



Authoritarian practices of school principals and their relationship with achievement motivation levels among Physical Education Teachers

Prácticas autoritarias de los directores escolares y su relación con los niveles de motivación de logro entre los docentes de Educación Física

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Abstract

Introduction: The school principal's authoritarian practices, including coercion, intimidation, threats, and lack of understanding, negatively impact staff relationships, morale, and efficiency, ultimately harming the educational institution.

Objective: This study examines the authoritarian practices of school principals and their relationship with achievement and motivation levels among physical education teachers in Jordan. **Methodology:** The population consisted of all physical education teachers in Zarqa Education Directorate, totaling 205 teachers. The sample comprised 72 school teachers randomly selected.

Results: The study found that teachers are subjected to authoritarian practices by principals to a moderate degree in all areas, while the level of achievement motivation among physical education teachers was low in all areas. The study did not find statistically significant differences in achievement motivation based on gender, while there were differences in the field of student affairs in the authoritarian practices variable based on gender, in favour of females. The study also found statistically significant differences in the areas of "relationship with the school community, ambition and excellence, initiative" regarding authoritarianism, and all differences were in favour of those with more experience.

Discussion: The study revealed that Jordanian physical education teachers face moderate authoritarian practices and low achievement motivation, negatively impacting their professional output and supporting theories like Self-Determination Theory.

Conclusions: The study revealed that moderate authoritarian practices in Jordanian schools negatively affect the motivation of physical education teachers, highlighting the need for democratic leadership models and collaborative practices.

Keywords

Achievement motivation levels; authoritarian practices; Jordan; physical education teachers; school principals.

Resumen

Introducción: Las prácticas autoritarias de los directores escolares, que incluyen coerción, intimidación, amenazas y falta de comprensión, afectan negativamente las relaciones del personal, la moral y la eficiencia, lo que finalmente perjudica a la institución educativa.

Objetivo: Este estudio examina las prácticas autoritarias de los directores escolares y su relación con los niveles de logro y motivación entre los docentes de educación física en Jordania.

Metodología: La población del estudio estuvo compuesta por todos los docentes de educación física de la Dirección de Educación de Zarqa, con un total de 205 docentes, hombres y mujeres. La muestra del estudio comprendió 72 docentes escolares.

Resultados: El estudio encontró que los docentes están sometidos a prácticas autoritarias por parte de los directores en un grado moderado en todas las áreas, mientras que el nivel de motivación de logro entre los docentes de educación física fue bajo en todos los ámbitos. El estudio no encontró diferencias estadísticamente significativas en la motivación de logro basadas en el género, mientras que sí hubo diferencias en el ámbito de asuntos estudiantiles en la variable de prácticas autoritarias según el género, a favor de las mujeres. Asimismo, se encontraron diferencias estadísticamente significativas en las áreas de "relación con la comunidad escolar, ambición y excelencia, iniciativa" en relación con el autoritarismo, y todas las diferencias fueron a favor de aquellos con mayor experiencia.

Discusión: El estudio revela que los docentes de educación física en Jordania enfrentan prácticas autoritarias moderadas y bajos niveles de motivación de logro, lo que afecta negativamente su desempeño profesional y respalda teorías como la Teoría de la Autodeterminación.

Conclusiones: El estudio demuestra que las prácticas autoritarias moderadas en las escuelas jordanas afectan negativamente la motivación de los docentes de educación física, lo que subraya la necesidad de modelos de liderazgo democrático y prácticas colaborativas.

Palabras clave

Directores escolares; docentes de educación física; Jordania; niveles de motivación de logro; prácticas autoritarias.



Introduction

School administration is one of the most effective elements of the educational system within educational institutions in societies. It represents the primary element in educational institutions responsible for providing the material and moral resources that facilitate the management of the educational process (Abumelhim et al., 2023; Al Rousan et al., 2025; Cheng, 2022). Additionally, school administration is an effective element in implementing programmes and achieving the desired goals and objectives in an educational institution. School administration works on raising the level of performance and developing it for the teachers working in the school. This fulfils the motivational role of school administration (Abu Omar et al., 2025; Bany Yassien et al., 2023). The leadership style of the school principal is the main factor in the effectiveness of the school and its employees, as the principal plays a crucial role in guiding the behaviour of teachers and creating a work environment characterised by efficiency and activity.

The success of the educational institution in fulfilling its mission and achieving the desired goals is fundamentally linked to the way in which the director or leader leads individuals within the institution. This requires him to follow the appropriate leadership style to create a suitable environment that contributes to increasing productivity and developing the performance of the employees in the educational institution. The Ministry of Education in Jordan has been concerned with the importance of developing school administration since the Educational Development Conference in 1987. It has specified the duties and tasks of the school principal, who has been granted more authority commensurate with his duties and responsibilities, emphasising the development of capabilities for the school principal as he represents school administration fundamentally so that he can activate the available material and human resources to achieve the desired goals (Al-Omrar, 2020; Danaa et al., 2022; El-Ebiary et al., 2024).

The development of educational institutions and schools requires managers who possess the leadership skills and competencies to enable them to perform their tasks and duties most completely, achieving the goals and interests of the educational institution and its employees. Wang et al.'s (2024) study revealed that researchers who studied school reform and educational change found that the decisions made by leaders have a strong impact on improvement and change processes. When school leaders make decisions that are beneficial to their schools, based on active participation from teachers, they become transformational thinkers (Al-Habies et al., 2024; Rababa'h et al., 2000). Conversely, it is impossible for school principals to make good decisions without gaining the trust of faculty members, and if their incorrect and biased practices do not align with the public interests of their schools, they will be ineffective and may lead to the failure of principals as leaders and to their isolation from those working with them (Melhim et al., 2023; Alazzam et al., 2024; Alghazo et al., 2023).

Authoritarian practices emanating from the school principal, manifested in the use of coercion, intimidation, and threats, and the absence of discussion or understanding, include the principal's or administrator's tendency to issue orders, and instructions, and interfere in work details, determining his relationship with school staff. This weakens his relationship with staff, resulting in dissatisfaction among them, lowering their morale and reducing their efficiency, productivity, and performance, thereby harming the interests of the educational institution in all its aspects. Authoritarian practices mean subjecting others to the will of the authoritarian and are represented in the tendency or desire of those in power to assert themselves, control, exert influence, monopolise power, and control matters. Most often, the ultimate goal is to achieve the private interests of members of the class practicing this type of administrative behaviour (Mahafzah & Abu Awad, 2015).

The educational system in Jordan is required to strive for the development of the educational process since it plays a pivotal role in spreading culture and knowledge. This role is fundamentally associated with several elements, most notably the teacher, who plays a crucial role in preparing and implementing educational plans, as well as in building generations and preparing human cadres (Abu Aishah, 2022). The role of the school principal as an educational leader comes from solidifying the culture of achievement and supporting it individually, institutionally, and socially. The culture of achievement represents a normative component indicating many behavioural aspects in the educational institution, such as earnest effort and achievement, facing challenges, striving for excellence, proficiency, and perseverance to achieve the desired goals of the educational institution (Shahin and Al-Dajani, 2013).



Achievement motivation has garnered significant attention from psychologists and educators in the twenty-first century, as it is considered one of the factors that influence most situations faced by individuals, imposing specific behaviour due to its relation to their activity, effectiveness, behaviour guidance, and interpretation. It serves as both the driver and the motive for behaviour, around which the causes of behaviour revolve with their various complexities and ramifications. It is a direct indicator and influencer of individuals' performance levels, as an individual's performance and persistence in performing certain tasks or continuing these tasks depend on their motivation. The interest in achievement motivation stems from its importance, as many researchers consider it a fundamental factor in individuals' pursuit of self-realisation and affirmation through their accomplishments and goals (Al-Hmoud et al., 2024; Alorani et al., 2025; Al-Shurman et al., 2025; Khalaf et al., 2022).

Motivation occupies a fundamental position in all psychological systems and patterns presented by psychology so far. Achievement motivation is one of the personality components acquired by individuals from the social environment in which they live and interact. It is also considered a dynamic variable in the personality, affected by and affecting various variables. Hence, the importance of motivation lies in being both a means and an end in itself (Rababah & Malkawi, 2012; Wolor et al., 2023, 2024).

Achievement motivation is of utmost importance for teachers as it provides them with the driving energy to progress and perform their work to the best of their ability, making them responsive to situations and activities in the educational process. Therefore, it becomes the primary source for teachers to gather the necessary energy to engage in the educational process (Bany Yassien et al., 2023;). The goal of achievement motivation among teachers in education is manifested in three main objectives: stimulating motivation for work and exerting effort to provide everything that serves the students' interests. Furthermore, achievement motivation aims to make teachers play the role of guides for students and correct their path towards mastering modern information sources, directing their attention to learning and teaching, analysing activities, and addressing them to make the learning process enjoyable and purposeful at both the personal and student levels. Additionally, the final goal is that achievement motivation serves as a driver and catalyst for continuity, maintaining work momentum, acquiring knowledge, and seeking and discovering new things (Rabab'a et al., 2023; Salim et al., 2024; Wolor et al., 2023).

Achievement motivation in educational institutions is influenced by many factors that limit its effectiveness, such as the absence of administrative methods that link performance rates with material and moral returns, in addition to administrative negligence and the lack of involvement of employees in the educational institution in formulating and making decisions, leading to a weak sense of responsibility and consequently diminishing motivation for achievement among employees (Obeidat et al., 2022; Wolor et al., 2024).

Achievement motivation entails an individual's desire to perform and complete tasks and the desire to excel over others. It can also be considered a psychological-behavioural component encompassing various aspects, including:

- Achievement represents motivation, indicating an individual's readiness to seek and approach success in performing tasks and missions.
- Achievement, as a form of performance, signifies the ability to complete tasks and accomplish them to the fullest extent, expressing a strong indication of achievement motivation.
- Achievement, as a quality or personal trait, acknowledges that achievement represents a personal trait associated with individual emotional, psychological, and cognitive characteristics. This is subject to the principle of individual differences among individuals (Pekrun, 2024).

Problem Statement

School administration is considered one of the pillars supporting the educational process within educational institutions. It plays a vital and influential role in the performance of employees, facilitating and guiding their work in all its forms and the nature of relationships between them. The practices of the principal as a leader in the educational institution serve as an indicator of the institution's success in achieving its goals and noble mission, ensuring the well-being of everyone within the institution and the community as a whole.



The style of educational administration has garnered much attention from researchers, supervisors, and senior management due to its positive or negative impact on the educational process and its influence on it. The autocratic leadership style has raised many questions about its success or failure and, consequently, the success or failure of the institution. Therefore, this study sheds light on one of the crucial topics in the educational process, relating to the authoritarian practices of school principals towards physical education teachers.

The problem lies in the challenge facing school principals in motivating achievement motivation among teachers to manage the educational process in a way that achieves success in educational work and avoids all methods that may discourage teachers and reduce their motivation for work and achievement within the educational institution. This is confirmed by the study of Ates and Yilmaz (2018), which showed that teachers' motivation is generally weak due to the use of traditional and classical management styles, which impose administrative burdens on teachers, such as administrative activities, daily monitoring, and excessive workload, in addition to the lack of teacher appreciation or acknowledgment by the administration when performing their duties. This leads to increased pressure and burnout among teachers, negatively affecting their performance and motivation towards education. Therefore, the study aims to reveal the degree of authoritarian practices of school principals and their relationship with the level of achievement motivation among physical education teachers in the first directorate of education in Zarqa.

Research Questions

The study aims to answer these questions:

1. What is the degree of authoritarian practices of school principals experienced by physical education teachers in Zarqa from their perspective?
2. What is the degree of achievement motivation among physical education teachers in Jordan?
3. Is there a relationship between the degree of authoritarian practices of school principals and the level of achievement motivation among physical education teachers in the first directorate of education in Zarqa?
4. Are there statistically significant differences in authoritarian practices and achievement motivation according to the gender in the study sample?
5. Are there statistically significant differences in achievement motivation according to years of experience in the study sample?

Significance of the Study

The management style of school principals is a subject that is increasingly receiving attention from researchers, stakeholders, and decision-makers in senior administrations due to its utmost importance in developing the educational process and enhancing it to achieve the best results at both the personal level of the principal and the teacher. The importance of this study lies in providing a realistic picture of the level of authoritarian practices of principals on the achievement motivation of physical education teachers. This may contribute to redirecting school administrations towards practicing tasks and duties in the best ways and to creating an appropriate educational environment for physical education teachers. Moreover, this study aligns with the new trends, which seek to change the title of school principals to leaders and assist in training and qualifying school principals and directors. The study is expected to provide feedback to educational decision-makers regarding the authoritarian practices of school principals and present an understanding of the relationship between the authoritarian practices of principals and the motivation for achievement among teachers.

Definition of Terms

Authoritarianism: It refers to superior behaviour and practices of authoritarian elites, which deprive individuals of their powers and weaken their capabilities, failing to satisfy their genuine needs, thus hindering the development of their personality in its various dimensions (Sánchez-Urrea et al., 2024).

Authoritarian Practices: It means arbitrary exercise of power and not allowing others to participate in decision-making (Puyosa & Chaguaceda, 2017). Authoritarian practices are operationally defined by the

frequency of the director's use of imposition and coercion methods on teachers, as measured by the items prepared in the study tool.

Achievement Motivation: It is the readiness of an individual to bear responsibility, strive for excellence to achieve specific goals, and persevere to overcome obstacles (Royo et al., 2023). Researchers operationally define it as the degree obtained by respondents on the achievement motivation measurement tool prepared for that purpose.

Study Limits

Objective Limits: The study addresses the degree of authoritarian practices of school principals and their relationship with the level of achievement motivation among physical education teachers.

Human Limits: The study was limited to physical education teachers in the first directorate of education in Zarqa.

Time Limits: This study was conducted in 2023.

The study's determinants are the extent to which the study's results can be generalised to the data collection tools, the extent to which the study sample individuals are accurate and objective in responding to the study tool items, and the statistical analyses used in analysing the study's data.

Literature Review

Shahin and Al-Dajani (2013) studied the prevailing leadership styles among government school principals in Gaza and their relationship with enhancing a culture of achievement. The study revealed no statistically significant differences in the study sample's estimations of principals' leadership styles attributed to gender, educational qualification, or years of experience. Finally, the results showed a statistically significant correlational relationship between school principals' leadership styles and the promotion of a culture of achievement.

Pongoh's (2014) study aimed to identify the impact of school leadership on the level of achievement motivation among teachers in public schools in Indonesia. The study results showed that the role of public school principals in enhancing and increasing teachers' motivation was high. It also showed that the degree of achievement motivation among teachers was high as well. The results indicated a statistically significant correlational relationship between school leadership and the degree of achievement motivation among teachers, as well as the statistically significant impact of motivation on teachers' ownership of qualified capabilities in teaching.

Mahafzah & Abu Awad (2015) studied the degree of authoritarian practices among school principals and their relationship with the level of achievement motivation among teachers in government elementary schools in Amman. The researchers developed a questionnaire to evaluate the level of authoritarian practices and motivation among teachers. The results showed that the degree of authoritarian practices and the level of achievement motivation both came at a moderate level. Furthermore, there were no differences at the significance level ($.05 \geq \alpha$) attributed to the study variables of gender, educational qualification, and years of experience on all dimensions of the authoritarian practices scale. Additionally, there were no statistically significant differences at ($.05 \geq \alpha$) on any dimensions of the achievement motivation variable attributed to educational qualification and years of experience. However, statistically significant gender-related variations were discovered in the time and effort dimensions in favour of men. The findings indicated a statistically significant link between the degree of authoritarian behaviours and the level of accomplishment motivation at the significance level ($.05 \geq \alpha$).

In Istanbul Province, Turkey, primary school teachers' levels of success motivation were investigated by Ates and Yilmaz (2018). There were 371 teachers in the study sample. The work motivation measure was employed by the researchers as a means of gathering data. The study found that the study sample's teachers had a low degree of work motivation. Furthermore, the study revealed no statistically significant variations in the study sample's level of work motivation attributable to factors such as age, gender, and marital status.

Al-Khawaldeh and Al-Hajri (2019) sought to determine the authoritarian practices of Kuwaiti middle school principals and how they related to the motivation of teachers for their jobs. There were 391 teachers in the study sample. The researchers created a study tool that covered aspects of job motivation and authoritarian tactics. The findings demonstrated that school principals used moderately dictatorial tactics. Furthermore, the study sample's assessments of the authoritarian practices of school principals were not statistically significantly affected by factors like gender, years of experience, or educational background. According to the study, instructors had a high level of motivation for their jobs. Additionally, the findings revealed no statistically significant variations in job motivation attributable to factors such as educational qualification, gender, and years of experience. Additionally, a statistically significant positive link between the aspects of authoritarian behaviours and instructors' motivation for their work was found in the results.

Abu Aisha's (2019) study aimed to uncover the degree and level of motivation among teachers working in the Ministry of Education in Jordan. The study sample consisted of 407 teachers. The results showed the following: The level of motivation among teachers in the study sample was moderate. There were no statistically significant differences in the level of work motivation among the study sample attributed to variables such as gender, experience, and educational qualification. The study recommended designing systematic plans to reduce the workload on teachers.

Method

The descriptive survey methodology was used as a data collection method, suitable for the purposes and objectives of this study.

The Sample of the Study

The study population consisted of all physical education teachers in the First Directorate of Education in Zarqa, numbering 205 teachers according to the employee affairs records in the directorate. The sample consisted of 72 teachers selected randomly. Table 1 displays the sample' demographic details.

Table 1. Study Sample Individuals

Variable	Level	Frequency	Percentage
Gender	Male	43	60%
	Female	29	40%
Total		72	100%
Years of Experience	Less than four years	26	36%
	four - Less than 9 years	18	25%
	Ten years or more	28	39%
Total		72	100%

Study Tool

The scale of the current study relied on the tool used in Mahafzah & Abu Awad's (2015) scale, which consisted of three sections:

- The first section comprised personal information about the study sample, such as gender and years of experience.
- The second section included information related to the study tool concerning authoritarian practices. This section consisted of 27 items distributed across four main axes: administrative affairs, technical affairs, student affairs, and the relationship with the local community.
- The third section pertained to achievement motivation and comprised 33 items distributed across four main axes: time and effort, ambition and excellence, achievement and perseverance, and the relationship with the school community.

The items of the tools were distributed on a graded scale represented by a five-point Likert scale.

Statistical Analysis

Statistical means were used to determine the level of authoritarian practices. Experts were asked to identify these means, considering that each item's score ranged from 1 to 5 points. To answer the study questions, means, standard deviations, one-way analysis of variance, Pearson correlation coefficient, and Chi-square test for multidimensional comparisons were used.

Results and Discussion

Degree of Authoritarian Practices

To answer the first question, which states, "What is the degree of authoritarian practices experienced by physical education teachers in Zarqa Governorate from their perspective? means and standard deviations for the dimensions of authoritarian practices and the total score are presented in Table 2.

Table 2. The means and standard deviations for the dimensions of authoritarian practices and the total score

Domain Number	Items	Arithmetic Mean	Standard Deviation	Ranking	Practice Level
1	Administrative Affairs	2.6354	.42051	Fourth	Moderate
2	Technical Affairs	2.9048	.39398	Third	Moderate
3	Student Affairs	3.2861	.60684	Second	Moderate
4	Relationship with the Local Community	3.5417	.70718	First	Moderate
5	Total Score	3.0920	.37175	Total	Moderate

From Table 2, it is evident that the highest value among the study sample is in the domain of relationship with the local community, where the mean (3.5417) and standard deviation (.70718) were recorded. In the second position, student affairs followed with a mean (3.2861) and standard deviation (.60684). Technical affairs came in third with a mean (2.9048) and standard deviation (.39398). Administrative affairs ranked fourth with a mean (2.6354) and standard deviation (.42051). The overall score for the scale was moderate, with a mean (3.0920) and standard deviation (.37175).

The results indicate that relationships with the community ranked first, suggesting that the current educational system in the Ministry of Education allows for the establishment of positive relationships with the external community. Successful principals are those capable of building positive relationships with the local community, keeping school doors open after official hours to transform the school into a centre of activity and vitality. This relationship allows for a better understanding of the surrounding environment, aiding in effective management. Researchers also note the significant role of the Canadian programme in strengthening ties with the local community across all provinces. This is achieved through the establishment of educational development councils involving the local community and school principals, fostering strong community relationships, and finding appropriate solutions.

Comparing these findings with those of a study by Mahafzah & Abu Awad (2015), it is observed that although both studies indicate a moderate degree, there is a discrepancy in rankings. The present study ranks the relationship with the community first, while Mahafzah & Abu Awad (2015) rank it third. The student affairs domain also ranked second with a moderate degree, which researchers see as an advantage for principals in positively interacting with students. This is attributed to the fact that extracurricular or sports activities are more appealing to students, and their participation in such activities brings them closer to physical education teachers compared to other subjects.

Technical affairs ranked third, a domain predominantly managed independently by school principals in educational administration. In contrast, administrative affairs ranked fourth and last due to its association with managerial authoritarian practices, directly impacting teachers. The administrative responsibilities of principals focus on the success of their management quality, but they are not absolute authorities. This necessitates a management style that allows control over all aspects of school affairs, varying depending on the individuals working with them.

Regarding the overall score for authoritarian practices, the results indicate a moderate level of practice, aligning with previous studies by Khawaldeh and Al-Hajri (2019), and Mahafzah & Abu Awad (2015). This suggests that the nature of principals' roles and responsibilities sometimes requires authoritarian

practices to control and regulate school operations by teachers and staff. Most principals adhere to traditional leadership styles to achieve desired goals and ensure smooth operations through the implementation of regulations and instructions, ensuring compliance from all school staff. This aligns with the views of Al-Maliki (2014) and Tanner (2006), highlighting the principal's role as the primary decision-maker in the school, exercising authority through authoritarian practices within the educational institution.

To address the second question, which states, "What is the degree of achievement motivation among physical education teachers in Jordan?" the means and standard deviations for achievement motivation and its sub-dimensions are demonstrated in Table 3.

Table 3. The Means and Standard Deviations of Achievement Motivation and Its Sub-Dimensions

Dimension Number	Dimension	Mean	Standard Deviation	Ranking	Practice Level
1	Time and Effort	2.0503	.21360	Second	Low
2	Ambition, Excellence, and Initiative	2.1528	.28077	First	Low
3	Achievement and Perseverance	2.0382	.18246	Third	Low
4	Relationship with the School Community	1.9398	.24382	Fourth	Low
5	Total Score	2.0453	.13385	Total	Low

It is evident from Table 3 that the highest value in the study sample appeared in the ambit of ambition, excellence, and initiative, with a mean of (2.1528) and a standard deviation of (.28077). In the second position came effort and time, with a mean of (2.0503) and a standard deviation of (.21360). In the third position, after achievement and perseverance, the mean was (2.0382) with a standard deviation of (.18246). Following that, in the fourth position, came the relationship with the school community, with a mean of (1.9398) and a standard deviation of (.24382). The total score for the scale was a mean of (2.0453) with a standard deviation of (.13385). It appears that the overall score on the achievement motivation scale, as well as all its sub-dimensions, was low among physical education teachers in the Zarqa Education Directorate. Researchers believe that this result could be replicated even in other regions, as the results are not likely to differ significantly due to the similarity of circumstances in the authoritarian management style.

Therefore, teachers find themselves dealing with conditions, laws, work requirements, and procedures imposed by the authoritarian managerial style, necessitating their adaptation and adjustment. This adaptation requires them to cope with the environmental conditions surrounding them, whether conflicts, emotions, frustrations, worries, or others. Consequently, teachers' perception of these practices by managers affects their teaching performance and daily behavior. These practices may lead to a state of stress, which in turn results in a response to the current situation, necessarily reflecting on their professional performance and negatively impacting their motivation towards work and achievement. Thus, the results were low in all areas of achievement motivation, leading to a decline in their performance, reducing their self-confidence, and reducing their eagerness to teach with high morale. They feel dissatisfied with themselves professionally and lack high confidence in their performance and achievements, negatively affecting their performance in the educational process.

The relationship between the degree of authoritarian practices and the level of achievement motivation

To address the third question: "Is there a relationship between the degree of authoritarian practices of school principals and the level of achievement motivation of physical education teachers in the Zarqa Education Directorate? the Pearson correlation coefficient was used to identify the relationship between the dimensions of authoritarian practices and dimensions of achievement motivation, and Table 4 illustrates this.

Table 4. The correlation coefficient values between the dimensions of authoritarian practices and dimensions of achievement motivation

Authoritarian Practices	Achievement Motivation	Administrative Affairs	Technical Affairs	Student Affairs	Community Relations	Total Score
Time and Effort	.152	.1310	.164	.296**	.197	-
Ambition, Excellence, and Initiative	.173	.1030	.110	.144	.160	-



Achievement and Perseverance Relationship with School Community Total Score	.161	0790	.310*	.196	.292	-
	.410**	0420	.222	.142	.153	-
	.191	1520	.199	.207	.166	-

*Statistical Function at Level ($\alpha \leq .01$)

**Statistical Function at Level ($\alpha \leq .05$)

Table 4 indicates a correlational relationship between the areas of achievement motivation and authoritarian factors. However, in most cases, they point to a low level of correlational relationship. Nevertheless, some correlation coefficient values between certain dimensions of authoritarian practices and dimensions of achievement motivation came at an acceptable level and were statistically significant. For instance, the relationship between the variables 'time and effort' and 'relationship with the local community' had a correlation coefficient value of (.296**), which was significant at ($\alpha \leq .01$). This result may be due to the fact that working in a school necessitates interaction with the local community for both school staff at the management level and teachers. The principal communicates with community institutions surrounding the school, and teachers interact with parents regarding academic matters concerning students.

Similarly, the correlation coefficient value between the dimensions 'achievement and perseverance' and 'student affairs' was (.310), which was significant at ($\alpha \leq .05$). This might be explained by the perception of the study sample members that teachers strive to focus on student affairs by seeking to achieve a satisfactory level of accomplishment in providing services to students academically and by providing guidance and counselling for students within the school. This interaction occurs through mutual interaction between teachers and students. It is worth mentioning that this result reflects the perspective of teachers that the school principal and administrative staff also play a role in striving to provide everything that can help students in their academic and educational life within the school, which falls under various student affairs required by the work from both the administration and the teachers.

Regarding the positive correlational relationship between the dimensions (relationship with the school community) and (administrative affairs), where the correlation coefficient was .410**, it was significant at the level ($\alpha \leq .01$). This result is because administrative affairs in the school, which include the school administration and administrative staff such as assistants, supplies officers, treasurers, secretaries, and attendance monitors, all interact with students and the local community through administrative services that regulate the workflow within the school. This requires the administration and the entire administrative staff to maintain positive interactive relationships with all dimensions, elements, and institutions of the local community, as the school as an educational institution interacts with other government and civil institutions surrounding it or those within its geographic area to coordinate with those entities regarding the requirements of work within the school and meet them for the benefit of the students.

Authoritarian Practices and Achievement Motivation Based on Gender Variable

To address the fourth question: "Are there statistically significant functional differences in authoritarian practices and achievement motivation based on the gender variable in the study sample?" This question was addressed using a t-test for independent samples.

Table 5. T-test for Independent Samples for the Authoritarian Practices Variable Based on the Gender Variable

Source	Gender	Count	Mean	Standard Deviation	T-value	Statistical Significance
Administrative Affairs	Male	43	2.6628	.41416	.670	.669
	Female	29	2.5948	.43386		
Technical Affairs	Male	43	2.8804	.44299	.636	.120
	Female	30	2.9409	.31139		
Student Affairs	Male	44	3.2698	.68436	.276	.003
	Female	31	3.3103	.47984		
Community Relations	Male	44	3.5116	.75544	.436	.365
	Female	31	3.5862	.63927		
Total Score	Male	25	3.0811	.41072	.299	.076
	Female	31	3.1081	.31137		



Table 5 shows that all the t-values for the differences in authoritarian practices among school principals according to gender, across all dimensions of authoritarian practices, were statistically non-significant, except for the student affairs dimension. In this dimension, the t-value was (.003), which is statistically significant at the ($\alpha \leq .05$) level. The differences according to gender in this dimension favoured females (teachers) in terms of mean scores. The mean score for females in this dimension was 3.31, while it was 3.26 for males. This result can be interpreted as female teachers in schools assuming the role of principal tending to exhibit strictness and rigour, particularly in enforcing student affairs-related instructions, to ensure the best interests of female students in the school. Additionally, societal responsibility in the Jordanian context emphasises the care and well-being of female students in female-dominated schools more than in male-dominated schools. Therefore, authoritarianism, control, and displaying strictness are often considered desirable qualities, more so for female principals than male principals.

Regarding the differences in dimensions of achievement motivation among the study sample members according to gender, the t-values for independent samples were calculated to examine the differences as illustrated in Table 6.

Table 6. T-test for independent samples for the variable of achievement motivation according to gender

Source	Gender	Count	Mean	Standard Deviation	t-value	Statistical Significance
Time and Effort	Male	44	2.069	.20285	.939	.295
	Female	29	2.021	.22902		
Ambition and Distinction	Male	43	2.116	.26858	1.351-	.844
	Female	30	2.206	.29431		
Achievement and Perseverance	Male	43	2.064	.17332	1.471	.836
	Female	29	2.000	.19191		
Relationship with the Local Community	Male	39	1.909	.24993	1.288-	.797
	Female	31	1.984	.23141		
Overall Grade	Male	44	2.039	.13315	.414-	.685
	Female	29	2.053	.13684		

Table 6 summarises the findings regarding the motivation for achievement and its dimensions according to the variable of gender. It demonstrates no statistically significant differences attributed to gender in achievement motivation among the study sample. The reason for this is that both male and female teachers in the study sample work in similar educational environments to a large extent in terms of the nature of the tasks assigned to teachers in schools. Therefore, both male and female teachers are exposed to similar pressures. Additionally, teachers in government schools are subject to the same instructions and regulations applied by the Ministry of Education, especially regarding rewards and material and moral support. The authorities related to work in the field of education are delegated to the principals and do not provide space for teachers, both male and female, to demonstrate further work motivation. This result aligns with the findings of Al-Khawaldeh & Al-Hajri (2019) but differs from the study conducted by Al-Mahafzah & Abu Awad (2015).

Motivation for Achievement According to Years of Experience

To address the fifth question: “Are there statistically significant differences in achievement motivation according to the variable of years of experience among the study sample?”, One-way ANOVA was used to analyse the variance in achievement motivation according to years of experience among the study sample, as explained in Table 7.

Table 7. The results of a one-way ANOVA to examine the differences in achievement motivation according to the variable of years of experience

Achievement Motivation	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F-Value	Significance Level
Administrative Affairs	Between Groups	.860	2	.430	.460	.938
	Within Groups	3.154				
	Total	3.239				
Technical Affairs	Between Groups	1.313	2	.656	.260	10.570
	Within Groups	4.284				
	Total	5.597				
Student Affairs	Between Groups	.138	2	.690	.230	2.126
	Within Groups	2.226				



Community Relations	Total	2.364	2	.383	.500	7.649
	Between Groups	.766				
	Within Groups	3.455				
Overall Grade	Total	4.221	2	.340	1.974	.147
	Between Groups	.690				
	Within Groups	1.203				
	Total	1.272				

The results of Table 7 revealed statistically significant differences at ($\alpha \leq .05$) among the means of achievement motivation domains for physical education teachers in Zarqa governorate according to years of experience. In the dimensions of technical affairs and community relations, significant differences were found. To determine the sources of variances, the Scheffe's post hoc test for pairwise comparisons was used as shown in Table 8.

Table 8. The significance of differences according to the ambition, distinction, and initiative for the factors of achievement motivation

Significance	Mean \pm Deviation	Five years or less	From 5 to less than 10 years	Ten years or more
Five years or less	1.9744 \pm .22945	-	-.30342 (.001) **	-.26374 (.001) **
From 5 to less than 10 years	2.2778 \pm .17150	-	.06200 (.524)	-
Ten years or more	2.2381 \pm .30235	-	-	-

Based on Scheffe's test, there were statistically significant differences in the variables of ambition, excellence, and initiative between the levels of experience (five years or less and from 5 to less than 10 years), in favour of the group from 5 to less than 10 years. Also, significant differences were observed between the levels of experience (five years or less and ten years or more), in favour of ten years or more. However, the study did not find differences in the remaining variables. Considering these results, significant differences were found in the significant domains. Greater experience showed differences in favour of ambition, excellence, and initiative. This, from the researcher's perspective, is a logical result because individuals tend to have higher motivation and satisfaction with increased professional advancement, which is associated with greater expertise and a desire for career progression.

Table 9. The significance of differences according to relationship with the school community for achievement motivation factors

Significance	Mean \pm Deviation	Five years or less	From 5 to less than 10 years	Ten years or more
Five years or less	1.8761 \pm .18679	-	.04274 (.824)	-.19139 (.010) *
From 5 to less than 10 years	1.8333 \pm .16281	-	-	-.23413 (.004) *
Ten years or more	2.0675 \pm .28099	-	-	-

The Scheffé test indicates statistically significant differences in the relationship variable with the school community between the levels of experience (five years or less and ten years or more), in favour of the group with ten years or more. Also, significant differences were observed between the levels of experience (from 5 to less than 10 years and ten years or more), in favour of ten years or more. However, the study did not find differences in the remaining variables. Additionally, regarding this variable, differences were found in favour of those with higher experience in the relationship with the local community. From the researcher's perspective, this result is natural because teachers' experience enhances their ability to interact with the school's environment and parents, resulting in differences in favour of those with higher experience.

Conclusions and Recommendations

The study concluded that physical education teachers are subjected to a moderate degree of authoritarian practices by school principals, which affects their level of achievement motivation in the Directorate of Education in Al-Zarqa. Consequently, their achievement motivation was found to be low. The study also found a statistically significant relationship between some domains of achievement motivation and authoritarian factors across various study fields. Nevertheless, the study did not find statistically significant differences in achievement motivation between males and females, except in the student affairs domain, where differences favoured females. Statistically significant differences were found in the domains of relationship with the school community, ambition, excellence, and initiative regarding the authoritarian variable, all in favour of those with greater experience.



The study recommends raising awareness among principals by subjecting them to a series of courses on correctly implementing laws and regulations while avoiding obstructive authoritarianism that hinders work and achievement. Clear incentives should be provided to teachers to increase their achievement motivation, and educational programmes should be established to foster a collaborative relationship between teachers and principals based on mutual trust and delegation of authority to teachers, with necessary controls and laws to ensure proper functioning. Moreover, laws should be applied fairly and impartially to all teachers by principals to significantly impact their motivation for work and productivity. Teachers should be encouraged to participate in decision-making processes, which have a significant and positive impact on empowering teachers and increasing their positivity.

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