



## **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.

### **Introduction**

Sports constitute an essential component in the overall development of civilized nations and are largely a reflection of people themselves, their behaviors and communicative interactions under the framework set by laws, principles and regulations that affect consubstantial relationships between athletes. Sports share competition, entertainment and cooperation.

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School sports are among the best and most influential ways of enabling our children, developing them as balanced personalities and promoting real social progress. School sports help to make the pupils' character stronger and provide them with a better opportunity for meaningful participation in society (Abdul Hamid, 1996)

The literature reveals several theoretical models used to interpret difficulties encountered by physical education teachers according to their roles, responsibilities and interactions within the classroom. Professional challenge reflects the barriers to practice for a specialized teacher. [30] Being academically, scientifically and athletically qualified, but with a distinct orientation to field practice; as the physical education teacher specialize in school sport (Layla & Zahran, 2002:23).

Effective teaching and fulfillment of the teacher's duties are key to the effectiveness of physical education classes. This is in line with the research of Ali Ibrahim Radho (2025), who affirms that administrative and technical problems, as an added leadership tasks are the most serious challenges for physical education teachers, which significantly affect their work satisfaction and efficiency. Teachers commitment to their jobs is also affected by extra teaching load which they perceive as a barrier that prevents them from growing professionally and for pupils, learning in schools (Al-Badri 2001, p. 40).

Furthermore, physical education teachers have to face internal and external school activities control (such as sports competitions, meetings, training courses), even belonging to coordination for the school sport teams that do not encourage them in many cases the practice of their regular teaching work.

In accordance with the researchers' backgrounds in physical education and sports sciences, the present research seeks to examine the professional challenges encountered by physical education (PE) teachers as regards fulfilling their daily teaching responsibilities because of other school subjects.

School sports continue to be intrinsic in education at all ages, having professional associations with school curricula as well as competition for the adult members of society. Despite educational officials' attempts, obstacles at the professional level have prevented the implementation of educators' goals in school physical education.

This was supported by the investigation of Bakil Al-Sufi and Najeeb Ja'eem (2022) which showed that school managements are not supportive enough in terms of sport activities within or outside school walls.

Therefore, this study aims to discuss the organization difficulty that physical education teachers have in carrying out daily tasks due to other teaching contents at the same period, with



which we hope to be able to diagnose it and perceive its mechanisms and thoughts that support them.

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%

### **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 is done in order to verify the validity of the questionnaire. Researchers used face validity to assess its validity, looking at the tool according to what it "appeared" to measure. It was tested by 5 experts, who evaluated the clarity, wording, precision and objectivity of its items. The all judges accepted the statements provided to them.

### Questionnaire Reliability

### Test-Retest Method

A sample of 20 teachers (13 men and 7 women) was taken to study the reliability of the questionnaire, using the test-retest method. The questionnaire was presented on Wednesday, December 5th 2023 and again delivered on the same conditions on Wednesday, December 19th, two weeks later. The correlation coefficient between the two apps was 0.88, demonstrating high reliability.

### Cronbach's Alpha Method

Cronbach's Alpha assesses the reliability and validity of a testing instrument, how closely the research tool measures what is meant to be measured. Cronbach's Alpha reliability coefficient was 0.82, demonstrating high level of reliability.

### Final Application

The last application was aimed at 45 (male and female) physical education teachers. The questionnaire was applied to the indicated sample that represented 12.98% of the research population. Data were collected from March 20, 2024 to April 3, 2024.

### Statistical Analysis

The data were analyzed with the IBM SPSS statistical software through:

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 Professional Challenges faced by Physical Education Teachers in the Performance of their Academic Functions (Table 4) According to data in (Table 4), the general professional challenges presented by physical education teachers in the execution of their academic work is at a percentage level of 76.17% with a rating of "Good." The largest proportion is 85% in the first section, which means this region suffers the heaviest path loss. From this table, the first task of research has been completed.

As indicated in Table 5, the independent T-value for gender was 1.741; the probability value (Sig) was greater than .09 than the significance level of .05. This means that there are no significant differences in professional challenges between male and female teachers.

The authors point out that the problem cuts across elementary schools and impacts male and female teachers. The similarity in professional problems is even more endorsed as a result of different available resources in schools and the different views of school administrators on physical education practices. Although there were gender differences in level of performance and participation in school sport, the genders concurred regarding issues related to career.

This result differs the study of Mohammad et al. (2016) that reported males teachers were more significant than female teachers, where  $p < 0.05$ . But, it is in accordance with the findings achieved by Nashwan Mahmoud Al-Saffar (2009) and Qandil et al. (2006) who had identified that gender make no difference in the professional challenges of teachers.

## Conclusions

According to the findings, discussions, and approaches utilized, this presented study provided following conclusions:

1. Both male and female PE teachers at the study sites recognized challenges that affected their teaching ability.
2. They are aware of these issues in the research and to various extents worried.
3. Teachers thought that there were more other professional obstacles than curriculum-related ones.
4. Strong consensus among physical education teachers on each of these challenges.
5. The problem is that sex gender difference does not have any effect on physical education teachers when other subjects are assigned



## **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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