

# The Role Of Academic Leaders In The Faculties Of Physical Education In The Jordanian Universities And Its Relationship With Achieving The Objectives Of Sustainable Development For Universities

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**Abstract :** This study aimed at identifying the role of academic leaders in the faculties of Physical Education in the Jordanian Universities and its relationship with achieving the objectives of universities' sustainable development. The study used the descriptive approach with its survey image. The study sample consisted of (87) faculty members from the faculties of Physical Education, a the questionnaire was used as an instrument to collect data. The study used a number of statistical methods, such as means, standard deviations, percentages, Pearson correlation coefficient, Cronbach alpha coefficient, t-test and Kruskal-Wallis test. The results revealed that the axes of the leadership role of the academic leaders in the faculties of Physical Education in the Jordanian Universities and the axes of sustainable development objectives were with a high degree. The results revealed that there is a positive correlation relationship between the leadership behavior among the academic leaders in the faculties of Physical Education in the Jordanian Universities and achieving the objectives of sustainable development on all the study axes.

**Keywords:** the faculties of Physical Education, leadership behavior, objectives of sustainable development.

## Introduction:

There is no doubt about the importance of the human resources in institutions, where the human element is considered amongst the most important productivity resources owned by any institution . The human element is able to make the best advantage of the available financial resources. The success extent of this element in performing its role depends on the behavior that individuals act when performing this role; the performance quality of the human element is the key for the success of any institution in achieving its objectives. In order to be able to achieve the targeted objectives, the institution's management should pay more attention to addressing the needs of its employees as individuals, groups and organizations. Therefore, many

researchers in the domain of administration investigated some administrative practices that play an important role in the success of institutions, regardless their types or sizes, where these practices and values are represented by knowledge, self-commitment, quality, self-confidence and empowering employees.

Therefore, empowering the faculty members cannot be achieved without academic leaders' realization about the importance and advantages of this empowerment. Often, we need to promote individuals and raise their abilities and skills to solve problems, face the various situations and provide them with the chance for initiation and challenge-acceptance. In the light of that, institutions should promote the administrative skills and develop the

methods that can be used, including the skill of problem solving, decision making, planning, leadership skills, as well as the skills of building a successful team and other technical skills to effectively deal with the challenges of frequently renewable environment (Abu Mandeel, 2014,p.2).

The topic of empowering individuals and increasing their participation in the various domains is considered as one of the most important objectives of sustainable development. Unfortunately, there is a relationship between achieving equality between man and woman and between promoting her participation in the various activities, especially at the level of the process of decision making (Varley, 2017). Based on the agreements assigned by Jordan, it witnessed a qualitative development between the educational process, sustainable development and women's empowerment. Despite the cases in which woman reached leadership positions in organizations, companies and ministries, the reached percentage is still humble when compared to the high development witnessed in the domain of women's education and the preparation of female students that attended universities in the various specialties.

Even though the Jordanian woman occupied some leadership positions in the various domains, there is still some obstacles that stand in her way, where those obstacles reduced her abilities and slowed down her progress. Also, customs and traditions adversely affected some women's rights and resulted in several problems and obstacles that limited her ability to perform her role successfully.

(Al-Masa'dah, 2020) suggested that there is a set of obstacles that face the leadership role of woman in many Arabic communities, including the social, cultural, legal, economic and civilized obstacles that represent external stressors on the woman which, in turn, reduces her ability to work effectively and prevents her from reaching leadership positions. He also suggested that a considerable part of that is attributed to administrative problems, such as bad choice, low training levels and extreme centralization, in addition to the existence of obstacles relating to woman's work and

prevents her from reaching leadership positions.

Feminist leaderships in many institutions practice the important administrative roles, effectively and responsibly, according to their vision in order to provide qualitative services in all the domains and in the different areas of specialties. Woman is different from man in terms of her interest in work, since the applied work needs the efforts of both genders (Chant, 2016).

Even though many studies addressed the topic of leadership, this leadership still represents a distinctive puzzle and an ambiguous topic that attracted the attention of many scholars and researchers, especially in relation to the behaviors adopted by the leader and the patterns that could be prominent in the leader's dealing with others and the way through which he behaves with subordinates (Duflo, 2019).

(Al-Tuwaijri, 2018) suggested that some managers are characterized by their autocratic pattern, while others could be democratic and tolerant with subordinates – these leadership patterns refer to the authority that the manager of the organization uses and the degree of freedom given to subordinates, where if one of them increases the other decreases.

(Al-Masa'dah, 2020) suggested that the pattern of leadership by participation is the most suitable leadership pattern, where the leader gives his subordinates more opportunity to express their opinion and participate in the process of decision making.

(Swailem, 2018) suggested that the female leader is characterized by involvement, empathy innovation, delegation of authorities and communication. Participation is important in the process of decision making, where the scholars of management advise all leaders in the current era to adopt it; participation should also be adopted in the process of reform and leading others towards doing the rights to achieve the objectives.

The participation of the Arabic woman in the management of educational institutions is relatively new, where the experiments revealed that women have the ability to come up with unconventional solutions to problems and contribute to changing the

way of work to cope with the rapid changes that take place in the external environment (Al-Namleh, 2019).

(Al-Masa'dah, 2020) suggested that the Jordanian woman obtained political support and was given the opportunity to hold leadership positions. Indeed, the Jordanian women who hold administrative positions were able to practice the managerial roles successfully, where they participated actively in setting and determining the policies of the work that she is authorized to manage. However, the number of women who held leadership positions in senior management are few as compared to men.

Also, women are able to develop the skills and abilities of their subordinates by delegating them more authority and giving them the freedom to make decisions which, in turn, makes the team more enthusiastic and cohesive. Doing this gives the manager more opportunity to do other tasks and duties and prepares the employees to do more tasks than the current ones (Aminur, 2013).

Researchers agreed that the most important thing that contributes to achieving progress in universities is the optimal investment of human resources represented by giving the opportunity to the qualified educational leaderships to lead the educational institution, since universities represent the summit of the educational pyramid, not because of considering them as the last stage of educational series, but since it has an important task related to developing the real wealth of the community (Al-Mazrou, 2017).

The achievement of the goals of sustainable development requires the participation of both men and women in the processes of development and occupying the leadership positions. Therefore, many communities seek to protect, promote woman's rights, expand her participation in the process of decision making and support family via the efforts that make balance between work responsibilities and family (Marloes, 2017).

The development report of the United Nations suggested that the Hashemite Kingdom of Jordan adopted certain strategies and policies in environmental, educational, economic and social domains,

where these policies are characterized by comprehensiveness, integration, commitment and harmony with the general frame of the developmental goals of the United Nations- the goals of sustainable development. These policies and strategies were converted into applied work programs which aimed at achieving specific developmental objectives in providing learning opportunities for everyone and eliminating all the patterns of discrimination against women, in addition to improving the health of children and mothers, achieving sustainable environmental development and establishing effective companies for development.

Jordan is concerned about the necessity of achieving the objectives of sustainable development, since it is considered as an instrument for determining the alternatives of effective policies, work priorities and national objectives in the light of what has been achieved, as well as the issues and challenges that should be addressed, especially during the effects of health, economic and financial crisis which imposes increased risks. Therefore, we should determine our commitment concerning the serious efforts that should be made to achieve the developmental objectives of the Millennium. Indeed, this can only be achieved by involving all the sectors as well as activating the role of woman in the community in order to be an effective element in achieving the objectives of sustainable development (United Nations, 2018).

Accordingly, we cannot talk about a comprehensive development without considering the effective participation of all the components of the community, represented by men and women. (Afifi, 2016) suggested that we can't talk about an effective participation of woman without promoting their position, acknowledge their role in the process of development and provide objective opportunities and circumstances to enrich their role through empowering them in all the domains.

Many previous studies addressed the topic of sustainable development. (Al-Ruwaithi, 2021) conducted a study which aimed at

developing the teaching practices that support teaching for sustainable development by determining a list of those teaching practices and evaluating the reality of practicing them in teaching from the perspective of natural science teachers for the secondary stage as well as identifying the impact of the variables of years of experience, qualification, academic specialty and gender on the teaching practices that support teaching for sustainable development and introducing mechanisms to develop the practices of the teachers of natural sciences in order to achieve the objectives of teaching for sustainable development. The study sample consisted of (300) male and female teachers in the domain of natural sciences (physics, chemistry, biology, geology) for the secondary stage, who were selected from all the teaching offices in Riyadh. The researcher used descriptive approach, and developed a questionnaire that consisted of (31) teaching practices distributed to (3) axes: recognition, evaluation and work. The results revealed that the teachers of natural sciences practice the teaching practices that support teaching for sustainable development with a medium degree in all the axes, where the mean of recognition axis was (4.08), followed by the axis of evaluation with (3.97), and finally, the axis of work with (3.89). The results revealed that there are statistically significant differences at (0.01) between the responses of the study sample individuals attributed to the variable of (years of experience, educational qualification, academic specialty, and gender). In the light of the results, the researcher introduced mechanisms to develop the practices of the teachers of natural sciences to achieve the objectives of education for sustainable development.

(Al-Rabani, 2021) conducted a study which aimed at identifying the perceptions of the individuals of the Omani community about the role of sport and its challenges in achieving the objectives of sustainable development 2030, and the relationship of that with some variables. The study used the descriptive approach to study the phenomenon as it is in reality, where data were collected by a questionnaire that consisted of (59) items distributed to four

axes: the demographic data, knowledge about sustainable development, perceptions about the role of sports in achieving the (17) objectives of the United Nations relating to sustainable development 2030, and the challenges that hinder the participation of sport in achieving the objectives of sustainable development. The study was applied to a sample that consisted of (308) individuals from the different governorates in the Sultanate of Oman. The results revealed that (81.2%) have knowledge about sustainable development and its objectives, (86%) have positive perceptions about the role of sports in achieving the objectives of sustainable development and believe in the role of various sports activities in achieving all the objectives of sustainable development. The results revealed that there are differences attributed to the variable of gender in favor of males. The results revealed that the study sample individuals think that there are many challenges that hinder the involvement of sport in achieving the objectives of sustainable development 2030, and the lack of differences due to the variable of gender.

(Matshar, 2019) suggested a study which aimed at highlighting the status of women in the reality and policies of economic development in Iraq. The study is based on a main hypothesis that stresses the strong connection between promoting the role of woman and the objectives of the sectors of sustainable development, and describes the human resources, participants in development and those benefiting from it. Due to this interaction, we cannot address any developmental objective without considering the role of woman in that objective. Therefore, the status of woman becomes as one of the most important conditions to achieve development. Economic empowerment of woman is considered as one of the most elements that should be available in order to achieve the sustainable economic development. The previous studies revealed that if equality was achieved between man and woman in the participation in labor market, economic growth will increase. Even though attending labor work is the most important opportunity for women to obtain the economic empowerment, they face

challenges related to the prevalence of unemployment more frequently between females as compared to males; the low education levels among women resulted in low opportunities to attend labor market. Iraq is among (9) Arabic countries that achieved a negative development rate which means an obvious decline in the rates of growth in the productivity of employers – this usually results from several factors, including the inflation of the public administrative system and not taking into account the technological development in several basic economic activities. Indeed, this reduces the productivity of employers and hinders the implementation of appropriate policies for the diversification of political activity.

(Al-Tuwaijri, 2018) conducted a study which aimed at identifying the challenges that face the feminist academic leaderships in the Japanese and Saudi universities based on a comparative study to identify the differences in challenges that face the feminist academic leaderships in the Japanese and Saudi universities, determine the most important differences between leaderships in the Saudi and Japanese universities in these challenges as well as the differences according to a number of variables and attempt to come up with suggestions that may contribute to overcoming those challenges. The study used the analytical descriptive approach as well as the comparative approach, and the questionnaire was used as the study instrument, in addition to observation and interviews. The study population consisted of the feminist academic leaderships in Saudi Arabia and Japan. The study sample consisted of (71) Saudi and Japanese feminist academic leaderships. The results revealed that there are statistically significant differences in the challenges between the Saudi and Japanese leaderships in the attitudes of the Saudi leaderships.

(Geryk, 2018) conducted a study which aimed at achieving the objectives of sustainable developments as well as the roles of universities and higher education institutions in that. The study confirmed that one of the roles of these institutions is related to building the human capital and

developing abilities, where this is considered as the basis of sustainable development to face the challenges of the current era. The study introduced a survey research that was applied to (70) higher education institutions in the world in order to determine their commitment level and achieve the objectives of sustainable development 2030. The results revealed that the role of universities is still unlimited and that they should be committed to integrating the objectives inside their policies and strategies. The study recommended the necessity of urging universities to build a new road map to strengthen the ties between them and the community in order to satisfy the needs in accordance with the agenda of the United Nations 2030.

(Weborn and Jorgepensen Lim, 2018) conducted a study which aimed at introducing a framework to determine the priorities of enhancing the effective implementation for the objectives of sustainable development, especially when the last objective deals with integration across the rest of objectives, and the level of integration is lower than required at the international level. The researchers used the triangulation approach based on critical analysis, conceptual modeling and the analysis of the basic words that intersect across objectives. The researchers induced seven attitudes through which we can design the framework. They concluded that the success of the objectives of sustainable development requires the evaluation of the extent of its contribution to human development with the enhancement of the protection of the planet for the current and future generations. They also suggested that supporting innovation and developing abilities through teaching is considered as a basic determinant for progress that leads to the achievement of objectives.

(Pospisilova and Dlouha, 2017) conducted a study which addressed the last discussions about education for sustainable development and the teaching based on efficiency and connecting them the political processes that implement the objectives of sustainable development in the republic of Czechia, especially the purpose number (704) related to the knowledge and necessary skills to promote

sustainable development to link the agenda 2030 at the national level. A team of experts cited a proposition for the vision of education that was discussed in focal groups represented by various social sectors of the civil community, the proposition was discussed in a research conference. After agreeing about the discussions, a survey study was conducted via the internet to measure the extent of agreement about that. They concluded with a new educational vision that is based on four domains, these are: self-confidence, positive view towards environment, involvement and openness, from which the educational objectives will be derived and curricula will be developed to achieve the targeted objectives. This research is a joint one that refer to the science of sustainability which aims to have a social effect, in addition to the scientific effect.

(Abu Hamdan, 2014) conducted a study which aimed at identifying the way of activating the role of women in sustainable development in order to make advantage of both men and women in developing the community. The study addressed two basic domains; the first one focuses on the difficulties that hinder the activation of the participation of women in the social, economic, political, intellectual and educational activities of the community as well as other activities that contribute to promoting the level of the community, such as social and cultural difficulties as well as scientific preparation and vocational qualification. The study used the analytical descriptive approach by introducing an accurate description for the different elements that constitute the phenomenon under study. The results revealed that activating the participation of the Syrian Arabic woman in performing total development represents a highly complicated social phenomenon.

Based on the review of the previous studies, we can see that the current study differed from the previous studies, in terms of the place of conducting it, as it was conducted in Jordan. This study is different in terms of its content, which aimed at identifying the leadership role of academics in the faculties of Physical Education in the Jordanian Universities and its relationship with the sustainable development of the community.

### **The study problem:**

Since the global classification of universities takes into consideration the element of leadership as one of the criteria of academic accreditation, and the role of the academic woman in the university with regard to holding leadership positions, some universities delegated the leadership of some faculties deanships and academic departments to feminist leaderships, including the faculty of Physical Education and its departments. This case required that leaderships should use a set of skills to achieve success, in addition to using different techniques to acquire professional credibility and adopt implied knowledge. These factors promote more women towards feeling that they are more ready to the roles of leadership and have the ability to maintain each empathy and power in their leadership life (Al-Obaidin, 2014).

This finding was confirmed by (Al-Namleh, 2019) which suggested that the Arabic community should support woman and give her the opportunity to achieve success and turn her to be an successful leader; woman has a leadership characteristic within her nature, when the woman doesn't have the opportunity to work in the labor market, she has that opportunity at home, where she manages her house work. Indeed, this ability becomes more apparent when mixed with experience and academic education, where she becomes a leader to organizations that aim to achieve certain objectives by leading a group of people who should do the duties delegated to them to the leader. The leader should organize and guide subordinates regularly and correctly by dealing with them with equity and make the decisions that serve the interest of the organization.

Here, we should emphasize that the woman exists in the core of the developmental process, where she performs the major role in the process of reproducing the labor force, considering her role as the mother of future generations. The mother is the housewife, who is responsible for nutrition, health, social affairs, in addition to her role in managing the family's financial affairs which, in turn, supports her participation in the process of development (Shabana, 2014).

Based on the researcher's experience and study in the Jordanian Universities, and despite the leadership positions obtained by the female faculty members in the Jordanian Universities, the behavioral domain of those women didn't attract the attention of researchers to analyze that leadership role and its relationship with participation in achieving the objectives of sustainable development.

In the light of the current changes and future challenges, there has been a need to conduct a deep investigation for the role of academic leaderships, in general and the feminist leaderships in particular in order to identify the role of women in transforming the faculties of Physical Educations from conventional faculties into global ones that deal well with the future and its challenges and contribute to making a qualitative move in them by adopting clear visions that are characterized by quality and provide a university environment that encourages the implementation of the objectives of sustainable development.

Accordingly, the study problem is represented by detecting the leadership role among the academic leaders in the faculties of Physical Education in the Jordanian Universities and its relationship with achieving the objectives of sustainable development in Universities from the perspective of the faculty members in the faculties of Physical Education in the Jordanian Universities.

### **The study questions:**

This study aimed answering the following questions:

- 1- What is the leadership role of academic leaders in the faculties of Physical Education in the Jordanian Universities from the perspective of faculty members?
- 2- What is the role of academic leaders in achieving the objectives of sustainable development in universities from the perspective of the faculty members in the faculties of Physical Education?
- 3- Is there a correlation relationship between the leadership role of academic leaders in the faculties of Physical Education and achieving the objectives of

sustainable development of universities from the perspective of faculty members?

### **The study objectives:**

This study aimed at identifying:

- 1- The leadership role of academic leaders in the faculties of Physical Education in the Jordanian Universities from the perspective of faculty members.
- 2- The role of academic leaders in achieving the objectives of sustainable development in universities from the perspective of the faculty members .
- 3- The type of the relationship between the leadership role of academic leaders in the faculties of Physical Education in the Jordanian Universities and achieving the objectives of sustainable development of universities.

### **The study importance:**

- The importance of this study lies in the importance of its topic related to identifying the relationship role of academic leaders in the faculties of Physical Education in the Jordanian Universities from the perspective of the faculty members.
- As far as the researcher knows, this is the first study of its type that addressed the relationship between the leadership role of academic leaders in the faculties of Physical Education in the Jordanian Universities and the achievement of the objectives of sustainable development in universities.
- This study is expected to be a reference for researchers in the domain of educational administration in general and sports management in particular as well as for those interested in administrative affairs.
- The study could be beneficial for decision makers in the faculties of Physical Education with regard to identifying the relationship role played by academics – female faculty members – in the faculties of Physical Education in the Jordanian Universities.
- This study contributes to enhancing and improving the policies of leadership and administrative empowerment of academic leaders in the faculties of Physical Education in the

Jordanian Universities by introducing the developmental suggestions for achieving the objectives of sustainable development.

- This study sheds light on an important aspect that contributes to the success of the institution in general, which is achieving the objectives of sustainable development in universities, where this domain depends on the leadership role and reinforcing work atmosphere in the work environment by promoting more independence and eliminating the various administrative and bureaucratic barriers.

- The other humanitarian, scientific and educational faculties could make advantage from the study instrument by applying it to identify the leadership role of academic leaderships in those faculties.

- The researcher hopes that the current study would contribute to enriching the Arabic library in general and the studies of educational leaderships, management and educational planning in particular concerning the theories of leadership and the achievement of the objectives of sustainable development in Universities.

### **The study terms:**

The leadership role: it refers to the ability to stimulate and enhance the interest of a group of people and releasing their capabilities towards achieving the targeted objectives effectively and enthusiastically. It can also be defined as the ability that distinguishes the leader from others by guiding others in a way that enables him to acquire their obedience, respect and loyalty, increase their capabilities and create cooperation between them in order to achieve a certain objective (Swaillem, 2018).

The researcher defined it procedurally as the role performed by the academic leaderships in the faculties of Physical Education in order to participate in sustainable development in the community. It is also defined as the efforts done by the leader to help the group towards achieving the targeted objectives, where he mobilizes the group members promotes interaction between them and maintains a cohesion between them. Leadership refers to a guided effective and influential interaction

between the members of the group, not just a position or authority.

Academic leaderships: (Al-Omari, 1996: p. 223) defined them as the individuals who are authorized to do administrative works in University along with their work as academics, where they have a set of experiences, skills, abilities and methods that qualify them to perform the administrative tasks in an optimal way to achieve the vision and objectives of the university.

The researcher defined it procedurally as the individuals who are delegated to do the administrative works in the university, where they are originally academics just like other faculty members; however, they were delegated with administrative work represented by the deanship of faculties and the position of department head.

The objectives of sustainable development 2030: they are called the global objectives relating to the future of global development adopted by the United Nations. These objectives extend from 2016 until 2030; they include (17) objectives and (169) purposes to overcome poverty and inequity, improve education, achieve economical growth, provide clean water and good energy and infrastructure, establish sustainable cities, protect environment and biological diversity, and combat climate change in atmospheres that are characterized by peace and equity (UNICEF, 2015).

### **The study limits:**

The objective limits: they represent the leadership role of female academics from the faculty members in the faculties of Physical Education in the Jordanian Universities and its relationship with the objectives of sustainable development.

The human limits: the male and female faculty members working in the faculties of Physical Education in the Jordanian Universities.

The spatial limits: the Jordanian Universities (Mu'tah university, Yarmouk university, the university of Jordan, the Hashemite university, Aal Al-Bait).

The temporal limits: The first semester of the academic year (2021-2022).



### The study methodology and procedures:

**The study methodology:** In order to achieve the study objectives, the researcher used the descriptive approach with its survey image.

**The study population:** the study population consisted of the faculty

members working in (Mu'tah university, Yarmouk university, the university of Jordan, the Hashemite university, Aal Al-Bait) with a total of (175) faculty members.

**The study sample:** the study sample was selected using the simple random way. Table (1) shows the characteristics of the study sample individuals according to its variables.

**Table (1) The distribution of the sample individuals according to the study variables**

Variable	Category	Frequency	Percentage
Gender	Male	64	73.6
	Female	23	26.4
Academic rank	Lecturer	21	24.1
	Assistant professor	33	37.9
	Associate professor	15	17.2
	Professor	18	20.7
Total		87	100.0

### The study instrument:

The research developed the study instrument that consisted of two axes. The first axis included the leadership role and consisted of (39) items distributed to (3) domains, whereas the second axis consisted of (31) items distributed to (4) domains.

### Face validity:

In order to verify the validity of the study instrument, the researcher introduced it with its primary image to a number of arbitrators from the specialized faculty members. In order to verify the content validity of the study instrument, the

researcher adopted the notices introduced by the arbitrators, where the final image of the study instrument consisted of (69) items distributed to two axes. The first axis included the leadership role and consisted of (39) items distributed to (3) domains, whereas the second axis consisted of (30) items distributed to (4) domains.

### The study reliability:

In order to verify the reliability of the study instrument, the researcher used (Test – Retest) method and used Cronbach alpha formula. The results are illustrated in table (2).

**Table (2) Cronbach alpha coefficient for the reliability of the axes of study instrument and its domains (n= 25)**

Axes	Domains	Cronbach alpha
Leadership role	Personal behavior	0.94
	Administrative behavior	0.90
	Ethical and human behavior	0.94
	Total	0.94
Sustainable development	Environmental	0.91
	Economic	0.95

Axes	Domains	Cronbach alpha
	Social	0.91
	Educational	0.90
	Total	0.96

Table (2) revealed that the values of reliability coefficient using Cronbach alpha ranged between (0.90 - 0.95) and the reliability coefficient was (0.96); these values are suitable for conducting this study.

### The statistical analysis:

In order to achieve the study objectives and analyze the collected data, the researcher used the Statistical Package for Social Sciences (SPSS), where the appropriate statistical methods were used and the following statistical standard was adopted:

Description	Range
Very high	4.21 – 5.00
High	3.41 – 4.20
Medium	2.61 – 3.40
Low	1.81 – 2.60
Very low	1.00 – 1.80

### The study results and discussion:

**First, displaying and discussing the results of the first question:** What is the leadership role of academic leaders in the faculties of Physical Education in the

Jordanian Universities from the perspective of faculty members?

In order to answer the questions, means and standard deviations were calculated for the estimations of the study sample individuals on the axes of the study instrument. Table (3) shows the results.

**Table (3) The means and standard deviations for the degree of leadership role of the academic leaders in the faculties of Physical Education in the Jordanian Universities ordered in a descending order based on means (n=87)**

Rank	Axis number	Axis	Mean	SD	Estimate degree
1	3	Ethical and human behavior	3.85	.97	High
2	1	Personal behavior	3.81	.98	High
3	2	Administrative behavior	3.79	.92	High
		Leadership role as a whole	3.82	.92	High

Table (3) revealed that the leadership role of academic leaders in the faculties of Physical Education in the Jordanian Universities from the perspective of the faculty members was high, where the mean for all the axes was (3.82). The previous table revealed that the leadership role for the academic leaders in the faculties of Physical Education in the Jordanian Universities from the perspective of the

faculty members in all the axes was high, where the results were as follows: the third axis "ethical human behavior" was in the first place with a mean of (3.85) and a high degree, followed by the first axis "personal behavior" in the second place with a mean of (3.81) and a high degree, while the second axis "administrative behavior" was in the third place with a mean of (3.79) and a high degree.

The results of the axis of personal behavior were high. The researcher suggested that obtaining high estimates by the academic leaders of the faculties of Physical Education in this axis reveals that these leaders have high characteristics in the personal domains. Based on these behaviors, we can notice that the academic leader performs his promises, which means that he is honest. This was confirmed by the results of axis, where the academic leader doesn't tell lies when dealing with those attending the faculty. Indeed, this refers to the high administrative maturity and that the academic leader is open-minded in dealing with the administrators and employees working in the faculty and accepts constructive criticism.

Also, the results of this axis revealed that the academic leader has the ability to control his emotions in case any problems took place at work, indicating that the administrative practice promotes the concept of good example based in dealing with others, where the leader has the skills of overlooking the unintended dereliction of affiliating to the faculty.

This finding agreed with (Al-Shammari, 2018) which revealed that leadership is a relationship between the individual and his subordinates, where his willingness and feelings affect other substances. This means that there is a direct relationship between the personal characteristics of the leader and the subordinates who accept guidance to achieve the targeted objectives. The results of the administrative behavior axis were high. The results revealed that the academic leader attributes success to his/her family which means that he/she protects the rights of those affiliating to the faculty and supports the faculty members in investing the available opportunities to promote professional development according to the needs of the faculty members. We also noticed that the academic leaders have the ability to manage the problems that face students in the faculty. This indicates that the academic leader considers the ethical dimension in dealing with the students, and that any mistaken decisions can be dealt with more

easily, which means that the academic leader performs his tasks clearly and purses the issues related to respecting system by distributing tasks fairly between faculty members; furthermore, he does more efforts to be impartial in applying systems equally among them, and evaluates their professional performance in an objective way.

This finding agrees with (Al-Ardan, 2020), who revealed that the importance of leadership is manifested in provoking the intention well to perform the targeted change tasks, and that leadership is considered as the foundation stone in the life of communities and organizations and the cause of their success. Leaders are those who plan, set objectives and policies, make the right and constructive decisions, issue regulations and instructions and affect the behavior and attitudes of individuals.

Based on the results of this axis, we noticed that the ethical human behavior of academic leaders was with a high degree, in terms of promoting the feelings of responsibility among the faculty members, keeping the personal secrets of faculty's attendants which, in turn, promotes the positive relationship and enhances trust among the faculty members and students, and respects the opinions of students regardless their cultural levels. The results also suggested that academic leaders are concerned with participating in the social events of the faculty attendants, where they support cooperative work and solve any conflicts that may take place between the employees in the faculty.

**Second, displaying and discussing the results of the second question:** What is the role of academic leaders in achieving the objectives of sustainable development in universities from the perspective of the faculty members in the faculties of Physical Education?

In order to answer the questions, means and standard deviations were calculated for the estimations of the study sample individuals on the axes of the study instrument. Table (4) shows the results.

**Table (3) The means and standard deviations for the role of the academic leaders in achieving the objectives of the sustainable developments in Universities ordered in a descending order based on means (n=87)**

Rank	Axis number	Axis	Mean	SD	Estimate degree
1	2	Economic	3.95	.90	High
2	3	Social	3.91	.84	High
3	4	Educational	3.90	.84	High
4	1	Environmental	3.89	.92	High
		Total	3.91	.85	High

Table (4) revealed that the role of academic leaders in achieving the objectives of the sustainable development in Universities from the perspective of the faculty members was high, where the mean for all the axes was (3.91). The previous table revealed that the degree of application in all the axes was high, where the results were as follows: the second axis "economic axis" was in the first place with a mean of (3.95) and a high degree, followed by the third axis "social axis" in the second place with a mean of (3.91) and a high degree. The fourth axis "educational axis" was in the third place with a mean of (3.90) and a high degree, while the first axis "environmental axis" was in the fourth place with a mean of (3.89) and a high degree. It is noticed that the environmental axis was with a high degree. The researcher suggested that obtaining a high degree by this axis is attributed to the fact that the issues related to environment and climate have attracted a considerable attention at the global level, where agreements were signed between countries and each state with all its institutions was committed to this issue.

Hence, we noticed that the Universities and faculties with all their specialties are concerned about citing the methodology of its work in accordance with the environmental dimension. Therefore, the results of this axis were high, since the academic leader is concerned about making the right decisions to maintain resources in accordance with the issues related to

climate. The results confirmed the necessity of including the academic curricula with topics about the importance of constructing natural areas that are not harmful to nature – where they are characterized by security and safety and students can practice their various activities in them. Therefore, the researcher suggested that many university faculties started to include their curricula with objectives relating to introducing students about the optimal and sustainable usage of resources and educating them about the practices that are harmful to health and environment in order to avoid the harmful negative effects resulting from bad usage. Based on the study results, we can notice that the academic leader encourages the attendants of the faculty to introduce the practical propositions to face the risks surrounding the environment while confirming the importance of using the modern techniques to protect the environment.

The study results revealed that the economic axis directly affected the educational process in universities. Therefore, we can find that the objectives of physical education are related to manifesting the role of epistemology and the way of investing in the domain of sports based establishing sports cities that are based on economy and tourism.

In the light of unemployment that adversely affect the graduates of physical education, the faculty shoulders the responsibility of providing the students with the skills of

economic development by encouraging students to establish the projects related to the sports domain and its importance in achieving development.

Therefore, based on the results of this study, we may conclude that the academic leader attempts to guide those affiliating to the faculty towards scientific research in order to promote the national income and demonstrate the role of the faculties of Physical Education in the economic investment that is based on sports. However, this finding disagreed with (Geryk, 2018) who suggested that the role of Universities is still undetermined and they should be committed to integrating objectives inside their strategies and policies.

The results of the social axis revealed that the academic leader practices more efforts to empower those with disabilities in the sports domain, where there are certain curricula for for with disabilities- students are taught the way of dealing with those with disabilities and empowering them socially. Based on the results of this axis, we can also see that the academic leader enhances the values of voluntary work among those affiliating to the faculty as well as the impact of this work on the community in general and on the individuals in particular.

The study sample individuals reported that the academic leader does more efforts in order to instill the values of transparency and accountability relating to dealing with the community issues and activates the role of the faculty in social communication to discuss the community issues relevant to sports activities. The results revealed that the academic leader asserts the positive and active participation of the faculty affiliated members with the local community as well as the necessity of building the actual partnership with the community institutions and providing the effective developmental services.

The results of the educational axis revealed that the academic leader contributes to promoting the professional development for the faculty members and administrators and enhances their abilities to do their job tasks in a distinctive way. The researcher suggested that the targeted development

can only be achieved by providing a motivating research environment that promotes the research capacity in the domain of special education and that would increase knowledge production and dissemination and brings about benefits for the University students who will become qualified Physical Education teachers in the future.

As we can see, there is a noticeable interest in developing the academic programs in higher education in order to cope with the most recent developments in sports domain. Indeed, this urges the leader to pay more attention to the comprehensive infrastructure, the developed techniques and the empowerment of students to use technology in teaching Physical Education. The researcher suggested the necessity of paying more attention to the elements that are based on the academic accreditation and the application of total quality standards to promote the effectiveness of performance. The findings of this study disagreed with (Al-Ruwaithi, 2021) which revealed that teachers adopt the teaching that support teaching for sustainable development with a medium degree.

This finding agreed with (Al-Rabani, 2021) which revealed that (81.2%) have knowledge about sustainable development and objectives. The results also revealed that (86%) have positive perceptions about the role of sports in achieving the objectives of sustainable development in general, and (84%) think that the various sports activities play an important role in achieving all the objectives of sustainable development.

### **Third, displaying and discussing the results of the third question:**

Is there a correlation relationship between the leadership role of academic leaders in the faculties of Physical Education and achieving the objectives of sustainable development of universities from the perspective of faculty members?

In order to answer the question, Pearson correlation coefficient was used to find the degree of the relationship between the leadership role of academics in the faculties of Physical Education and achieving the

objectives of sustainable development in Universities. Table (5) shows the results.

**Table (5) Pearson correlation coefficient between the leadership role of academics in the faculties of Physical Education and achieving the objectives of sustainable development (n=87)**

	Leadership role	Environmental	Economic	Social	Educational	The objectives of sustainable development
Leadership role		.92(**)	.90(**)	.96(**)	.95(**)	.96(**)
Environmental	.92(**)		.91(**)	.89(**)	.96(**)	.97(**)
Economic	.90(**)	.91(**)		.92(**)	.96(**)	.97(**)
Social	.96(**)	.89(**)	.92(**)		.96(**)	.97(**)
Educational	.95(**)	.96(**)	.96(**)	.96(**)		.99(**)

Table (5) revealed that there is a correlation relationship between the leadership role of academics in the faculties of Physical Education and achieving the objectives of sustainable development in Universities. The researcher suggested that the concept of sustainability in education gained a global attention in order to build generations that have the ability to deal with sustainable development. Undoubtedly, the basic element in the interest in sustainable development was involved in all the domains, where education requires a strategy that helps it to achieve sustainable development. In this vein, many countries set their strategies to integrate sustainability in their educational systems to improve education. Perhaps, the role of education and its institutions in the processes of economic growth and development is determined by several methods, including the ability of education to have a major role in transforming communities into more sustainable ones. The basic pillars of education have several objectives, that include empowering the faculty members and students to achieve their individual capabilities and contribute in the social, environmental and economic transformation. Therefore, all the educational programs should be based on that transformation, since there is a relationship between education and the types of descriptive teaching related to

sustainable development. The strong relationship between the education of sustainable development and environmental education is obvious in the history of teaching sustainable development. Teachers who focus on environmental issues have also advocated the education of sustainable development. It is worth noting that universities generally reflect the thought of sustainability in their academic programs, where the practices relating to that should reflect equality. In order to come up with a sustainability approach for the faculties of Physical Education, we should establish projects that contribute to sustainability in the community and set priorities for the implementation of those projects according to the available resources.

The researcher suggested that the process of teaching performs a basic role in changing communities into more sustainable ones environmentally. Education contributes to developing the skills, instruments and concepts that could use sustainable development and overcome the environmental challenges. Indeed, education has the potential of improving the way of living by developing the necessary skills for the transformation of economies. Education can also affect the individual and group environmental behavior.

### Recommendations:

- Designing programs to develop the dimensions of sustainable development in the light of the needs of the students of the faculties of Physical Education as well as the reality and requirements of the current era.
- Making advantage of the supporting authorities to achieve the objectives of sustainable developments in the emotional, educational and cultural domains.
- Urging the faculty members to include the dimensions of sustainable development in the curricula they are teaching.
- Setting a matrix between the objectives of sustainable development and the objectives of the faculties of Physical Education.

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