

School Climate and Its Relationship with Psychological and Functional Stability Between Physical Education Teachers in Dhi-Qar Governorate

Salah Hasan Abed¹, Suhair Rahman Salman²

^{1,2} College of Physical Education and Sports Science, University of Thi-Qar, Thi-Qar, 64001, Iraq

E-mail: salahhassan197711@gmail.com

E-mail: s4.sport4@utq.edu.iq

Abstract

The study aims to investigate School climate and its relationship with psychological and functional stability between physical education teachers in Dhi-Qar Governorate. Also, it explains the role of climate on teachers' psychological stability and satisfaction. It aims to identify the Obstacles that lead to preventing the appropriate school climate. This enables us to develop and improve school climate and raise the level of their professional performance. According to that, we can achieve the educational method with efficiency and high effectiveness. The research problem focuses on the importance of educational work. This role requires professional performance, it can't be acquired just by providing an appropriate school climate. It doesn't available in our schools. To get a high degree of effectiveness and raise in the level of professional performance of physical education teachers, this requires introducing an appropriate school climate. Therefore, familiarity and cooperation between teachers will result in a high level of education. The researcher deals with school teachers in Dh.Qar Government. His community consisted (376) teachers. Then, teachers were identified into 7 groups. The researcher selected (210) teachers about 53,191% of. The construct sample consists of 120 teachers which is about 31,91 % of the total number. The application sample is about 80 teachers which consists of about 21,10 %. the experimental sample includes (10)about 2,65 % from the research community. The researcher concluded that school climate differs from one school to another. It makes it an institution that has its own unique distinguish it from others. Moreover, the constructive school climate has a clear effect on the psychological stability and satisfaction of physical education teachers and their behavior. It is considered one of the main factors for success in their work inside and outside their schools. The research study aims to identify the nature of the school climate and its relationship to the psychological stability and job satisfaction of physical education teachers in the province of Dhi Qar and to know the role of this climate in their psychological stability and job satisfaction and identify the most important obstacles that prevent the availability of a suitable and effective school climate in order to develop and improve this climate and then improve the level of their professional performance in order to achieve the educational and pedagogical process efficiently and effectively. The research problem focused on the importance of educational work and the requirements of this role of distinguished professional performance can only be gained by providing the appropriate school climate that was not available in the appropriate way in our schools. Therefore, achieving a high degree of effectiveness and quality and raising the level of professional performance of teachers of physical education depends largely on providing an appropriate school environment in which the degree of affinity and cooperation among teachers is high. The research community represented the sports teachers in the governorate, who numbered (376) teachers distributed in (7) departments. As a result, the researcher had to choose a sample randomly from (210) teachers, which constituted a percentage of 53.191%, where the construct sample consisted of (120) teachers. Which constituted a percentage of 31.91% of the research community and the application sample, and it consisted of (80) teachers, which constituted a percentage of 21.10%. Teachers from the research community and the sample of the exploratory experiment consisted of (10) teachers, which constituted a percentage of 2.65% of the research community. The researcher reached a set of conclusions, the most important of which was that the school climate varies from one school to another, because each school has its own climate, which makes it a unique institution. The positive school climate also has a clear impact on the psychological stability and job satisfaction of physical education teachers and their behavior, values and attitudes, and is one of the basic factors for the success of their work inside and outside their schools.

Keywords: Physical education teachers; training School climate and its relationship with psychological and functional stability between in Dhi-Qar Governorate

1. Introduction

Education plays a crucial role in the development and progress of human societies. Education and education

are of great importance in changing the behavior of individuals, raising them and providing them with values appropriate to the society to which they belong. In light of the importance of the role of schools in the

development and progress of society, it is important to pay attention to the teachers working in them, especially if we know that the performance of these teachers depends not only on their own ability, but also on a large degree of positive forces available in the school climate, such as the ability of the administration to satisfy the needs of teachers and their care, recognize individual differences, not to distinguish among them, recognize their values and enable them to use their energies, abilities and talents, and work to increase mutual understanding among them and the school administration in order to increase participation, cooperation, mutual trust and based on honesty, frankness and friendship, and raise their morale as a result of their sense of security, safety, support and support, and thus create a school climate characterized by good human ties and relations. The process of preparing a physical education teacher is one of the most important elements of modern education because it constitutes the most prominent elements of the educational process. Therefore, the importance of preparing him for the teaching profession stems from the most important functional roles he plays to achieve the goals of the educational process. In addition, the responsibility of the physical education teacher is multiple. His role was not limited to teaching sports activity to students, but he became a mentor, advisor and educational leader who plays an essential role in education. With a teacher able to occupy his profession and carry out his tasks effectively, he can achieve the goals of society, including the development of school sports. On the other hand, the school climate is an effective means of achieving psychological stability among teachers of physical education. Psychological stability varies from one teacher to another depending on some external factors surrounding the teacher and some internal factors represented by the characteristics and characteristics of the teacher's personality. Psychological stability is one of the important factors in continuing to perform the teacher's work with high efficiency and achieving the best levels of learning, and thus leads to achieving job satisfaction, which is considered one of the most ambiguous topics of management science, because it is an emotional state of

the human resource that is difficult to understand, let alone scale it objectively. Perhaps the ambiguity led to the emergence of hundreds of researches and studies on this subject.

Research significance

1- Identifying the nature of the school climate and its relationship to the psychological stability and job satisfaction of physical education teachers . 2- Knowing the role of this climate in their job performance and identifying the most important obstacles that prevent the availability of an appropriate and effective school climate.

3-Building a scale of school climate, psychological stability and job satisfaction for physical education teachers in the education of Dhi Qar Governorate.

2. Method and procedures including

The research community and sample

The research community represented the 376 sports teachers in the governorate, distributed in 7 departments. As a result, the researcher had to select a random sample of 210 teachers, which constituted a percentage of 53.191% . The construct sample consisted of (120) teachers, which constituted a percentage of 31.91% of the research community and the application sample and consisted of (80) teachers, which constituted a percentage of 21.10% . Teachers from the research community and the sample of the exploratory experiment consisted of (10) teachers, which constituted a percentage of 2.65% of the research community.

Research Design

The researcher used the descriptive approach with survey methods, normative studies and correlational relationships to suit them to build and codify standards. " The descriptive approach is the accurate perception of the interrelationships between society, trends, tendencies, desires and development so that it gives a picture of the immediate reality, develop indicators and build future predictions

Table (1) shows the distribution of sample members

No.	Department	Total number of research community teachers	Construct Sample	Sample Reconnaissance Experiment	Application Sample
1	Al-Nasriyah	81	31	10	16
2	Ash Shatrah	66	20	-	14
3	Souk Al Shuyoukh	60	20	-	13
4	Al - Rifai	59	15	-	12
5	Chabaish	41	14	-	9
6	Jaquars!	36	10	-	8
7	Reform	33	10	-	10
8	Total	376	120	10	80
9	Percentage	100%	31.91%	2,65%	21:27

Field research procedures

Procedures for building and validating the School Climate, scales ,Psychological Stability and Job Satisfaction

Purpose of construct

The early need to determine the purpose of the test when determined to build it follows the hypothesis that the form of the test and some of its characteristics vary according to the purpose of the test(1).

Therefore, the researcher had to learn about the school climate and then prepare an ace headquarters that describes accuracy and comprehensiveness in measuring psychological stability and job satisfaction of physical education teachers.

Identification of the phenomenon to be studied

Before starting the descriptive study and building, codifying and preparing the study in accordance with the theoretical frame of reference and reaching a solution to the problem, the phenomenon to be studied should be identified and its concept and limits should be completely clear and the phenomenon to be studied (school climate in the sense of psychological stability and job satisfaction). The researcher relied on the theoretical framework, so the researcher had to identify the school climate among teachers of education and then prepare a scale characterized by accuracy and comprehensiveness in measuring psychological stability and job satisfaction among teachers of physical education.

Identification of metric areas

For the purpose of determining the areas of measurements, the school climate measure, the psychological stability scale and the job satisfaction scale for the teachers of physical education, the researcher has reviewed the references of the women, the wrapping of the sucking, the running, the studies, and the work of the students. It dealt with the subject of research and personal interviews with some specialists in sports psychology. The researcher has extended the theoretical framework and identified the areas of each scale as shown in Appendix (2). Thus, the areas of metrics were identified as follows

First: Areas of School Climate Scale

1. School Administration
2. School Relationships
3. School Capabilities
4. Sports activities
5. Social Relation
6. Work regulations
7. Cultural activities

Second: Areas of Psychological Stability Scale

1. Emotional stability field.
2. Field of Psychological Security
3. field of optimism
4. Psychological adaptation:
5. Rationalism

Third: Areas of Job Satisfaction Scale

1. field working conditions.
2. Social Relations
3. Field Supervision
4. Economic Matters
5. Geographical Location
6. Leading systems
7. Promotions
8. Academic Courses:

4-1-4 Determining the validity of the fields of the scales

In order to identify the validity of the fields for the scales identified by the researcher to scale the school climate, psychological stability and job satisfaction, he presented a survey questionnaire attached (3) to a number of experts and specialists in the field of sports psychology to indicate their opinion on the viability of the fields to scale the school climate, psychological stability and job satisfaction of physical education teachers, and their number was (11) specialists attached (3), and after analyzing the answers, the opinion of the experts was as shown in Table (2).

Table (2) shows Kay's calculated score for expert answers on the school climate scale							
No.	Categories	Number of experts	Approvers	Disagree	Ka ⁻²	Sig	Significance
1	School Dashboard	11	11	0	11	0.000	, significant
2	School Relationships	11	10	1	7.36%	0.007	, significant
3	School Capabilities	11	9	2	4,45	0.035	, significant
4	Sports activities	11	10	1	7 - 36	0.007	, significant
5	Social Relation	11	7	4	0,818	0.366	, significant
6	Work regulations	11	8	3	2,273	0.132	Non-significant
7	Cultural Activities	11	7	4	0,818	0.366	, significant
Tabular value: 3,84 Significance level:0.05							

After analyzing the answers of the experts, the researcher adopted the following areas and according to the Ka² test function to accept the fields

- School Administration
- School Relationships
3. School facilities
4. Sports activities

Table (3) shows Kay's calculated score for experts' answers on the psychological stability scale							
No.	Categories	Number of experts	Approvers	Disagree	Ka ⁻²	Sig	Significance
1	Emotional stability	11	9	2	4,45	0.035	, significant
2	Psychological security	11	10	1	7.36%	0.007	, significant
3	optimism	11	9	2	4,45	0.035	, significant
4	Psychological adaptation:	11	7	4	818	0.366	Non significant
5	Rationalism	11	7	4	818	0.366	Non significant
Table value: 3,84 Significance level:0.05							

After analyzing the answers of the experts , the researcher adopted the following areas and according to the Ka-2 test function to accept the

fields:

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Psychological Security 3- Optimism

Table (4) shows Kay's calculated score for experts' answers on the job satisfaction scale

No.	Categories	Number of experts	Approvers	Disagree	Ka - ²	Sig	Significance
1	Employment conditions	11	10	1	7.36%	0.007	Non significant, significant
2	Social Relation	11	9	2	4,45	0.035	, significant
3	Supervision	11	9	2	4,45	0.035	, significant
4	Economic	11	10	1	7.36%	0.007	, significant
5	Geographical Location	11	8	3	2.273	0.132	Non significant.
6	Leading system	11	7	4	0,818	0.366	Non significant
7	Promotions	11	8	3	2.273	0.132	Non significant
8	Academic Courses:	11	8	3	2.273	0.132	Non significant

Tabluar value: 3,84 Significance level:0.05

4-Presentation, analysis and discussion of the results

This chapter deals with the presentation, analysis and discussion of the results of the research, after the researcher completed the collection of data resulting from the tests used and analysis, which were placed in the form of tables because of the ease of

extracting scientific evidence and because it is an appropriate explanatory tool for research that enables us to achieve the objectives of the research in the light of the field procedures we have carried out .

4.1Presentation, analysis and discussion of the results of the school climate scale for physical education teachers in Dhi Qar Governorate

A table showing the statistical indicators of the application sample in the school climate scale

SCALE :	Application Sample	Arithmetic Mean	Hypothetical mean (Maths.)	Standard Deviation	Standard error	Modulus of torsion	Level
	80	201.09	186	48-52	0.265	329	Intermediate

The results of the school climate scale were placed from the point of view of physical education teachers and their number (80)teachers in a table (43). After analyzing their answers and processing them statistically, it was found that the mean is (201,09) degrees, which is higher than the hypothetical mean (186) at a high level, and the standard deviation is (48.52). The standard error was (0,265), which is a small value indicating the internal stability of the sample results, while the torsion coefficient was (0,329), which indicates the moderation of the sample distribution on the normal distribution curve. "The sample is normally distributed whenever the value of the torsion coefficient is limited between (+3,3) The sample was homogeneous (). 2

Most of the results were limited to the average level, because the school climate in Dhi Qar schools differs from one school to another , and these differences are so accurate and ambiguous that it is difficult to describe them, and therefore each school has its own climate, which makes it a unique institution.(1)

Rather, it prevails from tolerance or domination in the school climate that has an impact on the relationship between the teacher and the principal. When the school principal is characterized by authoritarianism , and assesses the distances and social barriers between him and the teachers, the

teachers in turn evaluate the social distances between them and their students and tend to be authoritarian in their dealings. They look at the students just things they push as they want in the direction they want, as the principal treats them. However, when the school principal believes in democracy and cooperative trends, he manages the school through the teachers, and thus their views. This spirit applies in the teachers' relationship with their students, and the student's relationship with his colleagues in the school, which prevails in an atmosphere of intimacy and cooperation between the principal and teachers, as well as between teachers and their students, which affects the extent of the student's interest and acceptance of the school and his love for it , and the importance given by the school administration towards school sports activities, as well as attention to social relations between the school administration, teachers and students .

The emergence of average ratios due to the school climate, which teachers did not accept because it did not contain the means and potentials that are liked by him and failed to meet their needs and requirements, which leads to their poor school, personal and social compatibility.

Conclusions

The researcher reached the following conclusions

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1- school climate differs from one school to another , because each school has its own climate, which makes it a unique institution.

2-The ability of the school administration to change and influence the success of psychological stability and job satisfaction of physical education teachers, when it provides the educational atmosphere and the characteristics that are valid and necessary for their work .

3-The positive school climate has a clear impact on the professional performance of physical education teachers, their behavior, values and attitudes , and is one of the basic factors for the success of their work inside and outside their schools .

4-The emergence of a moral correlation between psychological stability, job satisfaction and the school climate for physical education teachers

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