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The Level of Teaching Motivation among Physical Education Teachers in Primary Education in Light of Variables (Academic Qualification, Marital Status, Age, and Academic Specialization)

A Field Study on Some Primary Schools in the Southern Region

مستوى دافعية أساتذة التربية البدنية و الرياضية للتدريس في مرحلة التعليم الابتدائي في ضوء متغيرات (المؤهل العلمي، الحالة الاجتماعية، السن و التخصص الأكاديمي)

[1] **Benelbar Said , [2] chanfaoui.djamel , [3] Atmani abderrahmane**

[1] Benelbar Said, said.benelbar@univ-msila.dz

[2] chanfaoui.djamel,chanfaoui.djamel@ens-bousaada.dz

[3] Atmani abderrahmane, atmani.abderrahmane@univ-ouargla.dz

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Abstract

This study aims to identify the level of teaching motivation among physical education teachers in primary education and to examine whether statistically significant differences exist according to the variables of academic qualification, marital status, age, and academic specialization. The descriptive method was adopted as the appropriate approach for this type of research. The study population consisted of contracted physical education teachers in primary schools in the Wilaya of M'sila, while a stratified random sample of 37 teachers was selected. Data were collected using the Teacher Achievement Motivation Scale developed by Al-Azraq (2000), adapted to the Algerian context. Statistical analysis was conducted using SPSS, including t-test and one-way ANOVA. The results revealed a low level of teaching motivation among teachers and no significant differences according to most variables, except academic qualification. The study concludes with recommendations to improve training, motivation, and working conditions for teachers.

Keywords:

Teaching motivation – Physical education teachers – Primary education – Achievement motivation scale – Algeria

Corresponding author chanfaoui.djamel -**mail** chanfaoui.djamel@ens-bousaada.dz

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الملخص :

تهدف هذه الدراسة إلى التعرف على مستوى دافعية أساتذة التربية البدنية والرياضية للتدريس في مرحلة التعليم الابتدائي، والكشف عن وجود فروق ذات دلالة إحصائية تعزى لمتغيرات المؤهل العلمي، الحالة الاجتماعية، السن، والتخصص الأكاديمي. وقد تم اعتماد المنهج الوصفي باعتباره الأنسب لمثل هذا النوع من الدراسات. شمل مجتمع الدراسة أساتذة التربية البدنية والرياضية المتعاقدين في المدارس الابتدائية بولاية المسيلة، وتم اختيار عينة طبقية عشوائية مكونة من 37 أستاذاً. اعتمدت الدراسة على مقياس دافعية الإنجاز للمعلم (الأزرق، 2000) بعد تكييفه مع البيئة الجزائرية، وتمت معالجة البيانات باستخدام برنامج SPSS من خلال اختبار "ت" وتحليل التباين الأحادي. أظهرت النتائج أن مستوى الدافعية لدى الأساتذة منخفض، مع عدم وجود فروق دالة إحصائياً في أغلب المتغيرات باستثناء المؤهل العلمي. وقد خلصت الدراسة إلى مجموعة من التوصيات أهمها تحسين التكوين، ودعم الدافعية، وتحسين ظروف العمل.

- **الكلمات المفتاحية :** دافعية التدريس – أساتذة التربية البدنية والرياضية – التعليم الابتدائي

1. Introduction:

Physical education plays a crucial role in promoting positive social behavior among children, as it provides a supportive environment for learning human values such as cooperation, honesty, respect for others, and discipline. Through sports activities, students learn how to work as a team and how to accept both victory and defeat with sportsmanship.

This fosters constructive social interaction and mutual appreciation among peers.

Moreover, physical education contributes significantly to the development of leadership and communication skills, which are essential life skills for personality development and for an individual's interaction with society in the future. With the growing interest in physical education in modern times, it has become evident that achieving these educational goals largely depends on the level of engagement and commitment of physical education teachers.

Physical education teachers are the central element in the process of teaching sports and developing children's physical and social skills. Through their

teaching methods, the content they deliver, and the way they interact with students, teachers can greatly influence students' experiences in practicing sports and their overall perception of it. Therefore, the teacher's role is not limited to teaching sports skills or implementing physical activities; rather, it extends to shaping the student's personality by instilling values and behavioral orientations reflected in their daily lives.

However, despite the importance of this vital role, achieving the desired objectives of physical education in primary schools is not always easy. The performance of physical education teachers in achieving these goals is influenced by several factors, foremost among them being the teachers' own motivation to teach. Motivation is one of the fundamental factors that determine the level of teacher engagement and achievement, as it represents the driving force that encourages teachers to exert more effort and creativity in performing their duties.

Accordingly, the primary responsibility of the physical education teacher is to stimulate and motivate students toward active learning through effective methods such as questioning, discussion, encouraging expression of opinions, inference, judgment, and developing critical thinking and evaluation skills. This helps satisfy students' interests and inclinations, guides them toward acquiring knowledge, and trains them in critical thinking in various situations, fostering courage and openness within the bounds of respectful freedom.

The teacher's fundamental mission lies in shaping the human element that ensures the continuity and progress of human existence. To achieve the objectives of the educational process, it is essential to consider all its active components, including the teacher and their motivation for achievement. One of the most important characteristics of an effective and successful teacher is

having a high level of motivation for teaching and a positive attitude toward the profession, which enables productive interaction with students.

This demanding role requires qualities that enable the teacher to establish meaningful influence in students' lives. A high level of teaching motivation makes physical education teachers successful and allows them to positively and constructively impact individuals' lives, guide their developmental paths, help them discover their intellectual abilities, and support them in overcoming adaptation difficulties and other obstacles that may hinder their development, especially given the instability often observed at this educational stage.

Accordingly, this study aims to reveal the level of teaching motivation among physical education teachers in primary education by answering the following questions:

2. Research Questions:

-What is the level of teaching motivation among physical education teachers in primary education?

-Are there statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to the variable of academic qualification?

-Are there statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to marital status?

-Are there statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to age?

-Are there statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to academic specialization?

3. Research Hypotheses:

-Physical education teachers in primary education exhibit a high level of teaching motivation.

-There are statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to academic qualification.

-There are statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to marital status.

-There are statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to age.

-There are statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to academic specialization.

4. Significance of the Study:

This study seeks to explore the level of teaching motivation among physical education teachers in primary education in light of variables such as academic qualification, marital status, age, and academic specialization.

It is also significant in that it proposes recommendations aimed at enhancing the level of teaching motivation among physical education teachers.

5. Objectives of the Study:

This study aims to identify the level of teaching motivation among physical education teachers in primary education and to examine whether there are statistically significant differences in their level of teaching motivation attributable to the variables of academic qualification, marital status, age, and academic specialization.

6. Operational Definitions of the Study:

6.1 Teaching Motivation:

Teaching motivation is an internal state and feeling that drives and directs the teacher toward thinking about their work, which consists of teaching, planning, and implementation, in a manner that achieves excellence and psychological satisfaction. It reflects the teacher's sense of responsibility, awareness of the importance of their role, the quality and mastery of their performance, and their integrity at work. It also includes perseverance in achieving goals without feelings of frustration or boredom, the ability to endure difficult tasks under all circumstances without hesitation or retreat, and the continuous striving for excellence and superiority over others by overcoming obstacles, problems, and discouraging factors with resilience and determination. It is measured using a scale developed by Abdelrahman Saleh Al-Azraq.

6.2 Physical Education Teachers:

A physical education teacher is an individual who fulfills exemplary roles in their relationship with learners, society, culture, and the school. This depends on the teacher's insight and perspective toward their academic system and profession, as well as on the educational context and school climate. The physical education teacher plays a central role in the teaching process, as they are responsible for selecting appropriate activities for students during physical education lessons, through which they can achieve educational and pedagogical objectives and implement them in practice. The teacher performs roles as they personally perceive them, being the individual in direct contact with students within educational institutions. They reflect the values and principles they uphold and possess personal and professional convictions, especially those related to behavior, learning, and personality development.

6.3 Primary Education:

Primary education is a level of education that enables all individuals to learn through structured units or educational projects. It provides students with a

solid foundation in reading, writing, and arithmetic, along with an initial understanding of other subjects such as history, geography, natural sciences, social sciences, arts, and music. It also includes additional important subjects such as physical education. This level of education is primarily directed toward children whose typical or legal age for enrollment ranges between five and seven years.

7. Previous and Related Studies:

7.1 Study by Khadija Abadou (2024): Title: "Teaching Motivation among Primary School Teachers in the City of Ouargla"
This study is a research paper published in the journal Psychological and Educational Studies, Volume 17, Issue 2, August 2024.

Objective: To identify the level of professional teaching motivation and examine differences based on gender and years of experience among primary school teachers in Ouargla.

Methodology: An exploratory approach was adopted, studying phenomena in their natural context and analyzing and interpreting them.

Sample: 120 primary school teachers, including physical education teachers, selected randomly.

Tools: A teaching motivation scale developed by Hicham Barakat (2016), consisting of 65 items.

Key Findings: The level of professional teaching motivation among primary school teachers was low, and no statistically significant differences were found based on gender or years of experience.

7.2 Study by El-Amine Dchicha (2019): Title: "Teaching Motivation among Physical Education Teachers in Middle School Education: A Field Study in

Some Middle Schools in M'sila Province"
Published in the journal *Sports Creativity*, Volume 10, Issue 01, 2019.

Objective: To determine the level of teaching motivation among physical education teachers in middle school and examine differences based on academic qualification, years of experience, and age.

Methodology: Descriptive method using the Teacher Achievement Motivation Scale developed by Abdelrahman Saleh Al-Azraq (2000).

Sample: 170 physical education teachers in middle schools in M'sila.

Tools: The Teacher Achievement Motivation Scale, adapted to the Algerian context by Labouz Abdellah in his doctoral thesis.

Key Findings:

-Teachers demonstrated a high level of teaching motivation.

-No statistically significant differences were found based on academic qualification, years of experience, or age.

7.3 Study by Slim Amroun (2015): Title: "Professional Stress and Its Relationship with Achievement Motivation among Science Teachers in Middle School Education"

Objective: To examine the relationship between professional stress and achievement motivation among science teachers in middle schools in M'sila.

Methodology: Descriptive-analytical method.

Sample: 270 teachers selected using stratified random sampling (16%).

Tools: Questionnaires measuring professional stress and achievement motivation.

Key Findings:

-The level of professional stress was (moderate).

-The level of achievement motivation was high.

-No correlation was found between professional stress and achievement motivation.

-No statistically significant differences were found based on the teaching subject.

4.7 Commentary on Previous Studies:

Through the review of previous studies, it becomes evident that the topic of teaching motivation has received considerable attention in the educational field, as most studies focused on measuring teachers' motivation levels and identifying the factors influencing it.

For instance, the study of Abadou (2024) revealed that the level of professional motivation among primary school teachers was low. In contrast, the study of Dchicha (2019) found that the level of teaching motivation among physical education teachers in middle school was high. Meanwhile, the study of Amroun (2015) indicated that achievement motivation among teachers was high despite a moderate level of professional stress. These findings show a certain degree of variation in motivation levels, which may be explained by differences in educational stages, the nature of the professional environment, or the characteristics of the studied samples.

Regarding methodology, most studies agreed on the use of the descriptive approach in its various forms (analytical or exploratory), which confirms its suitability for studying educational and psychological phenomena, particularly those related to measuring motivation and attitudes.

As for research instruments, most studies relied on questionnaires and standardized psychological scales, such as the Teacher Achievement Motivation Scale, which reflects the reliability of these tools in measuring psychological aspects among teachers.

Concerning the studied variables, previous research mainly focused on variables such as gender, years of experience, academic qualification, and age.

The results mostly indicated no statistically significant differences, especially regarding gender and experience (Abadou, 2024; Dchicha, 2019). However, some studies pointed to the influence of certain professional factors on motivation levels.

Based on the above, it can be concluded that previous studies have provided an important scientific foundation for the study of teaching motivation. However, they differ in their findings and have not sufficiently addressed certain variables such as academic specialization and marital status at the primary education level. This is precisely what the present study aims to investigate, which gives it added scientific value and contributes to enriching research in this field.

8. Pilot Study:

The pilot study is considered an important step that helps in identifying the study population and the potential difficulties that may be encountered during the application of research instruments. It also assists in selecting the appropriate sample.

Since our study focuses on contracted teachers in the primary education stage, we visited primary schools in the district of Bou Saâda. A pilot study was conducted to determine the extent to which our research topic corresponds with reality. The main objective of this phase was to identify the level of teaching motivation among physical education teachers in primary education. The research population consisted of contracted primary school teachers in the Wilaya of M'sila.

The pilot study was conducted on a sample of 15 contracted teachers in the primary education stage from the districts of Bou Saâda and Ben Srour, during the period from April 28, 2025, to May 5, 2025. This was done to ensure the validity and reliability of the research instrument.

After finalizing the research tool, an actual field application was carried out. The instrument was distributed to a sample of 25 contracted teachers in primary schools in the districts of Bou Saâda and Ben Srour, to gather their opinions regarding the items of the scale. This took place from May 7, 2025, to May 16, 2025. The distribution was done in person, and some items were explained to ensure proper understanding by the respondents. After May 16, 22 questionnaires were retrieved out of 25.

9. Research Methodology:

The methodology is the approach or method adopted by the researcher in conducting the study, addressing the research problem, and reaching solutions or findings. (**Abdel Fattah Mohamed Al-Eisawi, 1996, p. 13)**

Based on this, the descriptive method was used in this study, as it is the most appropriate for the nature of the research topic.

10. Population and Sample of the Study:

10.1 Study Population:

The research population refers to all the elements that make up the phenomenon under investigation. In practice, studying the entire population requires a long time, considerable effort, and high costs. Therefore, it is sufficient for the researcher to select a representative sample of the population that achieves the objectives of the study and helps in accomplishing the research task. **(Milhem, 2000, p. 200)**

The population of this study consists of contracted physical education teachers, numbering 81 teachers, according to the educational statistics for the 2024/2025 academic year issued by the Directorate of Education of the Wilaya of M'sila.

Table No. (01): Distribution of Primary Schools and Research Population in the Districts of Bou Saâda and Ben Srour

District	Number of Primary Schools	Number of Contracted Teachers
Bou Saâda District	58	67
Ben Srour District	35	14
Total	**93**	**81**

2.10 Study Sample:

The sample is a part of the whole or a subset of the population. It is also defined as "a group of respondents selected from a larger population to achieve the objectives of the study." The researcher builds his work on it, and it must be representative of the study population in the best possible way in order to obtain accurate results that can be generalized to the original population **(Al-Kubaisi, 2007, p. 217).**

A stratified random sample was adopted, consisting of 37 contracted physical education teachers. Fifteen teachers who participated in the pilot study were excluded, bringing the final sample to 37 teachers, representing 27% of the total population.

11. Characteristics of the Study Sample:

First: Academic Qualification

Table No. (02): Distribution of the Study Sample According to Academic Qualification

Academic Qualification	Frequency	Percentage
Master's Degree	22	59.45%
Bachelor's Degree (Licence)	15	40.54%
Total	**37**	**100%**

Source: Prepared by the student based on SPSS outputs.

The table shows that the majority of the sample holds a Master's degree (59.45%), while 40.54% hold a Bachelor's degree. This indicates that the sample is characterized by a relatively good educational level, which enhances the accuracy and objectivity of the responses.

Second: Age

Table No. (03): Distribution of the Study Sample According to Age

Age Group	Frequency	Percentage
25–30 years	5	13.51%
31–35 years	8	21.62%
36–40 years	14	37.83%
Over 41 years	10	27.02%
Total	**37**	**100%**

Source: Prepared by the student based on SPSS outputs.

The table shows that the largest proportion of the sample belongs to the age group 36–40 years (37.83%), followed by those over 41 years (27.02%), then the 31–35 age group (21.62%), and finally the 25–30 age group (13.51%). These results indicate that the sample is mainly composed of individuals in a mature professional age stage.

Third: Marital Status

Table No. (04): Distribution of the Study Sample According to Marital Status

Marital Status	Frequency	Percentage
Single	22	59.45%
Married	15	40.54%
Total	**37**	**100%**

Source: Prepared by the student based on SPSS outputs.

The table shows that the majority of the sample is single (59.45%), while married participants represent 40.54%. These results indicate that the sample is predominantly characterized by an unmarried status, which may influence their perceptions of the work environment in terms of responsibilities, needs, stability, flexibility, and social conditions.

Fourth: Academic Specialization

Table No. (05): Distribution of the Study Sample According to Academic Specialization

Specialization	Frequency	Percentage
Physical Education	20	54.05%
Sports Training	10	27.02%
Sports Management and Administration	4	10.81%
Sports Media	1	2.70%
Adapted Physical Activity	2	5.40%
Total	**37**	**100%**

Source: Prepared by the student based on SPSS outputs.

The data show that most of the sample belongs to the Physical Education specialization (54.05%), followed by Sports Training (27.02%), Sports Management and Administration (10.81%), while the remaining percentages are distributed between Adapted Physical Activity (5.40%) and Sports Media (2.70%). These results reflect the dominance of Physical Education and Sports Training specializations within the sample structure, which may influence respondents' orientations and opinions regarding the practical and technical aspects of the study topic.

12. Data Collection Methods (Research Instruments):

In order to collect the data related to the study, the research instrument used was the Teacher Achievement Motivation Scale, consisting of five dimensions,

developed by Abdelrahman Saleh Al-Azraq (2000). It was adapted and applied to the Algerian context by the researcher Labouz Abdellah. This scale is also used in the field of teaching motivation. It consists of 32 items, each item offering three response options: (Applies – Applies to some extent – Does not apply).

These items are distributed across five dimensions, as shown in the following table:

Table No. (06): Distribution of the Items of the Teacher Achievement Motivation Scale Across the Dimensions Mentioned Above

Dimensions of the Scale	Number of Items	Items
Level of Aspiration	04 items	1 – 6 – 11 – 23
Level of Persistence	08 items	2 – 10 – 12 – 19 – 24 – 27 – 31 – 32
Level of Performance	08 items	3 – 7 – 13 – 16 – 21 – 26 – 28 – 29
Time Awareness	06 items	8 – 14 – 17 – 22 – 30
Level of Competition	06 items	5 – 9 – 15 – 18 – 20 – 25

Response Format:

The response scale of the questionnaire was designed according to a three-point Likert scale as follows: (**Applies – Applies to some extent – Does not apply**).

Each item of the questionnaire includes three graded responses, from which the physical education teacher selects the most appropriate answer.

Table No. (07): Scoring Procedure (Coding System)

Item Type	Applies	Applies to some extent	Does not apply
Positive items	1	2	3
Negative items	3	2	1

13. Psychometric Properties of the Instrument:

Validity and reliability are among the most important conditions for the soundness of measurement tools, and they are closely related. In this regard,

Kurton stated that "validity is an aspect of reliability." **(Ahmed Mohamed Al-Tayeb, 1999, p. 292)**

13.1 Validity:

The degree of validity is considered the most important factor in tests and measurement scales, as it is primarily concerned with test results. Tabaer also indicates that validity is the most essential requirement that must be present in any test. (Mohamed Allawi, 1996, p. 321)

13.2 Internal Consistency Validity:

In this step, the researcher sought to calculate the internal consistency validity of the motivation scale using Pearson's correlation coefficient. This was done by calculating the correlation between each item and the score of the dimension to which it belongs, as shown in the following table:

Table No. (08): Correlation of Items with the Dimensions of the Achievement Motivation Scale

1. **Level of Aspiration**

Items	Correlation Coefficient	Significance Level	Significance
I like to perform any task required of me, no matter how much effort it requires.	.569**	.000	Significant
I believe that I am a person who is satisfied with limited hopes and ambitions.	.317**	.046	Significant
I believe that my current situation is the best I can achieve.	.805**	.000	Significant
Whenever I achieve a goal, I set new future goals for myself.	.356*	.024	Significant

2. Level of Persistence

Items	Correlation Coefficient	Significance Level	Significance
I can perform the same task for long hours without feeling bored.	.565**	.000	Significant
When I find my work difficult, my determination	.329*	.038	Significant

to accomplish it increases.			
I feel that I am hardworking and persistent in my teaching work.	.491**	.001	Significant
I often withdraw easily when I face difficult problems at work.	.628**	.000	Significant
I sometimes feel hopeless in finding solutions to difficulties in my life.	.698**	.000	Significant
I exert my best effort more than once to achieve my goals.	.798**	.014	Significant
I do not think much about searching for alternative methods when previous ones fail to achieve goals.	.371*	.000	Significant
I can no longer tolerate the many difficulties I face in performing my work.	.628**	.000	Significant

3. Level of Performance

Items	Correlation Coefficient	Significance Level	Significance
I always strive to introduce important improvements in my work.	.717**	.000	Significant
I prefer performing my work at a moderate level of mastery if achieving a higher level requires a lot of time and effort.	.563**	.001	Significant
I often avoid difficult tasks and responsibilities at work.	.505**	.011	Significant
I do not think much about past achievements; instead, I focus on planning new achievements.	.338**	.048	Significant
I am always ready to perform difficult tasks that require effort.	.314**	.001	Significant
I often feel unable to fulfill what I previously promised.	.505**	.044	Significant
I feel distressed due to my low efficiency at work.	.320*	.004	Significant

I never delay completing my responsibilities properly, even if circumstances allow negligence.	.430**	.016	Significant

4. Time Awareness

Items	Correlation Coefficient	Significance Level	Significance
Many days pass without me accomplishing anything significant.	.382**	.015	Significant
I do not believe that my future is dependent on luck.	.572**	.000	Significant
I always make sure that work time is a top priority whenever possible.	.376**	.000	Significant
I often postpone today's work until tomorrow.	.377**	.017	Significant
If I am called for something during work, I return immediately to my tasks.	.570**	.000	Significant

5. Level of Competition

Items	Correlation Coefficient	Significance Level	Significance
I always strive in my work to outperform those I work with.	.621**	.000	Significant
I feel that engaging in challenges with others is pointless.	.423**	.006	Significant
I sometimes tend to withdraw from my position if insisting on it causes me serious problems.	.700**	.000	Significant
I always seek to participate in competitions related to my interests whenever possible.	.739**	.000	Significant
I am attracted to tasks characterized by competition and challenge.	.421**	.007	Significant
I do not tend to believe the saying "Be or not be."	.512**	.001	Significant

(**) indicates that the item is statistically significant at the 0.01 level.

(*) indicates that the item is statistically significant at the 0.05 level.

It is clear from Table (08) that the correlation coefficients between each item and its corresponding dimension in the Achievement Motivation Scale are generally high.

For the **Level of Aspiration**, correlation values ranged between (0.80–0.31), which are considered high values. The lowest value within this dimension is related to item (06), with a correlation coefficient of (0.31). Although relatively lower compared to the other items, it remains statistically significant at the 0.01 level.

Regarding the **Level of Persistence**, statistical analysis shows that item (10) recorded a relatively weak correlation value of (0.32) compared to the other items. Nevertheless, it remains statistically significant at the 0.05 level. The remaining items in this dimension showed higher correlation values ranging between (0.79–0.35), which are considered strong.

As for the **Level of Performance**, item (16) recorded the lowest correlation value of (0.31), which is statistically significant at the 0.05 level. The rest of the items in this dimension showed relatively high correlation values ranging between (0.56–0.31), indicating good internal consistency.

Concerning the **Time Awareness** dimension, item (17) recorded a relatively weak correlation value of (0.37), significant at the 0.05 level. The remaining items showed higher correlation values ranging between (0.74–0.31), indicating strong consistency within the dimension.

Finally, in the **Level of Competition** dimension, item (20) recorded a correlation value of (0.42), which is considered relatively lower but statistically significant at the 0.01 level. The remaining items showed high correlation values ranging between (0.73–0.42), confirming strong internal consistency.

Overall, these results indicate that all items of the Achievement Motivation Scale are significantly correlated with their respective dimensions.

This confirms the internal consistency of the scale and shows that each item is coherent with the dimension to which it belongs, reflecting a strong homogeneity among the items of each dimension of achievement motivation.

Table No. (09): Correlation Between Each Dimension and the Total Score of the Achievement Motivation Scale

No.	Dimension	Correlation Coefficient	Significance Level	Significance
1	Level of Aspiration	.820**	.001	Significant
2	Level of Persistence	.769**	.001	Significant
3	Level of Performance	.733**	.001	Significant
4	Time Awareness	.783**	.001	Significant
5	Level of Competition	.786**	.001	Significant
-	Achievement Motivation Scale	-	-	-

It is evident from Table (09) that all five dimensions of the Teacher Achievement Motivation Scale show a statistically significant correlation with the total score of the scale at the 0.01 level of significance. The correlation coefficients ranged between (0.733 and 0.820), which are considered high values.

This indicates that the scale, in its current form, demonstrates a high level of internal consistency validity. In other words, all items and dimensions of the scale effectively measure the construct for which it was designed.

3.13 Reliability: Test reliability refers to the degree of consistency that a measurement tool provides when applied. It also refers to the consistency of the test and the accuracy with which it measures the phenomenon under study.

Guilford defined reliability as the proportion of true variance in the obtained test scores, where score variance reflects the actual performance of individuals. This

equation expresses the degree of measurement reliability. (Al-Sayed Farhat, 2001, p. 144)

Table No. (10): Cronbach's Alpha Coefficient for the Achievement Motivation Scale

Achievement Motivation	Number of Items	Cronbach's Alpha
Teaching Motivation Scale	32	0.86

It is clear from Table (10) that the overall Cronbach's Alpha value of the questionnaire is (0.86), which is considered a high value. This confirms that the questionnaire has a strong degree of reliability and is suitable for application on the final study sample.

4.13 Objectivity:

Objectivity refers to the independence of the instrument (the questionnaire) from the influence of evaluators, meaning that the questionnaire yields the same results regardless of who administers or evaluates it. Both Barrow and McGee define objectivity as the degree of consistency between the scores of different individuals applying the same test.

Mohamed Sobhi Hassanein also states that reliability implies objectivity, meaning that the individual obtains the same score regardless of differences in evaluators.

From the above, it can be concluded that the study instrument, when applied, demonstrated strong practical validity, characterized by reliability, validity, and objectivity, making it appropriate, valid, and ready for application.

14. Presentation and Analysis of Hypotheses Results:

14.1 Presentation and Analysis of the First Hypothesis:

Physical education teachers in primary education are characterized by a high level of teaching motivation.

Table No. (11): One-Sample T-Test Results

Variable	Mean	Hypothetical Mean	Std. Deviation	T-value	Sig	df
Scale	58.97	64	5.30	-5.687	0.000	35

Source: Prepared by the student based on SPSS outputs.

The results of the one-sample T-test aimed at measuring the level of teaching motivation among physical education teachers in primary education, based on a sample of 36 teachers, showed that the mean score of motivation was 58.97 with a standard deviation of 5.30, indicating a moderate dispersion of scores around the mean. The standard error of the mean was 0.88, reflecting a precise estimation of the mean.

The T-test results revealed that the calculated T-value was -5.687 with 35 degrees of freedom, and a significance level (Sig) of 0.000, which is far below the accepted threshold of 0.05. This indicates a statistically significant difference between the sample mean and the hypothetical mean (64). The mean difference was -5.03, with a 95% confidence interval ranging between -6.82 and -3.23.

Accordingly, it can be concluded that the level of teaching motivation among physical education teachers in primary education is lower than the hypothetical value. Therefore, the first hypothesis stating that "physical education teachers in primary education are characterized by a high level of teaching motivation" is rejected.

14.2 Presentation and Analysis of the Second Hypothesis

"There are statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to academic qualification."

To test this hypothesis, an independent samples T-test was used, and the following results were obtained:

Table No. (12): Independent Samples T-Test for Academic Qualification

Academic Qualification	Mean	Std. Deviation	df	F	Sig
Licence (Bachelor)	59.6364	5.54244	34	0.096	0.354
Master	57.9286	4.92192			

Source: Prepared by the student based on SPSS outputs.

The results show that teachers holding a Bachelor's degree recorded a slightly higher mean motivation score (59.64) compared to those holding a Master's degree (57.93). This slight difference may suggest some variation in motivation levels between the two groups However, the independent samples T-test revealed that this difference is not statistically significant, as the significance value (Sig = 0.354) is greater than 0.05.

Therefore, it can be concluded that there are no statistically significant differences in teaching motivation due to academic qualification. Accordingly, the second hypothesis is rejected.

14.3 Presentation and Analysis of the Third Hypothesis

"There are statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to marital status."

An independent samples T-test was conducted, and the following results were obtained:

Table No. (13): Independent Samples T-Test for Marital Status

Marital Status	N	Std. Deviation	Std. Error	df	F	Sig
Single	15	4.50	1.16	34	0.096	0.354
Married	21	5.83	1.27			

Source: Prepared by the student based on SPSS outputs.

The results show slight differences in standard deviations between single and married teachers, indicating some variability within each group. However, Levene's test for equality of variances showed F = 0.096 with Sig = 0.354, confirming homogeneity of variances.

The independent samples T-test revealed no statistically significant differences between the two groups (Sig = 0.354 > 0.05).

Thus, marital status does not significantly affect teaching motivation among physical education teachers in primary education. Therefore, the third hypothesis is rejected.

14.4 Presentation and Analysis of the Fourth Hypothesis

"There are statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to age."

One-way ANOVA was used, and the following results were obtained:

Table No. (14): One-Way ANOVA for Age Variable

Source	Sum of Squares	df	Mean Square	F	Sig
Between Groups	81.154	3	27.051	0.958	0.425
Within Groups	903.819	32	903.819		
Total	984.972	35	984.972		

Source: Prepared by the student based on SPSS outputs.

The results show that the calculated F-value is 0.958 with a significance level of 0.425, which is higher than 0.05. This indicates that there are no statistically significant differences in teaching motivation among teachers according to age categories (25–30, 31–35, 36–40, and over 41 years).

Therefore, the fourth hypothesis is rejected.

14.5 Presentation and Analysis of the Fifth Hypothesis

"There are statistically significant differences in the level of teaching motivation among physical education teachers in primary education due to academic specialization."

Table No. (15): One-Way ANOVA for Academic Specialization

Source	Sum of Squares	df	Mean Square	F	Sig
Between Groups	50.275	4	12.569	0.417	0.795
Within Groups	934.697	31			
Total	984.972	35			

Source: Prepared by the student based on SPSS outputs.

The results indicate that there are no statistically significant differences in teaching motivation based on academic specialization (Physical Education, Sports Training, Sports Management, Sports Media, Adapted Physical Activity), as the significance value (Sig = 0.795) is greater than 0.05.

Thus, the fifth hypothesis is rejected.

15. Conclusions:

-Physical education teachers in primary education are characterized by a low level of teaching motivation.

-There are statistically significant differences in teaching motivation according to academic qualification.

-There are no statistically significant differences according to marital status.

-There are no statistically significant differences according to age.

-There are no statistically significant differences according to academic specialization.

16. Recommendations and Suggestions:

-Continuing in-service training programs for teachers to keep up with pedagogical developments.

-Stabilizing contract teachers and encouraging job security to enhance motivation and performance.

-Providing financial and moral incentives for physical education teachers.

-Improving working conditions to ensure better professional performance.

-Organizing regular training sessions for primary school physical education teachers.

-Conducting future studies on larger samples and new variables such as gender, work environment, and societal perception of teaching.

17. References

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