

Analysis of Job Satisfaction Dimensions among Physical Education Teachers According to Personal and Professional Variables

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Abstract ;

This study examined the level of job satisfaction among Physical Education teachers and its variation according to selected personal and professional variables. A descriptive-analytical approach was adopted using the Job Satisfaction Scale developed by Mohammed Abdullah Mohammed Al-Eisary (2008). The sample comprised 89 teachers from Djelfa, Algeria. The findings revealed a very low level of job satisfaction and no statistically significant differences according to age, marital status, educational stage, professional experience, or employment status. The study recommends improving salaries, career development opportunities, supervisory practices, and workplace resources to enhance teachers' job satisfaction.

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1. Introduction and research problem

The teaching profession has long been regarded as one of the most important professions in society, and its success depends on the teacher's competence and suitability to fulfil the role entrusted to them. There has been growing interest in job satisfaction within the educational sector in general, and in teachers' job satisfaction in particular, given that teachers are the driving force behind the educational process, particularly as teaching is a demanding profession in which teachers face numerous obstacles that may prevent them from performing their duties to the standard they would wish, which in turn affects their sense of well-being and their level of satisfaction with their profession (El-Masry and Amer, 2014, p.120).

In this context, job satisfaction has received widespread attention from psychologists and management scholars, given that work occupies a significant part of individuals' lives and plays a key role in their personal and professional lives, as well as being linked to increased productivity and mutual benefit for both employees and organisations. Furthermore, the findings of numerous studies have shown that individuals who are satisfied with their jobs enjoy better psychological and social well-being, are less prone to psychological distress and are better able to adapt socially, whereas low levels of job satisfaction contribute to absenteeism, high turnover rates and the creation of an unhealthy organisational climate. This has led many researchers to regard it as one of the key indicators of the quality of the working

environment and the effectiveness of performance within organisations (Omar, 2015, p. 11).

Consequently, job satisfaction is considered a topic of great importance to both individuals and societies, given the psychological and social well-being it brings to employees and its positive impact on performance and success in the workplace, whereas low job satisfaction may lead to negative behaviours such as leaving one's job or increased rates of absenteeism and staff turnover, which highlights the importance of studying this variable in various professional environments, particularly educational settings (Al-Sharaydeh, 2008, p. 13).

Based on the above, the study of job satisfaction among physical education and sports teachers takes on particular importance, as they are one of the key elements of the educational system. Given the literature's emphasis on the importance of job satisfaction in achieving psychological and social well-being, improving performance and ensuring job stability, there is a need to investigate the level of job satisfaction among physical education and sports teachers as a means of understanding their professional reality.

In light of the above, and given the importance of job satisfaction in the educational environment and its consequent effects on psychological and social well-being, and improved performance and job stability, there is a clear need to assess the reality of job satisfaction amongst physical education and sports teachers and to determine its level in light of certain personal and

professional variables , thereby contributing to a scientific understanding of this variable within this group. On this basis, the research question of the present study is defined as follows:

What is the level of job satisfaction among physical education and sports teachers? And do levels of job satisfaction vary according to personal and professional variables?

- Sub-questions:

1/ What is the level of job satisfaction among physical education and sports teachers?

2/ Do levels of job satisfaction among physical education and sports teachers vary according to personal variables (age and marital status)?

3/ Do levels of job satisfaction among physical education and sports teachers vary according to professional variables (educational stage, professional experience and professional status)?

2. Hypotheses

1. Physical education and sports teachers have a certain level of job satisfaction.

2. Levels of job satisfaction among physical education and sports teachers vary according to personal variables (age and marital status).

3. Levels of job satisfaction among physical education and sports teachers vary according to professional variables (educational stage, professional experience and professional status).

3. Research objectives:

The present study aims to achieve the following objectives:

- To identify the level of job satisfaction among physical education and sports teachers.

- To identify differences in job satisfaction levels according to personal variables (age and marital status).

- To identify differences in job satisfaction levels according to professional variables (educational level, professional experience and professional status).

- To contribute to the advancement of scientific knowledge regarding job satisfaction amongst physical education and sports teachers.

4. Significance of the research:

- The findings of this study may assist educational institution managers and educational decision-makers in developing the working environment and improving professional conditions, thereby enhancing job satisfaction levels amongst physical education and sports teachers.

- The study's findings will also help to identify the most influential dimensions of job satisfaction, which could contribute to the development of practical measures to improve the quality of working life, enhance professional performance and promote job stability amongst physical education and sports teachers.

- The study also represents a scientific contribution that can be utilised in future

research addressing job satisfaction in the fields of education and sport.

5. Research Conceptually:

5.1. Job satisfaction:

By definition: it is that psychological sense of contentment, satisfaction and happiness arising from the fulfilment of needs, desires and expectations in relation to the work itself and the nature of the working environment, together with a sense of trust, loyalty and belonging to the workplace (Baroudi, 2015, p 38)

Procedurally: Job satisfaction is defined as the overall score obtained by physical education and sports teachers on the job satisfaction scale adopted in this study, which reflects their level of satisfaction with their work and working environment and the extent to which these meet their needs and expectations; high scores indicate a high level of job satisfaction, whilst low scores indicate a lower level of job satisfaction.

5.2. Physical Education and Sports Teacher:

Terminology: Boldyrew states that the teacher is the leader; they are the organiser and initiator of work and activity within the class group. Their role is not limited to imparting knowledge and skills to pupils and assessing their cognitive and practical abilities; it also involves organising the class group and fostering its social development. (Mohammed and Abdul Rahim, 2014, p. 396)

Procedurally: For the purposes of this study, a 'physical education and sports

teacher' refers to any teacher who teaches physical education and sports at either lower secondary or upper secondary level in the municipality of Djelfa, and who is included in the study sample.

6. Previous and similar studies

Several previous studies have examined job satisfaction among teachers and faculty members in different educational contexts. The following studies are among the most relevant to the present research.

- **Belaid, S., & Belaadi, B. (2022):** conducted a study title " The Impact of Job Satisfaction on the Performance of Teachers in the Sector of National Education and Vocational Training in the State of Guelma."

The study aimed to examine the influence of personal and professional characteristics, including gender, age, and years of professional experience, on job satisfaction and job performance among teachers in the National Education and Vocational Training sectors in Guelma Province. It also sought to investigate the correlational relationship between job satisfaction and job performance and to determine the extent of its impact. Job satisfaction and job performance were assessed through seven main dimensions: work content and organisation, workplace relationships, career development, salaries and social services, supervision, labour regulations, and administrative management. The researchers adopted a descriptive analytical approach. The study was conducted on a sample of teachers, using quota non-probability sampling in the National Education sector and a census

approach for teachers at the specialised vocational training institute in Guelma Province. A questionnaire consisting of 73 items distributed across the study dimensions was used as the primary data collection instrument. The findings revealed no statistically significant differences in job satisfaction or job performance attributable to personal and professional characteristics, namely gender, age, and years of professional experience. The results also demonstrated a statistically significant positive relationship and effect of job satisfaction on job performance among teachers in the National Education sector across the primary, middle, and secondary educational stages. In contrast, no statistically significant relationship was found between job satisfaction and job performance among teachers in the Vocational Training sector. (Belaid & Belaadi, 2022).

- Qashmar, A. L., & Qazwi, J. (2019): conducted a study titled "Job Satisfaction among Faculty Members in Palestinian and Algerian Universities": A Comparative Study of Faculty Members at Al-Istiqlal University and the University of Algiers 2.

The study aimed to examine the level of job satisfaction among faculty members and compare it between Al-Istiqlal University (Palestine) and the University of Algiers 2 (Algeria). It also sought to assess faculty members' perceptions of the dimensions of job satisfaction, including financial rewards, administrative procedures and scientific research, academic climate, social and medical services, teaching facilities and resources, and performance

evaluation. The researchers adopted a descriptive analytical approach and conducted the study on a sample of 317 faculty members from the two universities, using a questionnaire as the primary data collection instrument. The findings indicated that the overall level of job satisfaction among faculty members was moderate. The results also revealed no statistically significant differences in job satisfaction attributable to personal variables such as gender, academic rank, and years of experience. Furthermore, faculty members at the Palestinian university reported a higher overall level of job satisfaction than their counterparts at the Algerian university, except for the dimensions of academic climate and performance evaluation, which recorded higher levels of satisfaction among faculty members at the Algerian university. (Qashmar & Qazwi, 2019).

Paredes-Páliz, K. I., Rodríguez-Paredes, A. S., & Paredes-Páliz, D. F. (2025): conducted a study titled "Job Satisfaction and Mental Health among Physical Education Teachers": A Qualitative Study in Rural Public Schools of the Alausí–Chunchi District, Ecuador.

The study aimed to explore the level of job satisfaction and mental health among physical education teachers working in rural public schools in the Alausí–Chunchi District, Ecuador, and to identify the factors influencing them, particularly with regard to educational policies, professional training, available resources, and the curriculum. The researchers adopted a qualitative approach using a case study design. The study was conducted on a

purposive sample of ten physical education teachers, with semi-structured interviews used as the data collection tool, and the data were analysed using thematic analysis. The results indicated that limited material and technological resources, weak institutional support, and professional training programmes that were not well suited to the needs of rural schools were key factors negatively affecting teachers' job satisfaction and mental well-being. The study also showed that positive professional relationships, effective interaction with pupils, and flexibility in curriculum implementation contributed to enhancing job satisfaction and psychological well-being among physical education teachers, confirming a close relationship between job satisfaction and psychological well-being. (Paredes-Páliz et al., 2025).

Nascimento, R. K., Folle, A., Rosa, A. I., & Both, J. (2016) : conducted a study titled "Job Satisfaction among Physical Education Teachers from the Municipal Network of São José-SC".

The study aimed to analyse job satisfaction among physical education teachers working in the municipal education network of São José, Santa Catarina, Brazil. The researchers adopted a descriptive approach and conducted the study on a sample of 73 physical education teachers. Data were collected using a socio-demographic questionnaire and the Scale for Assessment of Quality of Life at Work Perceived by Physical Education Teachers (QVT-PEF). The data were analysed using descriptive statistics, the chi-square test, and the Mann–Whitney U test. The

findings revealed that teachers were generally satisfied with their work, particularly regarding career development, autonomy at work, legislation, and the social relevance of the profession, whereas remuneration was identified as the dimension with the lowest level of satisfaction. The study also found that teachers with more than four years of service reported higher overall job satisfaction, while those with ten or more years of teaching experience showed greater satisfaction with career development, autonomy at work, and social integration. (Nascimento et al., 2016).

7. Commentary on previous studies

A review of the previous studies indicates that job satisfaction has received considerable attention in different educational contexts, including physical education teachers, school teachers, and university faculty members. These studies have examined the level of job satisfaction, its determinants, and its relationship with various professional and psychological variables. Their findings have consistently highlighted the importance of factors such as working conditions, organisational support, financial rewards, opportunities for career advancement, professional relationships, and institutional resources in shaping employees' levels of job satisfaction. The present study benefited from these studies in developing its theoretical framework, selecting the research methodology and measurement instrument, and interpreting and comparing its findings. However, it differs from previous research by focusing specifically on analysing the dimensions of job

satisfaction among physical education teachers according to selected personal and professional variables, namely educational stage, age, professional experience, professional status, and marital status, thereby contributing to the enrichment of the literature on job satisfaction in the field of physical education.

8. Methodological procedures followed in the study

- Study methodology:

As the present study aims to analyse the dimensions of job satisfaction among physical education and sports teachers and to identify differences in these dimensions according to certain personal and professional variables, the descriptive-analytical approach was adopted due to its suitability for the nature and objectives of the study.

- Study population and sample:

The study population comprised all physical education and sports teachers working at lower secondary and upper secondary levels in the city of Djelfa during the 2024/2025 academic year, numbering 99 teachers, of whom 58 were lower secondary teachers spread across 29 lower secondary schools, and 41 were upper secondary teachers spread across 17 upper secondary schools.

- **Study sample:** The study sample consisted of 89 physical education and

sports teachers, of whom 50 were at lower secondary level and 39 at upper secondary level, representing a response rate of approximately 90 per cent of the study population of 99 teachers.

- Research instrument:

In this study, the researcher relied on the Job Satisfaction Scale developed by Dr Mohammed Abdullah Mohammed Al-Eisary (2008), due to its suitability for the study's objectives and its coverage of key dimensions reflecting the various aspects of job satisfaction that teachers may experience, in a manner appropriate to the nature of physical education and sports teachers. The scale consists of two parts; the first part comprises personal data relating to the study sample, including: educational stage, age, professional experience, professional status and marital status. The second part comprises a set of job satisfaction dimensions for teachers, consisting of five main dimensions and 27 items distributed across these dimensions, as shown in **Table 1**:

Table 1. Dimensions of the Job Satisfaction Scale

Dimension	Nature of Work	Nature of Supervision	Financial Rewards and Incentives	Career Advancement	Work Resources and Facilities
No. of Items	05	05	05	06	06

Source: Al-Eisary, (2008).

Each of the above statements was scored using reverse coding and processed as follows:

(Very high/Strongly agree '1 point', High/Agree '2 points', Medium/Not sure '3 points', Low/Disagree '4 points', Very low/Strongly disagree '5 points').

- Psychometric properties of the instrument:

- Validity of the study instrument:

Mohammed Abdullah Mohammed Al-Eisary verified the validity of the scale using several methods, including face

validity, construct validity, internal consistency and concurrent validity. The internal consistency coefficient was 0.94, indicating that the scale possesses a high degree of validity and is suitable for use in the present study.

- Reliability of the study instrument:

As it was not possible to administer the scale twice to the same sample, the reliability coefficients of the data collection instrument were calculated using Cronbach's alpha.

Table 2. Cronbach's alpha coefficient for measuring instrument stability

Factor number	Factors	Cronbach's alpha
01	Nature of Work	0.68
02	Nature of Supervision	0.78
03	Financial Rewards and Incentives	0.83
04	Career Advancement	0.81
05	Work Resources and Facilities	0.80
Overall score on the job satisfaction scale for lecturers		0.88

Source: Prepared by the researcher based on SPSS output

Table 2 shows that the overall reliability coefficient of the scale, as measured by Cronbach's alpha, was 0.88, a high value indicating that the instrument possesses a high degree of reliability. The reliability coefficients for the sub-dimensions ranged from 0.68 for the 'nature of work' dimension in the physical education and sports teaching profession to 0.83 for the 'financial income and incentives' dimension; these are acceptable values for the purposes of scientific research.

- Method of analysis and statistical processing:

The study data were processed using the statistical software SPSS, employing the following statistical methods:

- **Cronbach's Alpha** to verify the reliability of the study instrument.
- **Arithmetic means and standard deviations**; to determine the level of job satisfaction among physical education and sports teachers.
- **Independent samples t-test (T-test)**; to identify differences in job satisfaction levels according to the variables of educational stage, age, professional experience, employment status and marital status.
- **A significance level of $\alpha \leq 0.05$** was adopted to assess the **statistical** significance of the results.

To facilitate the interpretation of the results, the researcher used a five-point Likert scale, where response options were assigned weights ranging from **1 to 5**, and the scale length was calculated as follows:

Calculating the range by subtracting the lowest value from the highest value on the **scale: $5 - 1 = 4$**

Dividing the range by the number of categories (5) to obtain the scale interval:

$$4 \div 5 = 0.80$$

Adding the cell width (0.80) to the lowest value on the scale (1) to determine the

category boundaries; accordingly, the following levels were adopted:

From 1.00 to 1.80: Very low.

From 1.81 to 2.60: low score.

From 2.61 to 3.40: moderate.

From 3.41 to 4.20: high score.

From 4.21 to 5.00: very high score.

Presentation, analysis and discussion of the results:

Presentation, analysis and discussion of the results of the first hypothesis:

“There is a specific level of job satisfaction amongst physical education and sports teachers.”

To test the validity of the hypothesis, the arithmetic means and standard deviations for job satisfaction were calculated. The response values of the study sample for each of the dimensions are shown in the **following tables:**

- Presentation and discussion of results by dimension:

Table 03: (Arithmetic means and standard deviations for the study dimensions, arranged in descending order – by arithmetic mean)

Table 3. (Arithmetic means and standard deviations for the study dimensions, arranged in descending order – by arithmetic mean)

No	Dimension	Mean	SD	Level	Rank
01	Nature of Work	2.04	0.78	Low	5
02	Nature of Supervision	1.78	0.73	Very low	4
03	Financial Rewards and Incentives	1.57	0.63	Very low	1
04	Career Advancement	1.64	0.65	Very low	2
05	Work Resources and Facilities	1.75	0.68	Very low	3
Overall Job Satisfaction Score		1.76	0.70	Very low	

Source: Prepared by the researcher based on SPSS output

Table (03) shows that the overall level of job satisfaction among the study sample was **very low**, with a mean of **1.76** and a standard deviation of **0.70**. This value falls within the '**very low**' category according to the adopted classification criteria, indicating that the participants generally experienced a very low level of job satisfaction.

At the dimension level, **Financial Rewards and Incentives** recorded the lowest level of job satisfaction, with a mean of **1.57** and a standard deviation of **0.63**, corresponding to a '**very low**' level. This finding indicates that financial remuneration and incentive-related aspects were the least satisfactory for the participants.

The **Career Advancement** dimension ranked second, with a mean of **1.64** and a standard deviation of **0.65**, and was also rated as '**very low**', suggesting limited satisfaction with promotion opportunities and professional development within the workplace.

The **Work Resources and Facilities** dimension ranked third, with a mean of **1.75** and a standard deviation of **0.68**, corresponding to a '**very low**' level. This finding reflects participants' dissatisfaction with the availability of the resources and facilities necessary to perform their professional duties effectively.

The **Nature of Supervision** dimension ranked fourth, with a mean of **1.78** and a standard deviation of **0.73**, and was likewise rated as '**very low**', suggesting that supervisory practices and relationships

with school administrators did not meet teachers' expectations.

In contrast, the **Nature of Work** dimension recorded the highest mean score among all dimensions (**M = 2.04, SD = 0.78**) and was rated as '**low**'. Although this dimension reflected a relatively higher level of satisfaction than the other dimensions, it nevertheless remained within the low satisfaction category, indicating that teachers were not sufficiently satisfied with the nature of their work.

Furthermore, the standard deviation values for all dimensions ranged from **0.63** to **0.78**, indicating a relatively consistent pattern of responses and a satisfactory degree of agreement among the participants regarding their perceptions of job satisfaction across its various dimensions.

These findings are broadly consistent with those reported by **Nascimento et al. (2016)** who found that physical education teachers expressed the lowest levels of satisfaction with salary and promotion opportunities, while reporting higher levels of satisfaction with professional relationships and autonomy at work. This convergence suggests that financial compensation and career advancement remain persistent sources of dissatisfaction among physical education teachers across different educational systems, highlighting the universal importance of economic and professional incentives in shaping job satisfaction.

The present findings are also supported by the qualitative study of **Paredes-Páliz et**

al. (2025), which demonstrated that inadequate institutional support, limited material and technological resources, and insufficient professional development opportunities negatively affected both job satisfaction and the psychological well-being of physical education teachers. Similarly, the low levels of satisfaction observed in the dimensions of work resources and facilities, supervision, and career advancement in the present study may reflect deficiencies in the professional environment that reduce teachers' motivation and limit their ability to perform effectively.

However, the overall level of job satisfaction observed in the present study differs from the findings of **Qashmar and Qazwi (2019)**, who reported a moderate level of job satisfaction among faculty members at Palestinian and Algerian universities. This discrepancy may be attributed to differences in the study populations and institutional contexts. University faculty members generally enjoy greater academic autonomy, broader opportunities for research and professional development, and comparatively more favourable working conditions than school physical education teachers, whose work often involves limited material resources, greater practical teaching demands, and fewer opportunities for career advancement.

The present findings also differ from those reported by **Belaid and Belaadi (2022)**, whose study did not identify an overall low level of job satisfaction among teachers in the National Education and Vocational Training sectors. These

differences may be explained by variations in the educational settings, geographical contexts, measurement instruments, and the specific professional demands associated with physical education teaching, which requires specialised facilities, equipment, and practical learning environments that are not always adequately available.

Overall, the findings suggest that the very low level of job satisfaction among physical education teachers is primarily associated with dissatisfaction regarding financial rewards, limited opportunities for career advancement, insufficient work resources and facilities, and perceived weaknesses in supervisory practices. Although teachers reported relatively greater satisfaction with the nature of their work, this positive aspect was insufficient to offset the shortcomings in organisational and material working conditions. These findings reinforce the importance of improving financial incentives, expanding career development opportunities, enhancing school facilities and resources, and adopting more supportive supervisory practices to promote higher levels of job satisfaction among physical education teachers

- Presentation, analysis and discussion of the results of the second hypothesis:

“Levels of job satisfaction among physical education and sports teachers vary according to personal variables (age and marital status).”

To test the validity of the hypothesis, arithmetic means, standard deviations and t-tests for differences were calculated. The

response values of the study sample for each of the hypothesis's dimensions are shown in the following **table**:

Table 4. Results of the t-test for differences in the total score on the job satisfaction scale according to the variables of age and marital status

Variable	Group	n	M	SD	t	p	Decision
Age	< 35 years	43	157.70	30.84	0.58	.224	Not Significant
	≥ 35 years	46	162.96	29.17			
Marital Status	Married	73	162.29	29.61	0.70	.212	Not Significant
	Single	16	151.88	31.05			

Source: Prepared by the researcher based on SPSS output

Presentation, analysis and discussion of the results of the second hypothesis :

The results presented in Table (4) revealed no statistically significant differences in the level of job satisfaction attributable to the personal variables of **age** and **marital status**, as the significance values exceeded the adopted significance level of **0.05**. The significance value was **0.224** for age and **0.212** for marital status, indicating that job satisfaction levels were similar among the participants regardless of these personal characteristics.

Firstly: Age

The findings indicated no statistically significant differences in job satisfaction between teachers aged **under 35 years** and those aged **35 years and above**, despite slight differences in the arithmetic means. This suggests that age does not appear to influence teachers' perceptions of job satisfaction. A possible explanation is that physical education teachers are generally exposed to similar organisational and professional conditions, including salary structures, promotion opportunities,

supervisory practices, and the availability of work resources. Consequently, these common working conditions produce comparable levels of job satisfaction across different age groups.

This finding is consistent with the study conducted by **Belaid and Belaadi (2022)**, which reported no statistically significant differences in job satisfaction according to age among teachers in the National Education and Vocational Training sectors. Likewise, it agrees with the findings of **Qashmar and Qazwi (2019)**, who found that job satisfaction among university faculty members did not differ significantly according to personal variables. The convergence of these findings suggests that organisational and professional factors play a more influential role in determining job satisfaction than demographic characteristics such as age.

Secondly: Marital Status

Similarly, the findings revealed no statistically significant differences in job satisfaction between **married** and **single** teachers, indicating that marital status had

no measurable influence on teachers' levels of job satisfaction. This may be explained by the fact that the organisational conditions affecting job satisfaction—including financial rewards, career advancement opportunities, supervision, and work resources—are shared by all teachers irrespective of their marital status. Consequently, teachers experience similar levels of satisfaction despite differences in their personal circumstances.

Although **Paredes-Páliz et al. (2025)** did not specifically examine marital status, their findings support the present results by demonstrating that job satisfaction among physical education teachers is primarily shaped by institutional support, working conditions, and the availability of material and professional resources rather than by personal characteristics. This reinforces the view that organisational factors are the principal determinants of job satisfaction within the educational environment.

Overall, the findings indicate that the second hypothesis was **not supported**, as

no statistically significant differences in job satisfaction were found according to the personal variables of age and marital status. These results suggest that demographic characteristics have only a limited influence on job satisfaction among physical education teachers, whereas organisational and occupational factors appear to exert a much greater impact on their overall level of job satisfaction.

Presentation, analysis and discussion of the results of the third hypothesis:

“Levels of job satisfaction among physical education and sports teachers vary according to professional variables (educational stage, professional experience and professional status).” To test the validity of the hypothesis, arithmetic means, standard deviations and t-tests for differences were calculated. The response values of the study sample for each of its dimensions are shown in the following table:

Table 5. Results of the t-test for differences in the total score on the job satisfaction scale according to the variables of educational stage, professional experience and professional status.

Variable	Group	n	M	SD	t	p	Decision
Educational Stage	Lower Secondary	50	158.68	30.58	0.62	.323	Not Significant
	Upper Secondary	39	162.65	29.31			
Professional Experience	< 10 years	52	159.41	31.21	0.74	.156	Not Significant
	≥ 10 years	37	161.84	28.46			
Employment Status	Permanent	74	162.33	29.74	0.69	.331	Not Significant
	Contract	15	151.00	31.41			

Source: Prepared by the researcher based on SPSS output

Presentation, Analysis and Discussion of the Results of the Third Hypothesis

The results presented in **Table (5)** revealed no statistically significant differences in job satisfaction attributable to the

professional variables of **educational stage**, **professional experience**, and **employment status**, as all significance values exceeded the adopted significance level of **0.05**. The significance values were **0.323** for educational stage, **0.156** for professional experience, and **0.331** for employment status. These findings indicate that job satisfaction levels were comparable among the participants regardless of these professional characteristics, suggesting that the organisational and occupational conditions experienced by physical education teachers are largely similar across different professional groups.

Firstly: Educational Stage

The findings revealed no statistically significant differences in job satisfaction between teachers working at the **lower secondary** and **upper secondary** educational stages. This suggests that the educational stage does not significantly influence teachers' perceptions of job satisfaction. A possible explanation is that physical education teachers at both educational stages operate under similar organisational policies, administrative regulations, workload requirements, and resource availability, resulting in comparable levels of job satisfaction.

This finding is consistent with the study conducted by **Belaid and Belaadi (2022)**, which also found no statistically significant differences in job satisfaction according to teachers' professional characteristics. The similarity of findings suggests that organisational conditions have a greater influence on job satisfaction than the educational stage in which teachers work.

Secondly: Professional Experience

The results also indicated no statistically significant differences in job satisfaction according to **professional experience**. This finding suggests that years of teaching experience do not substantially affect teachers' overall perceptions of job satisfaction. Regardless of their experience, teachers are generally exposed to similar salary structures, promotion systems, supervisory practices, and working conditions, which contribute to relatively similar levels of job satisfaction.

This finding is in agreement with both **Belaid and Belaadi (2022)** and **Qashmar and Qazwi (2019)**, who likewise reported no statistically significant differences in job satisfaction according to years of professional experience. Furthermore, the qualitative findings of **Paredes-Páliz et al. (2025)** support this interpretation by emphasising that institutional support, adequate resources, and favourable working conditions are more influential determinants of job satisfaction than individual professional characteristics.

Thirdly: Employment Status

Similarly, no statistically significant differences were found between **permanent** and **contract** teachers regarding their levels of job satisfaction. This finding indicates that employment status does not appear to influence teachers' job satisfaction within the study sample. A possible explanation is that both groups perform similar professional duties, work within the same organisational environment, and are subject to comparable supervisory and administrative

practices, resulting in similar perceptions of job satisfaction.

Although **Nascimento et al. (2016)** reported generally higher levels of job satisfaction among physical education teachers, particularly regarding autonomy and professional relationships, the present findings differ in terms of the overall level of satisfaction. These differences may be attributed to variations in educational systems, organisational policies, economic conditions, and resource availability between the Algerian and Brazilian contexts. Nevertheless, both studies emphasise the importance of improving organisational conditions, financial rewards, and opportunities for professional development as essential factors for enhancing job satisfaction among physical education teachers.

Overall, the findings indicate that the third hypothesis was **not supported**, as no statistically significant differences in job satisfaction were found according to the professional variables of educational stage, professional experience, and employment status. These findings reinforce the conclusion that job satisfaction among physical education teachers is determined primarily by shared organisational and occupational conditions rather than by differences in professional characteristics.

professional experience and professional status). The results indicate that shared professional and organisational factors are the main determinants of job satisfaction among physical education and sports teachers, more so than the personal or professional variables studied.

Study recommendations:

In light of the findings of the present study, the following recommendations are proposed:

Review the current remuneration and incentive system to improve the level of job satisfaction among physical education teachers.

Provide fair, transparent, and merit-based opportunities for career advancement and professional development in order to enhance teachers' motivation and job stability.

Improve sports facilities, teaching resources, and educational equipment necessary for the effective delivery of physical education lessons.

Strengthen supervisory practices by adopting supportive, participatory, and guidance-oriented approaches that promote positive communication between supervisors and teachers.

Encourage future research to investigate job satisfaction among physical education teachers in relation to additional variables, such as burnout, professional motivation, quality of work life, organisational commitment, and psychological well-being, while extending the research to different geographical regions and educational levels.

CONCLUSION :

This study aimed to analyse the dimensions of job satisfaction among physical education teachers according to selected personal and professional variables. The findings revealed that the overall level of job satisfaction was very low, with dissatisfaction being particularly evident in the dimensions of Financial Rewards and Incentives, Career Advancement, Work Resources and Facilities, and Nature of Supervision, while the Nature of Work dimension showed a relatively higher, though still low, level of satisfaction.

The study also found no statistically significant differences in job satisfaction according to the personal variables of age and marital status, nor according to the professional variables of educational stage, professional experience, and employment status. These findings suggest that job satisfaction among physical education teachers is influenced more by shared organisational and occupational conditions than by individual personal or professional characteristics.

The present study contributes to the literature by providing empirical evidence on the dimensions of job satisfaction among physical education teachers within the Algerian educational context and by highlighting the organisational factors that require greater attention. The findings emphasise the importance of improving financial rewards, expanding opportunities for career advancement, enhancing work resources and facilities, and promoting supportive supervisory practices in order to strengthen teachers' job satisfaction and,

consequently, improve the quality of educational practice.

Future research is encouraged to examine additional organisational and psychological variables, to include larger and more diverse samples from different regions, and to employ longitudinal or mixed-method research designs in order to achieve a more comprehensive understanding of the factors influencing job satisfaction among physical education teachers.

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