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*Professional beliefs of physical education teachers and their relationship to job stability in middle schools affiliated to the Ninewa Directorate of Education*

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**ABSTRACT**

The research included five chapters The **first chapter** contained the introduction and the importance of the research and the problem of research and the objectives of the research and its fields, the researcher noted that the performance of the boxer during the fight and for a long time is affected by the negative trend as a result of feeling effort and fatigue during the match, and this in turn leads to the distraction of the boxer, which is reflected in the level of performance of the boxer and winning the match. The **second chapter** It included theoretical and similar studies, and the researcher touched on several concepts, including the concept of continuous attention, punches and their types, including the right straight punch of the head. The **third chapter** included the research methodology and field procedures and the researcher used the descriptive approach where the research sample (25) players from the category of applicants out of (30) are boxers of the Cheetahs Sports Club in the province of Dhi Qar and were selected in a deliberate way as this chapter included a continuous attention test and a test straight right punch of the head, the main experiment, statistical means. **The fourth chapter** included the presentation, discussion and analysis of the results. Chapter **Five** The conclusions and recommendations included the contribution of continuous attention in the performance of the straight punch right among advanced boxers was good, as the researcher reached the importance of adopting continuous attention in the performance of the straight punch right of the head and in various individual and team games alike.

## **1- Definition of research**

### **1.1 Introduction**

Sports teachers play a vital role in promoting physical activity, healthy habits and general well-being in students, they contribute to the overall development of young individuals, as individuals specialized in teaching physical education to students of all ages, and their primary focus is to promote fitness, health and well-being through physical activities and organized sports, and One of the most prominent roles they play is to design, implement and evaluate comprehensive physical education programs, they create an engaging and safe learning environment for students, through which they develop the knowledge, skills and attitudes necessary for a healthy and active lifestyle.

In order to make the teaching experience in the field of physical education successful, physical education teachers must have a set of convictions and guidelines regarding their profession and how to teach physical education, as well as a statement of their individual and common perceptions of the profession and the extent of its impact on their teaching methods and their prospects towards students, as the convictions and perceptions held by these teachers are an essential aspect in planning their teaching practices and developing their curricula. Tuition, these convictions are based into The extent to which they understand their field of academic specialization, personal experiences and educational background, and the convictions and perceptions of physical education teachers are not limited to the nature of the implementation of technical mathematical skills, but include broader concepts such as promoting health and well-being, promoting teamwork among students, instilling sportive, social and ethical habits that accompany students' lifelong journey, as well as guiding decision-making processes in developing curriculum content, designing appropriate learning environments, implementing effective teaching strategies, as well as school assessment methods. Physical education for the extent to which students progress in learning mathematical concepts and skills and providing correct and constructive feedback, and there is no doubt that professional development activities, continuous thinking and cooperation with colleagues for physical education teachers allow them to continuously improve their convictions and perceptions about their profession based on the results of new research and best practices, and therefore these convictions, beliefs and established professional values will certainly contribute to creating positive educational experiences for students by enhancing their physical abilities while promoting a healthy mindset towards exercise. And public health, these professional convictions, perceptions and values can be grouped into the term

teachers' professional beliefs to which it refers (Ahonen et al., 2014, p. 178) are the beliefs and assumptions that teachers hold about teaching, learning and knowledge, These beliefs shape their understanding of their role as teachers and influence their pedagogical practices in the classroom. Include their beliefs about effective teaching methods, and their beliefs about student learning and engagement, And about the purpose and value of education, the levels of which can vary among them, and these beliefs are also influenced by the interactions of Teachers With students, colleagues and the wider school community, teachers' professional beliefs therefore play an important role in shaping their decisions and teaching practices.

In order for physical education teachers to continue to give, exert effort and stick to the job they occupy, they must have an acceptable level of safety and stability for their lives. Functional, with the need for opportunities for growth and progress for them, so that they have the ability to continue and endure in the teaching profession in the long term, depending on their willpower and the abilities they possess in order to adapt to the challenges and difficulties that they may face at work, through exemplary performance in the workplace during a long period of time, and readiness to adapt to developments and pressures in the context of work, enabling them to be stable career, which he mentions (Saeed et al., 2020, p. 172) As job stability and commitment to organizational goals, which can lead to increased commitment to the organization's goals and reduced job satisfaction, job stability can be affected by factors such as job satisfaction, organizational commitment, and personal-functional compatibility.

### **1.2 Research problem**

Physical education teachers go to their academic sports specialization optionally through a special acceptance that supports their desire to enter this field that they prefer, but the reality faced by these teachers after a period of entering the field of teaching physical education may generate some doubt regarding the perceptions that they held when they applied to it, and the researcher sensed as a teacher of physical education in middle schools a set of problems related to his beliefs And the beliefs of his fellow physical education teachers regarding the profession they have chosen, and the lack of interest in this important subject, whether by the authors of the educational curriculum or school administrations, as well as the scarcity of resources, infrastructure and sports equipment that these teachers need in the conduct of their classroom sports activities, and their forced or voluntary avoidance of developing themselves due to the scarcity of participation in training, development and other courses, as well as the lack of appreciation and support they receive in this field and ignoring their contributions. Teaching and sports, not to

mention the great pressures they are exposed to during work and the difficulty of achieving a balance between job requirements and the requirements of private life, which affects their desire to develop and innovate in their job and settle in it, and the problem of this research can be formulated through a set of questions:

- What level of professional beliefs do physical education teachers possess in the middle schools of the Nineveh Directorate of Education?
- Do physical education teachers in the middle schools of the Nineveh Directorate of Education have functional stability?
- Is there a relationship between the professional beliefs of physical education teachers and their job stability? What is the nature of this relationship?

### **1.3 Research objectives**

**1.3.1** Preparing two scales to measure research variables, the first measure to measure the level of professional beliefs of physical education teachers, and the second scale to measure the level of job stability they have, and the measurement process is carried out from their point of view.

**1.3.2** Identify the level of professional beliefs of physical education teachers in middle schools affiliated to the Nineveh Directorate of Education from their point of view.

**1.3.3** Identify the level of job stability of physical education teachers in middle schools affiliated to the Nineveh Directorate of Education from their point of view.

**1.3.4** Identify the nature of the relationship between the professional beliefs of physical education teachers and their job stability.

### **1.4 Research areas**

**1.4.1 Human field:** Physical education teachers in middle schools affiliated with the Nineveh Directorate of Education for the academic year (2023-2024).

**1.4.2 Spatial area:** Intermediate school buildings of the Nineveh Education Directorate.

**1.4.3 Time Range:** The time period between (10/9/2023) and (10/11/2023).

### **1.5 Search terms**

#### **1.5.1 Professional beliefs of teachers**

They are the firm convictions and assumptions that teachers hold about their teaching role, the nature of teaching and learning, and the knowledge and skills required for effective education, which shape teachers' pedagogical practices and

guide their interactions with students and colleagues, are built through teachers' experiences and interactions in the school community, and play an important role in influencing teachers' actions and decision-making in the classroom. (Meschede et al., 2017, p. 160)

### 1.5.2 Job stability

It is the ability to settle and adapt in a changing work environment, this concept includes the ability to deal with professional pressures and challenges effectively, develop personal and professional capabilities, respond positively to changes in professional conditions and requirements, as well as the ability to retain positive internal motivation and be patient and flexible in the face of professional challenges.

(Varina et al., 2023, p. 158)

## 2- Research Procedures

### 2.1 Research Methodology

The researcher used the descriptive approach in this research based on the survey method and the method of correlation relations because of their suitability for the nature of the research and its objectives.

### 2.2 Research population and samples

The community of this research was determined by the physical education teachers in the middle schools of the Nineveh Education Directorate for the academic year (2023-2024), which numbered (330) middle schools, comprising (272) physical education teachers, according to the statistics obtained from the Statistics Department in the General Directorate of Nineveh Education, and due to the small size of the sample, the researcher chose all its members to form the main research sample in a comprehensive inventory method, to be then Dividing them into three sub-samples (exploratory experiment, statistical analysis, final application), and Table (1) shows the distribution of the research population, the main research sample and its subsamples.

**Table 1 shows the details of the research community**

| Percentage of population | Number | Sample                 |
|--------------------------|--------|------------------------|
| 100%                     | 272    | Main Research Sample   |
| 4.4%                     | 12     | Exploratory experiment |
| 57.3%                    | 156    | Statistical analysis   |

|       |     |                   |
|-------|-----|-------------------|
| 38.3% | 104 | Final application |
|-------|-----|-------------------|

### 2.3 Measuring instruments

After the researcher reviewed a set of scientific sources associated with each of the research variables, he proceeded to prepare a scale to measure the level of each of them in the main research sample, the first measure to measure the level of professional beliefs of physical education teachers, while the second measure measures the level of functional stability they have, and both scales are obtained their results from the point of view of these teachers, and to complete the process of preparing the two scales, the researcher followed the following scientific steps.

#### 2.3.1 Formulation of paragraphs on scales

The researcher developed a set of phrases that constitute the main structure of each scale, through which the levels of research variables are measured, so the number of paragraphs of each of the scale of professional beliefs among physical education teachers and the scale of functional stability have (15) paragraphs for each of them, in addition to that the researcher put alternatives to answer the paragraphs of these two scales according to the five-point Likert scale and include (strongly agree, agree, somewhat agree, disagree, strongly disagree) and carry weights (5-4-3-2-1) respectively.

#### 2.3.2 Validity of the scale

The researcher adopted two types of honesty to ensure the validity of both the scale of professional beliefs of physical education teachers and the measure of job stability they have, the first type is the sincerity of the content, and the second type is virtual honesty.

##### 2.3.2.1 Authenticity of content

The validity of the content represents the extent to which the paragraphs of the scale match the scientific material in the sources used in the research, and the researcher has succeeded in achieving the truthfulness of the content for both scales by analyzing the content of scientific sources associated with the variables of professional beliefs and job stability, and the survey process resulted in the researcher reaching a comprehensive understanding about the research variables, as well as determining a definition for each of these variables, and Table (2) shows the scientific sources approved in the research.

**Table 2 shows the authenticity of the content of the measuring instruments**

| Scientific sources | Variables |
|--------------------|-----------|
|--------------------|-----------|



|                                |                             |
|--------------------------------|-----------------------------|
| (Mohamed and Mahfouz, 2022)    | <b>Professional beliefs</b> |
| (Salem, 2021)                  |                             |
| (Saiful, 2020)                 |                             |
| (Tarawneh and Khasawneh, 2018) |                             |
| (Meschede et al., 2017)        |                             |
| (Tondeur et al., 2017)         |                             |
| (Meschede et al., 2017)        |                             |
| (Retkowsky et al., 2023)       | <b>Job stability</b>        |
| (DiRenzo et al., 2022)         |                             |
| (Riekhoff, 2022)               |                             |
| (Tremblay, 2021)               |                             |
| (Tezcan & AK, 2021)            |                             |
| (Saeed et al., 2020)           |                             |
| (Saeed et al., 2020)           |                             |

### 2.3.2.2 Apparent honesty

To ensure the validity of each of the scale of professional beliefs of physical education teachers and the scale of job stability they have and their paragraphs of (15) paragraphs each outwardly, the researcher presented them to a group of experts in the fields of public administration, sports management, measurement and evaluation, and the number of (11) experts, and the researcher presented alternatives to the answers placed on them to ensure their validity to measure paragraphs, and table (3) shows the results of the calculation of virtual truthfulness.

**Table (3) shows the apparent validity of the two scales**

| <b>Job Stability Tool</b>   |                        |             |                   | <b>Professional Beliefs Tool</b> |                        |             |                   |
|-----------------------------|------------------------|-------------|-------------------|----------------------------------|------------------------|-------------|-------------------|
| <b>Validity Percent age</b> | <b>It does n't fit</b> | <b>Fi x</b> | <b>Paragra ph</b> | <b>Validity Percent age</b>      | <b>It does n't fit</b> | <b>Fi x</b> | <b>Paragra ph</b> |
| 100%                        | -                      | 11          | <b>1</b>          | 90%                              | 1                      | 10          | <b>1</b>          |
| 100%                        | -                      | 11          | <b>2</b>          | 90%                              | 1                      | 10          | <b>2</b>          |
| 100%                        | -                      | 11          | <b>3</b>          | 90%                              | 1                      | 10          | <b>3</b>          |
| 90%                         | 1                      | 10          | <b>4</b>          | 90%                              | 1                      | 10          | <b>4</b>          |
| 90%                         | 1                      | 10          | <b>5</b>          | 90%                              | 1                      | 10          | <b>5</b>          |
| 90%                         | 1                      | 10          | <b>6</b>          | 54%                              | 5                      | 6           | <b>6</b>          |
| 81%                         | 2                      | 9           | <b>7</b>          | 100%                             | -                      | 11          | <b>7</b>          |
| 81%                         | 2                      | 9           | <b>8</b>          | 100%                             | -                      | 11          | <b>8</b>          |
| 36%                         | 7                      | 4           | <b>9</b>          | 100%                             | -                      | 11          | <b>9</b>          |
| 90%                         | 1                      | 10          | <b>10</b>         | 100%                             | -                      | 11          | <b>10</b>         |
| 100%                        | -                      | 11          | <b>11</b>         | 100%                             | -                      | 11          | <b>11</b>         |
| 90%                         | 1                      | 10          | <b>12</b>         | 63%                              | 4                      | 7           | <b>12</b>         |

| Job Stability Tool   |                 |      |            | Professional Beliefs Tool |                 |      |            |
|----------------------|-----------------|------|------------|---------------------------|-----------------|------|------------|
| Validity Percent age | It does n't fit | Fi x | Paragra ph | Validity Percent age      | It does n't fit | Fi x | Paragra ph |
| 100%                 | -               | 11   | <b>13</b>  | 90%                       | 1               | 10   | <b>13</b>  |
| 54%                  | 5               | 6    | <b>14</b>  | 100%                      | -               | 11   | <b>14</b>  |
| 81%                  | 2               | 9    | <b>15</b>  | 100%                      | -               | 11   | <b>15</b>  |

Table (4) showed that paragraphs (6 and 12) of the scale of professional beliefs among physical education teachers have obtained low agreement rates of (54%, 63%) respectively , which required their deletion from the scale, while paragraphs (9, 14) of the functional stability scale obtained agreement ratios of (36%, 54%) respectively from the experts' agreement, which necessitated their deletion, and thus the number of paragraphs of the professional beliefs scale for physical education teachers became (13) items, as well as the number of paragraphs of the stability scale Functional teachers of physical education (13) paragraph, and the alternatives to the answer got full percentages of agreement from the opinions of experts, so adopted by the researcher.

### 2.3.3 Application of the exploratory experiment

The researcher applied the first form of each of the scale of professional beliefs among physical education teachers and their functional stability scale on a selected group of the main research sample, and the number of its members reached (12) physical education teachers who constitute the sample of the exploratory experiment and who were randomly selected, the application process took place on (8/10/2023), and the aim of this experiment is to determine the necessary needs for the application process, as well as to identify the organizational problems that you may face, as well as determine the appropriate response time, which was determined by (20) Minute as the middle of the time to answer.

### 2.3.4 Application to sample statistical analysis

The researcher proceeded to apply each of the two research scales to a randomly selected group from the main research sample, which represents the statistical analysis sample, and this sample consisted of (156) physical education teachers in the middle schools of the Nineveh Education Directorate, and the application process took place during the period (9-12/10/2023) in the middle school buildings, and after completing the process of answering The researcher excluded (5) forms



that are not valid for statistical analysis, while (151) forms remain valid, and these results were processed statistically to ensure that they conform to the scientific characteristics in building standards.

#### 2.3.4.1 Authenticity of the internal consistency of measuring instruments

To identify the consistency of each paragraph of the two scales of professional beliefs of physical education teachers and their functional stability with the total degree of the scale to which it belongs, the researcher extracted the sincerity of the internal consistency of these paragraphs, by relying on the correlation coefficients between each paragraph and the total degree of the scale, and Table (4) shows the internal consistency coefficients of both scales.

**Table 4 shows the validity of the internal consistency of the two standards**

| Functional stability scale |                    |           | Professional Beliefs Scale |                    |           |
|----------------------------|--------------------|-----------|----------------------------|--------------------|-----------|
| Significance level         | Correlation degree | Paragraph | Significance level         | Correlation degree | Paragraph |
| 0.000                      | 0.704              | 1         | 0.000                      | 0.567              | 1         |
| 0.201                      | 0.245              | 2         | 0.000                      | 0.470              | 2         |
| 0.000                      | 0.734              | 3         | 0.000                      | 0.513              | 3         |
| 0.000                      | 0.838              | 4         | 0.000                      | 0.661              | 4         |
| 0.000                      | 0.798              | 5         | 0.172                      | 0.261              | 5         |
| 0.001                      | 0.582              | 6         | 0.000                      | 0.397              | 6         |
| 0.000                      | 0.676              | 7         | 0.000                      | 0.827              | 7         |
| 0.000                      | 0.667              | 8         | 0.000                      | 0.820              | 8         |
| 0.093                      | 0.318              | 9         | 0.000                      | 0.668              | 9         |
| 0.000                      | 0.792              | 10        | 0.000                      | 0.572              | 10        |
| 0.000                      | 0.800              | 11        | 0.000                      | 0.757              | 11        |
| 0.000                      | 0.842              | 12        | 0.000                      | 0.719              | 12        |
| 0.000                      | 0.693              | 13        | 0.000                      | 0.463              | 13        |

Table (4) shows that paragraph (5) of the scale of professional beliefs of physical education teachers was not consistent with the total degree of the scale as it obtained a correlation coefficient of (0.261) at the level of significance (0.172), which indicates the lack of significance of this relationship, which necessitated the exclusion of the paragraph from the scale so that the number of paragraphs of the scale becomes (12) items, while paragraphs (2, 9) of the scale of job stability among physical education teachers obtained two correlation scores of (0.245, 0.318) with the degree of the total degree of the scale And at significance levels amounted to

(0.201 and 0.093) respectively, which necessitated their exclusion due to the lack of significance of these relationships so that the number of paragraphs of the scale became (11) paragraphs.

#### 2.3.4.2 Stability of measuring instruments

To determine the stability of each scale of the two research scales, the researcher used the method of half segmentation on the answers of the preparation sample consisting of (151) forms, and the scale of professional beliefs of physical education teachers of (12) items, while the measure of functional stability among physical education teachers (11) paragraph, and each scale was divided into two halves, where the first half contains the degrees of individual elements, and the second half contains the degrees of even elements, to show half the stability of each scale, and to calculate the coefficient of complete stability For each scale, the researcher used both the Spearman-Brown equation and the Getman equation, and Table (5) shows the stability coefficients of the two scales.

**Table 5 shows the stability coefficients of the two scales**

| Functional stability scale | Professional Beliefs Scale |
|----------------------------|----------------------------|
| Half Hash                  | Half Hash                  |
| 0.882                      | 0.771                      |
| Getman equation            | Spearman-Brown equation    |
| 0.937                      | 0.870                      |

Table (5) shows that both the professional beliefs scale of physical education teachers and the functional stability scale of physical education teachers are characterized by a high degree of stability.

#### 2.3.5 Measuring instruments in their final form

After the researcher extracted the results and processed them statistically for both the scale of professional beliefs and the scale of job stability, and by following the scientific procedures in their preparation, the scale of professional beliefs among physical education teachers settled on (12) items, while the scale of job stability among physical education teachers settled on (11) items, and they are answered according to the alternatives mentioned in Table (6).

**Table 6 shows the keys to answer the measurement times**

| Strongly disagree | I don't agree | I kind of agree | I agree | I strongly agree | Paragraphs |
|-------------------|---------------|-----------------|---------|------------------|------------|
| 1                 | 2             | 3               | 4       | 5                | Weight     |

Table (6) shows the weights of the alternatives set to answer the paragraphs of the two scales, since all paragraphs have positive.

#### **2.4 Application of research tools to the final application sample**

After reaching the final form of the scale of professional beliefs among education teachers with the number of its paragraphs of (12) items, and the measure of job stability among physical education teachers of the number of paragraphs (11) items, the researcher began to apply the two scales to a randomly selected sample of the main research sample, which is the final application sample consisting of (104) physical education teachers from middle schools affiliated to the Directorate of Education of Nineveh. After the end of the application process, the researcher was able to retrieve (98) valid forms for statistical analysis, and this process took place between (22-24/10/2023).

#### **2.5 Statistical Tools**

The statistical methods used by the researcher in processing data through the statistical package (SPSS) are:

(percentage, arithmetic mean and simple correlation coefficient, Getman equation, Spearman-Brown equation, T test, standard deviation).

### **3. Presentation and discussion of results**

**3-1 Presenting and discussing the results of the first objective tagged** ((Preparing two scales to measure research variables, the first measure to measure the level of professional beliefs among physical education teachers, and the second scale to measure the level of job stability they have, and the measurement process is carried out from their point of view)) **and discussed.**

The researcher achieved this goal by reaching the final picture of both the scale of professional beliefs among physical education teachers, as well as the measure of job stability among physical education teachers by following the scientific procedures contained in the second chapter of the research.

**3.2 Presentation and discussion of the results of the second objective** ((Identify the level of professional beliefs of physical education teachers in middle schools affiliated to the Nineveh Education Directorate from their point of view))

**Table (7) shows the arithmetic means, hypothesis and levels of the occupational beliefs scale**

| Level | Significance level | Value (v) | Standard deviation | Arithmetic mean | Hypothetical mean | Content   | Paragraph |
|-------|--------------------|-----------|--------------------|-----------------|-------------------|---|-----------|
| High  | 0.000              | 13.023    | 0.528              | 4.28            | 3                 | I seek to create effective teaching methods by integrating modern technologies in teaching physical education to enhance the learning experience of students                    | <b>1</b>  |
| High  | 0.000              | 6.086     | 0.976              | 4.10            | 3                 | I believe in striving to implement the lesson with the highest levels of quality and excellence to ensure the development of students   | <b>2</b>  |
| High  | 0.000              | 12.128    | 0.628              | 4.41            | 3                 | I look forward to making a positive impact on students' lives and enhancing their social interaction to elevate their personal abilities  | <b>3</b>  |
| High  | 0.000              | 12.598    | 0.634              | 4.52            | 3                 | I adhere to positive standards and values at work such as integrity, respect and honesty when dealing with students and colleagues  | <b>4</b>  |
| High  | 0.000              | 11.159    | 0.682              | 4.41            | 3                 | I intend to highlight my school's athletic status by organizing events and activities at the school and education levels.   | <b>5</b>  |
| High  | 0.000              | 8.502     | 0.786              | 4.24            | 3                 | I realize the importance of adhering to the standards, rules and procedures of work within the school in order to contribute to building my professional reputation             | <b>6</b>  |
| High  | 0.000              | 6.189     | 0.990              | 4.14            | 3                 | I aim to create a comfortable and engaging educational sports environment that gives all students a sense of security   | <b>7</b>  |
| High  | 0.000              | 12.128    | 0.628              | 4.41            | 3                 | I seek to promote the values of tolerance among students through sports activities that encourage respect and acceptance of others regardless of their orientation.             | <b>8</b>  |
| High  | 0.000              | 11.881    | 0.688              | 4.52            | 3                 | I look forward to developing my relationship with students through empathy, support and advice in various aspects of their lives.   | <b>9</b>  |
| High  | 0.000              | 9.040     | 0.739              | 4.24            | 3                 | I believe in the importance of continuing education to develop my cognitive and mathematical skills and keep pace with developments in the field of teaching physical education | <b>10</b> |
| High  | 0.000              | 8.187     | 0.680              | 4.03            | 3                 | I acknowledge the need to adapt to technological changes and developments in the field of teaching physical education to produce the lesson in the best way                     | <b>11</b> |
| High  | 0.000              | 13.899    | 0.574              | 4.48            | 3                 | I believe that teamwork and learning from the experiences of others contribute to the development of my   | <b>12</b> |

| Level | Significance level | Value (v) | Standard deviation | Arithmetic mean | Hypothetical mean | Content  | Paragraph |
|-------|--------------------|-----------|--------------------|-----------------|-------------------|--|-----------|
|       |                    |           |                    |                 |                   | professional abilities in the field of physical education. |           |
| High  | 0.000              | 15.766    | 5.394              | 51.79           | 36                | Full scale   |           |

Table (7) shows that all the paragraphs of the scale of professional beliefs of physical education teachers were of a high level with arithmetic means of (4.28, 4.10, 4.41, 4.52, 4.41, 4.24, 4.14, 4.41, 4.52, 4.24, 4.03), 4.48) respectively, with significant significance levels at (0.000) for all of them, and the entire scale obtained a high level with an arithmetic mean of (51.79).

The high score obtained by the scale of professional beliefs among physical education teachers may lack the researcher to a set of factors, including the commitment of physical education teachers to positive life standards represented by the fair images of the interaction they show within the physical education lesson with students, and within the school on the other hand, such as honesty and respect, and based on values and convictions to spread the bonds of love and tolerance among them through planning sports activities that carry with them cooperation and acceptance of others of different affiliations and orientations, which generated change Radically and desirable in the behavior of students in a way that elevates their personal abilities, and certainly this would not have happened without the modern and effective methods and methods used by these teachers in providing physical education lessons based on modern technologies and advanced educational technology in a way that enhances the students' experience and enriches it educationally, as well as their development of the human aspect in their relations with their students through dealing behaviors based on empathy, support and guidance educationally, sports, socially and other areas of their lives, and what raised the level of this result is the great care that Physical education teachers show it in conveying the bright face of their schools in front of the local community and the corresponding educational institutions, by achieving sports gains represented in organizing various types of competitions and school sports, and supporting this achievement by benefiting from the expertise of colleagues and specialists in the sports field, which contributes to raising their teaching levels and professional sports beliefs.

Mentions (Tam, 2015, p. 29) that The professional beliefs of teachers greatly influence their teaching practices and decisions related to teaching and learning, and that changing these beliefs can occur when a supportive environment and professional community is provided that helps teachers think critically and explore

and challenge their beliefs.as It can help improve teaching practices and achieve positive outcomes in learning by providing opportunities for continuous learning, interaction with other teachers, and sharing experiences, knowledge, and good practices.

**Table (8) shows the arithmetic means, hypothesis and levels of the functional stability scale**

| Level  | Significance level | Value (v) | Standard deviation | Arithmetic mean | Hypothetical mean | Content   | Paragraph |
|--------|--------------------|-----------|--------------------|-----------------|-------------------|---|-----------|
| High   | 0.000              | 4.369     | 0.978              | 3.79            | 3                 | I find opportunities for professional and athletic development through my work as a physical education teacher  | 1         |
| High   | 0.000              | 6.769     | 0.823              | 4.03            | 3                 | My career as a physical education teacher aligns with my interests, requirements and personal values  | 2         |
| High   | 0.000              | 9.148     | 0.751              | 4.28            | 3                 | I feel satisfied with my work as a physical education teacher at school because of my successful teaching experiences                                   | 3         |
| High   | 0.000              | 6.075     | 0.886              | 4.00            | 3                 | I maintain a good balance between work and personal life which makes me more stable in my job   | 4         |
| High   | 0.000              | 9.040     | 0.739              | 4.24            | 3                 | I trust my professional abilities in a way that enables me to perform my teaching tasks in the best way   | 5         |
| medium | 0.639              | 0.474     | 1.175              | 3.10            | 3                 | The school administration provides me with sufficient support in order to successfully carry out the physical education lesson                          | 6         |
| High   | 0.000              | 11.618    | 0.591              | 4.28            | 3                 | I have good, cooperative and respectful relationships with my fellow teachers and sports supervisors.   | 7         |
| High   | 0.000              | 8.306     | 0.626              | 3.97            | 3                 | I have a clear direction on my career path as a result of my feeling of the importance of my work   | 8         |
| medium | 0.50               | 2.052     | 1.086              | 3.41            | 3                 | The personal values and beliefs I possess are consistent with the school's values and culture   | 9         |
| High   | 0.033              | 2.241     | 1.243              | 3.52            | 3                 | I feel safe and stable in my job as a physical education teacher within the Ministry of Education   | 10        |
| medium | 0.119              | 1.609     | 1.039              | 3.31            | 3                 | The school administration gives me an opportunity to influence and contribute to decision-making and face challenges related to the work of the school. | 11        |
| High   | 0.000              | 6.435     | 7.473              | 41.93           | 33                | <b>Full scale</b>   |           |



Table (8) shows that the paragraphs of the functional stability scale among physical education teachers have ranged between (high, and medium), the paragraphs (1, 2, 3, 4, 5, 7, 8, 10) obtained high levels with arithmetic means amounting to (3.79, 4.03, 4.28, 4.00, 4.24, 4.28, 3.97, 3.52) respectively, while paragraphs (6, 9, 11)) at medium levels with arithmetic means amounting to (3.10, 3.41, 3.31), and the measure of job stability among physical education teachers in its full form at a high level and an arithmetic mean of (41.93).

The previous table shows that the job stability of physical education teachers was high-level, and the researcher can attribute this to the state of conviction and satisfaction among physical education teachers about their profession, and the activities and tasks that they carry out within the school because of their positive record in terms of successful experiences, and based on the pillars of self-confidence about the teaching and sports abilities that they are characterized by and help them perform their tasks and roles in the best way, as well as matching this profession with their preferences, interests and personal needs, What encouraged this good result is the solid base they established in their profession, which is based on the principles of mutual respect, support and cooperation with colleagues on the one hand and with administrative officials on the other, all of which led to a state of balance between their personal lives and their work as teachers of physical education, which added a kind of stability and stability in their jobs.

noting (Saeed et al., 2020, p. 171) to job stability as A situation where employees feel comfortable and stable in their current jobs, and feel that they do not want to switch to other jobs in the future from what Leads to increased organizational commitment, job satisfaction and good job performance, as well as Job stability can reduce employees' intention to switch to other jobs in the future, reducing conversion rates and associated costs., which It leads to increased financial and social stability for employees, which positively affects their personal and professional lives.

**3-4 Presentation and discussion of the results of the fourth goal ((Identify the nature of the relationship between the professional beliefs of physical education teachers and their job stability))**

**Table (9) shows the nature of the relationship between professional beliefs and job stability**

| Significance level | Correlation coefficient (t) | Dependent variable | Independent variable |
|--------------------|-----------------------------|--------------------|----------------------|
| 0.000              | 0.684                       | Job stability      | Professional beliefs |

Table (9) shows that there is a positive significant correlation between the professional beliefs of physical education teachers and their job stability with a correlation of (0.684) at a significance level of (0.000).

This indicates that there is a strong link between the professional beliefs held by physical education teachers and their continuation in their profession and their stability in it, professional beliefs are a set of beliefs and values that teachers hold and affect their actions and professional practice, when teachers have strong positive professional beliefs about their role and effectiveness as teachers, they know that they have the ability to make a positive impact on the process of student learning and development, which leads these teachers to work hard and diligently to achieve excellent educational results, and therefore this will undoubtedly enhance job satisfaction, while ensuring the continuity of the teacher in his profession, teachers who strongly believe in the value of education and the importance of their work as teachers are more willing to stay in the profession, and continue to improve their professional practice, this naturally leads to A state of constancy and stability in their jobs.

## 4. Conclusions and recommendations

### 4.1 Conclusions

**4.1.1** Both the scale of professional beliefs of physical education teachers and the scale of job stability have proven their effectiveness by preparing them in accordance with scientific procedures and applying them to the research sample and obtaining results related to the two research variables.

**4.1.2** Physical education teachers in the middle schools of the Nineveh Directorate of Education have a high level of belief regarding their profession.

**4.1.3** Physical education teachers in the middle schools of the Nineveh Directorate of Education have a high level of job stability.

**4.1.4** There is a positive moral correlation between each of the professional beliefs of physical education teachers with their functional stability.

### 4.2 Recommendations

**4.2.1** The researcher recommends the possibility of benefiting from the two scales prepared by the researcher in measuring professional beliefs and job stability among the various groups working within educational and non-educational institutions.

**4.2.2** The researcher recommends that educational institutions organize workshops and training courses aimed at enhancing teachers' skills in the areas of study planning, data analysis, and the use of technology in education, as well as providing training sessions on the latest teaching methods in the field of physical education and sports training techniques, as well as the importance of providing materials And sports equipment to enhance the demand of individuals for the profession of teaching physical education and raise the level of their professional beliefs in it.

**4.2.3** The researcher recommends physical education teachers to determine their professional goals through a vision that ensures sustainable progress in their career path, by being patient and flexible in dealing with the challenges and pressures they face, as well as ensuring that they build good relationships with colleagues, supervisors and students through a strong communication network in his professional field, which can contribute to providing support and guidance and opening new opportunities for professional development, stability and job stability in the profession of teaching physical education.

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