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A Comparative Study Of Psychological Compatibility Between Male And Female Physical Education Teachers In The Central And District In Maysan Governorate

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ABSTRACT

Psychological compatibility is a critical aspect in the field of psychology, playing a vital role in helping individuals adapt to various personal, professional, and social challenges. For physical education (PE) teachers, the nature of their work often exposes them to unique stressors and pressures that can impact their psychological well-being. Objective: This study aimed to compare the psychological compatibility of male and female physical education teachers working at the central and district levels in the Maysan Governorate and to examine the factors influencing their psychological adjustment within the school environment. Methods: A descriptive survey method was employed. The study population consisted of 600 male and female PE teachers at the preparatory school level in Maysan Governorate. A purposive sample of 400 teachers (66.67% of the population) was selected for analysis. A psychological compatibility scale was developed, and its psychometric properties—including validity and reliability—were tested. Data were analyzed using the SPSS software. Results: The findings revealed that physical education teachers in preparatory schools across Maysan Governorate generally exhibit a high level of psychological compatibility. No significant differences were found between male and female teachers in terms of psychological adjustment levels. Conclusion: Both male and female PE teachers demonstrate effective psychological compatibility despite work-related and environmental stressors. The study highlights the adaptive capacity of educators in managing occupational challenges. This research contributes to understanding the psychological resilience of PE teachers and provides a foundation for future comparative studies at different educational levels, particularly in middle schools.

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Kata kunci
Psikologi Olahraga, Penyesuaian Psikologis, Guru Pendidikan Jasmani

ABSTRAK

Kompatibilitas psikologis merupakan aspek kritis dalam bidang psikologi, yang memainkan peran penting dalam membantu individu beradaptasi dengan berbagai tantangan pribadi, profesional, dan sosial. Bagi guru pendidikan jasmani (PE), sifat pekerjaan mereka seringkali membuat mereka terpapar pada stresor dan tekanan unik yang dapat memengaruhi kesejahteraan psikologis mereka. Tujuan: Studi ini bertujuan untuk membandingkan kesesuaian psikologis antara guru pendidikan jasmani laki-laki dan perempuan yang bekerja di tingkat pusat dan kabupaten di Provinsi Maysan, serta menganalisis faktor-faktor yang mempengaruhi penyesuaian psikologis mereka dalam lingkungan sekolah. Metode: Metode survei deskriptif digunakan. Populasi studi terdiri dari 600 guru pendidikan jasmani laki-laki dan perempuan di

tingkat sekolah menengah pertama di Provinsi Maysan. Sebuah sampel purposif sebanyak 400 guru (66,67% dari populasi) dipilih untuk analisis. Skala kesesuaian psikologis dikembangkan, dan sifat-sifat psikometriknya—termasuk validitas dan reliabilitas—diuji. Data dianalisis menggunakan perangkat lunak SPSS. Hasil: Temuan menunjukkan bahwa guru pendidikan jasmani di sekolah persiapan di seluruh Provinsi Maysan secara umum menunjukkan tingkat kesesuaian psikologis yang tinggi. Tidak ditemukan perbedaan yang signifikan antara guru laki-laki dan perempuan dalam hal tingkat penyesuaian psikologis. Kesimpulan: Baik guru laki-laki maupun perempuan menunjukkan kompatibilitas psikologis yang efektif meskipun menghadapi tekanan kerja dan lingkungan. Studi ini menyoroti kemampuan adaptasi pendidik dalam mengelola tantangan pekerjaan. Penelitian ini berkontribusi pada pemahaman tentang ketahanan psikologis guru pendidikan jasmani dan menyediakan landasan untuk studi perbandingan di tingkat pendidikan yang berbeda, terutama di sekolah menengah.

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INTRODUCTION

Psychological adjustment is one of the most important topics that occupies a prominent position in psychology, which has received great attention from researchers (Durand-Bush et al., 2023). It is a psychological process that an individual can use to confront the various difficulties and situations that he may encounter in life, whether psychological, individual or social (Mutair & Al-Krizi, 2025). Since the teaching profession helps in forming good minds with high capabilities and directs behavior and acquires knowledge, experience and skills, however, through the researcher's work as a physical education teacher found that there are many pressures and tensions that he faces during physical education lessons, some of which are related to work and its nature, and some of which are related to the surrounding environment that affects individuals and institutions (Banwan Shareef et al., 2025).

The profession came to meet the social and psychological needs of the teacher, and to create many positive feelings in the human psyche, so psychological adjustment It can affect the teaching process through the teacher's style, interaction, and dealings with the educational elements in the school environment (Breaux et al., 2021). "Psychological compatibility represents the product of conflicting forces between the individual and his environment, his capabilities, and the opportunities available to him in his environment, the psychologist cannot study the human being unless he views compatibility as a moment of balance between the two sides". (Brun et al., 2021).

The teacher cannot perform his duties and the main role assigned to him unless he is distinguished by psychological compatibility through emotional and personal compatibility and establishing positive social relationships with those around him to be able to highlight his potential and educational capabilities (Salimi et al., 2023). Lera-López (2021) defined psychological compatibility as "integrated behavior that achieves for the individual the maximum degree of exploitation of the symbolic and social capabilities that are unique to the human being, and leads to his survival, and the satisfaction of his needs and the needs of others (Lera-López et al., 2021).

This compatibility is characterized by self-control, and appreciation of personal and social responsibility. It is a positive compatibility that includes emotional maturity (Cronin et al., 2022). Idea and importance of this study were confirmed to identify the differences between

male and female physical education teachers at the preparatory stage between the center of Maysan Governorate and the districts regarding the variable of psychological compatibility. Psychological compatibility has a set of psychological, emotional and social characteristics that have an impact on the teacher's ability to perform his duties. These responses differ in terms of gender depending on the psychological and behavioral variables possessed by male and female teachers. Accordingly, the problem of the current study crystallized into the questions: Are there statistically significant differences between male and female physical education teachers in the center and district on the psychological compatibility scale? Are there differences in the scale areas (social adjustment, emotional adjustment, value adjustment, adjustment with oneself) according to gender? The age between the center and the judiciary.

The current research aims to measure psychological compatibility among male and female physical education teachers at the preparatory stage in Maysan Governorate. Conduct a comparison in psychological compatibility between male and female physical education teachers at the center and districts at the preparatory stage in Maysan Governorate. The researcher assumes that there are differences between male and female physical education teachers in the study variable (psychological compatibility) for the preparatory stage in Maysan Governorate between the center and the districts.

Psychological compatibility

A continuous process of interaction between the individual and the environment, addressing all aspects of the individual's life, behavior, and natural and social environment, through change and modification, where harmony and balance occur between the individual and the satisfaction of his physical, psychological, social, familial, personal, and emotional needs (Zhang et al., 2022). A continuous dynamic process in which the individual attempts to modify his behavior and his environment (natural and social) and accept what cannot be modified in it. Until a state of balance and harmony occurs between him and the environment, which includes satisfying most of his internal needs or meeting most of the requirements of his external environment (Akintuyi, 2024). The score obtained by physical education teachers, both male and female, based on their responses to the psychological compatibility scale used in the current study (Yang et al., 2022).

METHOD

Participant

The survey sample included 20 male and female teachers were deliberately selected at a rate of (3.33 %) from the original community. After excluding the survey sample of 20 male and female physical education teachers in Maysan Governorate, the application sample consisted of (380) male and female physical education teachers in Maysan Governorate, with (210) teachers divided into (98) teachers for the center, (112) teachers for the districts, and (170) female physical education teachers divided into (78) A school for the center, and (92) schools for the districts, and thus the percentage is (63.33%) of the original community, and the researcher distributed the sample according to (experience, age) and compared them, and tables (2,3) show that.

Table 1. Shows distribution of research sample according to experience

Experience	Center Male rep.	District Male rep.	Center female rep.	District female rep.	Total	Percent age
More than 10 years	73	88	59	67	287	75.53 %

Table 2. Shows distribution of research sample according to age

Age	Center Male rep.	District Male rep.	Center female rep.	District female rep.	Total	Percentage
Over 40 years old	62	71	42	46	221	58.16%

Research Design

What is consistent with achieving the research objectives is for the researcher to use the descriptive approach using the survey method. "Descriptive research is one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively by collecting standardized data and information about the phenomenon or problem, classifying it, analyzing it, and subjecting it to precise study" (Oliinyk et al., 2021). The research community includes male and female physical education teachers in Maysan Governorate, numbering (600) male and female teachers, as shown in Table (3)**.**

Table 3. Shows number of male and female physical education teachers according to central and districts in Maysan Governorate

No.	Sector	Male teachers	Female teachers	Total
1	Center	140	132	272
2	Districts	180	148	328
	Total	320	280	600

Followed the random method in selecting the research sample, which is represented by the male and female physical education teachers in Maysan Governorate, whose number is (400) male and female teachers , and thus the percentage is (66.67%) of the original community, and they were chosen according to what the research procedures require. Karasievych believes that the sample is the part that represents the original community on which the researcher conducts the entirety and focus of his work (Karasievych et al., 2021).

Psychological compatibility scale

The researcher relied on the psychological compatibility scale prepared by (Maitham Al-Krizi, 2024). which consists of (80) paragraphs distributed over four areas (personal and emotional compatibility, health and physical compatibility, family compatibility, social compatibility), use of three-scale alternatives (agree, neutral, oppose), Grades are awarded between (2, 1, 0).

Pilot experiment

The pilot experiment was conducted for the period from (15/1/2024 to 16/1/2024) on a sample consisting of (20) male and female physical education teachers. Then, discussions were conducted with the pilot sample after completing the response to the scale paragraphs regarding the clarity of the instructions, the wording of the paragraphs, and the clarity of the meanings to avoid errors.

Scientific basis of the scale

Honesty: The researcher presented the psychological compatibility scale to experts, specialists, and those with experience in psychology, testing, and measurement. The results showed that the scale was valid for the purpose for which it was developed, with an agreement rate of (91%) that the scale is appropriate for the sample.

Stability

First: Cronbach's alpha method: Extracting the reliability in this way by applying the Cornbach equation to the individuals of the sample preparing the scale using the statistical package (SPSS), it was shown that the value of the reliability coefficient for all dimensions of the psychological adjustment scale (887%), which is a high reliability coefficient, and it can be relied upon to estimate the reliability of the test.

Second: The split-half method: This method depends on dividing the test items into two halves, the first containing the paragraphs with even numbers and the other containing the paragraphs with odd numbers. This method gives equivalent grades for the two halves of the paragraphs. (Clarke & Norman, 2025) The researcher relied on the data obtained by him regarding the degrees of the psychological compatibility scale, which included (80), as the simple Pearson correlation coefficient was calculated, which reached (0.7 13) for the scale, but this value represents the stability coefficient of half the test; therefore, the researcher used the (Spearman-Brown) equation with the aim of correcting the correlation coefficient, and thus the stability of the scale as a whole became (0.8 32).

Main scale experiment

After the scale was ready for application, the researcher began applying the scale for the period from 1/22/2024 to 4/1/2024 on a sample consisting of (380) male and female physical education teachers. The researcher collected the data, tabulated it, and placed it in statistical tables for the purpose of statistical processing.

Scale correction

After collecting the sample's answer sheets, their total scores were extracted using the correction key prepared for this purpose. In order to extract the total score for the scale, the scores obtained by the examinee on the (47) paragraphs of the psychological compatibility scale were collected after the scores were given for responding to the paragraphs in front of which the examinee placed a mark (√). The weights were determined from (1, 2, 3). Marks for each paragraph according to the alternatives chosen by the examiner.

RESULTS AND DISCUSSION

Results

Displaying results of mean, standard deviation, calculated t-value, and significance level of the psychological compatibility scale between the center's physical education teachers and district teachers, and referring and discussing them:

Table 4. Shows results of differences between physical education teachers of center and districts on psychological compatibility scale

Statistical transactions	Measurement Unit	Center teachers	District teachers	Calculated (T) Value
Scale name				

Psychological compatibility	Degree	Mean 84.87	St.d 4.02	Mean 62.92	St.d 5.89	2.55

It is noted from Table (4) that the arithmetic mean of the psychological compatibility scale for physical education teachers of the center was (84.87) and the standard deviation (4.02), while the arithmetic mean of the psychological compatibility scale for physical education teachers of the districts reached (62.92) and the standard deviation (5.89) and the calculated value of (t) reached (2.55) for the research sample. Through this, the researcher sees that physical education teachers, both male and female, in the center and districts enjoy psychological compatibility, but at varying rates, as we see that the arithmetic mean for teachers in the center is higher than the arithmetic mean for teachers in the districts, and this means that they enjoy psychological compatibility higher than the districts.

Table 5. Shows results of differences between center and the districts physical education teachers

Statistical transactions Scale name	Measurement Unit	Center teachers		District teachers		Calculated (T) Value
Psychological compatibility	Degree	Mean 79.64	St.d 4.88	Mean 65.92	St.d 6.65	2.55

It is noted from Table (5) that the mean of the psychological compatibility scale for physical education teachers of the center was (79.64) and the standard deviation (4.88), while the arithmetic mean of the psychological compatibility scale for physical education teachers of the districts reached (65.92) and the standard deviation (6.65) and the calculated value of (t) reached (3.79) for the research sample. Through this, the researcher sees that the physical education teachers in the center and the districts enjoy psychological compatibility, but at varying rates, as we see that the mean for the center teachers is higher than the arithmetic mean for the district teachers, and this means that they enjoy a higher psychological compatibility than the districts.

Discussion

This study aimed to compare the psychological compatibility of male and female physical education teachers working at the central and district levels in the Maysan Governorate and to examine the factors influencing their psychological adjustment within the school environment. The researcher attributes this disparity to the availability of the profession's requirements in the governorate's center, including sports supplies for students, special seminars and courses for teachers, educational tools, and the abundance of sports activities and various festivals that contribute to increasing their professional and social experience (Kim et al., 2021). All of these factors lead to the teacher's compatibility with himself, his friends, his family, or his neighbors, and thus harmony, adaptation, and acclimatization to the nature of his work and his community, to be able to perceive situations, act, and adapt to work conditions and the difficulties and problems they entail, and confront them with full confidence, relying on his abilities and capabilities to reach the required level of performance (Carroll et al., 2021).

The teacher's awareness of himself and his possession of previous motives, experiences, and successes and failures help him in determining and defining the type of response that is consistent with the requirements of the current situation, and that he has faith in success in the

future, and control over his emotions and his full ability to manage them and direct them in the right direction, to be distinguished by stability and emotional balance in most situations, and thus a feeling of satisfaction and happiness (Frey & Gullo, 2021a). Emotional stability is the core and heart of the entire adaptation process, as the adaptation process is characterized by self-acceptance and self-reliance, and to believe in teacher's ability to deal with life's problems, his feeling of acceptance, and the individual's satisfaction of his various motivations in a way that satisfies the individual and society, and the sense of self-worth and sense of belonging, and through these factors contributed to the psychological compatibility of the center's teachers, while the district teachers lacked the factor of experience and lacked social interaction and modest participation in sports races and sports seminars, which made the psychological compatibility not rise to the required level, which led to the superiority of the center's teachers over the districts in this variable (Frey & Gullo, 2021b).

This is what was indicated by Wulandari “Individuals who possess psychological and social compatibility have high self-confidence, the ability to bear responsibility, and perceive situations and interpret them in a positive way to their advantage, unlike those who do not (Wulandari et al., 2021). People have high levels of psychological and social compatibility, but are more vulnerable to minor frustrations and the inability to meet their needs and desires (Gueta & Janer, 2021). The researcher attributes this disparity to the fact that practicing sports activities in middle school requires exceptional effort from those working on them due to the diversity of these activities and the different participations from scouting, championships and tournaments. The role is difficult for teachers due to the many side commitments and the way of dealing with students and practicing sports activities inside and outside the school, which created a kind of disparity between the center and the districts (Gonjo & Olstad, 2021).

We find that the center’s teachers and the social situation provide them with the opportunity to perform sports duties, including wearing sports uniforms and external sports participation in festivals, sports championships and scouting teams, and thus the desire to practice all the required skills and activities (Du & Yuan, 2021). In addition, they have experience in the field of teaching, which contributes directly to the success of the field practice process and dealing with difficulties and obstacles that may occur during service, as well as leading to an increase in social and family ties between students, to create positive psychological factors that make the school an energy of activity inside and outside the classroom, because it is able to keep up with events, overcome difficulties, solve outstanding problems for students, stay away from negative emotions, realize oneself and improve social relations, all of which contribute to scientific, educational and sports development, and thus enjoy with a high degree of psychological compatibility, unlike what happens in the physical education school for the districts, we find that psychological compatibility does not reach its peak due to circumstances, customs, traditions, and not giving the student sufficient freedom to exercise her right in the physical education lesson or sports participation, festivals, and wearing sports uniforms (Yu, 2021).

All of these things affect the possession of field experience that physical education teachers must have at the highest level to practice their work. This makes the teacher feel a sense of disturbance, frustration, and lack of real desire to achieve the goal she seeks. When possessing experience and practicing sports activities and external participation, it contributes to strengthening social relations between students and society by possessing social and emotional compatibility, self-awareness, and other things to achieve a high level of psychological compatibility among them and to perform the role in the best way (Melnyk et al., 2021). This is what Gustian pointed out “The higher the psychological compatibility of

primary school teachers, the more the teacher takes pride in her profession and recognizes its importance and the importance of the role she plays, which makes her in harmony with herself, satisfied and in agreement with it, and vice versa." (Gustian et al., 2024).

CONCLUSIONS

Based on the research results, it can be concluded that physical education teachers in junior high and high schools in Maysan Province generally have a good level of psychological compatibility. This indicates their ability to adapt to job demands, social pressures, and workplace dynamics. However, significant differences were found in psychological compatibility levels between male and female teachers working in central and district areas. Teachers working in the provincial center demonstrated higher psychological compatibility levels compared to those in district areas. These differences are likely influenced by various factors, such as access to facilities, professional training, experience participating in external activities, and more optimal work environment support in central areas. As a form of applying the research results, it is recommended that physical education teachers, especially those in district areas, be given more opportunities to participate in external sports competitions, training, and talent search festivals. These activities will not only enhance their professional competencies but also strengthen their psychological resilience through broader experiences and social interactions. Local governments or relevant educational institutions can incorporate this into a sustainable development program integrated with the school activity calendar. Additionally, further research is recommended, focusing on physical education teachers at the junior high school level, to expand understanding of psychological suitability across various educational levels and to design more specific and effective interventions.

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