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The impact of Sustainable Development Goals on physical education students in schools of Babylon Governorate

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Abstract

The Impact of Sustainable Development Goals on Physical Education Students in Schools of Babylon Governorate. This research examines the impact of the Sustainable Development Goals on physical education students in schools of Babylon Governorate. It seeks to understand the impact of these goals related to physical education, the extent of their implementation, and their place within the educational process. The researcher used a descriptive approach using a survey and case study method. The research community was defined as (99) physical education students. Data was collected using various tools, such as questionnaires and observation. The results revealed disparities in awareness and application of the Sustainable Development Goals, indicating the need to strengthen the concepts of sustainable development and incorporate them into education.

The researcher reached the following important conclusions

1. The competencies (quality education, hygiene, good health, and well-being) achieved positive results.
2. The adequacy of quality education yielded positive results, with some statements receiving weighted averages and a high relative weight.
3. The adequacy of quality education yielded positive results, with some weighted averages and a high relative weight.

The researcher recommends the need to develop educational practices in line with the requirements of sustainable development and to achieve integration between education, sports, and community development.

Keywords: Sustainable, development and physical education

Introduction

University academic education is considered one of the most important educational institutions at the national level and is considered an important field of practical education at all levels. This is because university education is the final stage of student learning, where good students are distinguished from weak ones. Perhaps one of the most important reasons for this development is the instructor who teaches the students, as the academic capabilities possessed by the instructor represent the fundamental element in any successful educational process. The success or failure of an educational institution depends primarily on the instructor's advanced classroom management skills within the classroom, built on a modern scientific foundation.¹ Management varies from one individual to another, but success and development lie in the use of a classroom approach based on modernity and development, keeping pace with global developments, including those related to the development of education and the use of scientific foundations by applying sustainable development in its various methods and fields to the classroom approach followed by instructors within the classroom.² Most individuals involved in the educational process always seek excellence and modernity in classroom management to save time and effort and achieve positive results.³ The importance of the current research lies in its ability to free teachers from the traditional and classical methods used for centuries in classroom management, and their repercussions on the classroom. Therefore, the researcher decided to present a study that may help develop, update, and understand the importance of implementing sustainable development

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requirements in classroom management by students in some schools in the Babil Education Directorate.

Research Problem

Most Arab and international countries are reviewing their curricula and how to implement them on the ground through modern curricula that are in line with global developments in various aspects of life. Given that education is the cornerstone of building societies with its various scientific specializations, this study of physical education for the primary stage is of paramount importance to this important educational stage in the lives of learners and its implications, especially since physical education seeks to develop and build learners' cognitive, skill, and emotional aspects. Through the researcher's experience as a physical education teacher, as well as her exposure to numerous scientific sources, the researcher noted that the sustainable development goals associated with educational curricula, particularly physical education for the primary stage, have not achieved the required level to achieve their various objectives. Therefore, the researcher decided to delve into a study of the impact of sustainable development goals on physical education students in schools in Babil Governorate as part of a future strategic vision for how to achieve progress and achievement in most curricula, particularly the physical education curriculum and lesson. From here, the researcher poses a question: Is there a genuine interest in achieving development goals? Sustainable Development Goals in Physical Education.

Research Objectives

1. To measure the impact of the Sustainable Development Goals on physical education students in schools in Babil Governorate.
2. To identify the impact of the Sustainable Development Goals on physical education teachers in some schools in the Babil Education Directorate.
3. To identify the preference for the impact of the Sustainable Development Goals on physical education students in some schools in the Babil Education Directorate.

Research Areas

- **Human Domain:** Physical Education Students in Some Schools of the Babil Education Directorate
- **Spatial Domain:** Some Schools of the Babil Education Directorate (Al-Malaika Intermediate School for Girls, Jenin Intermediate School for Girls, Al-Morouj Intermediate School for Girls, Al-Thawra Intermediate School for Girls, Al-Shumous Intermediate School for Girls, Al-Thawra Intermediate School for Boys)
- **Time Domain:** From September 1, 2025 to 2025

Research Methodology

The researcher used a descriptive approach using a survey and case study approach. The descriptive approach is an accurate depiction of the interrelationships between society, trends, inclinations, desires, and development, providing a picture of the direct impact, establishing indicators, and building future predictions.

Research Sample: The research community included students from some schools of the General Directorate of Education for the academic year 2024-2025, totaling (99).

Tools, Devices, and Methods Used in the Research ^[4]

This refers to all the tools and methods used by the researcher at each stage of her research. The researcher used the following methods and methods:

1. Data Collection Methods

- Arab and foreign scientific sources and references
- Observation
- Questionnaire
- Assistant staff
- The Internet

2. Tools and Equipment

- One (1) Dell laptop calculator
- 2 pieces of office supplies (paper and pens) and 100 pens.
- Handheld Calculator
- Camera 2)

Exploratory Experiment

"The researcher used a survey sample of (30) physical education students from some schools in the Babil Education Directorate on Monday, March 2, 2025. They were deliberately selected to test the validity of the paragraphs of the research tool (questionnaire). Their responses were analyzed to verify the clarity of the paragraphs and their suitability for the research objectives. Some modifications were made based on the results of this analysis before applying the tool to the main sample ^[5].

Scientific Basis for the Test

1. Verifying the Apparent Validity of the Tool

The questionnaire was presented to a number of specialized experts (6 experts) to ensure that the paragraphs clearly and directly measured what they were intended to measure.

The Chi-square law was used to statistically verify the significance of the paragraphs ^[6].

2. Testing Clarity and Ease of Understanding of the Paragraphs:

The questionnaire was distributed to a survey sample of (40) male and female physical education teachers from some schools in the Babil Education Directorate.

The purpose of this procedure is to ensure that all items are understandable and clear.

3. Measuring reliability and internal consistency

Statistical analysis, such as a reliability coefficient, can be performed (if used later in your research) ^[7].

Analyzing the survey sample responses provides an indication of the degree of consistency of the items with each other.

4. Verifying the validity of the research instrument (questionnaire)

After making adjustments based on the survey sample results, the questionnaire is ready for application to the main sample.

5. Feedback

The survey sample's feedback was used to modify, delete, or rephrase some items.

Scientific Basis for the Test

Field Research Procedures

To achieve the objectives of the current research, the researcher identified some sustainable development goals in the physical education lesson for the primary stage, according to the following steps:

1. Procedures for the Sustainable Development Goals

Scale: To achieve the research objective of developing a scale for sustainable development goals, the researcher followed the following scientific steps:

2. Defining the Objective of the Scale ^[8].

The first step in developing a scale is to clearly define its objective and the intended use of this scale.

3. Defining the Theoretical Framework of the Phenomenon under Study ^[9].

The phenomenon or characteristic to be measured must be defined, and its concept and boundaries must be completely

clear. The phenomenon the researcher aims to measure is the impact of the sustainable development goals. This has been covered in detail in theoretical studies.

4. Defining the Sustainable Development Goals

And Understanding the Sustainable Development Goals: The researcher prepared an expert questionnaire, which includes only the sustainable development goals, as shown below. It was presented to (6) specialized experts (Prof. Saddam Muhammad, Prof. Raghda Hamza, Prof. Firas Ashail, Asst. Asst. Maysaloun Zuhair, Asst. Prof. Muhammad Abd al-Sada, Asst. Prof. Alaa Hussein). After that, a researcher transcribed the results of the questionnaires and used the (Chi-square) law. The objective that obtained a percentage of agreement greater than its table value (3.84) was nominated if the calculated (Chi-square) value was greater than its table value at a degree of freedom (1) and a significance level (0.05), as shown in Table 1.

Table 1: Shows the sustainable development goals and the calculated and tabular (Chi-square) value

Goals	Number of experts,				value (chi-square), statistical significance		Number of experts, value (chi-square)
	% Agree	%	% Agree	Disagree	Calculated	Tabular	
Eradicate poverty	2	12.5	14	87.5	0.9	3.84	Non-moral
Zero hunger	3	18.75	13	81.25	0.6		Non-moral
Good health and well-being	14	87.5	2	12.5	9		Moral
Quality education	16	100	0	0	16		Moral

Preparing the Sustainable Development Goals Scale Items

After determining the objective of the scale and the sustainable development goals associated with the lesson, the next step was to select (11) item(s) for the objectives.

Main Experiment

The researcher, with the assistance of the work team, distributed the scale forms to the schools selected for the study, including physical education students in some schools of the Babil Education Directorate, for the period from March 2 to March 6, 2025.

The forms were then collected for statistical analysis.

Statistical Methods

1. Mean.
2. Standard Deviation.
3. Weighted Mean.
4. Relative Weight.

Results and discussions

Presentation, Analysis, and Discussion of Results

The classroom management competencies of faculty members were identified, in accordance with the requirements of sustainable development, according to their respective domains, with the statements arranged according to the first domain (adequacy of good health and well-being).

Table 2: Shows the ranking of the study areas. Area 1 (adequacy of good health and well-being)

S	Sufficiency of good health and well-being	Weight Ranking	Relative Weight	Ranking
1	The faculty member explains the importance of general health and athletic performance for students.	20.3	5.07	2
2	The faculty member explains the importance of a healthy mind and excellent mental health.	19.9	4.32	3
3	The faculty member explains the importance of prevention and maintaining a healthy body.	19.1	3.95	5
4	The faculty member interacts with and works with people who suffer from recurring sports injuries.	19.4	4.05	4
5	A faculty member promotes health and well-being concepts to students.	21.5	5.43	1
6	A faculty member works to promote student physical health through guidance.	18.1	3.88	6
	Total	19.64	4.45	

From Table (2), we note that there is a disparity in the weighted mean values and relative weights for the field of good health and well-being competency, which is one of the teaching competencies according to the requirements of sustainable development^[10]

Statement (5), ranked first, which states, "A faculty member promotes the concepts of health and well-being to students," received a weighted mean of (21.5) with a relative weight of (99-43)

Statement (6), ranked last, which states, "A faculty member works to promote the physical health of students through guidance," received an arithmetic mean of (1801) and a relative weight of (3.88)

This confirms that faculty members possess teaching competencies that help in advising and admonishing students by promoting the concept of mental health through electronic lectures and videos that emphasize general health and well-being. Meanwhile, the last statement received a lower mean because faculty members only emphasize general health without paying attention to the sports aspect or physical health of students.¹¹ This is due to several reasons, including the repercussions of the coronavirus pandemic, which has led to a lack of movement among students and their reliance on online learning, which has led to such responses to this sufficiency.

Table 3: Show the quality of Education

S	Quality Education	Ranking	Weighted Mean	Relative
1	The faculty member works to understand and make learners aware of the importance of education as a shared public good and a human right.	20.2	5.11	2
2	The faculty member works to make learners understand the importance of education in the world for motivation.	18.1	3.32	4
3	The faculty member works to make learners understand the importance of education in the world and describe it more clearly.	18.5	4.92	3
4	The faculty member works to enable learners to participate in classroom sports activities.	18.0	3.15	5
5	The faculty member works to use innovative scientific methods in teaching.	20.9	5.13	1
	Total	96.18	3.82	

From Table (3), we note that there is a discrepancy in the values of the weighted averages and relative weights for the field of good teaching adequacy, which is one of the teaching competencies according to the requirements of sustainable development^[11].

Where statement (5), ranked first, which states that the faculty member works to use innovative scientific methods in teaching, obtained a weighted average of (2009) with a relative weight of (40326). The last ranked item was phrase (4), which states, "The faculty member works to enable the learner to contribute to practicing classroom sports activities,"¹² with an arithmetic mean of (1800) and a relative weight of (2015). This confirms that faculty members possess teaching competencies that contribute to good teaching and excellence through what the instructor covers during the educational lecture^[13]. Most countries in the world now do not only consider the lecture aspects as much as they consider the theoretical material, including educational and cultural elements, in order to work better. Most of the research sample received high responses to the phrase, "The faculty member works to use innovative scientific methods in teaching."^[14] Most current instructors are now working to find different ways and means of teaching and moving away from traditional teaching methods, especially when dealing with physical education students, which requires the instructor to change the teaching style and method several times^[15].

Conclusions

1. The competencies (good teaching, hygiene, and sanitation) were obtained. Good health and well-being yielded positive results.
2. The adequacy of quality education yielded positive results, with some statements receiving weighted averages and a high relative weight.

Recommendations

1. The researcher recommends the application of a scale of teaching competencies based on sustainable development requirements to the remaining colleges and departments of Physical Education and Sports Sciences at the University of Babylon.
2. The necessity of relying on sustainable development requirements when selecting the specific competencies of faculty members at the University of Babylon.
3. The necessity of adopting lectures and technical workshops for faculty members specific to sustainable development requirements.
4. The possibility of applying the questionnaire to the remaining academic levels to determine the competencies of faculty members at the University of Babylon.

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