

The reality of job satisfaction among physical education and sports teachers in primary schools

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Abstract:

This study aimed to determine the level of job satisfaction among physical education and sports teachers in the state of Batna, and to identify the most important factors influencing it. A questionnaire was developed and a descriptive methodology was used with a random sample of 60 teachers. The results indicated that the teachers enjoyed a high level of job satisfaction, and that the supervision and evaluation system was considered the most important factor in explaining job satisfaction.

Keywords: Job satisfaction; primary schools; physical education and sports teachers.

1. INTRODUCTION

In recent decades, job satisfaction among physical education teachers has become a topic of significant interest in academic literature. Its potential impact on teaching quality and student achievement has garnered considerable attention, although there is no strong consensus among researchers that increased job satisfaction necessarily leads to improved job performance; in fact, it can sometimes lead to decreased performance. However, low job satisfaction often indicates underlying professional and personal problems that require

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intervention and cannot be ignored.

Job satisfaction can also reflect the efficiency of an organization's management and performance. It can also indicate weaknesses and potential problems in leadership or organizational structure.⁽¹⁾

1.1 Problem statement of the study:

Perhaps the most important characteristic of job satisfaction is its susceptibility to several factors, including, for example, the quality of relationships with colleagues and supervisors, salary, the quality of the work environment, the promotion system, and the sense of job achievement, among others.

In light of recent developments in the primary education sector, where a large segment of teachers has been integrated into teaching physical education to students—a new and highly significant development—the researcher finds himself compelled to inquire into the reality and importance of job satisfaction in the education sector, particularly among this segment of society. This inquiry seeks to answer the following two questions:

- Are there statistically significant differences between the theoretical mean and the actual average level of job satisfaction among the sample?
- What is the most influential factor on job satisfaction from the perspective of the sample?

1.2 Hypotheses:

The study hypotheses can be formulated as follows:

- a) There are statistically significant differences between the theoretical mean and the actual mean job satisfaction score among the sample.
- b) Interpersonal relationships are the most influential factor in job

(1) Paul E. Spector, *spectorJob satisfaction from assessment to intervention*, routledge/taylor, francis group, New York, 2022

satisfaction among the sample

1.3 Importance of the study:

- Contributing to the provision of appropriate educational solutions that align with the demands of reality.
- Addressing a topic no less important than other psychological topics.
- The study's findings are expected to identify the most significant problems affecting job satisfaction.
- Proposals can be developed to enhance job satisfaction.
- Enriching educational research in this important area of the educational process.
- Opening the door for researchers to benefit from the results of this study

1.4. Study objectives

The objectives of this study were as follows:

To measure the level of job satisfaction among primary school teachers in Batna, and to identify the factors that most influence their job satisfaction.

2. Previous studies:

2.1 Study:Novri Gazali & al :(2024),Job satisfaction among physical education teachers: A systematic literature review⁽²⁾

This study aims to analyze job satisfaction among physical education teachers by reviewing articles on the subject from the Scopus and Web of Science databases.

After applying exclusion criteria, 26 articles published between 2014 and 2020 were reviewed. The results showed that the majority of physical

(2) Novri Gazali & al, Job satisfaction among physical education teachers: A systematic literature review, Edu Sportivo Indonesian Journal of Physical Education, 5(1), 2024, 94-109

education teachers have high levels of satisfaction, although significant differences exist among them. Administrative support, work-life balance, and economic considerations are key factors influencing job satisfaction among physical education teachers. However, money and rewards, working conditions, and resource availability also play a significant role in determining teacher satisfaction.

2.2 Study: Mouloud Kenioua & al, (2016), Job satisfaction for physical education teachers and its relationship to job performance and organizational commitment⁽³⁾

This study aimed to investigate the relationship and correlation between job satisfaction, job performance, and organizational commitment among physical education teachers. The study sample consisted of 100 male and female physical education teachers from secondary schools. Using a questionnaire, the results indicated a strong positive correlation between these factors and highlighted the need to create a suitable environment to ensure the success of physical education teachers, in addition to providing incentives and promotions based on clear criteria.

2.3 Study: Djily Diagne:(2023), Factors associated with teacher job satisfaction: An investigation using TALIS 2018 Data⁽⁴⁾

This study aims to identify the factors associated with teacher job satisfaction. Data from the 2018 Teaching and Learning International Survey (TALIS), covering over 250,000 teachers in 15,000 schools across 48 countries, were used. After applying correlation and regression analyses, the results showed that participative leadership was the most significant predictor of teacher job satisfaction, followed by positive teacher-student relationships. Teacher salary and teacher

(3) Mouloud Kenioua & al, Job satisfaction for physical education teachers and its relationship to job performance and organizational commitment, *Pedagogy of Physical Culture and Sports*, Vol. 20 No. 3, 2017

(4) Djily Diagne., Factors associated with teacher job satisfaction: An investigation using TALIS 2018 Data, *Schweizerische Zeitschrift für Bildungswissenschaften*, 45 (3), 2023, 265-277

collaboration were also positively and statistically significantly associated with job satisfaction.

Conversely, workload pressure was the most significant factor associated with teacher dissatisfaction, followed by barriers to professional development and the disciplinary climate.

3. The terms used in the research:

3.1 Teachers job satisfaction:

Generally, job satisfaction refers to how much a person enjoys the conditions in which they carry out their professional activity⁽⁵⁾

Job satisfaction is simply how individuals feel about their jobs and their various aspects. It's how much they like (satisfied) or dislike (dissatisfied) their jobs⁽⁶⁾

Operationally, it is defined by their overall score on the questionnaire used in the study.

3.2 - Physical Education and Sports Teachers:

The physical education and sports teacher is responsible for selecting appropriate activities for students in physical education and sports instruction to achieve educational and pedagogical goals.

3.3 - Primary Education:

This is compulsory education in which a child receives their basic education over five years at school.

4. METHODOLOGY:

4.1 Exploratory study:

A visit was made to some primary schools in the city of Batna, in

(5) Pepe, A. & al, The Italian version of the empathy questionnaire for 18- to 36-months-old children: Psychometric properties and measurement invariance across gender of the EmQue-I13, *European Journal of Developmental Psychology*, 14(1), 2017, 118-126

(6) Paul E. Spector, *Job satisfaction from assessment to intervention*, routledge/taylor, francis group, New York, 2022.p.2

order to determine the suitability of the questionnaire for the study sample, and to verify the psychometric properties of the two scales. After distributing the questionnaires to (10) teachers, the teachers did not find it difficult to formulate in terms of clarity and significance.

4.2 Study Areas:

The study was conducted with physical education teachers in primary schools in the Batna province during the 2025/2026 academic year.

4.3 Research Methodology:

The descriptive method was used as it was suitable for the study topic.

4.4 Research Population and Sample:

The research population consisted of physical education teachers in primary schools in the Batna province. A random sample of 60 teachers was selected from five districts.

4.5 Tools:

• General Job Function Questionnaire:

Based on a set of criteria for measuring job functions such as the Job Satisfaction Survey (JSS)⁽⁷⁾ and the Minnesota Short Form Questionnaire (MSQ), among others, the good researcher conducted a questionnaire consisting of 20 items that measure the job functions of physical education and sports teachers in the primary education stage on five main axes, which are: (participatory work, supervisory system, human relations, promotion and rewards, balance), and a five-point peace.

• Psychometric Properties of the Questionnaire:

The researcher calculated reliability using Cronbach's alpha

(7) Spector, P. E., Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey., American Journal of Community Psychology, 13(6), 1985, 693-713.

coefficient. The calculated values for the questionnaire's axes and its total score were: (0.904 - 0.982 - 0.973 - 0.984 - 0.770 - 0.977), respectively. To verify the instrument's validity, correlation coefficients were calculated between the job satisfaction items and the obtained total score. A high degree of internal consistency was found between them at a significance level of (0.01), with values ranging from (0.668 - 0.980).

These results indicate a high degree of validity and reliability.

The researcher also developed a standard for job satisfaction levels, consisting of five levels as shown in the following table:

Table 1. Levels of Job Satisfaction

Level	Very low	low	medium,	high,	extremely high
Standard Score	4.8 – 01	8.6 – 4.9	12.4 -8.7	16.2 -12.5	20 - 16.3

Source: Developed by the researcher

• Statistical Methods Used:

The researcher used the following statistical methods:

- Percentage, arithmetic mean, and standard deviation.
- Cronbach's alpha coefficient.
- One-sample t-test.
- Wilcoxon signed-rank test.
- Kolmogorov-Smirnov test for normality.

5. Presentation and discussion of the study results:

5.1 Normality test for the data:

using the Kolmogorov-Smirnov test.

The results of the normality test show that the data do not follow a normal distribution in all sections of the questionnaire because the p-value (Sig) is less than the significance level (0.05). Therefore, non-parametric tests are used in the analysis. However, for the overall score

of the job satisfaction questionnaire, the p-value for the professors' responses was (Sig) 0.069, which is greater than the significance level (0.05), indicating that the data follows a normal distribution. Therefore, parametric tests are used in this case, as shown in the following table:

Table 2. Tests of Normality

Test: Kolmogorov-Smirnov ^a	Statistic	df	Sig.
Physical working conditions	0.148	60	0.002
Supervision and evaluation system	0.166	60	0.000
human relations	0.193	60	0.000
Promotion	0.179	60	0.000
Balance and stability	0.184	60	0.000
Job satisfaction	0.110	60	0.069

Source: Prepared by the researchers based on the results of SPSS v.24

5.2 Presentation, Analysis, and Discussion of the Results for the First Hypothesis:

This hypothesis stated that the job satisfaction level of physical education and sports teachers in the primary stage falls within the average standard range.

Since the data followed a normal distribution in the overall job satisfaction questionnaire score, the researcher used a one-sample t-test to calculate the difference between the hypothetical mean (12) and the overall job satisfaction mean, after adjusting the values to fit the scoring key. However, for the questionnaire axes, since the data did not follow a normal distribution, a one-sample Wilcoxon signed-rank test (a non-parametric test) was used. The results are shown in the following table:

Table 3. shows the level of job satisfaction of the sample members:

Decision	Sig	(t)	Mean Difference	Test Value	level	SD	Mean	Questionnaire
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Reject the null hypothesis						
0.000	0.000	0.000	0.000	0.000	0.011	0.011
One-Sample Wilcoxon Signed Rank Test					2.28	
					1.386	
12	12	12	12	12	12	12
High	High	High	High	medium	High	High
2.42	4.89	4.52	5.03	4.03	4.08	4.08
13.48	14.85	14.93	14.80	8.86	13.38	13.38
Balance and stability		Promotion		Human relations		Supervision
				Physical working conditions		Total satisfaction

. (59 = df) • Confidence Interval of the Difference %95

Source: Prepared by the researchers based on the results of SPSS v.24

Based on the results of the t-test and the Wilcoxon signed-rank test for a single sample, we must reject the null hypothesis and accept the alternative hypothesis, which states that there are significant differences between the hypothetical mean (estimated at 12) and the mean scores of the participants in the study on the job satisfaction questionnaire, both in its overall score and its five axes (physical working conditions, supervision and evaluation system, interpersonal relations, promotion and rewards, and balance and stability). These mean scores are estimated at 14.48, 14.85, 14.93, 14.8, 8.86, and 13.38, respectively, with standard deviations ranging from 2.42 to 5.03. This translates to percentages of 66.9%, 44.3%, 74%, 74.65%, 74.25%, and 72.4% for both the overall job satisfaction score and its axes. These values are statistically significant, as indicated by the value. The probability (Sig) is considered to be less than the adopted significance level (0.05).

These results indicate that the physical education and sports teachers in primary schools in Batna province participating in this study enjoy a high overall job satisfaction score across all its dimensions, with the exception of the dimension of material working conditions, which falls within the average standard range and at its lowest level. This allowed for significant differences between the hypothetical average and the teachers' average scores on this dimension within the same range.

From the above, it is clear that teachers have reached a level of job satisfaction where they feel genuine appreciation from their superiors for their diligent efforts, and pride in their affiliation with their institutions and the effort they contribute. This allows them to demonstrate harmony between their skills and the demands of the job, as well as between their personal and professional needs. Furthermore, the prevailing atmosphere within the institution, characterized by synergy, support, and the availability of opportunities for growth and promotion, creates a kind of job stability and balance. Perhaps the biggest obstacle to job satisfaction for physical education teachers is the material conditions related to salaries, the availability of equipment, and the physical conditions of the work environment. This is largely justified, given that the teachers are newly hired, which makes them dissatisfied with their salaries. Moreover, most primary schools are not adequately equipped with the necessary equipment. Therefore, it can be said that the first hypothesis is confirmed.

The results of this study are consistent with the study by Novri Gazali et al⁽⁸⁾, which showed that the majority of physical education teachers have high levels of job satisfaction; the study by Thomas⁽⁹⁾, which found that 68 percent of teachers from various schools in the United States who participated in the study were satisfied with their

(8) Novri Gazali & al, Job satisfaction among physical education teachers: A systematic literature review, *Edu Sportivo Indonesian Journal of Physical Education*, 5(1), 2024, 94-109

(9) Thomas. A, study on teachers' job satisfaction in the United States, (2018)

jobs; and the study by Erkan Farouk⁽¹⁰⁾, which found that the level of job satisfaction among physical education teachers in Turkish schools who participated in the study was high. These results also align with the study by Rahim Najad, which assessed the level of job satisfaction among physical education teachers in East Azerbaijan Province, Iran, and found that the level of job satisfaction among physical education and sports teachers was moderate to good.

5.3 Presentation, analysis, and discussion of the results related to the second hypothesis:

Human relations conditions are considered the most influential factor in job satisfaction among physical education teachers in the primary education stage:

Table 4. Results of the stepwise multiple regression test for factors explaining job satisfaction:

explanatory variables	R	R ²	(F)	Sig (F)	(B)	(T)	Sig (T)	VIF
Supervision and evaluation system	0.92	0.983	3414.003	0.000	0.804	58.429	0.000	0.011
(Constant)= 1.488								

Source: Prepared by the researchers based on the results of SPSS v.24

In order to determine the most influential factor in job satisfaction among physical education teachers in primary education, the stepwise regression method was used, where the questionnaire axes were considered as explanatory variables for job satisfaction. The results showed the significance of the model through the F value, which reached 3414.003 at a significance level of 0.000, which is less than the adopted significance level (0.01). The model indicates that 98.83% of the variance in job satisfaction is due to the effect of the supervision and

(10) Erkan Farouk, A study on job satisfaction among physical education teachers in Turkish schools, 2020.

evaluation system axis. This statistically significant relationship was demonstrated by both the beta value of 0.804 and the t value of 58.429, meaning that for every unit improvement in the supervision and evaluation system, job satisfaction improves by 0.804 units. The variance inflation factor (VIF) of 0.011 indicates the absence of a multicollinearity problem for the model. Therefore, the regression equation for the effect of the supervision axis can be written as follows:

Job satisfaction = 1.488 + 0.804 Supervision and evaluation system

It is evident that the most influential factor in job satisfaction is the focus of the supervision and appreciation system, as the leadership and guidance style provided by the manager plays the most important role in making teachers feel comfortable. Through the necessary guidance and support at work, they feel that the prevailing system appreciates their professional and personal needs and makes them feel that their work has value in the institution and that it contributes to achieving its goals.

This result is quite logical. Although job satisfaction is understood as a dynamic structure determined by the interaction of many factors, the relationship between employees and their superiors often overshadows the other factors. This is especially true since their work is primarily evaluated by them, and all work problems can be overcome through the support and guidance they receive from their superiors. Conversely, any disruption to this factor necessarily affects the other factors negatively and creates an atmosphere of tension that reduces productivity and job satisfaction. According to many specialists, an individual's satisfaction with their work and their superiors leads to psychological and social harmony with their colleagues, which in turn positively impacts the individual's performance.

This result, therefore, contradicts the hypothesis, but it aligns with Djily Diagne's⁽¹¹⁾ study on factors related to teacher job satisfaction,

(11) Djily Diagne., Factors associated with teacher job satisfaction: An investigation using TALIS 2018 Data, Schweizerische Zeitschrift für Bildungswissenschaften, 45 (3), 2023, 265-277

which concluded that participative leadership is the most important indicator of teacher job satisfaction. Its findings also partially agree with Novri Gazali et al⁽¹²⁾ study, which found that administrative support, work-life balance, and economic considerations are key factors affecting the job satisfaction of physical education teachers. Furthermore, it agrees with Thomas's⁽¹³⁾ study, which indicated a positive relationship between administrative support and job satisfaction, and partially with Rahim Najad's study, which found a statistically significant positive relationship between teacher job satisfaction and five other components (satisfaction with the job, supervisors, colleagues, promotion, and salary), as well as with Mouloud Kenioua et al study⁽¹⁴⁾, which concluded that there is a need to create a suitable environment to ensure the success of physical education teachers, in addition to providing incentives and promotions according to clear standards. Therefore, it can be said that the factor of leadership, supervision and appreciation is one of the most important factors, if not the most important, in achieving job satisfaction for members of the group.

6. CONCLUSION

From the foregoing, it is clear that this study has achieved its objective and yielded the following results:

- There is a difference between the theoretical mean and the average score of teachers' responses on the job satisfaction questionnaire and its sub-sections.
- Physical education teachers in primary schools have a high level of overall job satisfaction.
- Physical education teachers in primary schools have a moderately

(12) Novri Gazali & al, Job satisfaction among physical education teachers: A systematic literature review, *Edu Sportivo Indonesian Journal of Physical Education*, 5(1), 2024, 94-109

(13) Thomas. A, study on teachers' job satisfaction in the United States, (2018)

(14) Mouloud Kenioua & al, Job satisfaction for physical education teachers and its relationship to job performance and organizational commitment, *Pedagogy of Physical Culture and Sports*, Vol. 20 No. 3, 2017

low level of job satisfaction on the sub-section related to physical working conditions, and a high level on the other sub-sections.

The supervisory and evaluation system sub-section is considered the most influential on job satisfaction, explaining 98.83% of the variance in job satisfaction.

Therefore, we propose the following actions:

- Adopting effective strategies to address shortcomings, reinforce strengths, and facilitate working conditions for teachers.

- The relevant authorities, whether the Ministry of National Education or the supervising directorates, should work to improve the material and moral conditions of these teachers.

- Providing genuine opportunities for continuous training and development, and equipping schools with the necessary resources and equipment for the efficient practice of physical education and sports activities.
- Highlighting the importance of job satisfaction through further research and studies that deepen understanding of it.

- Offering practical solutions to address existing challenges, particularly those related to physical working conditions within educational institutions.

- Organizing scientific seminars to enhance teacher competency and address their concerns.

- Utilizing the findings of this study by relevant authorities to improve and develop the educational process.

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6. Paul E. Spector, *Spector Job satisfaction from assessment to intervention*, routledge/taylor, francis group, New York, 2022