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ORIGINAL STUDY

Students' Perspectives of the Relationship Between Academic Adaptation and Teaching Skills of Football Instructors

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Abstract

The present study aims to identify the relationship between academic adaptation and teaching skills of football instructors from the students' perspective. The research problem lies in the observed variance in students' academic adaptation levels and the corresponding differences in their perception of the teaching skills of football instructors, which may affect the quality of the educational process. The two researchers employed a descriptive correlational approach. The research population consists of (175) fourth-grade students at the Faculty of Physical Education and Sports Sciences, Wasit University, for the academic year (2025–2026). A random sample of (150) students was selected, while (20) students were chosen for the pilot study.

The results reveal a statistically significant positive correlation between academic adaptation and the perception of teaching skills among football instructors. The correlation coefficient reached (0.433) at a significance level of (0.05). This indicates that higher levels of academic adaptation in students lead to improved perception of teaching skills. The two researchers recommend enhancing the academic adaptation environment within practical lessons due to its effect on improving students' perception of teaching skills.

Keywords: Academic Adaptation, Teaching skills, Football

1. Introduction

Teaching is one of the main processes in the current educational system and is considered the principal pillar of transfer of knowledge, experience, and building of students' capacities. The teacher's work has gone beyond the provision of knowledge to becoming organizers and facilitators of the education process through creation of an effective educational environment that makes educational goals achievable. Teachers at Faculties are playing an instrumental role in using modern methods of instruction as well as applying different kinds of teaching skills in order to enhance the efficiency and effectiveness of the instruction process. Academic adaptation is considered one of the fundamental pillars upon which the educational system in academic institutions is

built. The role of these institutions is not limited to developing students' cognitive and intellectual abilities; rather, it extends to helping them adapt to academic subjects and the various requirements of the educational environment. Academic adaptation also plays a significant role in strengthening the relationship between students and their educational institution, which is positively reflected in their academic achievement and performance, and contributes to their success and continuity in the educational process.

Academic adaptation is an important educational notion that shows the degree of integration of the learner into the university environment as well as into the process of interaction with diverse methods of teaching. Academic adaptation can be described as an ability of the learner to adapt to educational

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circumstances and participate effectively in classroom activities and interactions with the academic content so as to make success and continuity in the learning process possible. Additionally, level of academic adaptation is an essential criterion indicating learner's readiness to learn and acquire various forms of educational experiences in the university.

Teaching skills refer to a set of knowledge, strategies, and behaviors that enable teachers to design, implement, and evaluate the educational process effectively. These skills contribute to enhancing communication with students, supporting learning, and adapting to the specific needs of the classroom. They are developed through experience and continuous professional development with the aim of improving teaching quality and enhancing positive learning outcomes (Evangelou & Giannopoulou, 2026). Teaching skills of football instructors are very important factors affecting the quality of education in sports. Teaching skills refer to the whole set of skills and techniques applied by the instructor in order to transfer the particular motoric and tactical skills needed in football. Perception of these skills by students will reflect the performance of the instructor in practical communication and application of knowledge to the process of instruction that will affect students' participation in lessons.

The significance of the present study arises from the importance of establishing the degree of the relationship between academic adaptation of learners and their perception of teaching skills of football instructors. This is because the study offers valuable insight into the relationship between psycho-educational concepts and the instructional process. Also, results of this study can help educational bodies gain scientific data about teaching methods at Faculties of Physical Education and Sports Sciences.

1.1. Problem statement

Educational literature emphasizes the importance of academic adaptation in university students and the role of teaching skills in the effectiveness of the educational process. Although previous studies have examined these variables separately, limited research has investigated the relationship between academic adaptation and students' perception of teaching skills in Colleges of Physical Education and Sport Sciences, particularly in the Iraqi context. Observations of the educational environment in the College of Physical Education and Sport Sciences indicate variability among students in their level of academic adaptation and their perception of teaching skills demonstrated by football instructors during practical lessons. Accordingly, the research problem is repre-

sented in identifying the level of academic adaptation and students' perception of teaching skills among fourth-year students in the College of Physical Education and Sport Sciences, and examining the nature of the relationship between these two variables.

1.2. The research objectives

1. To identify the level of academic adaptation and the perception of teaching skills of football instructors from the students' perspective.
2. To identify the nature of the relationship between academic adaptation and the perception of teaching skills of football instructors from the students' perspective.

1.3. The research hypothesis

1. There is a statistically significant correlation between academic adaptation and the perception of teaching skills of football instructors from the students' perspective.

2. Research methodology and field procedures

The researchers adopted the descriptive survey method, as it is considered appropriate for the nature of the research problem and its objectives. The study was conducted on fourth-year students at the Faculty of Physical Education and Sports Sciences, Wasit University, for the academic year (2025–2026). The temporal scope of the study extended from October 9, 2025, to January 10, 2026, while the spatial scope was limited to the classrooms and facilities of the Faculty of Physical Education and Sports Sciences at Wasit University.

2.1. The research population and sample

The researchers defined the research population as (175) fourth-year Male students at the Faculty of Physical Education and Sports Sciences, Wasit University, for the academic year (2025–2026). The researchers selected the research sample from the research population, dividing it into a pilot sample and an application sample. The sample was chosen randomly. The pilot sample consisted of (20) students, while the application sample consisted of (150) students. (5) students were excluded due to non-compliance with some application procedures.

2.2. Equipment, tools, and methods

The researchers relied on a range of equipment, tools, and methods in their research procedures. These included relevant Arabic and foreign sources,

personal interviews, an academic adaptation scale, a teaching skills scale, a Dell laptop, a scientific handheld calculator, an electronic calculator, and office supplies such as paper and pens.

2.3. Procedures for developing the academic adaptation and teaching skills scales

In developing the academic adaptation scale, the researchers relied on a study by [Salman \(2021\)](#) to measure students' academic adaptation. This scale consists of 32 items distributed across four domains: motivation, application, performance, and the academic environment. A five-point response system was used: strongly agree, agree, neutral, disagree, and strongly disagree. The items were scored according to the following weights: 5, 4, 3, 2, and 1, with scores ranging from a minimum of 32 to a maximum of 160.

As for the football teachers' teaching skills scale, the researchers relied on the study by [Mahdi \(2025\)](#), which consists of 56 items distributed across six domains: planning, methods and techniques, implementation of teaching performance, reinforcement and achievement motivation, feedback, and evaluation. The response options were based on four levels: always, often, sometimes, and never. The scale scores were calculated according to the five-point scale: 1, 2, 3, 4, 5 with a total score ranging from a minimum of 56 to a maximum of 280.

In preparation for applying the academic adaptation and teaching skills scales, the researchers presented the items of both scales to a group of experts and specialists in the fields of teaching methods, measurement and evaluation, and football. This was done to evaluate the items and determine their validity and suitability for the nature of the research. After collecting the experts' opinions and making the necessary modifications, the chi-square test was used to determine their degree of agreement on the validity of the items. The calculated value was compared with the tabulated value. The calculated values were found to be higher than the tabulated values. This indicates a statistically significant agreement among the experts and the validity of the items for application, as shown in [Table 1](#).

The results indicate that the calculated Chi-square (χ^2) values are statistically significant for all items of both scales

2.4. Pilot study for the two scales

The pilot study is a crucial preliminary step that allows researchers to assess the practical aspects of the two scales prior to the main experiment, as well as to identify and address any potential difficulties or obstacles. Accordingly, the researchers conducted the pilot study on a sample of (20) students on Monday, October 20, 2025. The scales were distributed to the sample members to verify the clarity of the instructions and items, their suitability for the respondents, and to determine the time required for completion.

The results of the pilot study indicated that the scale items were clear and comprehensible to the students. It was found that the average time taken to complete the Academic Adaptation Scale was (11) minutes, while the average time for the Teaching Skills Scale was (15) minutes. Furthermore, the research assistants contributed to the precise and organized execution of the procedures, which helped resolve minor observations that arose during administration. Consequently, the two scales reached their final form and were deemed ready for application to the main research sample.

2.5. Main application of the two scales

The researchers administered the Academic Adaptation and Teaching Skills scales to the main research sample, consisting of (150) students, on Sunday, October 26, 2025. The forms were distributed to the students, who were briefed on the instructions regarding how to respond to all items. The objective of this phase was to collect the research data in preparation for statistical processing.

2.6. Scoring of the two scales

Upon completion of the administration, the researchers collected the response forms from the research sample. The data were tabulated. Total scores for each scale were extracted based on the pre-established scoring key. The maximum possible score for the Academic Adaptation Scale was (160), while the maximum score for the Teaching Skills Scale was (280). The scoring weights for the response alternatives and the scoring key are detailed in [Tables 2 and 3](#).

Table 1. Number of agreeing experts, calculated Chi-square value, and significance of the items of the two scales.

Scale	Agree	Disagree	Calculated Chi-square (χ^2) Value	Significance
Academic Adaptation	13	0	13	Significant
Teaching Skills	13	0	13	Significant

Table 2. Response alternatives and scoring key for the academic adaptation scale.

Scale	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Academic Adaptation	5	4	3	2	1

Table 3. Response alternatives and scoring key for the teaching skills scale.

Scale	Always	Often	Sometimes	Rarely	Never
Teaching Skills	5	4	3	2	1

The table presents the response options and scoring key of the Academic Adaptation Scale based on a five-point Likert scale ranging from (5 = Strongly Agree) to (1 = Strongly Disagree)

The table presents the response options and scoring key of the Teaching Skills Scale based on a five-point Likert scale ranging from (5 = Always) to (1 = Never).

2.7. Scientific foundations of the two scales

To establish the scientific foundations of a scale and verify the validity of its items, test designers must provide supporting evidence (Abdulhamid, 2008):

First: Validity: A test is valid when it is able to measure the trait or phenomenon for which it was designed (Al-Tarwanah, 2008). The researchers verified the validity of the two scales through face validity. This type of validity is achieved when an expert or several experts believe that the test measures the intended trait. Face validity is not true validity in the scientific sense of the word, but simply means that the test appears valid in its outward appearance, its content, and the clarity of its instructions (Nazzal, 2014). Content validity was also verified, as the items were presented to a group of (11) experts and specialists in the fields of teaching methods, measurement and evaluation, and football to judge their suitability and representation of the areas they were designed to measure. After incorporating their feedback and making the necessary modifications, the items became more accurate and clearer in measuring the two variables.

The internal consistency of the two scales (the Academic Adaptation Scale and the Teaching Skills Scale) was verified by applying them to the pilot sample of (20) students. The researchers calculated the simple correlation coefficient (Pearson) between the score of each item and the total score of the domain to which it belongs, as well as between the item score and the total score of the scale, in addition to calculating the correlation coefficient between the total score of each domain and the total score of the scale. In the Academic Adaptation Scale, the correlation coefficients between the item score and the domain ranged between (0.41 – 0.78), and between the item score and the total score of the scale ranged between (0.45 –

0.81), while the correlation coefficients between the total score of each domain and the total score of the scale ranged between (0.63 – 0.86), which are all statistically significant coefficients at the significance level of (0.05), which indicates that the items of the scale have a good degree of internal consistency. In the teaching skills scale, the correlation coefficients between item and domain scores ranged from 0.39 to 0.76, and between item and total scale scores ranged from 0.43 to 0.79. Correlation coefficients between total scores for each domain and total scale scores ranged from 0.60 to 0.88. All of these coefficients are statistically significant at the 0.05 level, indicating a high degree of internal consistency among the scale items. Based on the above results, both scales possess a suitable degree of internal validity, making them suitable for application to the main sample.

Second: Reliability: The reliability of the two scales was verified using the test-retest method. The two scales were administered to a pilot sample on (2/11/2025), and then administered again to the same sample on (10/11/2025). This indicates that the interval between the test re-test is (8) days. After data entry, the correlation coefficient (r) was extracted between the two applications. The reliability value for the academic adaptation scale was (0.86), while the reliability value for the teaching skills scale was (0.88). These values indicate that the two scales have a high degree of reliability. The reliability coefficient of the two scales was also extracted using Cronbach's alpha equation on the research sample. Table 4 shows the reliability coefficients for the two scales.

Table 4. Cronbach's alpha reliability coefficients for the two scales.

Scale	Number of Items	Reliability Coefficient (α)
Academic Adaptation	32	0.9
Teaching Skills	56	0.91

The table shows that the reliability coefficients (Cronbach's Alpha) for both scales are high, indicating that the instruments are reliable and suitable for the purposes of the study.

2.8. Final administration of the two scales

The academic adaptation and teaching skills scales were administered to the application sample, consisting of (150) fourth-grade students at the Faculty of Physical Education and Sport Sciences, Wasit University, on Sunday (16/11/2025). The researchers

distributed the forms to the students and explained the response method for each scale, which involved selecting one of five alternatives to determine the response for each item. Emphasis was placed on responding to all items accurately, ensuring no items were left blank, and avoiding the selection of more than one alternative to maintain consistency within each scale form. Subsequently, the forms were collected from the participants.

2.9. Statistical methods

The researchers utilized the Statistical Package for the Social Sciences (SPSS) for data processing and to extract the research results.

3. Presenting and discussing the results

3.1. Description of the results of the academic adaptation and teaching skills scales

The table presents the mean, standard deviation, minimum, and maximum values for each domain of the Academic Adaptation Scale and the overall scale.

The table presents the mean, standard deviation, minimum, and maximum values for each domain of the Teaching Skills Scale and for the overall scale.

3.2. Presentation and discussion of the results of the relationship between academic adaptation and teaching skills and its domains

The table presents the correlation coefficient (Pearson's r) and the significance level between aca-

demic adaptation and teaching skills and their domains.

Table 5 indicates that the research sample exhibit arithmetic means reflecting the nature of their responses to academic adaptation as measured by the study instrument. The arithmetic mean of the scale is (133.44), with scores ranging from a high of (160) to a low of (98). These results reflect a relative variation among students in their level of responsiveness to the demands of the university environment, including its academic, organizational, and social requirements. Academic adaptation is a significant variable in university life. It relates to a student's ability to adapt to university systems and study requirements and to interact with various educational situations. Furthermore, academic adaptation is an indicator of a student's harmony with the educational environment and their ability to cope with the challenges they face during their studies. Educational literature indicates that academically adapted students are better able to understand study requirements, organize their academic duties, and engage with various educational activities within the university. Adaptation to the university environment also contributes to the formation of positive attitudes toward study and strengthens a student's sense of belonging to the educational institution. The results illustrate the nature of the academic adaptation level among the sample members within the university environment where the study was conducted. They are consistent with what educational literature has addressed regarding the importance of this variable in university life. This aligns with Momani (2015), that academic adaptation

Table 5. Statistical description of the academic adaptation scale and its domains.

Academic Adaptation Domains	Number of Items	Mean	Standard Deviation	Median	Skewness	Standard Error	Maximum Value	Minimum Value
Motivation Domain	8	35.52	3.95	35	0.413	0.405	40	25
Applied Domain	8	32.83	2.95	32	0.532	0.463	40	24
Performance Domain	8	34.24	3.14	34	0.398	0.438	40	26
Academic Environment Domain	8	30.85	2.86	30	0.186	0.542	40	23
Total Scale	32	133.44	13.67	131	0.198	1.42	160	98

Table 6. Statistical description of the teaching skills scale and its domains.

Domains of Teaching Skills	Number of Items	Mean	Standard Deviation	Median	Skewness	Standard Error	Maximum Value	Minimum Value
Planning	13	49,12	5,84	49,00	0,27-	0,63	63	34
Instructional Media and Technologies	8	30,46	4,21	30,00	0,18-	0,45	39	20
Teaching Performance Implementation	12	45,67	5,72	46,00	0,31-	0,62	58	31
Reinforcement and Achievement Motivation	10	38,14	4,88	38,00	0,24-	0,53	49	25
Feedback Domain	6	22,91	3,15	23,00	0,12-	0,34	29	15
Evaluation Domain	7	26,43	3,76	26,00	0,15-	0,41	34	17
Overall Scale	56	212,73	20,84	213,00	0,22-	2,26	258	151

Here is the translated and properly aligned statistical table in English.

Note: In Arabic statistical data, commas (e.g., 49,12) are used as decimal points, and negative signs often appear to the right of the number (e.g., 0,27-). I have converted these into standard English format (e.g., 49.12 and -0.27).

Table 7. The results of the relationship between academic adaptation and teaching skills and its domain.

Variable	Statistical Indicator	Teaching Skills	Domains of Teaching Skills					
			Planning	Instructional Media and Technologies	Teaching Performance Implementation	Reinforcement and Achievement Motivation	Feedback Domain	Evaluation Domain
Academic Adaptation	R Value S	0,693 0,000	0,636 0,000	0,486 0,000	0,612 0,000	0,579 0,000	0,551 0,000	0,462 0,000

is a fundamental aspect of university student life. It is linked to their ability to reconcile the demands of their studies with the university environment and achieve a degree of satisfaction and harmony with university life. In addition, academic adaptation is considered one of the most important general aspects of adjustment, and it is also regarded as one of the components related to the student's psychological health. The student's adaptation to the university environment and his/her feeling of comfort and stability can influence academic performance and determine the levels of acceptance of all activities that the university seeks to develop (mashkoor.othman, 2023). This emphasizes the psychological and behavioral dimension of academic adaptation and its role in shaping students' academic engagement and performance within the university environment.

Table 6 indicates that the mean score for the teaching skills scale and its domains is (212.73), while the highest value is (258) and the lowest is (151). This reflects a variation in students' responses to the teaching skills practiced by football teachers. These results reveal that students demonstrate varying levels of understanding of teaching skills related to planning, implementation, the use of resources and techniques, reinforcement, feedback, and evaluation. The researchers believe that this understanding may be linked to the nature of the teaching practices students encounter in practical and theoretical lessons, including lesson organization and the diversity of methods used to present educational content. Furthermore, diversifying teaching methods to suit the nature of football skills and the different student levels is an important aspect of the educational process. It provides greater opportunities for participation and interaction within the lesson. Furthermore, the use of appropriate educational tools and technologies and the provision of continuous feedback contribute to the formation of positive student perceptions of teaching performance. The results demonstrate the nature of students' understanding of teaching skills as measured by the study instrument. They reflect the level of teachers' interest in the various teaching aspects within the educational units. This aligns with Zaitoon (2004) that teaching skills, in all their aspects, play an active role in achieving effective teaching,

attracting students' attention and interest in the lesson topic, as well as enhancing positive interaction between them and the teacher during the educational process.

Table 7 shows that the study results reveal a statistically significant positive correlation between academic adaptation and the perception of teaching skills among football teachers from the students' point of view. The correlation coefficients indicate a relationship between high levels of academic adaptation and high levels of perception of teaching skills. This result can be explained by the fact that the academically adapted student is more in tune with the university environment and learning requirements, which makes him/her more able to form clear perceptions of the teaching practices he/she is exposed to during the lesson. Also, high levels of perception of teaching skills coincide with a learning environment characterized by organization and positive interaction within practical and theoretical lectures. The contribution percentages show that academic adaptation is related to varying degrees with different areas of teaching skills, which reflects the existence of a reciprocal relationship within the educational context without asserting a direct causal effect between the two variables. Therefore, the results indicate that academic adaptation and perception of teaching skills are interrelated variables within the educational environment of students in the Faculty of Physical Education and Sports Sciences. A higher level of one is statistically correlated with a higher level of the other in the research sample. This aligns with Saeed (2011) that academic adaptation is one of the most important indicators of a university student's well-being. It contributes to their sense of satisfaction and contentment, which is reflected in better academic results and more active participation in educational activities. Consequently, students who are more academically adapted are more likely to achieve academic success and have a better understanding of the educational process.

The researchers also believe that the relationship shown by the results of the present study between academic adaptation and perception of teaching skills indicate that students who have higher levels of academic adaptation show a greater understanding and perception of the various aspects of the educational

process compared to others. The state of academic adaptation is also linked to increased participation and interaction within educational situations, which makes the student more able to observe teaching behavior and methods of lesson management and organization. This result confirms that the perception of teaching skills is not separate from the nature of the student's university experience and the extent of his/her adaptation to the educational environment to which he/she belongs. Therefore, the relationship revealed by the present study can be viewed as a correlational relationship that reflects the synchronization of the two variables within the university environment, which is consistent with the theoretical approach that confirms the importance of academic adaptation in shaping students' educational experiences and explaining their responses towards the various elements of the teaching process. This finding aligns with Momani (2015) that academic adaptation is a significant indicator of a student's ability to adapt to the demands of the university environment and the various educational situations they encounter throughout their studies.

4. Conclusions and recommendations

4.1. First: Conclusions

1. The study results reveal variations in the levels of academic adaptation among fourth-year students in the Faculty of Physical Education and Sports Sciences within the domains covered by the scale.
2. The study results reveal varying levels of students' perception of the teaching skills of football instructors in the domains covered by the scale.
3. The results demonstrate a statistically significant positive correlation between academic adaptation and perception of teaching skills among the research sample.
4. The study results reveal positive correlations between academic adaptation and the different domains of teaching skills within the football teaching environment.
5. The results indicate a statistical correlation between the variables of academic adaptation and perception of teaching skills among the students in the research sample.

4.2. Second: Recommendations

1. Educational institutions, particularly faculties of physical education and sports sciences, should prioritize developing students' academic adap-

tation, given its role in enhancing the educational process.

2. Instructors should be encouraged to utilize modern teaching methods that contribute to raising students' understanding of teaching skills in football.
3. The learning environment should be strengthened to support students' academic engagement within practical and theoretical lessons.
4. Future studies should be conducted to examine the relationship between academic adaptation and other educational and psychological variables.
5. Researchers should be directed to study teaching skills from different perspectives, such as students, instructors, and supervisors to compare the results.

Ethical-clearance

This manuscript was approved by **Ali Muhsin Deiri** And, **Ali Hameed Jubail** on January 10, 2026.

Author's contributions

Ali Muhsin Deiri contributed to the conception and design of the study, data analysis and interpretation, drafting and critical revision of the article, and final approval of the version to be published.

Ali Hameed Jubail contributed to data collection, participation in data analysis and interpretation, drafting of the article, and final approval of the version to be published.

Facilitate the task

Fourth-grade students at the Faculty of Physical Education and Sports Sciences, Wasit University, for the academic year (2025-2026).

Roles of each researcher in the research

First researcher: Ali Muhsin Deiri

Contributed to the conception and design of the study, data analysis and interpretation, drafting and critical revision of the article, and final approval of the version to be published.

Second Researcher: Ali Hameed Jubail

Contributed to data collection, participation in data analysis and interpretation, drafting of the article, and final approval of the version to be published.

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Data availability

The datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request.

Conflicts of interest

The authors declares that there are no financial or personal relationships with other people or organizations that could inappropriately influence or bias the conduct of this research. This study was conducted independently for academic purposes at the University of Wasit.

I confirm that all tables and figures in this article were prepared and written by me personally.

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التكيف الأكاديمي وعلاقته بالإدراك لمهارات التدريس لدى مدرسي كرة القدم من وجهة نظر الطلاب

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الخلاصة

يهدف البحث إلى التعرف على التكيف الأكاديمي وعلاقته بالإدراك لمهارات التدريس لدى مدرسي كرة القدم من وجهة نظر الطلاب. وتكمن مشكلة البحث في وجود تفاوت في مستويات التكيف الأكاديمي لدى الطلاب، وما يقابله من اختلاف في إدراكهم لمهارات التدريس لدى مدرسي مادة كرة القدم، الأمر الذي قد يؤثر في جودة العملية التعليمية. استخدم الباحثان المنهج الوصفي بأسلوب العلاقات الارتباطية لملاءمته طبيعة البحث وأهدافه، وتكون مجتمع البحث من طلاب المرحلة الرابعة في كلية التربية البدنية وعلوم الرياضة / جامعة واسط للعام الدراسي (2026/2025) والبالغ عددهم (175) طالباً، أما عينة البحث فقد اختيرت بطريقة عشوائية وبلغت (150) طالباً، في حين تم اختيار (20) طالباً كعينة استطلاعية، وأظهرت النتائج وجود علاقة ارتباط طردية دالة إحصائياً بين التكيف الأكاديمي وإدراك مهارات التدريس لدى مدرسي كرة القدم، إذ بلغ معامل الارتباط (0,693) عند مستوى دلالة (0,05)، مما يشير إلى أنه كلما ارتفع مستوى التكيف الأكاديمي لدى الطلاب تحسن إدراكهم لمهارات التدريس. ويوصي الباحثان بضرورة تعزيز بيئة التكيف الأكاديمي داخل الدروس العملية لما له من أثر في تحسين إدراك الطلاب لمهارات التدريس.

الكلمات المفتاحية: التكيف الأكاديمي، مهارات التدريس، كرة القدم