

The Relationship between Administrative Transparency and Achievement Motivation among Physical Education Teachers in the Sultanate of Oman

العلاقة بين الشفافية الإدارية ودافعية الإنجاز لدى معلمي التربية البدنية في سلطنة عمان

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Abstract: This study aimed to examine the level of administrative transparency and its relationship with achievement motivation among physical education teachers in the Sultanate of Oman. The study employed a descriptive correlational survey design, and data were collected using a structured questionnaire administered to a simple random sample of 90 physical education teachers.

The findings revealed that the level of administrative transparency was moderate across its various dimensions, indicating that transparency practices were implemented to some extent within school administrative processes but had not yet reached a fully integrated institutional level. The results also showed that the level of achievement motivation among physical education teachers was relatively high, although some dimensions, particularly appreciation, promotion, and professional development, were rated at a moderate level.

Furthermore, the findings revealed a statistically significant positive relationship between administrative transparency and achievement motivation ($R = 0.646$, $p < 0.01$). The regression results indicated that administrative transparency was associated with explaining 41.7% of the variance in achievement motivation, suggesting that higher levels of perceived administrative transparency were associated with higher levels of achievement motivation among physical education teachers.

The study concluded that administrative transparency represents an important organizational factor associated with teachers' motivational outcomes. However, achievement motivation may also be influenced by additional organizational and individual factors beyond the scope of the current study. Based on the findings, the study recommended strengthening transparency practices within schools through improving administrative communication systems, increasing teachers' participation in

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decision-making processes, and enhancing opportunities for appreciation and professional development, which may support achievement motivation.

Keywords: Administrative transparency, achievement motivation, physical education teachers, Oman, educational governance.

المستخلص: هدفت هذه الدراسة إلى التعرف على مستوى الشفافية الإدارية وعلاقتها بدافعية الإنجاز لدى معلمي التربية البدنية في سلطنة عُمان. واعتمدت الدراسة المنهج الوصفي الارتباطي المسحي، حيث جُمعت البيانات باستخدام استبانة منظمة طُبقت على عينة عشوائية بسيطة مكونة من (90) معلمًا للتربية البدنية.

أظهرت النتائج أن مستوى الشفافية الإدارية جاء بدرجة متوسطة عبر أبعادها المختلفة، مما يشير إلى أن ممارسات الشفافية كانت تُطبق إلى حدٍ ما داخل العمليات الإدارية المدرسية، إلا أنها لم تصل بعد إلى مستوى التكامل المؤسسي الكامل. كما أظهرت النتائج أن مستوى دافعية الإنجاز لدى معلمي التربية البدنية جاء مرتفعًا نسبيًا، رغم أن بعض الأبعاد، وخاصة التقدير والترقية والتطوير المهني، جاءت بدرجة متوسطة.

كما كشفت النتائج عن وجود علاقة إيجابية ذات دلالة إحصائية بين الشفافية الإدارية ودافعية الإنجاز ($R = 0.646$ ، $p < 0.01$)، حيث أوضحت نتائج الانحدار أن الشفافية الإدارية ارتبطت بتفسير ما نسبته (41.7%) من التباين في دافعية الإنجاز، مما يشير إلى أن ارتفاع مستويات الشفافية الإدارية المدركة يرتبط بارتفاع مستويات دافعية الإنجاز لدى معلمي التربية البدنية.

وخلصت الدراسة إلى أن الشفافية الإدارية تمثل عاملاً تنظيميًا مهمًا يرتبط بالمرجات الدافعية للمعلمين، إلا أن دافعية الإنجاز قد تتأثر أيضًا بعوامل تنظيمية وفردية إضافية لم تتناولها الدراسة الحالية. وفي ضوء النتائج، أوصت الدراسة بضرورة تعزيز ممارسات الشفافية داخل المدارس من خلال تحسين أنظمة الاتصال الإداري، وزيادة مشاركة المعلمين في عمليات اتخاذ القرار، وتعزيز فرص التقدير والتطوير المهني بما قد يدعم دافعية الإنجاز.

الكلمات المفتاحية: الشفافية الإدارية، دافعية الإنجاز، معلمو التربية البدنية، سلطنة عُمان، الحوكمة التعليمية.

1 INTRODUCTION

Over the past several years, school sports environments have experienced substantial administrative and organizational changes driven by rapid technological advancement, globalization, and the increasing awareness of teachers regarding their professional rights and responsibilities. These transformations have imposed greater demands on school administrations, requiring a shift from traditional administrative approaches toward more modern governance practices capable of responding to evolving educational and organizational needs. Beyond its physical and health benefits, participation in sports environments contributes to strengthening social interaction, cultural understanding, community engagement, and a sense of belonging (Sowaid & Al-Salawi, 2026). These broader social and cultural functions highlight the importance of establishing educational and sports environments characterized by effective governance and supportive organizational practices. In this regard, administrative transparency has emerged as an important component of effective governance within educational and sports institutions, as it contributes to strengthening organizational integrity, improving communication processes, enhancing trust, and supporting a more positive administrative environment. Such practices may also be associated with teachers' achievement motivation, which represents an important factor

related to professional performance and the effectiveness of educational institutions in achieving their objectives.

Contemporary educational institutions increasingly operate within complex organizational environments characterized by rapid technological developments, growing accountability requirements, and rising expectations from multiple stakeholders. These conditions have intensified the need for governance approaches that enhance institutional effectiveness, administrative responsiveness, and organizational sustainability. In educational settings, administrative transparency is regarded as one of the fundamental principles of effective governance because it contributes to improving clarity in school administrative procedures and strengthening organizational trust within educational institutions (Meriç & Öz, 2025). Administrative transparency is also closely linked to accountability and ethical administration, as these governance principles collectively contribute to improving the quality of administrative practices and institutional performance (Stenling et al., 2022). In addition, transparency supports information credibility and more effective decision-making processes within organizations (Lyrio et al., 2018). Consequently, administrative transparency has attracted increasing scholarly attention because of its role in supporting more effective and sustainable management practices within educational institutions.

Administrative transparency is generally defined as a governance principle that emphasizes clarity, openness, and accessibility in administrative procedures, regulations, and decision-making processes within institutions, thereby supporting accountability, integrity, and organizational trust (Sowaid & Bait Salem, 2024). In educational environments, administrative transparency refers to the extent to which administrative practices, policies, and decisions are communicated clearly and openly to employees and beneficiaries within the institution (Al-Thubaity, 2016). Accordingly, transparency may contribute to creating a more organized administrative environment characterized by clarity, participation, and mutual trust.

In contrast, achievement motivation is viewed from a psychological perspective as an internal driving force that encourages individuals to exert effort, persist in performing tasks, and strive toward accomplishing goals and achieving success (Al-Jubouri & Ali, 2023). It is therefore associated with individuals' willingness to perform effectively, overcome challenges, and maintain commitment toward achieving personal and professional goals. In educational settings, achievement motivation among physical education teachers represents an important factor associated with the effectiveness of the educational process, as motivation may influence teachers' professional performance, job engagement, and interaction within the educational environment.

Administrative transparency may also represent an organizational factor associated with teachers' motivational outcomes, particularly through enhancing perceptions of fairness, procedural clarity, and organizational trust. Such practices may contribute to creating a more supportive professional environment that encourages teachers' participation, professional commitment, and positive engagement within educational institutions. In this regard, Al-Tahir and Hussein (2023) confirmed the existence of a positive relationship between administrative transparency and achievement motivation, indicating that clarity of administrative procedures, fairness in organizational practices, and transparency

in decision-making processes may be associated with higher levels of motivation toward achievement and professional performance.

In Oman, the concepts of transparency, participation, accountability, and fairness occupy an important position within national educational and strategic policies, including the policies of the Ministry of Education, the Oman Authority for Academic Accreditation and Quality Assurance of Education, and Oman Vision 2040. These strategic directions emphasize the importance of strengthening transparency practices as a means of improving institutional effectiveness, enhancing administrative performance, and supporting human capital development within educational institutions. Teachers also represent a central component in achieving educational goals and implementing institutional reforms, as their professional motivation and engagement may influence the effectiveness of educational practices and the achievement of broader educational and developmental objectives. Accordingly, achievement motivation among teachers may represent an important organizational and professional factor within educational institutions.

Previous Omani studies have reported variations in the level of administrative transparency and its relationship with achievement motivation. Alkiyumi and Almaqbali (2021) found low levels of both administrative transparency and achievement motivation among educators in schools in Sohar, in addition to a relatively weak positive relationship between the two variables. Their findings emphasized the importance of developing specialized training programs for school administrators to improve transparency practices within educational institutions. Similarly, Sowaid and Bait Salem (2024) emphasized the importance of further examining administrative transparency within sports-related educational environments because of the distinctive professional and administrative characteristics associated with this field.

Despite the contribution of previous studies to understanding administrative transparency and motivational outcomes within the Omani educational context, limited attention has been directed toward examining the relationship between administrative transparency and achievement motivation specifically among physical education teachers. This issue is particularly important because physical education teachers work within professional environments characterized by distinctive instructional, organizational, and supervisory responsibilities compared with other educational specializations. Alongside their teaching duties, they are often involved in organizing sports competitions and school activities, accompanying students during school trips and external participation, and undertaking additional organizational and administrative responsibilities within schools. These responsibilities may contribute to increased professional pressures and workload demands. In this regard, Alqasimi et al. (2026) highlighted the presence of work-related stressors among physical education teachers in the Sultanate of Oman and their association with organizational outcomes within school environments. Accordingly, the problem of the current study lies in examining the level of administrative transparency and its relationship with achievement motivation among physical education teachers in the Sultanate of Oman in light of the limited research addressing this relationship within this specific educational and professional context.

2 Study Questions

1. What is the level of administrative transparency from the perspective of physical education teachers in the Sultanate of Oman?
2. What is the level of achievement motivation among physical education teachers in the Sultanate of Oman?
3. Is there a statistically significant relationship between administrative transparency and achievement motivation among physical education teachers in the Sultanate of Oman?

3 Methodology and Procedures

Study Design : The present study adopted a descriptive survey design, as it was considered the most appropriate for the nature of the study and for achieving its objectives.

Study Population and Study Sample: The study population consisted of all physical education teachers working in public schools in the Sultanate of Oman. A simple random sampling technique was employed to select the participants for the study, ensuring that all members of the population had an equal chance of selection. The total number of participants reached 113 physical education teachers, including 23 teachers who were assigned to the pilot study for testing the validity and reliability of the instrument, while 90 teachers represented the main study sample. Data were collected through an electronic questionnaire distributed to the participants. Table (1) presents the frequencies and percentages of the main study sample according to the study variables.

Table 1. Distribution of the study sample according to demographic variables (N = 90)

Variable	Category	Frequency	Percentage
Gender	Female	46	51.1%
	Male	44	48.9%
	Total	90	100%
Academic qualification	Bachelor's degree	55	61.1%
	Master's degree	35	38.9%
	Total	90	100%
Teaching experience	Less than 5 years	21	23.3%
	5–10 years	39	43.3%
	More than 10 years	30	33.3%
	Total	90	100%

As shown in Table 1, the size of the sample used in the main study was 90 physical education teachers from the Sultanate of Oman, in which females constituted 51.1% of the sample, while males accounted for 48.9%. As far as the academic qualification is concerned, most of the subjects had obtained a bachelor's degree (61.1%), while only 38.9% had attained their master's degrees. Concerning the experience, 23.3% of the sample had less than five years of experience, 43.3% had between five and ten years, while 33.3% had over ten years.

Instruments of Study: Quantitative questionnaire was employed in order to gather data on the degree of administrative transparency and its association with achievement motivation of physical education teachers in the Sultanate of Oman. The questionnaire was constructed using theories and empirical literature on the research variables. For content (face) validity assessment, the preliminary questionnaire was first examined by eight experts from the field of sports management and sport psychology who assessed the dimensions' relevance, clarity, and construct-appropriateness of each item, offering suggestions where necessary. The experts agreed that the instrument was suitable for the measurement of the research variables, requiring only some linguistic modification. The item-dimension relevance ratings varied between 87.50% and 100%, representing acceptable content validity.

Internal Consistency of the Instrument: To verify the internal consistency of the study instrument, Pearson correlation coefficients were calculated to determine the relationship between each item and its corresponding dimension. The instrument was administered to a pilot sample selected from outside the main study sample to ensure the suitability and consistency of the items. The findings showed that all correlation coefficients were positive and statistically significant, indicating a high level of internal consistency among the instrument items. The correlation coefficients for the Achievement Motivation dimension ranged between (0.725–0.868), while the coefficients for the Administrative Transparency dimension ranged between (0.714–0.905). These results confirm that the items were strongly associated with their respective dimensions and that the instrument demonstrated acceptable internal consistency for the purposes of the study. This is illustrated in Table (2).

Table2. Pearson correlation coefficients between each item and its corresponding dimension (N = 23)

(Achievement Motivation)	r	Sig.	(Administrative Transparency)	r	Sig.
1	.735**	0.000	1	.786**	0.000
2	.760**	0.000	2	.795**	0.000
3	.842**	0.000	3	.753**	0.000
4	.750**	0.000	4	.818**	0.000
5	.830**	0.000	5	.795**	0.000
6	.761**	0.000	6	.779**	0.000
7	.808**	0.000	7	.743**	0.000
8	.782**	0.000	8	.774**	0.000
9	.854**	0.000	9	.844**	0.000
10	.868**	0.000	10	.842**	0.000
11	.815**	0.000	11	.758**	0.000
12	.744**	0.000	12	.875**	0.000
13	.841**	0.000	13	.873**	0.000
14	.782**	0.000	14	.835**	0.000
15	.785**	0.000	15	.900**	0.000
16	.725**	0.000	16	.860**	0.000
17	.856**	0.000	17	.763**	0.000
18	.747**	0.000	18	.873**	0.000
19	.783**	0.000	19	.781**	0.000
20	.735**	0.000	20	.755**	0.000
—	—	—	21	.866**	0.000
—	—	—	22	.764**	0.000
—	—	—	23	.905**	0.000
—	—	—	24	.792**	0.000
—	—	—	25	.714**	0.000
—	—	—	26	.790**	0.000
—	—	—	27	.812**	0.000
—	—	—	28	.815**	0.000

** = Significant at $p < .01$.

Validity and Reliability of the Instrument : To examine the reliability of the research instrument, Cronbach's alpha coefficient was employed to assess the internal consistency of the questionnaire items. The instrument was administered to a pilot sample consisting of 23 physical education teachers who were selected from outside the main study sample. The results demonstrated high levels of reliability across all dimensions of the instrument. Specifically, the Cronbach's alpha coefficient reached 0.876 for the Administrative Transparency dimension and 0.919 for the Achievement Motivation dimension, while the overall reliability coefficient of the instrument was 0.938. These values indicate a high degree of internal consistency and confirm that the instrument was sufficiently reliable for the purposes of the present study. This is illustrated in Table (3)

Table 3. Cronbach's Alpha Reliability Coefficients (N = 23)

Dimension	Number of items	Cronbach's alpha
Administrative transparency	28	0.876
Achievement motivation	20	0.919
Overall instrument	48	0.938

Test–Retest Reliability: To further examine the reliability and temporal stability of the instrument, the test–retest reliability method was employed. The questionnaire was administered twice to a pilot sample consisting of 23 physical education teachers selected from outside the main study sample, with a two-week interval between the two administrations. Pearson correlation coefficients were then calculated between the scores obtained from the first and second administrations of the questionnaire. The findings demonstrated acceptable levels of test–retest reliability, as the correlation coefficient reached 0.81 for the Administrative Transparency dimension and 0.83 for the Achievement Motivation dimension, while the overall reliability coefficient of the instrument was 0.82. These results indicate that the instrument demonstrated a satisfactory degree of stability and consistency over time, confirming its suitability for use in the present study, as illustrated in Table (4).

Table 4. Test–Retest Reliability Coefficient (N = 23)

Dimension	Test–Retest Correlation (r)
Administrative transparency	0.81
Achievement motivation	0.83
Overall instrument	0.82

Statistical Treatment: The interpretation of the mean scores was based on the statistical criteria presented in Table 5.

Table 5. Statistical criteria for interpreting the level of administrative transparency and achievement motivation among physical education teachers in the Sultanate of Oman

Mean score range	Interpretation
1.00 – 1.66	Low
1.67 – 2.33	Moderate
2.34 – 3.00	High

4 Results

The results of the study are presented and discussed according to the following sections.

Results of study Question 1 :What is the level of administrative transparency from the perspective of physical education teachers in the Sultanate of Oman?

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Table 6. Means and standard deviations of the level of administrative transparency.

No.	Item	Mean	SD	Level
Information systems		2.09	.561	Moderate
1	Physical education teachers receive information in a timely manner.	1.96	.634	Moderate
2	The information issued by the school administration is accurate and reliable.	2.12	.650	Moderate
3	The school administration takes the necessary measures to protect information.	2.14	.758	Moderate
4	The available information is aligned with the school's current and future objectives.	2.02	.687	Moderate
5	The school administration provides all the information requested by physical education teachers.	1.93	.790	Moderate
6	The school administration ensures that information is not repetitive, biased, or distorted.	2.33	.734	Moderate
Communication		2.01	.648	Moderate
7	The school administration uses communication to inform teachers about their activities and performance and to convey instructions regularly.	2.39	.665	High
8	Modern communication technologies are used to simplify administrative procedures.	2.02	.807	Moderate
9	Communication among different school departments is fast and free from complexity or obstacles.	1.89	.710	Moderate
10	The school administration provides an open communication system among all teachers.	1.91	.843	Moderate
11	The school administration develops modern and innovative communication methods.	1.86	.829	Moderate
Accountability		2.05	.692	Moderate
12	All accountability procedures are clearly explained to teachers.	1.97	.741	Moderate
13	Accountability is based on verified and accurate information.	2.24	.825	Moderate
14	Accountability processes are conducted transparently and clearly.	1.88	.732	Moderate
15	Accountability procedures are fair.	1.90	.835	Moderate
16	Accountability mechanisms enhance teachers' sense of responsibility.	2.24	.739	Moderate
Participation		2.05	.596	Moderate
17	The school administration encourages teachers to express their opinions and submit suggestions.	2.13	.690	Moderate
18	Participative management is applied in decision-making with teachers.	1.90	.619	Moderate
19	Tasks are accomplished in a team spirit and through collective work.	2.18	.680	Moderate
20	The administration listens to teachers' problems and needs and works to address them.	2.07	.700	Moderate
21	Teachers are informed of all results as soon as they are issued.	1.98	.703	Moderate
22	Self-monitoring among teachers is encouraged.	2.04	.718	Moderate
Procedures		2.05	.687	Moderate
23	Rules and regulations are periodically reviewed to keep pace with developments.	2.04	.820	Moderate
24	School procedures are completely clear.	1.93	.832	Moderate
25	All school-related rules and regulations are announced to all teachers.	2.23	.765	Moderate
26	Rules and regulations are applied equally to everyone without discrimination.	1.98	.861	Moderate
27	Work procedures are implemented transparently in front of everyone.	1.89	.771	Moderate
28	All procedures are simplified to complete tasks without complexity.	2.22	.731	Moderate
—	Overall mean	2.14	.490	Moderate

Table 6 presents the means and standard deviations of administrative transparency from the perspective of physical education teachers in the Sultanate of Oman. The results indicate that the overall level of administrative transparency was moderate ($M = 2.14$, $SD = 0.490$). Overall, the findings suggest that administrative transparency is perceived as moderately practiced across its various dimensions in public schools.

Results of study Question 2 :What is the level of achievement motivation among physical education teachers in the Sultanate of Oman?

Table 7. Means and standard deviations of achievement motivation among physical education teachers in the Sultanate of Oman

No.	Item	Mean	SD	Level
Sense of achievement at work		2.44	.470	High
1	The school administration encourages physical education teachers to accomplish their job tasks in order to achieve goals.	2.44	.500	High
2	The school administration urges physical education teachers to value good work as an important goal.	2.55	.603	High
3	The school administration helps physical education teachers give their best in what they do.	2.39	.594	High
4	Physical education teachers feel job satisfaction in what they do.	2.39	.682	High
Sense of appreciation and respect		2.28	.735	Moderate
5	The school administration helps physical education teachers feel self-esteem.	2.28	.808	Moderate
6	The school administration appreciates the efforts made by physical education teachers to achieve goals.	2.22	.790	Moderate
7	Physical education teachers feel proud of belonging to their school.	2.39	.831	High
8	The school administration appreciates extra efforts that encourage creativity and innovation.	2.22	.790	Moderate
Willingness to work and assume responsibility		2.72	.375	High
9	Physical education teachers fulfill their job requirements regardless of the effort required.	2.79	.418	High
10	Physical education teachers take pride in the work they do at school.	2.61	.594	High
11	Physical education teachers show willingness to contribute to additional activities that help achieve school goals.	2.78	.418	High
Importance of the work itself		2.54	.449	High
12	Physical education teachers are committed to work and regular attendance.	2.89	.316	High
13	The school administration helps physical education teachers use modern and non-routine methods.	2.33	.581	Moderate
14	The school administration encourages creativity in work to achieve goals.	2.39	.682	High
Opportunities for career advancement and promotion		2.07	.455	Moderate
15	Physical education teachers seek opportunities for promotion.	2.72	.561	High
16	A clear promotion system exists and is applied to physical education teachers.	1.56	.602	Low
17	Physical education teachers trust the fairness of administrative performance evaluation.	1.94	.784	Moderate
Personal development and growth		2.30	.641	Moderate
18	The school administration encourages physical education teachers to attend training courses that enhance their performance.	2.17	.838	Moderate

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19	Physical education teachers participate in meetings and seminars to improve their performance.	2.61	.594	High
20	The school administration encourages teachers to keep up with new developments in their field.	2.11	.880	Moderate
Overall mean		2.39	.595	High

Table 7 presents the means and standard deviations of achievement motivation among physical education teachers in the Sultanate of Oman. The results show that the overall level of achievement motivation was high ($M = 2.39$, $SD = 0.595$).

Results of study Question 3: is there a relationship between administrative transparency and achievement motivation among physical education teachers in the Sultanate of Oman?

Table 8. Pearson Correlation between Administrative Transparency and Achievement Motivation (N = 90)

Variables	r	Sig.
Administrative Transparency ↔ Achievement Motivation	0.646**	0.000

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

Table 8 shows that there is a positive and statistically significant relationship between administrative transparency and achievement motivation among physical education teachers in the Sultanate of Oman, where the Pearson correlation coefficient reached ($r = 0.646$) at a significance level of ($p < 0.001$). This indicates that higher levels of administrative transparency are associated with higher levels of achievement motivation among teachers.

Table 9. Simple linear regression analysis of administrative transparency and its relationship with achievement motivation among physical education teachers in the Sultanate of Oman (N = 90)

Independent variable	R	R ²	F	Sig.	B	t	Sig.
Administrative transparency	.646	.417	65.64	.000	3.010	8.102	.000

Table 9 presents the results of the simple linear regression analysis examining the relationship between administrative transparency and achievement motivation among physical education teachers in the Sultanate of Oman. The findings revealed a positive and statistically significant relationship between the two variables ($R = 0.646$, $p < 0.05$). The coefficient of determination indicated that administrative transparency accounted for approximately 41.7% of the variance in achievement motivation ($R^2 = 0.417$). Furthermore, the regression model was statistically significant ($F = 65.64$, $p < 0.05$), suggesting that administrative transparency was significantly associated with achievement motivation within the study sample. The regression coefficient was also statistically significant ($B = 3.010$, $t = 8.102$, $p < 0.001$), indicating that higher levels of administrative transparency were associated with higher levels of achievement motivation among physical education teachers.

5 Discussion

Based on the results presented in Table 6, the level of administrative transparency from the perspective of physical education teachers in the Sultanate of Oman was found to be moderate ($M = 2.14$). This finding may suggest that transparency practices are implemented to a certain extent within school

administrative processes, although they may not yet reflect a fully integrated institutional practice. This result differs somewhat from the findings of Alkiyumi and Almaqbali (2021), who reported a low level of administrative transparency among teachers in schools in Sohar. Such variation may be related to differences in the study samples, as the current study focused specifically on physical education teachers, whose professional and organizational experiences may differ from those of teachers in other educational specializations. In contrast, Al-Tahir and Hussein (2023) reported higher levels of administrative transparency within a specialized sports organizational setting. This difference may also be associated with the nature of the organizational environment, as sports federations differ from school institutions in terms of administrative structures, management systems, and decision-making procedures.

At the level of the dimensions of administrative transparency, the information systems dimension obtained the highest mean score, although it still fell within the moderate level. This finding may indicate that information-related administrative procedures within schools are available to a certain extent, particularly with regard to the organization and circulation of administrative information, but may not fully reflect comprehensive openness or accessibility in administrative practices. This interpretation is consistent with Lyrio et al. (2018), who argued that transparency practices within institutions may sometimes emphasize formal information procedures more than participatory transparency aimed at strengthening organizational trust. Similarly, Meriç and Öz (2025) highlighted that the effectiveness of transparency in supporting organizational trust is closely associated with the clarity and accessibility of information within school environments.

The communication and participation dimensions of administrative transparency also recorded moderate levels, which may suggest that administrative communication within schools is still oriented more toward formal instruction and procedural communication than toward participatory interaction. Such patterns may influence teachers' perceptions of participation and organizational engagement within educational institutions. In this regard, Bozkurt Bostancı and Pullu (2025) emphasized that transparency and participatory communication practices are associated with more positive organizational behaviors among teachers, while Alsandi et al. (2025) linked flexible organizational practices with improved responsiveness and institutional interaction. These findings may also be interpreted within the context of the relatively centralized administrative structure of educational institutions, where administrative procedures and decision-making processes are often governed by formal organizational hierarchies.

The accountability and procedural transparency dimensions were also rated at a moderate level, which may indicate that, although schools apply certain administrative regulations and accountability procedures, teachers may not always perceive these practices as fully clear, consistent, or sufficiently participatory. This interpretation is consistent with Stenling et al. (2022), who argued that organizational hierarchies may experience difficulties in shifting from formal accountability structures toward more open and participatory governance practices. Similarly, Costa et al. (2025) emphasized that effective transparency is not limited to the existence of formal policies and regulations, but also depends on the development of an organizational culture characterized by openness, trust, and clear administrative

interaction. Accordingly, the current findings may reflect a gap between formal administrative procedures and teachers' practical perceptions and experiences within school environments.

Collectively, these results may point to a gap between formal organizational structures and teachers' everyday professional experiences within school environments. Although schools may formally adopt administrative regulations, accountability procedures, and communication systems intended to support transparency, the practical implementation of these procedures may not always be perceived by teachers as sufficiently open, participatory, or responsive to their professional needs. This situation may be associated with the nature of administrative hierarchies and centralized decision-making processes within educational institutions, where transparency practices may remain more procedural than interactive. Consequently, teachers' perceptions of administrative transparency may be influenced not only by the existence of formal organizational policies, but also by the degree to which these practices are reflected in daily communication, participation, fairness, and administrative interaction within the school environment. This interpretation may also align with Sowaid (2024), who emphasized the importance of structured administrative systems and organized institutional procedures in supporting governance-related practices within Omani sports organizations.

According to the findings presented in Table 7, the level of achievement motivation among physical education teachers in the Sultanate of Oman was relatively high ($M = 2.39$), although variation was observed across some dimensions. This finding may suggest that physical education teachers generally maintain positive levels of professional motivation despite the presence of differing organizational and professional conditions within school environments. The result is consistent with Zhang (2021), who emphasized that teacher motivation is closely associated with contextual and organizational conditions rather than depending solely on individual characteristics.

The current finding also partially differs from the results reported by Kasımoğlu (2021), who found moderate levels of motivation among teachers within traditional educational settings. Such variation may be associated with differences in educational environments, organizational structures, and professional roles across study contexts. In contrast, Coterón et al. (2024); Franco et al. (2023) reported relatively higher motivational outcomes among teachers working in environments characterized by greater professional autonomy and supportive organizational conditions. This may indicate that organizational practices related to participation, autonomy, and professional support could be associated with teachers' motivational perceptions and professional engagement.

The dimension-level analysis revealed that willingness to work and assume responsibility obtained the highest mean scores, which may reflect positive levels of intrinsic motivation and professional commitment among physical education teachers. This interpretation is consistent with Coterón et al. (2024); Franco et al. (2023), who emphasized the importance of professional commitment, perceived competence, and supportive professional environments in shaping teachers' motivational outcomes. These findings may suggest that physical education teachers maintain a relatively strong sense of professional responsibility despite the organizational challenges that may exist within school environments.

In contrast, the dimensions related to appreciation, career advancement, and professional development recorded comparatively lower mean scores. This finding may indicate that some teachers perceive limitations in recognition practices and opportunities for continuous professional growth within educational institutions. Such perceptions may be associated with organizational conditions related to workload, incentives, and institutional support. In this regard, Jones et al., (2025) discussed how imbalances between professional effort and organizational reward may influence occupational attitudes and work-related outcomes. Similarly, Skaalvik and Skaalvik (2017); Li et al. (2025) highlighted that limited professional support, unclear recognition, and occupational pressures may be associated with lower well-being and higher levels of stress and burnout among teachers, including physical education teachers.

Career growth and promotion were identified as the least motivating dimensions, particularly regarding the perceived clarity and fairness of promotion procedures. This finding may suggest that some physical education teachers perceive limitations related to career advancement opportunities and organizational transparency within school environments. Such perceptions may influence teachers' professional satisfaction and work engagement. In this regard, Rizal et al. (2025); Wang et al. (2025) indicated that unclear organizational procedures and perceptions of organizational imbalance may be associated with higher levels of occupational stress and lower work engagement. Overall, the findings may indicate that achievement motivation among physical education teachers in Oman is influenced by both personal commitment and organizational conditions. Although the overall level of achievement motivation was relatively high, the moderate ratings observed in some motivational dimensions may suggest the potential influence of factors related to incentives, professional development opportunities, and career progression within educational institutions.

Lastly, the results presented in Table 9 revealed a statistically significant positive relationship between administrative transparency and achievement motivation ($R = 0.646$), with administrative transparency explaining approximately 41.7% of the variance in achievement motivation. This finding is generally consistent with previous studies conducted in educational and sports contexts, which reported positive associations between transparency practices and motivational outcomes, although the strength of these relationships appeared to vary according to organizational and professional settings (Al-Tahir & Hussein, 2023; Alkiyumi & Almaqbali, 2021).

The current finding may suggest that administrative transparency is associated with several organizational factors related to teachers' motivational perceptions, particularly those connected with organizational trust, procedural clarity, participation, and perceptions of fairness within educational institutions. In this regard, Meriç and Öz (2025) emphasized the relationship between school transparency and organizational trust, while Bozkurt Bostancı and Pullu (2025) highlighted the importance of transparency practices in supporting positive organizational behaviors among teachers.

At the same time, the unexplained proportion of variance indicates that achievement motivation may also be associated with additional organizational and professional factors beyond administrative transparency alone. Such factors may include workload, professional support, incentive systems, occupational stress, and opportunities for professional development within school environments

(Skaalvik & Skaalvik, 2017; Li et al., 2025). In the Omani educational context, Alqasimi et al. (2026) also highlighted the relationship between work stressors and organizational silence among physical education teachers, suggesting that workplace pressures and organizational conditions may influence teachers' professional attitudes and organizational experiences. Therefore, the findings may indicate that administrative transparency represents one important organizational factor associated with achievement motivation, although it may operate alongside other organizational and professional conditions within educational institutions.

6 Conclusions

The findings of the current study indicate that administrative transparency represents an important organizational factor associated with the achievement motivation of physical education teachers in the Sultanate of Oman. Although the level of administrative transparency was found to be moderate, the results may suggest that transparency practices within school environments are related to teachers' professional perceptions and organizational experiences. At the same time, the relatively high level of achievement motivation observed despite the moderate level of transparency may indicate the potential role of additional personal and professional factors, such as professional commitment and intrinsic motivation, in shaping teachers' motivational outcomes.

The study also revealed a statistically significant positive relationship between administrative transparency and achievement motivation, suggesting that higher levels of perceived transparency are associated with higher levels of professional motivation among physical education teachers. Nevertheless, the proportion of unexplained variance indicates that achievement motivation is a multidimensional construct that may also be associated with other organizational and individual factors beyond administrative transparency alone. These factors may include professional support, workload, career development opportunities, organizational climate, and institutional practices within educational settings.

Overall, the findings highlight the potential importance of transparency practices within educational institutions, particularly in relation to communication, participation, procedural clarity, and accountability. In this regard, strengthening transparency practices within school environments may contribute to supporting more positive organizational experiences and professional engagement among teachers. However, the correlational nature of the study requires caution in interpreting the direction and magnitude of the relationship between the study variables.

7 Recommendations

Based on the findings of the study, the following recommendations are proposed:

1. Strengthen administrative transparency practices in public schools in the Sultanate of Oman through greater attention to information systems, communication processes, accountability procedures, participation, and administrative clarity within school environments.

2. Enhance digital and two-way communication systems within schools to support transparency, improve information exchange, and encourage more participatory interaction between school leadership and teachers.
3. Provide structured professional development programs for school principals and educational leaders focusing on administrative transparency, participative leadership, accountability, and shared decision-making practices within educational institutions.
4. Review promotion and incentive systems for physical education teachers in order to improve perceptions of fairness, procedural clarity, and alignment between professional performance and career advancement opportunities.
5. Incorporate transparency-related indicators into school performance evaluation systems to support the periodic assessment of administrative transparency practices within educational institutions.
6. Encourage greater participation of physical education teachers in educational decision-making processes, which may contribute to improving professional engagement and organizational interaction within school environments.
7. Conduct future comparative and longitudinal studies to examine variations in administrative transparency and achievement motivation across different educational settings and institutional contexts.
8. Expand future research to include various educational and sports institutions in order to provide broader comparative evidence regarding transparency practices and motivational outcomes among employees.

8 Disclosure Statements

Approval for Ethics and Informed Consent to Participate: The research team strictly complied with all the pertinent ethical guidelines, including the maintenance of the privacy and anonymity of the participants' data, prior authorization from the concerned authorities, and notification of the participants regarding the objective of the study and their optional participation.

Data Availability and Material: The data supporting the conclusions of this article can be obtained from the corresponding author on request.

Contributions of Authors: All the authors made equal contributions towards the study idea, methodology, data gathering, analysis, and manuscript writing.

Conflict of Interest: The authors confirm that there is no conflict of interest.

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