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Sources of psychological and professional stress and their relationship to job satisfaction among physical education teachers in elementary schools

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Abstract:

This study aims to identify the sources of psychological and professional stress and their relationship to job satisfaction among physical education teachers in elementary schools. The researcher used a descriptive approach appropriate for this study. The research sample consisted of 16 teachers distributed across six elementary schools selected at random. The researcher used the following research tools: a professional stress scale and a questionnaire on job satisfaction. The following results were obtained:

- Most teachers are exposed to professional and psychological stress at the level of the institutions where they work, related to the material resources of the school, monthly salary, the relationship between the teacher and the school administration on the one hand, and between the teacher and colleagues on the other, and educational supervision.

Keywords: psychological and professional pressures, job satisfaction, physical education teachers, primary school.

Article info

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1. Introduction

Humans live their daily lives in an ever-changing environment due to advances in various fields of science. Therefore, try to adapt to these changes and use them to their advantage. At times, however, it is difficult for people to adapt to certain changing conditions in their environment and interact with them, resulting in pressures that are considered obstacles now due to several factors, such as a lack of resources or teaching aids. This is what the majority of physical education teachers have found physical education and sports teachers on the ground, causing them various pressures at different organizational levels. Considering the teaching profession, and specifically teachers, we find that they face many professional and psychological challenges and pressures. They are responsible for preparing generations and contributing to the development and progress of societies. The role of teachers is not limited to planning and implementing the teaching process, but extends to many other demands. The teaching profession requires teachers to grow and advance their knowledge by keeping up with scientific and technological developments, being familiar with the latest educational methods and scientific research techniques, contributing to solving academic and educational problems, making decisions, identifying the developmental needs and characteristics of learners, taking individual differences into account,

In addition to being open to society and working to serve it, psychological and professional pressures pose a threat to teachers. They also threaten their ability to practice their profession due to the negative effects they have on them, such as frequent absences, lack of desire to work, poor performance, inability to innovate in the classroom, and feelings of psychological exhaustion. Moreover, weak motivation to work, which leads to a decline in student achievement. This affects job satisfaction, which is the basis of happiness and satisfaction with life. Most studies and research on work and workers agree that there is a close positive relationship between an individual's satisfaction with their work and the quality and quantity of their output. Many of them emphasize the importance of identifying levels of job satisfaction in its various dimensions in order to adopt policies that reinforce positive aspects, correct negative aspects, and improve the mental health of employees and their morale, which in turn positively reflects on the achievement of desired goals and the satisfaction of individual and collective needs and desires. A 1978 study by Cox, comparing teachers with semi-skilled workers, found that 79% of teachers responded that their work was their main source of stress.

Suleiman Al-Wabli (1993) stated that the level of psychological stress among teachers is much higher than in other professions. Abdul Rahman Al-Tariri (1994) summarized that those working in the social sector, such as teachers, are the most vulnerable to stress. Teachers choose the teaching profession and have a desire to carry out a noble mission, which is to help others (students, their parents, and society), but they quickly realize the magnitude of the responsibility that awaits them and the help that others need, so they work hard to help them. However, despite their hard work, they find that problems and demands continue, and they are unable to bear them or solve most of them. They then feel frustrated, anxious, and dissatisfied. Teaching is also considered a difficult profession, as confirmed by various studies that have found that teachers are under great pressure. Some researchers have even warned that teaching is one of the professions most exposed to psychological stress (Qashqash and Al-Ahmadi, 2000, p. 123).

This is especially true for physical education teachers, as the nature of the subject they teach is predominantly practical and requires appropriate conditions, such as educational resources and

pedagogical facilities, for the teaching process to be successful. This benefits the students, the teachers, and the overall atmosphere of the educational institution. Based on this reasoning, the researcher found himself faced with the problem of the relationship between sources of professional and psychological stress and job satisfaction among physical education teachers in primary schools.

After familiarizing myself with the field of work and interacting with some fellow teachers in the same specialty who suffer from several shortcomings in the various institutions where they work, I decided to study the relationship between sources of psychological and professional stress and their relationship to job satisfaction among physical education teachers in primary schools. The aim was to determine whether psychological and professional stress had an impact on job satisfaction among teachers regardless of gender, and to reveal the relationship between these two important variables in the individual and the educational institution in which they work.

Here, the problem of our research emerges, which is:

1.1 General question:

Do psychological and professional pressures affect job satisfaction among physical education and sports teachers?

1.1.1 Specific questions:

1) Are there statistically significant differences between psychological stress and job satisfaction among physical education teachers?

2) Is there a correlation between professional stress and job satisfaction among physical education teachers?

1.2 General hypothesis:

Psychological and professional stress have a negative impact on job satisfaction among physical education and sports teachers.

1.3 Sub-hypotheses:

1) There are statistically significant differences between psychological stress and job satisfaction among physical education and sports teachers.

2) There is a correlation between professional stress and job satisfaction among physical education teachers.

2. Research definition:

2.1 Research objectives:

1) To determine the levels of psychological stress among physical education teachers in primary schools.

2) To determine the levels of professional stress among physical education teachers in primary

schools.

3)To identify the sources of psychological and professional stress and their relationship to job satisfaction among physical education teachers in primary schools.

2.2 Definition of terms and concepts:

- Professional stress:

- Linguistic definition: intensity and hardship.

- Conceptual definition: The feeling resulting from a loss of balance between demands and capabilities. Mills (1981) defines stress as an internal reaction resulting from an individual's inability to meet the demands placed on them by their environment.

- Operational definition: A state of instability resulting from mental, physical, and psychological stress, causing an individual's inability to adapt to their environment and meet its demands.

- Psychological pressure on teachers:

- Terminological Definition : The word “pressure” comes from the Latin word “stingere,” which means to press, tighten, or bind. It was commonly used in the 17th century to refer to pain, difficulties, hardship, sadness, loss, misfortune, or calamity in other words, everything that results from a difficult life.

In the late 18th century, stress was used as a synonym for strength, tension, or intense effort.

The concept of stress changed in the early 20th century, when it came to mean a driving force or the set of motives that drive behavior.

- Job Satisfaction

- Linguistic Definition: The verb raḍiya in Arabic means to choose and be content with something. The term implies joy and fulfillment resulting from the realization of something long awaited or desired. It is used in expressions such as raḍiya ʿanhu or ʿalayhi, and derived forms include riḍā, riḍwān, and marḍāh, which stand in contrast to saḫṭ (discontent). Some write the word as raḍi based on its verbal root raḍiya, from which riḍā is derived.

- Terminological Definition: We adopt the definition proposed by Muhell, who considers job satisfaction to be a feeling resulting from a personal and subjective evaluation of various elements and variables related to work.

- Physical Education Teachers:

Procedural definition: An educational leader who teaches physical education and sports in middle school by imparting information and educational experiences and modifying student behavior within a structured curriculum.

- Primary stage:

Primary education: This is the first stage of formal education, targeting children aged 6 to 12 years. The aim of primary education is to provide the basic foundations for learning and the comprehensive development of children in many areas such as language, mathematics, science, social sciences, arts, and physical education. Primary education is essential for building the foundations for advanced learning in later stages of education.

2.3 Previous and similar studies:

1 Study by Fimian et al.: Fimian 1986

He studied occupational stress among teachers with the aim of identifying the most intense and stressful situations of occupational stress. He also aimed to identify the physical and behavioral manifestations of this stress and its impact on motivation to achieve.

The study was conducted on a sample of 365 teachers, and the following tools were used in the research: a questionnaire consisting of 18 questions to obtain personal and professional information about the teacher, preceded by a set of demographic data, and a stress source scale consisting of six qualitative measures, namely:

- Professional stress.
- Job dissatisfaction.
- Behavioral concomitants.
- Physiological (physical) concomitants.
- Emotional concomitants.

The results were as follows:

80% of the sample were satisfied with their work, while a small percentage reported dissatisfaction.

One-third of the sample reported feeling stressed when working in workshops.

The results indicated that the main sources of stress were:

- Inadequate salary.
- Student behavior.
- Lack of knowledge at work.
- Emotional and physical exhaustion.
- Difficult classroom management.

2 - Study by Mohamed El-Shishtawi, 2000:

He conducted a comparative study of occupational stress among male and female physical education teachers in the Central Delta educational sector, with the aim of identifying the occupational stress experienced by physical education teachers, based on their responses to a scale of occupational stress for physical education teachers in terms of:

- Years of experience and practice - Educational level (preparatory - secondary) - Differences between the sample in terms of gender (male - female) - Familiarity with the routine of occupational psychological stress.

A random sample of 560 teachers was selected, comprising 410 male teachers and 150 female teachers. The professional psychological stress scale for physical education teachers developed by Muhammad Hassan Alawi in 1998 was used. The scale included 36 statements divided into six main categories, namely: Factors related to working with students - Factors related to material resources - Factors related to monthly salary - Factors related to educational guidance - Factors related to the relationship between teachers and school administration - Factors related to relationships with other teachers.

The most important results were as follows: - The existence of psychological stress on physical education teachers - Statistically significant differences related to gender, in favor of males - Preparatory school teachers are more exposed to psychological stress than secondary school teachers - Statistically significant differences related to professional experience, in favor of those with less experience.

3. Research methodology and field procedures

3.1 Study methodology:

Given the nature of our subject matter and in order to diagnose the phenomenon, reveal its various aspects, and determine the relationship between its elements (sources of psychological and professional stress and their relationship to job satisfaction among physical education teachers in primary schools), it was deemed appropriate to use a descriptive approach in line with the objective of the study.

3.2 Research community and sample:

The research sample included physical education and sports teachers from some primary schools in the province of Tissemsilt.

The sample consisted of 16 teachers distributed across six primary schools in the province of Tissemsilt.

3.3 Research areas:

- **Spatial area**: This research was conducted in primary schools in the province of Tissemsilt.

- **Temporal domain**: This study was conducted from October 15 to May 25, 2024, after which the data was collected, analyzed, and interpreted from May 7 to 23.

Human domain: The research tool was distributed to a sample of physical education and sports teachers

in some primary schools in the province of Tissemsilt, including 16 teachers specializing in physical education and sports.

3.4 Research tools:

The researcher used a scale to measure occupational and psychological stress.

A- Description of the first tool: Scale for measuring occupational stress among physical education and sports teachers

The first tool is a five-point scale developed by Mohamed Hassan Alaoui (1998) to measure sources of occupational stress among physical education and sports teachers. The scale includes 36 statements divided into six factors, which are:

1 - Factors related to working with students

2 - Factors related to material resources

3 - Factors related to monthly salary

4 - Factors related to school guidance

5- Factors related to the relationship between teachers and administration

6- Factors related to the relationship with other teachers

Therefore, the researcher kept all the axes of the scale without deletion or modification, as they serve the current study.

The scale includes 36 statements distributed across six axes, as shown in the following table:

Table 1: Shows the numbers of statements that are in line with the scale's objective and those that are not.

Axis	Factors related to	**Numbers of statements that are in the direction of the scale include**	**Numbers of statements that are in the opposite direction of the scale include**
First axis	Working with students	**7-13-19-31**	**1-25**
Second axis	Material resources	**2-8-20-32**	**14-26**
Third axis	Monthly salary	**3-15-27-33**	**9-21**
Fourth axis	Educational guidance	**4-10-16-34**	**22-28**
Fifth axis	Relationship with teachers	**11-17-23-29**	**5-35**
Sixth axis	Relationship between teachers and middle school administration	**6-18-30-36**	**12-24**

Scale correction:

The scale is corrected by assigning a grade that the teacher circles for statements that are in the direction of the scale target—i.e., those that indicate the presence of stress—where one point is given for a very high degree, two points for a high degree, three points for a moderate degree, four points for a low degree, and five points for a very low degree. Statements that are not in line with the scale are reversed as follows: grade (5) becomes 1, (4) becomes 2, (3) remains the same, (2) becomes 4, and (1) becomes 5.

Scientific calculations for the scale of sources of occupational stress among physical education teachers:

- Validity of the scale:

The validity of the scale used in the research indicates its ability to measure what it was designed to measure or the characteristic to be measured. A scale is considered valid when it measures what it is supposed to measure.

Nevertheless, the researcher decided to present the scale to a group of expert professors from the Institute of Physical and Sports Sciences and Technologies in Tissemsilt, estimated at five professors with PhD degrees, to seek their opinions on the components of the scale. All of them found it to be logically valid in representing the phenomenon and thus measuring what it was designed to measure. See the document in the appendix for the list of expert professors.

- Stability of the occupational stress scale:

The researcher first distributed the scale to a sample of six professors who were not part of the research sample and were selected at random to calculate the stability of the scale and determine its suitability as a tool for the current study.

3.5 Exploratory study:

This was sent by mail and is called a postal questionnaire. The interview form is a list of questions that the researcher asks based on data obtained through an interview with the respondent.

After our field visits to some primary schools affiliated with the Directorate of Education in the province of Tissemsilt, the research tool was distributed to a sample of six teachers selected at random. The responses were rich and useful, and the tool was reapplied to the same sample four days later under the same conditions. After extracting the results, we used Pearson's correlation coefficient. and after finding the tabulated value of Pearson's coefficient at a significance level of 0.01 and a degree of freedom of 5, we extracted the results related to the degree of stability in Table 2, which shows that the calculated value of the stability coefficient is greater than its tabulated value, indicating that the tool is stable.

Table 2: Stability of the tool used

Sample size	Degree of freedom	Level of statistical significance	Test stability coefficient	Self-validity	Tabulated value of correlation coefficient
6	5	0.01	0.97	0.98	0.96

3.6 Control of study variables:

Independent variable: The independent variable in our study was defined as sources of professional and psychological stress.

Dependent variable: This was defined in our study as job satisfaction among physical education teachers.

3.7 Statistical methods used:

- Percentage; Standard deviation; Arithmetic mean; Median.

4. Presentation, Analysis, and Discussion of Results:

Through this discussion, we will analyze and present the results of the teachers' responses to the occupational stress scale and the questionnaire directed at primary school teachers, in order to provide statistical explanations in tables that are easy to read and lead us to the facts we are looking for. This can only be done by analyzing and discussing the information that supports these hypotheses in an organized manner.

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

There are statistically significant differences between the psychological stress and job satisfaction of physical education teachers.

- To determine the significance of the differences between psychological stress and job satisfaction among physical education and sports teachers.

4.1 Presentation of the results of the occupational stress scale among physical education and sports teachers:

Table (04): Shows the arithmetic means and standard deviations of the occupational stress scale for physical education teachers.

Sample		Factor One	Factor Two	Factor Three	Factor Four	Factor Five	Factor Six	Occupational Stress
Physical education and sports teachers	Arithmetic mean	7,66	11,13	11,26	9,05	11,15	8,64	58,89
	Standard deviation	1,34	3,66	3,49	2,89	3,52	1,22	16,12
	Median	8	9	9,50	8	9,50	8	52
	Skewness	0,20-	0,62	0,69	0,73	0,33	0,27	-0,26
	Percentage	36,66	66,66	71,25	70	68,33	46	62

- Factor 1: Factors related to the teacher's work with students, including:

- Statements related to objectives 7, 13, 19, and 31.

- Students are not motivated to participate in physical education and sports classes.

- Disciplining students takes a long time and makes me nervous.

- Students' clothing does not facilitate physical performance in physical education and sports classes.

- I am bothered by the high rate of student absenteeism in physical education and sports classes.

Statements not related to the objective 01-25.

I feel that students have a clear interest in physical education and sports classes.

The number of students in each class is large, which does not help them benefit from physical education and sports classes.

Table (05): Factors related to the teacher's work with students.

First factor	Towards the target	Away from the target
Percentage	36,66 %	63,33 %

Presentation, analysis, and discussion of results:

Results of factor 01

The arithmetic mean for this factor was 7.66, with a standard deviation of 1.34, indicating that the results are centered around the arithmetic mean. The skewness coefficient was -0.20, which is a value between -3 and 3.

This indicates that there is moderation in the distribution of results and that there is homogeneity in the research sample. Calculating the percentage for this factor, we find that it is 36.66, which is a high value compared to the median of 8.

Conclusion: We conclude that physical education teachers find it difficult to deal with students during physical education classes.

2- The second factor relates to factors associated with material resources and includes:

- Statements in line with the objective: 02-08-20-32.

- The playgrounds necessary for me to do my job are very few or almost non-existent.

- The financial resources allocated to sports activities are insufficient.

- The condition of the sports facilities at the institution is not conducive to teaching.

- The number of students is not commensurate with the school's sports facilities.

- Statements not related to the objective: 14-26

- The sports equipment and facilities at the institution are adequate for me to do my job properly.

- The sports facilities at the secondary school are adequate for the number of students.

Table (06): Factors related to physical capabilities.

Second factor	Towards the target	Away from the target
Percentage	66,66 %	33,33 %

Presentation, analysis, and discussion of the results of factor 02:

The arithmetic mean for this factor was (11.13) with a standard deviation of (3.66), indicating that the results are somewhat scattered around the arithmetic mean compared to the first factor. The skewness coefficient was (0.62), which is a value between (3) and (3), 3, indicating that there is moderation in the distribution of results and homogeneity in the research sample. The percentage for this factor was 66%, which is a high value compared to the median of 9.

Conclusion: We conclude that physical education and sports teachers lack equipment and facilities within their institutions, which negatively affects the quality of teaching and leads to psychological and professional stress that negatively affects teachers.

3 - The third factor relates to factors associated with the monthly salary of teachers and includes:

- Statements in line with the objective: 03 - 15 - 27 - 33.

- My salary is not commensurate with my responsibilities and duties.

- My profession does not provide me with adequate financial security.

- The condition of the school playgrounds does not encourage teaching.

- I feel that I am working for an inadequate salary.

- The salary I receive is not commensurate with the effort I put in.

- Statements not related to the objective: 09-21

- I receive adequate financial incentives in addition to my salary.

- My salary alone is sufficient to meet my basic needs.

Table (07): Factors related to the monthly salary of professors.

Third factor	**Towards the target**	**Away from the target**
Percentage	**71,25 %**	**28,75 %**

Presentation, analysis, and discussion of factor results: 03

The arithmetic mean for this factor was (11.26) with a standard deviation of (3.49), indicating that the results are not centered around their arithmetic mean compared to the first factor. The skewness coefficient was (0.69), which is a value between (-3 and 3). This indicates that there is moderation in the distribution of results and that there is homogeneity in the research sample. Calculating the percentage for this factor, it reached 25.71%, which is a high value compared to the median of 9.50.

Conclusion: We conclude that physical education teachers agree that their monthly salary is not sufficient to cover their daily living expenses, which causes them stress in their daily lives and their professional lives, which in turn negatively affects the performance of their educational duties.

4 - The fourth factor relates to factors associated with the teacher's relationship with the inspector and

includes:

- Statements in line with the objective: 04 - 10 - 16 - 34.

- Surprise visits by the inspector cause me anxiety.

- I am bothered by the inspector's focus on the negative aspects and neglect of the positive aspects of my work.

- The inspector's guidance is not based on objective grounds.

- The inspector's insistence on the need to apply the curriculum literally causes me distress.

- Statements that are not on target: 22-28

- The inspector gives me the opportunity to discuss and strives to help me.

- The inspector's current approach encourages me to put more effort into my work.

Table (08): Shows the factors related to the relationship between the teacher and the inspector.

Fourth factor	Towards the target	Away from the target
Percentage	70 %	30 %

Presentation, analysis, and discussion of factor results: 04 The arithmetic mean for this factor was (9.05) with a standard deviation of (2.89), indicating that the results are centered around the arithmetic mean but to a lesser extent than the first factor. The skewness coefficient was (0.73), which is a value between (3) and (3, indicating that there is moderation in the distribution of results and homogeneity in the research sample. The percentage for this factor was 70%, which is a high rating compared to the median of 8.

Conclusion: We conclude that physical education teachers agree that the inspector causes physical education teachers excessive professional pressure on top of the daily pressures they suffer from. In addition, most teachers do not prefer the inspector's method of educational supervision because it does not benefit them and kills their creativity, which negatively reflects on the

5 - The fifth factor relates to factors associated with the teacher's relationship with the administration and includes:

- Statements related to the objective: 11, 17, 23, 29.

- My opinion is not important to the high school principal.

- The school principal does not appreciate my work enough.

- I feel that the school administration does not appreciate the good work I do.

- The high school administration schedules most physical education classes at the end of the school day.

- Statements not in line with the objective: 05-35

- I feel that the school principal appreciates the effort I put into my work.

- The school principal gives me a great deal of authority and freedom to do my job.

Table (09): Factors related to the relationship between teachers and management

Fifth factor	Towards the target	Away from the target
Percentage	68.33 %	31.66 %

Presentation, analysis, and discussion of the results of factor 05:

The arithmetic mean for this factor was (11.15) with a standard deviation of (3.52), indicating that the results are centered around the arithmetic mean compared to the first factor. The skewness coefficient was (0.33), which is a value between (3) and (6).

3, indicating that there is moderation in the distribution of results and homogeneity in the research sample. The percentage for this factor was 33% (68%), which is a high value compared to the median of 8.

Conclusion: We conclude that physical education teachers agree that the administration does not give attention to physical education teachers because administrators do not give attention to physical education classes, and even the budget allocated is small compared to other budgets, which negatively affects teachers' feelings, constituting an obstacle and unmotivated to give their best.

6 - The sixth factor relates to the teacher's relationship with other teachers and includes:

- Statements in line with the objective: 06 - 18 - 30 - 36.

- The working environment in my institution is characterized by disagreements between teachers, which causes me additional distress.

- There is a kind of prejudice against physical education teachers in my institution.

- Some teachers have an unfair view of physical education and sports teachers.

- I feel that there is a gap between me and a large number of teachers of other subjects.

- Statements not relevant to the objective: 12-24

- I feel that my relationships with most teachers are very close.

- Most high school teachers appreciate the work of physical education and sports teachers.

Table 10: Factors related to the teacher's relationship with other teachers

Fifth factor	Towards the target	Away from the target
Percentage	46 %	54 %

Presentation, analysis, and discussion of results Factor 06:

The arithmetic mean for this factor was (8.64) with a standard deviation of (1.2), indicating that the results are centered around the arithmetic mean. The skewness coefficient was (0.27), which is a value between (-3 and 3). This indicates that there is moderation in the distribution of results and that there is homogeneity in the research sample. Calculating the percentage for this factor, it reached 46%, which is a low value compared to the median of 8.

A. General conclusion: We conclude that physical education teachers do not find it difficult to deal with their colleagues who teach other subjects and, conversely, have good relationships with them, which motivates them to work hard to deliver physical education lessons in the best possible way for the benefit of their students.

Through discussing the above factors that make up the professional stress scale for physical education teachers and referring to Table 1 above, the researcher found that the arithmetic mean of professional stress is 58.89 with a standard deviation of 16.12. This shows that the results are centered around the arithmetic mean, with a skewness of -0.26 and a range of -3 to

3. This indicates that there is a moderate distribution of results and that the sample is homogeneous based on the statistical results, with a percentage of 62%. 62, which is a high value, indicating that physical education teachers suffer from high professional stress in their careers, which negatively affects their daily lives and their personalities in general.

4.2 Discussion of the first hypothesis:

To verify the hypothesis that there are statistically significant differences between psychological stress and job satisfaction among physical education teachers, and to explain the responses on the psychological and occupational stress sources scale and determine the degree of psychological and occupational stress among physical education teachers, The arithmetic means of the five scale axes were calculated to determine the levels of psychological and professional stress and their ranking among the study participants. From the above, it is clear that there is a correlation between the independent variable, which is psychological stress, and the dependent variable, which is job satisfaction. The results indicate that psychological stress has a significant impact on teachers' job satisfaction, as the relationship between the two variables is inverse, meaning that high levels of psychological stress significantly reduce job satisfaction. This is due to factors related to the material resources available, as well as factors related to teachers' monthly salaries and factors related to teachers' work with students, given the large number of students in each class. This is what the study by Al-Shishtawi (2000) found, namely that there is psychological stress on physical education teachers and that there are statistically significant differences according to gender, with males being more affected, and that preparatory school teachers are more exposed to professional psychological stress than secondary school teachers. Therefore, the hypothesis that there are statistically significant differences between psychological stress and job satisfaction among

physical education teachers has been confirmed.

4.3 Discussion of the second hypothesis:

To verify the hypothesis that there is a correlation between professional stress and job satisfaction among physical education teachers, and to explain the response to the scale of psychological and professional stressors and to determine the degree of psychological and professional stress among physical education teachers, the results obtained were consistent with the expected hypothesis, which is related to the material resources available to physical education teachers in educational institutions, as well as the cooperative relationship between physical education teachers and other teachers in the same educational institution, which is the same relationship that physical education teachers need with the administration of the institution. This is consistent with the findings of a study by Pain & Furnham (1987), which linked this to several factors: number of working hours, student behavior, relationships between colleagues, working conditions, and factors related to relationships with other teachers.

Discussion of the results in light of the general hypothesis: There is a negative impact of professional and psychological pressures on job satisfaction among physical education teachers, as seen by the research sample's perception of the contribution of professional and psychological pressures to the low level of job satisfaction among physical education teachers, based on the scale questions, where most teachers believe that professional and psychological pressures have an impact on job satisfaction. . Therefore, it is incumbent upon good and successful leadership, whether in the form of the director or the educational supervisor, to take into account the conditions of physical education and sports teachers, investigate work problems, address them, and develop successful solutions in a spirit of unity. From the above, we conclude that professional and psychological pressures have a negative impact on job satisfaction among physical education and sports teachers.

4.4 result:

Based on the results obtained within the limits of the research sample and statistical analysis, we conclude the following:

Through the research problem we addressed by developing appropriate hypotheses and relying on appropriate research tools and statistical methods, we were able to discuss the results obtained and ultimately reached the following conclusions:

After observing the research sample's views on professional and psychological pressures through the scale questions

Most teachers are exposed to professional and psychological pressures at the level of the institutions where they work, related to the material resources of the school, monthly salaries, the relationship between teachers and school management on the one hand, and between teachers and colleagues on the other, and educational supervision... This was confirmed by a study by Al-Arabi Al-Sahnoun, which found that these factors constitute sources of work stress for physical education teachers, with some variations depending on the school environment and individual factors.

- Most teachers are not satisfied with their jobs due to the professional and psychological pressures they face while performing their educational duties. - Most teachers believe that professional and

psychological pressures have an impact on job satisfaction. It is therefore up to good and successful leadership, whether in the form of the principal or the educational supervisor, to take into account the conditions of physical education and sports teachers, examine work-related problems, address them, and develop successful solutions in a spirit of collective unity.

- There is an inverse correlation, which means that the higher the level of professional and psychological pressure on physical education teachers, the lower their job satisfaction.

5. CONCLUSION

The main and important idea that we drew from our research, based on the theoretical framework we developed and the applied study we conducted, After analyzing the overall results related to our research topic, we identified several factors and obstacles that represent professional and psychological pressures that had a negative impact on the job satisfaction of physical education teachers in elementary schools. Among the most important of these factors were external factors such as the lack of sports facilities and equipment in most educational institutions, as well as the lack of sports equipment and tools needed by both teachers and students to achieve the best results. In addition, the number of hours in the teacher's program and its distribution across the weekly work schedule are considered unsatisfactory and inappropriate for achieving the desired objectives of the subject program.

While it is important to address the psychological and professional pressures of work in general, it is even more important to address the pressures of the teaching profession, given the seriousness of the continuation of these professional and psychological pressures, which ultimately lead to psychological frustration, characterized by pessimism, apathy, lack of motivation, loss of creativity at work, and performing duties mechanically. Or is it that they lack emotional integration, which is one of the fundamental pillars of individual adaptation, leading to a decline in individual competence and increasing the negative effects on their lives?

We can say that the results obtained must be taken seriously by those responsible for physical and sports education in educational institutions, who must take them seriously and give sufficient attention to physical education teachers.

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