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The Effectiveness of the Physical Education Lesson in the Sense of Happiness and Their Reflection in Reducing School Pressures for the Primary Stage from the Teachers' Perspective

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ABSTRACT

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Keywords:

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The physical education lesson, which represents the smallest educational unit in the school curriculum, directly contributes to providing learners with the ability to experience the activity, understand and modify their behavior, as the primary stage is an important stage in the lives of students. **The research problem**, where the researcher, being one of the physical education teachers in the primary stage, noticed that there are difficulties or behavioral obstacles as a result of the school pressures placed on the students, including sitting for a long time during the learning process in the classroom. **The research aimed to** identify the effectiveness of the physical education lesson in terms of the feeling of happiness and their reflection in alleviating school stress among primary school students. **The researcher used the descriptive method** of survey studies as it is an appropriate method and the nature of the research problem, while the research sample that was selected by the stratified random method relying on the information and data of the research community, represented by (physical education teachers) reached (322 teachers, 321 female teachers) out of a number of (643) like the total population, distributed on (Al-Hashemiya district, Al-Madhatiya district, Al-Shomali district). **The most important conclusions:** With regard to school pressure, the results indicate that it was high among primary school students. **The most important recommendations are:** raising awareness of the family, school and community about the phenomenon of violence and the need to address it, and reducing school pressures on students in the school environment and the family as well through parent councils and school media.

1- Introduction to the research:

1.1 Introduction and the importance of the research:

The physical education lesson, which represents the smallest educational unit in the school curriculum, contributes directly to providing learners with the ability to experience activity, understand and modify their behavior, as the primary stage is an important stage in the lives of students, and this is not only due to what they acquire and learn at this stage, but also as a result of the successive and accelerated developmental, cognitive, emotional, social and cultural changes that the students of the stage go through Primary school, so it is expected that at this stage M will be exposed to a lot of pressures related to the school, curriculum and teacher, so the goals of the educational and learning physical education lesson will be achieved if the percentage of behavioral disorders is reduced, especially what falls in the physical education lesson, and the behavior of the students, At any time or place, it is affected by various factors, one of the sources of which is the system of control in the lesson, as well as the preparation and planning, not to mention the experience of the physical education teacher in avoiding such problems as a result of school pressures, not to mention the nature of the school and the environment to which it belongs, or addressing them when they occur, so paying attention to behavioral problems as a result of school pressures is one of the important pillars of education. **Hence, the importance of research** appears in the effectiveness of the sports lesson in terms of the feeling of happiness and its reflection in alleviating school stress among primary school students

1-1 Research Problem

The researcher, being one of the physical education teachers in the primary stage, noticed that there are difficulties or behavioral obstacles as a result of the school pressures placed on the students, including sitting for a long time during the learning process in the classroom, as well as paying attention and listening throughout the learning period in the classroom, with the difficulty of movement, with the continuous harassment between the students and the intellectual competition, as well as the teacher's pressures that he throws on the students from strict commitment within the classroom, and this is one of the axioms of the learning process, but it is one of the axioms of the learning process. Pressures on the pupils, as well as the subjects that are taught in succession and successive lessons that are dominated by long sitting and diversity in the curriculum in one day of different teaching materials, this makes the pupils in a state of constant pressure with the difference in the learning process between the teachers, as well as some of the instructions and duties that are given to them, all of these things are considered pressures on the pupils, as the physical education lesson is the only scientific recreational lesson that gives enough freedom to move and express the feeling of happiness in the performance of all Duties through cooperation and competition in an atmosphere dominated by movement, continuous cooperation, and good dealing in the open air in a playground are completely different from long sitting and the curriculum, so the researcher decided to delve into the effectiveness of the physical education lesson in terms of the feeling of happiness and its reflection on relieving school pressure among primary school students from the teachers' point of view, and from here the researcher raises the question (is there an effectiveness of the physical education lesson in terms of the feeling of happiness and its reflection in relieving school pressures among the students of the stage). Primary)

1-3 Research Objectives

The research aims to:

- 1- Preparing the scales of feeling of happiness and school stress for primary school students.
- 2- Identifying the effectiveness of the physical education lesson in terms of the feeling of happiness and its reflection in alleviating school stress among primary school students.
- 3- Identifying the importance of the physical education lesson in terms of the feeling of happiness and its reflection in alleviating school stress among students

1.5 Research Areas:

1.5.1 Human Field: Physical Education Teacher in the General Directorate of Education of Babylon Governorate 0

1.5.2 Spatial Domain: Primary Schools of the General Directorate of Education of Babylon 0

1.5.3 **Temporal Domain:** For the period from 20/10/2022 to 26/3/2023

3- Research methodology and field procedures

3.1 Research Methodology

"The method is to follow certain logical steps in dealing with problems or phenomena or addressing scientific issues to reach the discovery of the truth"¹, so the researcher used the descriptive method in the survey method to suit the nature of the research problem, as descriptive research aims to identify the conditions and relationships that exist between facts and manifestations, and the survey method seeks to collect data from members of society to try to determine the current state of society in a certain variable or two variables.²

3-2 Research Population and Samples:

3.2.1 Research Population:

The research population included physical education teachers in the General Directorate of Education in Babylon Governorate for the academic year 2022/2023, who are (612)* physical education teachers, as shown in Table (1).

Table (1)
Shows the number of physical education teachers in the education of Babylon province

Percentage	Application Sample Number	Number of Construction Sample	Number of Survey Sample	Teacher Preparation	Community Search	t
34.64	33	35	12	212	Hillah District	1

(1) Rabhi Mustafa Alayan and others: Methodology and Methods of Scientific Research, 1st Edition, Amman, Dar Safaa for Publishing and Distribution, 2000, p. 53.

(2) Muhammad Hassan Allawi and Osama Kamel Rateb: Scientific Research in Education and Psychology, 1st Edition, Cairo, Dar Al-Fikr Al-Arabi, 1999, p. 28.

42.81	37	40	15	262	Al , Hashemite District	2
13.56	15	15	8	83	Musayyib District	3
8.98	10	10	5	55	Spend for Hawaweel	4
	95	100	40	612	Total	

3.2.2 Research Sample:

The research sample included (100) physical education teachers from the Directorate of Education of Babylon Governorate and a percentage of (16.33%) of the research population of (612) physical education teachers who were selected randomly, while the survey sample reached (40) physical education teachers with a percentage of (6.53%) while the application sample included (95) physical education teachers with a percentage of (15.52%) and Table (2) shows this.

Table (2)

Shows the distribution of the research sample in Babylon Governorate

Percentage	Issue	Variables	t
6,53	40	Sample Exploratory Experiment	1
16,33	100	Sample Construction	2
15,52	95	Sample Application	3
	235	Total	

3-3 Tools, Devices and Means Used in the Research:

"means all the tools and means used by the researcher at each stage of a research."³

On this basis, the researcher used the following tools and means:

3.3.1 Means of Information Collection:

- Arab and foreign scientific sources and references.
- Observation.
- Personal interviews
- Questionnaire
- Assistant staff

(1) Sami Muhammad Musallam: Measurement and Evaluation in Physical Education and Psychology , 1st Edition, Amman, Jordan, Dar Al-Masirah for Distribution and Publishing, 2005, p. 14.

- World Wide Web

3.3.2 Tools and Devices:

1. Laptop type calculator. DELL (1)
- 2- Stationery (papers and pens) with 2 items of paper and 100 pens.
- 3- Manual Calculator (1)
- 4-Camera(2)

3-4 Field Research Procedures:

In order to achieve the objectives of the current research, the researcher has identified some of the sustainable development goals in the physical education lesson for the primary stage according to the following steps: -

3. Define the scope of the scale:

Through the researcher's review of the literature, previous studies, and the exploratory study, six areas were identified that can cover the most types of school psychological stresses that pupils are exposed to in the primary stage, namely curriculum, study topics, teachers, administration, system, relationship with colleagues, calendar and exams, and school climate, with the appropriate definition of each field.

4. Preparing the paragraphs of the scale in their initial form:

Through the previous steps, and with the help of some literature, scales, and an exploratory study, the researcher initially prepared (68) paragraphs distributed over the six areas of the scale, as shown in Table (3).

Table (3)
School Pressure Areas in its initial form

Number of paragraphs	School Stress Areas	t
11	Curriculum and Topics	1.
13	Teachers	2.
11	Administration & System	3.
11	Relationship with colleagues	4.
12	Calendar & Exams	5.
10	School Climate	6.
68	Total	

5. Validity of paragraphs (logical analysis):

After the paragraphs of the scale were collected and drafted, the scale was presented in its initial form to a group of specialists in educational and psychological sciences , in order to ensure the validity of the paragraphs and their suitability for measuring school stress according to the definition set in the scale addressed to experts , and in the light of the experts' opinions and observations, (5) paragraphs were amended to be more valid for measuring the trait to be measured, and (3) paragraphs were excluded because the number of those who approved its validity did not reach the limit of the standard that was adopted. The researcher in determining the number of experts who approved the paragraph to be valid for measuring what it was developed for measurement. The researcher adopted an agreement rate of (80%) or more to accept the paragraph, and accordingly, the number of paragraphs became (65) paragraphs distributed over six areas, and Table (4) shows this.

Table (4)

**School Stress Scale Domains and Modified Paragraph Numbers
and the number of paragraphs that have been excluded**

Remaining paragraphs in the field	Sequence of deleted paragraphs from the domain	Number of deleted paragraphs	Amended paragraph number	Number of Domain Paragraphs	Domains
10	5	1	-	11	Curriculum and Topics
13	-	-	4	13	Teachers
10	8	1	1,2	11	Administration & System
10	5	1	10	11	Relationship with colleagues
12	-	-	8	12	Calendar & Exams
10	-	-	-	10	School Climate
65	-	3	5	68	Total

To answer the paragraphs, the researcher identified (3) alternatives graded in strength, which are (always), (sometimes), and (rarely), and these alternatives were given scores of (1, 2, 3) respectively for the negative paragraphs when correcting the scale, while the positive paragraphs were the opposite weights as scores (1, 2, and 3) were given respectively.

3.4.1.9 Exploratory Experiment:

In order to confirm the clarity of the scale's instructions and the clarity of its paragraphs for the testers and to identify the time taken for their answers, as well as to identify the conditions of the implementation of the scale and the accompanying difficulties or obstacles, the researcher applied the scale to a survey sample consisting of (40) physical education teachers within the departments of the Directorate of Education of Babylon Governorate on 10-15/1/2023 AD, and it became clear from this experience that the instructions and paragraphs of the scale are clear, and thus the scale with its instructions and paragraphs is ready for application. The researcher also used an assistant work team (see Appendix 12) for the purpose of distributing the forms, clarifying and explaining the instructions to physical education teachers, and facilitating some procedures for the researcher's work.

3.4.1.10 Application of the scale to the application sample:

The researcher applied the scale to the sample of (95) physical education teachers in the period 25-31/1/2023 AD with documentation of some of the procedures of field work (see Appendix 13)

3-5 Statistical Methods:

The researcher relied on the statistical package of social sciences (SPSS) to use the following statistical methods :-

- 1- The arithmetic mean.
- 2- Standard deviation.
- 3- T-test for independent samples.
4. Pearson's simple correlation coefficient.
- 5- The alpha-Cronbach equation.
- 6- A2 test .

7. Weighted middle.

8- Relative K2 test

9- The hypothetical medium

4- Presenting, analyzing and discussing the results:

In this chapter, the findings of the present study will be presented and discussed.

Table (5)

The arithmetic mean, standard deviation, and t-value calculated for the results of primary school students in school stress.

Significance Level	Degree of Freedom	Calculated T value	Standard deviation	Arithmetic mean	Issue	Variable
Function at a significance level of 0.05	1	144.50	13.7936	135.2757	500	School Pressures

This result indicates that the level of school stress among primary school students is very high. According to the researcher, this result can be interpreted as an indicator of the unusual indicators that students go through in Iraqi society as a result of living, as well as stereotypical and societal behaviors, changing school curricula, and routines, all of these things have made the pressures on students increase, and in order to get rid of these pressures, comes the role of physical education class, which adds Feeling happy and getting out of the atmosphere of these pressures through a competitive atmosphere that is endearing to the students in the space of movement, pleasure and happiness.

4.4 Presentation of the predictive value of the physical education lesson in terms of the feeling of happiness and its reflection in alleviating school stress among primary school students Discussed

In order to reach predictive results, the researcher had to adopt a certain statistical method. Perhaps most statistical references agree that the form of the relationship between variables is called regression, and that regression has an important purpose, which is to predict about a variable when there are values for other variables. The studied variables (physical education lesson in terms of the feeling of happiness and its reflection in relieving school stress) and to achieve the fifth goal, a statistical analysis was performed on the sample of the applied sample divided from **physical education teachers** in Babylon province as shown in Table (6).

Table (6)

Significance Level	T value	Transactions		Variables	
		Value of coefficients	Nature of Laboratories		
Moral	15.669	- 19.816	Fixed A	Physical Education Lesson	1
Moral	70.380	1.120	B	School Pressures	

Moral	- 23.398	- 21.737	a	Physical Education Lesson	2
Moral	54.995	1.749	B1	Feeling happy	
Moral	-19.133	- 0.542	B2	Psychological stress	

Shows the regression coefficient and predictive equation of the studied variables

According to the above predictive equation, we can predict the level of physical education lesson in terms of the studied variables, and this indicates that it is possible to predict the value of the physical education lesson among primary school students in Babylon province by properly identifying and controlling the variables to be studied (feeling of happiness and school pressure) in them. The researcher used the previous equation, which is called (regression equation), as the regression expresses the predictability of the dependent variable when there are values for the independent variable, and thus the main goal of this study was verified, which is to devise a predictive equation for the physical education lesson in terms of the feeling of happiness and school pressures of the researched sample, and many interested people in this field confirm that **school stress** in school among students In the school environment, whether male or female, it negatively affects human relations, and its danger is heightened when the school suffers from a deficiency in its material and moral capabilities, which automatically leads to a decline in the level of its educational and educational services, which causes the many frustrations they face in daily life, which pushes them to act violently towards the source of their frustration or towards an alternative to the source of frustration, so the victim is the students. For this purpose, there must be real professional and psychological requirements for the educational bodies and educational services that they need to maintain the awareness of the community and public education. Therefore, the physical education lesson is the only outlet for students in order to get rid of all these pressures placed on their educational orientations, and in order for students to get rid of this tension and pressure, these students must feel happy during the classrooms, and this happiness and feeling comes through the physical education lesson, where it gives enough space for students to express their opinions and behaviors in an atmosphere of constructive competition and complete happiness, and to express well what their feelings and psychology are under in terms of school pressures, in addition to In addition, the physical education lesson relieves the life pressures that the students were exposed to even outside of school, so it is necessary to pay good attention to the physical education lesson because of its great importance in the hearts of students, as it is the source of entertainment, a feeling of happiness, taking out mental possibilities, and changing the study atmosphere from a closed study in classes to an open atmosphere dominated by competition and group play, so it is necessary to pay direct attention to the physical education lesson as an effective way to change the souls of students, and this is what this emphasized Current Study.

Conclusions:

- 1- Regarding school pressure, the results indicate that it was high among primary school students.
- 2- The existence of a statistical significance between the physical education lesson and the feeling of happiness variable at its significance level (0.05)
- 3- There are statistically significant differences between males and females in the variable of school stress

4- The existence of statistically significant differences between males and females in the variables of the physical education lesson and the feeling of happiness in favor of males

Recommendations:

In light of the findings of the current research, the researcher recommends the following:

1. Raising awareness of the family, school and community about the phenomenon of violence and the need to address it and alleviating school pressures on students in the school environment and the family also through parent councils and school media.
2. Raising awareness among those working in the educational field about the importance of childhood, taking into account the psychological characteristics of the child and not pressuring him or her to obey school rules and regulations without awareness or awareness.
3. Teachers' and school administrations have paid attention to the phenomenon of school stress through holding conferences and seminars on this phenomenon and its harmful effects on the upbringing of the generation and their future.
4. Emphasizing the importance of the role of the educational counselor in helping students solve their problems and face the school pressures they are exposed to by giving the counselor an important role to practice this activity.

References

Sami Muhammad Musallam: **Measurement and Evaluation in Physical Education and Psychology**, 1st Edition, Amman, Jordan, Dar Al-Masirah for Distribution and Publishing, 2005.

Rabhi Mustafa Alayan et al.: **Methodology and Methods of Scientific Research**, 1st Edition, Amman, Safaa Publishing and Distribution, 2000.

Mohamed Hassan Allawi and Osama Kamel Rateb: **Scientific Research in Education and Psychology**, 1st Edition, Cairo, Dar Al-Fikr Al-Arabi, 1999.

Appendices Attachment (1) School Stress Scale In its initial form

Dear Mr.....Respectable

In order to meet the requirements of the research titled **The Effectiveness of the Physical Education Lesson in terms of the Feeling of Happiness and their Reflection in Reducing School Stress among Primary School Students**, the researcher seeks to prepare a tool to measure school stress in which there is honesty, consistency and objectivity.

School stress is defined as "the situations, events, and disturbing circumstances that confront the individual in his or her academic life, cause him distress and stress, and become a burden on him."

In its initial version, this tool included (68) paragraphs distributed over six axes, namely the axis of curriculum and study topics (11 paragraphs), the axis of teachers (13 paragraphs), the axis of administration and system (11 paragraphs), the axis of relations with colleagues (11 paragraphs), the axis of evaluation and examinations (12 paragraphs), and the axis of school climate (10 paragraphs). In view of your well-known research experience and scientific know-how in this field, the researcher addresses you in the hope of expressing your opinions Your observations about the paragraphs of the tool, its axes, the extent of its validity and adequacy in measuring what it was designed to measure, and the extent of the relevance of the paragraphs to the axis in which it was placed. Note that

the paragraphs of the tool were developed in two versions, the first for the students and the second for the female students, while the alternatives to the answer were (always, sometimes, rarely).

In conclusion, I would like to thank you and appreciate you...

First: Curriculum and Study Topics (Gender Formula):

It includes situations and events that cause school stress for students and emanate from the curriculum and study topics.

Needs to be modified	Invalid	valid	Paragraphs	t
			I am exhausted by a lot of homework	1
			I have trouble understanding some of the study materials	2
			I feel confused by the lack of coherence between the subjects	3
			The intensity of the curriculum content of the subjects is a struggle for me	4
			It hurts me not to be involved in school activities	5
			Forget the information I study quickly	6
			There is no one in my family to help me study	7
			I am bothered by the use of art and sports education lessons for other subjects	8
			I like the variety of subjects I study	9
			I avoid sitting in front of the class lest he ask me a question that I don't know the answer to	10
			My family helps me understand some of the topics that are difficult for me	11

Second: Teachers' Field (Formula Provided to Students):

It includes the situations and events that cause school stress for students that arise from the nature of teachers' dealings with students.

Needs to be modified	Invalid	valid	Paragraphs	t
			I am bothered by the teachers' discrimination in the treatment of students	12
			Teachers put more work on me than I can do in my studies	13
			The poor competence of some teachers in teaching makes it difficult for me to understand the material.	14
			I like the sudden questions that the teacher asks me	15
			I am happy with the teacher's request to speak in front of the students	16
			Teachers comparing students to other students embarrasses me	17

			The teacher asks for some things that I can't meet	18
			I feel that teachers do not take into account the special circumstances of the students	19
			Teachers provide ample opportunities for discussion and exchange of views	20
			I feel that some teachers appreciate my academic efforts unfairly.	21
			Some teachers insist on completing assignments quickly	22
			I am concerned that the teachers' words do not match their actions	23
			I feel neglected by some teachers	24

Third: The field of administration and system (the formula provided to students):

It includes situations and events that cause school stress for students resulting from the nature of school administration

Needs to be modified	Invalid	valid	Paragraphs	
			We feel upset about being denied play inside the school	25
			We get dismissal alerts due to forced absences	26
			Our parents are being called for simple reasons	27
			We do not enjoy recreational activities	28
			I am bothered by the lack of suitable places for students to rest at school	29
			I am by the lack of basic things in school	30
			Feel comfortable with the availability of health conditions at school	31
			I feel unsafe because safe drinking water is not available at school	32
			I am bothered by the uniform	33
			School Instruction Restricts Students' Freedom	34
			I like the administration's consideration of the students' circumstances	35

Fourth: The Field of Relations with Colleagues (Formula Provided to Students):

It includes situations and events that cause school stress for students stemming from the nature of the relationship with colleagues.

Needs to be modified	Invalid	valid	Paragraphs	t
			I feel like my classmates and school are moving away from me	36
			I am afraid that the academic competition will cause tension in my relationship with my classmates	37

			I feel the lack of loyal friends at school	38
			I'm afraid my colleagues won't trust me.	39
			I try to get the attention of my colleagues	40
			I am bothered by the students' jokes and harassment	41
			Feel free to share by playing with colleagues	42
			I get angry with some students saying profanity (inappropriate)	43
			My friends at school share with me the problems I have	44
			Some colleagues ask me to do things that I get annoyed with.	45
			I feel comfortable and reassured by relying on my friends	46

Fifth: Evaluation and Exams Field (Format Provided to Students):

It includes situations and events that cause school stress for students emanating from assessment methods and exams.

Needs to be modified	Invalid	valid	Paragraphs	t
			I'm afraid of failing	47
			I don't get the grade I deserve during the correction	48
			I suffer from the difficulty of exam questions	49
			I'm worried about getting poor scores on the exam	50
			Feel Comfortable While Taking the Exam	51
			I'm afraid that my academic achievement will decrease.	52
			I feel tired from the many exams and their close dates	53
			The phenomenon of cheating in the exam bothers me	54
			It bothers me that some students get higher grades than me	55
			I'm afraid of making mistakes in exams	56
			I feel I can get a high rate	57
			The prevalence of tutoring affects the grading of exams.	58

Sixth: School Climate Field (Gender Formula):

It includes situations and events that cause school stress for students and emanate from the school climate.

Needs to be modified	Invalid	valid	Paragraphs	t
			I feel that the school atmosphere is suffocating	59

			There is nothing in school that makes me happy	60
			I would like to continue my sleep in the morning so that I don't go to school	61
			I feel like a nightmare is being taken away from me when I leave school and go home.	62
			I look at my watch the whole time I sit in class, annoyed by the length of the lesson	63
			I like staying in school more than going home	64
			I get bored the whole time I've been at school	65
			The lack of variety of school activities and events bothers me	66
			I feel that the school atmosphere is restricting my freedom	67
			The variety of school activities and events makes me forget all the time in it	68