

Identify the professional pressures of physical education teachers and their impact on the level of lesson in secondary schools in Maysan governorate

¹Maytham Qasim Kadhim AL-Shareefi

Abstract-One of the most important factors for improving performance in most jobs and business is to raise or reduce pressure on workers in all fields, including the field of work sport, especially in the field of teaching required to deal with the relatively large numbers of students. Our country, which has greatly reduced the interest in studying physical education, has put great pressure on teachers, teachers and even students themselves. Which provides for the type of rice the importance of research according to personality and professional pressures by the teacher and attention to their opinions and to identify the real suffering that is an obstacle to their job performance in order to work to achieve it and to develop effective solutions to that? In a problem, the researcher emphasized that professional pressures are not limited to a specific profession or work per se, but rather because of the multiplicity of professions and jobs, and the teaching profession is one of the professions that cause many pressures, such as the result of the many duties and burdens placed on the shoulders of the teacher in the various stages of study, including the secondary stage The professional pressures in which we try to answer the following questions range:

1. What are the factors that cause professional pressure on the secondary school physical education teacher?
2. What are the factors and causes of professional stress that affect the physical education teacher in secondary schools?
3. Is there a relationship between the factors causing occupational stress that physical education teachers are exposed to?

The research aims to identify the professional pressures of physical education teachers in secondary schools in Maysan governorate, as well as to identify the factors most influencing the professional impact on school education sports in secondary schools in Maysan governorate. As well as identifying the relationship between the factors causing professional pressure on physical education teachers in secondary schools in Maysan Governorate. As well as knowing the effect of professional pressure on the level of education in physical education in secondary schools in Maysan governorate, while the main hypotheses are that there is professional pressure on sports research on physical education teachers in secondary schools. To Maysan Governorate, where I assumed that there are among the various factors that cause professional pressure on physical education teachers in secondary schools in Maysan Governorate. In the third topic, the researcher's community and the research sample were deliberately represented in the category of physical education in schools and high schools due to the emergence of al-Mahfat and 64 teachers from Maysan, while the researcher followed the descriptive approach to survey the curriculum. According to the relevance and nature of the research in the fourth chapter, the results of the research were presented, analyzed and discussed through the statistical processes that were conducted on the research results. As for the fifth topic, it included automatic conclusions and recommendations represented in the presence of educational, financial and social pressures and negative social impacts on physical education teachers in secondary schools in the governorate, while the trend of most schools was noted. High school students to study physical education increase the rate of professional pressure on physical education teachers in those schools. Note that the lack of gyms, stadiums, and sports facilities is

¹ General Directorate of Maysan Education, Iraq .maythamqassm@gmail.com

causing significant pressure on teachers. The researcher also found that the professional pressures faced by the physical education teacher negatively affect the implementation of the physical education lesson.

Keywords: Pressure, Sport Performance, Physical Education, Secondary Stage

The researcher recommended the following

Therefore, he encouraged such studies because of their importance in developing the performance of my (teachers) physical education lesson. In addition to conducting similar studies, the list of occupational stresses depends on physical education teachers in middle schools, high schools, and middle schools, and mathematics teachers and teachers in elementary schools. The researcher emphasized that the results of this study were circulated to the General Directorates of Education in the Iraqi governorates, due to the similarity of educational conditions in them. In addition to the continuous evaluation and evaluation of the professional pressures that physical education teacher's face in secondary schools in Maysan Governorate, and the development of effective solutions to them.

Part one

Definition of the research:

Introduction and importance of research

For countries, progress in the field of sport has become a scientific, economic, informational and human development imperative. So these countries did what they could for now and to raise the level of competence of the players. There is no doubt that preparing early age groups through schools in general and specialized schools in particular is the best way to raise the level of local and physical sport, and to use it in various classifications and stages where optimal learning and training takes place. In order to achieve success, it is necessary to prepare qualified teachers and teachers in this field, as well as work on preparing well for these teachers and providing the appropriate atmosphere for them and working on the dimensions of pressure and the word n yes and psychological for them, the fact that these pressures frustrate their resolve or directly affect their level of performance Thus affecting students' learning level. In this field and within this framework, the importance of research has been emphasized by those who are exposed to the professional pressures experienced by the teacher, paying attention to their opinions, and identifying the real suffering that stands in front of their performance, in order to avoid it and work to develop.

Research Problem

Occupational pressures are not limited to a particular profession or work per se, but are numerous in the multiplicity of professions and jobs, and these pressures also differ according to the diversity and diversity of those professions and the environmental, economic, social and even political change as well. The teaching profession is one of the professions that cause a lot of pressure as a result of the duties and the great burdens and many that are placed on the teacher in the different stages of study, including the middle stage. Professional pressures range here and where we try to answer all the following questions:

1. What are the factors causing professional pressure on the physical education teacher in secondary schools in Maysan Governorate?
2. What are the most vocational stress factors and its causes for the physical education teacher for secondary schools in Maysan Governorate?
3. Is there a relationship between the factors causing occupational stress to which school sports education is exposed?

Goals Search

1. Identify professional pressures in the Physical Education School in secondary schools in Maysan Governorate.
2. Identify the most important factors causing professional pressure affecting school educational sports in secondary schools in Maysan Governorate.
3. Identify the relationship between the factors causing professional pressure on physical education teachers in Maysan Governorate secondary schools.
4. Identify the effect of professional pressure on the level of physical education lesson in secondary schools in Maysan governorate.

Research hypotheses

1. There is professional pressure on physical education teachers in secondary schools in Maysan Governorate.
2. There are differences between the factors causing professional pressure for physical education teachers in secondary schools in Maysan governorate.

3. The impact of professional pressure on the level of physical education lessons in secondary schools in Maysan Governorate.

Research areas

- The human field: physical education teachers in secondary schools in Maysan Governorate.
- Required fields Ni: 1/3/2016 - 4/15/2016
- Spatial scope: secondary schools in Maysan Governorate.

Chapter Three

Research methodology and field procedures

Research methodology used

Approach: It is the path leading to the desired goal, or the invisible thread that pulls the search from beginning to end to reach specific results (1). There are those who confirm the use of scientific methods and methods to reach the facts, and for this they know the method: It is the method that the researcher follows in his study of the problem to discover the truth (2). The researcher used the (descriptive approach) for the research. The means: Find accurate descriptions of activities, things, processes, and people. ((3)) And because it is an accurate visualization of the interrelationships between society, trends, tendencies, desires and development, so that the research gives a picture of the realities of life, develops indicators and builds future predictions, and it is a description. The situation regardless of the change in the direction of study ((4)). Descriptive research is classified here into three headings:

1. Survey Studies
2. Study of mutual relations
3. Tracer studies

The researcher used surveys through which it is possible to: Collect data from each member of the original community and apply this type in studying and analyzing occupational and psychological pressures, as well as trends and trends.

Research and sample community

The research community represents the Walter Sports Core class in secondary schools in Maysan governorate, with 57 secondary travel schools and the number of teachers 88 teachers distributed over these schools, as a number of schools contained more than one teacher due to their large size. The number of students who suffer from those pains, Dr. Study leave to complete the study, accused of higher education inside Iraq, the research sample represented 93% of the total number of teachers.

Research Procedures

For the purpose of conducting the research procedures, a questionnaire form must be prepared for the purpose of distributing it to the research sample represented by physical education teachers in secondary schools in Maysan Governorate. The researcher agreed on the scale prepared by (Muhammad Hassan Allawi) [5] to measure the occupational pressure of physical education teachers as shown below: - The scale consists of 36 items distributed on six axes, namely:

1. Reasons or factors related to working with students at school.
2. Reasons or factors related to the school's financial capabilities.
3. Reasons or factors related to the teacher's monthly salary.
4. Reasons or factors related to the Sports Education Supervisor.
5. Reasons or factors related to the relationship between the teacher and the school administration.
6. Reasons or factors related to relationships with other teachers.

The researcher presented the scale paragraphs to a number of experts and specialists in the field of testing and measurement and educational psychology for the purpose of ensuring the suitability of the paragraphs for the local environment. The experts confirmed the suitability and validity of the scale in full. The paragraphs of the current study, and accordingly the researcher approved the scale in his current study, and accordingly the physical education teacher answers the list expressions in light of the five-step scale, as follows:

(Applies to very large, high, medium, small, and very small tower)

A correct list is one that gives the score at which the teacher draws a circle around it, as well as for expressions that are towards the goal of the list - that is, indicating the presence of pressure, but for statements that are not towards the goal of the list. The list backwards is as follows: -

Degree (5) becomes (1), (4) becomes (2), (3) remains the same, (2) becomes (4), (1) becomes (5)

Table (1) It clarifies terms toward the goal of the list and not toward the goal of the list, the maximum and minimum score for each factor, and the overall score of the list

Reducing the minimum degree factor	The maximum degree of the worker	Sum of factor statements(reason)	Ferry numbers that a re not in the direction of the existing target	Numbers phrases that in the direction of the goal of the list	The factor or the cause	No.
6	30	6	25 , 1	31 , 19 , 13 , 7	the first	(1)
6	30	6	26 , 14	32 , 20 , 8 , 2	The second	2
6	30	6	21 , 9	33 , 27 , 15 , 3	the third	3
6	30	6	28 , 22	34 , 16 , 10 , 4	the fourth	4
6	30	6	35 , 5	29 , 23 , 17 , 11	Fifth	5
6	30	6	24 , 12	36 , 30 , 18 , 6	VI	6
36	180	36	12	24	The list as a whole	7

The paragraphs of the questionnaire are distributed along the six axes, as shown in the following table:

Table No. (2) Clarifies the distribution of the questionnaire items according to the axes

Paragraphs that represent the axis	the hub
31-25 -19-13-7 -1	Reasons or factors related to working with students at school.
32 – 26 - 20 - 14 - 8 - 2	Reasons or factors related to the school's financial capabilities.
33 27 - 21 - 15 - 9 - 3	Reasons or factors related to the teacher's monthly salary.
34 – 28 - 22 - 16 - 10 - 4	Reasons or factors related to the sports educational supervisor.
35 – 29 - 23 - 17 - 11 - 5	Reasons or factors related to the relationship between the teacher and the school administration.
36 – 30 - 24 - 18 - 12 - 6	Reasons or factors related to relationships with other teachers.

After preparing the scale, the researcher distributed the questionnaire forms to the research sample for the purpose of answering them, and upon returning them, the data were emptied and statistically processed using the following statistical means- :

(Arithmetic mean, standard deviation, analysis of variance, LCD values to measure differences)

Fourth Chapter

Presentation, analysis and discussion of results

Presentation and analysis of the results of the arithmetic media and the standard deviations of the dimensions of occupational stress for physical education teachers in secondary schools in Maysan Governorate and discussing them:

Table No. (3) Shows the arithmetic means and standard deviations for the dimensions of occupational stress For physical education teachers in secondary schools in Maysan Governorate

Standard deviations	Circles calculation	Dimensions of occupational pressure
1.54	17.06	1
1.59	20.00	2
1.14	19.86	3
2.52	17.04	4
1.38	17.18	5
1.38	17.56	6

From Table No. (3) we can notice the discrepancy between the arithmetic mean of the research sample, where the arithmetic mean of the first factor associated with working with students was (17.06) and the standard deviation (1.54), while the arithmetic mean reached the average of the second factor related to abilities. Physical (20.00) and standard deviation (1.59). As for the third factor related to the monthly salary, it reached its mean (19.86) and its standard deviation (1.14), while the arithmetic mean of the fourth factor related to educational supervision was (17.04) and the standard deviation (2.52). As for the fifth factor related to the relationship between the teacher and the high school administration, it had a mean (17.18) and his standard deviation (1.38), and the arithmetic mean of the sixth factor related to relations with teachers (17.56) and the standard. Deviation (1.38). From the foregoing, we notice that the lowest arithmetic mean was for the fourth factor related to educational supervision, where the value of (17.04) was drawn, while the largest arithmetic mean of the factor related to material capabilities was (20.00). This means that the professional pressure of teachers related to physical abilities represents a higher level of pressure, while the professional pressure associated with supervising educational pressures represents less professional teachers in Walter Al-Labbiya Sports in secondary schools in Maysan Governorate. The researcher pointed out the high level of professional pressures in the job related to potential subjects to the lack of interest in studying physical education and the lack of training grounds for lack of transmission in schools and the available narrow spaces are very small and not commensurate with the number of students for each stage of the study, as the numbers of assets for each class reach To 50 students per academic year, in addition to the lack of sports equipment and other equipment related to the physical education course. The availability of arenas and typical sports equipment to carry out the task of an educational lesson for sports would relieve pressure on the teacher and help him implement the lesson to the fullest extent. As for the less professional dimension of pressure on physical education teachers, the researcher attributes that to the fact that some educational supervisors appreciate the conditions experienced by the physical education teacher and feel their suffering, so we see that the pressures that teachers face from the educational supervisors are few compared to the others. Dimensions under consideration. Ther confirms this disparity and difference in the establishment of arithmetic circuits and standard deviations between these factors combined due to the different causes represented by each factor, as each of them has a specific effect and according to the nature of the teacher and the surrounding circumstances, there are those who do not have in his school the material capabilities that help him to present his lesson correctly. And it reduces the pressure he suffers from when performing the physical education lesson, and there are those who suffer from living conditions and social relations with educational supervision and school management.

Table(4) Shows the results of the analysis of variance, the calculated and tabular value of (q), and the level of significance of the differences in the dimensions of professional pressures for teachers of sports education in secondary schools in Maysan Governorate.

Moral	Indication level	Tabular value p	The computed q value	Average of squares	Degree of freedom	Sum squares of	The source of the contrast
				164.69	5	823.44	Between totals
Moral	0.000	2.214	59.978	2.746	486	1334.47	Inside totals
					491	2157.925	The grand total

Table No. (4) It shows that the sum of squares between totals reached (823.44), and within the totals it reached (1334.47). As for the general total, it reached (2157.925), and the average of the squares among the totals was (164.69) below the degree of freedom (5). (2.746) under the degree of freedom (486) and when calculating the value of (q) it was found that it reached (59.978) which is greater than (q) a tabulation of magnitude (2.214). For the purpose of finding the value of (LSD or less significant difference) (the researcher found that its amount is (0.05) and the level of significance (05), 0) when comparing the difference values of the computational methods in the dimensions of occupational stress among physical education teachers in secondary schools in Maysan Governorate, we note Table No. (5)

Table (5) LSD values or statistically significant differences between arithmetic circles for the dimensions of occupational stress among physical education teachers in Maysan Governorate at the significance level (0.05)

LSD	Differences in milieus						Dimensions and their averages	
	The sixth dimension	The fifth dimension	The fourth dimension	third dimension	The second dimension	The first dimension		
0.010	-0.500	-0.122	0.012	** -2.804	** - 2.939	---	The first dimension	Difference in milieus
	** 2.439	** 2.837	** 2.951	0.134			The second dimension	
	** 2.304	** 2,682	** 2.817				third dimension	
	* -0.512	-0.134					The fourth dimension	
	-0.378						The fifth dimension	
	---	---	---	---	---	---	The sixth dimension	

Table (5) shows that the value of the difference in arithmetic circuits between the first dimension related to working with students and the second dimension related to physical abilities amounted to (** - 2.939), which is greater than the value of (LSD). It is (0.010), which indicates the existence of statistically significant differences between the first and second dimensions in favor of the second dimension, and that the value of the differences in departmental accounts between the first work dimensions is related to - the third dimension related to the salary (** -2.804) for the student, which is greater than the value of (LSD is the amount (0.010), which indicates the existence of statistically significant differences between the first and third dimensions, and in favor of the third dimension; while the value of the differences in arithmetic circuits between the first dimension related to work with students and the fourth dimension related to the educational supervisor is amounted to (0.012), which is greater than the value of LSD) of (0.010), indicating the existence of statistically significant differences between the first and fourth dimensions, and in favor of the first. When the value of the differences in arithmetic circuits between the first dimension related to work with students and the fifth dimension related to the relationship with the school administration (0.122) which is greater than the value of LSD) and the dimension of (0.010), which indicates the existence of statistically significant differences between the first and fifth dimensions in favor of the dimension The fifth, while the value of the differences in arithmetic circuits between the first dimension related to working with students and the sixth dimension related to the relationship with other teachers. It reached (0.500), which is greater than the LSD value of (0.010), which indicates the existence of statistically significant differences between the first and sixth dimensions and in favor of the sixth dimension, while the value of the differences in calculating the circles between the second dimension related to physical capabilities and the third dimension related to physical capabilities amounted to (0.134) Which is great. r from the LS value of (0.010), which indicates the existence of statistically significant differences between the second and third dimensions, and in favor of the second dimension. While the value of the differences in arithmetic circles between the second dimension related to material capabilities and the fourth dimension related to educational supervision was (2,951 **), which is greater than the value of LSD (0.010), which indicates that there are statistically significant differences between the second and fourth dimensions and in favor of the dimension The second. While the

value of the differences in arithmetic circuits between the second dimension related to financial capabilities and the fifth dimension related to the relationship with the school administration was (** 2.837) which is greater than the LSD value of (0.010), which indicates the existence of statistically significant differences between the second and fifth dimensions, and in favor of The second dimension, while the value of the differences in arithmetic circles between the second dimension related to material capabilities and the sixth dimension related to the relationship with teachers. To (** 2.439), which is greater than the LSD value of (0.010), which indicates the existence of statistically significant differences between the second and sixth dimensions, and in favor of the second dimension. The differences of values

in the arithmetic meanings between the third dimension related to salary and the fourth dimension related to the relationship with educational supervision amounted to (2.817 **) which is greater than the value of LSD (0.010), which indicates its existence. While the value of the differences in arithmetic circuits between the third dimension related to salary and the fifth dimension related to the relationship with the school administration (2.682) statistically significant differences between the third and fourth dimensions, and in favor of the third dimension **) which is greater than the value of LSD (0.010), which indicates There are statistically significant differences between the third and fifth dimensions, and in favor of the third dimension. While the value of the differences in the arithmetic meanings between the third dimension. Regarding the salary and the sixth dimension related to the relationship of other teachers, it reached (2.304 **), which is greater than the value of LSD, and it is (0.010), which indicates the existence of statistically significant differences between the third and sixth dimensions, and in favor of the third dimension. While the value of the differences in arithmetic circuits between the fourth dimension related to the relationship with educational supervision and the fifth dimension related to the relationship with administration was (0.134) and it is greater than the LSD value of (0.010), which indicates the existence of statistically significant differences between the fourth and fifth dimensions, and in favor of the fifth dimension , While the value of the differences in arithmetic circles indicates between the fourth dimension related to the relationship with educational supervision and the sixth dimension related to the relationship. With other teachers, it reached (* 0.512) which is greater than the LSD value of (0.010), indicating the existence of statistically significant differences between the fourth and sixth dimensions, and in favor of the sixth dimension. Differences in arithmetic circuits between the fifth dimension related to the relationship with the school administration and the sixth dimension related to the relationship with other teachers amounted to (0.378), which is greater than the value of LSD (0.010), which indicates the existence of statistically significant differences between the fifth and sixth dimensions, and in favor of the sixth dimension. The dimension. Through tables (3, 4, and 5) related to the arithmetic mean and standard deviations of the occupational stress dimensions of physical education teachers, and the table of variance analysis of the level of differences in the dimensions of occupational stress, and the values. Of (LCD1) related to those who have the least statistically significant differences between the six dimensions in Table No. (5). We conclude that there are professional pressures among teachers of physical education in secondary schools in Maysan governorate, and this makes the first assumption of the research that has been fulfilled. As if there are moral differences between the research factors that cause professional stress among secondary school teachers in Maysan Governorate, and this pressure effect on the level of the physical education lesson where the teacher faces these pressures will negatively affect the performance and thus on the level of Durr Q presented to students and depending on these results, it has been achieved. The three hypotheses of the research. The research objectives were also achieved by families of professional pressures of physical education teachers in secondary schools in Maysan governorate, and then the relationship of women between the factors causing professional stress, as the researcher found that there is a close relationship between these factors through the convergence of sports circles and standard deviations between them. The differences between the dimensions are relatively small, which means their effects are similar.

Chapter five

Conclusions and recommendations

Conclusions

Through the search results and found the researcher to analyze those results and discuss reaching the conclusions of the following:

1. There are professional, educational, financial and social pressures that negatively affect physical education teachers in secondary schools in Maysan Governorate.
2. The effect of professional pressure on the physical education lesson
3. The lack of halls, playgrounds and sports facilities causes great pressure on teachers.
4. There is a disparity in the level of professional pressure on physical education teachers in secondary schools in Maysan governorate.
5. As for the second factor represented by the physical capabilities axis, the professional pressure most affected teachers of physical education in secondary schools in Maysan governorate.
6. The fourth goal factor in the Center for Educational Supervision constituted less professional pressure on the impact on sports school education in secondary schools in Maysan governorate.

Recommendations

In light of the results shown, the researcher recommends the following:

1. Encouraging the conduct of such studies, because of their importance in developing the performance of physical education teachers (female teachers), and its reflection on the physical education lesson.
2. Conducting similar studies the list of professional pressures depends on physical education teachers in middle, secondary and middle schools and on physical education teachers in primary schools .
3. Disseminating the results of this study to the general directorates of education in the Iraqi governorates, due to the similarity of educational conditions in them.
4. Continuous evaluation and evaluation of the professional pressures that physical education teachers are exposed to in secondary schools in Maysan Governorate ,and developing effective solutions to them .

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6. Wajih Mahjoub Curricula in Scientific Research and Curricula, University of Baghdad, 1990.

Appendices

In the name of Allah the Merciful

Accessory (1)

List of professional pressures for a teacher (teacher) of physical education

Information- :

School Name: Geolocation :

My respected middle school Physical Education teacher colleague:

Good greeting...

I put in front of you a list of phrases explaining some of the situations or situations that you may encounter as a teacher of sports education in your sports education work in the school, please answer them accurately, taking into account the following- :

Read each phrase well and answer it in proportion to your true direction towards it, by drawing a circle around the number that expresses your point of view, as follows:

- If the statement applies to you a very large degree circle around the figure draw a.(5)
 - If the statement applies to you significantly draw a circle around the number (4)
 - If the phrase applies to you to a moderate degree, then draw a circle around the number (3)
 - If the phrase applies to you to a small degree, then draw a circle around the number (2)
 - If the phrase applies to you to a very small degree or does not apply to you, then draw a circle around the number (1)
- Please note that there are no right or wrong answers
 - The need to answer frankly and honestly for the phrases
 - Leave no statement unanswered
 - Your answer will be strictly confidential, as it is for scientific research purposes

With sincere thanks and appreciation

Researcher

Appendix No. 3: Meeting M of the phrases that represent the factors that cause professional pressure on physical education teachers

Answer alternatives					Ferries	Ferry number
1	2	3	4	5	I feel that students have a clear interest in the physical education course	1
1	2	3	4	5	The stadiums necessary for my work are very few or almost non-existent	2
1	2	3	4	5	My salary does not match my responsibilities and duties	3
1	2	3	4	5	The sudden visits of the educational supervisor cause me anxiety	4
1	2	3	4	5	I feel that the principal appreciates the effort I put into my work	5
1	2	3	4	5	The work environment in my school is characterized by disagreements between teachers, which causes me more distress	6
1	2	3	4	5	Students are not motivated to participate in the physical education lesson	7
1	2	3	4	5	There are insufficient funds needed to spend on sports	8
1	2	3	4	5	My salary alone suffices my basic needs	9
1	2	3	4	5	My supervisor's focus on the negative and neglecting the positive aspects of my work annoys me	10
1	2	3	4	5	My opinion is not important to the principal	11
1	2	3	4	5	I feel that the relations between me and most of the teachers are very close	12
1	2	3	4	5	The problem of controlling the system with the students, takes a long time and makes me nervous	13
1	2	3	4	5	The school sports equipment and devices are suitable for me to do my job well	14
1	2	3	4	5	My profession does not provide me with adequate financial security	15
1	2	3	4	5	The supervisor's guidance to me is not based on objective grounds	16
1	2	3	4	5	The principal does not appreciate my work sufficiently	17
1	2	3	4	5	There is a kind of intolerance against the physical education teachers in my school	18
1	2	3	4	5	Students' clothing does not help with motor performance in the physical education lesson	19
1	2	3	4	5	The state of the school playgrounds discourages teaching	20
1	2	3	4	5	I get good financial incentives in addition to my salary	21
1	2	3	4	5	The educational supervisor gives me the opportunity to discuss and strives to help me	22
1	2	3	4	5	I feel that the school administration has a lack of appreciation for the good work I do	23
1	2	3	4	5	Most teachers appreciate the value of the work of a PE teacher	24
1	2	3	4	5	The number of students per class is small, which helps them benefit from the physical education lesson	25
1	2	3	4	5	The school's sports capabilities are suitable for student numbers	26
1	2	3	4	5	I feel that I am working for the wrong salary	27
1	2	3	4	5	The current educational supervision method encourages me to put more effort into my work	28

1	2	3	4	5	The school administration puts most of the physical education lessons at the end of the school day	29
1	2	3	4	5	Some teachers' view of physical education teachers is unfair	30
1	2	3	4	5	It annoys me that students are absent from the final years of the physical education lessons	31
1	2	3	4	5	Student numbers, not commensurate with the school's athletic potential	32
1	2	3	4	5	The salary I am earning is not commensurate with the effort I put in	33
1	2	3	4	5	The educational supervisor's insistence on the necessity of applying the curriculum developed in a professional manner causes me distress	34
1	2	3	4	5	The school principal gives me a great deal of power and freedom to do my job	35
1	2	3	4	5	I feel that there is a gap between me and the large number of teachers of other subjects in the school	36

[1] Muhammad Azhar Al-Sammak and Others: The Origins of Scientific Research, Mosul, 1980, p. 42.

[2] Muhammad al-Gharib Abdul Karim: Scientific Research, Curriculum, Design, Procedures, Modern University Books, 1980, p. 77.

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[4] and c. Curricula for Scientific Research and Scientific Research, University of Baghdad, 1990, p. 297.

[5] - Muhammad Hassan Allawi: previous source