

A proposed model for developing the role of school principals in activating school activities in the Sultanate of Oman

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Abstract: The current study is aimed at building a model proposed for developing the role of school principals in activating school activities in the Sultanate of Oman in respect of the enablement of school principals, These systems will be verified if they are credible and applicable in these institutions. The measure included in its final version (70) criteria which meet the standard criteria for credibility. They also cover nine key dimensions of the instrument. The scale was applied to (70) activity supervisors and staff members in the activities department in the Ministry of Education. The stability factor of the tool has reached 0.90. In light of these results, the researchers recommend using this model for developing the role of school principals in activating school activities in the Sultanate of Oman in view of the fact that no model has been developed to develop the role of school principals in activating activities so far.

Keywords: model , school activities.

1. INTRODUCTION

School activities are important areas that are clearly linked to the student's personal growth in all its aspects. Activities of various types represent a great opportunity for the student to enable him to meet his wishes, interests and talents .The practice of in-school activities is a reflection of the student' personality. It is a personal building tool because it provides opportunities for the development, refinement and demonstration of students' talents .This has forced public education institutions to provide opportunities for their students to practice various activities during their free time. But there should be an urgent need to supervise the implementation of many classroom activities in a scientific way, and it is also necessary to provide opportunities for students to engage in social activities, as well as artistic, cultural, scientific, sports and other activities .This contributes to the rooting of human behavior in the student's personality and the development of the emotional, ethical and moral aspects among the students. The emphasis that students' participation in activities does not hinder their academic success, but it will strengthen and support it. The school is not only a teaching environment, but it is also a stimulating environment for students to practice their activities in all areas. School activities are varied in order to equip students with multiple skills, taking into account their preferences, desires and individual differences. Furthermore it is essential to take care of the material and human potentials, and to use the educational programs and to heighten them. This binds the headmaster to play an important role in enriching the school activities by raising the students' awareness of the importance of carrying out school activities. Attention should be paid to activities based on experience, desire and skill, and to encourage students' involvement in all activities, and to the need to activate the school role in the planning, implementation and evaluation of school activities. (Vuorela and Nummenmaa, 2004; Nagra, 2014).

The school is one of the most important educational institutions responsible to society for raising its children and therefore it has many responsibilities regarding the education of young people, thus exceeding the role of cognitive

education to include all aspects of student growth in order to achieve its integrated development in physical, mental and spiritual aspects. Activities are a means of furnishing students with expertise that enables them to cope with the rapid and great developments in all areas of life (Tim, 2018). The teacher's job is limited to the process of stuffing students with information. On the other hand, the student's work is limited to listening and memorizing the information taught to him, and the teacher has nothing to do with what happens outside the classroom. This is not and should not be the real job expected of a teacher. His real job should target developing the students' preparation and orientation and directing them to a good social interaction with others and the surrounding milieu. The school's function is show students how to exercise life and prepare the student for a really social growth by adjusting his behavior and equipping him with the skills and experiences that help him to successfully adapt to different situations (Daradke, 2000). School activities include several functions, namely, satisfying individual needs, bettering one's social behavior and helping to reasonably use one's energy, which will ensure good investment. The core of the social function should focus on the development of students' talents given the social and human relations on the one hand and their local environment on the other hand. The economic function is related to the development of one's love of work, efficiency, and good performance that are instrumental in motivating productivity and the release of the individual's talents and tendencies and abilities. The health function aims at strengthening one's physical aspects, detection of abilities, and physical energies and sports (Aali, 2000).

In spite of the multiplicity of Arab and Omani studies in the field of school activities, this study is the first one that really focuses on the development of a practical vision to activate school activities, while previous studies only describe the practice of school activities. However, the reality of contemporary educational research refers to the scarcity of Arab studies that focus on building objective models for developing the roles of school principals in activating school activities in Oman despite the importance of the subject. And it is considered an important tool of building personality because it provides opportunities for a sound, real development of students' talents.

Previous studies

Through a review of previous studies, and because of the limitations of knowledge at the disposal of the researcher, he did not find studies conducted in the Sultanate of Oman on the subject matter of the study, he perused some Arab and foreign studies.

The Mismari study (2017) was aimed to find out the role of school principals in overcoming the problems that hinder the activities of the Zawaya school administration, and to achieve the goal of the study a 41-item questionnaire was built, and after ascertaining the signs of sincerity and persistence applied to the 41 items, the most prominent results were: the role of school principals in overcoming the problems that hinder the activities of school management education Zawia was significant.

The Al-Manea study (2017) was aimed to identify the development of social and cultural activities for the care of talented students in the secondary stage in the light of contemporary world experiences, and after ascertaining the signs of sincerity and persistence applied to the programs of the care of the gifted in the regions of Taif, Riyadh and Issa, the study reached a number of results, including the most prominent: one related to cultural support for high-level gifted students.

Ibrahim's and others' study (2015) was aimed to achieve the objective of the study, so a 41-item questionnaire was constructed, and after ascertaining the indications of its validity and stability, it was applied to a sample of teachers and educational supervisors. The results of the study showed that the role of school administration in the development of school activities from the point of view of teachers and supervisors in the light of the comprehensive quality requirements for primary students in Iraq was average.

The Timothy and Hannon study (2015) was aimed to find out the impact of school activities on school achievement and physical health of students in US government schools. The study included the age group (5-18). The results of the study showed that there is a positive effect in the practice of school activities on the educational achievement and physical health of students in US public schools.

The Al-Daradka study (2000) was aimed, in the view of teachers to construct a 49-item questionnaire, and after ascertaining the signs of sincerity and persistence, it was applied to (324) teachers and teachers. A number of results came to show that the role of the high school principal in the development of school activities in the province of Irbid from the point of view of teacher was average.

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The Alexandris, Tsorbatzoudis & Grouios study (2002) was aimed at identifying the degree of the impact of obstacles encountering participation in recreational activities. For this purpose, a 50-item questionnaire was built, and after ascertaining the signs of sincerity and stability, it was applied to (257) participants from the city of Thessaloniki in Greece. The results indicated that the constraints of lack of activity places, lack of material resources, and psychological matters limit the exercise of recreational activities.

Comments on the previous studies

The majority of previous studies used the descriptive approach because of its relevance to this type of study. The questionnaire used a tool to collect data relating to the study. There are scarce studies on developing the role of school principals in activating school activities in the Sultanate of Oman. Although the role played by the province of the Sultanate of Oman in the service of influential educational institutions, such as schools, particularly in the Sultanate of Oman, the majority of studies have focused on the practice of school activities on part of school principals. This study benefited from previous studies to enrich the theoretical and practical backgrounds through the construction of a questionnaire for the study; which contributed to the development of the study tool, its comprehensiveness and truth.

The problem of the study and questions

The school activities are of great importance in school life. They play an important role in building the character of the student in all its aspects and developing them properly. No doubt, great attention is being paid by the Ministry of Education in Oman to keeping abreast of developments in all fields and there is great interest in school activities by officials at various administrative levels within the education system in the Ministry of Education. Recognizing the importance of the role of these activities for its students and its location on the educational map, considering that such activities play a fundamental and effective role in helping the school to provide for its students an integrated education that earns practical and mental habits and skills.

However, some studies referred to the degree of the school principal's active role in developing school activities, which was intermediate in the field of school activities (Al-Ma'shani, 1989). The new educational ideas also highlighted the leading role of the school director in the activities of his school. The results of the research and studies showed a strong correlation between the roles of school principals in school activities and the desire to practice them. This study came to answer the following question: What is the proposed model for developing the role of principals in activating school activities in the Sultanate of Oman

Objectives of the study

This study seeks to achieve the following objectives:

1. Building a model to develop the roles of school principals in activating school activities in the Sultanate of Oman and verifying its credibility..
2. To recognize the effect of school principals on the importance of school activities and their role in achieving the objectives of the educational process in general, and to serve the curriculum and the student in particular..
3. To recognize the school principals' roles in activating school activities in order to address negative sides and enhance positive ones.
4. Identifying the most important areas of school activities that must be activated by school principals

The importance of the study:

1. The importance of the study stems from the importance of school activities in the development the student's personality in all its aspects, abilities and talents.
- 2 The need for schools in the Sultanate of Oman to create models that are instrumental in increasing the effectiveness of school activities, as well as achieving the educational goals in general and the objectives of the curriculum in particular.

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3. The possibility of this study to provide a comprehensive framework for the areas of school activities that enables the school director to play a role in the development and achievement of its goals.
4. Officials from the Ministry of Education in the Sultanate of Oman are expected to help identify school activities that enable school principals to activate them..
- 5 -The possibility of using the model to identify and clarify the strengths and shortcomings in the roles of principals in activating school activities..
- 6- The importance of this study is highlighted in the fact that it is one of the first Arab studies of its kind in the field of developing school activities by the principals themselves because there have been no models for the development of school activities so far
- 7- The possibility that this research provides a framework for the concept of activating school activities, a call for modernity of this subject in the literature of the Arab educational administration.

Terminology of the study

The study included a number of terms:

Development: continuous improvement and achieving the desired goals more efficiently (Daradke, 2000)
 Role: A set of tasks carried out by the principal in a way that achieves the educational goals of the this study , and the objectives of the study are to be carried out by the school principals in order to activate the school activities in various fields of sport, culture, social, cognitive, artistic and music. .

School activities: A group of artistic, cultural, sports, cognitive and social activities conducted by students, providing expertise outside the curriculum in order to allow the student's personality to grow in all its aspects (Al-Qatawi, 2012).
 School activities: A collection of practices carried out by the student inside and outside the school, either individually or in association with others, directly or indirectly related to his or her curriculum or working on developing his skills, refining his talents and building his personality. In this study, all activities within and outside the school are defined as cultural, cognitive and sports activities
 Developing school activities: Improving the programs carried out under the supervision of the school principal and his guidance, which deals with everything related to school life and its various activities related to the subjects of study or social, cognitive, play, sports and cultural activities..

Determinants of the study

The limits of the study:

- 1-The study is limited to building a model to develop the role of school principals in activating school activities in the Sultanate of Oman.
- 2 - The study depends on the questionnaire as a tool to investigate the degree of quality of each criterion of the model, taking into account the degree of sincerity and stability.
- 3 - The study is limited to the following main dimensions: social, artistic, theater, cultural, scientific, sports, cognitive, and public activities.

2. METHODOLOGY OF THE STUDY

The descriptive approach was used. It is the right approach to achieve the study goals. An instrumental measurement was conducted. It is composed of 70 items distributed on the 6 key areas.

The study population and size

The study population consists of (70) supervisors of activities and staff in the Department of Activities in the Ministry of Education, and the sample of the study is the study community because of its small size.

Steps to develop the proposed model.

Develop the role of school principals in activating school activities in the Sultanate of Oman.

The researchers will follow the following procedural steps to prepare the model:

Step 1: Determine the criteria for activating school activities in the Sultanate of Oman through the study of previous studies and theoretical literature related to this area.

Step 2: Sort the criteria for activating the school activities in the Sultanate of Oman with the aim of shaping them in several main dimensions.

Step 3: Formulation of the Model Paragraphs: In this step, the authors will write the model parameters and distribute them within the main dimensions of the model, taking into account clarity, accuracy, and close association with the basic dimension of the model.

Step 4: Ensure the validity of the model: To ensure the validity of the model will be presented to a group of arbitrators specialized in the field of school activities in Omani universities and the Ministry of Education to express their views and observations on the criteria of the model in terms of safety formulation and easy to understand, and the degree of comprehensiveness, and their compatibility with the objectives of the study. Some of the proposals made by specialists will be introduced and some amendments will be made in the drafting of some criteria. Besides, some inappropriate criteria will be deleted, and the criteria for the study and the dimension of 90%.

4: Apply the model: The model will be applied in its final form to all administrative supervisors in the Ministry of Education, which are (70) supervisors of activities and specialized staff in the Department of activities in the Ministry of Education to ask them to give their self-assessment of the quality of the criterion and its relevance to the scale as being familiar with the school activities.

Reliability of the tool

To verify the reliability of the tool, the questionnaire was shown to a number of arbitrators who have vetted the study. They were teaching staff and experts from the Ministry of Education in the Sultanate of Oman. The number reached 13 arbitrators. The arbitrators were asked to express their views and comments on the statements in terms of accuracy, language, drafting, and clarity. In the light of the observations introduced by the arbitrators, appropriate adjustments were made to amend some articles, or reformulate them to suit the area that developed from them. The number reached 70 statements divided into six areas, and graded according to the quintet Likert scale (Likert). The responses of the study sample on the questionnaire items have been corrected as follows:

The grade (5) was given to the response, which represents "a very high degree of effectiveness." The grade (4) was given to the response, which represents "a high degree of effectiveness." The grade (3) was given to the response, which represents "an average degree" The grade (2) was given to the response, which represents a "low degree" The grade (1) was given to the response, which represents "a very low degree"

Table 1.1: Taxonomic scale for analysis of study results

Medium	the degree of practice	a standard
2.33 – 1	Low	One standard deviation from the arithmetic mean
3.67 – 2.34	Medium	mean
5 - 3.68	High	One standard deviation from the arithmetic mean

The researchers considered this measure by dividing the largest grade (5) into equal categories within the range (1-5), according to the following equation: the Supreme value of answer alternatives in the study tool - the minimum value of the answer alternatives in the study tool divided by the number of three levels (high, medium, low) any: $(5-1) \div 3 = 1.33$, and this value is equal to the length of the category for the three levels (high, medium, low).

Step 6: Statistical Processing: The mean and standard deviations of each standard will be calculated in the model. The correlation coefficient between the model's criteria, its dimensions and the model will be extracted on the one hand, and the dimensions between them, or between the dimensions and the model as a whole.

Steps to prepare a proposed model for the development of the role of school principals in activating school activities in the Sultanate of Oman

Follow these steps to set up the scale:

Step 1: Identify the areas of development of the role of school principals in activating school activities in the Sultanate of Oman. The two researchers studied the main areas of school activities in the studies of Al-Maheshani. The main areas are: 1 - Sports activities. 2- Social activities. 3- Technical activities. 4. Theatrical activities. 5- Knowledge activities. 6. Public activities. 7- Scientific activities. 8. Cultural activities. 9. Music activities. 10. Intellectual activities.

In order to sort out the criteria for developing the role of school principals in activating school activities in the Sultanate of Oman, these areas were framed in (6) main areas:

First: The social sphere :The activities of this field are aimed at getting students accustomed to self-reliance in all their needs and responsibilities in managing their affairs, forming and creating social leaders and training these leaders on the optimal system of cooperation and providing students with cooperation, responsibility and dedication to serve others. Second: The artistic and theatrical field: The activities of this field aim to develop the spirit of loyalty and belonging to the nation, the leader and the nation, to employ the activity as an interesting educational tool, to expand students' perceptions of different cultures and sciences, to nurture and refine student talents and to prepare them for active participation in society.

The development of the ability to confront and moral courage in different situations, and address some psychological problems such as introversion, shame and inability to confront, and address the defects of speech, such as speed or excessive slow and poor self-distribution on dialogue sentences and misuse of punctuation and rhetorical formulas, and create enough space for the development of sensory taste and aesthetic student during And to train students to practice some skills and artworks.

Third: The cultural and scientific field : The activities of this field aim at linking theoretical knowledge with scientific practice, highlighting science in its beneficial appearance to the human being, discovering the scientific talents of the students, training them in scientific research, appreciation of others, appreciation of the value of science ,and to raise students 'skills in various fields, to improve students' skills and develop their scientific and practical abilities, and to highlight literary, scientific and artistic talents.

Fourth: Public Activities: The activities of this field aim at providing students with the opportunity to participate in solving some of the school problems through the classroom council and the school council, to understand the meanings of the spirit of the group and to work for others and to prioritize the interest of the group to the private interest and discover and nurture the creative student's creative skills.

Fifth: Sports Activity: The activities of this field aim to provide students with physical culture in proportion to their mental abilities and physical growth, develop the innate and acquired fundamental movements of students, and equip students with the skills and arts of Omani and Gulf folklore, nurturing students with special abilities and developing the spirit of innovation and motivating students' creativity

Sixth: Knowledge Activity : The activities of this field aim to help students to acquire skills they do not acquire from the school curriculum, and to provide them with the skills of chairing meetings, writing reports, minutes, administrative and financial transactions, the opportunity to participate in various educational activities groups and exchange experiences with others.

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Table 1.2: The main dimensions and sub-criteria of the scale develop the management of school principals in activating school activities

rank	Basic dimension	Dimension criteria
1	Social	<ul style="list-style-type: none"> - Discover creative student leaders. -Strengthening the relationship between scouting and society. -Liaising with the concerned authorities to establish camps that serve the local community. -Students participate in recreational trips on holidays. -Encourage students to adhere to the traditions and customs of society. -Developing the skills of teamwork for students within a unified team. -Involving parents in school committees. -Inviting specialists from parents to give lectures in their various fields of specialization.
2	Artistic and theatrical	<ul style="list-style-type: none"> -Provide tools and materials needed for the art education group. -Attention to art education and development of the spirit of creativity and innovation. -The need to link the activities of art education and other activities of educational materials. -Ensure the establishment of a permanent exhibition of art education. -Attention to the preparation of the appropriate studio for the art education group. -Encouraging participation in artistic festivals at the local, Arab and international levels. -Good selection of students theater group according to tendencies and desires.
3	Cultural and scientific	<ul style="list-style-type: none"> -Provide tools and materials needed for the art education group. -Attention to art education and development of the spirit of creativity and innovation. -The need to link the activities of art education and other activities of educational materials. -Ensure the establishment of a permanent exhibition of art education. -Attention to the preparation of the appropriate studio for the art education group. -Encouraging participation in artistic festivals at the local, Arab and international levels. -Good selection of students theater group according to tendencies and desires.
4	Public Activities	<ul style="list-style-type: none"> -Inform teachers of the leaflets and circulars issued by the Ministry of

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		<p>Education, which guide the course of the school activity in order to follow them.</p> <ul style="list-style-type: none"> -Follow up the levels of implementation of school activity plans. -Participation of teachers in the development of a general plan for school activities. -The allocation of part of the school meetings to discussing the achievement of the objectives of the programs of school activity. -.Seeking solutions to problems and difficulties in the work of different groups of activities. -Taking into account the distribution of students on the types of school activity according to their preferences and abilities. -Use appropriate methods to motivate students and encourage them to practice school activities. -Improve the level of general educational achievement for students of school activities teams.
5	Athlete	<ul style="list-style-type: none"> -Ensure the provision of tools and devices necessary for various sports activities. -Participation of his school in competitions and sports competitions with other schools in the region. -Communicating with some concerned parties with sports activities to hold courses for physical education teachers. -Supervising the formation of sports teams within the school. -Issuing periodic leaflets on sports activities on school radio and wall papers. -Adopting training programs for school sports teams as a school plan. -Follow up the results achieved by the sports teams of the school in the competitions, whether in the case of winning or loss. -To request the teachers of physical education to develop a comprehensive annual plan for sports school activities
6	Knowledge	<ul style="list-style-type: none"> Pay particular attention to the school library. -Pay special attention to school broadcasting. -Creating continuous student scientific competitions. -Providing scientific trips for students. -Opening summer centers to raise the level of scientific and cultural interaction. -Providing newspapers and periodicals for the students to see. -Developing students' direct experiences through workshops. -To facilitate the use of laboratory tools for students and cares about their results. -Encouraging students to participate in the annual exhibition of the school.

Step 2: Format the scale paragraphs

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In this step, the researchers wrote the criteria of the scale divided into (6) main dimensions of the scale, taking into account clarity, accuracy, and close association with the basic dimension in the scale. Eight criteria were distributed in (6) main dimensions ;Pentecost expresses the appropriateness of the criterion that ranges from excellent to weak.

Step 3: Make sure the measurement is correct

In order to verify the validity of the scale, it was presented to a group of arbitrators specialized in school activities in the Omani universities and the Ministry of Education. The number of judges was 8 and they were asked to express their opinions and observations on the standards of the scale in terms of the safety of its formulation and its ease of comprehension, its comprehensiveness. Given the objectives of the study, some suggestions were made by specialists, some amendments were made in the drafting of certain criteria, some inappropriate criteria were deleted, and their proportionality was not matched by the subject matter of the study and the dimension in which 90% of the arbitrators were placed. A number of criteria were added, the arbitrators, having settled the scale in its final form, the number of criteria for this model (70) has become a standard.

Step 4: Apply the the measurement

The standard was applied in its final form to (70) activities supervisor and staff in the activities department in the Ministry of Education .They were asked to give self-assessment of the quality of the standard and its relevance to the scale as they were familiar with the school activities.

The updated data were processed using the Statistical Package (SPSS) .Each item was awarded the following grades on the five-point scale. The estimates of the sample members of the study were corrected on the quality of each of the instrument's criteria as follows

The responses of the study sample on the questionnaire articles have been corrected as follows:

The grade (5) was given to the response, which represents "a very high degree of effectiveness." The grade (4) was given to the response, which represents "a high degree of effectiveness." The grade (3) was given to the response, which represents "an average degree" The grade (2) was given to the response, which represents a "low degree "

The grade (1) was given to the response, which represents "a very low degree "The higher the degree of quality of the dimension in the tool and vice versa, and the quality of the criterion in the tool was divided into three levels, based on the estimation of answers. The researcher used the classification ladder by dividing the maximum score (5) into three equal categories within the range ,(5-1) so that all the averages within range (1- 2.49) are in the low degree range (weak or acceptable) and the arithmetic averages within the range (2.50- 3.49) fall within the middle range ,The arithmetic averages that fall within the range (3.50-5) are in the high degree range (good or excellent.)

Statistical treatment

SPSS was used to unload and analyse the questionnaire. The statistical processing was used which is relevant to the main questions as follows: use of averages, standard deviations, the correlation coefficient between the criteria of the scale and its dimensions and the scale on the one hand, and the dimensions between them or between the dimensions and the scale as a whole.

3. RESULTS OF THE STUDY AND DISCUSSION

To answer the question of the study, which states: "What is the psychometric properties of the development tool for the managers of schools in activating school activities in the Sultanate of Oman"? The correlation coefficients between the criteria of the scale and its dimensions on the one hand, and the criteria and the scale on the one hand, and the dimensions and scale on the other, were calculated. The researcher obtained a statistically significant correlation of not less than (0.25) between and after the criterion, or between the standard and the scale, or between the dimensions and the scale as a whole, as a criterion for the validity of the scale. All dimensions were statistically significant. This indicates that the standard has a high level of honesty and contributes to the development of the role of school principals in activating school activities in the Sultanate of Oman. Tables (2-11) illustrate the linkages between standards, dimensions and scale as a whole.

First: the results of the first dimension: social activities, as shown in Table (2)

Table 2: Averages and standard deviation and correlation coefficients (T) between the standards of the model of developing the roles of principals in activating activities for the first dimension and the scale as a whole

Rank number	Scale items	averages	standard deviation	With dimension	With the tool
1	social activities	4.00	.93		.42
2	The school principal is keen to discover creative student leaders.	3.51	1.21	.81	.27
3	The school principal should document the relationship between scouting and society.	3.28	1.03	.70	.40
4	The principal of the school should contact the concerned authorities to set up a community-based camp.	3.74	1.09	.83	.53
5	The school principal participates in the student's leisure trips on holidays.	3.43	.95	.88	.39
6	The school principal supervises the development of school-based programs.	3.66	1.13	.91	.30
7	The principal must encourage students to respect the group and accept the views of others.	3.61	1.07	.84	.37
8	The principal must encourage students to observe the traditions and customs of society.	4.64	0.57	.69	.60
9	The principal of the school shall hold the parent and teacher councils after the monthly examinations.	4.63	0.60	.88	.77
10	The school principal develops the skills of teamwork within a unified team.	4.58	0.63	.90	.65
11	The school principal should involve some parents in school committees.	4.50	0.65	.91	.66
12	To invite the school principal specialists from parents to give lectures in their different fields of specialization	4.48	0.69	.84	.67

The table 2 shows the arithmetic average for the articles of this domain is (3.28-4.64) , the standard deviation is (0.57-1.21). As you can notice, the article (8) "The principal must encourage students to observe the traditions and customs of society." takes the highest arithmetic average as (4.64), standard deviation as (0.57). The second article comes in the second place, the article (9) "The principal of the school shall hold the parent and teacher councils after the monthly examinations.". In this case, the arithmetic average is (4.63) while standard deviation is (0.60), the article (3) "The school principal should document the relationship between scouting and society" takes Lower average arithmetic with arithmetic average as (3.28) standard deviation (1.03) while article (5) "The school principal participates in the student's leisure trips on holidays." comes in the last place with an arithmetic average(3.43) and standard deviation as (0.95).In general, the arithmetic average for this social activities is (4.00). This indicates that the degrees of the estimates of members of the study community are high with regard to the adequacy of criteria after social activities.

Second: the results of the first dimension: social activities, as shown in Table (3)

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Table 3: Averages and standard deviation and correlation coefficients (T) between the standards of the model of developing the roles of principals in activating activities for the Second dimension and the scale as a whole

Rank number	Scale items	averages	standard deviation	With dimension	With the tool
	Artistic and theatrical activities	4.33	.91		.48
1	The school principal should ensure that the necessary tools and materials are available for the art education community.	4.43	0.60	.66	.40
2	The principal of the school should give special attention to artistic education and develop the spirit of creativity and innovation therein	4.41	0.62	.71	.35
3	The school principal should emphasize the link between the activities of art education and other educational activities.	4.25	0.70	.88	.50
4	The principal shall ensure the establishment of a permanent art exhibition.	4.12	0.62	.76	.33
5	The school principal should be interested in preparing the appropriate school for the art education group.	4.02	0.68	.77	.60
6	To emphasize the principal of the school to express the language of art on the most important issues in the contemporary community and Arab and Islamic society.	3.86	0.66	.70	.30
7	To encourage the principal to participate in artistic festivals at the local, national and international levels.	4.68	1.60	.94	.41
8	To direct the school principal to the good selection of students of the theater group according to tendencies and desires.	4.66	1.18	.64	.21
9	The school principal should be aware of the importance of the school theater and emphasize its usefulness through the school radio and other means in the school.	4.56	0.77	.92	0.70
10	To direct the school principal to show folk art in the state through the theater group.	4.56	0.70	0.75	0.60
11	The school principal should participate in the selection of some good texts that deal with students' problems for theater performance through the theater group.	4.40	0.88	0.64	0.66
12	The school principal supervises the training of the theater group and encourages them to perform well.	4.37	1.05	0.75	0.44

The table 3 shows the arithmetic average for the articles of this domain is (3.86-4.68), the standard deviation is (0.66-1.60). As you can notice, the article (7) "To encourage the principal to participate in artistic festivals at the local, national and international levels" takes the highest arithmetic average as (4.68), standard deviation as (1.60). The second article comes in the second place, the article (8) "To direct the school principal to the good selection of students of the theater group according to tendencies and desires". In this case, the arithmetic average is (4.66) while standard deviation is (1.18), the article (6) "To emphasize the principal of the school to express the language of art on the most important issues in the contemporary community and Arab and Islamic society" takes Lower average arithmetic with arithmetic average

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as (3.86) standard deviation (0.66) while article (5) " The school principal should be interested in preparing the appropriate school for the art education group." comes in the last place with an arithmetic average(4.02) and standard deviation as(0.86). In general, the arithmetic average for this social activities is (4.33). This indicates that the degree of the estimates of members of the study community are high with regard to the adequacy of criteria after Artistic and theatrical activities.

Three: the results of the first dimension: social activities, as shown in Table (4)

Table 4: Averages and standard deviation and correlation coefficients (T) between the standards of the model of developing the roles of principals in activating activities for the three dimension and the scale as a whole

Rank number	Scale items	averages	standard deviation	With dimension	With the tool
	Cultural and scientific activities	4.25	.91		.81
1	The school principal supervises school radio programs.	3.89	0.63	.81	.67
2	The school principal should take care of the scientific and practical development of students.	3.40	0.65	.67	.81
3	The principal of the school shall pay attention to the preparation of the scientific models and the various means related to the school curriculum.	4.64	0.69	.81	.85
4	The school principal should take care of the photography community and try to provide the necessary equipment.	4.53	0.65	.85	.83
5	The school principal should give clear attention to the school library and be aware of its activities.	4.49	0.64	.83	.90
6	The school principal should take care of basic scientific innovations such as connecting lamps / electrical circuits and others and working on their development.	4.48	0.65	.90	.74
7	The principal shall give special attention to scientific clubs.	4.46	0.70	.74	.82
8	The school principal organizes field visits to the media, press and cultural centers for students and prepares reports on them	4.45	1.30	.82	.81

The table 4 shows the arithmetic average for the articles of this domain is (4.64-3.40) , the standard deviation is (0.69-0.65). As you can notice, the article (3)" The principal of the school shall pay attention to the preparation of the scientific models and the various means related to the school curriculum " .takes the highest arithmetic average as (4.68), standard deviation as (0.69). The second article comes in the second place, the article (4) "The school principal should take care of the photography community and try to provide the necessary equipment".. In this case, the arithmetic average is (4.53) while standard deviation is (0.65), the article (2)" The school principal should take care of the scientific and practical development of students. Takes Lower average arithmetic with arithmetic average as (3.40) standard deviation (0.65) while article (1) "The school principal supervises school radio programs..." comes in the last place with an arithmetic average (3.89) and standard deviation as(0.63). In general, the arithmetic average for this social activities is (4.25). This indicates that the degree of the estimates of members of the study community are high with regard to the adequacy of criteria after Cultural and scientific activities

four: the results of the first dimension: Public Activities , as shown in Table (5)

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Table 5: Averages and standard deviation and correlation coefficients (T) between the standards of the model of developing the roles of principals in activating activities for the four dimension and the scale as a whole

Rank number	Scale items	averages	standard deviation	With dimension	With the tool
	Public Activities	3.92	.77		.80
1	The school principal shall inform the teachers of the publications and circulars issued by the Ministry of Education, which directs the course of the school activity in order to follow them.	4.69	0.83	.41	.50
2	The school principal should follow the implementation of school activity plans.	4.57	0.60	.68	.59
3	The school principal shall participate in the development of a general plan for school activities.	4.40	0.75	.74	.66
4	The school principal should allocate some school meetings to discuss the objectives of the school activity program.	4.37	0.65	.79	.70
5	The school principal should look for solutions to problems and difficulties in the work of different groups of activities.	4.56	0.53	.70	.61
6	The school principal should take into consideration the distribution of students in the types of school activity according to their preferences and abilities.	4.56	0.85	.71	.73
7	The school principal is interested in preparing and organizing lectures and seminars that interest students.	3.56	0.70	.59	.66
8	The school principal should use appropriate methods to motivate students and encourage them to practice school activities.	3.47	0.63	.83	.57
9	The school principal should strive to overcome difficulties in school activities.	3.51	0.75	.63	.55
10	The school principal should take care of the level of general achievement of the students of the school activities teams.	3.06	0.69	.49	.60
11	The principal must encourage students to participate in environmental projects.	3.01	0.65	.64	.62
12	The school principal shall achieve the principle of equivalence during the exercise of school activities by students.	3.47	0.61	.85	0.67
13	The school principal should provide security and safety requirements during the students' practice of school activities.	3.51	0.60	.73	0.71

The table 5 shows the arithmetic average for the items of this domain is (4.69-3.01) , and the standard deviation is (0.83-0.65). As you can notice, article (1)" The school principal shall inform the teachers of the publications and circulars issued by the Ministry of Education, which directs the course of the school activity in order to follow them " ..takes the

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highest arithmetic average as (4.69), and standard deviation as (0.83). The second article comes in the second place, the article (2) "The school principal should follow the implementation of school activity plans."... In this case, the arithmetic average is (4.57) while standard deviation is (0.60). Article (11) "The principal must encourage students to participate in environmental projects". Takes a lower average arithmetic with arithmetic average as (3.01) standard deviation (0.65) while article (10) "The school principal should take care of the level of general achievement of the students of the school activities teams." comes in the last place with an arithmetic average (3.06) and standard deviation as (0.69). In general, the arithmetic average for this social activities is (3.92). This indicates that the degree of the estimates by the study community are high with regard to the adequacy of criteria after Public Activities.

Five: the results of the first dimension: Public Activities, as shown in Table (6)
Table 6: Averages, standard deviation and correlation coefficients (T) between the standards of the model of developing the roles of principals in activating activities for the four dimension and the scale as a whole

Rank number	Scale items	averages	standard deviation	With dimension	With the tool
	Sports activities	3.70	1.19		.54
1	The principal shall ensure that the necessary tools and equipment are provided for the various sports activities.	4.44	1.20	.71	.53
2	To provide the school director for the teachers of physical education publications, newspapers and modern sports magazines.	3.39	1.42	.80	.45
3	The school principal should participate in sports competitions and competitions with other schools in the region.	4.45	1.30	.82	.56
4	The head of the school should contact some of the relevant sports activities to hold courses for physical education teachers.	3.70	1.34	.92	.57
5	The school principal supervises the formation of sports teams within the school.	3.70	1.20	.87	.58
6	The school principal should issue periodic leaflets on sports activities in school radio and wall papers.	3.66	1.46	.83	.40
7	The school principal should conduct competitive sports meetings for local school teams.	4.67	1.37	.87	.59
8	The school principal may allow the school sports teams to use the school facilities after the end of work.	3.66	1.32	.82	.42
9	The school principal should approve training programs for school sports teams as a school plan.	4.01	0.98	.77	.65
10	The Principal shall follow the results achieved by the sports teams of the school in the competitions, whether in the case of winning or losing.	3.01	0.63	.78	.61
11	The school principal may ask the teachers of physical education to develop a comprehensive annual plan for sports school activities	3.99	.96	.88	.70
12	The principal should encourage students to attend school sports.	2.99	0.77	.69	.71
13	To invite the director of the school Directorate of Education to meet the needs of the school to facilitate the exercise of sports activities.	3.02	1.02	.70	.73

Table 6 shows that the arithmetic average for the articles of this domain is (4.67-3.01) , and the standard deviation is (1.37-0.63). As you can notice, article (7)" The school principal should conduct competitive sports meetings for local school teams " ...takes the highest arithmetic average as (4.67), and standard deviation as (1.37). The second article comes in the second place,and article (3) " The school principal should participate in sports competitions and competitions with other schools in the region".. In this case, the arithmetic average is (4.45) while standard deviation is (1.30), the article (12)" The principal should encourage students to attend school sports". takes a lower average arithmetic with arithmetic average as (2.99) and standard deviation (0.77) while article (10) " The Principal shall follow the results achieved by the sports teams of the school in the competitions, whether in the case of winning or losing.." comes in the last place with an arithmetic average (3.01) and standard deviation as(0.63).In general, the arithmetic average for this social activities is (3.70). This indicates that the degrees of the estimates by the study community are high with regard to the adequacy of criteria after Sports activities.

six: The results of the first dimension: Public Activities , as shown in Table (7)

Table 7: Averages, standard deviation and correlation coefficients (T) between the standards of the model of developing the roles of principals in activating activities for the four dimension and the scale as a whole

Rank number	Scale items	averages	standard deviation	With dimension	With the tool
	Knowledge activities	3.84	0.91		.67
1	The school principal should pay particular attention to the school library.	2.99	1.02	.81	.35
2	The school principal should pay special attention to school radio.	3.36	1.13	.88	.46
3	The director of the school should work to create continuous student scientific competitions.	4.53	1.17	.82	.41
4	The school principal should address health centers to conduct first aid training courses for students	3.33	1.21	.84	.56
5	The principal shall provide scientific trips for the students.	4.09	1.13	.72	.45
6	The school principal should open summer centers to raise the level of scientific and cultural students	3.27	1.17	.73	.88
7	The school principal should provide newspapers and periodicals for the students to see.	3.43	1.01	.77	.46
8	The school principal should develop direct experiences with students through workshops.	4.41	0.99	.81	.46
9	The principal must encourage teachers to train students in scientific thinking skills.	4.25	0.70	.82	.56
10	The school principal urges students to work on wall magazines.	3.12	0.88	.66	.45
11	The school principal should facilitate the use of laboratory tools for students and take care of their results.	4.02	0.79	.83	.79
12	Instruct the school principal towards learning resources such as television, computers.	3.86	0.80	.84	.71
13	The principal should encourage students to participate in the school's annual exhibition.	3.83	0.77	.70	.55

Table 7 shows that the arithmetic average for the articles of this domain is (4.53-2.99), and the standard deviation is (1.17-1.02). As you can notice, article (3)" The director of the school should work to create continuous student scientific competitions " ...takes the highest arithmetic average as (4.53), and standard deviation as (1.17). The second article comes in the second place, the article (8) The school principal should develop direct experiences with students through workshops". In this case, the arithmetic average is (4.41) while standard deviation is (0.99), the article (1)" The school

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principal should pay particular attention to the school library”. Takes a lower average arithmetic with arithmetic average as (2.99) standard deviation (1.02) while article (10) “The school principal urges students to work on wall magazines.” comes in the last place with an arithmetic average (3.12) and standard deviation as(0.88) .In general, the arithmetic average for this social activity is (3.84). This indicates that the degrees of the estimates by the study community are high with regard to the adequacy of criteria after Knowledge activities.

Table 8: Correlation coefficients between the dimensions of the development scale of the director of the school in activating the school activities on the one hand and between dimensions and scale on the other hand

Rank	social activities	Artistic and theatrical activities	Cultural and scientific activities	Public Activities	Sports activities	Knowledge activities	With the tool
social activities	0.37					0.37	
Artistic and theatrical activities	0.43	0.63					
Cultural and scientific activities	0.34	0.44	0.51				
Public Activities	0.19	0.25	0.67	0.29			
Sports activities	-0.01	-0.29	-0.15	0.52	0.22		
Knowledge activities	-0.20	-0.30	0.35	0.55	0.22	0.86	
With the tool	0.43	0.51	0.51	0.29	0.58	0.67	0.83

At the level of significance (alpha = 0.05)(*

It is clear from the previous table (8) that correlation coefficients between the domains of the scale range from 0.43 to 0.89, and the cultural and scientific dimension has the highest correlation (0.86), while the social dimension has the lowest correlation.(0.43

The Scale Stability

The consistency coefficient of the scale was calculated using the Kronbach Alpha equation. The coefficients of stability of the tool (0.90), which confirms the internal consistency of the developed scale, and the stability values of the sub dimensions of the scale were recorded in the range (0.79 - 0.94 (For each of the nine dimension dimensions:

Table 9: The stability coefficient for each dimension of the nine –item scale

Rank	stability coefficient
social activities	0.79
Artistic and theatrical activities	0.83
Cultural and scientific activities	0.92
Public Activities	0.87
Sports activities	0.94
Knowledge activities	0.86
The tool as a whole	0.90

4. CONCLUSION AND RECOMMENDATIONS

A model was developed to develop the role of school principals in activating school activities in the Sultanate of Oman. This study is based on a broad theoretical framework. The criterion was limited to (70) standards that meet the criteria of honesty and cover (6) main dimensions in the tool. In the light of the signs of honesty and consistency, it is possible to say that the proposed model for the development of the role of school principals in activating school activities in the Sultanate of Oman has the characteristics of a school that can be used as a reliable tool to develop the role of school principals in

developing the role of school principals in activating school activities in Oman. This model revealed that there is a lack of models targeting the development of school principals and that can contribute to the development of their role in activating school activities in the Arab countries. The researchers recommend that the educational institutions in the Arab countries implement the model and benefit from it in order to develop the role of school principals in activating school activities in public education institutions.

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