



RESEARCH ARTICLE

The Role of King Abdullah II Award for Physical Fitness Program in Spreading the Culture of School Sports, and the Obstacles to this from the Point of View of Physical Education Teachers

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The study aimed to reveal the reality of practicing school sports in the schools of Amman borough from the point of view of physical education teachers, the role of the King Abdullah II Award for Physical Fitness program in spreading the culture of school sports, and the obstacles to its implementation in the schools of Amman borough from the point of view of physical education teachers. The study applied the descriptive survey method, and data was collected using a questionnaire validity and reliability of which were verified, and was distributed to a sample of (130) physical education teachers, who were selected by a stratified random method from the schools of Amman borough. The results showed that (36.9%) of the study sample schools had won the King Abdullah II Award for Physical Fitness, including gold, silver and bronze, that (78.5%) of the playgrounds, devices and sports equipment in the school cover the needs and preparation of students to practice sports activities, a (60) of the level of evaluation of the content of the physical education and sports curriculum was appropriate, and that the majority of the physical education and sports classes take place in the school yard. The results also showed that the role of the King Abdullah II Award for Physical Fitness in promoting the culture of school sports was moderate, while the obstacles to promoting the culture of school sports were high. Promote the award programs and the guidelines stipulated in the award guide by all possible means, such as: parent and teacher councils, guidance bulletins, activate the media to educate students' parents and local community, and provide fitness clubs for training on the award standards.

INTRODUCTION

Sports education represents an important element in the effective educational process in preparing young people, and one of the basic components that plays an effective role in shaping and building the personality of students, and preparing them in various cognitive, psychological, emotional, and social aspects, which in turn leads to the creation of an active citizen in his society, who possesses physical ability and healthy behaviors in an interactive framework within groups and in a way that suits the needs of his community. Sports activities, apparently, may appear to be a motor performance, but they have an effective impact on the individual's physical fitness events, so that he is able to face the necessities of daily life in its entirety (Hussein, et.al., 2021). It can be noted that the health of students is linked to their level of physical fitness, as low levels indicate the risk of high body mass index, waist circumference, and blood pressure, and a high risk of heart disease and diabetes in childhood and adulthood, so regular practice of physical sports activities for a period of no less than (60) minutes a day at least three days a week is positively in line with global health guidelines (Appelqvist-Schmidlechner, et.al., 2023).

From this perspective, physical education is considered an essential subject in the school educational system, aiming through its activities to provide students with physical fitness, sharpen their mental and intellectual powers, and improve their general emotional and psychological behaviors (Khawila, 2019). It is worth noting that school sports activities are one of the effective and important ways in raising and shaping the personality of young people, and an opportunity to build relationships and learn, exchange and consolidate healthy habits to achieve psychological balance and avoid deviation in a way that benefits themselves, their families and society (Kress, et.al., 2023).

On the other hand, many recent studies indicate that the process of preparing athletes begins at an early school stage so that physical preparation is more appropriate for preparing champions. Regular physical activity leads to better behavior and regular academic attendance and contributes to improving mood, perception, concentration, attention and mental abilities, as well as the psychological and social benefits and reducing school dropout (Abdeahad & Mock, 2023). Therefore, sports activities departments in educational institutions, in particular the physical education teachers, have a great responsibility to activate and promote school sports activities in an organized manner to achieve the educational goals that physical education curricula seek to achieve (Rocliffe, et.al., 2023). This agreed with the opinion of Black, et. al. (2019), who indicated that school sports, through its physical programs and activities, whether those practiced in the morning or those students join through educational programs organized locally or internationally by the school or the ministry, contribute to enhancing physical fitness, spreading the culture of school sports, and developing and refining abilities and skills of sports students according to the following dimensions: educational, social, recreational, sports, developmental, economic, health, preventive, physical, and belonging to the homeland, within teams that represent the school in national championships and international competitions.

Abu Ashour and Obaidat (2016) believe that sports education programs and school activities are the basic structure for physical fitness, so school administrations and ministries of education must attach great importance to spreading and strengthening the culture of school sports, as these programs can no longer be considered merely motor activities that depend on talent and sports performance. Rather, programs have become governed by controls and determinants that begin with planning the construction of their curricula and content, and end with their outcomes represented by achieving physical fitness for their individuals, considering that school sports are a source that supplies the national teams with all games, and the first place in which champions are discovered and talents are stimulated.

The objectives of the sports programs practiced in schools stem from the philosophy of the administration and the ministry responsible for education, which is the integration of the educational process - religious, psychological, mental, emotional, sensory and physical - in the light of which individuals are prepared to enjoy physical fitness by implementing many sports events within sports teams, or morning exercises, and acquiring sports foundations and skills for various games through sports clubs and youth centers (Lugowska, Kolanowski & Trafialek, 2023).

In a study on the role of school sports programs in developing students' physical fitness, and their role in promoting and spreading its culture, both (Sulz, et.al., 2023) and (Kress, et.al., 2023) emphasized that school sports activities reduce anxiety, violence and depression among students, because it contributes to improving the psychological status and physical activities. It also represents a means of transmitting values and knowledge through its role in creating social harmony among students. It also contributes to eliminating discrimination and classism among students coming from different social environments and enhances integration into society in general, and achieves self-realization, mental, psychological, and social health, personality building and shaping, self-control, and strengthens the ethics of positive sports competition and the ability to work.

Emphasizing the importance of school sports activities as an educational means that contributes to the physical development of students, His Majesty King Abdullah II was keen to give priority to the Kingdom's school students and encourage them to excel because they represent the broadest segment of Jordanian society, to establish the habit of practicing school sports as a daily behavior in schools. His Majesty sent a message to the Ministry of Education, with the support of the King Abdullah II Fund and cooperation with the Jordanian School Sports Federation, to create the King Abdullah II Award for Physical Fitness in 2004, as the Ministry of Education took the project within its educational plans and systems (Al-Arsan, 2022).

The award is a sports training program for one hour a day, five times a week in various schools in the Kingdom, which includes five tests: "bending the torso from lying down (abdominal muscles), bouncing running (4 x 10 m), and bending the arms from the inclined prone position, flexibility, an endurance running test for a distance of 1609 metres," so that the award is applied collectively or individually under the supervision of sports teachers, and after the end of the program a test is conducted for the participants, after which the school committee audits the results of the students' pre- and post-tests and the result of the school's ranking and sends a copy of these results to the directorate (Jarrah et al., 2017).

Despite the importance and role of the award in promoting physical fitness and spreading the culture of school sports in all schools in the Hashemite Kingdom of Jordan, both Al-Kilani, Abdel Fattah, and Zreikat (2021) and Abudalboh, et.al. (2023) Makhlof (2019) pointed out the decline and weakness of its role and its physical fitness standards. This is attributed to several obstacles that faced the implementation of its activities inside the schools, including: the inability to produce clear results with regard to the King Abdullah Award for Physical Fitness regarding the students' levels of fitness, the lack of fitness levels among students, and the limitation of sports classes to two classes per week. The students' parents are not convinced of their children's participation in these activities and focus their attention on academic achievement, the lack of material and financial capabilities to carry out the activities effectively, and the lack of specialized supervisors in school activities from the Ministry. Abu Sneina (2015) also added other obstacles, including: directing students to practice supportive exercises in their homes, and not adhering to the sports class in schools by putting it in the daily program or replacing it with another subject. Also, in most cases, a physical education teacher is not assigned to the first grades to the third grade.

In addition, Al-Momani (2019) pointed out other difficulties facing the application of the King Abdullah II Award for Physical Fitness in schools in Zarqa Governorate in Jordan, including: considering school activity an additional burden on teachers, as the activity share is often not

considered within the quorum for sports teachers, and the lack of specialized courses in the field, the award program's lack of improvement in cognitive aspects, the lack of allocating a budget for sporting events in schools, and the weak preparation of sports teachers to organize and increase sporting activities in schools, in addition to crowded classrooms with students, the lack of halls and gyms for practicing tennis, basketball, volleyball, athletics, etc., Teachers are busy and do not supervise students, malnutrition, and the reluctance of some students to participate due to the punishment system resulting from absence according to the credit hours system in the secondary stage. Therefore, this study comes to reveal the role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports in the schools of Amman borough from the point of view of physical education teachers, and the obstacles that faced its application and caused the decline of its role in recent times.

Study problem and questions:

School sports play an important role in the lives of students and their personalities with their physical, mental, emotional, social and psychological components. Therefore, school sports are considered an essential part of the educational process, whether those practiced in the morning assembly or the various sports tournaments implemented by the Ministry of Education through the King Abdullah II Award for Physical Fitness in order to achieve the visions of His Majesty King Abdullah II Ibn Al Hussein in providing students with healthy behaviors and habits through practicing sports activities that elevate their behaviors and habits and enable them to successfully face the demands of life and establish them as their daily behavior.

Although the award is considered part of the educational system, and due to the importance of its role in raising the level of physical fitness among students, anyone who tracks the situation of public schools in Jordan according to the educational stage - including Amman Borough Directorate - it is noted that there is a disparity in the level of availability of sports requirements (tools and equipment). (and playgrounds) and human requirements to promote the practice of sports in the Kingdom's schools, in addition to the lack of interest of the administration in schools in the sports curricula and subject matter within the class schedule, similar to other curricula and academic courses, in addition to the instructions of the Ministry of Education not to count the sports subject score within the general average of a student. In addition, the issue of the student negative behavior towards school sports, the low level of sports culture of some, and the weak desire of others to practice it are considered a real problem, according to previous literature (Saadu, 2023; Abu Ashour and Obaidat, 2016) about the role of physical fitness activities in spreading and promoting sports culture, in addition to the disparities in the final exams for the King's Award for Physical Fitness among Public Schools (Al-Arsan, 2022; Jarrah et al., 2017) even though the given material is the same in terms of content, in addition to the factors that hinder the implementation of its activities. All of these raised questions among the researchers about the role of the King's Fitness Award program in spreading and enhancing the culture of school sports, and the obstacles that hinder achieving this. Hence, the following questions were formulated to answer them:

1. What is the reality of practicing school sports in Amman borough schools from the point of view of physical education teachers?
2. What is the role of the King Abdullah Award for Physical Fitness in spreading the culture of school sports in the schools of Amman borough from the point of view of physical education teachers?
3. What are the obstacles facing the implementation of the King Abdullah II Award for Physical Fitness in government schools in Amman borough from the point of view of physical education teachers?

Objectives of the study:

The study aims to:

1. Identify the level of practicing school sports in Amman borough schools from the point of view of physical education teachers.
2. Reveal the role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports in Amman borough schools.
3. Identify the obstacles facing physical education teachers in public schools in Amman borough when implementing the King Abdullah II Award for Physical Fitness programs.

Significance of the study:

- **Practical importance:** The study seeks to build a proposed practical framework on school sports culture to provide libraries with research that monitors interest in school sports activities. Its importance also comes from the lack of local (Jordanian) studies - within the limits of researchers' knowledge - that are based on the role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports. Therefore, it is hoped that the study will constitute a scientific addition to the role of the award in discovering young talents in all different sports to prepare, nurture and refine them to enter local and international competitions and tournaments, in addition to spreading the spirit of sports competition and getting to know each other among the students of the participating schools and developing the qualities of leadership and subordination among the participating students. It is also hoped that this study will contribute to reviewing the future visions of the King's Award for Physical Fitness, as it is considered an implementation of the visions of His Majesty the King, who set the health of the people of the nation as a national goal and an investment project to raise the nation's reputation, which makes it necessary to activate the award.
- **Practical importance:** The study is an indicator and a starting point for conducting other similar studies in the same field. The study can also provide recommendations that will benefit researchers, those interested in the field, decision and policy makers in the ministry, and sports teachers in the directorates to activate school sports, spread the culture of school sports, and provide the opportunity for students to practice their favorite hobby in an ideal healthy atmosphere to enhance the status of sporting activities at all types of levels and sports, and to establish and dedicate the basic principles for improving school sports and preparing generations to practice various sports; Knowing the teachers' opinions regarding the obstacles to implementing the award enhances the positive side and contributes to addressing the negative side of it.

Terminology of study:

- **School sports:** It is the number of sports and training activities and exercises practiced within an educational framework, i.e. sports class in school for all educational levels, and external extracurricular activities through which various games and sports are played to acquire skills, improve physical abilities, raise students' self-esteem and generate healthy habits (Saadu, 2023).
- **Physical fitness:** It is a measure of the level of functional ability of the body's systems to work together with physical efficiency and effectiveness to allow the performance of daily life and recreational activities with flexibility, agility, balance and good health, with strength and muscular endurance for long periods without stress, fatigue or lethargy, and is achieved through: Healthy nutrition, physical exercise, adequate rest, resistance to movement deficiency diseases, and improving the immune system (Siddikov, 2023).
- **King Abdullah II Award for physical fitness:** It is an applied project implemented in schools in the Hashemite Kingdom of Jordan, during which sports activity is practiced for an hour a

day, five times a week, for six weeks in a row. It includes a five-pronged test that all participating students take, and the results of the test include: The participating student's level is evaluated and he is nominated to receive the award for each level (Ministry of Education, 2019).

- **Obstacles:** The material challenges and moral problems associated with instructions that conflict with work or progress, or prevent it, or prevent the achievement of the programmed outcomes, goals, and plans efficiently and effectively. They require a scientific, systematic study to determine their causes, address them, and bridge the gap between both the level of expected achievements and the actual desired achievements (Mohammed, Asabia). & Mahama, 2023). It is defined procedurally as: the degree of obstacles that sports teachers are exposed to when implementing the King Abdullah II Award for Physical Fitness program, which prevent them from achieving its planned goals. It is measured by the degree of the study population' response to the study tool - the questionnaire - which is represented by the field of obstacles and its paragraphs prepared and developed by the researchers.
- **Physical education teacher:** He is defined procedurally as a teacher who holds an academic degree in the field of physical education and is appointed by a decision from the Jordanian Ministry of Education to teach physical education in one of the government schools in the Jordanian Capital Amman Directorate.

Scope of the study:

1. Spatial kunura: represented by Amman Borough Public schools / Jordan.
2. Human limits: Limited to male and female sports teachers for all levels.
3. Time limits: The study was applied during the second semester of the 2022/2023 academic year.

Related previous studies:

(Lugowska, Kolanowski & Trafialek, 2023) study aimed to evaluate the effect of increasing regular physical activity at school on the physical fitness of adolescent boys and girls. The experimental method was adopted through tests applied to a sample of (294) boys and girls. The results showed that the effect of sporting events on improving the health status of adolescents, and that increasing the number of compulsory physical education classes in the school curriculum appeared to have a greater impact on teenage boys compared to girls. It showed better results in adolescents with normal body mass compared to those with excessive mass.

Hussein, et.al. (2021) study aimed to identify the role of school administration in activating the King Abdullah II Award for Physical Fitness from the perspective of a physical education teacher in the Capital Governorate, according to demographic variables. The descriptive approach was used. Through a questionnaire distributed to (121) physical education teachers. The results revealed the role of school administration as well as the role of administration towards the teacher, student and community; They all showed an average score, and a statistically significant difference in the school type variable in favor of public schools, and no differences according to the variables of gender and educational qualification.

Suleiman, Darwish, and Al-Jabali (2020) study aimed to reveal the obstacles to implementing school sports programs and activities in international schools in the Arab Republic of Egypt. The descriptive analytical approach was adopted through a questionnaire distributed to a stratified random sample of (131) physical education teachers and (30) teachers for the preparatory stage in international schools. The results revealed that the most prominent obstacles are that the evening system reduces the practice of sports activities and benefits from them, the use of physical education classes to complete other academic courses, and the assignment of the physical education teacher to administrative work in addition to his basic work.

Al-Momani's study (2019) also aimed to reveal the students' point of view on the obstacles to implementing the King Abdullah Award for Physical Fitness in Zarqa Governorate secondary schools and their relationship to gender variables. The descriptive analytical method was used through a questionnaire distributed to a stratified random sample of (109) male and female students. The results of the study showed that the difficulty of strategies and the weakness of capabilities and tools prevent the application of the award, followed respectively by difficulties related to students, the award programs, and teachers. It also showed that there were statistically significant differences in all fields except the field of the award program due to the gender variable in favor of males.

Jarrah et al. (2017) study also aimed to identify the evaluation of the approved tests for the King Abdullah Award for Physical Fitness and the point of view of sports teachers in schools in the Jordanian governorate of Irbid regarding the obstacles to implementing their activities and the relationship of this to the variables of gender and years of experience. The descriptive analytical approach was adopted through a questionnaire that was randomly distributed to (73) teachers. The results showed, most notably: that the evaluation of all award tests is appropriate for judging the level of fitness among students, and that the most prominent thing that hinders the application of the award's activities in schools is the lack of encouragement from the school administration, and the lack of moral and material incentives for the distinguished teacher responsible for training students. It also showed that there are no statistically significant differences according to the variables of gender and years of experience.

Abu Ashour and Obaidat (2016) conducted a study aimed to know the point of view of school principals and physical education teachers in schools in Irbid Governorate regarding the obstacles to implementing school sports and their repercussions on students. The study adopted the mixed approach by preparing a questionnaire that was randomly distributed to (126) principals and (127) teachers. An interview was also conducted with (38) director of the physical education teacher, (6) educational supervisor and head of the school sports department. The results showed that the obstacles to implementing school sports programs were high, respectively, in the "area of the local community and parents," the "area of financial capabilities," the "area of the teacher," and the "area of the administrative and technical." It also showed that there are no statistically significant differences in all fields, due to the experience variable, with the exception of the administrative and technical fields and the student field in favor of those with less experience.

Abu Sneina (2015) conducted a study aimed at identifying the level of difficulties faced by secondary school principals in applying the standards of the King Abdullah II Award for Physical Fitness. The descriptive analytical approach was adopted by preparing a questionnaire that was distributed randomly to a sample of (123) managers in the Capital Governorate of Amman. The results showed that the level of difficulties faced by principals in applying the award criteria was high in general, and the levels of difficulty in the areas (parents, local community, financial capabilities, students, teachers, and school principal) were high. It also showed that there were no statistically significant differences between the managers' responses due to academic qualifications, experience, and region.

(Shoval, Erlich & Fejgin, 2010) also conducted a study that aimed to find out the role of school sports in enhancing physical fitness for beginners and the difficulties of doing so. The study adopted the descriptive analytical method through a questionnaire distributed in a stratified random manner to a sample of (62) teachers. The results showed the role of sports The school has shown positive results in promoting physical fitness for beginners, and that the difficulties faced by physical education teachers are related to the academic curricula to a high degree, and it confirmed that there is a gap between the teachers' initiatives and the administration's appreciation for these initiatives.

In a study conducted by **Abu Al-Adas (2010)** aimed to identify the point of view of physical education teachers in Jerash Governorate regarding the difficulties of applying the King Abdullah II Award for Physical Fitness according to the variables of gender, academic qualification, and years of experience, the quantitative approach - descriptive and analytical - was adopted through a questionnaire distributed to (96) teachers using a stratified random method. The study showed that the most difficulties were associated with capabilities and facilities, then the teacher's roles, evaluation and training programs, then the goals of those programs, followed by the participants and the roles of the committees. The study showed that there were no differences in the degree of difficulties attributable to gender, with the exception of the capabilities dimension and the evaluation dimension in favor of Male gender, and the absence of differences in the degree of difficulties attributable to the academic qualification, and the presence of statistical differences in the difficulties facing the application of the award in all dimensions except the dimension of the training program, the objectives of the program, and the capabilities and facilities attributable to years of experience.

(Morgan & Hansen, 2008) study also aimed to identify the perceptions of physical education teachers about the obstacles that affect their ability to implement the physical education program. The study adopted the analytical approach by adopting a questionnaire that was distributed to (189) teachers using a stratified random method. An interview was also conducted for: (31) teachers. The results showed that the most prominent difficulties are the lack of time that physical education teachers spend providing physical education lessons.

METHOD AND PROCEDURES:

Study methodology: The descriptive survey method was adopted, as it suits the objectives and questions of the research.

Study population and sample: The population included the total number of male and female physical education teachers working in the schools of the Amman borough district, who numbered (144), distributed according to gender into (52) teachers and (92) female teachers, according to the statistics of the Ministry of Education during the academic year 2022/2023 AD, The Thompson equation (2002) was applied to determine the size of the study sample required to represent the community, and it amounted to (130) teachers who were chosen by a stratified random method, to take into account the distribution of the sample according to their gender in the sample, taking into account the distribution of the sample into the categories of the academic qualification variable, the stage variable he studies, and the variable number of years of service. Table (1) shows the characteristics of the study sample population according to their variables.

Table 1: Characteristics of the study sample population

| Variable | Variable categories | Number of each category | % |
|-----------------|---------------------------------------|-------------------------|-------|
| Sex (gender) | Male | 47 | %36.2 |
| | Female | 83 | %63.8 |
| Academic level | Higher diploma and less | 29 | %22.3 |
| | Bachelor | 83 | %63.8 |
| | Postgraduate studies (Master's + PhD) | 18 | %13.8 |
| The educational | Basic education | 83 | %63.8 |

| Variable | Variable categories | Number of each category | % |
|----------------------------|-----------------------|-------------------------|-------|
| stage he is studying | High school education | 47 | %36.2 |
| Number of experience years | Less than 5 | 31 | %23.8 |
| | 5-10 | 60 | %46.2 |
| | More than 10 | 39 | %30.0 |

Study tool: To measure the role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports, and the obstacles to that from the point of view of physical education teachers, the researchers developed a questionnaire by reviewing the literature and previous research and literature that dealt with the topic (Lugowska, Kolanowski & Trafialek (2023; Hussein), et.al (2021); Suleiman, Darwish, and Al-Jabali (2020); Al-Moumani (2019). The questionnaire consisted of three parts, the first part included the functional and demographic data of the sample population, the second included (4) questions that measured the reality of practicing school sports in school, and the third part included (33) items distributed in two topics: the first topic measures the role of the King Abdullah II Award for Physical Fitness in promoting the culture of school sports (18 items), and the second topic measures the obstacles to promoting the culture of school sports (15 items). The response was designed according to the (Likert) scale:

| Very high | High | Moderate | Low | Very low |
|-----------|------|----------|-----|----------|
| 5 | 4 | 3 | 2 | 1 |

Tool validity and reliability: The questionnaire was presented to (10) peer reviewers from Jordanian university professors to verify the validity of the questionnaire in its initial form. The peer reviewers' amendments and suggestions were studied, and the necessary amendments were made. After confirming the validity of the peer reviewers, the correlation coefficient for the items was calculated with the total score for each field using Pearson Correlation to ensure the validity of the items in measuring their topic, as shown in Table No. (2).

Table 2: Correlation coefficients of the questionnaire items, with the total score of its topic (n=30)

| The role of the King Abdullah II Award for Physical Fitness in promoting school sports culture | | | | The role of the King Abdullah II Award for Physical Fitness in promoting school sports culture | | | |
|--|-------------------------|----------|-------------------------|--|-------------------------|----------|-------------------------|
| Item No. | Correlation coefficient | Item No. | Correlation coefficient | Item No. | Correlation coefficient | Item No. | Correlation coefficient |
| 1 | 0.340** | 10 | 0.480** | 19 | 0.419** | 28 | 0.594** |
| 2 | 0.453** | 11 | 0.511** | 20 | 0.456** | 29 | 0.628** |
| 3 | 0.492** | 12 | 0.642** | 21 | 0.485** | 30 | 0.589** |
| 4 | 0.518** | 13 | 0.193* | 22 | 0.739** | 31 | 0.687** |

| The role of the King Abdullah II Award for Physical Fitness in promoting school sports culture | | | | The role of the King Abdullah II Award for Physical Fitness in promoting school sports culture | | | |
|--|-------------------------|----------|-------------------------|--|-------------------------|----------|-------------------------|
| Item No. | Correlation coefficient | Item No. | Correlation coefficient | Item No. | Correlation coefficient | Item No. | Correlation coefficient |
| 5 | 0.633** | 14 | 0.529** | 23 | 0.687** | 32 | 0.591** |
| 6 | 0.605** | 15 | 0.204* | 24 | 0.543** | 33 | 0.593** |
| 7 | 0.529** | 16 | 0.301** | 25 | 0.238** | ---- | ---- |
| 8 | 0.430** | 17 | 0.383** | 26 | 0.303** | ---- | ---- |
| 9 | 0.433** | 18 | 0.285** | 27 | 0.646** | ---- | ---- |

** Statistically significant at the level of ($\alpha \leq 0.01$)

The table above shows that the correlation coefficients obtained statistically significant values at the level of ($\alpha \leq 0.01$), meaning that each item is suitable for measuring the topic in which it is mentioned.

To verify the reliability coefficients, Cronbach's alpha equation was used. Table (3) shows this.

Table 3: Reliability coefficients using Cronbach’s alpha (n=30)

| Topic | Number of items | Alpha coefficient |
|---|-----------------|-------------------|
| The role of the King Abdullah II Award for Physical Fitness in promoting the culture of school sports | 18 | 0.87 |
| Obstacles to promoting the cultue of school sports | 15 | 0.83 |

The results in the table above indicate high reliability values, as it reached (0.87) for the topic “The role of the King Abdullah II Award for Physical Fitness in promoting the culture of school sports,” while it reached (0.83) for the topic “Obstacles to promoting the culture of school sports.” These values are appropriate for research purposes.

Statistical processing:

Frequencies and percentages were used to answer the first question, and arithmetic means and standard deviations were used to answer the second and third questions. For the purposes of interpreting the sample population’ responses to the scale, the following standard extracted from the range equation was adopted: (1.00-2.33) weak degree, (2.34-3.67) moderate degree, (3.68-5.00) high degree.

RESULTS OF THE STUDY ANALYSIS:

Analysis of the first question: “What is the reality of practicing school sports in schools in the Amman borough from the point of view of physical education teachers?”

The frequencies and percentages of the study population' responses to the section on the reality of practicing school sports in schools in Amman borough were calculated. Table (4) show this.

| The reality of practicing school sports in Amman borough schools from the point of view of physical education teachers | | Number | Percentage |
|---|-----------------------|---------------|-------------------|
| Had your school won the King Abdullah II Award for Physical Fitness? | Yes | 48 | 36.9% |
| | No | 82 | 63.1% |
| Do the school's playgrounds, and sports equipment and machines cover the needs and preparation of students to practice sports activities? | Yes | 102 | 78.5% |
| | No | 28 | 21.5% |
| How to evaluate the content of the physical education and sports curriculum? | Appropriate | 78 | 60% |
| | Inappropriate | 52 | 40% |
| Where is the physical education and sports class held in your school? | School yard | 94 | 72.3% |
| | Designated playground | 36 | 27.7% |

Regarding the reality of practicing school sports in Amman borough schools, the above table shows that the responses of physical education teachers were as follows:

- Regarding the schools that received the King's Award, it is clear that the majority of the study population answered "no" to this question (63.1%), and (36.9%) of them answered "yes."
- Regarding the coverage of sports fields and equipment for practicing sports activities in school, Table No. (4) shows that the majority of the study population answered yes to this question at a rate of (78.5%), and (21.5%) of them answered no.
- Regarding the evaluations of the content of the curriculum, it is clear that the majority of the study population answered this question appropriately (60%), and (40%) of them answered inappropriately.
- Regarding the place where the physical education class is held in your school, Table (4) shows that the majority of the study population answered this question in the school yard (72.3%), and (27.7%) of them answered in a designated playground.

Analysis of the second question: "What is the role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports in Amman borough schools from the point of view of physical education teachers?"

The arithmetic mean and standard deviation were calculated for the responses of the teachers in the study sample regarding the role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports. Table (5) shows this.

Table 5: Arithmetic means, standard deviations, and ranking of physical education teachers' responses regarding the role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports in Amman borough schools.

| Item No. | Item | Arithmetic means | Standard deviation | Rating | Degree |
|----------|--|------------------|--------------------|--------|----------|
| 6 | Motivating students to practice various exercises. | 4.10 | 0.73 | 1 | High |
| 1 | It contributes to revealing students' abilities, aptitudes, and various skills inherent in them. | 3.95 | 0.79 | 2 | High |
| 2 | Helps achieve opportunities for social integration. | 3.91 | 0.77 | 3 | High |
| 4 | Develops students' physical abilities by providing them with physical fitness elements. | 3.82 | 0.86 | 4 | High |
| 3 | It emphasizes investing leisure time in a positive way by practicing sports activities. | 3.77 | 0.81 | 5 | High |
| 5 | It contributes to creating generations capable of building and giving. | 3.76 | 0.77 | 6 | High |
| 9 | Creating a healthy sports and nutritional culture among students. | 3.67 | 1.26 | 7 | Moderate |
| 13 | Developing everyone who has the physical fitness to reach the world level. | 3.64 | 1.19 | 8 | Moderate |
| 18 | Encourages maintaining normal body weight. | 3.61 | 1.17 | 9 | Moderate |
| 7 | It helps in raising the mental and intellectual abilities of students. | 3.49 | 1.37 | 10 | Moderate |
| 16 | It reduced the rates of quarrels and violence among students, especially in male schools. | 3.48 | 1.16 | 11 | Moderate |
| 13 | Training students on leadership skills and the impact of participating in summer camps. | 3.48 | 1.19 | 11 | Moderate |
| 15 | Providing sports federations and clubs with distinguished players with high physical fitness. | 3.43 | 1.28 | 13 | Moderate |
| 8 | Enhancing students' self-confidence. | 3.35 | 1.31 | 14 | Moderate |

| | | | | | |
|------------------------|--|-------------|-------------|----|-----------------|
| 11 | It contributes to integrating students into the different age diseases prevention program. | 3.35 | 1.33 | 14 | Moderate |
| 10 | It encourages the spirit of competition and challenge with oneself while playing sports. | 3.25 | 1.30 | 16 | Moderate |
| 12 | It provides the necessary foundations for mastering basic sports skills. | 3.23 | 1.42 | 17 | Moderate |
| 17 | It calls for practicing good health habits. | 3.15 | 1.37 | 18 | Moderate |
| Overall average | | 3.57 | 0.64 | | Moderate |

The results in Table (5) show that the responses of the study sample population to the items in the field "The role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports in schools in Amman borough in general" were moderate, where their arithmetic mean was (3.57) and its standard deviation (1.37), which is an arithmetic average that falls within the lower limits of the moderate score (2.34-3.67) according to the criterion used to judge the responses of the sample population. Regarding the results mentioned in the items, the responses of the study population ranged between "moderate" and "high" degree, and the arithmetic means of their responses ranged between (4.10 - 3.15), and their standard deviations ranged between (0.73 - 1.37). (6) items were high, and (12) items were moderate. Item (6) which states: "Motivating students to practice various physical exercises" came first, with a mean of (4.10) and with a high rating, item (17) stated, "Calls for practicing good health habits" came in the last place, with a mean of (3.15) and with a moderate rating.

Results of the third question: "What are the obstacles facing the implementation of the King Abdullah II Award for Physical Fitness in public schools in Amman borough from the point of view of physical education teachers?"

The arithmetic mean and standard deviation were calculated, and the rating was determined for the responses of the study sample population regarding the field of obstacles to applying the award. Table (6) shows this.

Table 6: Arithmetic means, standard deviations, and rating of the most prominent obstacles facing the implementation of the King Abdullah II Award for Physical Fitness in public schools in Amman borough from the point of view of physical education teachers

| Item No. | Items | Arithmetic mean | Standard deviation | Rating | Degree |
|----------|--|-----------------|--------------------|--------|--------|
| 19 | The difficulty of distributing training times for sports teams according to the weekly class schedule. | 4.18 | 0.87 | 1 | High |

| Item No. | Items | Arithmetic mean | Standard deviation | Rating | Degree |
|----------|--|-----------------|--------------------|--------|----------|
| 20 | Lack of awareness of students' parents about the importance of physical education for students. | 4.04 | 0.80 | 2 | High |
| 21 | Nonavailability of equipment necessary for training in the award's activities. | 4.02 | 1.06 | 3 | High |
| 22 | Seeking the help of teachers of other subjects in teaching physical education classes. | 4.02 | 0.78 | 3 | High |
| 23 | The local community views physical education class as unimportant and a waste of time. | 4.00 | 0.92 | 5 | High |
| 24 | Not counting the result of physical education in the general average reduces its importance as a subject. | 3.86 | 0.94 | 6 | High |
| 25 | Utilizing physical education class time to teach other subjects. | 3.85 | 1.11 | 7 | High |
| 26 | Lack of financial allocations by the Ministry to spend on sports activities. | 3.65 | 1.00 | 8 | High |
| 27 | Unfair distribution of physical education classes in the school program (end of school hours). | 3.65 | 0.85 | 8 | Moderate |
| 28 | The small number of local or external sports tournaments for different games. | 3.63 | 1.03 | 10 | Moderate |
| 29 | Lack of exchange of experiences between sports bodies surrounding the school and physical education teachers (clubs, youth centers, etc.). | 3.51 | 0.96 | 11 | Moderate |
| 30 | Lack of holding training courses for physical education teachers at various levels (local, regional, international). | 3.51 | 1.08 | 11 | Moderate |
| 31 | Not providing the teacher with the opportunity to participate in sports courses (refereeing, training, management). | 3.38 | 0.90 | 13 | Moderate |
| 32 | Students' parents are not convinced about practicing sports activity and believe that it leads to a low level of academic achievement in other subjects. | 3.33 | 1.30 | 14 | Moderate |

| Item No. | Items | Arithmetic mean | Standard deviation | Rating | Degree |
|------------------------|---|-----------------|--------------------|--------|-------------|
| 33 | Nonuse of modern technology in school sports. | 3.25 | 1.25 | 15 | Moderate |
| Overall average | | 3.72 | 0.54 | | High |

The results in the table above show that the responses of the study population to the field items in general were high, an average of (3.72) and a deviation of (0.54), which is an arithmetic average that falls within the lower limits of the high score (3.68-5.00) according to the criterion used to judge the responses of the sample population. Regarding the results contained in the items, the sample's responses ranged between "moderate" and "high" degree, and the averages of their responses ranged between (3.25 - 4.18), and their deviations ranged (0.87 - 1.25). (8) items were high, and (7) items within the moderate degree. Paragraph (19) states: "The difficulty of distributing training times for sports teams within the weekly class schedule" came first with a mean of (4.18) and high rating, and item (33) "Nonuse of modern technology in school sports" came in the last place, with an average of (3.25) and moderate rating.

DISCUSSION OF RESULTS:

- The results showed that the responses of the study sample population to the items in the field of the role of the King Abdullah II Award for Physical Fitness in spreading the culture of school sports in Amman borough schools from the point of view of physical education teachers in general were moderate, with an arithmetic mean of (3.57) and a standard deviation of (1.37). This may be attributed, from the researchers' point of view, to the fact that the concept of sports culture is moderate among students, and the students are reluctant to participate in extracurricular activities, especially sports activities, as participation in them is considered something that hinders academic achievement and is a waste of time that should be spent in studying. This may also indicate that teachers are negligent in directing students to basic athletics, such as: shot put, discus throw, triple jump, long jump, all kinds of running, and marathons. The award criteria work to develop students in these aspects, in addition to the lack of rewarding rewards for students. Award winners that motivate them to continue sports activities at school, or as a result of students' tendency to participate in private sports clubs individually or collectively outside the school framework, which reduced their interest in school sports activities and reduced their level of culture in school sports and its importance; or the reason for this may be due to the fact that some physical education teachers are not specialists in the field and have not been trained to apply the award's standards, or to the fact that the teachers' focus is limited to only students who excel in mathematics and not others, in addition to the lack of sufficient free time during work to complete training on the award's programs in light of the abundance of routine and clerical work and multiple job tasks imposed on the teacher and students. This may also indicate the lack of follow-up by the Ministry on the activities of those schools, the lack of prior coordination and training workshops that teachers attend related to the award programs, and the lack of financial incentives for those in charge of the award in the field. It may also be attributed to mediation. The role of the award in spreading the culture of school sports is due to the lack of classes scheduled for physical education, as they are limited to two sessions per week for grades four to nine, as well as for the secondary stage, and one session for the tenth grade. This is undoubtedly not enough for training in the award programs, in addition to the lack of supervisors to implement the award standards, and the lack of an official plan by the Ministry for the award program.

- The results showed that the responses of the study sample population to the items in the field of obstacles facing the implementation of the King Abdullah II Award for Physical Fitness in public schools in Amman borough from the point of view of physical education teachers in general were high, with an arithmetic mean of (3.72) and a standard deviation of (0.54). This result can be explained by the fact that there are many obstacles that hinder the activation of school sports and prevent maximum benefit from implementing the award's activities. The most important of which was the difficulty of distributing training times for sports teams according to the weekly class program, which is item No. (19), where it came in first place. This can be explained by the fact that setting a schedule for training teams during work hours is extremely difficult, or because there is not enough appropriate time and safe place in summer and winter, or because there is no sporting capabilities necessary for activities and training, in addition to the fact that sports teams usually consist of students in different grades. This causes the student to lose the opportunity to benefit from other curricula, especially with regard to scientific curricula such as mathematics, science, and other subjects that the student depends on the teacher to understand. Item No. (20) also states that students' parents are not aware of the importance of physical education for students came in the second place with a high rating. The reason may be their conviction that they are sending their children to memorize academic subjects. This is linked to the traditional concept of education, which is stuffing information and knowledge into the students' mind. Item (21) also states: "The necessary equipment for training in the award's activities is not available" came in third place with a high rating, and this may be due to the lack of suitable playgrounds that meet the purposes of training in applying the award criteria, and there are no closed halls for training in unsuitable weather conditions, especially during winter, in addition to the difficulty of securing transportation for students from remote schools in the borough to attend the training place as all public schools do not have buses to transport students to the training place.

Recommendations:

- Promoting the award programs and guidelines stipulated in the award guide by all possible means, such as: parent and teacher councils, guidance bulletins, activating the media to educate parents and the local community, and providing fitness clubs for training on the award standards.
- Increasing the financial allocations for physical education activity in general to implement the award program in particular, and providing the necessary requirements, tools, appropriate arenas, and providing transportation for students of remote schools to training and examination places to implement the award activities.
- Holding training courses and educational lectures aimed at increasing the interest of school principals, physical education teachers, students and their parents in all Kingdom's schools in the award program and introducing them to its standards and objectives, how to apply them, and its positive role in spreading the culture of school sports.
- Increasing field visits to schools by those in charge of the award by intensifying the role of award supervisors with teachers during the initial stage of sports training, increasing the number of educational supervisors, and reducing the number of committees supervising the award to facilitate coordination among them.

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