

Professional pressure and its relationship to self-confidence for the sport teachers in the directorate of "Karkh First"

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Abstract

The study aimed to identify the level of occupational stress and self-confidence among teachers of physical education and teachers, n also aimed to identify the relationship between occupational stress and self-confidence among teachers and teachers of physical education in the first schools of Karkh .The research community also included male and female teachers of physical education in secondary schools in Baghdad Governorate / the first Karkh Education Directorate and they were 198 male and female teachers, then the research sample was randomly selected and they were 80 male and female teachers and formed a percentage of 40% of the original community and they were distributors There are (30) schools divided into (40) teachers and (40) schools .The researchers also used the professional pressure gauge and the self-confidence scale and the researchers concluded from this study that the occupational pressures experienced by male and female teachers in high schools do not affect the self-confidence of the research sample This is because pressure has become part of the daily life that the individual lives in society, and this is why adaptation to difficult life conditions is necessary.

Keywords: occupational stress, self-confidence, physical education, karkh

Introduction

The environment in which the individual lives is characterized by a rapid and continuous change that is difficult to keep pace with in all areas of life, and this rapid change has immediate effects that show its consequences on the psychological, social and behavioral aspects of individuals within the community, as workers in society, including the educational staff, and especially the teachers and physical education teachers are mentioned Different levels of stress and tensions may affect its psychological effects from one person to another . (Abdul Sattar, 1998)

Literature review

Sports teachers often face many situations and circumstances through which they are exposed to instances of turmoil, anxiety, fear, frustration and anger, which negatively affects their health and psychological state, their confidence in themselves and their social relationships, which makes their performance during the job assignment is low and goals are not achieved. (James, 2000) The success of a physical education teacher in fulfilling his mission and performing his duties is not only related to his physical attributes and educational qualifications, but is also related to a large aspect of his psychological traits, including self-confidence, which is one of the basic manifestations of the personality not sound for all levels of school. (Waad, 2015) Therefore, the pressures faced by the physical education teacher, including pressures related to raising children and its relationships with others, as these pressures themselves cause psychological problems and disturbances among individuals in general and the sports teacher in particular. (Muhammad, 1998), quoting Hanerselli, states that stress is one of the important factors in the occurrence of excessive stress and emotion in the individual. On the other hand, the pressures are present in every teacher and school, but to a certain degree, and exposure to acute stress on a continuous basis negatively affects the life of the individual and leads to the appearance of pathological and psychological symptoms. (Mustafa, 2002) believes that repeated professional pressures represent a psychological reaction that appears in the form of (anxiety, fear, rapid anger, lack of self-confidence, inability to focus) and these are the negative effects on the psychological state Yeh . A study (Williams, 2000) indicates that there is a causal relationship between exposure to stressful events, including occupational and physical and psychological disorders, as there are many individuals who show signs of collapse as a result of exposure to stressful experiences. He also sees (Ahmed , 2007) that a physical education teacher faces many stressful situations in his life, which include unwanted experiences, events that involve many sources of anxiety and negative factors that threaten him in all areas of life, and

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these stressful situations may be reflected in most aspects of the teacher's personality. A study of (Waad, 2015) showed that the phenomenon of stress is one of the most important phenomena at the level of a sports teacher, as it reflects on his personal characteristics, including self-confidence, as it reflects a true constructive personality. B e The manifest research problem that the sports teacher suffers a lot of professional pressures of obvious to everyone , including overcrowding schedule weekly lessons and the lack of sports venues and lack of sports facilities in addition to the relationship with the teacher colleagues and subordinates JAMMEH these and other circumstances clearly show the confidence in himself through his tender lessons Every day and how it deals with its students, this is why the researchers were interested in studying this relationship between the variables under study and through which treatments and recommendations are put in place to benefit the research, and sees (Muhammad, 2012) as the process of enhancing self-confidence even through the researcher's exposure to pressure is the primary key that helps the teacher of physical education To make decisions in difficult situations and manage the lesson. And starting from the importance of the subject of occupational stresses as well as the extent of its effect on self-confidence for teachers and sports teachers in schools, the researchers addressed these variables in order to reach the nature of the relationship between them.

Methodology

The researchers used a descriptive approach to suit research procedures and the results they wanted to achieve. The research community also included male and female teachers of physical education in secondary schools in Baghdad Governorate / the first Karkh Education Directorate and they were 198 male and female teachers, then the research sample was randomly selected and they were 80 male and female teachers and formed a percentage of 40.% of the original community and they were distributors There are (30) schools divided into (40) teachers and (40) schools. The tools used: a special form for measuring occupational stress, another form that measures self-confidence, a pen, a form for data discharge, a laptop to extract the Hassani medium, the standard deviation and the degree of correlation. The researchers used two measures first (the scale of occupational stress) (Mohammed , 1998) and the number of paragraphs of the scale (27) items in front of each paragraph were alternatives to the five-year answer (a very large degree, a large degree, a medium degree, a small degree, a very small degree) and is given The degree is as follows (5-4-3-2-1) and the results are calculated by adding the paragraphs of the paragraphs to extract the degree of occupational pressure .

Professional pressure gauge

1-	My salary does not match my responsibilities and duties					
2-	The surprise visits of the educational director cause me concern					
3-	I feel that the principal (headmaster) of the school appreciates the effort that I do in my work					
4-	My school work environment is characterized by differences between teachers, which is something that gives me more trouble					
5-	Students do not have the motivation to participate in the physical education class					
6-	Insufficient funds to spend on sports activity are insufficient					
7-	My salary alone is enough for my basic need					
8-	I am annoyed by the wave's focus on negative aspects and neglecting the positive aspects of my work					
11	My opinion is not important to the principal or (principal) of the school					
12	I feel that the relations between me and the teachers are very close					
13	The problem of controlling students takes me a long time and makes me nervous					
14	The school's sports equipment and devices are suitable for me to do my job well					
15th	My profession does not provide me with appropriate physical security					
16	Directing the wave is not based on objective basis					
17	The principal does not appreciate my work					
18	There is a kind of intolerance against Morsi Education in my school					
19	Students' clothes do not help to perform movement in physical education lesson					
20	The condition of the stadiums in the school does not encourage teaching					
21	Get substantial financial incentives in addition to my salary					
22	The mentor gives me an opportunity to discuss and strives to help me					
23	I feel the school administration is underestimating the good work I do					
24	Most school teachers value the work of a physical education teacher					

25	The numbers of students in one class are few, which helps them benefit from the physical education class					
26	The school sports facilities are suitable for preparing students					
27	I feel that I work with an inappropriate salary					

As the researchers using a scale (self - confidence) for (Salman promised 2015) mentions that the number of P read the scale is (71) items distributed among a positive (1-3-4-5-6-7-8-11-12- 15-16-17-18-24-25-26-28-29-30-35-36-38-39-44-45-46-49-50-51-55-56-57-60-61- 63-64-66-68-70-71) and their scores are calculated as follows (5-4-3-2-1), and negative paragraphs which are (2-9-10-13-14- 19-20-21-22-23). -27-31-32-33-34-37-40-41-42-43-47-48-52-53-54-58-59-62-65-67-69) and their grades are calculated as follows (1-2 -3-4-5) In front of each paragraph, alternatives to the five-year answer will be (always-often-sometimes-rarely-never) and according to the answer the highest score obtained by the teacher is (355) and the lowest degree is (71) and the degree of neutrality (213)

Self-confidence measure for the teacher:

T	Paragraphs	Always	Gal with a	Sometimes	Scarcely	Start
1-	Clearly express my thoughts to others					
2	It is difficult for him to remember old things and information					
4	I have the ability to understand others					
5	I feel that I have the ability to analyze and conclude					
6	Follow the developments in life sciences and knowledge					
7	I have the ability to use information technology					
8	I feel that I can understand the feelings of others I meet					
9	I constantly follow up on everything in my career					
10	I feel like I have focus in my life					
11	It is difficult for me to admit my mistake when I made a mistake					
12	Enjoy dialogues and scientific discussions					
13	Respect the opinions and thoughts of others, even if they differ from my opinions					
14	I have little desire to see fields of knowledge other than sports					
15	My desire is weak to develop my intellectual capabilities					
16	I am working hard to develop my academic level in my field					
17	My belief is great for my future					
18	I feel optimistic about achieving my goals					
19	My hope is growing with a better life					
20	My profession does not help me achieve what I aspire to					
21	I find it difficult to face life's stress					
22	I feel dissatisfied with my life					
23	I see life's challenges greater than my abilities					
24	I wish I had not been a teacher of physical education					
25	My great desire for success					
26	I do my best to achieve my goals					
27	I see that life is beautiful					
28	My failure experiences diminish my optimism in life					
29	I believe that success in life requires persistence and challenge, regardless of difficult circumstances					
30	I would like to be competitive and challenging					
31	I am satisfied with my personal characteristics					

32	I see luck as the basis for success					
33	Express my anger quickly					
34	I feel nervous most of the time					
35	I miss the feeling of happiness					
36	Feel calm and peace of mind					
37	Feel proud and proud of the teachers					
38	My desire for my profession is gradually diminishing					
39	Enjoy the time when I am in school					
40	Always keep a good mood					
41	It is difficult for me to recover my calm after a problem has occurred					
42	It's easy for me					
43	When an acquaintance excites me, it is difficult for me to forgive him					
44	Sometimes I feel happy and sad, for no reason I know it					
45	I feel remorse when I abuse others					
46	I feel that I am psychologically stable in my dealings with others					
47	I feel good about myself					
48	I find it difficult to integrate with people from the first meeting					
49	I see that others avoid mixing with me					
50	I feel that my social relationship is good					
51	I think my schoolmates love me					
52	My schoolmates share their social events					
53	I feel that society does not give the teacher of physical education the right					
54	I feel resentful about the prevailing social relationships					
55	I sometimes feel a sense of social unity					
56	I see that I offer important work to the community					
57	Feel the spirit of affection and harmony with teachers of other subjects					
58	My schoolmates are close friends					
59	I feel embarrassed when meeting the opposite sex					
60	I feel bad when I'm with a group					
61	I care a lot about social activities					
62	Enjoy events and social parties					
63	I feel that my body is not consistent					
64	I believe that good looks affect others' calendar for me					
65	I enjoy health and wellness					
66	Always feel lethargic					
67	I am interested in constantly developing my culture					
68	It is difficult for me to persuade others					
69	I feel good about myself					
70	I feel that my weight is getting more than normal					
71	Mostly I express my feelings and do not hide them					

Scientific foundations of the tests:

Honesty :The researchers hired a group of experts and specialists in the field of sports psychology, and the researchers checked the validity of the tests by virtual honesty

Reliability: The researchers repeated the tests on the sample of the experimental experiment, which numbered (5) teachers, (Salah, 2006). The test is considered constant if it leads to the same results in the case of iteration. The stability factor was found by re-testing the samples on Monday 12/3 / 2018, that is, after seven days have passed and it has been proven that the tests have a high degree of stability (0.748).

Objectivity : The test with good objectivity is "the test that excludes suspicion and disapproval by the testers when applying it" (Salama, 1980). The tests in this research are clear and easy to understand by the members of the sample, so this is considered to be a good objectivity.

Results

The Table (1) values circles and standard deviations for the variables under study

Sex	For teachers			For female teachers		
Variables	measuring unit	Q	P	Alone Analogy	Q	P
Professional pressure	Degree	131,75	13,78	Degree	126,30	14,52
Self-assurance	Degree	244,8	29,02	Degree	243,13	23,51

Table (2) shows the value of the simple correlation coefficient (Pearson) and the value of significance and significance of the research variables

Variables measuring unit	Values R Calculated	Significant value	indication
Professional pressure - self-confidence For teachers	0.087	0.648	Not significant
Professional pressure - self-confidence for female teachers	0,195	0.301	Not significant

Table (1) shows the arithmetic mean and the standard deviation of the scale of occupational stress and self-confidence for male and female teachers. As for Table (2), it shows the values of correlation for male and female teachers with the research criteria, and the result is not significant for both sexes, as it turns out that the professional pressures that the teacher goes through do not affect the teacher's confidence in himself. The researchers believe that the difficult conditions of the Iraqi environment that he is going through for several years have created a kind of normalization for the teacher, which has made the pressures become an integral part of the teaching life, but rather he has challenged these pressures and proven to himself and others the strength of the Iraqi individual's personality and coexistence with these pressures. This is what he considers (Bohr, 2000), that the pressures of life have become part of the lives of individuals due to the many challenges and demands of this age, so hardly any society is devoid of the influence of pressures as it has become difficult to avoid or ignore them, and this is what prompted the majority of people to work to confront it or try to live with it. He sees (Hegan, 1998) that the human being has faced many risks, challenges and pressures in his professional life that were the cause of these pressures, as man was able to adapt to each other and make fun of some of them in his favor, while others were cruel and severe that sometimes resulted in his misery. (Talal, 1996) states that there are positive pressures necessary for each individual, in order to achieve a great deal of success in his life, as it is an incentive to face challenges in work and improve performance, and positive pressures that are beneficial, beneficial, and necessary for the individual, organization, and school in which he works, and characterized as Moderate pressure raises the incentive to success and gives the individual a sense of the ability to produce and lead to a high level of performance effectiveness among teachers in terms of quality and quantity. The study showed that the sex factor also contributed to determining the relationship between stress and self-confidence, and also the factor of experience in the field of the profession plays, as the current study has identified. (Lucia, 2006) believes that there is a relationship between the personality profile and the various pressures and the extent of their influence on self-confidence, through a study (Gray, 1952) that people who suffer from similar physical ailments have similar reactions, for example, individuals who suffer from poor self-confidence. Erotic and avoid stressful situations tend to be impulsive in response to them. Also, teachers could avoid pressures from the profession and the treatment of several means of annexation practice exercise for being within their competence and this is a feature of the sports teacher and a major reason to avoid and avoid pressures other

than the rest of the scientific disciplines of. This is what he sees and confirms (Mohamed, 2005) that exercise leads to raising the effectiveness of the body's organs in a manner that leads to their resistance to stress, and also sees that meditation in which the muscles and the involuntary nervous system are relaxed and the mind free from stress and problems, and this will be by moving away from thinking about the outside world that may cause Stress, relaxation also helps reduce muscle tension, decreased heart rate, and slow breathing. Many studies also indicate laughter and the creation of humorous situations helps to avoid and relieve the pressures faced by the physical education teacher, and adds (Naif, 2005) that an integrated diet is necessary For the functions of the body and give energy and vitality to do the job well, and that is why when a good diet interacts with exercise, each has good effects on the other, and the end result is in the interest of the teacher and thus relieve stress. (Magda, 2003) believes that the close relationship between group members in the workplace is an important axis for achieving mental health and relieving stress. (Mohammed, 2003) believes that avoiding over-mixing and socializing at the expense of work is one of the most important methods to avoid personal conflicts in the work environment .

Conclusions

The researchers have concluded through this study that the pressures experienced by the sports teacher did not affect the self-confidence with respect to the sample of the study, they are both male and female teachers, and the researchers recommend through this study the need to develop programs to improve the health of the teaching staff and all specialties, also the development of leadership training programs And managers on how to deal with teachers in a way that relieves them of the pressure of the profession.

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