

# The Effectiveness of Applying Educational Activities in Secondary Schools in Al Muwaqqar Education from the Point of View of Principals and Their Assistants

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## Abstract

The current study aimed to reveal the effectiveness of applying educational activities in secondary schools in Al Muwaqqar education from the point of view of the principals and their assistants. The study used the descriptive survey method, and to achieve this researcher designed a questionnaire consisting of (30) items, divided into four areas. It was applied to the study sample, which consisted of (92) principals and assistants. The results indicated the effectiveness of the application of educational activities in secondary schools in Al Muwaqqar education from the point of view of the principals and their assistants, in the field of objectives came to a weak degree, and the field of desire, time and field of possibilities came to a medium degree, and the results showed that there were no statistically significant differences in the degree of effectiveness of application Educational activities in secondary schools in Al Muwaqqar education from the point of view of principals and their assistants, due to the variables of gender and educational qualification.

**Keywords:** Educational Activities, Principal, Assistant.

**DOI:** 10.7176/JEP/13-22-07

**Publication date:** August 31<sup>st</sup> 2022

## INTRODUCTION

Modern education aims to invest in education by preparing people for life, and utilizing its energies in order to serve the people of society. With the changes and developments that took place in the twentieth century, and the entry into the twenty-first century, which affected the educational system with its inputs, it became imperative for countries to draw up their educational policy according to the data of the times, and to choose their educational leaders who are able to manage the educational system effectively and properly, using modern administrative methods and methods, starting with From the new trend of the role of the school and its importance as a basic unit in building and developing society, the principal is no longer just an implementer of the system; Where the educational studies unanimously agreed that the school director is an educational leader whose mission is to coordinate all efforts and provide facilities and capabilities to achieve the objectives of his school stemming from the objectives of his community. These tasks impose on the manager various responsibilities that he must perform in order to achieve this (Ahmed, 2001)

Education in today's world is not limited to a specific aspect of growth, but rather it is continuous, integrated and renewable education, and student activity is one of its tributaries and components. Modern education has been concerned with providing students with basic general culture and developing values, trends, tendencies, skills and desired patterns of thinking inside and outside the classroom.

Life has developed and various educational theories have advanced; Behavioral and cognitive ones, to keep pace with the progress of human civilization, and transcend the concept of the old curriculum, which is limited to the plan of the courses that the school is keen to implement; In order for the student to succeed in the school exams, it has come to mean all the activities and experiences planned by the school; To assist the student in the integrated and healthy growth to the best of his abilities (Bilqis, 1996).

The school activity contributes to the development of good manners, good treatment and upright behavior among students, and also contributes to modifying behavior and applying Islamic values and morals, such as: love of others, cleanliness, acquaintance, altruism and respect for others. And he works hard on its development, and in strengthening the relationship between the student and his colleagues on the one hand, and between him and his teachers, the school administration, the family and the community on the other hand. Participation in planning and evaluation (Al-Munif, 2002)

School activities of all kinds contribute a great deal to the development of students' personalities and their moral, social, psychological, physical and mental education, which prepares them for future life situations, and has a significant impact on the education of learners that sometimes exceeds education in the classroom (Nasrallah, 2001).

School activity, as an important component of the curriculum, is not considered an end, but rather a means to achieve the objectives of the curriculum, and we cannot consider it an indispensable entertainment, but rather an important building block in the educational process, as it is closely related to the normal physiological needs

of the learner and not as a game (Mustafa, 2000).

The school activity represents the most important aspect of the educational process, as it is concerned with many theoretical and practical aspects for students in different stages of their development. It proves its information, highlights its importance, and confirms its effectiveness through practice (Atwi, 2004).

Despite the importance of extracurricular activities, there is a clear lack of attention and care for them in our schools. Extracurricular activities such as sports, scouting, office and creative activities have become ink on paper that many schools do not implement on the ground. Thus, extracurricular activities have become a burden on the school, the student, the teacher and the director alike, which has lost its spirit and essence and made it a burden that weighs on the school administration, as it is not implemented except for fear of oversight implemented by the Education Department. The current study came with the aim of studying the effectiveness of the application of educational activities in Secondary schools in the education of Al-Muwaqqar from the point of view of the principals and their assistants, perhaps it is a step in the right path towards activating these activities and making them a planned behavior that contributes to the advancement of our children in all aspects (Abdin, 2001).

#### **THE STUDY PROBLEM:**

The school is the social institution that shares the home and the community in all its organs. It bears the responsibilities of social upbringing of individuals and preparing them to face life. In order for the school to achieve its function in terms of education and education, which helps to build the personality of the individual in its social, mental, psychological and physical aspects so that he is able to face the challenges of the future, and because school activity contributes significantly in removing the school from its closed internal environment and linking it to the external community that created it through its students carrying out a number of school activity programs, which have a great link with the external community, and despite the importance of extracurricular activities, there is a clear shortcoming in the attention and care of them in our schools, it has become Extracurricular activities are not implemented by many schools on the ground, and if implemented, they were not given their right, which lost their spirit and essence and made them a burden that burdens the school administration, where they are implemented only for fear of responsibility. Schools' application of educational activities and neglect of their educational and social role for the student, the teacher, the school and the community as a whole The study came with the aim of revealing the effectiveness of applying educational activities in secondary schools in Al Muwaqqar Education from the point of view of principals and their assistants.

#### **STUDY OBJECTIVE AND QUESTIONS:**

The study aimed to reveal the effectiveness of applying educational activities in secondary schools in Al Muwaqqar Education from the point of view of the principals and their assistants, by answering the following questions

1. The first question: What is the degree of effectiveness of the application of educational activities in secondary schools in Al Muwaqqar Education from the point of view of the principals and their assistants?
2. The second question: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the responses of the sample members towards the effectiveness of applying educational activities in secondary schools in Al Muwaqqar Education from the point of view of the principals and their assistants, due to the variable of gender and the variable of educational qualification?

#### **THE IMPORTANCE OF STUDY:**

The importance of the study stems from the following elements:

1. The great importance of extra-curricular school activities in the educational process and its great role in development and refinement of students' personalities, and in providing them with the ability to adapt to their surrounding communities and environments and discover the talents that they are distinguished by.
2. The results of this study may help those in charge of planning extra-curricular school activity in public schools in the Muwaqqar district and in the Kingdom's schools, to know the obstacles that contribute to the non-implementation of extra-curricular school activity, and students' non-participation in them, and then try to solve them.
3. Educational and social institutions help to motivate the support of extra-curricular school activities with the financial capabilities, because it is the first and main obstacle to completing the educational process.

#### **THE LIMITS OF THE STUDY:**

**HUMAN LIMITS:** This study was applied to managers and assistants.

**Spatial limits:** The study was applied in secondary and basic schools in the education of Al-Muwaqqar.

**TEMPORAL LIMITS:** applied in the academic year 2022/2023

#### **STUDY LIMITATIONS:**

The generalization of the results of the current study was determined by the validity and reliability of the study tool, and the response of the study sample to the paragraphs of the questionnaire prepared for that.

## **TERMINOLOGY OF STUDY:**

**EDUCATIONAL ACTIVITIES:** a set of educational practices that take place inside and outside the school according to the nature of the activity through groups of students who have their organized programs and under the guidance of the school administration and under specialized supervision with the aim of achieving comprehensive integrated growth cognitively, socially and physically, with the aim of enhancing their creative energies and training them to master life matters and teaching them leadership and responsibility Working as a team (Al-Bouhi, 2001), the effectiveness of educational activities is measured procedurally by the degree that the principals and their assistants obtain on the study tool.

**PRINCIPAL:** a person who has scientific, technical, and administrative competence and experience in the domain of education and administration, and is primarily responsible for the affairs of the school and its management in terms of planning, follow-up, direction, supervision, evaluation, and dealing with teachers, students and workers in the surrounding community, in order to achieve the desired objectives (Al-Bouhi, 2001).

**ASSISTANT PRINCIPAL:** A person who has a scientific qualification and experience in the domain of administration and is the second responsible after the principal for administrative or technical affairs, or both, in the school in the event of the principal's absence from managing school affairs.

## **THEORETICAL LITERATURE AND PREVIOUS STUDIES:**

This chapter includes a presentation of the theoretical literature related to educational activities and deals with previous studies related to the subject of the study.

### **EDUCATIONAL ACTIVITIES:**

The school is no longer just a place where students and teachers gather, but it has become a community in which they interact, are affected and influence, where they are connected to each other, feel belonging to each other, and are interested in common objectives for their school, all of which leads to creating the appropriate atmosphere for their growth. The school is not a closed society in which students interact in isolation from the society that established this school. Rather, it works to strengthen the students' connection with their community and their environment and a sense of responsibility towards this society and environment in order to prepare them and provide them with useful skills that are closely related to the reality of life in society.

Therefore, recent trends appeared in education that aims to link the school with the surrounding environment, as well as link the environment in the school. And since the curricula alone cannot include all the experiences and situations that students need when they graduate to public life, and the study time inside the classroom was not enough to train them to apply the theoretical materials they are learning in a practical application, so it was necessary to have another means to complement the aspects that they do not learn. It can be achieved within the classroom. Therefore, educational activities in schools became a necessity required by educational conditions to carry out many educational functions. This is what explains the change in the old erroneous idea that was going on that educational activities are a kind of amusement to spend the students' free time and therefore the institutions were not interested in the great educational interest (Radwan, 2003).

### **THE CONCEPT OF EDUCATIONAL ACTIVITIES:**

It is clear from the educational literature that there are many concepts that have been given to educational activities, and they are concepts that reflect different philosophies of the approach followed, but many educational writings use them as synonyms for a single meaning and from these concepts (Al-Bouhi, 2001).

- Additional curricular activities.
- Extra-curricular activities.
- Curriculum-related activities.
- Activities outside the classroom.
- Student activities.

Shehata (Barhoum, 2000) also defined it as: a practice that appears in the students' performance on the mental, motor and psychological levels effectively within the school and has multiple domains that satisfy the physical, psychological and social needs of students. It is issued originally from the automatic interests of students and is exercised without penalty.

### **OBJECTIVES OF EDUCATIONAL ACTIVITIES:**

School activities are an extension of the educational materials that the student takes in the classroom. There are many objectives that it seeks to achieve, although all of them revolve around the student being the focus of the educational process and seeks to provide him with the desired directions and satisfy his social, human and psychological motives. Therefore, these objectives are represented in the following:

1. Finding educational attitudes that are popular with the students and highlighting their personalities.
2. Giving the opportunity to awaken their talents, exploit them and direct them in the best way.
3. Training students on how to take advantage of their free time with positive things, such as love and appreciation for work, instilling a spirit of cooperation, assuming responsibility, and training in leadership.
4. There are also recreational objectives that appear through artistic and sports programs, parties and trips, in addition to developing cognitive skills, values, trends, communication skills, planning, working within the team,

and linking theory and practice.

5. Discovering the abilities, tendencies and skills of students and working to nurture and direct them and provide students with appropriate guidance and scientific and practical experience that complements their acquisitions in the classrooms.

6. Deepening attention to the health of the body, its growth and health awareness, through sports and healthy activity. School Activity Functions (1997, Fleming- Mc Cormick).

#### **DOMAINS OF EDUCATIONAL ACTIVITIES:**

There are many types of school-educational activities that students can engage in according to their preparations and abilities. They are divided into five main axes: the cultural axis, the social axis, the artistic axis, the scientific axis, and the sports axis. The educational activities of each axis are as follows:

- The cultural domain: such as poetry, story, article, press, songs, conversations, history, cultural and domain research, radio and environment.

- Social domain: such as friends of the Red Crescent, cooperative activity, cooperative societies, charity committees, health activities, first aid, traffic and civil defense committees.

- Technical domain: professional activities and plastic arts such as (painting, handicrafts, needlework and embroidery.

- Scientific domain: scientific experiments on computerized materials in the school laboratory.

- The sports domain: football, basketball, volleyball, badminton and table tennis, 1997 (Fleming, Mc Cormick, 1997).

The role of educational activities in achieving the objectives of the educational process:

that education is preparation for life, or it is life itself, as some educators say, and that the school is the institution to which the community has been entrusted with the main role in education; Therefore, we easily realize the seriousness of the role of the school in the community, and the extent of the community's need for the school in the proper preparation of successive generations.

In order for the school to succeed in achieving the objectives of the educational process, it performs two basic operations:

A - The educational process: to provide students with basic knowledge and information necessary for them in their lives.

B- The social process: To train students on practical life situations and to provide them with the necessary skills that helps them in a proper compatibility with the environment.

This process is carried out through various school activity programs to meet the needs of students, reveal their talents and abilities develop and invest them, and reach the rank of innovation and creativity. Al-Asriyya School is keen on building the student's personality in an integrated and balanced manner. Therefore, school activity was one of the only means that helps the school to perform its social function in socializing students and normalizing them socially, which is the goal advocated by education (Abu Al-Atta, 2006).

#### **FEATURES OF EDUCATIONAL ACTIVITIES:**

School activities represent the natural atmosphere for the learner to integrate with them and integrate with them, interact and acquire culture, experience, trends and values, and even elicit information and results by themselves through direct contact with the domain of research, and criticism of the information they encounter, and from here the features of his distinguished and public personality are determined together.

Educational activities are characterized by a number of characteristics, including:

1. It should be of abundance and diversity, so that it accommodates everything that the learner wants to learn and that his abilities help him to achieve his objectives in his current life and to be able to follow his path in the future life according to the successive changes.

2. That the level of activity is appropriate for the learner and within the limits of his developmental characteristics and cognitive preparations, and the learner's desire to practice the activity is through his mental and psychological convictions.

3. He should be more enthusiastic, which provides him with factors of pleasure and immersion and avoids boredom and exhaustion and pushes him to continuity, focus and mastery.

4. The activity allows the learner to work and exert himself during the activity, which develops him in the desirable and positive trends, and also reveals talents and special abilities through practice and work, and encourages competition with others, and even with the self for the sake of excellence and self-affirmation.

5. The learner should be an active element in choosing the types of school activity in which he participates, as well as in developing and implementing the work plan, and thus be more enthusiastic, which leads to more limited and lasting learning in the mind of the learner.

6. The activities should take into account individual differences so that the learner is given opportunities to carry out various activities according to his preparations and abilities and according to his needs.

7. That the learners have opportunities, not only to plan the activities, but to evaluate the activities they carried out and allow them to freely discuss and express their opinions and opinions and ideas. Diversity of activities

provided to satisfy the learner's mental, cultural, scientific, social, religious, sports and artistic needs.

8. School activities are the factory of creativity for learners, as they are a means of discovering the creative energies of learners, developing them and increasing their effectiveness. (Al-Bouhy and Mahfouz, 2001)

#### **PREVIOUS STUDIES:**

The researcher reviewed and referred to many previous Arab and foreign studies, which examined and studied the subject of educational activities, which benefited from many of the current study procedures such as preparing the study tool, formulating its problem and questions, and interpreting its results.

Al-Ghamdi (2022) conducted a study. This study aimed to reveal the effectiveness of a program based on educational activities to provide the kindergarten child with some cultural values, namely the value of tolerance, the value of cooperation, and the value of order. It also aimed to determine a list of some appropriate cultural values for raising a kindergarten child. The extent of the child's acquisition of the chosen cultural values), and the study community consisted of the children of the Abnaa Al-Ghad Kindergarten in the eastern city of Riyadh. A random sample of (50) boys and girls was selected from kindergarten, who were divided into two groups, an experimental group consisting of (25) boys and girls, and a control group consisting of (25) boys and girls. The study reached the following results (the effectiveness of the educational activities program to provide the kindergarten child with some cultural values (values, tolerance, cooperation values, and system values)). The results revealed that there were statistically significant differences at the significance level of 0.05 between the control group and the experimental group in favor of the experimental group, and the study recommended (setting incentives and rewards to encourage female teachers to use educational activities to provide children with cultural values).

Mohammad (2022) conducted a study aimed at measuring the effectiveness of educational activities based on differentiated education to develop some health concepts among kindergarten children in light of the Corona pandemic. It was divided into an experimental group consisting of (30) boys and girls, and a control group consisting of (30) girls and boys, and their ages ranged between (5.5-5.6) years. To achieve the goal of the research, the researcher prepared a scale of health concepts illustrated for the kindergarten child; To find out the effectiveness of educational activities based on differentiated education in developing some health concepts, the research used the quasi-experimental approach, by applying activities based on differentiated education to the experimental group, while the control group studied in the usual way, and the research results indicated that there are no significant differences Statistical significance between the scores of the experimental and control groups in the tribal measurement on the illustrated health concepts scale for kindergarten children, and there are statistically significant differences between the scores of the experimental and control groups on the illustrated health concepts scale for kindergarten children in favor of the experimental group, and there are statistically significant differences between the mean scores of the experimental group In the pre and post measurements on the scale of health concepts for kindergarten children in favor of the post measurement.

Ali and Al-Jobar (2022) conducted a study aimed at developing emotional intelligence among children in early childhood through suggested educational and learning activities designed in the light of artificial intelligence. Of the children, their number was (30) children, they were divided into two groups, the experimental group (15) and the control group (15) children, and the study reached many results, including: There are statistically significant differences between the mean scores of the experimental and control groups in the post application of the intelligence test. The emotional intelligence illustrated for children in favor of the experimental group, and there are statistically significant differences between the mean scores of the children of the experimental group in the two applications, before and after, to test the emotional intelligence illustrated for children, in favor of the dimensional application, with regard to the total score of the test, as well as for the four dimensions of the test (self-awareness, self-regulation, empathy). Social skills), which proves the success and effectiveness of the proposed activities in developing the emotional intelligence of children in early childhood.

Arafa (2010) conducted a study that aimed to identify the role of the preparatory school principals at the UNRWA in overcoming the obstacles to implementing extra-curricular activities in UNRWA schools in the Gaza Strip. In his study, the researcher adopted the descriptive-analytical approach, due to its relevance to this type of studies, and the study sample included all the principals of the preparatory schools of the International Relief Agency in the Gaza Strip without exception, amounting to (91) schools, that is, (91) principals and directors from among the staff of the UNRWA schools. In the Gaza Strip for the 2008/2009 school year, and for this purpose, two questionnaires were prepared: the first questionnaire, which aims to identify the most obstacles to implementing extra-curricular school activities, and the second questionnaire, which aims to identify the role of preparatory school principals, at UNRWA, in overcoming these obstacles from his point of view The study reached the following results: The principals of UNRWA preparatory schools believe that one of the most obstacles that negatively affect their implementation of extra-curricular activities is the lack of financial capabilities and it got the first place among the obstacles, its relative weight is (85%) also, and there are fewer real obstacles. Of the previous obstacles, about (80%) are related to students and teachers, and perhaps the most important thing in these two domains is the executive aspect of extracurricular activity. Obstacles related to



teachers ranked third with a relative weight of (76). The obstacles related to students, which impede the implementation of extracurricular activities on the ground, ranked fourth, with a relative weight of (74.%)

**METHOD AND PROCEDURE:**

This part deals with a description of the study methodology and its personnel, as well as a description of the study's tools, procedures, and statistical treatment that were used in it.

**STUDY APPROACH:**

This study relied in its procedures on the descriptive survey method, which depends on collecting data from the study sample of managers and assistants, using the questionnaire prepared for the purposes of this study, and studying their responses.

**STUDY COMMUNITY:**

The study population consisted of principals and assistants in Al Muwaqqar Directorate of Education, which numbered (107) directors and assistants

**THE STUDY SAMPLE:**

The study sample consisted of all principals and assistants in the education of Al -Muwaqqar, who numbered (92) principals and assistants, and Table No. (1) Shows the characteristics of the study sample.

**TABLE NO. (1): DISTRIBUTION OF THE STUDY SAMPLE ACCORDING TO ITS INDEPENDENT VARIABLES**

Variables	variable levels	Frequency
Gender	Male	41
	Female	51
Qualification	Diploma	75
	High studies	17
Total		92

**STUDY TOOL:**

To achieve the objectives of this study, the researcher built a questionnaire consisting of (30) items, and it was directed to managers and assistants, and the questionnaire in its final form consisted of (30) items corresponding to a five-point scale (very large = 5, large = 4, medium = 3, few = 2, too few = 1).

**VALIDITY OF THE STUDY TOOL:**

The questionnaire was presented in its initial form to a number of specialists, experienced and specialized in the domain of scientific research and teaching, with the aim of judging the questionnaire's paragraphs, and knowing the extent of its clarity and comprehensiveness of all aspects of the subject for a study. On the linguistic reformulation of some paragraphs, the researcher modified the questionnaire in the light of the opinions of the arbitrators. To be made up in its final form of (30) paragraphs

**STABILITY OF THE STUDY INSTRUMENT:**

Cronbach's Alpha test was used to test the stability of the resolution, and the stability rate of the resolution was (0.78), and the values of the reliability coefficients for the resolution axes ranged between (0.78) and (0.79). The following is a presentation of the values of the reliability coefficient for the domains and the total degree of the study tool

**TABLE NO. (2): RELIABILITY COEFFICIENT VALUES FOR THE STUDY TOOL DOMAINS**

Domain	Number of paragraphs	Cronbach Alpha
Objectives	8	0.78
Desire	8	0.80
The time	8	0.76
Capabilities	6	0.79
Overall degree	30	0.78

**STUDY VARIABLES:**

Independent Variables:

-Gender has two levels: (male, female).

The academic qualification has two levels: (diploma, postgraduate studies).

Dependent variable: It is the response of the study sample to the study tool (the questionnaire).

**STATISTICAL ANALYSIS:**

The data was collected using the study tool, a questionnaire, organized and entered into the statistical program (SPSS) to analyze the study data after coding the answers. Where descriptive statistics were used to calculate the arithmetic averages and standard deviations

The five-level grading classes were also converted to three-tiered grading as follows:

$(5-1) = 4$

$4/3 = 1.33$

This value is used to determine the length of the staging period as follows:

1- 2.33 weak

2.34- 3.67 Medium  
 3.68- 5.00 large

Presentation and discussion of the results:

First: Presentation and discussion of the results related to the first question.

9. The first question: What is the degree of effectiveness of applying educational activities in secondary schools in Al Muwaqqar Education from the point of view of principals and their assistants? The researcher extracted the arithmetic averages and standard deviations of the objectives domain as follows:

**THE FIRST DOMAIN: OBJECTIVES**

**TABLE NO. (3) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS OF THE (OBJECTIVES) DOMAIN.**

Rank	Paragraph	Arithmetic average	Standard deviation	Degree
1	The school administration works to address the social and psychological problems of students through activities	2.30	.57	Weak
2	The educational activities that the administration provides to students instill a love of science and work and respect for the culture of others.	2.29	.59	Weak
3	School administration links educational activities in the local community.	2.27	.62	Weak
4	The school administration works through educational activities to develop self-education.	2.25	.65	Weak
5	The school administration is keen to ensure that educational activities meet the different needs of students	2.20	.69	Weak
6	The educational activities provided by the school inculcate the prevailing values and culture among the students	2.18	.71	Weak
7	The school administration takes into account innovation and innovation in activities to develop the skills of the renewed student	2.16	.74	Weak
8	The school administration sets the objectives of educational activities, taking into account the tendencies and capabilities of students	2.13	.76	Weak
	Overall degree	2.19	.66	Weak

It is evident from Table (3) that the paragraphs of the “objectives” domain came in a weak degree, with an arithmetic average of (2.19) and a standard deviation of (.66.) The paragraph “School administration works to address social and psychological problems of students through activities” ranked in the rank The first is with an arithmetic average of (2.30) and a standard deviation of (.75) with a weak degree, and the researcher attributes this to the fact that the school administration, with its administrative capabilities and powers, can work through various educational activities to address many of the problems faced by students and teachers, and that Students have a desire and tendencies to practice various educational activities as it is considered an outlet for them, while the paragraph “The school administration sets the objectives of educational activities so as to take into account the tendencies and capabilities of students” came in the last rank with an arithmetic mean of (2.13) and a standard deviation of (.76) with a weak degree. The researcher attributed this to the fact that the school administration looks at educational activities with a view that is not as important as it looks at learning. As the school administration's main concern is limited to the academic achievement of students.

**THE SECOND DOMAIN: DESIRE**

**TABLE NO. (4) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE PARAGRAPHS OF THE (DESIRE) DOMAIN.**

Rank	Paragraph	Arithmetic average	Standard deviation	Degree
1	The school administration concentrates its efforts on doing one particular activity and not another.	3.60	.43	Medium
2	The school administration provides for the different needs of the student.	3.58	.47	Medium
3	Students are divided into educational activities according to their gender	3.54	.50	Medium
4	The administration focuses on providing activities according to the capabilities of the school rather than providing them according to the needs of students.	3.50	.55	Medium
5	The school administration introduces new educational activities that are compatible with the students' preferences and numbers	3.47	.57	Medium
6	The school administration assigns students the work of educational activities according to their interests and abilities	3.45	.59	Medium
7	The educational activities provided by the school administration are appropriate to the ages of the learners.	3.42	.61	Medium
8	The administration focuses on providing activities according to the capabilities of the school rather than providing them according to the needs of students.	3.39	.64	Medium
Overall degree		3.49	.54	Medium

It is evident from Table (4) that the paragraphs of the “desire” domain came to a medium degree with an arithmetic average of (3.49) and a standard deviation (.54), the paragraph “School administration focuses its effort on a particular activity without change) came in the first place with an arithmetic average of (3.60). ) and a standard deviation (.43.) to a medium degree. The researcher attributes this to the fact that the school administration is concerned with some religious and cultural occasions that require focus on them and not others due to the focus of education in official books on activating them, and to complicate matters in some cases from the directorate with the need to obtain prior approval from the directorate Before carrying out any educational activity, while the paragraph (the administration focuses on providing activities according to the capabilities of the school more than providing them according to the needs of students) ranked last with an arithmetic average of (3.39) and a standard deviation of (.64.) to a medium degree, and the researcher attributed this to the fact that educational activities It needs financial funding and is sometimes expensive and constitutes a burden on the school administration, so some departments tend to cancel some of them and focus on important activities without others.

**THE THIRD DOMAIN: TIME**

**TABLE NO. (5) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF (TIME) PARAGRAPHS.**

Rank	Paragraph	Arithmetic average	Standard deviation	Degree
1	The school administration provides sufficient time for the practice of educational activities.	3.59	.38	Medium
2	The school administration is committed to implementing the educational activities classes on time	3.54	.41	Medium
3	The school administration takes into account the needs of the educational district in distributing activity time.	3.51	.47	Medium
4	The school administration is keen on linking educational activities according to their dates on various occasions.	3.49	.51	Medium



5	The school administration sets the date for practicing the educational activity in accordance with the conditions of the students	3.45	.56	Medium
6	The school administration takes into account emergency circumstances when implementing the activity	3.40	.59	Medium
7	The school administration replaces the educational activity classes with reinforcement classes	3.32	.62	Medium
8	The school administration works to reconcile the requirements of the school with the type of educational activity.	3.28	.65	Medium
	Overall degree	3.44	.52	Medium

Table (5) shows that the paragraphs of the "time" domain came in a medium degree with an arithmetic average of (3.44) and a standard deviation of (.52), the paragraph "School administration provides sufficient time for the practice of educational activities.) came in the first place with an arithmetic average of (3.59) and a standard deviation (.59) to a medium degree. The researcher attributes this to the school administration, that the school administration seeks to exploit national and religious occasions to carry out educational activities by allocating sufficient time, which is often the first three classes, or allocating an open day to carry out educational activities While the paragraph (the school administration works to reconcile the requirements of the school and the type of educational activity.) got the last rank with an arithmetic average of (3.28) and a standard deviation of (.65) in a medium degree. Educational and administrative with the type of educational activity so that it is consistent with the type of activity and the need of the school

#### THE FOURTH DOMAIN: CAPABILITIES

**TABLE NO. (6) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF (CAPABILITIES) PARAGRAPHS.**

Rank	Paragraph	Arithmetic average	Standard deviation	Degree
1	The school administration provides the qualified human cadre to supervise the educational activities.	3.25	.30	Medium
2	The school administration provides the qualified human cadre to supervise the educational activities.	3.23	.34	Medium
3	The school administration uses qualified people to develop educational activities.	3.18	.36	Medium
4	The school administration cooperates with the local community in spending on educational activities.	3.14	.39	Medium
5	The school administration uses modern technological means to assist in the implementation of educational activities	3.13	.44	Medium
6	The school provides the requirements for each educational activity.	3.10	.49	Medium
	Overall degree	3.17	.38	Medium

Table (6) shows that the paragraphs of the "capabilities" domain came in a medium degree with an arithmetic average of (3.17) and a standard deviation of (.38), the paragraph "School administration provides qualified human cadres to supervise educational activities) ranked first with an arithmetic average, (3.25) and a standard deviation (.30) to a medium degree. The researcher attributes this to the fact that the school administration has been working since the beginning of the school year to distribute all educational activities to teachers, each according to his abilities, potentials and inclinations, by distributing the activity to the activity official and a number of members, while the paragraph occurred. The school provides the requirements for each educational activity, at a medium degree, with the arithmetic mean (3.10) and the standard deviation (.49). The researcher attributes this result to the fact that there are some educational activities that need a number of material requirements to do, and there are a number of departments that do not provide the necessary It is a requirement to carry out an activity, either due to the lack of financial capabilities, or the administration's failure to take the matter seriously.

The second question: The second question: Are there statistically significant differences at the significance level ( $\alpha = 0.05$ ) between the responses of the sample members towards the effectiveness of applying educational activities in secondary schools in Muwaqar Education from the point of view of the principals and their assistants, due to the variable of gender and the variable of educational qualification?

Gender variable (male, female)

To answer this question, a t-test was used for two independent groups (Independent-Samples-T-Test) to indicate differences according to the variable (gender), and the results of Table (7) show that.

**TABLE NO. (7): THE RESULTS OF THE T-TEST FOR TWO INDEPENDENT GROUPS TO INDICATE THE DIFFERENCES TOWARDS THE EFFECTIVENESS OF THE APPLICATION OF EDUCATIONAL ACTIVITIES IN SECONDARY SCHOOLS IN THE EDUCATION OF AL MUWAQQAR FROM THE POINT OF VIEW OF THE PRINCIPALS AND THEIR ASSISTANTS, DUE TO THE VARIABLE OF GENDER.**

Gender	Number	Arithmetic average	Standard deviation	" T" value	Indication level
Male	41	3.53	.55	0.27	.132
Female	51	3.62	.47		

The results in Table (7) indicate that there are no statistically significant differences at the significance level ( $\alpha = 0.05$ ) towards the effectiveness of the application of educational activities in secondary schools in Al Muwaqqar Education from the point of view of principals and their assistants, due to the gender variable. . The researcher attributed the reason for the absence of statistically significant differences that the principals and assistants in public schools focus on educational activities that are circulated by the Directorate of Education according to official books and are often limited to national and religious occasions, which schools and assistants, whether male or female, are committed to, due to the lack of Being subject to legal accountability by the Directorate of Education, as carrying out any educational activity requires obtaining approval from the Directorate.

-Qualification variable (diploma, baccalaureate, postgraduate studies).

To find out whether there are differences due to the effect of the educational qualification variable, one way ANOVA was used.

**TABLE NO. (8):THE RESULTS OF THE (ONE WAY ANOVA) TEST FOR INDEPENDENT SAMPLES OF THE EFFECT OF THE EDUCATIONAL QUALIFICATION VARIABLE**

Qualification	Number	Arithmetic average	Standard deviation	F	Indication level
Diploma	75	3.32	.53	.326	.210
BA	17	2.43	.76		
Postgraduate studies	92	2.87	.64		

It is noted from Table (8) that the results of the (One Way ANOVA) test results for independent samples of the effect of the educational qualification variable, it is noted that there are no differences towards the effectiveness of the application of educational activities in secondary schools in Al Muwaqqar education from the point of view of the principals and their assistants, due to the educational qualification variable, where the Owners of the Higher Diploma category had the highest arithmetic average of (3.32), and the owners of the postgraduate category had an arithmetic average of (2.43), where the significance level reached (.210.), which is a non-statistically significant value. The educational activities in their schools themselves, whether they hold a diploma or graduate studies, where they are limited to implementing the official books issued by the directorate of the activities that are implemented inside the school, especially since in recent times there are many parties heading towards schools to carry out activities or promote their activities and products Through schools, so there is an emphasis from the Ministry on the type of educational activities that are held in schools, and if they are established, an official letter of no objection to their implementation must be obtained.

### RECOMMENDATIONS

1. Holding training courses, workshops, and study days for principals and assistants on the necessity of paying attention to educational activities, such as their interest in teaching the prescribed study subjects, because this helps to raise their level of achievement to a large degree.
2. Activating the role of the various school committees to serve the educational activity.
3. Work to reduce the tasks entrusted to the teacher in terms of written and technical work, which constitute an obstacle to his time to pursue these educational activities, and because he sometimes does not find enough time to do this work.
4. Granting moral and material incentives to students who are active in the practice of educational activities.

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