

# PROFESSIONAL COMPATIBILITY AND ITS RELATIONSHIP TO THE FUNCTIONAL STRESS OF TEACHING FACULTIES OF PHYSICAL EDUCATION AND SPORTS SCIENCES

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## ABSTRACT

*Through the experience of researchers in the field of teaching there was a variation in the degree of professional compatibility of the teaching faculties of physical education and sports sciences between what is believed to be a balanced and natural work and what complicates a professional compatibility, one of the most important challenges faced by educational institutions in achieving their goals with the intensification of competition. This case drew the attention of the researcher, which led her to think to solve this problem from this study, which aimed to identify the reality of professional compatibility from the point of view of the assistants of deans and heads of departments in the faculties of physical education Sports Science. To identify the relationship between professional compatibility with the functional stress of the assistants of deans and heads of departments in the faculties of physical education and sports sciences, the researchers used the descriptive approach in the manner of mutual relationships and their correlative status because of its relevance to the nature of the problem. The research sample was determined intentionally and are the administrative leaders in the faculties and departments of physical education and sports sciences in Iraq. This research is from the administrative leaders in the faculties and departments of physical education and sports sciences and they are (Dean assistants and heads of departments) and the number (84) of the administrative leaders in the faculties and departments of physical education and sports sciences in Iraq.*

**Keywords:** Professional compatibility, job stress, teaching, and sports science.

## INTRODUCTION

The college and university are the main source of knowledge in the community. The college and university provide scientific and practical requirements through competent professors for their students to achieve their educational goals aimed at nurturing their integrated development from all mental, psychological and social

aspects, in order to prepare them for life tasks, providing students with modern science and knowledge, and develop their expertise and skills. They practice their hobbies by participating in the various programs and activities that they offer, so the university was concerned with the quality of the teachers who provide these programs because of the importance of the task as the departments have been assigned to organize various

Conscious activities at universities. As a result, the teacher has been particularly important in order to carry out his duties.

Through the experience of researchers in the field of teaching there was a variation in the degree of functional stress for teaching faculties of physical education and sports sciences between what is believed that there is a balanced and natural work and the complexity of functional stress, which is one of the most important challenges faced by educational institutions in achieving their goals as competition intensifies. This case drew the attention of the researcher, which led her to think to solve this problem from this study, which aimed to identify the reality of administrative reform from the point of view of the assistants of deans and heads of departments in the faculties of education. Of physical and sport sciences. Identify the relationship between administrative reform with the functional stress of the assistants of deans and heads of departments in the faculties of physical education and sports sciences.

In a study of (Al-Halabi, 2004) which aimed to: Identify the educational trends of faculty members of teachers' colleges, and then identify the relationship between them and professional compatibility, and the researcher used the descriptive method. The study consisted of (187) teachers from teachers' colleges. In the study: the scale of educational trends preparation and views, and the scale of professional compatibility prepared by Mustafa Khalil. In another study (Abbas, 2013), which aimed to: Identify the patterns of personality of administrative investigators in the offices of inspectors general and the extent of adaptation to the sources of job stress they are exposed to. The relationship between personality patterns of administrative investigators (diastolism, neuroticism, harmony, openness, and good personality), and sources of job stress (role characteristics, quality of work, organizational structure, work environment, organizational policies, social relations, and organizational processes) that they are exposed to work in offices Inspectors General.

The study (Saad Al-Enezi, 1996), which aimed to identify the level of job stress in the Iraqi organizations researched, and the type of internal sources that have the greatest impact in its occurrence. This study was conducted within the limits of Iraqi business organizations (construction companies, military

manufacturing facilities). During (1996). The idea of the research dealt with the difficult conditions of the siege experienced by Iraq at that stage, and the significant effects of these conditions in obtaining functional stress and its development at the level of obvious negative consequences on the economic, mental, psychological, physical and behavioral situation

#### MATERIALS AND METHODS:

The researchers used the descriptive approach and the relationship between the relationship and the state of the relationship because of the suitability of the nature of the problem. The descriptive approach is the accurate perception of the interrelationships between society, trends, tendencies, desires and development so as to give a picture of the reality of life, develop indicators, and build future predictions. (Mahgoub, 2002, p. 263).

The research sample was determined intentionally and they are the administrative leaders in the faculties and departments of physical education and sports sciences in Iraq. The research community consists of the administrative leaders in the faculties and departments of physical education and sports sciences. Faculties and Departments of Physical Education and Sports Science in Iraq.

The research tools consisted of two scales prepared by (Ibrahim et al., 2019) and Wakalati: Administrative Reform Scale. The Administrative Reform Scale consists in its final form of (46) paragraphs including (34) positive paragraph, (12) negative paragraph, and Annex (1) clarifies the paragraphs of the scale and includes the scale Information on the respondent and instructions to guide him to how to answer the scale, the second tool was a measure of functional stress is prepared by (Ibrahim and others, 2019), which consists of (40) paragraphs of which (5) positive paragraph, (35) negative paragraph, and Annex (2). ) Shows the paragraphs of the scale.

The researchers applied the two measures (professional compatibility and job stress) to the research sample. The researchers distributed the forms of the two measurements to a sample consisting of (80) Associate Dean and Head of Department of employees in Iraqi universities, where the forms were distributed from 20/4/2019 until 27 / 5/2019 and statistically treated to extract the results.

**RESULT AND DISCUSSION:**

Table (1)

T-test results of one sample to find out the significance of a level of professional compatibility scale of the research sample according to the axes of the scale

the level	Significance	sig	T value	O hypothesis	Standard mean error	standard deviation	Relative importance	SMA	Class	field
Average	moral	0.000	6.845	33	0.536	4801	26.5%	3.334	36.675	Self-satisfaction
Average	moral	0.031	2.203	30	0.754	6.750	%20.4	2.883	28.337	Emotional equilibrium
Average	random	0.624	0.492	36	0.838	7.496	%25.7	2.965	35.587	Social relations
good	moral	0.000	7.231	33	0.644	5.767	%27.2	3.423	37.662	Professional growth
Average	random	0.009	0.185	138	1.417	12.676		3.142	138.262	Professional compatibility

Table (2)

Presentation of the results of arithmetic averages, standard deviations, percentage, grade and level of the responses of the study sample respondents areas of the functional stress scale according to the axes of the scale

the level	Significance	Sig	T value	O hypothesis	Standard mean error	standard deviation	Relative importance	SMA	Class	field
Average	moral	0.000	5.770	24	0.450	0.486	19.7%	2.675	21.40	Role characteristics
Average	moral	0.000	6.943	27	0.442	1.303	%22	2.658	23.925	Type of work
Average	random	0.722	0.357	33	0.490	0.077	%21.3	2.984	32.825	Organization
Acceptable	moral	0.000	10.993	21	0.453	0.539	%14.7	2.287	16.012	Work environment
Average	random	0.059	1.914	15	0.306	0.351	%13.2	2.882	14.412	Social relations
Average	moral	0.000	11.451	120	0.997	0.954		2.714	108.575	Functional Stress

Table (3) It establishes the correlation between the professional alignment of the four axes and the professional compatibility

Significance	Performance efficiency		Self - censorship	the number
	Error level	Correlation coefficient		
moral	0,000	0.349 -	Self-satisfaction	1
moral	0,026	0.284-	Emotional equilibrium	2
random	0,067	0.169-	Social relations	3
moral	0,000	0.311-	Professional growth	4
moral	0.000	0.328-	Professional compatibility	

Table (3) shows that there is an inverse correlation with statistical significance at the level of (0.05) between the axes of occupational compatibility and job stress with the exception of social relations with job stress. The correlation coefficient between the emotional equilibrium axis and the functional stress was (0.248) at the significance level (0.026), the correlation coefficient between the social relations with the functional stress was (0.169 -) at the significance level (0.067), and the correlation coefficient between the professional growth With functional stress (0.311) at the significance level (0.000) shows a correlation in Nucleolus to measure the degree of compatibility with professional job stress (0.328-) at the level (0.000) has been shown that the highest correlation coefficient was between the two variables of self-satisfaction with job stress, while less correlation coefficient was between the variables of the focus of social relationships and career stress.

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Occupational Compatibility Scale

Alwa ys	frequ ently	Some times	Scarcel y	Star t	Paragraphs	<b>seque nce</b>
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Self-satisfaction							
					My best job I do on other business.		1
					I feel bad for the noise in college.		2
					I feel that my work in college is exhausting all my energy.		3
					I feel fun when I practice teaching		4
					I feel proud when I see my students have an important role in society.		5
					I am bothered by the increase in the number of weekly quotas for a quorum without a fee.		6
					I feel the atmosphere of my lecture is generally comfortable.		7
					I am delighted with my career even though it is tiring.		8
					I see that I can teach my students skills easily.		9
					I prefer to work in college rather than work in other institutions.		10
					I am thinking of looking for another profession other than my teacher.		11
Emotional equilibrium							
					I find it difficult to bear the orders of the Deanship of the College.		12
					Time passes quickly as I perform my work		13
					My practice increases my confidence.		14
					I am worried when others interfere with my work		15
					I am bothered by the students' queries concerning the college.		16
					I feel nervous while doing my job.		17
					I resent very much after college about my house.		18
					I feel bad if one of my students complains to me.		19
					I get bored while working.		20
					I feel pleasure when I share my own feelings.		21
Social relations							
					Participate students in university activities.		22
					My relationship with students is based on respect.		23
					I am delighted at the times I spend with my colleagues.		24
					I enjoy a prominent social status.		25
					Help students solve their problems.		26
					I feel students appreciate my efforts.		27

					My college relationship with my colleagues is based on teamwork.	28
					I am interested in student inquiries	29
					Embarrassed of student participation in their social events.	30
					I feel it is difficult to form relationships with coworkers.	31
					I find it difficult to meet a new colleague.	32
					I refuse to interfere in other matters.	33
Professional growth						
					My career provides me with a sense of accomplishment and fruitful work.	34
					I follow scientific and cognitive developments in my field.	35
					My career offers me opportunities to participate in training courses.	36
					My profession allows me to develop my skills and improve my teaching performance.	37
					I feel that my work fits my abilities and tendencies.	38
					I am keen to participate in scientific seminars to develop my professional competence.	39
					Adopted the traditional method of performance.	40
					The college administration provides a safe environment that allows me to work efficiently.	41
					I am tired of teaching multiple courses.	42
					Joe College helps me perform tasks.	43
					I enhance my performance and appreciate my efforts to improve my professional performance	44

Functional Stress Scale

Always	freque ntly	Someti mes	Scarce ly	Start	Paragraphs	seque nce
Role characteristics						
					I suffer from periodic ambiguity at work.	1
					I feel the need for time to do my work	2
					I suffer from the conflict of the role I play in the work.	3
					I feel the amount of work I receive is greater than my abilities	4
					I suffer from the weight of the role assigned to me.	5
					I suffer from a lack of role roles in the work.	6
					I have weak management support for my role.	7
					I feel like I'm doing some wrong things	8
Type of work						

				The distribution of works is unfair in our college.	9
				I do things that do not fit my achievement	10
				My job responsibilities are weak.	11
				I feel the tyranny of the relationship with the Marossians	12
				I don't have time pressure.	13
				The college administration works on frequent movements	14
				There is neglect in professional development at the level of work in our college.	15
				The constant change in the type of subjects I study	16
				There is no difficulty in the goals of my work.	17
				<b>Organization</b>	
				Strict centralization of work follows.	18
				There are conflicting guidelines and policies	19
				Formal restrictions abound in the organizational structure.	20
				There is an overlap of powers and powers	21
				Specialized in the college	22
				Frequent differences between teachers	23
				There is autonomy at work.	24
				We work long hours	25
				There is a lack of participation in the decision.	26
				Communication party and communication weak between cadres.	27
				There is a lack of fair performance appraisal.	28
				<b>Work environment</b>	
				There is a weakness in the arrangement of my place.	29
				There is a loud noise in the teaching place.	30
				We deal with unhealthy working conditions.	31
				There are risks to occupational safety.	32
				The lighting is insufficient in the teaching place.	33
				The place of the college is far from housing	34
				There is no working environment	35
				<b>Social relations</b>	
				There is a clear weakness in teacher relations.	36
				Consistency among teaching staff is missing.	37
				There is a lack of social support within the district.	38
				There are clear conflicts and differences between the two teachers.	39
				Teachers participate in peer events	40