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# The level of occupational stress among physical education teachers in Jordan

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**Abstract**

Workers in the educational field in Jordan, especially physical education teachers, face many problems and they are exposed to increased pressures that may be reflected in their professional performance. Therefore, this study aimed to identify the level of professional pressures that physical education teachers are exposed to in Jordan and its relationship to the gender variable. To achieve this, the descriptive approach was used in addition to the use of the questionnaire, which was developed by researchers and was applied to a sample of (250) male and female teachers in the second semester of the academic year (2021/2022). Based on the results, it is seen that there is a high number of physical education teachers in Jordan, and the level of pressure that physical education teachers are exposed to is higher than the level of pressure that physical education teachers are exposed to.

**Keywords:** Occupational stress; Physical education; Profession; teachers.

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## 1. Introduction

The rapid progress and development witnessed by the various fields of economic, social, cultural, and sports life, prompted physical education teachers to compete and challenge themselves, which led to the creation of many professional pressures that obstruct the field of work of the physical education teacher, causing him a kind of tension, threat, and frustration.; Where Work (professional) stress is one of the issues that have haunted man since his existence on earth, and this work was and still is a source of trouble. This and its accompanying misery entailed some risks and challenges, and this is what is known as stress (Badri et. al,2016; AL-Momani, 2021).

The research on the issue of occupational stress for teachers of physical education is a phenomenon worthy of attention because of the stressful conditions and situations that the physical education teacher faces in the work environment, which have negative effects and negative effects that are reflected on his psychological and physical condition, showing symptoms of tension, frustration, and anxiety in addition to organic symptoms represented by high blood pressure. And heart rate, while some stressful situations have positive effects, leading to more effort and achieving high athletic levels (Roth et.al, 2019; van Loon et.al, 2018; Hopkins, 2016; Slingerland et.al, 2021).

Professional pressure for teachers is considered one of the obstacles to the proper functioning of the educational process, and among the main factors in the disruption of the educational system and the teacher's suffering from sources of professional pressure is translated in the form of a state of tension and crisis resulting from the working conditions of the teacher, and within this framework, the pressure indicates the presence of causes or external sources, There are internal reactions due to these pressure sources (Stark, 2021; McKeown et. al,2019; Ford et.al, 2017).

As these pressures and tensions may affect individuals in their daily lives and their personal and professional work, and this is called (occupational stress) in psychology. Occupational pressures are defined as "stressful situations facing the individual during the exercise of his profession and usually occur as a result of his realization that the requirements of that profession increase his abilities and capabilities and represent a source of fear and threat (Khan & Markauskaite, 2018; Nguyen, 2019).

The physical education teacher is exposed, during his dealings with the school administration and teachers, to a set of situations, events, and cases, which affect his performance and his relations with other colleagues in their field of work. As the athletes who are subjected to severe work pressures are more susceptible to many negative results that these pressures leave, these pressures may be high and they cannot positively deal with them, but they negatively deal with them, which creates for them a kind of tension and emotion that has an impact on their health and their performance. And their inability to solve the problems they encounter during sports activities (Chaaban & Sawalhi, 2021).

The school is an important educational institution and an integrated system that includes a group of members who have intimate relations, so that each of them influences the other and is affected by them. or indirectly (Dahl, 2019). The profession of teaching physical education with educational origins seeks to prepare the individual scientifically by providing him with knowledge, skills, and trends through multiple activities that interact with each other to form the individual and make him integrated, able to adapt to his environment and society, and this does not come except through the faith of those in charge of this process (the teaching profession), that they work in an honorable and respected profession, and this respect for the profession does not occur unless they are familiar with all dimensions (educational and educational) of this profession. The process of managing and organizing sports activities in our schools faces several problems, the source of which are different and different (human, material) factors, where there are two lessons or only

one lesson per week (AL-Momani & Jawarneh, 2022; Boylan, 2018; Mukeredzi, 2016; Scales et.al, 2018).

With the presence of these varying factors, we find that there are pressures associated with all these factors, which puts the physical education teacher in front of great responsibilities, trying by various means to fulfill them to reach specific goals. And the greater these responsibilities, the greater the efforts exerted by him, which exposes him seriously to the pressures that may eventually affect his performance negatively (Sollami, 2022).

The responsibility for increasing the levels of occupational pressure stems from multiple sources, starting with the Ministry of Education and ending with students, passing through the general directorates of education, and the directorates of sports activities in them, all the way to school administrations, and physical education teachers themselves (Alazmi & Hammad, 2021).

### *1.1. Related Studies*

Here we review several studies related to the subject of the current study. The study of Al-Farmawi (2020).The study aimed to know the level of teacher pressure and its relationship to the educational stage in which he works and the number of years of experience, whether he holds an educational qualification or not, and the subject of specialization. The total sample members were 175 male and female teachers from different specializations from the three educational stages. The results showed 14 as a source of pressure, and it was found that the level of pressure decreases with increasing years of experience, and it decreases with educators.

The studies of Trad (2020) aimed to standardize the achievement motivation scale on first and excellent volleyball players in Iraq. The researcher used the descriptive approach using the survey method. The rationing sample that was chosen randomly included 470 players from the first and excellent volleyball clubs, distributed on 46 In sports clubs, the researcher reached the possibility of deriving criteria for the players' scores on the scale (legalization).

Shehata (2019)aimed to identify the most important obstacles facing the physical education lesson in industrial secondary schools for boys. The researcher used the descriptive approach. The sample was chosen by the stratified random method. It consisted of 8 supervisors, 10 teachers, and 100 students. The researcher concluded that technical supervision He is not working on developing physical education curricula, and is not interested in holding supervisors' refinement courses, and there is no special professional qualification for physical education teachers, in addition to their dissatisfaction with their work in industrial schools.

Sarason (2019) aimed to find out the relationship between teacher pressure and some variables. The results concluded that the teacher, the longer he practiced the teaching profession, the less affected, energetic, and responsive to the influences surrounding him regarding the role he played. And lead to an increase in his pressure level. Kyriacou (2019) aimed to make a global comparison of the factors affecting the stress of the burning teacher among three countries: England, North America, and Australia. And he found that the teacher who prepares his lesson well, and this is offset by indifference and neglect on the part of the students, may lead to frustration for this teacher, and he also found some unpleasant emotions such as tension and anger, and he explained the occurrence of frustration as a result of the main factor that emerged from the comparisons, which is the weak attitudes of the students towards work. schoolhouse.

Al-Yousifi (2019) aimed to know the relationship between teacher pressure and compatibility, in addition to studying the differences between married and unmarried women, teachers with more than 5 years of experience, and newly graduated teachers in the degree of stress. She used the teacher's pressure gauge prepared by her and the Bell compatibility scale. The number of parameters in the sample was 82. One of the results of the research is that the increase in the degree of parameter pressure is offset by a decrease in the degree of compatibility, and significant

differences were found between the mean scores of married and unmarried female teachers in stress and compatibility in favor of the first group. It also found differences in those variables in favor of the experienced parameters.

Al-Farmawi (2019) aimed to identify the role of psychological stress in the field of work in general, and training programs in particular, and used the work stress questionnaire prepared by Ali Askar and Ahmed Abdullah, on a sample of participants in training courses held by the applied training and training sector in Kuwait, which amounted to only one hundred male and female trainees. The results indicated that the sample members were exposed to sources of psychological stress caused by work conditions and requirements.

Lutfi (2018) aimed to identify the professional, economic, social, and health problems facing sports technicians in the secondary and preparatory stages of both sexes, and to identify the degree of severity of these problems, the researcher used the descriptive approach, 155 male and female teachers, 15 supervisors, and the researcher concluded that sports technicians working in the educational sector face many professional, economic, social, and health problems, which affect their effectiveness in their work.

### *1.2. Significance of study*

To identify the professional pressures that physical education teachers are exposed to in schools, confront them, and reduce the causes of their occurrence, it is necessary to reach theoretical frameworks and qualitative means of measurement that suit the Iraqi environment, through which they can determine their levels, find information and suggestions and thus develop appropriate solutions to them. To achieve the desired goal, there was a need for the current study.

In light of the increase in pressure, and due to the lack of studies and theoretical frameworks that are interested in them, the lack of the local environment with the means of measurement that allow them to be identified, and the reasons behind them, the need to study them increases because of its great importance, as it is one of the most important factors affecting the (educational and pedagogical) process envisaged by the education lesson. Here lies the theoretical importance of this study.

As for the practical importance of it, it appears through its results and recommendations, which may help in answering some questions about the feasibility of identifying the level of occupational pressures for (teacher, teacher) physical education, determining their levels, setting goals and appropriate means to reach the best and most appropriate rates, and in a way that helps to raise the concept of (teachers, female teachers) concerning their profession.

And based on the foregoing, this study seeks to answer the following questions:

1- What are the reasons or factors that may lead to the occurrence of professional pressures on a teacher (school), and physical education in Jordan?

2- Is it possible to estimate the degree of physical education teachers in Jordan on the list of occupational stresses and their interpretation, by setting standards and normative levels, and thus evaluating them objectively?

3- What is the level of professional pressure faced by physical education teachers in Jordan?

4- Are there differences in the professional pressures that physical education teachers are exposed to from pressures that physical education teachers are exposed to in Jordan?

Based on the previous study questions, the researchers hypothesize the following:

$H_1$- Teachers of physical education in Jordan are exposed to high levels of professional pressure.

$H_2$- There are differences in the professional pressures that physical education teachers are exposed to from pressures that physical education teachers are exposed to in Jordan.

### *1.3. Purpose of study*

The purpose of the studying is to legalize the list of occupational pressures on physical education teachers in Jordan; Applying a list of occupational pressures on physical education teachers in Babil Governorate to identify the level of occupational pressures that physical education teachers are exposed to in Jordan; to identify the differences in the professional pressures that physical education teachers are exposed to and the pressures that physical education teachers are exposed to in Jordan.

## 2. Materials and Methods

The descriptive approach was used, as it is appropriate to the nature and objectives of this study.

### *2.1. Participants*

The current study population is represented by the teachers of physical education in Jordan, whose number is 312 male and female teachers, who were selected by the stratified random method, where 250 samples were retrieved valid for statistical analysis and the rest were excluded because they were not fully answered. Thus, the sample that was applied had 250 male and female teachers.

### *2.2. Data collection tools*

The occupational stress scale for the physical education teacher was used as a primary means of data collection, which the researchers developed through the use of a set of relevant previous studies as a study (AL-Momani & Jawarneh, 2022), a study (Pollock et.al, 2016) and a study (Osborne et.al, 2019). In its initial form, the scale included 45 statements distributed over 6 main areas, which are:

1- Reasons or factors related to working with students in the school.

2- Reasons or factors related to the financial capabilities of the school.

3- Reasons or factors related to the monthly salary of a teacher.

4- Reasons or factors related to sports educational supervision.

5- Reasons or factors related to the relationship between the teacher and the school administration.

6- Reasons or factors related to relationships with other teachers.

#### *2.2.1. Correction method*

The scale is corrected as follows:

- For the statements in the direction of the goal of the list - which indicate the presence of pressures - the degree to which the teacher (the teacher) draws a circle is given (5, 4, 3, 2, 1).

- As for the statements that are not towards the target of the list, they are reversed as follows: Grade (5) becomes (1), Grade (4) becomes (2), Grade (3) remains the same, Grade (2) becomes (4), Grade (1) becomes (5).

#### *2.2.2. Validity and reliability of the study tool:*

2.2.2.1. First - honesty:

The validity of the study tool used was ascertained by following the content validity method, through the questionnaire that was distributed among 10 specialists. In the field of sports

psychology, curricula, teaching, measurement, and evaluation in Jordanian universities, who were asked to indicate the validity of the scale for the nature of the study and to add, modify, merge or delete some of the paragraphs or areas established, in addition to making any linguistic correction; The opinions of the arbitrators were taken, and some paragraphs were merged and deleted so that the study tool became in its final form of 36 paragraphs distributed over 6 fields and 6 paragraphs for each field (Appendix 1).

2.2.2.2. Second - stability:

The stability of the occupational stress scale for physical education teachers in Jordan was verified, through the use of the (application and re-application) method, where the tool was applied to the exploratory experiment sample of 20 male and female teachers from the same study community but from outside its sample; This is a difference of 14 days between the first and second applications; Where the degrees of the correlation coefficient (Pearson), between the first and second application scores, came to confirm that all the paragraphs of the list enjoy a high degree of stability, given that all the values of the t-test calculated for the significance of the correlation were greater than the tabular amounting 2.07, at a degree of freedom 68, the level of significance 0.05, and the following table No. (1) illustrates this.

### *2.3. Terminology of study*

1- Profession: (A group of tasks, jobs, jobs, and levels that require its successful and effective performance and the achievement of its near and far goals, possessing the competencies of any specific skills, the mastery of those skills requires training in private institutions).

2- Pressures: (The reasons that place responsibilities on the individual, who tries by various means to implement them to reach the goals set, and increase those responsibilities. It may eventually affect its performance negatively).

3- Occupational pressures: Stressful situations that face the individual while practicing his profession, and they usually occur as a result of his realization that the requirements of that profession increase his abilities and capabilities, and represent a source of fear and threat to him.

4- Professional pressures for a teacher (teacher), physical education: In light of the above, it is possible to determine the occupational stresses of a teacher (female), physical education, with the total degree obtained by a teacher (teacher), physical education on the list of occupational stress, so that a high degree indicates high stress, while the degree indicates a high degree of stress, low to low pressure.

### *2.4. Analysis*

Table 1 shows the value of the stability coefficient and its statistical significance for the paragraphs of the list of occupational stresses for the physical education teacher applied to the pilot experiment sample

**Table 1**

*stability coefficient and its statistical significance for occupational stresses*

| Statistical significance | value (t) | | stability coefficient | Phrase numbers | the field |
|---|---|---|---|---|---|
| | tabular | calculated | | | |
| Moral | 2.02 | 13.123 | 0.865 | 1 | the first |
| Moral | 2.02 | 11,040 | 0.827 | 2 | |
| Moral | 2.02 | 14,774 | 0.889 | 3 | |
| Moral | 2.02 | 10.291 | 0.804 | 4 | |
| Moral | 2.02 | 10.114 | 0.799 | 5 | |
| Moral | 2.02 | 12.396 | 0.852 | 6 | |

| | | | | | |
|---|---|---|---|---|---|
| Moral | 2.02 | 9.100 | 0.767 | 7 | Second |
| Moral | 2.02 | 11,385 | 0.831 | 8 | |
| Moral | 2.02 | 12,717 | 0.858 | 9 | |
| Moral | 2.02 | 9.464 | 0.779 | 10 | |
| Moral | 2.02 | 9.648 | 0.785 | 11 | |
| Moral | 2.02 | 12.959 | 0.852 | 12 | |
| Moral | 2.02 | 12.845 | 0.860 | 13 | Third |
| Moral | 2.02 | 14,637 | 0.887 | 14 | |
| Moral | 2.02 | 7.704 | 0.711 | 15th | |
| Moral | 2.02 | 12,781 | 0.859 | 16 | |
| Moral | 2.02 | 11.253 | 0.828 | 17 | |
| Moral | 2.02 | 9.623 | 0.784 | 18 | |
| Moral | 2.02 | 10.087 | 0.798 | 19 | the fourth |
| Moral | 2.02 | 12.616 | 0.856 | 20 | |
| Moral | 2.02 | 10,874 | 0.819 | 21 | |
| Moral | 2.02 | 8.91 | 0.760 | 22 | |
| Moral | 2.02 | 15.094 | 0.893 | 23 | |
| Moral | 2.02 | 9.812 | 0.790 | 24 | |
| Moral | 2.02 | 13.015 | 0.863 | 25 | Fifth |
| Moral | 2.02 | 8.986 | 0.764 | 26 | |
| Moral | 2.02 | 7.447 | 0.699 | 27 | |
| Moral | 2.02 | 9.850 | 0.791 | 28 | |
| Moral | 2.02 | 13,056 | 0.864 | 29 | |
| Moral | 2.02 | 11.417 | 0.832 | 30 | |
| Moral | 2.02 | 10,561 | 0.811 | 31 | VI |
| Moral | 2.02 | 8.747 | 0.754 | 32 | |
| Moral | 2.02 | 15.406 | 0.892 | 33 | |
| Moral | 2.02 | 13,897 | 0.877 | 34 | |
| Moral | 2.02 | 9.344 | 0.775 | 35 | |
| Moral | 2.02 | 9.915 | 0.793 | 36 | |

The researchers adopted a set of statistical means to process the data and show the results, and the following is a presentation of those means:

**1-** Arithmetic mean

**2-** standard deviation

**3-** skew modulus

**4-** mode

**5-** standard error

**6-** Modified Standard Score (T)

**7-** Simple Correlation Coefficient (Pearson)

**8-** T-test for two independent samples

**9-** T-test of correlation

## 3. Results

### *3.1. First: Building standards for the occupational stress scale for physical education teachers, for the legalization sample:*

To find out the fact that the study sample (teachers, parameters), represents one group, or does each of them represent a separate group, and thus follow the optimal procedure in building

standards... The researchers resorted to statistics, and used the t-test, for two independent samples among the results individuals The research sample (teachers), the results confirmed the reality of the differences and their statistical significance at the level of significance (0.05), as the value of (T), calculated (2.078), which is greater than the tabular amount of (1.684), came at the degree of freedom (58). Accordingly, the work will be on the basis that (teachers, parameters), represent two independent groups

To translate the results of the list if they were applied to the same sample (the rationing sample) and the society it represents, the researchers proceeded to process the results of the list (for the rationing sample). Sequence method to find standard scores, see Table (2).

**Table 2**

*Raw scores and the corresponding standard scores for the standardization sample of the occupational stress scale*

| female teachers raw scores | Standard grades | raw scores | Standard grades | teachers raw scores | Standard grades | raw scores | Standard grades |
|---|---|---|---|---|---|---|---|
| 138,095 | 49 | 93.3 | 80 | 133.346 | 49 | 90.256 | 80 |
| 139.54 | 48 | 94.745 | 79 | 134,736 | 48 | 91.646 | 79 |
| 140,985 | 47 | 96.19 | 78 | 136.126 | 47 | 93.036 | 78 |
| 142.43 | 46 | 97.635 | 77 | 137,516 | 46 | 94,426 | 77 |
| 143.875 | 45 | 99.08 | 76 | 138.906 | 45 | 95.816 | 76 |
| 145.32 | 44 | 100.525 | 75 | 140.296 | 44 | 97.206 | 75 |
| 146.765 | 43 | 101.97 | 74 | 141.686 | 43 | 98.596 | 74 |
| 148.21 | 42 | 103.415 | 73 | 143.076 | 42 | 99.986 | 73 |
| 149,655 | 41 | 104.86 | 72 | 144,466 | 41 | 101.376 | 72 |
| 151.1 | 40 | 106.305 | 71 | 145.856 | 40 | 102,766 | 71 |
| 152.545 | 39 | 107.75 | 70 | 147,246 | 39 | 104.156 | 70 |
| 153.99 | 38 | 109,195 | 69 | 148,636 | 38 | 105.546 | 69 |
| 155,435 | 37 | 110.64 | 68 | 150,026 | 37 | 106.936 | 68 |
| 156.88 | 36 | 112.085 | 67 | 151.416 | 36 | 108.326 | 67 |
| 158.325 | 35 | 113.53 | 66 | 152.806 | 35 | 109.716 | 66 |
| 159.77 | 34 | 114.975 | 65 | 154.196 | 34 | 111.106 | 65 |
| 161.215 | 33 | 116.42 | 64 | 155.586 | 33 | 112.496 | 64 |
| 162.66 | 32 | 117,865 | 63 | 156,976 | 32 | 113,886 | 63 |
| 164.105 | 31 | 119.31 | 62 | 158,366 | 31 | 115,276 | 62 |
| 165.55 | 30 | 120,755 | 61 | 159,756 | 30 | 116.666 | 61 |
| 166.995 | 29 | 122.2 | 60 | 161.146 | 29 | 118,056 | 60 |
| 168.44 | 28 | 123.645 | 59 | 162.536 | 28 | 119,446 | 59 |
| 169,885 | 27 | 125.09 | 58 | 163,926 | 27 | 120.836 | 58 |
| 171.33 | 26 | 126.535 | 57 | 165.316 | 26 | 122.226 | 57 |
| 172.775 | 25 | 127.98 | 56 | 166.706 | 25 | 123,616 | 56 |
| 174.22 | 24 | 129,425 | 55 | 168.096 | 24 | 125.006 | 55 |
| 175.665 | 23 | 130.87 | 54 | 169,486 | 23 | 126,396 | 54 |
| 177.11 | 22 | 132.315 | 53 | 170,876 | 22 | 127,786 | 53 |
| 178.555 | 21 | 133.76 | 52 | 172.266 | 21 | 129.176 | 52 |
| 180,000 | 20 | 135.205 | 51 | 173.656 | 20 | 130,566 | 51 |
| 181.445 | 19 | 136.65 | 50 | 175,046 | 19 | 131,956 | 50 |
| 2,638 | standard error | 136.65 | Arithmetic mean | 2.538 | standard error | 131,956 | Arithmetic mean |
| 1.445 | fixed amount | 14.447 | standard deviation | 1.39 | fixed amount | 13.898 | standard deviation |

### *3.2. Second: Standard levels of occupational stress for (teachers) of physical education, for the legalization sample*

For the researchers to have the opportunity to interpret the results of (teachers) of physical education, in the list of occupational stresses, and to make objective comparisons, at each level

between what has been achieved and what is supposed to be achieved, the standard levels that were identified at six levels (the length of the base of the curve for each level of deviation) were derived one standard), and that the proportions of the six levels are distributed as in Table (3).

**Table 3**

Numbers and percentages for vocabulary legalization sample based on attributes (teachers, female teachers)

| total summation | Adjective | | | | Standard levels | The perfect proportions in the distribution |
|---|---|---|---|---|---|---|
| | teachers | | teachers | | | |
| | % | the number | % | the number | | |
| 3 | 6.667 | 2 | 3.333 | 1 | very big | 2.145 |
| 12 | 20 | 6 | 20 | 6 | Big | 13.585 |
| 33 | 56,667 | 17 | 53.333 | 16 | Average | 34.135 |
| 11 | 16,667 | 5 | 20 | 6 | Acceptable | 34.135 |
| 1 | zero | - | 3.333 | 1 | a little | 13.585 |
| - | zero | - | zero | - | A little bit | 2.145 |
| 60 | 100 | 30 | 100 | 30 | the total | |
| | 13.373 | | 8.576 | | Calculated value (Ka2) | |

Table (3) shows that (teachers) of physical education, whose grades are at the level of (very large), reached (1, 2), respectively, and achieved percentages of (3.333, 6,667), respectively. Then we find the number of those whose scores fall at the level (large), have reached (6, 6), respectively, and achieved percentages of (20, 20), respectively. While we find that the number of those whose scores fall at the level (average), has reached (16, and 17), respectively, and achieved percentages of 53.333, and 56,667, respectively. While finding that the number of those who score at the level (Acceptable), has reached (6, 5), respectively, and in realized proportions of (20, 16.667), Straight. While we find that the number of those who score at the level (a little), has reached (1, -), respectively, and in realized proportions of (3.333, zero), Straight. as that. We find the number of those whose scores fall at the level (A little bit), has reached (-, -), respectively, and in realized proportions of (zero, zero), Straight.

The researchers tested this distribution statistically with the (Ka2) test, and from it came to its calculated values (8.576, 13.373), respectively, and both are greater than the tabular value of (7.81), at the degree of freedom (3), and the level of significance (0.05). This indicates the mismatch of the two distributions (spectator and ideal), meaning that the professional pressures that physical education teachers are exposed to are not as they are supposed to be.

Thus, the first research objective has been achieved, concerning the legalization of the occupational stress scale for a teacher (teacher), physical education.

### *3.3. Third: Statistical characterization of the variable distributions of the list of occupational stresses for a teacher (teacher), physical education, for the study sample:*

At this point, the researchers stood in front of a project question: Will the total score of the list of occupational stresses for a teacher (teacher), physical education, be dealt with when applied to the target sample (teachers)? Or will the degree of each factor (reason) be dealt with separately? To find out the reality of the optimal procedure, they needed to resort to statistics, as it is the decisive factor in such a matter.

**Table 4**

*correlation coefficients between the axes of the list of occupational stresses*

| Statistical Significance * | value (t) | | correlation coefficient | factors |
|---|---|---|---|---|
| | tabular | calculated | | |
| Moral | 1.658 | 12,892 | 0.754 | The first factor–The second factor |
| Moral | 1.658 | 10.156 | 0.671 | The first factor–The third factor |
| Moral | 1.658 | 10.939 | 0.698 | The first factor–Fourth factor |
| Moral | 1.658 | 11,477 | 0.715 | The first factor–The fifth factor |
| moral | 1.658 | 12.208 | 0.736 | The first factor–The sixth factor |
| moral | 1.658 | 23.030 | 0.899 | The second factor–The third factor |
| moral | 1.658 | 13,634 | 0.772 | The second factor–Fourth factor |
| moral | 1.658 | 14.711 | 0.795 | The second factor–The fifth factor |
| moral | 1.658 | 13.379 | 0.766 | The second factor–The sixth factor |
| moral | 1.658 | 8.916 | 0.622 | The third factor–Fourth factor |
| moral | 1.658 | 10.214 | 0.673 | The third factor–The fifth factor |
| moral | 1.658 | 13.084 | 0.759 | The third factor–The sixth factor |
| moral | 1.658 | 14.204 | 0.781 | Fourth factor–The fifth factor |
| moral | 1.658 | 10.552 | 0.685 | Fourth factor–The sixth factor |
| moral | 1.658 | 15.438 | 0.809 | The fifth factor–The sixth factor |

*At the degree of freedom (136) and the level of significance (0.05)

The results of Table (4) showed that all values of (T), calculated greater than the tabular amount (1.98), at the degree of freedom (136), and the level of significance (0.05), and this indicates the existence of a (real) correlation relationship, significant, between the factors The six of the lists, where the relationship (influence and affected) was counted, meaning each of them affects and is affected by other factors. This indicates that it is difficult to separate them. Therefore, the total score of the list will be dealt with upon application.

**Table 5**

*arithmetic means, standard deviations, and the coefficient of skewness*

| y y | to | M | p | Q - | Adjective |
|---|---|---|---|---|---|
| 1.755 | - 0.041 | 135 | 15.983 | 134,339 | teachers |
| 2.483 | 0.168 | 138 | 17,023 | 140,867 | teachers |

Table (5) shows that the arithmetic means of the variable list of occupational stresses for a teacher (teacher), physical education, for the two groups (teachers, female teachers), came by (134,339, 140,867), respectively, and with a standard deviation of (15,983, 17,023), respectively. Also, the results of the same table indicate the good spread of the players' scores in the search variable Occupational pressures for a teacher (teacher), physical education, where the values of the zero skew coefficient indicate that he has met the mean curve, and Emphasizes results to that number research sample personnel Appropriate. The value of the small standard error indicates this.

With a quick return to the above table, we note that the two arithmetic mean values are large, which indicates that teachers of physical education are exposed to high levels of pressure when they practice the profession of teaching physical education.

Thus, the second and third research objectives were achieved, regarding the application of the list of occupational stresses for a teacher (teacher), physical education, and the level of pressure they are exposed to.

### *3.4. Fourthly: The difference in the level of occupational stress for physical education teachers according to the gender variable (teachers)*

Table (6) shows the significance of the difference between the arithmetic means of the occupational stress of the physical education teacher (teacher) for the two study samples of the male and female teachers of physical education

**Table 6**

*The significance of the difference between the arithmetic means of the occupational stress of the physical education teacher (teacher*)

| Statistical Significance * | value (t) | | p | Q - | Adjective |
|---|---|---|---|---|---|
| | tabular | calculated | | | |
| moral | 1.98 | 2,068 | 15.983 | 134,339 | teachers |
| | | | 17,023 | 140,867 | teachers |

*At the degree of freedom (136) and the level of significance (0.05)

Table (6) shows that there are significant (real) differences between the arithmetic mean of the pressures of the teaching profession of physical education between male and female teachers, where the value of (T), calculated by (2.068), is greater than the tabular amount of (1.98), at the degree of freedom (136), and the level of significance (0.05). This indicates that physical education teachers are subjected to more professional pressures than physical education teachers are subjected to.

Thus, the fourth research objective has been achieved, concerning the differences in occupational pressures between male and female teachers of physical education.

## 4. Discussion

Through the results and within the limits of the study sample and the framework of statistical treatments, the researchers concluded the following: There is a possibility of setting special standards for the professional pressures that physical education teachers are exposed to in Jordan. Standards represent a means of interpretation that can be relied upon in evaluating the professional pressures that physical education teachers are exposed to in Jordan (Palamarchuk et al., 2020). There is a possibility of determining the standard levels of professional pressures that physical education teachers are exposed to in Jordan.

The study also found a mismatch between the achieved levels of occupational stress for teachers of physical education in Jordan with what those levels are supposed to be. There is a high level of occupational pressure that physical education teachers are exposed to (Griban et al., 2018). The level of pressure that physical education teachers are exposed to is higher than the level of pressure that physical education teachers are exposed to, and this means that there are differences in the level of professional pressure between (teachers) of physical education in Jordan. The list of occupational pressures for the physical education teacher (teacher) must be dealt with based on the total score of the list, and not based on the degree of each factor separately.

## 5. Conclusion

In light of the results, the researchers recommend encouraging the conduct of such studies, because of their importance in developing the performance of physical education teachers, and the reflection of this matter on the physical education lesson; dissemination of the results of this study to the Jordanian directorates of education; codifying and applying the list of occupational pressures for physical education teacher (teacher) on physical education teachers in Jordan, to find out the reality of the professional pressures faced by physical education teachers; Periodic and continuous evaluation of the professional pressures that physical education teachers are exposed to, as an entry point for developing effective solutions to them.

The study has limitations. First, the human determinant: the study is limited to male and female teachers of physical education working within the primary and secondary schools of the Jordanian Ministry of Education, for the academic year (2021/2022). Secondly, time domain: the study was applied in the field during the period from (15/4/ 2022) to (10/5/2022). Lastly, spatial domain: the study is limited to the schools of the Jordanian Ministry of Education.

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## Appendix 1

## Professional stress scale for physical education teacher (teacher) in its initial form

Initial data:

School name: Geographical location:

My fellow physical education teacher:
My classmate of physical education teacher:
good greeting ...

| Answer alternatives | | | | | ferries | Ferry number |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | I feel that the students, have a clear interest in the physical education lesson | 1 |
| 1 | 2 | 3 | 4 | 5 | The stadiums necessary for my work are very few or almost non-existent | 2 |
| 1 | 2 | 3 | 4 | 5 | My salary is not commensurate with my responsibilities and duties | 3 |
| 1 | 2 | 3 | 4 | 5 | Sudden visits to the educational supervisor cause me anxiety | 4 |
| 1 | 2 | 3 | 4 | 5 | I feel that the principal appreciates the effort I put into my work | 5 |
| 1 | 2 | 3 | 4 | 5 | The work climate in my school is characterized by disagreements between teachers, which causes me more distress | 6 |
| 1 | 2 | 3 | 4 | 5 | Students, do not have the motivation to participate in a physical education lesson | 7 |
| 1 | 2 | 3 | 4 | 5 | The financial appropriations needed to spend on sports activities are insufficient | 8 |
| 1 | 2 | 3 | 4 | 5 | My salary alone is enough for my basic needs | 9 |
| 1 | 2 | 3 | 4 | 5 | It bothers me that the supervisor focuses on the negative aspects and neglects the positive aspects of my work 5 | 10 |
| 1 | 2 | 3 | 4 | 5 | My opinion is not important to the school principal | 11 |
| 1 | 2 | 3 | 4 | 5 | I feel that the relationships between me and most of the teachers are very close | 12 |
| 1 | 2 | 3 | 4 | 5 | The problem with adjusting the system with the students, it takes me a long time and makes me nervous | 13 |
| 1 | 2 | 3 | 4 | 5 | The school sports equipment and equipment are suitable for me to do my job well | 14 |
| 1 | 2 | 3 | 4 | 5 | My profession does not provide me with adequate financial security | 15th |
| 1 | 2 | 3 | 4 | 5 | The supervisor's guidance to me is not based on objective grounds | 16 |
| 1 | 2 | 3 | 4 | 5 | The principal of the school does not appreciate my work enough | 17 |
| 1 | 2 | 3 | 4 | 5 | There is a kind of intolerance against physical education teachers in my school | 18 |
| 1 | 2 | 3 | 4 | 5 | Student clothes, do not help the motor performance in the physical education lesson | 19 |
| 1 | 2 | 3 | 4 | 5 | The condition of the playgrounds in the school does not encourage teaching | 20 |
| 1 | 2 | 3 | 4 | 5 | I get good financial incentives in addition to my salary | 21 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | The educational supervisor gives me the opportunity to discuss and strives to help me | 22 |
| 1 | 2 | 3 | 4 | 5 | I feel underappreciated by the school administration for the good work I do | 23 |
| 1 | 2 | 3 | 4 | 5 | Most teachers value the work of a physical education teacher | 24 |
| 1 | 2 | 3 | 4 | 5 | The number of students, per class, is small, which helps them benefit from the physical education lesson | 25 |
| 1 | 2 | 3 | 4 | 5 | The sports facilities in the school are suitable for the number of students | 26 |
| 1 | 2 | 3 | 4 | 5 | I feel like I'm working at an inappropriate salary | 27 |
| 1 | 2 | 3 | 4 | 5 | The current pedagogical supervision style encourages me to put more effort into my work | 28 |
| 1 | 2 | 3 | 4 | 5 | The school administration places most of the physical education lessons at the end of the school day | 29 |
| 1 | 2 | 3 | 4 | 5 | Some teachers view physical education teachers is unfair | 30 |
| 1 | 2 | 3 | 4 | 5 | It annoys me that students are often absent in the final years of physical education lessons | 31 |
| 1 | 2 | 3 | 4 | 5 | The number of students is not commensurate with the sporting capabilities of the school | 32 |
| 1 | 2 | 3 | 4 | 5 | The salary I get is not commensurate with what I do | 33 |
| 1 | 2 | 3 | 4 | 5 | The insistence of the educational supervisor on the necessity of applying the curriculum in a literal way causes me distress | 34 |
| 1 | 2 | 3 | 4 | 5 | The principal of the school gives me a great deal of authority and freedom to do my job | 35 |
| 1 | 2 | 3 | 4 | 5 | I feel that there is a distance between me and a large number of teachers of other subjects in the school | 36 |

Here is a list of phrases explaining some situations or situations that you may encounter as a physical education teacher in your sports education work in school, please answer them accurately, taking into account the following notes:

- Please read each statement carefully and answer it in proportion to your real attitude towards it, by drawing a circle around the number that expresses your point of view, as follows:

If the statement applies to you to a very large extent, draw a circle around the number (5).

If the statement applies to you to a large extent, draw a circle around the number (4).

- If the statement applies to you to an average degree, then draw a circle around the number (3).

If the statement applies to you to a small degree, draw a circle around the number (2).

If the statement applies to you to very little or does not apply to you, draw a circle around the number (1).

- Please note that there are no right or wrong answers
- It is necessary to answer honestly and honestly about the phrases
- Do not leave any words unanswered
- Your answer will be strictly confidential, it is for scientific research purposes