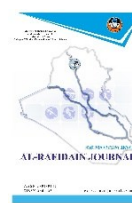




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The Reality of Activating School Sports Activities from the Perspective of the Educational Supervisor and the Specialist in Mosul Schools

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Abstract

This study aims to explore the perspectives of both the educational supervisor and the subject specialist regarding the reality of implementing school sports activities in Mosul schools. This is examined through three dimensions:

The role of school administration in promoting school sports activities.

The role of the physical education teacher in promoting school sports activities.

The administrative and financial barriers preventing the start of school sports activities.

Methodology:

The researchers used the descriptive–analytical method. The study sample included 62 supervisors (educational and subject specialists) working in the Nineveh Directorate of Education. The researchers developed a questionnaire that covered three main areas: the role of school administration, the role of physical education teachers, and the administrative and financial obstacles to activating school sports activities. The questionnaire featured 23 items and was based on a four-point Likert scale. After confirming the validity and reliability of the questionnaire, it was distributed to the study participants.

Findings:

Through this analysis, the researchers concluded the following:

The school administration's role in supporting the necessary requirements to activate school sports activities is weak.

Physical education teachers are essential in promoting school sports activities.

There is a shortage of sufficient financial and human resources needed to support school sports activities effectively.

Many schools lack playgrounds for sports and sufficient sports equipment and tools.

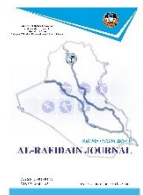
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مجلة الرافدين للعلوم الرياضية

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واقع تفعيل النشاط الرياضي المدرسي من وجهة نظر المشرف التربوي

والاختصاصي في مدارس مدينة الموصل

الباحث الاول^١ ايثار عبد الكريم غزال الباحث الثاني^٢ سعد ياسين سعيد الباحث الثالث^٣ ضياء زكي ابراهيم
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معلومات الارشفة	الملخص
تاريخ الاستلام: ٢٠٢٤/٧/٢٢	هدف البحث معرفة وجهة نظر المشرف التربوي والاختصاصي في واقع تفعيل النشاط الرياضي المدرسي في مدارس مدينة الموصل من خلال دور الادارة المدرسية في تفعيل النشاط الرياضي المدرسي و دور معلم التربية الرياضية في تفعيل النشاط الرياضي المدرسي ومعوقات تفعيل النشاط الرياضي المدرسي الادارية والمادية واستخدام الباحثون المنهج الوصفي التحليلي وكانت عينة البحث من المشرفين (التربوي والاختصاصي) العاملين في مديرية تربية نينوى بلغ عددهم (٦٢) مشرفا وقام الباحثون باعداد استبانة شملت ثلاث محاور دور الادارة المدرسية و دور معلم التربية الرياضية ودور المعوقات الادارية والمادية في تفعيل النشاط الرياضي المدرسي وضم الاستبيان (٢٣) فقرة واستخدم الباحثون سلم ليكرت رباعي وبعد ايجاد المعاملات العلمية للاستبانة من صدق وثبات تم توزيعها عللا عينة البحث واستنتج الباحثون من خلال هذه الدراسة التحليلية ما يلي:
الكلمات المفتاحية: النشاط الرياضي المرسى ، المشرف التربوي والاختصاصي	
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- ضعف دور الإدارة المدرسية بتوفير المستلزمات اللازمة لتفعيل النشاط الرياضي المدرسي .
- وجود دور فعال لمعلم التربية الرياضية في تفعيل النشاط الرياضي المدرسي .
- هناك ضعف في الامكانيات المادية والبشرية اللازمة والكافية لتفعيل النشاط الرياضي المدرسي .
- افتقار الكثير من المدارس لوجود الملاعب الخاصة بالنشاطات الرياضية وكذلك الأجهزة والادوات الرياضية .

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Introduction

The school is the best place to exercise sports in an organized and committed atmosphere, due to the attractive and purposeful activities and programs it offers, in addition to the knowledge, educational services and multiple activities that help in the growth of students in all physical, psychological, mental, emotional and health aspects, in order to qualify the student to become an adaptive, affiliated citizen with an integrated personality. [1]

One of the school's goals is to educate students through its interest in physical education, and cognitive, kinetic, cultural, and recreational activities, in addition to encouraging organized free activity, investing leisure time and acquiring sports skills for honest competition, cooperative effort, and respect for self and others, and the ability to make the right decisions. These factors help qualify students to assume their responsibility towards themselves, their bodies, their personal and social lives, and to raise up good citizens, so that they benefit themselves and protect their countries.

Physical education and school sports is a basic subject that works to achieve educational integration for the learner, so that it is implemented through lessons within the academic program or in the form of extracurricular activities, and its results can be evaluated at the behavioral level (kinesthetic - cognitive - emotional). [2]

School sports play an important role in any country in the world, as it is one of the pillars of the sports movement and a tributary to the school and national teams. Physical education is an official subject within the general curriculum of educational systems, being a subject taught at all educational levels. This is so due to the states' enthusiasm to include the physical education subject at all levels of pre-university education, because it has an effective role in building and preparing citizens through the development of their motor and mental capabilities [3].

This is in addition to the fact that the sports activity is an open space for the students to recreate themselves, as it contains various activities that provide them with satisfaction, enjoyment and activity. The teacher constitutes the cornerstone of the educational process, and the importance of his role lies in being a leader, educator and guide throughout the stages of education inside and outside the school, and on him depends the achievement of the comprehensive goals of education in general and physical education in particular. [4]

Considering the role of physical education and school sports in creating social interaction, modifying individuals' behavior and building a good citizen by creating an appropriate environment for the formation of values and positive attitudes among the youth towards the society in which they live, and in line with the general trend towards interest in enhancing the sports activity in the community and raising attention towards sports, the researchers chose to tackle the topic of physical education and school sports so as to identify the reality of its implementation and the obstacles it encounters.

The researchers, by virtue of their field work and their relationship with the educational process, noticed a low level of dealing with the implementation of physical education and school sports, and that there are obstacles facing the implementation process. Therefore, this study aims to identify the reality of the implementation of physical education and school sports, and to highlight the obstacles facing the implementation process, and then come up with some recommendations to contribute to the enhancement of the school physical education and the improvement of its implementation process.

- The first axis: The role of the school administration in enhancing the school sports activity.
- The second axis: The role of the physical education teacher in enhancing the school sports activity.
- The third axis: The administrative and financial obstacles that stand in the way of enhancing the school sports activity.

In the light of these axes, a questionnaire is prepared, through which it is possible to accurately look at the reality physical education and school sports subject and the obstacles that prevent achieving the educational objectives out of it.

Based on the above, the significance of the study emerges in that it deals with the topic of school sports activity from the viewpoints of physical education supervisors in the city of Mosul. This is in addition to identifying the administrative and financial obstacles that hinder the enhancement of school sports activity, as the researchers hope to reach a set of results that could contribute to achieving the desired educational objectives of school sports activity [5].

The study of problem is realistic and in-depth studies regarding physical education as a lesson and as an activity are necessary and must be characterized by continuity, for the rapid development of the social life of the individual as well as the development in education in general and physical education in particular. This requires conducting the necessary evaluation research to assess the role of the school administration and the physical education teacher and the administrative and financial obstacles that impede the enhancement of school sports activity. Of course, the mentioned factors are a big problem that should be studied scientifically and objectively, through the direct officials responsible for the school sports activity, the educational supervisors themselves, as they are familiar with this reality and have the administrative, technical and educational responsibility in relation to it.

This research aims to identify the educational and the specialist supervisors' point of view on the reality of enhancing school sports activity in the schools of the city of Mosul through the following axes:

- The first axis: The role of the school administration in enhancing the school sports activity.
- The second axis: The role of the physical education teacher in enhancing the school sports activity.
- The third axis: The administrative and financial obstacles that stand in the way of enhancing the school sports activity.

The problem study it is hypothesized that the reality of school sports activity in the schools of the city of Mosul is not at the required level due to the weak role of some school administrations and physical education teachers, as well as the existence of administrative and financial obstacles.

Material and Methods

The descriptive analytical approach has been adopted as a methodology in for the current research. [5] The research community consists of supervisors (educators and specialists) working in the Nineveh Education Directorate, and the research sample constitutes (62) supervisors.

By reviewing the literature of modern education, and in the light of previous studies related to the subject of the study, the researchers prepared a questionnaire, which is one of the most important field means of data collection, which included the three axes previously mentioned and (23) items, as the researchers used the 4-point Likert scale (Strongly Agree, Agree, Somewhat Agree, Disagree).

The researchers used two methods to measure the validity of the questionnaire: Sincerity of the Experts: The questionnaire was presented to a group of professors in the fields of school sports activity and educational measurement and evaluation, as they expressed their opinion on the questionnaire and the validity of the articles and items contained in its axes. Accordingly, some

articles were modified and others were excluded. Reliability of the Questionnaire's Internal Consistency, the reliability of the internal consistency of the questionnaire was verified by applying it to a survey sample consisting of (12) supervisors, and the correlation coefficient between the questionnaire's articles and the total score of the questionnaire was calculated using the SPSS program, as shown in Table No. (1):

Table No. (1): The internal consistency coefficients and the total score of the questionnaire.

Article	Correlation Coefficient	Significance Level	Article	Correlation Coefficient	Significance Level	Article	Correlation Coefficient	Significance Level
1	.494	.000	9	.414	.000	17	.606	.000
2	.424	.000	10	.690	.000	18	.429	.000
3	.463	.000	11	.560	.000	19	.488	.000
4	.484	.000	12	.503	.000	20	.451	.000
5	.401	.000	13	.383	.000	21	.424	.000
6	.098	.453	14	.515	.000	22	.210	.105
7	.618	.000	15	.204	.155	23	.317	.013
8	.196	.130	16	.696	.000			

It is clear from Table (1) that the correlation coefficients between the questionnaire items and the total score were all significant at the level of significance .1, except for four items (6, 8, 15, 22). Accordingly, the questionnaire includes (19) articles that are considered valid in measuring what they were designed for.

The researchers used the Cronbach's alpha method [6] to find the consistency of the questionnaire, which is a method that works by splitting the halves (odd items and even items), as shown in Table (2).

Table (2): Scale stability coefficients by Cronbach's alpha method

Cronbach's alpha coefficients		The correlation coefficient between the two halves of the questionnaire	Guttman's Half-segmentation coefficient
Odd items	.835	.355	.522
Even items	.755		

It is evident from Table (2) that the value of Cronbach's alpha for the two halves of the questionnaire was (.755 and 835), and the Guttman coefficient for the split-half was (522.). This indicates that the questionnaire has a high degree of reliability and can be applied to the study sample.

After the researchers made sure of the reliability and consistency of the questionnaire coefficients, the questionnaire was distributed to the research

sample in order to obtain the answers. Then, the data were entered into the Excel program.

The SPSS program was used to find correlation coefficients, Cronbach's alpha coefficient, arithmetic means and percentages.

Results and Discussion

The results of the responses of the research sample will be projected on the axes of the questionnaire entitled "The reality of enhancing school sports activity from the educational and the specialist supervisors' standpoint in the schools of the city of Mosul".

To explain the results, the following equation was used for the extent of the answer to the item: $(4-1 = 3, \text{divided by } 4 = .75)$. Thus, the levels of interest are as follows:

1 to 1.75: zero scope of interest

1.76 to 2.50: low scope of interest

2.51 to 3.25: medium scope of interest

3.26 to 4: high scope of interest

Table (3): The responses of the research sample about the role of the school administration in enhancing the school sports activity

Items of the role of school administration in enhancing school sports activity axis		Average	Scope of interest	Order
1	There is cooperation between the school administration and the physical education teacher	3.032	Medium	1st
2	The school administration is concerned about enhancing the school sports activity	2.639	Medium	3rd
3	There is a clear understanding on the part of the school administration of the importance of school sports activity	2.557	Medium	4th
4	The school administration provides the necessary supplies to enhance the school sports activity	2.163	low	6th
5	The school administration deals with the school sports activity with the same importance as the other school activities	2.459	low	5th
6	The school administration is concerned with extra-curricular sports activity to enhance the educational and pedagogical process	2.639	Medium	3rd
7	The school principal acts as an educational supervisor who monitors the implementation of all school sports activities	2.885	Medium	2nd
Axis as a whole		2.615	Medium	

It is clear from Table (3) that the scope of the school administration's interest in enhancing school sports activity from the viewpoints of educational supervisors and specialists was average with respect to items (1,2,3,6,7), while the scope was low with regard to paragraphs (4) , 5). As for the total score for the axis, the interest was medium.

Table (4): The responses of the research sample about the role of the physical education teacher in enhancing school sports activity

Items of the role of the physical education teacher in enhancing school sports activity		Average	Scope of interest	Order
8	The physical education teacher has sufficient experience in managing school sports activity	2.885	Medium	2nd
9	The physical education teacher works to create a supportive environment to enhance the school sports activity	2.590	Medium	4th
10	The physical education teacher has the academic, educational and professional knowledge necessary to enhance the school sports activity	2.770	Medium	3rd
11	The physical education teacher has the ability to employ the available capabilities to enhance the school sports activity	2.524	Medium	5th
12	The physical education teacher has professional responsibility in serving the school and the community and actively contributes to the development of school sports activity	2.901	Medium	1st
Axis as a whole		2.734		

Table No. (4) reveals that the scope of the physical education teacher's interest in enhancing school sports activity from the viewpoints of educational supervisors and specialists was medium on all items, and so the scope of interest was medium with respect to the total score of the axis.

Table No. (5): The responses of the research sample about the obstacles to enhancing school sports activity

Items of the administrative and material obstacles to enhancing school sports activity		Average	Scope of interest	Order
13	The necessary and sufficient material and human resources are available to enhance the school sports activity	1.918	low	5th
14	There is a sufficient budget to enhance the school's internal and external sports activities	1.655	zero	3rd
15	Some school buildings lack places for practicing sports	3.163	Medium	1st

	activities; if they do not, the places are not suitable for such activities.			
16	The school administration cancels the physical education lesson for some stages in favor of other study subjects.	2.721	Medium	2nd
17	The school administration uses the physical education lesson to accomplish some school chores such as cleaning, among others	2.721	Medium	2nd
18	The physical education teacher is assigned with administrative work that prevents him from carrying out his duties towards school sports activities	2.639	Medium	4th
19	The school administration does not react positively to address the obstacles to school sports activity	2.655	Medium	3rd
Axis as a whole		2.496	Medium	

Table No. (5) shows that the extent of obstacles to enhancing school sports activity from the viewpoints of the educational supervisor and specialist was Zero with respect to item (12) and low on item (14), while it was medium on items (15, 16, 17, 18, 19), and therefore the total score for the axis was medium.

Table (6) shows the responses of the research sample on the axes of a questionnaire about the reality of enhancing school sports activity from the point of view of educational supervisors and specialists in schools in the city of Mosul

Axes of the Questionnaire	Main Average	Scope of interest	Order
Axis of the role of the school administration	2.625	Medium	2nd
Axis of the role of the physical education teacher	2.734	Medium	1st
Axis of the obstacles to enhancing school sports activity	2.496	Medium	3rd
All Axes	2.606	Medium	

It is clear from the results of Table No. (6) that the reality of enhancing school sports activity from the viewpoints of educational supervisors and specialists with regard to all items of the questionnaire was average, and that the role of the physical education teacher was the most interesting, as it came in the first rank. The role of the school administration in enhancing the school sports

activity came in second rank, and the administrative and material obstacles constituted the most negative factor in enhancing the school sports activity.

Through the results of Table No. (6) it becomes obvious that there is interest in enhancing the school sports activity, yet not at the required level. The results showed that there is a low interest in providing the financial capabilities and addressing the administrative obstacles in order to give the school sports activity its correct form.

Conclusions

The current study concludes that the following conclude that the weak role of the school administration in providing the necessary supplies to enhance the school sports activity. The school administration does not deal with the school sports activity with the same importance as the other school activities. The existence of an effective role for the physical education teacher in enhancing the school sports activity. Weakness of the material and human resources necessary and sufficient to enhance the school sports activity. The economic aspect hinders many school administrations from implementing the school sports activity in an optimal manner. Many schools lack playgrounds for sports activities, as well as sports equipment and tools, and rooms for physical education teachers.

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