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## The Negative Effects of Employing Teachers from other Specialties in the Position of Physical Education Teacher

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### Structured Abstract

*Purpose: Identifying the negative effect of employing female teachers from other specialties in the position of physical education teacher. Method: The descriptive analytical method was used for its suitability with the study's nature. It is considered as the appropriate scientific method to study phenomena without interfering with their occurrence, and as appropriate to study the current situation and try to explain this situation. The questionnaire was used as a main tool for collecting data and a base for knowing the opinions and trends of study sample Results and Conclusion: 1. There are statistically significant differences in the cognitive level between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers in favor of students who are taught by a specialized teacher. 2. There are statistically significant differences in the cognitive level of basketball between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers in favor of students who are taught by specialized teachers. 3. There are statistically significant differences in the cognitive level of football between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers in favor of students who are taught by specialized teachers. 4. Female students who are taught by specialized teachers in the field of physical education gain more knowledge in the field of physical education than female students who are taught by non-specialized teachers in the field of physical education. 5. Specialized teachers in the field of physical education contribute to developing students' skills and physical abilities as well as providing a specialized and appropriate learning environment for them. Implications of research: The research aims to identify the problems that may arise as a result of employing non-specialized women in the position of physical education teacher in girls' schools and to present proposals in this regard.*

**Originality/Value:** *The research is considered one of the most recent researches in this field due to the modernity of teaching education in girls' schools in the Kingdom of Saudi Arabia*

### Introduction and Study Problem

Physical education plays a vital role in developing the student in all study stages from all aspects (physical, healthy, cognitive, social and mental aspects). It also allows gaining a lot of experience. This won't happen unless there is a specialized physical education teacher who is able to fully supervise and who has the necessary knowledge and skills.

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Since children spend a significant amount of their waking hours in school, it is essential to give them opportunities to engage in physical activity there to make sure they are getting enough exercise to maintain good health (Pate et al., 2006). Physical education (PE) class is the best time for kids to be active during the school day because it is a required part of the elementary school curriculum in Canada and other countries (National Association for Sport and Physical Education, 2012). It gives kids the chance to become physically literate and acquire the essential movement skills, information, and attitudes required to lead an active, healthy lifestyle. It also enables regular, structured chances for kids to be active (Mandigo et al., 2009).

The physical education teacher is considered the corner stone in the educational process at school. Through their guidance and teaching, students are directed to become useful individuals in the society. Therefore, it is important to focus on preparing the teacher to be ready to shoulder the educational responsibility and carry out their duties effectively (Al-Hajri, 2018).

Elementary school physical education classes are taught by a combination of generalist and specialized educators worldwide (Hardman & Marshall, 2014)

Based on the fact that "everything has an impact that inevitably leaves its mark, leaving an impact is the nature of life on both the influencer and the influenced, and according to the depth of reception of the influencer, the effect continues to remain, some of which can remain for a period and then disappear, and some of them may last longer, and some of them remain throughout life." (Al-Sulaiman, 2022). So, a qualified physical education teacher who is familiar with the effects and dimensions of this process must be selected.

The Physical Education and Sports curriculum remained excluded from girls' schools until the year 2017 when a decision was issued to implement sports in girls' schools in mid-2017. However, girls' schools in the Sakaka Jouf region were significantly delayed in this regard. In 2022, most schools started to build fields inside the school. Most schools in Jouf region have already finished building them. However, another problem facing these schools remained till now which is the absence of specialized female teachers in this field. Amal Al-Saeed (2019) attributed the delay in implementing this decision to the lack of prepared places for practicing sports activities or sufficient spaces, as well as the absence of specialized female teachers in this field. Now that the sports facilities have been completed for practicing sports, another remaining dilemma is the absence of specialized female teachers in this field, which has prompted the Ministry of Education in the Jouf region to seek the assistance of teachers who teach other subjects. This has revealed to us these negative effects.

The negative effects of employing teachers from other specialties in the position of physical education teachers are considered an obstacle to the advancement of sports in the Kingdom of Saudi Arabia. This contradicts the goals of Saudi sports in the future, as sports received significant attention in the "Vision 2030" of Saudi Arabia.

The focus on other sports and attempts to elevate them only emerged in recent years, particularly with the establishment of Vision 2030, which states that "a healthy and balanced lifestyle is one of the most important components of quality of life. However, the current available opportunities for regular sports activities do not meet our aspirations. Therefore, we will establish more sports facilities and infrastructure in partnership with the private sector, and everyone will be able to engage in their favorite sports in an ideal environment. We will also encourage various sports to achieve sporting excellence at the local and global levels, and reach advanced international rankings in several sports" (Vision 2030).

To achieve that, sports have been introduced as a core subject in girls' schools throughout the Kingdom of Saudi Arabia. However, the obstacle faced by students is the employment of teachers from other disciplines who do not have extensive knowledge of sports.

The role of the physical education teacher is very important and significant for the success of the educational process and the achievement of the desired goals. Due To the Vital Role Blade PT Physical Education Nature, Eat Has Been on of The Most Impossible Problems to Take Full & Complete Curry of There Scientific Preparation, Ish Place Theme In In Premises Position To Asumi Ther Responsiveness In Preparing a Participant Generation. (Al Ashour,2017, p.2)

When it comes to motor skills, physical literacy, academic achievement, fitness, and physical activity levels, students taught by PE specialists outperform those taught by non-specialists (Sallis et al., 1997). They also have better health outcomes (Telford et al., 2016).

The advanced training that PE specialists receive during their pre-service education programs can contribute to their quality of curricular delivery by heightening their self-efficacy to teach in this environment (Chase et al., 2001). Teacher self-efficacy refers to the extent to which a teacher believes they have the capacity to affect a student's performance (Ashton, 1984) and according to social cognitive theory (Bandura, 1989), self-efficacy is a major determinant underlying behavior. Within the By increasing their self-efficacy to teach in this setting, PE experts' advanced training throughout their pre-service education programs can improve the quality of the curriculum they give (Chase et al., 2001). The degree to which a teacher feels they can influence a student's performance is known as teacher self-efficacy (Ashton, 1984). According to social cognitive theory (Bandura, 1989), self-efficacy is a key factor influencing behavior. Research in the field of education has revealed that the self-efficacy of physical education teachers can impact students' learning motivation, atmosphere, and satisfaction (Pan, 2014); their dedication to teaching, perseverance in the classroom, efficient use of instructional time, and caliber of feedback given to students (Chase et al., 2001); and their capacity to overcome obstacles. (Barroso et al., 2005). As such, it is important to ensure that elementary teachers are effectual in teaching PE

Teachers saw three main obstacles that they said affected their practices and their capacity to give their pupils high-quality physical education sessions. These included confidence and training, as well as facilities and equipment (Stephanie et al., 2021).

"And there are differences in terms of self-efficacy among teachers regarding their experience, knowledge, and confidence as a result of teaching subjects outside their specialty and not suitable for their qualifications and expertise. The higher the self-efficacy of the teacher, the greater their knowledge of the sciences and the given content, benefiting from continuous education. This has shown us several negative effects that obstruct the achievement of these goals" (Stéphanie, 2021, p. 206).

Due to the fact that the topic involves a contemporary issue, there were not many Arabic studies that tackled the problem.

In light of a study by Stefani et al. (2021), comparing the self-efficacy of specialized elementary school teachers and non-specialized teachers, as well as the barriers related to physical education teaching, it was found that the level of self-efficacy in delivering physical education lessons was significantly lower among non-specialized teachers compared to specialized teachers. The self-efficacy of specialized teachers was much higher than that of non-specialized teachers.

The problem of the study is represented by the significant lack of both skill qualifications and knowledge among female teachers assigned to teach physical education in girls' schools, as they are not specialized in this field. This problem serves as a barrier to the advancement of school sports and its achievement of objectives.

## **Study Objectives**

### **Main Objective**

Identifying the negative effect of employing female teachers from other specialties in the position of physical education teacher.

### **Sub-Objectives**

1. Identify the cognitive differences in basketball between female students taught by a specialized teacher and female students taught by a non-specialized teacher.
2. Identify the cognitive differences in football between female students taught by a specialized teacher and female students taught by a non-specialized teacher.

## **Study Hypotheses**

### **Main Hypothesis**

There are statistically significant differences in the cognitive level between female students taught by a specialized teacher and female students taught by a non-specialized teacher.

### **Sub Hypotheses**

1. There are statistically significant differences in the cognitive level of basketball between female students taught by a specialized teacher and female students taught by a non-specialized teacher.
2. There are statistically significant differences in the cognitive level of football between female students taught by a specialized teacher and female students taught by a non-specialized teacher.

## **Study Methodology**

The descriptive analytical method was used for its suitability with the study's nature. It is considered the as the appropriate scientific method to study phenomena without interfering with their occurrence, and as appropriate to study the current situation and try to explain this situation.

## **Study Community and Sample**

**Study Community:** Study community consists of all female students from middle and secondary school for the academic year 2022/2023, who were taught by specialized and non-specialized teachers in the field of physical education in the Sakaka region of Jouf Province, Saudi Arabia.

### **Study Sample**

The study sample was haphazardly chosen by distributing electronic questionnaires on all the sample study using different electronic means. The sample consisted of 120 female students,

60 of them were taught the physical education curriculum by specialized teachers and other 60 were taught by non-specialized teachers. The sample were from some middle and secondary schools in the Sakaka region of Jouf Province, Saudi Arabia.

**Table (1)** Illustration of the Distribution of the Study Members According to Stage, School and Number of Students.

Number of students	School	Stage
30 students	Andalus National School	Middle Stage
30 students	The Middle Fifth in Sakaka	
30 students	Advanced National Schools	High school Stage
30 students	Second secondary school in Sakaka	
120 students	Total	

Table (1) showed the total size of the study sample, and the distribution of the sample according to the stage and the school, as the total size of the study sample was (120), (60) of them from middle stage with 50% percentage, and another (60) from high school with 50% percentage.

### Designing Study Tool

The questionnaire was used as a main tool for collecting data and a base for knowing the opinions and trends of study sample. The questionnaire is considered one of the main important tools for collecting data in the field study from the study community. The questionnaire was divided into two axes as follows:

The first axis: deals with questions expressing the cognitive aspects in the field of basketball. They are (20) questions, the right answer of 10 of them is “Yes”, while the right answer of the other 10 questions is “No”.

The second axis: deals with questions expressing the cognitive aspects in the field of football. They are (20) questions, the right answer of 8 of them is “Yes”, while the right answer of 12 questions is “No”.

In order to measure the cognitive level for both samples and to test the differences between them.

The answers of the two axes were closed according to the Likert binary scale (yes, no) and the researchers took into consideration in formulating the questions to be as simple and clear as possible so that they are understandable to the general respondents.

### Checking the Validity of Tool

To verify the authenticity of the experts (the content), the questionnaire was initially presented to a number of reviewers with expertise and qualifications, including faculty members of the university and some academics from outside the university. They were asked to express their opinions on the topics, the relevance, and the clarity of each statement related to the corresponding topic. They were also given the freedom to exclude, modify, or add content as they deemed appropriate. Based on the consensus reached by the experts, the questionnaire was revised by adding, deleting, and correcting content, and it is now finalized in its current form.

### Statistical Treatments

Statistical treatments appropriate to the nature of the research were used using the statistical program SPSS (24) to perform statistical operations, where the following tools were used:

1. Percentages and frequencies.
2. Chi-Square Test.

## Presentation and Analysis of the Study Results and Testing the Validity of the Hypotheses

**Main Hypothesis:** There are statistically significant differences in the cognitive level between female students taught by a specialized teacher and female students taught by a non-specialized teacher.

**First Sub Hypothesis:** There are statistically significant differences in the cognitive level of basketball between female students taught by specialized teachers and female students taught by non-specialized teacher.

To test the validity of the first sub-hypothesis, Chi-Square Test was used to test and analyze the differences in the students' answers between female students taught by specialized teachers and female students taught by non-specialized teachers in the field of physical education as follows.

### First: According to the Positive Questions (Whose Right Answer is Yes)

**Table (2):** Results of Chi-Square Test According to the Positive Questions.

Result	Chi-Square Test		Answers of students taught by		Answer Standard	Questions	No.
	P- value	Chi-Square value	Non-Specialized teachers	Specialized teachers			
Statistical Significance	.000	16.338 <sup>a</sup>	(51.7%)31	(16.7%)10	No	The Canadian James Naismith invented basketball in 1891	1
			(48.3%)29	(83.3%)50	Yes		
Statistical Significance	.003	9.076 <sup>a</sup>	(41.7%)25	(16.7%)10	No	The Saudi Arabian Basketball Federation was established in 1964	2
			(58.3%)35	(83.3%)50	Yes		
Statistical Significance	.019	5.546 <sup>a</sup>	(41.7%)25	(21.7%)13	No	The attacking player is not allowed to remain in the restricted area of the opposing team for more than three seconds	3
			(58.3%)35	(78.3%)47	Yes		
Statistical Significance	.007	7.350 <sup>a</sup>	(36.7%)22	(15.0%)9	No	A mistake is alculated on the team coach if he enters the field without being allowed by the referee to do so.	4
			(63.3%)38	(85.0%)51	Yes		
Statistical Significance	.002	9.859 <sup>a</sup>	(45.0%)27	(18.3%)11	No	The basketball court is 28 m long and 15 m wide	5
			(55.0%)33	(81.7%)49	Yes		
Statistical Significance	.001	11.868 <sup>a</sup>	(50.0%)30	(20.0%)12	No	The duration of every half in international matches is 10 minutes	6
			(50.0%)30	(80.0%)48	Yes		
Statistical Significance	.002	9.766 <sup>a</sup>	(58.3%)35	(30.0%)18	No	Upon request, the team is given a one-minute time-out.	7
			(41.7%)25	(70.0%)42	Yes		
Statistical Significance	.001	10.909 <sup>a</sup>	(60.0%)36	(30.0%)18	No	The basketball ring can be made of wood at international matches.	8
			(40.0%)24	(70.0%)42	Yes		
Statistical Significance	.031	4.675 <sup>a</sup>	(25.0%)15	(10.0%)6	No	Types of shooting from stability in basketball (free throw)	9
			(75.0%)45	(90.0%)54	Yes		
Statistical Significance	.003	9.076 <sup>a</sup>	25(41.7%)	10(16.7%)	No	Types of passes divided into two parts, a one-handed pass and a two-handed pass together	10
			35(58.3%)	50(83.3%)	Yes		

P<0.05= Statistical Significance, P<0.01= Higher Statistical Significance.

Results of Table (2) which refer to answers of students to the positive questions “whose correct answer is yes” related to cultural knowledge of basketball show that: -

**1. Regarding the Answer of Question (1):** Canadian James Naismith invented basketball in 1891. 50 (83.3%) female students taught by specialized teachers answered correctly with “yes,” compared to only 29 (48.3%) female students taught by non-specialized teachers. This suggests that most female students taught by specialized teachers are aware of the inventor of basketball. Since the **statistical significance level (P-value)** for the test was at **0.05**, where it reached 0.00, this indicates a statistically significant difference in correct answers for this question in favor of female students taught by specialized teachers.

**2. Regarding the Answer of Question (2):** The **Saudi Arabian Basketball Federation** was established in 1964. 50 (83.3%) female students taught by specialized teachers answered correctly, compared to only 35 (58.3%) female students taught by non-specialized teachers. This suggests that most female students taught by specialized teachers are aware of the date of establishment of the Saudi Arabian Basketball Federation. Since the **statistical significance level (P-value)** for the test was at **0.05**, where it reached 0.03, this indicates a statistically significant difference in correct answers for this question in favor of female students taught by specialized teachers.

**3. Regarding the Answer of Question (3):** The attacking player is not allowed to remain in the restricted area of the opposing team for more than three seconds. 47 (78.3%) female students taught by specialized teachers answered correctly, compared to only 35 (58.3%) female students taught by non-specialized teachers. This suggests that most female students taught by specialized teachers are aware of the time limit for the attacking player to remain in the restricted area of the opposing team in basketball. Since the **statistical significance level (P-value)** for the test was at **0.05**, where it reached 0.019, this indicates a statistically significant difference in correct answers for this question in favor of female students taught by specialized teachers.

**4. Regarding the Answer of Question (4):** A mistake is calculated on the team coach if he enters the field without being allowed by the referee to do so, 51 (85.0%) students who are taught by specialized teachers answered the correct answer compared to only 38 (63.3%) students who are taught by non-specialized teachers. This indicates that most of the students who are taught by specialized teachers are aware of the rule of calculating mistakes on the basketball coach, and since the **statistical significance level (P-value)** for the test was at **0.05**, where it reached 0.007, this indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers.

**5. Regarding the Answer of Question (5):** The basketball court is 28 m long and 15 m wide, 49 (81.7%) students who are taught by specialized teachers answered the correct answer compared to only 33 (55.0%) students who are taught by non-specialized teachers and this indicates that most of the students who are taught by specialized teachers are aware of the length and width of basketball court, and since the **significance level (P-value)** of the test was at the significance level 0.05 where it reached 0.002 This indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers

The same is the case for the rest of the answers to the table questions, and this indicates that most of the answers of students who are taught by specialized teachers had successful answers compared to students who are taught by teachers who are not specialized in the field of physical education, and the differences in answers were statistically significant in favor of students who are taught by specialized teachers, and this can be explained by the fact that teachers specialized

in physical education have more knowledge of their field of specialization compared to non-specialized teachers, and therefore they transferred that knowledge and culture to female students, which had a positive impact on the level of answers among students.

### Second: According to the Negative Questions (Whose Right Answer is no)

**Table (3):** Results of Chi-Square Test According to the Negative Questions.

Result	Chi-Square Test		Answers of students taught by		Answer Standard	Questions	No.
	P-value	Chi-Square value	Non-Specialized teachers	Specialized teachers			
Statistical Significance	.003	9.025 <sup>a</sup>	29)48.3%(	45)75.0%(	No	A basketball match can start with less than five players	1
			31)51.7%(	15)25.0%(	Yes		
Statistical Significance	.010	6.652 <sup>a</sup>	27)45.0%(	41)68.3%(	No	Number of reserve players per team is 4 players	2
			33)55.0%(	19)31.7%(	Yes		
Statistical Significance	.000	14.101 <sup>a</sup>	27)45.0%(	47)78.3%(	No	Basketball game consists of 5 quarters, 10 minutes each.	3
			33)55.0%(	13)21.7%(	Yes		
Statistical Significance	.000	18.809 <sup>a</sup>	11)18.3%(	34)56.7%(	No	The legal weight of basketball in basketball games does not differ between the men's and women's categories.	4
			49)81.7%(	26)43.3%(	Yes		
Statistical Significance	.002	9.657 <sup>a</sup>	20)33.3%(	37)61.7%(	No	The attacking team must finish their attack within 15 seconds.	5
			40)66.7%(	23)38.3%(	Yes		
Statistical Significance	.028	4.821 <sup>a</sup>	22)36.7%(	34)56.7%(	No	The duration of extra times in case of a tie is 10 minutes.	6
			38)63.3%(	26)43.3%(	Yes		
Statistical Significance	.000	22.558 <sup>a</sup>	18)30.0%(	44)73.3%(	No	The legal weight of the basketball is between 600 gm and 650gm.	7
			42)70.0%(	16)26.7%(	Yes		
Statistical Significance	.006	7.552 <sup>a</sup>	25)41.7%(	40)66.7%(	No	The ball is held with the palm of the hand and not with the fingertips.	8
			35)58.3%(	20)33.3%(	Yes		
Statistical Significance	.000	17.877 <sup>a</sup>	15)25.0%(	38)63.3%(	No	Dialogue skill levels are divided into (low, high).	9
			45)75.0%(	22)36.7%(	Yes		
Statistical Significance	.006	7.673 <sup>a</sup>	27)45.0%(	42)70.0%(	No	What is meant by speed change in basketball is that the attacking player makes a movement other than the intended movement to distract the opponent by directing the ball to an opposite direction to the movement of the attacking player originally planned.	10
			33)55.0%(	18)30.0%(	Yes		

P<0.05= Statistical Significance, P<0.01= Higher Statistical Significance.

Results of Table (3) which refer to answers of students to the negative questions “whose correct answer is No” related to cultural knowledge of basketball show that: -

**1. Regarding the Answer of Question (1):** The basketball game can start with less than five players, 45 (75.0%) female students who are taught by specialized teachers answered the correct answer "no" compared to 31 (51.7%) only students who are taught by non-specialized teachers.



This indicates that most of the students who are taught by specialized teachers have knowledge of the law of starting a basketball match. Since the level of significance (P-value) of the test was at the level of significance 0.05, where it reached 0.003 and this indicates that there is a statistically significant difference between the correct answers to this question in favor of female students taught by specialized teachers.

**2. Regarding the Answer of Question (2):** The number of reserve players in one team is four players, 41 (68.3%) of the students who are taught by specialized teachers answered the correct answer compared to 27 (45.0%) only students who are taught by non-specialized teachers and this indicates that most of the students who are taught by specialized teachers have knowledge of the number of reserve players in one team. Since the level of significance (P-value) of the test was at the level of significance 0.05, where it reached to 0.010, this indicates a statistically significant difference among the correct answers to this question in favor of female students who are taught by specialized teachers.

**3. Regarding the Answer of Question (3):** Basketball game consists of 5 quarters, each quarter 10 minutes, 47 (78.3%) of the students who are taught by specialized teachers answered the correct answer compared to 27 (45.0%) only students who are taught by non-specialized teachers. This indicates that most of the students who are taught by specialized teachers have knowledge of the number and duration of basketball quarters. Since the significance level (P-value) of the test was at the significance level 0.05, where it reached 0.000. This indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers.

**4. Regarding the Answer of Question (4):** The legal weight of basketball in basketball games does not differ between the men's and women's categories, 34 (56.7%) students who are taught by specialized teachers answered the correct answer compared to 11 (18.3%) students only who are taught by non-specialized teachers, and this indicates that most of the students who are taught by specialized teachers have knowledge of the weight of basketball in basketball games for men and women. Since the level of significance (P-value) of the test was at the level of significance 0.05, where it reached 0.000, and this indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers.

**5. Regarding the Answer of Question (5):** The attacking team must finish its attack within 15 seconds, 37 (61.7%) of the students who are taught by specialized teachers answered the correct answer compared to only 20 (33.3%) students who are taught by non-specialized teachers. This indicates that most of the students who are taught by specialized teachers have knowledge of the specific time for one attack for the attacking team. Since the significance level (P-value) of the test was at the significance level of 0.05, where it reached 0.002, this indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers.

The same is the case for the rest of the answers to the negative table questions, and this indicates that most of the answers of students who are taught by specialized teachers had successful answers compared to students who are taught by teachers who are not specialized in the field of physical education, and the differences in answers were statistically significant in favor of students who are taught by specialized teachers, and this can be explained by the fact that teachers specialized in physical education have more knowledge of their field of specialization compared to non-specialized teachers, and therefore they transferred that

knowledge and culture to female students, which had a positive impact on the level of answers among students, while it had a negative impact on the knowledge level of students who are taught by non-specialized teachers.

Therefore, the first sub-hypothesis is accepted, which states that there are statistically significant differences in the cognitive level of basketball between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers.

**The Second Sub-Hypothesis:** states that there are statistically significant differences in the cognitive level of football between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers.

To test the validity of the second sub-hypothesis, **Chi-Square Test** was used to test and analyze the differences in the students' answers between female students taught by specialized teachers and female students taught by non-specialized teachers in the field of physical education as follows.

**First: According to the Positive Questions (Whose Right Answer is yes)**

**Table (4):** Results of Chi-Square Test According to the Positive Questions.

Result	Chi-Square Test		Answers of students taught by		Answer Standard	Questions	No.
	P- value	Chi-Square value	Non-Specialized teachers	Specialized teachers			
Statistical Significance	.009	6.910a	30)50.0%(	16)26.7%(	No	Football rules were established in 1863.	1
			30)50.0%(	44)73.3%(	Yes		
Statistical Significance	.000	12.857a	27)45.0%(	9)15.0%(	No	Football games are run by the International Federation of football, FIFA.	2
			33)55.0%(	51)85.0%(	Yes		
Statistical Significance	.000	26.250a	46)76.7%(	18)30.0%(	No	The match can't continue if the number of players on one of the teams is less than seven players.	3
			14)23.3%(	42)70.0%(	Yes		
Statistical Significance	.028	4.821a	34)56.7%(	22)36.7%(	No	The penalty kick point is about 11 meters away from the goal line.	4
			26)43.3%(	38)63.3%(	Yes		
Statistical Significance	.000	19.221a	43)71.7%(	19)31.7%(	No	The referee is not responsible for any damage to property of any kind.	5
			17)28.3%(	41)68.3%(	Yes		
Statistical Significance	.011	6.533a	37)61.7%(	23)38.3%(	No	There are two types of passes in football, which is quick pass and interstitial pass.	6
			23)38.3%(	37)61.7%(	Yes		
Statistical Significance	.043	4.089a	32)53.3%(	21)35.0%(	No	The player can run with the ball in three ways (to front, backward, or to the side)	7
			28)46.7%(	39)65.0%(	Yes		
Statistical Significance	.008	7.033a	29)48.3%(	15)25.0%(	No	Attacking and cutting the ball is the speed of the player's response to pounce on the opponent and cut the ball from him and control it.	8
			31)51.7%(	45)75.0%(	Yes		

P<0.05= Statistical Significance, P<0.01= Higher Statistical Significance.

Results of Table (4) which refer to answers of students to the positive questions “whose correct answer is Yes” related to cultural knowledge of football show that: -

**1. Regarding the Answer of Question (1):** Football rules were established in 1863. 44 (73.3%) female students who are taught by specialized teachers answered “yes” compared to only 30 (50.0%) female students who are taught by non-specialized teachers. This indicates that most female students who are taught by specialized teachers are aware of the date of establishing football rules. Since the level of significance (P-value) for the test was at a significance level of 0.05, , where it reached 0.009, this indicates a statistically significant difference in the correct answers to this question in favor of female students who are taught by specialized teachers.

**2. Regarding the Answer of Question (2):** FIFA manages football. 51 (85.0%) female students who are taught by specialized teachers answered correctly compared to only 33 (55.0%) female students who are taught by non-specialized teachers. This indicates that most of the students who are taught by specialized teachers have knowledge of ..... Since the level of significance (P-value) of the test was at the level of significance 0.05, where it reached 0.000, and this indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers.

**3. Regarding the Answer of Question (3):** The match cannot continue if the number of players on one of the teams is less than seven players. 42 (70.0%) female students who are taught by specialized teachers answered correctly compared to only 14 (23.3%) female students who are taught by non-specialized teachers. This indicates that most of the students who are taught by specialized teachers have knowledge of the exact number of players to continue the game. Since the level of significance (P-value) of the test was at the level of significance 0.05, where it reached 0.000, and this indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers.

**4. Regarding the Answer to Question (4):** The penalty kick point is about 11 meters away from the goal line. 38 (63.3%) female students who are taught by specialized teachers answered correctly compared to only 26 (43.3%) female students who are taught by non-specialized teachers. This indicates that most of the students who are taught by specialized teachers have knowledge of the distance between the penalty kick point and goal line. Since the level of significance (P-value) of the test was at the level of significance 0.05, where it reached 0.028, and this indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers.

**5. Regarding the Answer of Question 5:** The referee is not responsible for any damage to property of any kind, 41(68.3%) 38 female students who are taught by specialized teachers answered correctly compared to only 17(28.3%) female students who are taught by non-specialized teachers. This indicates that most of the students who are taught by specialized teachers have knowledge of the responsibility of the referee for damages. Since the level of significance (P-value) of the test was at the level of significance 0.05, where it reached 0.000, and this indicates a statistically significant difference between the correct answers to this question in favor of students who are taught by specialized teachers.

The same is the case for the rest of the answers to the table questions, and this indicates that most of the answers of students who are taught by specialized teachers had successful answers compared to students who are taught by teachers who are not specialized in the field of physical education, and the differences in answers were statistically significant in favor of students who are taught by specialized teachers, and this can be explained by the fact that teachers specialized in physical

education have more knowledge of the field of physical education of football compared to non-specialized teachers, this results in the increase of the level of cultural know ledge of physical education of football for female students who are taught by specialized teachers compared to students who are taught by non-specialized teachers in the field of physical education of football .

## Second: According to the Negative Questions (Whose Right Answer is no)

**Table (5):** Results of Chi-Square Test According to the Negative Questions.

Result	Chi-Square Test		Answers of students taught by		Answer Standard	Questions	No.
	P- value	Chi-Square value	Non-Specialized teachers	Specialized teachers			
Statistical Significance	.000	14.101a	27)45.0%(	47(78.3%)	No	The Saudi Football Federation is the football governing body inside and outside KSA.	1
			33)55.0%(	13)21.7%(	Yes		
Statistical Significance	.006	7.673a	27)45.0%(	42)70.0%(	No	The number of players in each team is 12 without counting the reserve.	2
			33)55.0%(	18)30.0%(	Yes		
Statistical Significance	.000	28.104a	17)28.3%(	46)76.7%(	No	The official match consists of two halves, the duration of each half is 40 minutes.	3
			43)71.7%(	14)23.3%(	Yes		
Statistical Significance	.001	10.995a	25)41.7%(	43)71.7%(	No	Players are allowed to wear jewelry if hidden by a strap.	4
			35)58.3%(	17)28.3%(	Yes		
Statistical Significance	.000	33.147a	20)33.3%(	51)85.0%(	No	The match is managed by a team of referees, each with a role, but the final decision is for the referee and the flag together.	5
			40)66.7%(	9)15.0%(	Yes		
Statistical Significance	.000	12.150a	31)51.7%(	49)81.7%(	No	The length of one goal post reaches 3.44 meters.	6
			29)48.3%(	11)18.3%(	Yes		
Statistical Significance	.000	26.880a	21)35.0%(	49)81.7%(	No	If the player is late in resuming play and his team is ahead of the result, he gets a red card.	7
			39)65.0%(	11)18.3%(	Yes		
Statistical Significance	.000	13.084a	29)48.3%(	48)80.0%(	No	The direct expulsion in the match is after receiving two yellow cards.	8
			31)51.7%(	12)20.0%(	Yes		
Statistical Significance	.000	43.982a	8)13.3%(	44)73.3%(	No	In the layout of the field: the two long lines along the field are called goal lines.	9
			52)86.7%(	16)26.7%(	Yes		
Statistical Significance	.000	24.307a	16)26.7%(	43)71.7%(	No	There are two passing levels in football (ground level, intermediate level)	10
			44)73.3%(	17)28.3%(	Yes		
Statistical Significance	.000	19.221a	17)28.3%(	41)68.3%(	No	Both the skill of passing the ball and the skill of receiving the ball express the same meaning, which is to have the ability of receiving.	11
			43)71.7%(	19)31.7%(	Yes		
Statistical Significance	.000	51.055a	13)21.7%(	52)86.7%(	No	A free kick is a kick played from one corner of the field.	12
			47)78.3%(	8)13.3%(	Yes		

P<0.05= Statistical Significance, P<0.01= Higher Statistical Significance.

Results of Table (5) which refer to answers of students to the negative questions “whose correct answer is No” related to cultural knowledge of football show that: -

**1. Regarding the Answer of Question 1:** The Saudi Football Federation is the football governing body inside and outside Saudia Arabia. 47 (78.3%) female students taught by specialized teachers answered correctly “No”, compared to only 27 (45.0%) female students taught by non-specialized teachers. This indicates that most female students taught by specialized teachers are aware of the governing body of football inside and outside Saudia Arabia. Since the statistical significance level (P-value) for the test was at 0.05, where it reached 0.006, it indicates a statistically significant difference in correct answers for this question in favor of female students taught by specialized teachers.

**2. Regarding the Answer of Question (2):** The number of players in each team is 12 without counting the reserve. 42 (70.0%) female students taught by specialized teachers answered correctly “No”, compared to only 27 (45.0%) female students taught by non-specialized teachers. This indicates that most female students taught by specialized teachers are aware of the number of players in each team of football. Since the statistical significance level (P-value) for the test was at 0.05, where it reached 0.000, it indicates a statistically significant difference in correct answers for this question in favor of female students taught by specialized teachers.

**3. Regarding the Answer of Question (3):** The official match consists of two halves; the duration of each half is 40 minutes. 46 (76.7%) female students taught by specialized teachers answered correctly “No”, compared to only 17 (28.3%) female students taught by non-specialized teachers. This indicates that most female students taught by specialized teachers are aware of the number and the duration of halves of football. Since the statistical significance level (P-value) for the test was at 0.05, where it reached 0.000, it indicates a statistically significant difference in correct answers for this question in favor of female students taught by specialized teachers.

**4. Regarding the Answer of Question (4):** Players are allowed to wear jewelry if hidden by a strap. 43 (71.7%) female students taught by specialized teachers answered correctly “No”, compared to only 25 (41.7%) female students taught by non-specialized teachers. This indicates that most female students taught by specialized teachers are aware of the dress code of players of football. Since the statistical significance level (P-value) for the test was at 0.05, where it reached 0.000, it indicates a statistically significant difference in correct answers for this question in favor of female students taught by specialized teachers.

**5. Regarding the Answer of Question (5):** The match is managed by a team of referees, each with a role, but the final decision is for the referee and the flag together. 51 (85.0%) female students taught by specialized teachers answered correctly “No”, compared to only 20 (33.3%) female students taught by non-specialized teachers. This indicates that most female students taught by specialized teachers are aware of the specific roles of referees in the match of football. Since the statistical significance level (P-value) for the test was at 0.05, where it reached 0.000, it indicates a statistically significant difference in correct answers for this question in favor of female students taught by specialized teachers.

The same is the case for the rest of the answers to the negative table questions, and this indicates that most of the answers of students who are taught by specialized teachers had successful answers compared to students who are taught by teachers who are not specialized in the field of physical education, and the differences in answers were statistically significant in

favor of students who are taught by specialized teachers, and this can be explained by the fact that teachers specialized in physical education have more knowledge of their field of specialization of football compared to non-specialized teachers, This increased the level of cultural knowledge of physical education for football in favor of students who are taught by specialized teachers compared to students who are taught by non-specialized teachers in the field of physical education of football.

Therefore, the second sub-hypothesis is accepted, which states that there are statistically significant differences in the cognitive level of football between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers.

### Acceptance or Refusal of Study Hypotheses

**Table (6):** The Two Sub-Hypotheses Can Be Summarized as in the Following Table.

Result	The hypothesis
Hypothesis accepted	There are statistically significant differences in the cognitive level of basketball between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers.
Hypothesis accepted	There are statistically significant differences in the cognitive level of football between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers.

Table (6) showed that the two sub-hypotheses are accepted so we can say that the main hypothesis which states that there are statistically significant differences in the cognitive level between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers is accepted.

### Conclusions

1. There are statistically significant differences in the cognitive level between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers in favor of students who are taught by a specialized teacher.
2. There are statistically significant differences in the cognitive level of basketball between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers in favor of students who are taught by specialized teachers.
3. There are statistically significant differences in the cognitive level of football between female students who are taught by specialized teachers and female students who are taught by non-specialized teachers in favor of students who are taught by specialized teachers.
4. Female students who are taught by specialized teachers in the field of physical education gain more knowledge in the field of physical education than female students who are taught by non-specialized teachers in the field of physical education.
5. Specialized teachers in the field of physical education contribute to developing students' skills and physical abilities as well as providing a specialized and appropriate learning environment for them.

## Recommendations

In the light of results reached by research, the researchers recommend the following:

1. Working on attracting specialized male or female teachers to teach the Physical Education curriculum in order to enhance the students' knowledge and skills.
2. Working on reducing number of non-specialized male or female teachers from teaching physical education curriculum as they left a negative effect on the cognitive level of students.
3. Priority should be given to the employment of specialized teachers in Physical Education in schools and educational institutions and providing them with the necessary resources and support to enhance the quality of education in this field.
4. Efforts should be made to attract and retain specialized male and female teachers in Physical Education by providing competitive salaries, professional development opportunities, and recognizing their expertise.
5. Continuous assessment and monitoring should be conducted for the performance of Physical Education teachers to ensure the quality of education and identify areas that can be improved.
6. Cooperation should be encouraged among specialized PE teachers and teachers of other subjects to integrate physical education concepts and activities into the general curriculum.

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