



**SCHOOL SPORTS AND THEIR SOCIAL AND EDUCATIONAL
ROLE FROM THE PERSPECTIVE OF PHYSICAL EDUCATION
TEACHERS IN DIWANIYAH**

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ABSTRACT	KEYWORDS
<p>The research aimed to investigate the social and educational role of school sports in intermediate schools. The researcher employed a descriptive research methodology using a survey approach to align with the nature of the research problem. The research sample consisted of a group of physical education teachers in schools in Diwaniyah, totaling 60 teachers from various intermediate and high schools. These schools were randomly selected from a total of 347 schools in the district, representing 17.3% of the total schools. Care was taken to select schools from different areas that encompassed a wide geographical region in Diwaniyah, representing various social levels.</p> <p>The researcher designed a questionnaire for physical education teachers in intermediate schools based on personal interviews, sources, and references to formulate the questionnaire items. The response format in the questionnaire consisted of three levels: "always," "sometimes," and "never," corresponding to numerical values of 1, 2, and 3, respectively. The questionnaire included 35 items, and after conducting statistical analysis, 27 items remained.</p> <p>The researcher arrived at several conclusions, including:</p> <ol style="list-style-type: none"> 1. The presence of significantly positive attitudes among teachers towards the role of school sports. 2. Teachers' responses regarding the social aspect were significantly positive, primarily at the "always" level. <p>As for the recommendations, one of the main ones was the necessity to work on providing effective means and the necessary resources to ensure the success of school sports in intermediate schools due to its importance in students' physical, social, and educational development.</p>	<p>Teachers, school sports, education, physical, attitude</p>

Introduction

1. Research Definition:

1.1 Research Introduction and Significance:

School environments are important arenas for harnessing students' athletic talents and interests, making them vital for nurturing various student interests. Recognizing this, the researcher found it

essential to conduct an analytical study on the role of school sports in deepening social values and developing athletic interests among students. This study aims to analyze the objectives, responsibilities, and functions of school sports and their positive impact on students' potential.

Students' interests have a significant influence on their future lives, making it imperative to examine the sports activities in intermediate schools. These activities serve multiple purposes, including educational and social aspects. They are a means to prepare students, build their characters, develop their athletic talents, enhance their mental abilities, and create opportunities for their athletic development.

Numerous data indicate that positively harnessing students' potential provides them with the drive to build their communities. Sports activities in schools primarily focus on educational aspects, with a strong emphasis on the psychological and social aspects of student participants.

Investing in school sports requires substantial effort, and the necessary resources must be available to ensure proper implementation. Using the existing resources in schools efficiently is crucial to achieving the goals of this activity.

This study focuses on the impact and importance of school sports in deepening social and educational values and developing athletic interests among students. It highlights the need to support school sports with the requirements that aid in nurturing students' hobbies and keeping them away from negative and harmful practices in society.

1-2 Research Problem:

The research problem lies in conducting an analytical study to determine the significance of school sports in the intermediate school stage in deepening values and developing athletic interests among students. There is a critical need to address the negative aspects that have affected the behavior of many students, given the social and economic changes they face. This necessitates finding better ways and means to deepen social and educational values through optimal utilization of the time students spend in schools.

1-3 Research Objective:

The research aims to explore the social and educational role of school sports in intermediate schools.

1-4 Research Hypothesis:

The researcher assumes that school sports in the intermediate school stage have a social and educational role.

1-5 Research Scope:

1-5-1 Human Scope: A sample of physical education teachers in intermediate schools in Diwaniyah.

1-5-2 Time Scope: From January 10, 2023, to November 15, 2023.

1-5-3 Spatial Scope: Some intermediate schools in Diwaniyah.

3- Research Methodology and Procedures:

3-1 Research Methodology:

The researcher utilized a descriptive research methodology with a survey approach, which is suitable for the nature of the research problem.

3-2 Research Sample:

The research sample consisted of a group of physical education teachers in intermediate schools in Diwaniyah, totaling 60 teachers from different schools. They were randomly selected from intermediate and high schools in Diwaniyah, out of a total of 347 schools. The sample represented 17.3% of the total schools. Care was taken to choose schools from various areas that encompassed the largest geographical region in Diwaniyah, representing different social levels.

3-3 Data Collection Methods:

The researcher used the following methods:

1. Arabic and foreign sources and references.
2. Personal interviews with experts.
3. A prepared questionnaire.

3-4 Questionnaire:

The researcher designed a questionnaire for physical education teachers in intermediate schools, based on personal interviews, sources, and references. The response format in the questionnaire consisted of three levels: "always," "sometimes," and "never," corresponding to numerical values of 1, 2, and 3, respectively. The questionnaire included 35 items, and after conducting statistical analysis, 27 items remained.

3-5 Data Analysis:

3-5-1 Discriminant Validity of the Questionnaire:

The researcher applied the questionnaire to 150 teachers from different schools in Diwaniyah to extract the discriminant validity value. The following steps were taken:

1. Ranked the values in descending order based on the total score of the sample individuals.
2. Selected 27% of the highest and lowest scores, totaling 41 teachers.
3. Used the t-test for independent samples to compare the means of two different groups.
4. The critical t-value for 30 items was significant, and for 5 items, it was not significant at a degree of freedom of 80 and below a significance level of 5%. This means that five items were removed from the initial questionnaire and classified as non-discriminatory items.

3-5-2 Relationship Between Item Score and Total Scale Score:

The relationship between each item's score and the total scale score was calculated using Pearson's correlation coefficient. This was measured for the 30 remaining items in the initial analysis of discriminant validity. It was found that all items had strong and significant correlation coefficients at the 0.05 level.

3-5-3 Questionnaire Validity:

1. Content Validity:

Content validity refers to the extent to which the questionnaire items align with the content or subject matter it aims to measure. This is assessed through a logical analysis of the questionnaire's content,

items, and statements to determine how well they represent the measurement topic and the situations it measures¹. And can be divided into:

A- Face Validity:

Face validity refers to the suitability of the scale in terms of its clarity, instructions, and the appropriateness of its items. This can be assessed by presenting the scale to experts or knowledgeable judges to determine if it appears to measure what it was intended to measure. In this case, the researcher obtained the items through experts, as mentioned earlier².

B- Content Validity:

Content validity involves assessing the extent to which the scale's items represent the content or subject matter it aims to measure. It can be achieved through a logical analysis of the scale's materials, items, and statements to ensure that they adequately represent the measurement topic and the situations it assesses.

3- Construct Validity:

Construct validity is the extent to which a scale accurately measures a specific construct with complete precision. This is determined by examining the relationship between the item's score and the total scale score. If an item's score is significantly correlated with the total scale score, it means that the item measures the same concept as the overall scale. This was achieved using Pearson's correlation coefficient, and all items showed strong and significant correlations³.

3-6 Scale Reliability:

The researcher used the method of calculating internal consistency or homogeneity among the items of the scale. The Cronbach's alpha coefficient was calculated, and it yielded a reliability coefficient of 0.875. This indicates that the scale has high internal consistency, as a coefficient above 0.7 is generally considered acceptable.

3-7 Internal Consistency of Items:

The researcher used the Pearson product-moment correlation between the items and excluded three items that showed high internal consistency, with correlations ranging from 0.19 to 0.89. Therefore, 27 items remained in the scale, and the items with low correlations were removed. This ensures that the remaining items are measuring different aspects or concepts, which is one of the goals of designing descriptive research instruments.

¹ Ali Samoum and Shadha Fouad; *Continuous Educational Assessment and Its Scientific Applications*, 1st edition, Arab Thought Publishing and Printing House, Cairo, 2021, pp. 56-57.

² Ismail Abdzaid Ashour (and others); *"Topics in Scientific Research,"* 1st edition, Dar Dijlah for Printing, Amman, Jordan, 2017, page 168.

³ Ismail Abdzaid Ashour and Nasir Mazhar; *"General Principles in Scientific Research Methodologies,"* Al-Atik Publishing Company, Beirut, Lebanon, 2018, page 115.

3-8 Scale Application:

The questionnaire was distributed to 60 physical education teachers in schools in Diwaniyah on Monday, October 10, 2023. The results for each individual item were calculated, and the final score for each respondent was also calculated. The questionnaire was divided into three items: "Always" with a score of 3, "Sometimes" with a score of 2, and "Never" with a score of 1.

3-9 Statistical Methods:

The researcher used the statistical software package SPSS and applied the following statistical techniques:

1. Mean (average).
2. Standard deviation.
3. Percentage.
4. Independent samples t-test.
5. Pearson's correlation coefficient.
6. Chi-square test (χ^2).

4 -Presentation and Analysis of Results:

4-1 Presentation of the Arithmetic Means and Standard Deviations for the Total Scores of the Questionnaires for 60 Teachers and Analysis:

(Table 1) Shows the arithmetic mean, standard deviation for the total scores of the questionnaires, and the overall percentage scores.

Variable	Mean	Standard Deviation	Total Score for Questionnaires	Overall Percentage
Questionnaire	30.68	3.01	4332	89.135%

When observing Table (1), which shows the mean, standard deviation, total score for the questionnaires, and overall percentage for the entire questionnaire, it can be noted that the mean for the total scores of the questionnaire was (72.2) with a standard deviation of (3.01). The total score obtained was (4332) out of a possible total of (4860), which represents the upper limit of scores. The overall percentage achieved was (89.135%). This indicates that the percentage was high in favor of selecting answers with higher values (3) over answers with lower values (1).

Based on the results and data gathered from the study, it is evident that the reason for the questionnaire obtaining a high percentage of 89.135% is that most of the statements in the questionnaire were formulated in a positive direction towards physical education in intermediate schools. This positive orientation in responses aligns with the researcher's perspective, as the questionnaire focuses on building the psychological, educational, and social aspects of students and instilling its social and educational role in shaping their personalities. The study also highlights the importance of physical

education as a holistic education for the mind, body, and spirit, fostering cooperation and social representation within the educational, social, and sports environment⁴.

Indeed, physical education is considered the only outlet for the energy of intermediate school students, providing a healthy outlet through which students can channel their energy to benefit their physical, academic, social, and educational aspects⁵.

The researcher observes that these results demonstrate the alignment between the questionnaire's objectives and the research hypotheses. Physical education in schools has a clear positive impact on the fundamental and primary aspects of education and learning. It is closely related to educational, social, and physical dimensions in a mutually beneficial manner. The results show that there is no development in school sports without accompanying development in educational aspects, even to a certain extent. There is also development in the social dimension, as evident in students' behavior in subsequent periods. Notably, there is significant progress in the physical aspect.

From the interdependence observed, it can be concluded that there is no simultaneous development in educational, social, and physical dimensions apart from school sports. This underscores the role of physical education in this stage. Therefore, it is essential to pay attention to the weaknesses within the physical education curriculum. Addressing these weaknesses is crucial as they can have a negative impact on students' lives in general, and these negative effects may persist into their future⁶.

Physical education in schools is one of the ways that can help individuals achieve overall health. Through physical education classes, students can engage in physical activities that promote general well-being. Physical education is considered one of the effective elements in modern education and plays a crucial role in achieving balance, shaping students' personalities, and preparing them comprehensively. It serves as the primary driver and supporter of physical activity and has a significant impact on intellectual and physical development. It also sets students on the path to improving their performance in school sports activities⁷.

Physical education is an important part of the curriculum, as it enables students to achieve various cognitive, physical, and psychological goals while motivating them to excel, innovate, and be creative. It is the responsibility of school administration to provide the necessary financial, administrative, material, and spatial resources and support specialized teaching staff to ensure the success of the educational process and the effective implementation of physical education classes. This includes preparing teaching facilities, providing necessary equipment, and adhering to specified schedules to meet students' needs and preferences⁸.

Physical education and school sports represent a fertile ground for the balanced education of both male and female students. They contribute to the development of individuals by fostering open-

⁴ Alaa Mohammed Jabbar; The Role of Physical Education in Developing Social Harmony Dimensions for Elementary School Students. *Contemporary Sports Journal*, Volume 17, Issue 1, 2018, p. 7.

⁵ Yasser Mohammed and Jajan Juma; "The Role of Educational Management in Activating Physical Education Lessons and Developing Leadership Skills among Physical Education Teachers in the Basic Stage," *Basic Sciences Journal*, Issue 7, Volume 12, 2022, Page 183.

⁶ Nagham Khalid Najib (et al); Mental Health in Physical Education Class among Some Elementary Schools Students in the Left Coast of Mosul City, *University of Anbar Journal of Physical and Sports Sciences*, Volume 4, Issue 20, 2020, Page 35.

⁷ Raed Abdul Amir and Maytham Saleh; Personal Traits among Athletes and Non-Athletes, *Journal of the College of Basic Education*, University of Babylon, Issue 10, January 2013, p. 211.

⁸ Ahmed Moufaq and Moumen Emad, "Evaluation of Available Facilities for Sports Activities from the Perspective of Physical Education Teachers," *Contemporary Sports Magazine*, Volume 19, Issue 1, 2020, page 54.

mindedness, positive communication, collaboration, respect for others, and fair competition. Additionally, they help build a constructive sense of community, which works to reduce behaviors and phenomena that are contrary to ethics, values, and standards that can negatively impact both the mind and body⁹.

5-1 Conclusions:

Based on the results obtained, the researcher draws several conclusions:

1. There are significantly positive attitudes among teachers towards the role of school sports.
2. Teachers' responses towards the social aspect were significantly positive, and they mostly chose the option "always."
3. The educational aspect aligns with teachers' beliefs and attitudes towards school sports, as indicated by the high frequency of selecting "always."
4. The physical aspect received a high level of positivity according to teachers' responses and beliefs, with a significant preference for the "always" option.
5. Overall, the responses to the questionnaire items were predominantly positive.

5-2 Recommendations:

Considering the conclusions, the researcher recommends the following:

1. It is essential to work on providing effective means and the necessary equipment to ensure the success of school sports in secondary schools, given its importance in the holistic development of students in physical, social, and educational aspects.
2. Providing the required resources that assist physical education teachers in secondary schools in delivering physical education lessons that achieve the desired goals, especially in the challenging circumstances faced by society.
3. Emphasizing the role and importance of school sports in promoting social values and improving physical fitness among students in secondary schools by ensuring both material and moral support.
4. Establishing monitoring mechanisms to oversee the implementation of physical education lessons and addressing any obstacles that may arise.
5. Increasing the number of physical education classes in secondary schools to three per week to align with the significance of school sports, especially at this level.

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⁹ Rahmoni Abdelmajid; The Relationship Between Some Personality Traits of Physical Education and Sports Teachers and Teaching Practices During Secondary School Lessons, Algerian Sports Creativity Magazine, Volume 10, Issue 2, Repeated Issue Part 3, 2019, Page 149.

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