

The Role of Physical Education in Promoting Social Values and Emotional Intelligence Among Secondary School Students in Jordan: Teachers' Perspectives

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Abstract

The research aimed to identify the role of physical education in promoting social values and emotional intelligence among secondary school students in Jordan from the teachers' perspective. Quantitative data were collected using a survey method. The questionnaire was distributed electronically via Google Forms in Arabic after translation. The research employed purposive sampling to target secondary school physical education teachers in Jordan which consisted of 300 physical education teachers. To analyze the quantitative collected data, the Statistical Package for the Social Sciences (SPSS) program, Version 29, was utilized. Teachers' ratings of the role of physical education in promoting social values and emotional intelligence among secondary school students were very high, particularly regarding cooperation, interaction, communication, emotional management and coping with stress. The results reflect the importance of physical education in developing emotional intelligence, including coping with stress and managing emotions, and suggest that physical education's contribution may be less significant in deeper cognitive aspects, such as emotional problem-solving and positive thinking, which may require appropriate planned and training interventions in this area. Therefore, the study recommends that policymakers reconsider how physical education classes are utilized and their duration to contribute to preparing students who are active and capable of positive communication and cooperation in various situations.

Keywords: Emotional Intelligence, Jordan, Physical Education, Secondary School Students, Social Values, Teachers.

Introduction

Values are considered the element that maintains the stability and cohesion of societies, and they require a participatory and cooperative force that contributes to instilling them in students (1-3). Within this specific area, social education contributes to shaping a student's approach to interacting with others within their social environment, equipping them with sound values that enable them to adapt and adjust positively and effectively to the social environment (4). A student's weak ability to adapt and accept others negatively impact their stability and balance, thus affecting their decision-making abilities and their capacity to handle various situations and events (5). Developing social values is fundamentally linked to the level of an individual's interaction with others and their surroundings within society (6). However, an individual's incorrect acquisition of these values negatively affects their future social concepts, contributing to distortions in acquired social and moral values (7). Furthermore, an

individual's success in social and professional life necessitates the possession of emotional skills alongside social ones. An individual's ability to use their emotional skills efficiently and intelligently enhances their capacity to understand their own feelings and manage the feelings of others (8). The theory of multiple intelligences emerged because of cognitive research and studies conducted in the field of growth and learning, clarifying how an individual's mental potential is formed (9). According to the theory of multiple intelligences, the teacher's role requires developing students' intelligence and training them using educational materials and activities that enhance their ability to achieve educational goals (10-13). However, schools may face difficulties and challenges in the process of socialization and instilling positive social values (14, 15). These difficulties necessarily arise from the conflict between the values prevalent in the school and those prevalent in society. Previous studies have emphasized the

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inadequacy of the educational role of the school in establishing and developing social values among students (16-18). There is a scarcity of activities and practices that can help students understand the importance of social values and enhance their ability to keep pace with contemporary issues and surrounding societal problems (19). This underscores the urgent need to activate practices that can modify current conditions and support students' ability to acquire and develop their social values (20). The ability to effect change in the value system necessitates a clear role for the teacher in fostering students' awareness of the need for value change and renewal wherever it is required (21). In this regard, physical education is considered a prominent educational subject that can positively influence the upbringing of a righteous generation committed to good values and virtuous qualities (22). The physical education teacher bears a great responsibility in promoting human and social values among students considering the value crises that societies suffer from, given the close link between values and physical education (23, 24). In addition; athletics courses, such as running and jumping, aim to teach students various physical and social skills, including strategic and tactical understanding, and to enhance their endurance, thereby fostering leadership, cooperation, and self-confidence (25).

Previous studies have found several conclusions regarding the current research area. A study conducted in primary schools concluded that teachers represent fundamental element in developing social values among students (21). Another study found that teachers play a significant role in promoting social values, particularly in fostering a spirit of cooperation and forgiveness (4). A study conducted on middle school students also found that the role of the physical education teacher in promoting human values was moderate, with the teacher's influence being most pronounced in national values, followed by moral values, then social values, and finally aesthetic values (24). For adolescents, in particular, sports allow them to develop their social relationships and affect their academic performance (20). Based on the above, the following hypothesis is developed:

H1: Teachers perceive that physical education plays a statistically significant role in promoting

social values among secondary school students in Jordan

Within the context of physical education, emotional intelligence emerges as a means that enables students to express and manage their emotions through the application of sports and recreational activities (26). Previous studies have indicated a positive relationship between students' participation in physical education activities and their level of emotional intelligence. Sports activities that incorporate emotional learning strategies contribute to improving students' ability to regulate their personal skills and manage their emotions (27). In addition; sports and physical activities contribute to creating an environment that enables students to apply teamwork, collaboration, and problem-solving practices (28). Physical education interventions related to yoga enhance students' emotional stability and reduce their feelings of stress and anxiety (29). Based on the above, the following hypothesis is developed:

H2: Teachers perceive that physical education plays a statistically significant role in promoting emotional intelligence among secondary school students in Jordan.

Through a review of previous studies, the researcher noted the absence of a study specifically targeting the role of physical education teachers in developing social values and emotional intelligence among secondary school students in Jordan. Most previous studies studied one of the two variables without the other (4, 10, 11, 21, 24, 26), or were applied within educational stages other than the secondary stage (21, 24, 25), or targeted teachers of subjects other than physical education (4, 30). This confirms the existence of a research gap in the previous theoretical literature that requires more research in a way that contributes to filling the research gap and enhancing the theoretical literature with a modern study and modern results in this aspect that can be used in future studies related to the research field. Thus, this research aims to examine the role of physical education in promoting social values and emotional intelligence among secondary school students in Jordan from teachers' perspectives.

Methodology

Research Design

This research employs a quantitative approach, which relies on research procedures involving data

collection, classification, and processing to reach the study's findings. The quantitative research design is suitable for studying analyzable variables and testing related hypotheses. This approach enables the researcher to collect numerical data from a large sample, allowing for broader generalization of the results.

Research Population and Sample

The study was conducted across secondary schools in different regions of Jordan, with the approximate geographical coordinates of the study area centered at 31.24° N, 36.51° E. The study population consisted of physical education teachers working in secondary schools in Jordan.

The sample was selected using purposive sampling based on criteria aligned with the research objectives. Participants were required to be currently teaching physical education at the secondary school level in Jordan, whether in public or private schools. Teachers working at other educational levels or those who did not provide complete questionnaire responses were excluded. No minimum teaching experience, employment status (full-time or part-time), or specific professional credential was established as an eligibility criterion for participation. The final sample comprised 300 secondary school physical education teachers. Table 1 illustrates the demographic characteristics of the sample.

Table 1: Demographic Characteristics of the Participants

Demographic	Frequency	Percentage (%)
Gender		
Male	174	58
Female	126	42
Experience Period		
1-Less than 5 year	73	24.3
5-10 years	51	17
More than 10 years	176	58.7
Level of Education		
Diploma	37	12.3
Bachelor's degree	191	63.7
Master's degree	37	12.6
Doctorate	35	11.7

The demographic analysis of Table 1 shows that the majority of participants were male (58%), while females comprising (42%) of the sample. Most respondents had more than ten years of professional experience (58.7%), while smaller proportions reported between five and ten years (17%) and less than five years (24.3%). In terms of education, the largest group held a bachelor's degree (63.7%), followed by master's degree and diploma holders (12.3%), followed by doctorate holders (11.7%).

Instruments

Quantitative data were collected using a survey method. The survey method is suitable for collecting primary data from a representative sample of the entire population. This sample includes the most knowledgeable and experienced teachers in the field, capable of providing accurate and reliable information in the research area.

After reviewing several previous studies (3, 9, 15-17, 20, 22, 26), a questionnaire was designed. The questionnaire design considered several elements,

including the scope of focus, research questions, participant type, and the relevance of statements to the questionnaire's main themes (31). The questionnaire consisted of four main axes. The first axis included demographic information (gender, years of experience, and educational qualifications). The second axis examined the role of physical education in promoting social values among students and included eight items. In the present research, social values are conceptualized as the interpersonal dispositions developed through participation in physical education activities, particularly cooperation, communication, interaction, respect, and positive engagement with peers. The third axis, also consisting of eight items, examined the role of physical education in promoting emotional intelligence among students. In this research, emotional intelligence is conceptualized as students' ability to recognize, regulate, and appropriately respond to emotions in themselves and others, with particular emphasis on emotional management, coping with stress, emotional

problem-solving, and positive thinking. The final axis presented suggestions for enhancing the role of physical education in promoting social values and emotional intelligence among secondary school students and included eight items.

In this research, social values are conceptualized as the interpersonal values that students develop and practice through participation in physical education activities, particularly cooperation, interaction, and communication with peers. Emotional intelligence is conceptualized as students' ability to recognize, manage, and respond appropriately to emotions in themselves and others, with particular emphasis on emotional management, coping with stress, emotional problem-solving, and positive thinking. Accordingly, these dimensions were operationalized through the questionnaire items used to assess teachers' perceptions of the role of physical education in developing these competencies among secondary school students.

Closed-ended questions were used in the questionnaire design. Closed-ended questionnaires offer several advantages, including ease of

administration, ease of data collection, low cost, and ease of analysis (32).

Questionnaire Validity

The research instrument was reviewed by a panel of experts with knowledge and experience in physical education from Jordanian universities to assess its clarity and relevance to the study's themes. Based on the experts' feedback, modifications were made, including rewording, deleting, and adding new statements. With the approval of over 80% of the expert panel, the instrument was adopted in its final form.

Moreover, internal consistency validity using correlation coefficients were calculated between each axis of the questionnaire and the correlation coefficient between each item of the questionnaire. Using Pearson's correlation coefficient, the results showed that all correlation coefficients were statistically significant at the significance level of [0.01], which indicates internal consistency between all the questionnaire statements. Table 2 shows the correlation coefficients.

Table 2: Pearson's Correlation Coefficients Between the Study Dimensions and the Tool as a Whole

Variables	The role of physical education in promoting social values	The role of physical education in promoting emotional intelligence	Suggestions to enhance the role of physical education in promoting social values and emotional intelligence	Overall instrument
The role of physical education in promoting social values	1	0.849**	0.577**	0.912**
The role of physical education in promoting emotional intelligence		1	0.673**	0.947**
Suggestions to enhance the role of physical education in promoting social values and emotional intelligence			1	0.822**
Overall instrument				1

Note: ** Correlation is significant at the 0.01 level (2-tailed)

The results of Table 2 indicate that the study dimensions are positively interrelated, with some showing stronger associations than others. Overall, the findings suggest that the instrument is coherent and internally consistent, as the different aspects complement one another and contribute collectively to the overall construct.

Questionnaire Reliability

The research assessed the reliability of the variables, a critical aspect in social science research to ensure the consistency and dependability of measurement instruments. The primary objective of this analysis was to determine the extent to which the items used to measure each variable reliably capture the intended constructs.

Among the various methods available, Cronbach's Alpha is the most widely adopted statistical measure for evaluating the internal consistency of

a scale. This coefficient ranges from 0 to 1, with higher values indicating greater reliability. Table 3 shows the results.

Table 3: Reliability Results

Name of the Variables	Items Numbers	Reliability	Status
The role of physical education in promoting social values	8	0.931	Reliable
The role of physical education in promoting emotional intelligence among students	8	0.939	Reliable
Suggestions to enhance the role of physical education in promoting social values and emotional intelligence among secondary schools' students	8	0.905	Reliable
Overall instrument	24	0.957	Reliable

The reliability analysis revealed strong internal consistency across all dimensions of the questionnaire, with the overall scale ($\alpha = 0.957$). where the subscale measuring the role of physical education in promoting emotional intelligence among students achieved the highest level of reliability ($\alpha = 0.939$), followed by the role of physical education in promoting social values among students in secondary schools in Jordan ($\alpha = 0.931$). The subscales related to suggestions to enhance the role of physical education in promoting social values and emotional intelligence among secondary schools' students also indicated high reliability ($\alpha = 0.905$), exceeding the generally accepted threshold of 0.70.

Research Procedures

The questionnaire was distributed electronically via Google Forms in Arabic after translation. The target audience was secondary school physical education teachers, including both public and private schools. The electronic distribution was not restricted to a particular governorate, city, or geographical area, allowing eligible teachers from different school contexts to participate. However,

geographical location (e.g., urban versus rural) was not used as a separate sampling criterion or variable in the study. Electronic surveys are characterized by their ease, speed, and accuracy in data collection, as they provide participants with ample time to respond (33). They also contribute to motivating participants and facilitate easy access to participants from different regions (34). This research employed a five-point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) to measure the opinions of the research sample. Responses were weighted to determine participants perspectives toward the research questions. The weights were categorized as follows: strongly disagree (weight 1), disagree (weight 2), neutral (weight 3), agree (weight 4), and strongly agree (weight 5). The arithmetic mean was calculated based on the number of categories on the scale as follows: First, the range was calculated, which equals $5 - 1 = 4$. Second, the class width was calculated by dividing the range by the number of categories: $4/5 = 0.80$. Therefore, the first class of arithmetic mean values is from 1 to $1 + 0.80$. Table 4 shows the values.

Table 4: Arithmetic Mean Values According to the Five-Point Likert Scale

Arithmetic Mean Values	Response Criterion
1-1.80	Strongly Disagree
1.81-2.60	Non-Disagree
2.61-3.40	Neutral
3.41-4.20	Agree
4.21-5	Strongly Agree

Data Analysis

To analyze the quantitative collected data, the Statistical Package for the Social Sciences (SPSS) program, Version 29, was utilized. The collected data were reviewed, coded, and analyzed using appropriate statistical procedures. Pearson's

correlation coefficients were calculated to examine the relationships between each study dimension and the questionnaire as a whole. Arithmetic means and standard deviations were calculated to describe teachers' responses regarding the role of physical education in promoting social values and

emotional intelligence among secondary school students and to identify the response levels across the study dimensions. One-sample t-tests were also conducted to determine whether the observed mean responses regarding the role of physical education in promoting social values and emotional intelligence differed significantly from the hypothetical mean of the measurement scale. The results were synthesized across the study dimensions to provide an overall description of teachers' perceptions of the role of physical education in promoting social values and emotional intelligence.

Table 5: Arithmetic Means and Standard Deviations of the Study Sample Regarding the Role of Physical Education in Promoting Social Values Among Students in Secondary Schools

Statement	Mean	SD	Degree
Physical education contributes to fostering a spirit of cooperation and teamwork among students.	4.70	0.562	V. High
Physical education helps students respect others and accept individual differences.	4.58	0.641	V. High
Physical education develops effective communication skills among students.	4.59	0.603	V. High
Physical education promotes adherence to ethical and behavioral values within the classroom.	4.49	0.715	V. High
Physical education helps students resolve social conflicts constructively.	4.26	0.837	V. High
Sports activities foster a spirit of participation and responsibility towards peers and the school community.	4.45	0.660	V. High
Physical education contributes to instilling values of justice and equality among students.	4.36	0.757	V. High
Physical education encourages students to respect the rights of others and public property	4.33	0.763	V. High
The role of physical education in promoting social values among students in secondary schools Average	4.47	0.548	V. High

Note: SD = Standard Deviation, V. High = Very High

The results in Table 5 indicate that the arithmetic means and standard deviations were all within the 'very high' level, reflecting broad agreement among the sample regarding the role of physical education in promoting social values among secondary school students in Jordan. Overall, the results confirm that the overall mean [4.47] and overall standard deviation [0.548] are consistent with teachers' evaluations, and that physical education is a fundamental pillar in instilling social values.

The statement 'Physical education contributes to developing a spirit of cooperation and teamwork among students' had the highest arithmetic mean [4.70] and the lowest standard deviation [0.562]. The results also emphasized the importance of physical education in enhancing their communication skills, and accepting differences

Results

Teachers' Perspectives of The Role of Physical Education in Promoting Social Values Among Students in Secondary Schools in Jordan

To find the role of physical education in promoting social values among students in secondary schools in Jordan, the arithmetic means and standard deviations of the study sample were calculated, Table 5 shows the results.

among students and individual differences. However, the statement 'helping students resolve social conflicts constructively' received the lowest mean [4.26] and the highest standard deviation [0.837], indicating a relative variability in teachers' evaluations of this value compared to the others.

Teachers' Perspectives of The Role of Physical Education in Promoting Emotional Intelligence Among Students

To find the role of physical education in promoting emotional intelligence among students, the arithmetic means and standard deviations of the study sample members' estimates were calculated. Table 6 shows the results.

Table 6: Arithmetic Means and Standard Deviations of the Study Sample Regarding the Role of Physical Education in Promoting Emotional Intelligence Among Students

Statement	Mean	SD	Degree
Physical education helps students recognize and manage their emotions during activities.	4.40	0.669	V. High
Physical education fosters students' empathy for their peers.	4.35	0.680	V. High
Offer training programs for teachers on developing students' emotional intelligence and social skills.	4.37	0.776	V. High
Physical education contributes to developing emotional control skills during athletic competitions.	4.34	0.766	V. High
Physical education develops students' ability to cope with psychological and social pressures during class.	4.50	0.667	V. High
Physical education promotes positive thinking and emotional problem-solving skills.	4.33	0.760	V. High
Physical education contributes to developing students' self-awareness.	4.41	0.691	V. High
Physical education helps students develop self-regulation and emotional discipline.	4.31	0.733	V. High
The role of physical education in in promoting emotional intelligence among student Average	4.37	0.577	V. High

Note: SD = Standard Deviation, V. High = Very High

The results in Table 6 show that teachers' average ratings of the role of physical education in promoting students' emotional intelligence were all 'very high', ranging between [4.31] and [4.50], with relatively low standard deviations [0.669–0.776]. Overall, teachers recognize the vital role of physical education in developing emotional intelligence.

The statement 'Physical education develops students' ability to cope with psychological and social pressures during class' received the highest average mean [4.50], confirming the importance of interactive activities in developing emotional intelligence. This was followed by the statements 'Physical education contributes to developing students' self-awareness' (mean=4.41), 'Physical education helps students recognize and manage their emotions during activities' (mean=4.40), and, 'Offer training programs for teachers on

developing students' emotional intelligence and social skills' (mean=4.37), all of which received high scores, highlighting the need for systematic planning and teacher training support. The statement 'Physical education promotes positive thinking and emotional problem-solving skills' received the lowest average mean (mean=4.31).

Suggestions To Enhance the Role of Physical Education in Promoting Social Values and Emotional Intelligence Among Secondary Schools' Students

To find the ssuggestions to enhance the role of physical education in promoting social values and emotional intelligence among secondary schools' students, the arithmetic means and standard deviations of the study sample members' estimates were calculated. Table 7 shows the results.

Table 7: Arithmetic Means and Standard Deviations of the Study sample Regarding Enhancing the Role of Physical Education in Promoting Social Values and Emotional Intelligence

Statement	Mean	SD	Degree
Increase the time allocated to physical education classes to support social and emotional development.	4.23	0.865	V. High
Provide modern tools and equipment to support group and interactive activities.	4.59	0.602	V. High
Offer training programs for teachers on developing students' emotional intelligence and social skills.	4.53	0.625	V. High
Integrate physical education activities with initiatives that promote social values and citizenship.	4.53	0.614	High
Encourage schools to organize sports competitions and events that foster cooperation and mutual respect.	4.55	0.644	High

Raise awareness among parents about the importance of physical education in developing students' psychological and social well-being.	4.58	0.581	V. High
Design educational lesson plans that link physical activity with the development of social skills and emotional intelligence.	4.53	0.603	V. High
Provide psychological and social support to students during classes to promote discipline and emotional awareness	4.53	0.636	V. High
Enhancing the role of physical education in promoting social values and emotional intelligence average	4.50	0.478	V. High

Note: SD = Standard Deviation, V. High = Very High

The results in Table 7 indicate that teachers' average ratings of suggestions to enhance the role of physical education in promoting social values and emotional intelligence were "very high," with an overall average of 4.50 and a standard deviation of 0.478. The statement 'providing modern tools and equipment to support group and interactive activities' received the highest average rating (mean=4.59), emphasizing the importance of the physical environment in supporting educational activities. Other statements such as 'raising parents' awareness of the importance of physical education' (mean=4.58), 'encouraging schools to organize competitions and sports activities' (mean=4.55), and 'providing training programs for teachers' (mean=4.53) also received very high

ratings, highlighting the importance of the partnership between the school and the family and the teacher's role in developing social and emotional skills. In contrast, the proposal to 'increase the time allocated to physical education classes' received the lowest average rating (mean=4.23) with the highest standard deviation [0.865].

Hypotheses Test

First Hypothesis

To test the validity of the first hypothesis, which stated that 'Teachers perceive that physical education plays a statistically significant role in promoting social values among secondary school students in Jordan'; a one-sample t-test was conducted. Table 8 shows the results.

Table 8: One Sample t Test Result for the Role of Physical Education in Promoting Social Values

Statement	Mean	SD	t-value	sig
Physical education contributes to fostering a spirit of cooperation and teamwork among students.	4.70	0.562	144.832	0.000
Physical education helps students respect others and accept individual differences.	4.58	0.641	123.815	0.000
Physical education develops effective communication skills among students.	4.59	0.603	131.730	0.000
Physical education promotes adherence to ethical and behavioral values within the classroom.	4.49	0.715	108.802	0.000
Physical education helps students resolve social conflicts constructively.	4.26	0.837	88.135	0.000
Sports activities foster a spirit of participation and responsibility towards peers and the school community.	4.45	0.660	116.824	0.000
Physical education contributes to instilling values of justice and equality among students.	4.36	0.757	99.819	0.000
Physical education encourages students to respect the rights of others and public property	4.33	0.763	98.241	0.000
The role of physical education in promoting social values	4.47	0.548	141.271	0.000

Note: SD = Standard Deviation, sig = Significance

The results of the one-sample t-test, presented in Table 8, strongly support the first hypothesis. All items recorded very high means, ranging from (4.70 to 4.33), with corresponding t-values that were statistically significant at the 0.000 level. The overall mean ($m = 4.47$, standard deviation = 0.548, $t = 141.271$, $P < 0.001$) confirms that

teachers unanimously agree on the positive role of physical education in promoting social values among secondary school students in Jordan. These results provide strong statistical evidence that physical education is not only beneficial but also significantly contributes to promoting social values

among students. Therefore, the first hypothesis is accepted.

Second Hypothesis

To test the validity of the second hypothesis, which stated that 'Teachers perceive that physical

education plays a statistically significant role in promoting emotional intelligence among secondary school students in Jordan', a one-sample t-test was conducted. Table 9 shows the results.

Table 9: One Sample t Test Result for the Role of Physical Education in Promoting Emotional Intelligence

Statement	Mean	SD	t-value	sig
Increase the time allocated to physical education classes to support social and emotional development.	4.40	0.669	113.841	0.000
Provide modern tools and equipment to support group and interactive activities.	4.35	0.680	110.803	0.000
Offer training programs for teachers on developing students' emotional intelligence and social skills.	4.37	0.776	95.577	0.000
Integrate physical education activities with initiatives that promote social values and citizenship.	4.34	0.766	98.168	0.000
Encourage schools to organize sports competitions and events that foster cooperation and mutual respect.	4.50	0.667	116.865	0.000
Raise awareness among parents about the importance of physical education in developing students' psychological and social well-being.	4.33	0.760	98.768	0.000
Design educational lesson plans that link physical activity with the development of social skills and emotional intelligence.	4.41	0.691	110.632	0.000
Provide psychological and social support to students during classes to promote discipline and emotional awareness	4.31	0.733	101.955	0.000
The role of physical education in in promoting emotional intelligence among student Average	4.37	0.577	131.374	0.000

Note: SD = Standard Deviation, sig = Significance.

The results of the one-sample t-test, presented in Table 9, strongly support the second hypothesis, where all items recorded very high means, ranging from (4.50 to 4.31), with corresponding t-values that were statistically significant at the 0.000 level. The overall mean ($m = 4.37$, standard deviation = 0.577, $t = 131374$, $P < 0.001$) confirms that teachers unanimously agree on the positive role of physical education in promoting emotional intelligence among secondary school students in Jordan. These results provide strong statistical evidence that physical education is not only beneficial but also significantly contributes to promoting emotional intelligence among students. Therefore, the second hypothesis is accepted.

Discussion

The results indicated a high degree of agreement among teachers about the direct role of physical education in fostering social values among students. These values include cooperation, teamwork, respect for differences among students, enhanced communication, and increased adherence to ethical values. This can be explained by the fact that physical education classes rely on

group activities, thus depending on student interaction, coordination, and participation in tasks to achieve the desired goal. Physical education is considered one of the educational classes that promotes students' commitment to positive values and virtuous morals (22). This finding confirms that sports activities develop students' social and psychological skills in a way that supports their positive interaction and integration within the community (20). Various athletic activities develop numerous social skills in students, including cooperation and leadership (25). The high ratings for cooperation, interaction, and communication suggest that physical education may provide a structured social context in which students repeatedly engage in shared tasks, peer interaction, and collaborative problem-solving. From this perspective, the contribution of physical education extends beyond physical development to include opportunities for practicing interpersonal behaviors in authentic social situations. In contrast, this result differs from the result of a study, which concluded that the role of the physical education teacher is considered moderate regarding the promotion of social values

in middle school (24). This difference can be explained by the different study population, as the current study targeted the secondary level, which may result in variations in assessments. The difference may also be attributed to variations in the educational environment, the research instrument, the measurement criteria, or the physical activities employed, all of which can influence the results and directly reflect evaluative perspectives. Therefore, this difference is not a contradiction but rather a reflection of differing research perspectives and influencing factors, thus highlighting the importance of interpreting the results within the context of each study.

The results also showed that, despite the overall high role of physical education in promoting social values, its role in helping students resolve social conflicts had the lowest mean score. This result can be explained by the fact that conflict resolution is a complex skill requiring systematic focus within physical education classes, compared to other values. This suggests that physical education has a stronger impact on values practiced collectively, while its impact is less pronounced on values requiring deliberate pedagogical guidance from teachers, including conflict resolution.

The results also proved that teachers agree on the positive role of physical education in promoting social values among secondary school students in Jordan. Student activities cultivate social values and strengthen positive relationships among students and between students and teachers (21). This finding aligns with the importance of the teacher's role in instilling a spirit of cooperation and tolerance among students (4).

Furthermore, the results confirmed that teachers support the significant role of physical education in developing emotional intelligence, reflecting a strong belief that physical education classes provide a suitable environment and an important means of developing students' emotional skills. According to the findings, physical education enhances students' ability to cope with psychological and social pressures, as physical activities can place students in challenging and competitive situations that help them develop their adaptive skills and regulate their emotions. Furthermore, physical education is not limited to developing physical attributes; it also contributes to developing self-awareness and emotional management, thus enhancing students' ability to

understand themselves. The results also clarified teachers' awareness of the importance of professional development and systematic planning to integrate emotional intelligence skills into educational lessons in a structured and practical manner. This finding supports the importance of physical education in enhancing individuals' ability to understand their own emotions and the emotions of others, as well as their ability to manage these emotions effectively (26). Physical education contributes to increasing self-awareness in individuals, thereby empowering them to manage their emotions (10). Recreational and sports activities enable students to manage their emotions, highlighting the importance of physical education classes and the teacher's role within the educational framework (27).

Conversely, the statement which indicated that physical education promotes positive thinking and emotional problem-solving skills received the lowest average rating (although it remained within the high range). This result may indicate that the positive thinking and emotional problem-solving skills are considered more complex than others and requires specialized educational strategies and interventions to support these aspects, such as guidance or reflection sessions. Such sessions may not be practiced sufficiently and appropriately within physical education classes compared to other skills related to sports activities.

The results confirm that teachers unanimously agree on the positive role of physical education in promoting emotional intelligence among secondary school students in Jordan. This finding supports previous studies indicating the importance of physical exercise in enhancing students' emotional stability and reducing feelings of anxiety and stress (28, 29). Student participation in sports activities enhances their emotional development and emotional intelligence (26, 27).

Furthermore, the results indicated that enhancing the role of physical education in promoting social values and emotional intelligence average requires providing a modern educational environment, intensifying interactive activities, activating the role of the family and teachers, in addition to reconsidering the time of school classes in a way that achieves a balance between academic requirements and educational and social goals. Physical education teachers also perceive a need to

strengthen aspects related to direct social and emotional support for students. This is evidenced by the lower average score (although still within the overall high range) of the statement regarding increasing the time allocated to physical education classes to provide social and emotional support to students. This can be explained by the fact that social and emotional support is considered a more specialized and complex area, and not all teachers may possess the necessary skills and abilities to practice it effectively. These counseling and social skills may be linked to higher competencies that exceed the traditional training of physical education teachers. This result may also reflect some practical constraints affecting the educational environment, such as limited class time, large class sizes, and a lack of adequate institutional support.

Conclusion

The role of physical education in promoting social values and emotional intelligence among secondary school students is highlighted from the teachers' perspective. Teachers' ratings were very high, particularly regarding cooperation, interaction, communication, emotional management, and coping with stress. These results reflect the significant potential of physical education classes in developing students' personalities holistically, extending the role of the physical education teacher beyond physical aspects to encompass emotional and social dimensions.

The results reflect the importance of physical education in developing emotional intelligence, including coping with stress and managing emotions, and suggest that physical education's contribution may be less significant in deeper cognitive aspects, such as emotional problem-solving and positive thinking, which may require appropriate planned and training interventions in this area. Therefore, the study recommends that policymakers reconsider how physical education classes are utilized and their duration to contribute to preparing students who are active and capable of positive communication and cooperation in various situations.

This study contributes to enriching the modern literature in the field of physical education and deepening the understanding of its relationship to social values and emotional intelligence among secondary school students in Jordan from an

applied perspective. This study reflects the experiences of physical education teachers and reveals additional roles for them in social and ethical aspects that go beyond the traditional, conventional role. Furthermore, this study enhances physical education teachers' awareness of the importance of their role in the educational field and motivates them to develop sports practices and educational activities. The current study also contributes to providing decision-makers and policymakers within educational institutions and the Ministry of Education in Jordan with suggestions that can contribute to enhancing the role of physical education in promoting social values and emotional intelligence among secondary school students.

The findings of this research underscore the importance of strengthening the role of physical education in developing social values and emotional intelligence among students. This highlights the need for educational policymakers to give physical education sufficient attention within educational plans. The research also emphasizes the need to develop specialized training programs for physical education teachers that systematically and precisely integrate social, interpersonal, and emotional skills into sports activities. Furthermore, this research stressed on the importance of increasing the time allocated to physical education classes and activating sports competitions that promote cooperation and positive interaction among students, enabling them to manage their emotions intelligently. All of this will contribute to strengthening the role of the school in general, and the physical education teacher in particular, in building a well-rounded and balanced student personality.

This research includes a number of limitations that must be considered when interpreting the results. research study was limited to secondary school physical education teachers, which may restrict the generalizability of the findings to other educational levels. The research also relied on a questionnaire as a data collection method, reflecting teachers' subjective viewpoints, which may be influenced by personal biases or a desire to provide positive responses. Furthermore; administering the questionnaire electronically may limit the participation of some interested groups who lack access to the study. Additional qualitative tools, such as observation or interviews, can be used in

other studies to provide greater depth to the analysis.

Future research could extend the present findings in several directions. First, studies could employ broader and more systematically stratified samples covering different governorates and urban and rural school contexts in Jordan to provide a more comprehensive understanding of the role of physical education across different educational settings. Second, future studies could examine students' perspectives directly, in addition to teachers' perceptions, to provide a more comprehensive assessment of the development of social values and emotional intelligence through physical education. Third, qualitative and mixed-methods studies could be conducted to explore how specific physical education activities, teaching practices, and classroom interactions contribute to the development of these competencies. Fourth, longitudinal and experimental studies could investigate whether structured physical education interventions produce measurable changes in students' social values and emotional intelligence over time. Finally, future research could pay particular attention to emotional problem-solving and positive thinking, which showed comparatively less prominent results in the present study, and examine whether targeted training programs and structured physical education activities can strengthen these dimensions.

Abbreviations

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Author Contributions

Abdel Rahman Hasan Nour Alshamaileh: Conceptualization, Conducted the Study, Data Collection, Analysis, Data Interpretation, Writing – Original Draft, Review.

Conflict of Interest

The author declares no conflict during the study.

Data Availability

The data that support the findings of this study are available from the corresponding author upon reasonable request, subject to ethical and confidentiality considerations

Declaration of Artificial Intelligence (AI) Assistance

The author also declares that no generative AI or AI-assisted technologies were used in the writing, preparation, analysis, or development of this manuscript. The authors take full responsibility for the content's originality, interpretation and accuracy.

Ethics Approval

No ethical approval was required. The research adhered to the relevant ethical standards for research involving human participants, and informed consent was obtained from all participants prior to data collection.

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