provided by the school. The study also revealed that many schools face budget pressures related to sports due to lack of support from educational districts.

In a study conducted by Al-Shamakh (2006) titled "The Reality of School Sports in Riyadh City Schools", the researcher used the descriptive method. The research sample included 117 physical education teachers, and a questionnaire was used as a data collection tool. The most important results of the study were that the number of physical education classes is not suitable for achieving the desired objectives, the allocated time for physical education does not match the number of students, the lack of sufficient playgrounds hinders the implementation of physical education programs, the lack of interest from school administrations in physical education classes and their cancellation during final exams, the negative perception of the community towards the physical education curriculum, and the excessive administrative burdens placed on physical education teachers.

In the study of Abdel Haq (2005), this study aimed to identify the role of school principals in activating students' participation in school sports activities from the point of view of physical education teachers. It also aimed to know the extent to which the role of school principals differs in activating students' participation in school sports activities according to variables ( Gender, age, academic qualification). To achieve this, the researcher prepared a questionnaire consisting of (33) items distributed over (05) areas: planning the sports activity, managing the sports activity, implementing and displaying the activity, capabilities, and incentives. The study sample consisted of (66) male and female teachers for the Directorate of Education in Nablus. The results of the study showed that the role of school principals in activating students' participation in sports activities was to a large degree in all fields of study and in the overall field. The results also indicated that there were no statistically significant differences due to differences in Variables

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(study, age, academic qualification), while the results indicated that there were statistically significant differences according to the gender variable and in favor of females.

The current study also sought to answer the following questions:

1-To what extent are primary school principals interested in physical education and sports class in the state of Tissemsilt from the point of view of physical education and sports teachers?

2- Are there statistically significant differences in the extent of primary school principals' interest in the physical education and sports class in the state of Tissemsilt from the point of view of physical education and sports teachers due to variables?

(Gender, years of experience, and place of residence)?

### **Study hypotheses:**

1- The interest of primary school principals in the physical education and sports class in the state of Tissemsilt is high according to physical education teachers' perspective.

There are statistically significant differences in the level of interest of primary school principals in physical education classes in the state of Tissemsilt, from the perspective of physical education teachers, attributed to variables.

Gender, years of experience, and place of residence.

### **- Study objectives.**

The current study also sought to answer the following questions:

1- Identify the extent of interest of primary school principals in the physical education and sports class in the state of Tissemsilt from the perspective of physical education teachers.

2- Identify whether there are differences in the level of interest of primary school principals in physical education and sports in the state of Tissemsilt from the perspective of physical education teachers, attributed to variables (gender, years of experience, and place of residence).

### **- Importance of the study:**

The importance of the study lies in shedding light on the serious and important role of school principals through their interest in physical education and sports, providing what is necessary to improve the level of physical education, and assisting school principals and teachers in reaching this stage and overcoming difficulties.

and identifying obstacles and how to deal with them and solve them, and benefit from them in the future. As students are our main goal and the focus of the learning process, providing them with the best educational, psychological, and academic needs will contribute to creating a complete and integrated citizen, which is the ultimate goal. We hope to benefit from this study and its proposals in developing physical education and sports, as well as educational procedures in this field.

### **- Study Terminology:**

**\*Physical Education Class:** It is the integrated process between the physical education teacher and the students, in which students engage in various physical activities to develop psychological, motor, social, cognitive, and ethical aspects (Majidi and Youssef, 2016).

**\*School Principal:** The school leader who is responsible for many school matters that teachers, students, and parents look forward to, and they expect him to manage the school and its students well (Mustafa, 2005).

**- Methodological Procedures of the Study:**

**- Used Methodology:**

The researchers relied on the descriptive-analytical method as it is the appropriate method for studying human phenomena. The descriptive method focuses on describing and interpreting the object and identifying the conditions and relationships that exist between the facts. In other words, it is considered one of the forms of scientific analysis and interpretation that organizes the description and classification of the studied phenomenon and subjects it to a detailed study.

**- Study Limitations:**

\*Human Limit: Physical education teachers.

\*Spatial Limit: Primary schools in the state of Tissemsilt.

\*Temporal Limit: From 01/01/2024 to 10/01/2024.

**- Study Sample:**

The study sample consisted of physical education teachers in primary schools in the state of Tissemsilt, totaling 130 teachers, associated with some demographic characteristics such as gender, years of experience, and place of residence.

Table (01) shows the characteristics of the study sample.

Percentage %	Frequency	Variable levels	Variables
84.61%	110	Male	Gender
15.39%	20	Female	
53.84%	70	Less than 5 years	Years of experience
15.38%	20	5-10 years	
30.76%	40	More than 10 years	
88.46%	115	City	Place of residence
11.54%	15	Village	

Source: Prepared by researchers according to SPSS outputs

**- Study tool:**

After reviewing educational literature, school curricula, and teaching methods, Ahmed's questionnaire (2017) for physical education was used, where some variables and items were modified. It was presented to a committee of specialists in the field and the final questionnaire was reached in the current situation after the required modifications were made by the arbitration committee members. Annex (1) shows the questionnaire in its final form after arbitration.

#### - Validity of the tool:

The validity of the tool was verified by presenting it to a group of specialized arbitrators in the field of physical education, totaling (09) specialists.

#### - Reliability of the study tool:

To ensure the reliability of the study tool, Cronbach's alpha equation was used, where the overall reliability coefficient for the physical education lesson scale reached (0.866), which is a good value for the purposes of the study. The following table shows the reliability coefficient values for the domains.

**Table (2): Reliability coefficient values for the study tool domains.**

Physical education lesson		Study tool
Cronbach's alpha	Number of items	Domains
0.70	5	Administrative
0.815	5	Material resources
0.866	5	Social
0.870	5	Healthy
0.895	5	The psychological.
0.866	25	Total grade

The source: Researchers' preparation according to SPSS outputs.

Statistical processors.

In order to answer the questions, the Statistical Package for the Social Sciences (SPSS) software was used.

And the optimal and appropriate statistical method will be used for the nature of the study, which is:

Arithmetic means and standard deviations.

\* Independent Samples t-test to compare differences according to variables (gender, place of residence).



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One-way ANOVA test for significance of differences according to the variable (years of experience).

Kronbach Alpha stability calculation equation.

- Discussion of the results.

First: Discussing the results related to the first question.

How interested are primary school principals in physical education and sports in the state of Tissemsilt from the perspective of physical education teachers?

To answer this question, the arithmetic means and standard deviations were calculated for each paragraph and the range they belong to, as well as for the overall scale. The results of tables (7, 6, 5, 4, 3) show this. The results of table (8) summarize the findings related to the first question. To interpret the results, the following arithmetic means were used: greater than (3.66) indicates a high level of interest.

(2.33 - 3.66) Average level of interest, less than (2.33) Low level of interest.

- **Administrative field:**

Table number (3): Arithmetic means and standard deviations on the paragraphs of the administrative field of the extent of interest of primary school principals in the physical education and sports lesson in the state of Tissemsilt from the perspective of physical education teachers (n=130).

The extent of interest	Standard deviation	Average response time.	Paragraphs	N
Average	0.95	2.77	The school administration schedules most physical education and sports classes after the second period.	1
Average	1.46	0.03	The school administration takes advantage of physical education and sports classes to give alternative classes for other subjects.	2
Average	1.24	3.49	The school administration works to complete the quota of physical education teachers by giving them classes from other subjects.	3
Average	1.45	2.68	The school administration distributes the excess physical education classes to other subject teachers to complete their quota.	4
Average	1.30	2.96	The school administration encourages the use of physical education classes for the benefit of	5

			other scientific subjects for the twelfth grade.	
Average	0.79	2.98	Total score for the administrative field	

Source: Prepared by researchers according to spss outputs

The maximum response score is (5) grades.

It is evident from the results of Table (3) that the level of interest of primary school principals in physical education classes in the state of Tissemsilt, from the perspective of physical education teachers, was average for all items, with response averages ranging from (2.68 - 3.49).

As for the total score for the administrative field of the level of interest of primary school principals in physical education classes in the state of Tissemsilt, from the perspective of physical education teachers, it was average, with an average response of (2.98).

## 2- Field of Material Resources:

Table (4): Arithmetic means and standard deviations of responses on items in the field of Material Resources for the level of interest of primary school principals in physical education classes in the state of Tissemsilt, from the perspective of physical education teachers (n=130).

Level of Interest	Standard Deviation	Response Average	Items	N
High	0.76	4.06	The school administration consistently provides the necessary devices, equipment, and tools for physical education classes.	1
Average	0.98	3.60	The school administration works on providing educational materials and tools that help explain and present sports skills.	2
High	0.89	4.04	The school administration works on allocating the financial item designated for sports and not transferring it to another item.	3
High	1.08	3.90	The school administration works on providing a suitable and dedicated place for storing sports equipment.	4
Average	0.89	3.58	The school administration works on maintaining the playgrounds.	5
High	0.70	3.74	Total score for the physical resources domain	

Source: Prepared by researchers according to SPSS outputs

\*Maximum response score is (5) points.

It is evident from the results of Table (4): that the level of interest of primary school principals in the physical education and sports class in the state of Tissemsilt, from the perspective of physical education and sports teachers, in the items of the physical resources domain was high for items (1), (3), and (4) where the average response was 4.06, 4.04, 3.90 respectively. The level of interest was average for items (2) and (5) where the average response was 3.60, 3.58 respectively. As for the total score for the physical resources domain, the level of interest of primary school principals in the physical education and sports class in the state of Tissemsilt, from the perspective of physical education and sports teachers, was high with an average response of 3.74.

**- Social domain:**

**Table (5): Arithmetic means and standard deviations for the response on items of the social domain of the level of interest of primary school principals in the physical education and sports class in the state of Tissemsilt, from the perspective of physical education and sports teachers (n=130).**

Level of interest	Standard deviation	Average response	Items	N
High	0.89	4.06	The school administration believes that the physical education and sports class works on developing social relationships among students.	1
High	0.90	3.72	The school administration works on spreading the correct attitudes about the concept of physical education and its role in socially upbringing students.	2
High	1.04	3.77	The school administration encourages parents to ensure that their children wear sports uniforms during physical education classes.	3
Average	1.17	3.63	The school administration works on raising awareness among parents about the actual grade of physical education in the students' academic average, which increases their interest in physical education classes.	4
High	0.90	3.88	The school administration believes that physical education classes help increase students' respect for school rules and regulations.	5
High	0.81	3.81	Total grade for the social domain	6

**Source:** Prepared by researchers according to SPSS outputs

\*Maximum response score is 5.

It is evident from the results of Table (5) that the level of interest of primary school principals in physical education classes in Tissemsilt province, from the perspective of physical education teachers, was high for items (1), (2), (3), and (5), with response averages ranging from 3.72 to 4.06. The level of interest was average for item (4), with a response average of 3.63. As for the total grade for the social domain of the level of interest of primary school principals in physical education classes in Tissemsilt province, from the perspective of physical education teachers, it was high, with a response average of 3.81.

**- Health domain:**

**Table (6): Means and standard deviations of the response on the items of the health domain regarding the level of interest of primary school principals in physical education classes in Tissemsilt province, from the perspective of physical education teachers (n = 130).**

Level of interest	Standard deviation	Response average	Items	N
Average	1.29	2.65	The school administration works on giving seminars to parents in cooperation with relevant authorities to clarify the importance of physical education and its benefits on the body, as well as the diseases resulting from lack of movement and modern diseases.	1
Average	1.14	3.13	The school administration encourages parents to ensure their children's commitment to physical education classes as it helps maintain ideal weight and get rid of excess weight.	2
Average	1.05	3.38	The school administration explains to students that committing to physical education classes helps maintain a healthy physique.	3
Average	1.20	3.19	The school administration urges students through awareness guidelines to commit to physical education classes.	4
Average	1.07	3.46	The school administration, physical education teacher, and health coordinator in the school collaborate to raise awareness among students about the importance of sports.	5
Average	0.93	3.16	Total score for the health domain	

**Source:** Researchers' preparation according to SPSS outputs

\* The maximum response score is (5) points.

The results of Table (6) show that the level of interest of primary school principals in physical education classes in Tissemsilt province, from the perspective of physical education teachers, for the health domain items was average for all items, with response averages ranging from (2.65 to 3.46).

As for the total score for the health domain, the level of interest of primary school principals in physical education classes in Tissemsilt province, from the perspective of physical education teachers, was average, with an average response of 3.16.

#### - Psychological domain:

Table (7): Mean and standard deviation of responses to items in the psychological domain regarding the level of interest of primary school principals in physical education classes in Tissemsilt province, from the perspective of physical education teachers. (n=130).

Level of Interest	Standard Deviation	Response average.	Items	N
Average	1.03	3.45	The school administration informs students that participating in physical education and sports reduces isolation and aggression among students.	1
Average	1.12	3.24	The school administration informs parents that participating in physical education and sports reduces stress and helps promote positive thinking.	2
Average	1.00	3.35	The school administration highlights or addresses disruptive behavior through physical education and sports.	3
Average	1.05	3.65	The school administration encourages the release of negative energy in some students through physical education and sports.	4
Average	1.24	3.33	The school administration works on addressing excessive activity in students through physical education and sports.	5
Average	0.92	3.41	Total Score for the Psychological Domain	

Source: Researchers' preparation according to spss outputs

\*Maximum response score is 5

The results of Table 7 show that the level of interest of primary school principals in physical education and sports in Tissemsilt province, from the perspective of physical education teachers, was average for all items, with response averages ranging from 3.24 to 3.65.

Regarding the total score for the psychological domain of the level of interest of primary school principals in physical education and sports in Tissemsilt province, from the perspective of physical education teachers, it was average, with an average response of 3.41.

#### Summary of results related to the first question:

**Table 8: Means, standard deviations, and rankings for domains and total score of the level of interest of primary school principals in physical education and sports in Tissemsilt province, from the perspective of physical education teachers (n=130).**

Level of interest	Arrangement	Standard Deviation	Average Response*	Domains	N
Average	Last	0.79	2.98	Administrative	1
High	Second	0.70	3.74	Material resources	2
High	First	0.81	3.81	Social	3
Average	Fourth	0.92	3.16	Health	4
Average	Third	0.92	3.41	Psychological	5
Average		0.54	3.44	Total score	6

**Source:** Researchers' preparation according to spss outputs

\* Maximum response score is (5) grades, response percentage %.

The results of Table (8) show that the level of interest of primary school principals in physical education in the state of Tissemsilt, from the perspective of physical education teachers, was average with an average response of (3.44). The social field came first with a high response average (3.81), followed by the material resources field in second place with a high response average (3.74), followed by the psychological field in third place with an average response (3.41), and the health field came fourth with a response average of (3.16), while the administrative field came last with an average response of (2.98).

Secondly: Presentation and discussion of the results related to the second question, **which states:**

Are there statistically significant differences in the level of interest of primary school principals in the state of Tissemsilt, from the perspective of physical education teachers, attributed to variables (gender, years of experience, place of residence)?

To answer this question, the (t) test for independent samples was used to indicate the differences according to the variables (gender, place of residence), and the results of tables (10) show this. The following is a presentation of the results of the question according to the independent variables:

**A- Gender variable:**

Table number (09) results of the (t) test for two independent groups to indicate the differences in the level of interest of primary school principals in physical education and sports in the state of Tissemsilt from the perspective of physical education and sports teachers.

Level of significance *	Value (t)	Female teacher		Male teacher		Gender Variables
		Deviation	Average	Deviation	Average	
0.436	- 0.784	0.49	3.49	0.58	3.39	Physical education and sports class

Source: Prepared by researchers according to SPSS outputs

\* Statistically insignificant at the level of significance (  $\alpha > 0.05$  )

The results of Table number (09) indicate that there are no statistically significant differences at the level of significance (  $\alpha > 0.05$  ) in the interest of primary school principals in physical education and sports in the state of Tissemsilt from the perspective of physical education and sports teachers, attributed to the gender variable.

**B- Years of experience variable:**

Table number (10): Arithmetic means and standard deviations of the level of interest of primary school principals in physical education and sports in the state of Tissemsilt from the perspective of physical education and sports teachers for the variable of years of experience.

More than 10 years (n = 20)		5-10 years (n = 40)		Less than 05 years (n = 70)		Years of experience Variables
Deviation	Mean	Deviation	Mean	Deviation	Mean	
0.52	3.48	0.58	3.40	0.53	3.39	Physical education class

Source: Prepared by researchers according to SPSS outputs

Table number (11): Results of one-way analysis of variance to indicate the differences in the level of interest of primary school principals in physical education and sports in the state of Tissemsilt from the perspective of physical education and sports teachers according to the variable of years of experience (n = 130)

Level of significance	F value.	Within groups			Between groups			Field
		Degrees of freedom	Mean squares	Sum of squares	Degrees of freedom	Mean squares	Sum of squares	
0.792	0.234	75	0.294	22.018	2	0.069	0.137	Physical Education share

Source: Prepared by researchers according to SPSS outputs

\*Statistically significant at a significance level ( $\alpha > 0.05$ )

The results of Table (11) show that there are no statistically significant differences at a significance level ( $\alpha > 0.05$ ) in the extent of interest of primary school principals in physical education and sports class from the perspective of physical education teachers, attributed to the variable of years of experience.

#### C- Place of residence variable:

Table (12): Results of t-test for two independent groups for the significance of interest of government school principals in physical education and sports class and sports activities in Jenin Governorate from the perspective of physical education teachers according to the variable of place of residence (n=78)

Level of significance *	Value (t)	Village (n=59)		City (n=19)		Place of residence Variables
		Deviation	Mean	Deviation	Mean	
0.154	1.441	0.59	3.39	0.31	3.59	Physical Education share

Source: Prepared by researchers according to SPSS outputs

\*Statistically significant at a significance level ( $\alpha > 0.05$ )

The results of Table (12) show that there are no statistically significant differences at a significance level ( $\alpha > 0.05$ ) in the extent of interest of primary school principals in physical education and sports class in Tissemsilt Province from the perspective of physical education teachers, attributed to the variable of place of residence.



**- Conclusion:**

In light of the study's objectives and questions, the researchers concluded the following:

- 1- The extent of interest of primary school principals in physical education and sports class is average, due to the fact that the administrative and health fields were ranked last.
- 2- The extent of primary school principals' interest in the physical education and sports class was moderate, because the health and social fields were ranked last.
- 3- There are no statistically significant differences in the extent of primary school principals' interest in the physical education and sports class in the state of Tissemisilt from the point of view of physical education and sports teachers due to changes in (gender, years of experience, place of residence).

**- Recommendations:**

In light of the study's objectives, questions, and results, the researchers recommended the following:

- 1- The school administration, in collaboration with the physical education teacher and the school health coordinator, must educate students about the importance of sports for their bodies.
- 2- The need to include physical education in the school schedule in a way that suits its nature.
- 3- Working on providing the necessary tools and equipment for practicing sports and physical activities smoothly and effectively.
- 4- Working by the school administration to organize seminars for parents and students in collaboration with relevant authorities to clarify the importance of physical education class and its benefits on the body, and the diseases resulting from lack of movement and modern diseases.

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#### Appendices: Appendix 01:

Administrative Field:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Paragraphs	N
					The school administration schedules most of the physical education and sports classes after the second period.	1

					The school administration utilizes physical education and sports classes to provide alternative classes for other subjects.	2
					The school administration works to complete the required number of physical education and sports teachers by assigning them classes from other subjects.	3
					The school administration distributes the excess physical education and sports classes among teachers of other subjects to complete their workload.	4
					The school administration encourages the use of physical education and sports classes for the twelfth grade in favor of other scientific subjects.	5
					Total Score for the Administrative Field	

**Physical Resources Field:**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Paragraphs	N
					The school administration continuously provides the necessary devices, equipment, and tools for physical education and sports classes.	1
					The school administration works to provide educational materials and tools that help explain and demonstrate sports skills.	2
					The school administration relies on the allocated financial item for sports and does not transfer it to another item.	3
					The school administration works to provide a suitable and dedicated place for storing sports equipment.	4
					The school administration works on	5

					maintaining the playgrounds.	
					Total Score for the Physical Resources Field	

**Social Field:**

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Paragraphs	N
					The school administration believes that the physical education and sports class works on developing social relationships among students.	1
					The school administration works on spreading the correct attitudes about the concept of physical education and sports and its role in socially upbringing students.	2
					The school administration encourages parents to ensure that their children wear sports uniforms in the physical education and sports class.	3
					The school administration works on raising awareness among parents about including the actual physical education and sports grade in the students' academic average, which increases their interest in the sports class.	4
					The school administration believes that the physical education and sports class helps increase students' respect for school rules and regulations.	5
					Total grade for the social field	6

**Health field:**

Level of interest	Standard deviation	Average response	Paragraphs	N
Average	1.29	2.65	The school administration works on organizing seminars for parents in cooperation with relevant authorities to	1

			clarify the importance of physical education and sports class and its benefits on the body, as well as the diseases resulting from lack of movement and modern diseases.	
Average	1.14	3.13	The school administration urges parents to ensure that their children attend the physical education and sports class as it helps maintain ideal weight and get rid of excess weight.	2
Average	1.05	3.38	The school administration explains to students that committing to the physical education and sports class helps maintain a healthy physique.	3
Average	1.20	3.19	The school administration encourages students through awareness guidelines to commit to the physical education and sports class.	4
Average	1.07	3.46	The school administration, the physical education teacher, and the health coordinator in the school collaborate to raise awareness among students about the importance of sports.	5
medium	0.93	3.16	Total grade for the health field	

**Psychological field:**

Not successful at all.	Not agree	Neutral	agree on	Strongly agree	Paragraphs	N
					The school administration explains to students that committing to physical education and sports classes reduces isolation and aggression among students.	1
					The school administration informs parents that attending physical education and sports classes reduces stress and promotes positive thinking.	2
					The school administration focuses on addressing or dealing with disruptive behavior through physical education and sports class.	3
					The school administration encourages the release of negative energy in some	4

					students through physical education and sports class.	
					The school administration works on addressing the excessive activity of students through the physical education and sports class.	5
					The total degree of the psychological field.	6