



Professional Challenges Faced by Physical Education Teachers in Completing Their Daily Lessons from Other Academic Subjects

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Abstract

This study aims to identify the professional challenges faced by physical education teachers in completing their teaching assignments (sports education lessons) due to the inclusion of other academic subjects in schools affiliated with the General Directorate of Education in Nineveh. The researchers adopted a descriptive methodology, covering a research sample of 317 male and female physical education teachers in Nineveh's schools. Appropriate scientific procedures and statistical methods were employed. The findings indicate that physical education teachers are highly aware of the significance of the professional challenges they face, showing closely related arithmetic averages. The professional challenges identified by the researchers are equally significant for male and female teachers.

Keywords: Professional challenges, daily lessons, other academic subjects.

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Introduction

Sports are fundamental pillars in the comprehensive advancement of civilized societies, representing individuals' behaviors and interactions through a set of laws, principles, and regulations that directly influence relationships among athletes. Sports foster competition, recreation, and collaboration.

School sports, in particular, are among the most effective and influential means of preparing youth, fostering holistic development, and contributing to genuine societal growth. School sports activities positively impact students' personalities and enhance their ability to participate meaningfully in society (Abdul Hamid, 1996, p. 41).

Many theorists in physical education and sports sciences analyze the challenges faced by physical education teachers based on their roles, responsibilities, and interactions in the classroom. The professional challenge refers to the obstacles a specialized teacher encounters in their work. Since a physical education teacher is specialized in school sports, they face distinct challenges in practicing their field, despite being academically, scientifically, and athletically qualified (Layla & Zahran, 2002, p. 23).

The success of a physical education lesson largely depends on the effectiveness of the teacher's performance and their ability to fulfill their assigned duties. This aligns with the findings of Ali Ibrahim Radho's study (2025), which highlights that the most significant difficulties faced by physical education teachers are administrative and technical challenges, as well as leadership responsibilities that significantly impact their job satisfaction and effectiveness. Additional tasks assigned to teachers pose obstacles to their professional development and hinder the quality of education provided in schools (Al-Badri, 2001, p. 40).

Moreover, physical education teachers are responsible for internal and external school activities, such as sports competitions, meetings, training workshops, and coaching school sports teams, which often interfere with their primary teaching responsibilities.

Based on the researchers' expertise in physical education and sports sciences, the current study aims to analyze professional challenges faced by physical education teachers in completing their daily teaching assignments due to other academic subject obligations.

School sports remain an essential component of youth education, overseen by professional teams according to structured curricula and official regulations. Despite efforts from educational authorities, professional challenges have obstructed the realization of educational objectives in physical education programs.



This was affirmed by Bakil Al-Sufi and Najeeb Ja'eem's study (2022), which found that school administrations do not adequately support sports activities inside or outside school premises.

Thus, this research seeks to analyze the organizational challenges physical education teachers face in completing their daily lessons due to other academic subjects, aiming to diagnose the situation, understand its mechanisms, and propose solutions.

Identifying challenges in school sports, particularly those affecting physical education teachers, is a crucial step in developing strategies to address these difficulties. This will enable teachers to perform their roles effectively without being burdened by additional academic subjects that diminish their productivity and creativity. This is what prompted the researchers to undertake this study in order to examine the challenges faced by physical education teachers, including the completion of teaching quotas and the assignment of other academic subjects. (Abu Al-Ainain, 1990, p. 46)

As the two researchers work as an educational supervisor specializing in physical education and as a physical education teacher, and based on their experience in the field, as well as their review of literature, books, and scientific references, the researchers found that there are professional challenges affecting physical education teachers in teaching their specialization. These challenges may lead to a decline in the quality of field performance and vary in size and type from one school to another. Among these challenges is the imposition and assignment of other academic subjects to physical education teachers to complete their required teaching hours or to fill vacancies caused by a shortage of teachers. This observation led the researchers to conduct this study to identify the professional challenges faced by physical education teachers in schools in the city of Mosul.

This study aims to Identify the professional challenges faced by physical education teachers in completing their daily lessons due to other academic subjects in Mosul's schools. Determine differences in the challenges faced by male and female physical education teachers.

H1: There are no statistically significant differences in professional challenges among physical education teachers based on gender.

Research Scope:

- **Population:** Physical education teachers in schools affiliated with the General Directorate of Education in Nineveh.
- **Time Frame:** From October 1, 2023, to April 20, 2024.

- **Location:** Primary schools under the General Directorate of Education in Ninawa.

Methodology

The researchers used the descriptive approach in the survey method, due to its suitability to the nature of the research.

Research community

The research community included physical education teachers in primary schools affiliated to the city of Mosul and affiliated to the General Directorate of Nineveh Education (males and females) specializing in physical education, and their number is (317) teachers in schools of education in Nineveh Governorate, and according to the gender variable and by (277) physical education teachers, and (40) physical education teachers, and table (1) shows that.

Table (1): Shows the distribution of the research population by sex (male and female)

Research Community Characterization	Total of Community	Sex	
Physical Education Teachers	317	Male Teachers	277
Physical Education Teachers		Female teacher	40
Total	317	317	

Research samples

As for the research samples, they included a sample of the exploratory experiment by (10) teachers, as well as a sample of stability and by (20) teachers, and finally the final application sample, which amounted to (45) teachers in the field of physical education, and in different percentages in order to ensure the objectivity of the research results and table (2) shows that.

Table (2): Percentages of research population samples

Sample	Sample Exploratory Experiment	Sample Stability	Sample Application	Total



Number	10	20	45	75
Ratio	9.09 %	18.18%	72,72%	100%

Research Tool

(questionnaire of professional problems facing physical education teachers in completing their daily lessons of other subjects):

In order to find professional problems and find solutions to the research sample, the researcher followed the following:

Analysis of documents : (books and scientific references).

By reviewing research and theoretical frameworks and reviewing books and scientific sources for research such as (Abu Salem, 2017) and (Al-Saffar, 2009) for the purpose of limiting the appropriate paragraphs to questionnaire the professional problems of the research sample, the researchers presented the axes of the research problem to a group of experts and specialists.

Formulation of questionnaire paragraphs

After analyzing the content of scientific sources, as well as personal interviews and the results of these procedures, the researchers prepared a questionnaire form for the professional problems facing physical education teachers in terms of completing their quorum of other subjects, as the researchers formulated a number of phrases and in line with the nature of the tasks and work of the research community, and guided by the foundations contained in the relevant scientific research and studies, and presented to experts and specialists, meaning that the questionnaire in its initial form contained (28) items, as was determined The proposed alternatives according to the Likert triple scale are (agree, to some extent, disagree)

- Key aspects have been taken into account in the drafting of the paragraphs, including:
- Not to be long leads to boredom.
- Be measurable for a single variable.

The phrase should measure one of the themes of the questionnaire affiliated with him and related to him (Al-Taweel, 2009, 52).

It was presented to a number of experts and specialists, starting from (15/10/2023) until (26/10/2023), and after collecting and unloading them, this process resulted in the approval of the experts on the axes of professional problems, including their phrases related to physical education teachers, and some phrases were deleted that the opinion settled on deleting, and the approval rate was adopted (75%) or more, as indicated by (Bloom et al., 1983: 69), and Table (3), shows the percentages of agreement of experts on professional problems.

Table (3): Shows the themes and paragraphs of the questionnaire and the conformity and consensus of the experts' opinions on them

Section	Paragraph sequence	Refusers	Approvers	Procedure	Percentage
teacher Professional problems	1-2-3	—	5	Keep	100%
	4-5	1	4	Keep	80%
	6	3	2	delete	40%
learner Professional problems	1-2-4	—	5	Keep	100%
	3 – 5 – 6	1	4	Keep	80%
	7	2	3	delete	60%
Professional curriculum problems	1-2-3	—	5	Keep	100%
	4-5-6-7	1	4	Keep	80%
school environment problems	1-2-3-7	—	5	Keep	100%
	4-5 -7	1	4	Keep	80%



	8	2	3	delete	60%
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Exploratory Experiment

To identify potential questions that might arise in the questionnaire from respondents, an exploratory experiment was conducted on a sample consisting of 10 physical education teachers in the Nineveh Directorate of Education—7 males and 3 females. The questionnaire was administered on Sunday, November 3, 2023, in schools within Mosul city, affiliated with the Nineveh Directorate of Education. The experiment aimed to assess the clarity and suitability of the statements, the validity of the research tool, the relevance of the alternatives, and its applicability to the research sample.

Scientific Validation of the Questionnaire

Face Validity

This procedure ensures the accuracy of the questionnaire. To determine its validity, the researchers used face validity, analyzing the tool based on its content. It was evaluated by 5 experts, who assessed the clarity, wording, precision, and objectivity of its items. All evaluators approved the statements presented to them.

Questionnaire Reliability

Test-Retest Method

A sample of 20 teachers (13 males, 7 females) was selected to examine the reliability of the questionnaire using the test-retest method. The questionnaire was administered on Wednesday, December 5, 2023, and then reapplied 14 days later under the same conditions. The correlation coefficient between the two applications was 0.88, indicating high reliability.

Cronbach's Alpha Method

Cronbach's Alpha measures the reliability and accuracy of a test, evaluating how well the research tool measures the intended construct. The reliability coefficient for Cronbach's Alpha was 0.82, indicating a high level of consistency.

Final Application



The final application targeted 45 physical education teachers (both male and female). The questionnaire was distributed to the specified sample, representing 12.98% of the total research population. The data collection took place between March 20, 2024, and April 3, 2024.

Statistical Analysis

The collected data was analyzed using SPSS statistical software, with the following methods:

1. Percentage Calculation
2. Arithmetic Mean
3. Standard Deviation
4. T-test for independent samples
5. Cronbach's Alpha Coefficient
6. Pearson Correlation Coefficient

Results

Table 4: Demonstrates the number of questionnaire items, arithmetic mean, percentage, and evaluation level of professional challenges.

Section	Number of Items	Arithmetic Mean	Percentage	Evaluation Level
First Section	7	18	85%	Very Good
Second Section	6	14	77.7%	Good
Third Section	5	10	66%	Medium
Fourth Section	7	16	76%	Good
Total	25	58	76.17%	Good

Table 5: Illustrates the T-value, arithmetic mean, standard deviation, and probability value (Sig) for professional challenges based on gender.

Gender	Arithmetic Mean	Standard Deviation	T-value	Sig (Significance Level)
Male	55.90	11.62	1.741	0.09
Female	61.40	8.02		

Discussion

The data in (Table 4) shows that the overall percentage of professional challenges faced by physical education teachers in fulfilling their academic duties reached 76.17%, with an evaluation level of "Good." The highest percentage was recorded in the first section (85%), indicating that this area contains the most significant obstacles. Based on this table, the first research objective was achieved.

The results in Table 5 show that the independent T-value for gender was 1.741, and the probability value (Sig) was 0.09—greater than the significance level of 0.05. This indicates no statistically significant differences between male and female teachers regarding professional challenges.

The researchers attribute this result to the fact that the issue persists across elementary schools, affecting both male and female teachers. This uniformity in professional challenges is further reinforced by the varying resources available in different schools and the differing attitudes of school administrators toward physical education activities. Despite individual differences in performance and engagement in school sports, both genders agreed on the same professional issues.

This finding contrasts with the study by Mohammad, Atef, and Taha (2016), which found statistically significant gender differences favoring male teachers. However, it aligns with the results of Nashwan Mahmoud Al-Saffar (2009) and Qandil et al. (2006), who found no significant gender differences in professional challenges among teachers.



Conclusions

Based on the results, discussions, and methodology used, the researchers concluded the following:

1. Both male and female physical education teachers acknowledged the professional challenges affecting their ability to conduct lessons effectively.
2. Research participants demonstrated an awareness of these issues, with varying degrees of concern.
3. Teachers perceived curriculum-related challenges as more significant than other professional issues.
4. High agreement among physical education teachers regarding the importance of these challenges.
5. The issue of assigning other subjects to physical education teachers affects males and females equally.

Recommendations

In light of these conclusions, the researchers suggest the following actions:

1. The Ministry of Education should prohibit assigning non-specialized subjects to physical education teachers.
2. Educational programs and training courses should be developed to increase school administrators' awareness of the importance of physical education.
3. Educational leadership should enhance the effectiveness of physical education classes through:
 - a. Providing educational supervisors with updated research to improve sports education.
 - b. Reducing administrative burdens on physical education teachers to help them focus on their primary role.



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