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Physical Education Teachers and Their Role in Selecting Young Sports Talents in Football in Middle Schools in the Directorate of Education

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ABSTRACT

This study aimed to identify the role of the physical education professor in the early detection of football talents in middle schools in the Directorate of Education of Wasit Governorate, the study sample consisted of (**79**) physical education teachers, and the researcher used the descriptive survey method, and the questionnaire was used for the sample of professors, the research From four axes, each axis contains a set of questions, as for the statistical methods, the researcher used (descriptive statistics represented by arithmetic medians, standard deviations, relative importance, tabular value of each paragraph, and order of importance) to analyze the results in all questions after calculating the repetitions of each, **the study assumed** that there are statistically significant differences in the ability of physical education teachers to select football talents in middle schools in the Directorate of Education of Wasit Governorate according to the two variables (experience and qualification). Scientific Report).

The study concluded that the professional experience of the professor has a role in the process of selecting sports talents in football, and this is what leads us to believe that our hypothesis is realized. The study recommended providing the material and human resources to carry out the process of discovering talents from (12-15 years).

1. Introduction to the research

1-1 Research Introduction and Importance :

"In the Arab world, the movement has begun to establish specialized scientific institutes and centers that work on the development of football skills, physical specifications and mental traits, and this reflects positively on the development of the game in the future, and examples of these centers are the Aspire Academy in Qatar, and many football academies and schools in Egypt, Iraq (Uncle Baba School), the United Arab Emirates and many other Arab countries (Hassan, 2015: 129).

"Physical education contributes to the progress of peoples and the culture of nations, and it is considered one of the colors of general educational education that affects and contributes to the achievement of the ideals of countries, and there are no spatial and temporal limits to achieve this, and one of the most important of these places is the school as a disciplined educational environment for the education of the young person in a sound and integrated preparation (Hamid, 2024:34)."

All countries around the world rely on young talents to form sports teams and teams in all games, because of the ability of these talents to compete, achieve good results and achieve titles, what distinguishes the talented player from his peers of the same age is that the talented player achieves what his peers from students achieve with less time and effort, the age (12-15 years) is considered the best age to choose a talented player because of the ability to develop quickly. This category of talent needs more financial and moral support, opening training and rehabilitation schools, participating in training camps, and contact with other advanced football schools.

"Talented people are a rich asset in the fields of development and progress of the nation, so they must be surrounded with the necessary care and care and placed in the appropriate environment to highlight their talents and potential" (Al-Sharif, 2003: 85).

"Therefore, those interested in the sport of football had to develop strategic plans to develop all administrative and technical systems and provide all the necessary capabilities, whether material or human" (Mohammed, 2018: 55). Middle school students (due to their young age) are considered one of the most important segments in which those interested in sports and training affairs try to search for sports talents in general and football in particular, especially if they have material and moral support from stadiums, coaches, training camps, experimental matches, and local and republic competitions.

Hence the importance of our study , calling on those interested in sports affairs:

1. Identifying the level of commitment of physical education teachers in middle schools in Wasit education to select talents according to the study variables (experience and scientific qualification).

2. The importance of the physical education lesson and the importance of sports competitions and tournaments in the early selection of talents in football and identifying the problems that the physical education teacher suffers from in the development of talented athletes in middle schools.

2-1 Research Problem :

Our study tries to find out the problems and difficulties that guide the physical education teacher in the early detection of sports talents and how to develop them physically and **skillfully,** as the category of middle school students is considered the first and main financier of sports clubs and teams at various levels, "The process of selecting talented young people is one of the main problems facing officials in the sports field in the Arab countries, whether coaches in clubs or youth centers, or physical education teachers and supervisors in schools. and universities, or those responsible for forming national teams and teams" (Abdel Fattah, 2015: 8).

"Physical and sport education in developed countries occupies a prominent place in school programs due to the gains that can be achieved through the study of physical and physical education and sports education and its complementary activities" (Sharby, 2008: 9).

Regarding the status enjoyed by the gifted, a study (Al-Sharafi, 2003: 87) recommended "the need to prepare special curricula that meet the needs of the gifted, due to the difference between the curricula of the gifted and the curricula of the ordinary and the fact that school teachers spend three times as much time with ordinary students as with gifted students."

" School sports are the first and main financier for sports clubs and teams at various levels, and all of this is embodied under the supervision of a scientifically and educationally qualified physical education and sports teacher" (Imad, 2018: 54).

3-1 Research Objectives:

1. Knowing the actual roles and identifying the difficulties facedby physical education teachers to select football talents in middle schools in Wasit education.
2. Knowing the effect of the physical education lesson on the early detection of football talents.
3. Knowing the role (experience and scientific qualification) of physical education teachers in selection.
4. Knowing the important role of school tournaments and competitions in revealing talents.

4-1 General Hypothesis:

There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the ability of physical education teachers to select football talents in middle schools in the Directorate of Education of Wasit Governorate according to the two variables (experience and educational qualification).

5-1 Terms Contained in the Research:

Physical Education Teachers:

(Al-Juhani, 2010: 88) defined them as persons who are pedagogically or academically qualified to teach gifted students with certain characteristics, which qualify them to teach this category that possesses qualifications and abilities that ordinary students do not have, "and physical and sports education professors guide gifted students in a complete way" (Bin Al-Reem, 2021: 15).

"Lack of interest of teachers in physical education in schools, lack of pedagogical capabilities (equipment and sports means), insufficient physical education and sports class per week to make this class a success, poor organization and management of physical education competitions, as well as the lack of participation of various schools in school sports competitions" (Murad, 2014: 34).

"A physical education teacher is expected to be "of strong personality, characterized by a healthy body, morals, emotional balance, well prepared professionally, capable of creativity in his work with talents, understanding the philosophy and justification of physical education, and having the desire to work with all students and not only with talented athletes" (Emad & Zainuddin, 2018: 6).

Picking:

" It is a process through which the best players are selected over multiple periods of time and based on the different stages of sports preparation, and the possibility of continuing to play the game with an excellent level of efficiency, and the truth of this prediction is related to the success in discovering the preparations and abilities of the young man in the first stage of selection (Abdel Fattah 2015: 55).

Richard defines selection as a process that requires finding in a large medium individuals who have the potential to give universal skills in a particular sport (Richard Monpeti, 1989, p115).

- Selection - Language: Purify, Select, and Mean Choice (Ali, 1991: 108).

Talent:

The word "gift" comes from the origin of Wahb in dictionaries, and all Arabic dictionaries agree that the word Wahab is gift, which is the ability or innate predisposition of the individual (Al-Juhani, 2010: 28).

"The gifted person is talented and he is intelligent and has high talents" (Baalbaki, 2000: 387).

Football:

"It is a team sport played between two teams, each team consists of 11 players, 250 million players play in more than 200 countries around the world, so it is considered the first game in the world, football is played in a rectangular field with two goals on each side, the goal of the game is to score goals by kicking the ball into the goal" (Imad, 2018: 34).

"Due to the importance of the effectiveness of football, attention has been paid to it through the use of new effective and diverse methods by teachers, such as working in groups , diversifying curricula, using educational aids, and involving students in asking questions" (Kata, 2017:25).

Objectives of Selection in the Sports Field:

The main objectives of selection can be determined according to the opinion of (Abdel Fattah, 2015: 3) as follows:

1. Early detection of talented people in various sports activities, which are talented young people.
2. Guiding those wishing to practice sports activities according to their tendencies and tendencies.
3. Identifying the typical qualities (physical, psychological, skillful, and plannative) of football talents.

Characteristics of Gifted Select: Lessons and Lessons We Draw from Research for Talent Selection in Schools (Muhammad Ali, 2009: 103):

1. The process of selecting athletes is primarily considered an economic process that some countries resort to in order to save efforts and achieve the best results.
2. The selection process helps to a certain extent in investing human efforts in this field, and it also comes with the best elements which helps in achieving the best results (Khraibet, 2016: 63).

"The players of the 11 football team are selected from a large competing group and even before the start of the game, there is a selection, determination and selection by the coach or manager who takes performance as their criterion" (Jasb, 2015: 126).

6.1 Areas of Study:

First: Human Field: Physical Education Teachers in the Directorate of Education of Wasit.

Second: Temporal Domain: From 2/1/2025 to 2/5/2025

Third: Spatial Field: Middle Schools in the Directorate of Education of Wasit Governorate.

2. Research Methodology and Field Procedures :

1-2 Study Methodology :

"In this study, we used the descriptive method with the survey method (which is the appropriate method that achieves the objectives of the study" (Ghorab, 2019: 174) "Descriptive research works to collect the largest amount of data to try to test the hypotheses or answer questions about the phenomenon or current situation of the research sample members. Descriptive research does not stop at the compilation, classification, and tabulation of data, but it does include a measure of interpretation of these data" (Allawi, 1999: 140).

"It is one of the methods of scientific research that studies the reality or phenomenon that is the subject of the research as it is in reality. It is interested in researching it as an accurate description in order to reach conclusions that contribute to development and change" (Al-Amrani, 2013: 66).

2-2 The study population and its sample:

The researcher selected a random sample of (79) physical education teachers in middle schools in the Directorate of Education of Wasit Governorate.

3.2 Data Collection Tool:

The researcher made a questionnaire consisting of (40) questions divided into 4 axes (physical education professors, technical criteria for selection, physical education class, sports competitions) and after reviewing previous studies and researches that dealt with the selection of young talents in football and the role of physical education teachers in discovering young talents.

4-2 Study Procedures:

After preparing the study tool in its final form, the researcher performed the following procedures:

1. Limiting the middle schools in the Directorate of Education of Wasit.
3. The researcher distributed the questionnaire forms to all members of the study sample (79).
4. After retrieving the questionnaire forms, the data were unloaded and processed statistically.

5-2 Study Variables:

First: Independent Variables :

1. Experience: (Less than 5 years/6-10 years/11-15 years/more than 20 years).
2. Academic Qualification: (Diploma, Bachelor's, Master's, PhD).

Second: Dependent variables: Physical Education Teachers' Response Scores on Gifted Selection Criteria.

6-2 Statistical Treatments:

After the data collection and dumping process was completed, the information was entered into the computer and processed into the statistical software **(SPSS)** using statistical processors.

1. Arithmetic averages, standard deviations, and percentages.
2. Test results (**Z test**).
3. **Alfa Cronbach** coefficient to verify the validity and consistency of the study measures.
4. Correlation coefficient (**Spearman**) between the answers of the sample of the respondents.

3. Presentation, analysis and discussion of the results:

This topic deals with a study on the statistical analysis of the hypotheses under study represented (arithmetic mean , standard deviation , correlation coefficient)

3-1 Field Study Tool: The questionnaire form was designed from (**40**) scientific and general questions related to this study, where the researcher answers the questions by choosing one of the answers in the questionnaire form from the following axes:

The first theme: the standards followed by sports teachers to detect football talents

The second axis is related to the dimensions of the technical criteria for selection.

The third axis : is related to the indicators of the physical education quota.

The fourth axis : One of the questions in the questionnaire form represented by sports competitions.

The answers to the five-point Likart scale were formulated as follows:

Strongly disagree	Disagree	neutral	I agree	Strongly agree	classification
5	4	3	2	1	Grade

3-2 Testing and distributing questionnaire lists: Before the approval of the questionnaire form by the researcher, and the questions it contained, it was necessary to test the validity of the scale and measure the stability of the questionnaire form.

3-3 **Testing the Validity of the Scale**: In order to test the validity of the questionnaire form, the questionnaire form intended for field research was presented to the specialized professors to know their opinions on the clarity and coherence of the questionnaire paragraphs, the quality of the questions, and their compatibility with the subject of the study in form and subject in accordance with the objectives and hypotheses of the research.

Through the analysis of **Cronbach's Alph** test for the validity and stability of the questionnaire, its value was observed to be (**0.806**) and since it is greater than (**0.6**), this is what is appropriate with the research objectives as well as the opinion of experts.

Cronbach's Alph	N of item
0.806	79

3-4 Measuring the stability of the survey form : In order to ensure the consistency of the questionnaire form, a number of (**44**) research experts were selected through a random sample, and (**44**) experimental questionnaire forms were distributed to them, and after a week, other experimental questionnaire forms were distributed to the same number to measure the stability of the scale on the answers, and after conducting the Spearman correlation coefficient between the answers, it was found that the degree of correlation between them was found (**0.775**)) is a strong correlation that indicates the homogeneity of the respondents' answers in the first and second questionnaire forms and the stability of the scale. Table (1) represents the measurement of the stability of the survey form prepared by the researcher

Morale level	Spearman's correlation coefficient	Sample size after	Sample size before
0.068	0.775	44	44

3-5 Calculating the Validity of the Internal Consistency of the Study Variables : In the present study, the researcher calculated the validity of the internal consistency of the study scale

by applying it to a survey sample of (**44**), in order to identify the differences between the upper and lower groups of the survey sample, provided that the highest scores are for the highest (**22**) observations, which represent the upper group and the lowest scores for the group are for the lowest (**22**). Watching which represents the lowest set as well as to make sure that each statement of the scale correlates with the overall score of the scale, and accordingly the scale must meet the following two criteria:

1. The statement must have a statistical significance in its relation to the total score of the variable to which it belongs, and it is not enough for it to have a statistical significance on one of them but not the other.
2. The association of the phrase with the total score of the scale to which it belongs should not be less than (0.25).

Table (1) Correlation coefficients for each of the research phrases: Physical Education Teachers and their Role in Selecting Young Football Talents in Middle Schools in the Directorate of Wasit Education

Statistical decision	Correlation coefficient	Ferry Number	Statistical decision	Correlation coefficient	Ferry Number	Statistical decision	Correlation coefficient	Ferry Number	Statistical decision	Correlation coefficient	Ferry Number
D statistically	0.502	31	D statistically	0.318	21	D statistically	0.666	11	D statistically	0.597	1
D statistically	0.694	32	D statistically	0.527	22	D statistically	0.572	12	D statistically	0.450	2
D statistically	0.532	33	D statistically	0.490	23	D statistically	0.471	13	D statistically	0.608	3
D statistically	0.592	34	D statistically	0.493	24	D statistically	0.593	14	D statistically	0.561	4
D statistically	0.554	35	D statistically	0.590	25	D statistically	0.503	15	D statistically	0.578	5
D statistically	0.493	36	D statistically	0.581	26	D statistically	0.482	16	D statistically	0.634	6
D statistically	0.603	37	D statistically	0.472	27	D statistically	0.548	17	D statistically	0.656	7
D statistically	0.547	38	D statistically	0.720	28	D statistically	0.600	18	D statistically	0.690	8
D statistically	0.500	39	D statistically	0.642	29	D statistically	0.529	19	D statistically	0.639	9

Statistical decision	Correlation coefficient	Ferry Number	Statistical decision	Correlation coefficient	Ferry Number	Statistical decision	Correlation coefficient	Ferry Number	Statistical decision	Correlation coefficient	Ferry Number
D statistically	0.436	40	D statistically	0.677	30	D statistically	0.493	20	D statistically	0.513	10

It is clear from Table (1) above that all the questions are statistically significant, acceptable, and studyable.

3.6 Statistical analysis of demographic factors.

1. Academic Qualification : Table (2) Description of the Research Sample by Scientific Qualification Prepared by the Researcher

Percentage	Iteration	Target Sample	Variables
29.1	23	diploma	Educational Qualification
39.2	31	Bachelor	
22.8	18	Master	
8.9	7	Doctor	
100	79	Total	

It is clear from Table (2) that the percentage of the study sample according to the level of scientific qualification was as follows: first came the bachelor's degree (39.2%), then the diploma (29.1%), the master's degree (22.8%) and the doctoral degree (8.9%).

2- Number of years of service : Table (3) Description of the research sample according to the variable of number of years of service

Percentage	Iteration	Target Sample	Variables
10.1	8	Less than 5 years	Experience
26.6	21	6-10 years	
48.1	38	11-15 years old	
15.2	12	More than 20 years	
100	79	Total	

It is clear from Table (3) above that the percentage of the study sample according to the number of years of service was as follows: from (11-15 years) years was in the first place with (48.1%), followed by the category (6-10 years) years in the second place with (26.6%), then the category (more than 20 years) years with a percentage of (15.2%), and finally the first category (less than 5 years) years with a percentage of (10.1%).

3-7 Descriptive statistical analysis of the study variables.

This part deals with the statistical analysis represented by the calculation of the various statistical indicators (arithmetic mean , standard deviation, correlation coefficient) for each of the four axes represented by the first axis (the standards followed by physical education professors to detect football talents), the second axis (technical criteria for selection), the third axis (physical education quota) and the fourth axis (sports competitions).

Table (4) Presents the descriptive statistics represented by arithmetic media, standard deviations, relative importance of each paragraph, and the order of importance of the first axis:

Statistical decision	Tabular Value	Z Test	Order of importance	Relative importance	Standard deviation	Arithmetic mean	Phrases	t
Moral	1.96	8.030	Second	81.526	.539	4.073	The first axis	
Moral	1.96	7.786	1	84.576	.484	1.29	The first phrase	1.
Moral	1.96	6.566	2	82.882	.747	1.56	Second Phrase	2.
Moral	1.96	8.972	4	80.508	.830	1.52	Third phrase	3.
Moral	1.96	9.493	3	82.034	.915	1.57	Fourth Phrase	4.
Moral	1.96	10.270	7	79.152	.930	2.27	Fifth Phrase	5.
Moral	1.96	8.537	6	80	.791	1.84	Sixth Phrase	6.
Moral	1.96	11.761	9	74.406	.740	1.70	The seventh phrase	7.
Moral	1.96	9.562	10	73.05	.916	1.73	Eighth phrase	8.
Moral	1.96	10.238	8	77.796	.878	1.85	Phrase Nine	9.
Moral	1.96	9.806	5	80	.876	1.72	Phrase Ten	10

It is clear from Table (4): For the first axis (the criteria followed for physical education professors to detect football talents), where the first phrase came in the first place in terms of relative importance (84.576%), with an average of answers (1.29) and a standard deviation (**.484**), then the second **phrase** came with relative importance (**82.882**) and an average of answers (**1.56).**) with a standard deviation (**.747**), then **the eighth statement** comes in the last place in terms of relative importance (**73.05**), average answers (**1.73**), and standard deviation (**.916**).

Table (5) Presentation of the descriptive statistics represented by arithmetic media, standard deviations, relative importance of each paragraph for the second axis and the order of importance

Statistical decision	Tabular Value	Z Test	Order of importance	Relative importance	Standard deviation	Arithmetic mean	Phrases	t
Moral	1.96	7.196	Fourth	75.152	.61448	2.052	Second Axis	
Moral	1.96	6.774	10	73.898	.921	1.85	The first phrase	1.

Moral	1.96	7.884	8	74.746	1.063	2.65	Second Phrase	2.
Moral	1.96	7.890	9	73.728	.967	2.04	Third phrase	3.
Moral	1.96	9.898	7	75.694	1.096	2.49	Fourth Phrase	4.
Moral	1.96	10.533	3	77.458	.917	1.92	Fifth Phrase	5.
Moral	1.96	9.456	2	77.974	.975	2.19	Sixth Phrase	6.
Moral	1.96	8.798	6	75.932	.835	2.09	The seventh phrase	7.
Moral	1.96	9.975	5	76.582	.984	1.86	Eighth phrase	8.
Moral	1.96	8.458	4	76.78	.796	1.67	Phrase Nine	9.
Moral	1.96	8.404	1	81.694	.859	1.82	Phrase Ten	1(

It is clear from the results of the statistical analysis shown in the previous table (5) that we can note: As for the second axis (technical criteria for selection), where **the tenth phrase** came in the first place in terms of relative importance (81.694%), with an average of answers (1.82) and a standard deviation (**.859**), then the sixth **phrase** came in second place with relative importance (77.974%) and an average of (**2.19**).) with a standard deviation (**.975**), then the first statement **comes** in the last place in terms of relative importance (73.898%), average answers (**1.85**), and standard deviation (**.921**).

Table (6) Presentation of the descriptive statistics represented by the arithmetic media, standard deviations, relative importance of each paragraph, and the order of importance of the third axis

Statistical decision	Tabular Value	Z Test	Order of importance	Relative importance	Standard deviation	Arithmetic mean	Phrases	t
Moral	1.96	56.833	Third	77.288	.59679	1.934	Third Axis	
Moral	1.96	60.058	3	78.885	.933	2.03	The first phrase	1.
Moral	1.96	53.372	7	78.136	.988	2.19	Second Phrase	2.
Moral	1.96	50.816	6	78.474	.880	1.76	Third phrase	3.
Moral	1.96	72.122	5	78.542	.952	1.87	Fourth Phrase	4.
Moral	1.96	56.515	8	78.005	.908	1.63	Fifth Phrase	5.

Moral	**1.96**	**62.177**	**2**	**78.984**	**.880**	**1.91**	**Sixth Phrase**	**6.**
Moral	**1.96**	**56.068**	**1**	**79.152**	**.960**	**2.28**	**The seventh phrase**	**7.**
Moral	**1.96**	**57.107**	**4**	**78.644**	**1.009**	**2.14**	**Eighth phrase**	**8.**
Moral	**1.96**	**52.577**	**9**	**77.796**	**.888**	**1.86**	**Phrase Nine**	**9.**
Moral	**1.96**	**76.134**	**10**	**77.468**	**.870**	**1.68**	**Phrase Ten**	**10**

It is clear from the results of the statistical analysis shown in the previous table (6) that we notice: As for the third axis (the share of physical education), where **the seventh phrase** came in the first place in terms of relative importance (79.152%), with an average of answers (2.28) and a standard deviation of (**.960**), then came in second **place the sixth phrase** with relative importance (**78.984**) and an average of answers (**1.91).**) with a standard deviation (**.880**), then the tenth **phrase comes** in the last place in terms of relative importance (**77.468**), average answers (**1.68**), and standard deviation (**.870**).

Table (7) Descriptive statistics represented by arithmetic media, standard deviations, relative importance of each paragraph, and the order of importance of the fourth axis

Statistical decision	Tabular Value	Z Test	Order of importance	Relative importance	Standard deviation	Arithmetic mean	Phrases	t
Moral	**1.96**	**9.416**	**First**	**82.372**	**.68782**	**1.9190**	**Fourth Axis**	
Moral	**1.96**	**8.778**	**8**	**81.016**	**.894**	**1.71**	**The first phrase**	**1.**
Moral	**1.96**	**7.594**	**7**	**81.186**	**.916**	**1.67**	**Second Phrase**	**2.**
Moral	**1.96**	**7.178**	**6**	**81.308**	**.997**	**2.18**	**Third phrase**	**3.**
Moral	**1.96**	**6.766**	**1**	**86.44**	**1.004**	**2.06**	**Fourth Phrase**	**4.**
Moral	**1.96**	**8.191**	**4**	**82.474**	**.962**	**1.85**	**Fifth Phrase**	**5.**
Moral	**1.96**	**7.291**	**5**	**81.674**	**.873**	**1.86**	**Sixth Phrase**	**6.**
Moral	**1.96**	**8.415**	**9**	**80.678**	**.943**	**2.22**	**The seventh phrase**	**7.**
Moral	**1.96**	**7.129**	**10**	**80.17**	**.812**	**1.73**	**Eighth phrase**	**8.**
Moral	**1.96**	**8.043**	**2**	**85.762**	**.993**	**1.84**	**Phrase Nine**	**9.**

Moral	**1.96**	**9.416**	**3**	**82.372**	**.68782**	**1.9190**	**Phrase Ten**	**10**

It is clear from the results of the statistical analysis shown in the previous table (7) that we notice: As for the fourth axis (sports competitions), where **the fourth phrase** came in the first place in terms of relative importance (86.44%), with an average of answers (2.06) and a standard deviation (**1.004**), then the **ninth phrase came in second place with relative importance (**85.762%) and an average of (**1.84**) answers.) with a standard deviation (**.993**), then the eighth **phrase came** in the last place in terms of relative importance (80.17%), average answers (**1.73**), and standard deviation (**.812**).

4. Conclusions and Recommendations

First: Conclusions

1. We conclude that the professional experience and international qualification of the professor have a role in the selection process of sports talent in football, and this is what leads us to believe that our hypothesis is realized.
2. The provision of facilities and pedagogical means for the sport of football in middle schools contributes to the selection of young talents.
3. We conclude that the conduct of school sports competitions in football reflects positively on the two processes of selecting young talents .

Second: Recommendations

1. Encouraging and motivating physical education and sports teachers to pay attention to the younger age groups of talented students in order to benefit from their abilities in building sports teams.
2. Increasing the share of physical education in middle schools. And holding school championships and the Republic Championship because it is the best way to uncover talents.
3. Paying attention to students according to their tendencies and desires in general by the professor and the talented group in football in particular.
4. The need to study and build a national strategy and a clear vision for the development of young talents in football (12-15 years old).

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