

“Degree of Physical Education Teachers Contribution To Achieve The Vision, Mission, Goals and Core Values of Their Schools From The Point of View of The Secondary Schools Principals In Jordan”

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Abstract

This study aimed to find out degree of physical education teachers contribution to achieve the vision, mission, goals, and core values of their schools from the viewpoint of secondary schools principals in Aljama'a District in Amman-the Capital City. Both researchers used the descriptive survey method, and to achieve objectives of the study, they developed a questionnaire consisted of (51) clauses and distributed to a sample of (95) males and female principals who were selected by the simple random technique. Results of the study revealed that degree of those principals contribution to achieve vision, mission and goals of their schools and their core values, came high on the tool as a whole and on all its fields. The findings indicated that there were no statistically significant differences in the responses of the study sample due to variables: gender, scientific qualification, years of experience and work sector. In light of the results, the study concluded with recommendation: Activating the legislation to give the physical education teachers their rights for appreciation like other teachers of other subjects, raising the awareness about their great roles and contributions, implementing the schools strategic plans, and holding workshops and courses that enable them to perform their tasks with high quality using the up-to-date teaching techniques.

Keywords: Teachers, Physical Education, Vision, Mission, Goals, Core Values, Secondary Schools.

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درجة إسهام معلمي التربية الرياضية في تحقيق رؤية ورسالة وأهداف مدارسهم

وقيمة الجوهرية من وجهة نظر مديري المدارس الثانوية في الأردن

الدكتور بسام عمر غانم

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الملخص

هدفت الدراسة إلى التعرف على درجة إسهام معلمي التربية الرياضية في تحقيق رؤية ورسالة وأهداف مدارسهم وقيمتها الجوهرية من وجهة نظر مديري المدارس الثانوية الحكومية والخاصة في محافظة العاصمة عمان- لواء الجامعة في الأردن. ولتحقيق هدف الدراسة طور الباحثان استبانة تكونت من 51 فقرة وزعوا على عينة الدراسة التي تكونت من (95) مديراً ومديرة، تم اختيارهم بالطريقة العشوائية البسيطة، وأظهرت نتائج الدراسة أن درجة إسهام هؤلاء المعلمين في تحقيق ما ذكر كانت مرتفعة على الأداة ككل، وعلى كل مجال من مجالاتها، كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية بين المتوسطات الحسابية لاستجابات أفراد عينة الدراسة حول درجة إسهام معلمي التربية الرياضية في تحقيق رؤية ورسالة وأهداف مدارسهم وقيمتها الجوهرية، تبعاً لمتغيرات: الجنس، والمؤهل العلمي، وسنوات الخبرة، وقطاع العمل. وفي ضوء النتائج خلصت الدراسة إلى توصيات منها: تفعيل التشريعات التي تعطي لمعلمي التربية الرياضية حقوقهم من التقدير كغيرهم من معلمي المواد أخرى، ونشر الوعي حول أدوارهم وإسهاماتهم الكبيرة في تنفيذ خطط مدارسهم الاستراتيجية، وتوفير المستلزمات، وعقد ورشات العمل والدورات التي تمكنهم من القيام بمهامهم على أكمل وجه بالاستعانة بتقنيات التعليم المستجدة.

الكلمات المفتاحية: المعلمون، التربية الرياضية، الرؤية، الرسالة، الأهداف، القيم الجوهرية، المدارس الثانوية

بحث مستل من رسالة ماجستير للطالب الباحث ومشرفه

غيث المطلق: خريج ماجستير الأصول والإدارة التربوية من جامعة عمان العربية- الأردن.

د. بسام غانم: أستاذ أصول التربية المشارك في جامعة عمان العربية- الأردن.

1. Introduction:

Philosophy of the society in any country is derived from a number of issues including the society's doctrine and its official religion, values, ethics, traditions and the prevailing customs and traditions in the society. Since these issues are not the same in the societies, education philosophy in each country will differ from other countries according to the philosophy in each society, this in turn will reflect on the strategic plan of Ministry of Education in the country, and on plans of the education institutions pertaining to it.

Bani Mustafa (2017) sees that formulating the institution's vision and mission is considered the first step in building the strategic plan of any institution.

The presence of clear vision and strategy are the foundation in building and achieving effective strategy, since the vision represents the future path of the institution, determining the direction it desires to reach, and the position it intends to achieve, quality of the capabilities and abilities it plans to develop.

In this regard, Ministry of Education plan in Jordan(2019) which includes its vision and mission stems from the state's policy, and philosophy, the society within the customs, values and conventions to achieve pioneering participation pertaining to the educational society, commitment to the values and its methodology is the science and excellence to reach the global through providing equal opportunities to receive high quality education based on core values like freedom, Justice, equality, responding to the others' opinion, transparency, responsibility and building effective partnerships.

Physical education teacher is considered the basic pillar in the educational process, since he performs the basic role in achieving the goals of the subject he is teaching, playing his roles in preparing and educating the generations, providing help to them in different fields, his knowledge and skills contribute to improve his roles relating to his duties, functions, and his relationships with the management, the teachers, students and the local society(Khairallah, 2018).

Research Problem and Questions:

Through the researcher's work as a teacher of physical education at a secondary school, noticed misunderstanding of the basic role of teachers of this subject in achieving the educational goals inside the school. In this research, the researchers aim to answer the following questions:

What is degree of the physical education teachers contribution to achieve vision, mission and goals of their schools and their core values from the point of view of the secondary schools principals in Jordan?

Are there differences with statistical significance at significance level ($\alpha=0.05$) between means of responses of the study sample individual degree of physical education teachers contribution to achieve vision, mission and goals of their schools and their core values attribute to variables: gender, scientific qualification, years of experience and work sector?

Theoretical and Practical Importance of the Research:

Importance of this research stems from the theoretical side, which is addressing a new topic, since it is the first study locally and may be at the Arabic level, to the knowledge of the researcher that is addressing this topic.

From the applied side, it might help and benefit decision makers at Ministry of Education by providing them with additional information about roles of physical education teachers and their contributions to achieve their schools strategic plans, and reaching additions in the policies, and the required plans to rise competencies of those teachers, improving their skills to achieve content of the strategic plans for the Ministry and its schools, especially the vision, mission goals, and the core values.

Theoretical Frame:

First: Element of the strategic plan: vision, mission, goals, and the core values.

Strategic Planning: Its Concept and Importance

Ghanem (2017) indicates that the word strategy has been firstly used in the military field, it means leadership, and its concept moved to the education field, it became to mean: a group of teaching procedures and their practice selected by the teacher to use them during implementing the lessons through which to achieve the desired goals. While Mohammad

(2003) identifies planning as the process of building the goals to be reached during a specific period of time, then making available the required capabilities to achieve the goals with less costs, and maximizing the results. Al-Karkhi (2014) sees that importance of strategic planning resides in contributing to clarify the future, predicting the events, to help the institution to be ready in determining the work options, using the best and relevant ways.

Elements of the Strategic Plan:

The Vision: Is the description of the institutions' ambitions for the future, without determining the means to reach these ambitions (Al-Sakarneh, 2010).

The Mission: It is identified by Mohammad (2013) as the basic objective for the institution and the field it works in it, focusing the effort on achieving its goals and reducing the conflicts inside the organization.

The Objective: The objective is the far desire directing the activity and pushes the behavior, and the desired change that the educational process seeks to achieve in the students' behavior (Al-Janabi, 2019).

Core Values: Are set of believes represents the ethical code of the individuals, group and the organizations, governing their behaviors, decisions, and attitudes, including loyalty, belonging, institutional excellence, freedom, Justice, accountability and transparency to build effective partnerships, respecting the opinions, commitment to team spirit and to the scientific research.

Second: Teachers of Physical Education:

Niost,(2019) indicates that some schools neglect the activity and see it as burden on the curriculum and on the student's achievement.

In our present age, Physical Education is very important in many economic and political sides, enhancing the individual's cognitive and physical capabilities, and contributing the improvement of to the general health & social development (Abu- Odeh, 2009).

Previous Related Studies:

The researcher reviewed some of the previous studies and researches related to the topic of this research.

Tawalbeh (2019) conducted a study aimed at revealing degree of the Jordanian Physical Education contribution to confirm the national concepts and education on the citizenship. Results of the study showed that contribution of the Jordanian Physical Education was positive in citizenship education and confirming the value concept through enhancing the national identity, rising the spirit model and the positive capacities.

Solanki & Solanki (2017) published a scientific paper about the potential contribution of physical education and its teachers to achieve the education objectives; they showed that this education contributes to achieve many goals, such as building the healthy bodies, teaching control, teamwork spirit, ethical virtues, courage, tolerance, patience, and accepting the defeat.

Bufteen (20016) study aimed to find out role of the physical education female teachers in enhancing the leadership skills of the middle stage female students in State of Kuwait from their own point of view. The study used the descriptive survey method, study sample consisted of (567) female students, and the questionnaire was developed by the researcher used for data collection. Results showed that role of the physical education teachers came high in developing and enhancing the student's leadership skills.

Melod (2015) study aimed to discover degree of contribution of the physical education to develop the student's personality in light of the Competency curriculum. The researcher used the descriptive method, and study sample consisted of (50) student. Results showed that the physical education class contributes to develop the student's personality through the special educational goals if it is according to the students' needs in building a balanced personality.

Chen, Kim & Gaw (2014) study aimed to determine role of physical education and its contribution to the youths daily physical activities and their stable behaviors. Results showed that physical education has positive contribution to increasing the daily physical activities of the youths, and reducing rate of their lack of activity and movement.

Methods and the Procedures:

Methodology of the study: The researcher used the descriptive survey method, which is sufficient to achieve objectives of the study.

Study Population: study population consisted of all secondary school principals in the Capital Amman, University District during the second term in the scholastic year (2019-2020), their number was (115) males and female principals.

Study Sample: Study sample consisted of (95) male and female principals from the study the population, they were selected by the random simple method, the represent (85%) of the study population which is considered a good and representative sample.

Instrument of the Study:

To achieve objectives of the study, the researchers have developed the instrument through referring to the previous related studies, in addition to collecting opinions of the principals, regarding the schools' mission, vision, and goals to be the axis of the questionnaire.

Validity and stability of the questionnaire were assured, and in its final form it consisted of (51) clauses distributed to four fields representing the contribution to achieve the school's mission, vision, goals, and its core values.

Finding and Discussion:

Results Related to the First Question: what is degree of the physical education teachers contribution to achieve their schools' mission, vision, goals, and their core values from the principals point of view in Jordan?

To answer this question, means and standard deviations were extracted for the secondary schools principals estimations on the questionnaire's fields and the questionnaire as a whole. . Table (1) showed these results.

Table (1): Descriptive Statistics

Sequence in the Tool	rank	fields	Arithmetic Means	Standard deviation	Contribution Degree
4	1	Core values of the school	3.95	0.74	High
3	2	Objectives of the school	3.93	0.08	High
2	3	Mission of the school	3.93	0.80	High

1	4	Vision of the school	3.81	0.78	High
		The questionnaire whole	3.91	0.73	High

Table (1) shows that degree of the physical education teacher's contribution to achieve their schools' mission, vision, goals and core values from principals of the secondary schools point of view generally came at a high degree with arithmetic mean (3.92) and standard deviation (0.73) in a detailed way, the degree of contribution for the sub-fields from the principals' point of view in descending order as follow: core values of the schools field came at the first rank, followed by the objectives field, and the mission field came at the third rank, while vision field came at the last rank. It is possible to attribute the result of the high contribution to that the teacher of physical education is clear to his students, they like his material, and the principal feels that and appreciate it.

Table (2).Arithmetic Means and Standard Deviations of the Schools' Principals Appreciations of Each Clause of the Questionnaire Clauses for Each Field of Its Fields

Sequence in the Tool	rank	The clauses	Arithmetic Means	Standard deviation	Contribution Degree
6	1	Student with balanced personality, body, mind, and spirit	3.98	1.00	High
5	2	Distinguish school in its teaching-learning activities	3.95	1.02	High
1	3	Scholastic system, its method is excellence and differentiation	3.92	0.91	High
2	4	An able generation to learn adjustment with the changing world	3.85	0.93	High
8	5	A student able to hold the responsibilities assigned to him	3.84	0.90	High
4	6	Generation belongs to its nation	3.79	0.99	High
7	7	A student's method is excellence and competence in his studying achievement	3.98	1.00	High
9	8	A student opens to the humanitarian society	3.75	0.92	High
10	9	A student able to face the challenges wisely	3.65	0.98	Medium
3	10	A generation belongs to its dogma and its requirements	3.63	1.05	Medium
		Total	3.81	0.78	High

Table (2) shows the means relating to the field the school's vision ranged between (3.63-3.98), since clause number (6) which states "contributes to create a student with balanced personality, body, mind and spirit" came with the highest mean (3.98) and standard deviation (1.00), this result can be attribute to comprehensive personality formulation is considered the most prominent feature characterizes the contemporary education, since in the past the nations have focused only on the body, and others on developing the spiritual side, which are incomplete in the present era. Since the physical education teacher is one of the teachers at school, he is required not only to focus his training on the body side of the learner the focus should be on the learner's comprehensive development through activities relevant to this development, and the school's principal monitors this issued for all teachers and follows-up their executive plans and activities. Clause (3) which states "contributes to creation of a belonging generation to its dogma and its requirements" came with less mean which reached (3.63) and standard deviation (1.05), even its content appreciation was high. This result might because of the state's interest, Ministry of Education and the society in this side.

Since the school's principal is the coach in implementing this issue at school, he sees that teacher of physical education contributes to this issue by his actions and sayings and as a model for his students, especially that dogma and commitment to its requirements are the base for any society and its members, since any civilization cannot thrive without a dogma, it is the beating soul in the society directing its individuals.

Table (3). Descriptive Statistics (School's Mission Field) in Descending Order

Clause Number in the field	The rank	The clauses	Arithmetic mean	Standard deviation	Degree of contribution
20	1	Enhancing the students talents	4.14	0.92	High
18	2	Represent the good model in his behavior and actions	4.13	0.95	High
13	3	Encouraging the participation in the schools different activities in an effective way	4.04	1.00	High
15	4	Activates the commitment to the positive values in the sport activities	4.01	0.94	High
14	5	Providing the learner with the relevant sport skills for his developmental state	4.01	0.99	High
19	6	Cooperation with those who are concerned with achieving requirement of his school's comprehensive plan	4.00	0.91	High
23	7	Cooperation in facing the crisis or emergencies when they appear	4.00	0.93	High
21	8	Investing in all the school's capabilities in an effective way	3.95	0.94	High
17	9	Cooperation with the schools administration to bring success in the teaching-learning process	3.95	0.96	High
11	10	Contributes to follow-up the updates in his major field to apply them according to conditions of his school	3.94	0.86	High
16	11	Enlightenment and counseling to confront the spread of everything causes harms to the society and its individuals	3.86	1.03	High
12	12	Providing equal opportunities for the student to receive high quality education	3.66	0.96	Medium
22	13	Investing in the modern technology to achieve his desired objectives	3.50	1.09	Medium
		Total	3.93	0.80	High

Table (3) shows that the means relating to the field (The school's mission) ranged between (3.50-4.14), since clause (20) which states "contributes to enhance the students' talents" came with the highest mean (4.14), and standard deviation (0.92), and at high degree of contribution, this result might be attributed to the talents the individuals process are considered the bases for the society advancement if they were discovered, and better enhanced and invested. The teacher of physical education is considered the most important person to perform these tasks, since the students in his classes are free and unconstraint, care about showing their talent talents, and in this field we find a lot of talents in this field the teacher was the agent for discovering and shaping them, and the teacher is not far from this issue, in discovering skilled players in different sport fields, took their hands and encouraging them, making them able to rise their countries name high in the sport gatherings. Clause (22) which states "contributes to invest in the modern technology in achieving his planned goals" came with less mean (3.50) and standard deviation (1.09) at a medium degree of contribution. Delay in the contribution in this topic attributes to nature of the physical education subject compared to other subjects in which investment in the technology is greater, or attributes to unavailable technology in the school, especially in the remote or far places in the country. Although, teacher of this subject tries his effort to follow-up the new technology related to his subject he is teaching.

Table (4). Descriptive Statistics (Objectives of the Schools Field) in Descending Order

Clause Number in the field	The rank	The clauses	Arithmetic mean	Standard deviation	Degree of contribution
36	1	Improving the students attitudes toward the scholastic activities	4.16	0.84	High
33	2	Encourages the teamwork spirit	4.15	0.96	High
26	3	Develops the national spirit in the students	4.12	0.94	High
35	4	Disseminates the voluntary work culture in the school	4.08	0.94	High
30	5	Enhances the students self-confidence	4.08	0.98	High

27	6	Enhancing the humanitarian feelings in the students	4.06	0.86	High
31	7	Raises awareness of the students and spreads the appropriate behavior between them.	4.02	0.89	High
24	8	Provides safe and motivating school environment	4.00	0.95	High
34	9	Improves the educational outputs relating to physical education	4.00	0.96	High
32	10	Solves the students different problems in innovative ways	3.92	1.00	High
38	11	Evaluates the students performance effectively, contributes to develop his performance in the future	3.80	0.90	High
29	12	Activates the effective participation with the local community and its institutions	3.76	1.07	High
25	13	Connects the learner with his dogma and regulations of his religion	3.72	0.96	High
37	14	Develops work mechanisms for the students parliamentary councils	3.61	0.96	Medium
28	15	Enables the students to think in a scientific and creative way	3.61	1.07	Medium
		Total	3.94	0.78	High

Table (4) shows that the means related to the field (objective of the school) ranged between (3.61-4.16), since clause (36) which states “contributes to enhance the student attitudes toward the scholastic activities” came with highest mean (4.16) and standard deviation (0.84), at high degree of contribution, this result attribute to that parents and educators call for activating the activities and encourage the students to participate in the activities with the focus on the learners comprehensive education, and teacher of physical education is the one who is able to play this role. Clause (28) which states “contributes to enable the students to think scientifically and creatively” came with the less mean (3.61) and standard deviation (1.07), at medium contribution degree. This result might be attributes to the interest in the thinking side is clearer in the other subjects because of nature of this subject.

Table (5). Descriptive Statistics (Core Values Field) in Descending order

Clause Number in the field	rank	The clauses	Arithmetic mean	Standard deviation	Degree of contribution
43	1	Develops the leadership spirit among the students	4.11	0.84	High
40	2	Applies justice and equality between his students	4.07	0.89	High
47	3	Works to motivate the excellence in the students practice of the required tasks	4.06	0.86	High
44	4	Works to make the students familiar with holding the responsibility of the works required from them	4.05	0.88	High
46	5	Works to encourage the effective cooperative participative work at the school	4.02	0.90	High
42	6	Works to encourage the students to respect the opinion and other opinion	4.01	0.90	High
41	7	Works to be a model for the good citizenship saying and acting	3.98	0.87	High
51	8	Works to make the student proud of his history and nation	3.98	0.99	High
39	9	Works to provide the students with the freedom to express the opinion even if their opinion conflicts with his opinion	3.97	0.85	High
50	10	Works to enhance the practical practices of the values at school	3.87	0.93	High
49	11	Works on clarity and transparency in dealing with his students and the others	3.87	0.96	High
45	12	Works to engage the students in planning the schools activities	3.77	0.98	High
48	13	Works to apply the accountability system regarding performance and the outputs.	3.67	0.93	Medium
		Total	3.95	0.74	High

It noticed from table (5) that the means related to the field (core values), ranged between (3.67-4.11) since clause (43) which states “works to develop the leadership spirit among the students” came with the highest mean (4.11) and standard deviation (0.84) at high degree of contribution, this result might be attributed to personality of the physical education teacher in effective leadership, and the nature of the physical education class far from pressures of the classroom, which the implementation of its activities requires the presence of leaderships, and teacher of physical education performs that in a clear way through diversification in selecting leaders from the students to help him in implementing the activities. While clause (48) which states “Applies the accountability system regarding performance and outputs” came with the less mean (3.67) and standard deviation (0.93) at medium degree of contribution.

Results Related to the Second Question: Are there difference with statistical significance at significance level ($\alpha=0.05$) between means of the study sample individuals responses to degree of contribution of the physical education teachers in achieving vision, mission and goals of their schools and their core values attribute to variables: gender, scientific qualification, years of experience and work sector?

To answer this questions, means and standard deviations were extracted for degree of contribution of the physical education teachers to achieve vision, mission, and goals of their schools and their core values regarding the mentioned variables Table (6) showed these results.

Table (6). Descriptive Statistics

The variable	fields	levels	School Vision	School Mission	School Objectives	Core values	Total degree
Gender	Males	Arithmetic Mean	3.79	3.88	3.93	3.89	3.88
		Standard deviation	0.95	0.98	0.92	0.87	0.90
	Females	Arithmetic mean	3.83	3.98	3.95	3.99	3.94
		Standard deviation	0.64	0.64	0.67	0.63	0.58
Scientific qualification	Bachelor	Arithmetic Mean	3.81	3.92	3.97	3.94	2.93

	Graduate studies	Standard deviation	0.83	0.85	0.86	0.86	0.81
		Arithmetic Mean	3.82	3.96	3.91	3.96	3.92
Experience	5- less than 10 years	Standard deviation	0.74	0.74	0.70	0.60	0.65
		Arithmetic Mean	3.70	3.85	3.85	3.91	3.84
	More than 10 years	Standard deviation	0.83	0.83	0.83	0.80	0.78
		Arithmetic Mean	3.89	4.00	4.01	3.98	3.98
Work sector	Public	Standard deviation	0.75	0.77	0.75	0.70	0.70
		Arithmetic Mean	3.74	3.86	3.93	3.95	3.88
	Private	Standard deviation	0.94	1.00	0.96	0.85	0.91
		Arithmetic Mean	3.88	4.01	3.95	3.96	3.95
		Standard deviation	0.59	0.53	0.56	0.63	0.51

Table (6) showed the apparent differences between the means in degree of contribution of the physical education teachers to achieve their schools mission, vision, goals and core values due to gender, scientific qualification, years of experience, and works sector, and to know if those differences with statistical significance, results of MANOVA analysis were extracted as seen in table (7).

Table (7). Results of (MANOVA) Tests of Between – Subjects Effects

Source of the fields	Source of Variation	Sum of squares	Freedom degree	Mean squares	(F)	Sig. level
Gender	Vision of the school	1.401	1	1.401	0.022	0.882
	Mission of the school	5.827	1	5.827	0.052	0.820
	Core values of the school	9.129	1	9.129	0.103	0.749
	Total degree	16.595	1	16.545	0.012	0.913
Scientific qualification	Vision of the school	0.842	1	0.842	0.013	0.908
	Mission of the school	9.480	1	9.480	0.085	0.772
	Goals of the school	9.838	1	9.838	0.070	0.792
	Core values of the school	3.779	1	3.779	0.043	0.897

	Total degree	7.861	1	7.861	0.006	0.940
Years of experience	Vision of the school	16.245	1	16.245	0.257	0.614
	Mission of the school	1.546	1	1.546	0.014	0.907
	Objectives of the school	27.083	1	27.083	0.193	0.661
	Core values of the school	4.869	1	4.869	0.055	0.815
	Total degree	68.413	1	68.413	0.049	0.825
Work sector	Vision of the school	0.432	1	0.432	0.007	0.934
	Mission of the school	8.368	1	8.368	0.075	0.785
	Objectives of the school	15.631	1	15.651	0.112	0.739
	Core values of the school	15.651	1	15.651	0.112	0.739
	Total degree	17.584	1	17.584	0.013	0.911
The Error	Vision of the school	4993.204	70	63.205		
	Mission of the school	8856.442	79	112.094		
	Objectives of the school	11066.776	79	140.086		
	Core values of the school	7016.109	79	88.812		
	Total degree	109432.173	79	1385.217		
Total	Vision of the school	5641.221	94			
	Mission of the school	10137.432	94			
	Objectives of the school	12876.905	94			
	Core values of the school	8271.832	94			
	Total degree	126195.305	94			

Table (7) shows the absence of differences with statistical significance between the means of the study sample individuals responses regarding degree of the teachers of physical education contribution to achieve the vision, mission, goals and core values of their schools attribute to variables: Gender, scientific qualification, years of experience and work sector This results means that educating the principals males or females is subject to similar regulations.

Either at the university study stage before the work or during the work through workshops and courses in which the principals participate in them and receiving the same training to deal with their subordinates and evaluate their performance, so the results came similar.

This result agrees with results of (Al-Hayek and Amr 2014) study which showed the absence of individual differences regarding the duties related to performance of the physical education teachers in Jordan to implement the curricula according to gender.

Regarding the variable scientific qualification results might be attributed to schools principals regardless of their qualification are subject to the same laws and regulations in evaluating their subordinates, resulting in reaching the similar responses.

This result differs from results of Mismar and Al-Haj Saleh (2013) study which showed the presence of differences with statistical significance attribute to the higher scientific qualification variable regarding role of education in the physical education in the Jordanian society.

Regarding the variable years of experience, results pertain to the Ministry of Education has the provision over the one who wants to work in the administration field should have no less than five years of service to evaluate their subordinates performance according to these laws and instructions.

Concerning the work sector, result attribute to the work sector in Jordan's private or public sector are subject to Ministry of Education laws in the country, may be the teachers Job description in these sectors is similar, placed and distributed to the schools in the two sectors.

Results of this study differs from Al-Hayek and Amr (2014) study which showed the presence of individual differences regarding the duties related to performance or physical education teacher in Jordan to implement the curriculum attribute to the variable work sector.

Recommendations:

- In light of previous results, the study recommends setting legislations and laws by Ministry of Education give the physical education teacher his right of appreciation, to deal with him and with the subject who teach as with other teaching subjects, including the physical objectives within objectives of Ministry of Education in a clear and obvious ways.
- Dissemination of awareness between the administrators and the teachers, students and their parents about importance of physical education, and role of its teachers and their great contribution in implementing its plans. And conducting periodic workshops to develop the teachers competencies, especially in the modern teaching techniques, to enable the physical education teachers to better perform his tasks. Conducing more studies interesting in the topic of this present study through other variables and categories.

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