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Abstract

Study purpose. The study aimed to identify the level of professional stress facing physical education teachers in the Hashemite Kingdom of Jordan and its relationship to the variables of gender and years of experience.

Materials and methods. A descriptive analytical approach was followed, in addition to using a questionnaire consisting of (30) items as a study tool. The questionnaire was administered to a sample of (294) male and female physical education teachers during the second semester of the 2024/2025 academic year.

Result. After conducting appropriate statistical processing, the study concluded that the level of professional stress among physical education teachers was moderate, with an arithmetic mean of (2.69) and a standard deviation of (0.52). Furthermore, there were no statistically significant differences in their level of professional stress attributable to the variables of gender (male, female) and years of experience (less than 10 years, more than 10 years).

Conclusion. The study demonstrated that physical education teachers in Jordan encounter moderate occupational stress, attributable to substandard infrastructure. No significant differences in stress levels were observed that could be attributed to gender or years of experience, suggesting that stress originates from the work environment itself.

Keywords: Occupational Stress, Physical Education, Physical Education Teacher, School Education.

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Introduction

The teaching profession is widely regarded as one of the most physically, psychologically, and mentally demanding professions, due to its multifaceted nature, which encompasses roles such as guidance and counseling, planning, implementation, and evaluation (Li et.al, 2024; Ben Zahra& Bouajnak, 2021; Shteewe, 2022). Given the mounting societal and professional pressures faced by teachers, there is an increasing imperative to investigate and comprehend the professional pressures experienced by those working in the education sector (Ibribeem, 2019; Boussaq, 2024; Lamloum et.al,2022). Professional pressure is a salient factor influencing teachers' performance and job satisfaction, and its effects may extend to psychological and social balance. Addressing this issue is imperative to ensure the continuity of the educational process with quality and effectiveness.

Examining the professional demands placed on physical education instructors in Jordanian schools is crucial in this regard. The nature of this subject differs from other academic subjects in that it is a practical subject that requires physical effort and high motor and interactive skills. The school environment, encompassing its sports facilities, the extent of administrative support, and student interaction, constitute factors that directly influence the amount of pressure teachers feel while performing their duties (AL-Momani& Jawarneh, 2023; Yousef& Ahmed, 2022; Chen et.al, 2025).

The present study's distinguishing characteristic is its focus on a specific educational category: physical education teachers. These teachers are frequently the subject of insufficient attention in educational research, in contrast to teachers of academic subjects, despite the unique professional challenges they encounter. Teachers in this specialization are required to achieve educational goals within environments that may be unprepared or under unsuitable organizational conditions, which constitutes an increasing professional burden (Shehata, 2019; von et.al, 2020; Andrew et.al, 2023).

It is imperative to comprehend the extent of professional stress experienced by male and female teachers, and to examine the factors associated with it, such as gender and years of experience. This is a fundamental step towards developing more effective educational policies that aim to enhance the work environment and ensure teacher well-being. Consequently, this will contribute to the improvement of the quality of the entire educational process (Organista et.al,2024; Mittal et.al,2023; Vasquez & Wallhead, 2022; Neto et.al,2023; Virta et.al,2022). The present study is therefore of paramount importance, as it seeks to understand the professional reality of physical education teachers in Jordan and propose solutions and recommendations that would mitigate the severity of these stresses.

In order to strengthen and support this study and its results, the researchers referred to a group of previous studies related to the topic of the current study. AL-Momani& Jawarneh (2023) examined psychological pressures experienced by secondary school teachers in Jordan, determining that administrative pressure emerged as the predominant influence on teacher performance, exhibiting minimal variation across specializations. In a similar vein, von et.al (2020) examined the professional pressures experienced by physical education teachers in Saudi Arabia, highlighting inadequate sports equipment as a predominant source of pressure. In a related study, Andrew et al. (2023) examined the organizational environment in Iraqi schools, highlighting that the structuring of classes and the absence of administrative support were significant contributors to professional pressures. In a related study, Li et.al (2024) examined the relationship between years of experience and the level of professional pressures among teachers in Amman. The study found no statistically significant differences, which supports similar results in this context. Al-Harbi's (2017) study on the psychological pressures experienced by teachers in multicultural environments revealed that these pressures do not differ according to gender, but rather according to the general school climate. Yousef and Ahmed's (2022) study examined the impact of infrastructure on the effectiveness of physical

education teachers and found that the lack of suitable playgrounds increased stress and reduced professional motivation. Chen et.al (2025) research on professional stress in public and private schools revealed that private schools offer a less stressful work environment compared to public schools.

A multitude of indicators suggest that physical education teachers in Jordan encounter a variety of professional challenges, which may result in elevated levels of occupational stress during their work (Al-Harbi, 2017; Harbash et.al,2015; Elliott et.al, 2024; Amara et.al,2019; Richter et.al,2024). These challenges encompass organizational aspects, such as the scheduling of classes during suboptimal times during the school day, material aspects, such as the inadequate provision of sports facilities and equipment, and psychological and social aspects related to the lack of appreciation for the subject and its importance by some school administrations and colleagues (Abu Al-Masem, 2020; Virta et.al,2022; Abdullah, 2024; Furuta et.al,2024).

While a number of studies have examined occupational stress in the educational field in general, there is a paucity of research focusing specifically on physical education teachers, particularly from the perspective of gender and years of experience. This lacuna in research leaves a significant knowledge gap that necessitates attention. Additionally, the dearth of knowledge regarding the disparities in stress perceptions between male and female teachers, or between those with extensive experience and those newly appointed, impedes the formulation of targeted professional support plans for this demographic.

According to this viewpoint, the purpose of this study is to ascertain whether occupational stress levels among Jordanian physical education teachers differ based on factors like gender or years of experience. This contributes to the development of a precise scientific understanding of the scope of the issue and potential solutions.

In light of the aforementioned, this study aims to respond to the following queries: 1) From their personal perspective, how stressed out are Jordanian physical education instructors at work? 2) Do the gender variable (male, female) account for statistically significant differences in occupational stress levels among Jordanian physical education instructors at the significance level ($\alpha = 0.05$) as perceived by the teachers themselves? 3) Do the years of experience variable (less than 10 years, more than 10 years) account for statistically significant differences in occupational stress levels among Jordanian physical education instructors at the significance level ($\alpha = 0.05$) as perceived by the teachers themselves?

From their own viewpoints, the study seeks to determine the degree of occupational stress experienced by Jordanian physical education teachers. It also seeks to ascertain whether gender (male, female) and years of experience (less than 10 years, more than 10 years) are statistically significant factors in occupational stress levels among Jordanian physical education teachers, as perceived by the teachers themselves, at the significance level ($\alpha = 0.05$).

Theoretical Significance

This study contributes to the educational literature on physical education by illuminating the professional pressures experienced by male and female teachers in this specialty. It also contributes to psychological and educational research addressing the relationship between the work environment, professional performance, and job satisfaction, and opens the door for future studies to compare different countries or disciplines. This study serves as a foundational theoretical reference for understanding the nature of the relationship between personality variables (such as gender and years of experience) and professional pressures in the Jordanian educational context.

Practical Significance

The findings of this study assist decision-makers within the Jordanian Ministry of Education in the development of psychological and professional support programs tailored to physical education teachers, particularly in instances where elevated professional pressures are observed to impact their performance. The findings may also inform the restructuring of the school schedule and the enhancement of school infrastructure, particularly with regard to sports facilities. Furthermore, the results of the study can inform efforts by school administrations to cultivate more supportive relationships between physical education teachers and other faculty members, thereby enhancing the work environment and reducing feelings of stress.

Study Limitation¹²

The study results are determined by the following limitations:

1. Objective limit: This is to identify the level of occupational stress among physical education teachers in Jordan.
2. Temporal limit: The study was conducted during the second semester of the academic year 2024/2025.
3. Spatial limit: The study was conducted in public schools affiliated with the Jordanian Ministry of Education.
4. Human limit: The study was conducted on male and female physical education teachers.

Study Terms and Their Procedural Definitions:

1. Occupational Stress:

Stressful circumstances that a person may encounter throughout their career. These stressful circumstances usually occur because they believe that the demands of their line of work exceed their capacity and potential and are a cause of anxiety and danger. (Corbett et.al,2021; Richards et.al,2021).

Procedurally, they can be defined as the overall score obtained by a male and female physical education teacher on the occupational stress list prepared for this purpose. A high score indicates high stress, while a low score indicates low stress.

2. Physical Education Teacher:

Any teacher appointed to the staff of the Jordanian Ministry of Education who holds an academic qualification no less than a bachelor's degree in physical education and is responsible for teaching the physical education curriculum as issued in the regulations and instructions applied by the Jordanian Ministry of Education.

Materials and Methods

Study participants

The study population comprised all physical education teachers in public schools in the Hashemite Kingdom of Jordan. The study sample included 294 male and female physical education teachers in public schools in the Hashemite Kingdom of Jordan in the education directorates of Ajloun Governorate, Irbid First Directorate, Irbid Second Directorate, and Jerash Governorate Education Directorate. These teachers were selected using a simple random method during the second semester of the academic year (2024/2025). The teachers were contacted through the design of the study instrument, which was electronic and distributed to teachers via social media, specifically WhatsApp. A total of 350 questionnaires were distributed, and 307 responses were obtained. However, 13 responses were excluded due to incompleteness and improper completion. The following table 1 shows the distribution of the study sample according to its variables:

Table 1. presents the distribution of the study sample according to its variables.

Variable	The categories	Repetition	Percentage
Sex	male	91	31%
	female	203	69%
	the total	294	100%
Number of years of teaching experience for the teacher	less than 10 years	198	67%
	More than 10 years	96	33%
	the total	294	100%

Study Tool:

To that end, a study instrument was developed, which took the form of a questionnaire directed at male and female physical education teachers. A comprehensive review of extant studies and educational literature pertaining to the subject of the current study was conducted, encompassing the following studies: Study (Curtner-Smith et.al,2024), Study (O' Brien et.al,2012), Study (Kinder et.al,2023), Study (Shteewe, 2022), Study (Boussaq, 2024), Study (Neto et.al,2023), Study (Organista et.al,2024), and Study (Mittal et.al,2023). The initial version of the questionnaire comprised two sections: the first section solicited demographic information from the study participants, while the second section contained the questionnaire's paragraphs. The initial version of the questionnaire contained 25 paragraphs, designed to assess the level of professional stress experienced by physical education teachers in Jordan.

Study organization

Since the descriptive analytical strategy is the most suitable for the nature and goals of this study, it was used to accomplish the goals of the investigation.

Validity of the Study Tool

In order to verify the validity of the study tool, the following procedures were followed:

Initially, the validity of the arbitrators was ascertained. The questionnaire was presented in its initial form to a group of 12 professors specializing in curricula, teaching, measurement and evaluation, and physical education from Al-Balqa Applied University and Yarmouk University. The objective of this step was twofold: first, to ascertain the study tool's suitability for its intended purpose, and second, to solicit their feedback on the inclusion of specific paragraphs, with a view to potential modifications, additions, deletions, or consolidation. The arbitrators' proposed amendments were adopted, resulting in the study tool's final form, which consists of 20 paragraphs measuring the level of professional stress among physical education teachers in Jordan.

Secondly, the study examined internal consistency validity, also known as statistical validity. The validity of the paragraphs was determined by calculating the correlation coefficient (Pearson) between each paragraph's score and the total score of the study tool, after its application to a survey sample of 20 individuals. These individuals were selected from the original community of the study sample. The following table 2 provides a detailed explanation of this process.

Table 2. The following data set presents the Pearson correlation coefficients between the scores of each item and the total score of the study tool

M	Correlation coefficient	Significance level	M	Correlation coefficient	Significance level
1	0.68	0.01	11	0.69	0.01
2	0.57	0.01	12	0.67	0.01
3	0.55	0.01	13	0.62	0.01
4	0.61	0.01	14	0.60	0.01
5	0.63	0.01	15	0.67	0.01
6	0.51	0.01	16	0.59	0.01
7	0.60	0.01	17	0.58	0.01
8	0.58	0.01	18	0.51	0.01
9	0.67	0.01	19	0.63	0.01
10	0.55	0.01	20	0.52	0.01

As illustrated in Table 2, the correlation coefficients between the scores of each paragraph and the total score of the study tool ranged from 0.51 to 0.69. These values are statistically significant at the 0.01 level, thereby validating the study tool and substantiating the reliability of the results obtained from its application to the study sample.

Stability of the study tool:

The reliability of the study instrument was assessed by calculating Cronbach's alpha coefficient for the instrument in its entirety. This calculation was performed after the instrument was administered to a survey sample of 20 individuals, who represented the original community from which the study sample was selected. The results indicated that the stability coefficient reached (0.89), which is a high stability coefficient, suggesting that the questionnaire is stable and the results can be trusted.

Statistical analysis

Data were statistically processed using the Statistical Package for the Social Sciences (SPSS 21) program as follows:

- Pearson's Correlation Coefficient to verify the validity of the study instrument.
- Cronbach's Alpha to verify the reliability of the study instrument.
- Frequencies and percentages to identify the characteristics of the study sample.
- Arithmetic means and standard deviations to answer the first question of the study.
- Independent Samples T-test to answer the second and third questions of the study.

Each item of the questionnaire was assigned a graded weight according to the five-point Likert scale as follows: very high (5 points), high (4 points), medium (3 points), low (2 points), and very low (1 point).

To determine the length of the five-point Likert scale cells, the following criterion was used:

$$\text{Criterion} = (\text{Upper Limit} - \text{Lower Limit}) \div \text{Upper Limit}$$

$$0.80 = 5 \div (1 - 5)$$

This value was then added to the lowest value on the scale to determine the upper limit for that cell, and so on for the remaining cells. The following table 3 illustrates the criterion used for the study to determine the level of professional stress among physical education teachers in Jordan, based on arithmetic averages.

Table 3. The following criterion⁵ has been endorsed for the purpose of evaluating the extent of professional stress experienced by physical education teachers in Jordan: arithmetic averages.

Arithmetic mean range	Grade
From 1 to 1.80	Very few
From 1.81 to 2.60	Few
From 2.61 to 3.40	Medium
From 3.41 to 4.20	large
From 4.21 to 5	very large

Results¹

To answer the first question of the study, which states, "What is the level of occupational stress among physical education teachers in Jordan, from the⁷ own perspective?"

A comprehensive data set was compiled to assess the levels of occupational stress experienced by physical education teachers in Jordan. The data set included arithmetic means, standard deviations, and ranks, which were calculated to provide a comprehensive estimation of the teachers' stress levels. The data were then arranged in descending order according to their arithmetic means. The following table 4 illustrates this.

Table 4. The study sample members' estimation of the level of professional stress among physical education teachers in Jordan from their own point of view was¹⁰ determined by means of arithmetic means, standard deviations, and ranks. The data has been arranged in descending order by arithmetic means.²

Rank	Paragraph	A rithmetic mean	S tandard deviation	Level
1	School sports fields do not encourage proper teaching	3.32	0.66	Medium
2	The school administration schedules most physical education classes at the end of the school day	3.21	0.58	Medium
3	The view of some teachers of other subjects Physical education teachers have an unfair view	3.18	0.59	Medium
4	The educational supervisor's insistence on the need to implement the curriculum literally causes me distress	3.01	0.57	Medium
5	In my school, there is some bias against the physical education instructors. ⁵	2.92	0.61	Medium
6	The work environment at my school is ⁵ characterized by disagreements between ⁵ teachers, which causes me more distress	2.85	0.60	Medium
7	It takes a long time and causes me anxiety to set up the system with the students.	2.82	0.64	Medium
8	I don't receive enough cash support from my job.	2.79	0.52	Medium
9	educational supervisor 's directives are not based on objective and fair foundations	2.77	0.67	Medium

10	The principal of the school does not sufficiently value my efforts.	2.76	0.59	Medium
11	My educational supervisor overlooks the good parts of my work in favor of concentrating on the bad.	2.63	0.63	Medium
12	My salary is not commensurate with my responsibilities and duties	2.59	0.61	Few
13	I feel that the school administration does not appreciate The good work I do	2.51	0.60	Few
14	Unexpected visits from the educational supervisor cause me anxiety and stress	2.48	0.55	Few
15	The principal of the school doesn't care what I think.	2.44	0.58	Few
16	Students are often absent from physical education classes	2.42	0.63	Few
17	The student body size is out of proportion to the school's athletic capacity.	2.36	0.51	Few
18	The salary I get is not commensurate with the effort I put in	2.35	0.58	Few
19	Students are not motivated to participate in physical education competitions	2.30	0.52	Few
20	It is evident that a considerable number of other subject teachers at this institution have failed to establish a sense of connection with me.	2.28	0.57	Few
Total score for the level of occupational stress for physical education teachers		2.69	0.59	Medium

A review of Table No. 4 reveals that the level of professional pressures experienced by physical education teachers in Jordan, as perceived by the teachers themselves, was classified as medium on a scale ranging from 1 to 4. The arithmetic mean of the responses was 2.69, while the standard deviation was 0.59, where (11) paragraphs obtained a (medium) level of professional pressures and (9) paragraphs obtained a (low) level of professional pressures. The arithmetic means of the paragraphs ranged between (2.28-3.32), and the paragraph that states "The sports fields in the school do not encourage teaching in the correct manner" came in first place with an arithmetic mean of (3.32) and a standard deviation of (0.66), and the paragraph that states "The school administration places most of the physical education classes at the end of the school day" came in second place with an arithmetic mean of (3.21) and a standard deviation of (0.58), while the paragraph that states "The students do not have the motivation to participate in physical education competitions" came in the penultimate place with an arithmetic mean of (2.30) and a standard deviation of (0.52), and the paragraph that states "I feel a gap between me and a large number of teachers of other subjects in the school" came in last place with an arithmetic mean of (2.28) and a standard deviation of (0.57).

This result bears significant psychological and educational implications. The presence of moderate levels of professional stress indicates that physical education teachers are confronted with persistent challenges in their occupations and professions. While these challenges do not necessarily lead to a decline in performance quality or job satisfaction, they have the potential to intensify if left unaddressed. An analysis of the highest-ranked items

reveals that the most prominent sources of stress are physical and organizational in nature, including the inadequacy of sports facilities for teaching and the scheduling of physical education classes at the end of the school day. These two factors are indicative of inadequate infrastructure and poor school schedule distribution, which may hinder teachers' ability to achieve the educational objectives of their classes. The high arithmetic mean for these two items (3.32 and 3.21, respectively) also reflects a relative consensus among teachers that these practices constitute a major obstacle to the efficient performance of their duties.

Conversely, the relatively low means for certain items, such as "students lack motivation to participate in physical education competitions" and "feeling alienated from teachers of other subjects," suggest that these aspects do not represent a significant source of stress for the majority of teachers. This observation may imply that challenges related to professional relationships within the school or student participation are not perceived as significantly impactful as organizational and material problems. The substantial variation in the means of items (2.28–3.32) underscores the heterogeneity in the nature of the sources of professional stress experienced by teachers. This finding underscores the necessity to implement varied strategies to address these stresses, both at the educational policy level and at the school administration level. This finding underscores the necessity to conceptualize professional stress as a multidimensional phenomenon, necessitating the implementation of nuanced solutions to address its diverse manifestations.

To answer the second question of the study, which states: "Are there statistically significant differences at the significance level ($\alpha=0.05$) in the level of occupational stress among physical education teachers in Jordan, from their own perspective, that are attributed to the gender variable (males, females)?"

The arithmetic means and standard deviations were calculated, along with a statistical t-test for independent samples. This was done to reveal statistically significant differences between the average responses of the study sample to the level of occupational stress among physical education teachers in Jordan, from their own perspective, that are attributed to the gender variable (males, females). The following table 5 illustrates this:

Table 5. The following results are derived from the (t) test, which was utilized to assess the disparities in the mean responses of the study sample members with regard to the level of professional stress experienced by physical education teachers in Jordan from their own perspective. These disparities are attributed to the gender variable (males, females).

field	Sex	repetition	arithmetic mean	standard deviation	value (t)	Significance level
Level of occupational stress among physical education teachers	male	91 203	3.33	0.62	1.447	.231*0
	feminine		3.28	0.57		

* Statistically significant at the significance level ($\alpha \leq 0.05$)

Table 5 presents a lack of statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample members regarding the level of occupational stress among physical education teachers in Jordan, from their own perspectives,

attributed to the gender variable (male, female). This finding indicates that gender (male or female) does not significantly influence the perception of occupational stress within the educational work environment in the field of physical education. This outcome mirrors a degree of similarity in the nature of the professional conditions and challenges confronted by male and female teachers, whether in terms of job burdens, available resources, or school administration policies.

From a scientific perspective, this similarity can be explained by the fact that the educational environment in Jordanian schools imposes largely similar working conditions on both genders and does not discriminate between males and females in the distribution of classes, or challenges related to infrastructure or administrative support. This finding may also signify a shared understanding between the sexes regarding the nature of occupational challenges, thereby enhancing the reliability of the measurement tool employed.

To answer the third question of the study, which states: "Are there statistically significant differences at the significance level ($\alpha=0.05$) in the level of professional stress among physical education teachers in Jordan from their own point of view, which is attributed to the variable of the number of years of experience (less than 10 years, more than 10 years)?"

A series of statistical calculations were performed in order to ascertain whether there were statistically significant differences between the average responses of the study sample to the level of professional stress among physical education teachers in Jordan. The variables of number of years of experience (less than 10 years, more than 10 years) were considered, and the arithmetic mean and standard deviations were calculated. The statistical t-test for independent samples was used to test the hypotheses. The results of these calculations are shown in table 6:

Table 6. The (t) test was utilized to ascertain the disparities in the mean responses of the study sample members concerning the level of professional stress experienced by physical education teachers in Jordan from their own perspective. These disparities were attributed to the variable of years of experience (less than 10 years, more than 10 years).

field	Number of years of experience	repetition	arithmetic mean	standard deviation	value (t)	Significance level
Level of occupational stress among physical education teachers	less than 10 years	198	3.08	0.55	1.213	.334* 0
	More than 10 years	96	3.12	0.60		

* Statistically significant at the significance level ($\alpha \leq 0.05$)

Table 6 reveals that there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) between the average responses of the study sample members regarding the level of occupational stress among physical education teachers in Jordan, from their own perspectives, attributed to the variable of years of experience (less than 10 years, more than 10 years). This finding suggests that the experience factor does not play a substantial role in shaping teachers' perceptions of the nature of the occupational stress they encounter. This

finding is particularly noteworthy in the educational context, as it suggests that the occupational stress experienced by teachers is not directly associated with the extent of their accumulated experience or years in the profession. Instead, it may be attributed to fixed and common factors shared by all teachers, such as inadequate school resources, the administrative system, or an unsuitable school schedule. This phenomenon can be attributed to the fact that the professional environment surrounding physical education teachers, irrespective of their length of service, imposes a uniform type of stress that remains constant over time. Consequently, both new and veteran teachers encounter similar challenges. Furthermore, even experienced teachers, despite their capacity to adapt and manage challenging situations, may encounter additional pressures related to the accumulation of responsibilities or work routines, equivalent to the pressures faced by less experienced teachers.

Conversely, this finding may serve as an indication of the efficacy of pre-service preparation programs or ongoing training courses, which equip teachers with the necessary skills to effectively address challenges from the outset, thereby mitigating the gap between new and experienced practitioners. This underscores the need for decision-makers to prioritize the enhancement of the work environment and organizational factors, rather than focusing exclusively on individual experiences.

Conclusions

The findings of the study indicate that the level of occupational stress among physical education teachers in Jordan was moderate, reflecting the presence of tangible challenges within their professional environment, primarily related to school and administrative conditions. The most significant sources of stress were identified as the poor infrastructure of sports fields and the inefficient organization of school schedules, particularly the assignment of physical education classes at inconvenient times, which negatively affects the quality and effectiveness of instruction.

Moreover, the study found no statistically significant differences in stress levels based on gender, suggesting that occupational stress is a widespread phenomenon experienced equally by both male and female teachers due to the similarity in their work environments and job-related challenges. Likewise, no statistically significant differences were observed based on years of experience, indicating that stress remains consistent regardless of time or accumulated professional experience. This supports the notion that the professional environment itself imposes a similar degree of stress on all teachers.

In light of the findings, several recommendations and suggestions are proposed to improve the overall environment and effectiveness of physical education in schools. Firstly, it is essential to enhance the infrastructure of sports fields to align with the practical teaching requirements of physical education. Additionally, school schedules should be reorganized to ensure that physical education classes are evenly distributed throughout the day rather than being placed at the end, which can affect student engagement and performance. Specialized training courses should be conducted for physical education teachers to help them cope with professional pressures and develop effective time and classroom management strategies. Furthermore, promoting a culture of professional cooperation among physical education teachers and other faculty members is recommended to reduce feelings of isolation or alienation. Providing psychological and guidance support within the school is also crucial, which can be facilitated through a dedicated educational advisor or a functional support unit.

Moreover, school-level administrative policies should be reviewed to ensure teachers are actively involved in decision-making, especially in areas related to class organization. Implementing school-based initiatives that promote student participation in sports activities and competitions is also advised, as these can positively influence teacher motivation and job satisfaction. Regular studies should be conducted to measure the levels of professional stress

among physical education teachers, allowing for timely updates to school policies and procedures based on accurate, real-world data. Lastly, it is imperative that the Ministry of Education strengthens its role in monitoring the implementation of appropriate work environment standards in schools particularly those that directly affect the quality and sustainability of physical education programs.

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Conflict of interest

The authors declare and confirm that they have no conflict of interest.

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