

## Original Article

# The Extent of Carrying out the Physical Education Curriculum by Physical Education for the Basic Stage teachers According to World Measurement Criteria from the Perspective of School Principals in Jordan

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### Abstract

The study aimed at investigating the extent of keeping up the physical education curriculum according to the world measurement criteria by the physical education teachers from the perspective of school principals of the basic stage in Jordan. This was maintained through a questionnaire that consisted of (21) items of three domains: (knowledge and understanding, mental skills and practical vocational skills), and that was delivered to the participants: female and male principals of basic stage schools in the north district. The sample of the study consisted of (126) participants. The study concluded that: 1- Practical and vocational skill domains took the first rank, knowledge and understanding domain came second, whereas mental skill domain came last. The mean score for the estimations of the participants according to world measurement criteria was (3.58), which is considered high. 2- There were no statistically significant differences among the mean scores of the participants' estimations in the domains (knowledge and understanding, and practical and vocational skills) attributed to the variable of sex, whereas there were in the domain of mental skills in favor of the estimation of the male principals. 3- There were statistically significant differences among the estimations of the participants in the domain of the study attributed to the specialization of school principals in favor of the estimations of other specializations. However, there were no statistically significant differences among the mean scores of the estimations of the participants in the domains of knowledge and understanding, and mental skills attributed to administrative experience years of the school principal, except for the practical and vocational skill domain where the differences were in favor of the estimations of those who have administrative experience years (less than 5 years).

**Key Words:** physical education curriculum, teacher, world measurement

### Introduction

Physical education is considered a very important means for achieving social development in the modern communities. It has become the most significant means in fostering national values and national loyalty in the minds of the youth. This is clear in the great enthusiasm through sport matches among different team countries; in addition, regular working out keeps one fit, in good shape and in good health.

In the 21<sup>st</sup> century the slogan has become "being in good shape for good health". In addition, sport practice is a skill and it is not restricted only to those physically talented; on the contrary, physical practice has become a way for enhancing life chances rather than winning and competing. Physical practice is considered a field for investing the physical, psychological and spiritual abilities for individuals (AlSayeh, 2009). Physical education sector has been developing the carrying out of physical education curriculum according to world measurement criteria to meet the changeable needs of students by considering the individual differences and meeting the demands of their accelerating growth. Therefore, the role of physical education teacher has been changed at schools. The role is not only any other teacher's role, but also including tasks and duties more than the ordinary ones (Dutcher, 2003).

The physical education teacher has an important role at school in different areas, in addition to his/ her duty in teaching. Ibrahim (2003) clarified the important role and duties of physical education teacher towards his students the teacher should be a good example in appearance, behavior and actions inside and outside the school. She /he should be strict and passionate at the same time in dealing with the students. The researcher also should give the students chances for leadership training and fostering loyalty for the country through different team sport activities. In addition, the teacher should have self-control, while practicing justice among students and having continuous assessment for their achievement according to the objectives of their curricula. Abu Harjah and others (2007) explained in their study the teachers' duties in the process of teaching which includes

continuous preparation for physical education lessons by referring to the related references in order to guarantee the achievement of the assigned objectives. In addition, the teacher should give attention to achieve the educational (psychological, social, ethical), cognitive, skilful and physical aspects. In addition, there should be great consideration for students' self-learning according their abilities, by engaging students in planning with the teacher for the curriculum activities to create different forms for the lesson.

The physical education teachers' role in the internal activities at school is very important. Singer (2008) showed the importance of organizing matches and competitions in different sports for different stages: participating in organizing concerts, festivals and open day's sports, and effectively supervising the students' committees in running the physical education activities at school and being referees for the matches between teams. In addition, the teacher should supervise the physical cultural activities such as: wall magazines and school radio and other activity aspects in order to increase physical education awareness among students.

The physical education teacher has also duties in the external activities in supervising physical education school teams, organizing visits with neighboring schools, making monthly sport meetings and considers camping activities and serving the local community (Ahmad .2003). Moreover, there are different important duties for the teacher towards the school. Wilson (2006) pointed out that the most important ones are managing the morning rows, supervising students and workers to keep the school clean, contributing in keeping discipline and following up violated students. Furthermore, it is important to make special records for the physical education activities by cooperating with all members of school (teachers, administrators, workers) and sharing effectively the parents of the students in the educational process, in addition, the importance of teachers' staying for the longest possible hours at school.

As school is one of the local community institutions, it has a big responsibility in developing the community. Therefore, the teacher has a basic role in making physical education programs for the local community that could be carried out in non-school working hours. In addition, teachers should register and participate in some associations and unions, work hard to get higher education degrees, continue to work on developing general culture, be committed to job moral and to have the faith in serving the community (Singer, 2008).

It is clear from the above survey that physical education teachers have important roles on different levels of, the school and the local community. In addition to including the physical education lessons It is also noticed that there was great development in such roles which evidently lead to improving the teachers' ability in carrying out the physical education curriculum in the right way. However, and in spite of the development in the process of teaching in all subjects including physical education, there is still a need for promoting the local standards in implementing the physical education lesson in order to keep it up with the world standards.

### **Problem and Questions of the Study**

The problem of the study is represented in answering the following two questions:

- 1- What is the extent of carrying out the physical education curriculum by physical education teachers of the basic stage according to world measurement criteria from the perspective of school principals in Jordan?
- 2- Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the carrying out of physical education curriculum by physical education teachers of the basic stage according to world measurement criteria from the perspective of school principals in Jordan due to the variables: sex, specialization of school principal and administrative experience years?

### **Significance of the study**

The significance of the study is the try to identify the world measurement criteria in carrying out the physical education lesson in the basic schools. In addition, it is guide for physical education planners for basic stage to enlighten the way forward.

### **Limitations of the study**

The study is limited to the following:

- 1- It is limited to the male and female school principals of one year experience and more.
- 2- It is limited to a questionnaire originated from the world criteria for the physical education teachers for the academic year 2009.

### **Definition of Terms**

**Physical education teachers:** a major physical education teacher with diploma degree or BP-Ed. Degree

**Basic stage:** An educational stage in the Jordanian educational system lasts for ten years. It includes ten classes, from the first stage until the tenth basic class. The age of students is between 6-16.

**World measurement criteria:** A collection systems and disciplines which is formed by a group of specialists in teaching physical education for the basic stage. It is universal as it is has been tried and developed in most of countries all over the world.

### Related Studies

**Al Sayeh (2009)** conducted a study entitled "Assessing the carrying out of physical education curriculum in Iraq It aimed to assess the mechanisms for carrying out the physical education curriculum in Iraqi schools. It is an analytic study. The sample consisted of (1624) male and female physical education teachers from different Iraqi schools: A questionnaire consisting of (142) criteria for carrying out the physical education curriculum were delivered to the participants. The findings showed the need for developing the physical education curricula because of its importance now and in future – and considering the nature of this material and its educational principles, its content relation with other sciences, considering the need of learners for activities to meet their desires according to their growth stages and dividing the curricula content in light of the variables of the learner's age and sex. In addition, to prepare a healthy, cooperative and interactive generation of youth, who spend their time effectively? The findings also indicated no statistically significant differences due to sex. In addition, there were statistically significant differences attributed to the experience years in favor of the least experience years.

**Baniatg Ata (2008)** conducted another study aimed to know the extent of considering the history textbooks of the secondary stage in Jordan for the world criteria for school textbooks and build up a suggested model to develop such book in the light of these criteria. The sample consisted of (88) male and female teachers and (250) students.

The sample of books consisted of modern Jordan history book for the first secondary and modern world and Arab history book for the second secondary – art stream. the findings indicated a low degree in light of content analysis for the extent of considering the modern Arab and world history book for the second secondary-art stream for the world criteria compared with modern Jordan history book for the first secondary-art stream, whereas survey for opinions teachers in considering the two books for the secondary stage for the world criteria of the school text books showed a high degree. The findings showed statistically significant differences in the extent of considering modern Jordan history book for the first secondary for the world criteria attributed to educational experience and academic qualification, whereas, there were no statistically significant differences attributed to the interaction between educational experience and academic qualification in the extent of considering the modern world and Arab history book for the second secondary. In addition, the findings also indicated a low degree in reading the history books by the learners.

**Dutcher (2002)** made a correlation survey aimed at investigating the importance of class readiness and carrying out for the national criteria in the practical education (NSES). The collected data were used in the time such criteria were carried out. The survey included (90) scientific educational leader in Texas. The findings showed that the class readiness and carrying out for the national criteria was in medium degree. The findings also indicated statistically significant differences attributed to sex and the teacher's specialization and experience.

Another study conducted by **Mustafa (2000)** aimed to assess the civil and national educational curriculum for the basic tenth grade and develop it in light of world criteria in Jordan. The population of the study included all male and female teachers for civil and national education for the tenth grade in the governorate of Jerash who were (65). The instruments that were developed and used in the study were: questionnaire for evaluating the reality of the curriculum consisting of (43) items delivered in two domains, the objectives and the content. The second was the criterion, for developing the curriculum. The findings showed that the curriculum has several points of weakness in the domain of objectives. In addition, there was a suggested developed model for the civil and national education course for the tenth grade handling eight major topics.

The study of **Spilane and Callahan (2000)** aimed at investigating the response of districts to the scientific national criteria. The researchers used a multi case study for the situation including a fixed comparative way and data analysis about the role of district schools in carrying out the policy of science and mathematics in nine district schools in Michigan State: during the study the documents were collected an (165) interviews were made in two domains in collecting data . Snowbell method was used to acknowledge the policy makers in the district. The analysis showed that the thoughts about reforming the scientific education that policy makers in district try to understand the new scientific criteria that contribute the criteria that are considered at the level of the district its content represent a bad representation.

**Valadez (2000)**. conducted a study entitled the effect of science criteria on preparing the fourth and fifth grade teachers to teach science which is based on criteria in the central area of California , The study aimed at investigating science teaching through a representative sample from the population of the fourth and fifth grade teachers in the biggest school area . Specifically the study tried to identify the effect of science criteria on the preparation for science teaching practice which is based on the criteria and purposeful scientific carrying out of the curriculum.

This study has been designed to research and identify the relation between the numbers in pre-service, preparing content, teaching preparation and vocational in– service, development between the teacher's practice and the class room culture Thus, The study has definitely been influenced by the scientific criteria of the content. The study consisted of historical data collection from the school area. The sample represented in the questionnaires of the teachers (58.5%) was analyzed for finding out the effect of science criteria on teachers and

their teaching. In addition, to find out the determiner of the extent of teachers' involving of vocational development activities and their attitudes towards teaching science and their opinions of teachers' sufficiency and being well-prepared and educated for teaching and content. The findings indicated that the well –prepared teachers in teaching and content were more tolerable to accept the supported reforming strategies in teaching science that is based on the criteria. It also showed the importance of knowing the content on teaching strategies as qualities for world qualifications for teachers.

It is clear from the related studies that most of them dealt with the world criteria for different curricula. The researchers found no study that dealt with the criteria of carrying out the curricula which is significance and a good quality for this study.

### Material & methods

The following is a description for the population, the sample, the instrument, validity and reliability, variables of the study and the come up with statistic procedures used to come up with the findings of the study.

#### The Population of the study

The population of the study included all male and female principals in the basic schools in the north district. Their total number was (894), (442) male principal and (452) female principal According to the statistics of the ministry of education in Jordan in the academic year 2009/2010.

#### The sample of the study

The sample was randomly chosen. It consisted of (126) male and female principals forming 14.09% from the population of the study. The following Table shows the distribution of the sample according to its variables.

**Table (1)**  
**Distribution of the Sample of the Study According to its Variables**

No.	Variables	Levels	Frequency	Percentage
1.	Sex	Male	62	49.21%
		Female	64	50.79%
2.	Specialization of school principal	Physical education	11	8.73%
		Another topic	115	91.27%
3.	Administrative experience for school principal	Less than 5years	34	26.98%
		5-10years	67	53.17%
		More than 10 years	25	19.84%
Total			126	100.00%

### Validity

For verifying the instrument of the study, the researchers asked a jury of (10) specialists and experience professors in the faculty of physical education in the Jordanian universities and the supervisors of physical education in the directorates of education in Jordan for judging the instrument. All their comments were taken into considerations and the demanded modification in the language of the items were done properly.

### Reliability

To verify the reliability of the instrument, the researchers had a pilot study by applying the instrument on a different sample consisting of (25) male and female principals. The application was twice, two weeks between each one-Pearson correlation was done and its value was (0.89%) which is accepted for achieving this study.

The correlation value was (0.89%) which is accepted for achieving this study.

### Variables of the study

The study included the following variables:

#### 1. Independent variables :

Sex (male and female).

Specialization of the school principal:

(Physical education and other major)

Administrative experience years (less than 5 years, 5-10 years and more than 10 years).

#### 2. Dependant variable:

The extent of carrying out the physical education curriculum for the basic stage by the physical education teachers according to world measurement criteria from the perspective of the male and female school principals in Jordan.

Those are represented by mean scores for the estimations of the participants on the item of the instrument.

### Statistical procedures

The researchers used the following statistical procedures: mean scores, standard deviations, multi variable analysis, and ANOVA, Scheffee test for post comparison.

## Discussion of the findings

### 1. Discussion of the results related to the first question:

#### The first question was:

“What is the extent of the carrying out the physical education curriculum for the basic stage according to world measurement criteria by physical education teachers from the perspective of male and female school principals in Jordan?”

For answering this question, the mean scores and standard deviations were done for the estimations of the participants about the extent of carrying out the physical education curricula for the basic stage according to world measurement criteria by the physical education teachers from the perspective of male and female school principals in Jordan, This is shown in Table (2).

**Table (2)**

**Mean scores and standard Deviations for the Estimations of the participants about the Extent of Carrying out the Physical Education Curriculum According to World Measurement Criteria on the Domains of the Study Arranged from the Highest to Lowest.**

NO.	Domain	Means	St deviation	Rank	Extent of carrying out
3	Practical and vocational skills	3.61	.42	First	Big
1	Knowledge and understanding	3.56	.36	Second	Big
2	Mental skills	3.54	.39	Third	Big
Total		3.58	.28		Big

- **The greatest value is out of (5)**

Table (2) indicates that the domain of practical and vocational skills got the first rank in a mean score of (3.61) and a standard deviation of (0.42). Knowledge and understanding domain came in the second rank with a mean score of (3.56) and a standard deviation of (0.36); whereas the mental skill domain came in the last rank having a mean score of (3.64) and standard deviation of (0.39). The mean score for the estimations of the participants on the extent of carrying out the physical education curriculum for the basic stage according to world measurement criteria was (3.58) and the standard deviation was (0.28) which is a big degree.

The researchers attributed this result to the real consideration of physical education teachers of skilful area on the account of theoretical, cognitive and mental areas. This consideration of skills is to meet the desires of students who prefer the physical education lesson of motorcycle activities and running out in the yards. Even though if the physical education teacher tries to offer some, theoretical information about physical education, there will be no listening ears. In addition, generally speaking, the process of education considers the physical education lesson as a way of cheering up for the class because such information is already taken in other subjects. The scientific knowledge and mental skills took the second and the last ranks, They got a big degree which shows the great consideration of physical education teachers for developing the cognitive and mental skills.

The mean score and standard deviation for the estimations of the participants on the items of the domains of the study were as follows:

**A-** First domain: knowledge and understanding where the means and standard deviations for the estimations of the participants on this domain are explained in table (3).

**Table (3)**

**Means and Standard Deviations for the Estimations of the participants on the Knowledge and Understanding Domain .Arranged from the Highest.**

No.	The paragraph(item)	Means	St.deviation	Extent of carrying out
2	Necessary principles and policies for the effective teaching process.	3.69	.70	Big
1	Basis of structuring physical education curriculum to enable identifying the objectives and designing educational activities for the content.	3.64	.81	Big
5	Different assessment methods for enhancing education and the physical, cognitive social and emotive development for the student in the basic stage.	3.57	.87	Big
3	Teaching principles and methods and different mathematic legal rules.	3.53	.73	Big
4	Physical health components –physical motorcycle basic stage.	3.50	.84	Big
6	Administrative basis and organizing sport contests and festivals at school.	3.46	.73	Medium
Total		3.56	.36	Big

- \* **The greatest degree is out of (5)**

Table (3) shows that item (2) which implies “necessary principles and policies for effective teaching process” took the first rank in a mean score of (3.69) and standard deviation of (0.70). Item (1) which implies "basis for structuring physical education curriculum to enable identifying the objectives and designing the educational activities for the content" came in the second rank in a mean score of (3.64) and standard deviation

of (.81)”; whereas item (6) that implies “administrative basis and organizing sport contests and festivals at school” got the final rank in a mean score of (3.46) and a standard deviation of (0.73). The mean score for the estimations of the participants on this domain as a whole was (3.56) and the standard deviation was (0.36) which is a big degree.

The researchers attributed that to the scientific knowledge for physical education lessons that are based on the primary principles of the general educational policy in Jordan on which the curricula designing process count in general and the physical education curricula, in particular therefore the teachers take all their knowledge and information for their teaching material

**Second domain: Mental skills**

Means and standard deviations for the estimations of the participants on this domain were done; it is explained in Table (4)

**Table (4)  
Means and Standard Deviations for the Estimations of the Participants on the Mental Skill Domain Arranged from the Highest.**

No.	The paragraph	Means	St.deviation	Extent of carrying out
	Discovering the individual differences in taking the knowledge and put instructions	3.62	.81	Big
7	Being able to join and complete the physical education sport activity branches and other sciences	3.61	.84	Big
10	Analyzing the skilful performance for individual and group sport.	3.51	.82	Big
11	Analyzing assessment results for lesson objectives to increase the effectiveness	3.50	.82	Big
8	Planning to provide learning chances and the right practice based on understanding the student, environment and teaching tasks.	3.43	.89	medium
	Total	3.54	.39	Big

• **\*The highest degree out of (5)**

Table (4) shows that item (9) which implies discovering the individual differences in teaching and giving the suitable instructions” took the first rank in a mean score of (3.62) and standard deviation of (0.81). Item (7) which implies “ being able to join the physical education activity branches between and other sciences” got the second rank in a mean score of (3.61) and a standard deviation of (0.84); whereas item (8) which implies “ planning for suitable education chances and practices based on the student's understanding got the last rank in a mean score of the score the estimation of (3.43) and a standard deviation of (0.89) The estimation of the participants on this domain as a whole was (3.54) and the standard deviation was (0.39) which meets a high degree of keeping up with the world standard.

This is attributed to the perfect teaching policy used by the Jordanian ministry of education in the curricula. Through teaching physical education lessons, the physical education teacher could guarantee implementing other subjects, such as mathematics in using numbers and some math processes and social education in implementing some concepts related to good ways of loyalty and other environmental concepts, as well.

**Third domain: practical and vocational domain.**

Mean scores and standard deviation for the estimations of the participants on this domain were done. It is explained in Table (5)

**Table (5)  
Means and Standard Deviations for the Estimation of the participants on the domain of practical and vocational skills arranged from the highest**

No	Items	Means	St. deviation	Extern of carrying out degree
13.	Designing suitable educational aids for presented educational activities	3.68	.89	Big
17.	Sharing the school administration in planning according to school objectives.	3.67	.85	Big
15	Planning and carrying out suitable educational skill for individual differences	3.66	.85	Big
18	Leading the learning environment to enhance and develop educational process	3.65	.85	Big
20	Discovering gifted students physically and preparing special activities for them	3.65	.91	Big

14	Designing educational activities for involving students in carrying out and in assessments	3.60	.86	Big
12	Applied models for presented physical skills.	3.57	.90	Big
21	Discovering physical retarded and adjusting suitable activities	3.57	.85	Big
16	Applying the right assessment	3.54	.77	Big
19	Effective use of available resources and services for meeting the educational needs	3.52	.86	Big
	Total	3.61	.42	Big

**\* The greatest value is out of (5)**

Table (5) explains that item (13) that implies “designing the right educational aids for presented educational activities” got the first rank in a mean score of (3.68) and a standard deviation of (0.89). Item (17) which implies “sharing the school administration in planning according to school objectives came in the second rank having a mean score of (3.67) and a standard deviation of (0.85). whereas item (19) that implies effective use for the a available resources and services for meeting the educational needs “came in the last rank in a mean score of (3.52) and a standard deviation of (0.86) The mean score for the estimations of the participants on this domain as a whole was (3.61) and the standard deviation was (0.42) which is considered a high degree for the extent of the carrying out.

The researchers attributed that to the good implementation of physical education lessons considering all practical and vocational skills by providing the learning and teaching educational aids by being produced by the teachers themselves or bought or borrowed to be applied effectively in physical education lessons in fact , this demands from the physical education teacher an advance coordination between the school administration and the teachers for providing such learning / teaching educational aids.

**2- Discussion of result related to the second question:**

**The second question was'**

"Are there any statistically significant differences at the level of ( $\alpha \leq 0.05$ ) for the extent of carrying out the physical education curricula for the basic stage by the physical teachers according to world measurement criteria from the perspective of school male and female principal in Jordan according to the variables : sex , specialization and administrative experiences ?

To answer this question, the mean scores and standard deviations for the estimations of the participants in the extent of carrying out the physical education curricula for the basic stage by the physical education teachers according to world measurement criteria from the perspective of male and female school principals in Jordan were done according to the variables of the study were as follows:

**A. The Sex variable**

**Table (6) Means and standard deviations for the estimations for the participants of the extent of carrying out the physical education curriculum according to world measurement criteria according to sex variables**

Domain	Sex	No.	Means	St. deviation
Knowledge and understanding	Male	62	3.58	.39
	Female	64	3.54	.34
Mental skill	Male	62	3.63	.41
	Female	64	3.45	.35
Practical and vocational skills	Male	62	3.60	.41
	Female	64	3.62	.43
Total	Male	62	3.60	.30
	Female	64	3.56	.26

**B. The variables of school principal specialization.**

**Table (7) Mean and standard deviations for the estimations of the carrying out of physical education curriculum for the basic stage according to world measurement criteria from the principals' perspective according to principals' specialization.**

Domain	Principals' specialization	No.	Means	St. deviation
Knowledge and understanding	Physical education	11	3.33	.33
	Other majors	115	3.73	.37
Mental skill	Physical education	11	3.41	.39
	Other majors	115	3.69	.39
Practical and vocational skills	Physical education	11	3.32	.49
	Other majors	115	3.74	.42
Total	Physical education	11	3.36	.36
	Other majors	115	3.71	.27

**C. According to the variable of administrative experience years.**

**Table (8)**

**Mean's and standard deviations for the estimations of the participants of the extent of carrying out the physical education according to world measurement criteria from principals ' perspective according to administrative years experience.**

Domain	Experience years	No.	Means	St. deviation
Knowledge and understanding	Less than 5 years	34	3.57	.37
	5-10 years	67	3.54	.36
	More than 10 years	25	3.61	.37
Mental skill	Less than 5 years	34	3.56	.36
	5-10 years	67	3.52	.39
	More than 10 years	25	3.54	.44
Practical and vocational skills	Less than 5 years	34	3.77	.48
	5-10 years	67	3.63	.36
	More than 10 years	25	3.53	.45
Total	Less than 5 years	34	3.66	.38
	5-10 years	67	3.53	.26
	More than 10 years	25	3.60	.30

It is clear from Tables (6, 7, and 8) that there are apparent statistically significant differences among the means of the estimations of the participants on the domains of the instrument of the study. To identify the statistical reference for those differences multi variant analysis test was used and the results are shown in Table (9):

**Table (9)**

**Results of Multi Variant Analysis Test for Differences among the Estimations of the Participants on the Domains of the Instrument of the Study According to its Variables.**

Source of variance	Domains	Total of squares	Freedom degrees	Means of squares	f- value	Statistical reference
Sex	Knowledge and understanding	.071	1	.071	.525	.470
	Mental skill	1.085	1	1.085	7.347	.008
	Practical and vocational skills	.0001	1	.0001	.000	.017
Specialization	Knowledge and understanding	.861	1	.861	6.408	.024
	Mental skill	.729	1	.729	4.934	.021
	Practical and vocational skills	.882	1	.882	5.057	.724
Administrative experience years	Knowledge and understanding	.087	2	.044	.324	.028
	Mental skill	.090	2	.045	.304	
	Practical and vocational skills	1.286	2	.643	3.686	
Error	Knowledge and understanding	16.257	121	.134		
	Mental skill	17.877	121	.148		
	Practical and vocational skills	21.103	121	.174		
Total	Knowledge and understanding	1614.056	125			
	Mental skill	1594.880	125			
	Practical and vocational skills	1666.920	125			

\* Statistical reference at the level of ( $\alpha \leq 0.05$ ).

Table (9) shows the following:

1- There were no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) among the means of the participants' estimations on the domains of knowledge and understanding, practical and vocational skills attributed to sex; whereas there were statistically significant differences on mental skill domain in the estimations of the male participants.

The researchers attributed that to the same university where male and female are physical education teachers graduated from and gained the same information and studied the same topics; therefore the estimations of the male and female principals were close.

As for the mental skill domain the male surpassed the female which is due to the ability of males in mental skills which this result was in Harmong with the finding of Al sayeh (2009) and it was in disagreement with the study of Dutcher (2002).

2- There were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) among the mean scores of the participants' estimations on the domains of the study attributed to the variables of specialization in favor of the estimations of their majors, The researchers attributed that to the physical education major for the principal which highly qualifies him/ her to identify the suitable theoretical and performance skills the physical education teacher should have.



This result was in agreement with Dutcher (2002) and the researchers didn't find and study in disagreement with such result.

3- There were no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) among the means of the estimations of the participants on the domains of knowledge and understanding and mental skills attributed to the variable of the administrative experience for the principal, expect for the domain of practical and vocational skills. To limit those differences, Scheffé test was used. It is shown in Table (10).

**Table (10)**

**Result of Scheffe Test to Identify the differences Among the Means of Participants' Estimations on the Domain of Practical and Vocational Skills According to Administrative Experiences Variable**

administrative experiences	Less than 5 years	5-10 years	More than 10 years
Mean score	3.77	3.63	3.53
Less than 5 years	3.77	.14	*0.24
5-10 years	3.63		.10
More than 10 years	3.53		

**Statistical reference is at the level of ( $\alpha \leq 0.05$ ).**

It is clear from Table (10) that there were statistically significant differences among the means of the estimations (less than 5 years) and the estimations of those of administrative experiences (more than 10 years) in favor of the estimation administrative experiences (less than 5 years).

The researchers attributed that to less experience principals but younger and more capable of practicing and knowing physical education issues.

This result has agreed with the findings of Al Sayeh (2009) and the researchers found no studies disagreed with their finding.

In addition, multi variant analysis test was used to identify the differences among the participants estimation on the instrument as a whole according to the variables of the study.

The results are shown in Table (11).

**Table (11)**

**Result of multi variant analysis test among the participants' responses according to the variable of the study**

Source of variance	Total of squares	Freedom degree	Means of squares	F – value	Statistical reference
Sex	.103	1	.103	1.358	.246
Principals specialization	.010	1	.010	.131	.718
administrative experiences	.440	2	.220	2.903	.059
Error	9.177	121	0.76		
Total	1624.327	125			

It is clear from Table(11) that there were no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) among the means scores of the participants' estimations on the instrument of the study as a whole, attributed to the sex, principals' specialization and administrative experience of the school principal.

This could be attributed to the commitment of the teachers to the instructions of the ministry of education in implementing the physical education lesson in lesson planning and implementation. in addition , it is also attributed to the similarity of the schools conditions according to the playgrounds, yards, physical education tools and equipments which are the same for all physical education teachers and such circumstances and variables cannot be changed by those teachers.

### Recommendations

In light of the finding of the study, the researchers came up with the following Recommendations:

- Generalizing the world criteria in carrying out the physical education lesson in all schools of the Jordanian kingdom.
- Necessity for more consideration for physical education teachers at school and making physical education class as basic lesson applied at the end of school schedule day.
- Necessity for the adaption of world criteria in the faculties of physical education at the university in teachers programs preparation
- Conducting more studies that deal with the criteria of carrying out the other topics lessons and compared it with the criteria of carrying out the physical education lessons

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