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The contribution of internal motivation to enhancing the satisfaction of physical education and sports teachers for teaching classroom activities in the secondary stage

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Abstract :

This study aimed at researching and studying internal motivation within educational institutions, which is reflected in material and moral incentives, and their contribution to enhancing the satisfaction of physical education and sports teachers to teach classroom activities, where the researcher used the descriptive curriculum on a sample of 20 physical education professors in the secondary stage of the state of Al bouira, As for the tool, the researcher used the questionnaire tool to collect information, as for the statistical means, we used percentages (%) and enough squared (x2)، One of the most important results of the research is that internal motivation contributes to enhancing the satisfaction of professors to carry out the teaching process, and the researcher proposed recommendations, including providing internal possibilities for the professor to carry out his teaching tasks in the best way.

Keywords: Motivation, Satisfaction, Professor, Classroom activities, Secondary school

Article info

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1. Introduction

The promotion and development of education and reducing the phenomenon of failure in educational institutions was discussed at the United Nations in 1948, which aimed to describe educational behavior determine the responses of learners in the light of a strictly defined procedural behavior to measure it procedurally, for this reason, education receives very great attention in various societies because it is the basic premise for instilling values and principles in the It is considered a tool for achieving human development, The peoples who realized this fact early were able to invest it in the development of their human resources and the revitalization of their social and productive institutions, algeria is one of the countries that did not neglect education, which it considered the basis of development and the central element of any economic and social change.this great development led to the formation of Algerian frames that were lacking in most disciplines in the past. among the frames were also formed by Algerian professors of physical education and sports, as this specialization, according to the Algerian project, is an integral part of the educational system, and an important tool in the formation of the Algerian child in the physical psychological, social and intellectual aspects. Algeria's interest in physical education and sports can be observed through the opening of physical education and sports departments in various parts of the country Rapid scientific and technical development came to provide other forms of Education, or in a more correct sense, providing the service in a different and new way, where education in general represents a fundamental function in human societies, it was natural for the forms of education in general to change and develop, with the escalation of technical development, and where education, whether remotely or in person, relies on communication technologies, the development in this technology contributes to the development of is proportional to These trends, performance is an important component of professional organization as its engine, therefore, performance does not appear as a result of forces or pressures emanating only from within the individual himself, but as a result of the process of interaction and compatibility between the internal forces of the individual and the external forces surrounding him. salami(1985) explains that determining the level of performance occurs through the interaction between ability and desire to work, that is, the effect of ability to work on the level of performance depends on the degree of a person's desire to work, and vice versa, the effect of the desire to work at the level of performance depends on how capable the person is This is summarized by the following equation: level of performance = ability to work x desire to work(Ali Salami, 1992, P.12).

Algeria's interest in physical and sports education can be observed through the opening of physical and sports education departments in most parts of the country, for this reason the various educational policies gave great importance to the role of the professor, as it involved a fundamental change in the professional roles of the professor, as he was a carrier of knowledge and a source of a pedagogy determined in the didactic triangle " (toufik achour, 2018, P.124).

The efforts exerted, whether material or human, in disseminating training in the field of physical activity and sports in various parts of the country have not achieved the goals of the educational system, which knows many shortcomings, the most important of which is the lack of attention to the main element in the training process, which is the professor who flounders in the management of his very cheap monthly salary compared to it leads him to endure psychological hardships resulting from feeling Marginalization and miscalculations that lead to job dissatisfaction .

According to scientists, feelings of dissatisfaction with work may cause fluctuation in performance, due to the strong relationship between job satisfaction and performance according to the first model of the relationship of job satisfaction with performance, we find among the research that dealt with this model (job satisfaction leads to performance), where it was dealt with by the school of Human Relations, which started from a simple idea that an employee whose satisfaction increases increases his performance and

vice versa.

This idea is supported by "Elton Mayo", who is considered one of the founders of this school and one of the first who came up with the need to pay attention to working conditions, wages, relationship with colleagues and others (material and moral incentives), as it is considered a fundamental determinant of employee satisfaction, and we also find some theories that addressed the important needs of employees to achieve stability and satisfaction from work and performance, including the theory of" Maslow", which sought to provide physiological need, the need for security, the need to belong, the need for appreciation and respect, the needs of self-realization, and this level of satisfaction while incentives are represented by factors and influences The internal and external possibilities that encourage the individual to increase his performance and as a result of his superior and outstanding performance, which leads to an increase in his job satisfaction and thus increase his performance and Development (Abu al-kashk, 2006, p.132).

Through the above-mentioned information and theories, the idea of our research crystallized, which was to study the internal motivation represented by the internal work environment and the relationship with colleagues, etc., and its contribution to enhancing the satisfaction of physical education and sports teachers to teach classroom activities in the secondary stage, and through it we raise the general question:

- Does internal motivation play a role in enhancing the satisfaction of physical education and sports teachers for teaching classroom activities in the secondary stage?.

Therefore, we ask the following partial questions:

1. To what extent do the material incentives provided in educational institutions contribute to enhancing the satisfaction of teachers for teaching sports activities? .
2. To what extent do the moral incentives provided in educational institutions contribute to enhancing the satisfaction of teachers for teaching sports activities? .
3. Is the sporting past of physical education and sports teachers considered an incentive in underlining procedural goals during the lesson?.

2.Research hypotheses

2.1 General hypothesis:

- Internal motivation has a great role in enhancing the satisfaction of physical education and sports teachers for teaching classroom activities at the secondary stage.

2.2 Partial hypotheses:

1. The material incentives provided in pedagogical institutions significantly contribute to enhancing the satisfaction of teachers for teaching classroom sports activities.
2. The moral incentives provided in pedagogical institutions significantly contribute to enhancing the satisfaction of teachers for teaching classroom sports activities.
3. The sports past of physical education and sports teachers is an incentive in underlining procedural goals during the lesson.

3.Research objectives:

- Find out the extent to which the material incentives provided in educational institutions contribute to enhancing the satisfaction of teachers for teaching classroom sports activities.
- Find out the extent to which the moral incentives provided in educational institutions contribute to enhancing the satisfaction of teachers for teaching classroom sports activities.
- Knowledge of the role of the sports past in various sports on the underlining of procedural goals in the learning unit, through which the types of sports exercises that lead to the achievement of the general goals of the class are extracted.

4.The importance of research:

The importance of the study lies in the fact that it examines the impact and role of internal material and moral incentives in achieving the satisfaction of physical education and sports teachers in the educational field of teaching various classroom sports activities programmed in the educational curriculum, as well as knowledge of the overall satisfaction of physical education and sports teachers about the functional work environment, which is represented by pedagogical means, working conditions, location of the institution promotion and relationship with colleagues ...This helps to find out the shortcomings and strengths of the educational system and the degree of its attention to these factors, which are necessary to improve the motivation of the professor towards his profession .

5.Previous studies:

5.1 The first study: a doctoral thesis prepared by the researcher "Massoud bourghda Mohammed" University of mentoury – Constantine – entitled: "job satisfaction of physical education and sports teachers and its relationship to their performance" in the academic season 2008.

- It was problematic : Is there a relationship between the job satisfaction of physical education and sports teachers and their performance ?
- The researcher conducted this study on a sample consisting of 20 professors in Constantine state, as well as an interview was conducted with the inspector of education and training for physical education and sports . The descriptive method was used in his study and the results were as follows :
- The absence of statistically significant differences by personality in the job satisfaction of physical education and sports teachers .
- The presence of a statistically significant relationship between job satisfaction factors and performance.
- Performance is considered the most powerful variable affecting the job satisfaction of physical education and sports teachers .

5.2 The second study: prepared by the student "Abdelkarim mezouz" Institute of physical education and Sports, University of Algiers, entitled " incentives for sports physical activity at the National Sports High School, a study centered on the legal organizational dimension of the academic season 2003/2004 .

The problem was: Do incentives in all their forms achieve in light of the organizational dimension of the secondary school and the method of selecting talents for the desired goals through the establishment of this secondary school .

- The researcher has relied on a sample consisting of 30 professors and 120 students and has employed the descriptive curriculum and the results indicate that :
- The incentives provided at the Sports High School serve to develop the performance of sports activity .
- The incentives offered in high school help students and teachers to make the greatest effort .

5.3 The third study:

The study of Attar Muaz and timtausin Ahmed 2025 on the efficiency of teachers in the application of physical education and sports programs between the theoretical and applied among primary school students, as this study sought to assess the efficiency of physical education teachers in the implementation of physical education programs at the theoretical and applied level in primary schools, that is, to understand how teachers ' knowledge of theoretical concepts affects their ability to apply sports activities effectively, and to determine the relationship between this efficiency and the success of programs in achieving the educational and physical goals of students, we followed the descriptive curriculum relying on the questionnaire tool for data collection, distributed to (40) teacher of some elementary schools in the state of Algeria DC, we came to the conclusion that there is a correlation between the teacher's competence in the application of theoretical and applied programs in physical education and sports.

6.Explanation of terms and concepts:

6.1 Incentives:

. Language: we say motivate, motivate, motivate, move , From it it becomes clear that motivation denotes those external factors that push an individual to move and perform certain actions(motivation – readiness to move forward) (upholstered dictionary, 1997).

-Idiomatic definition: motivation is the basic engine that drives individuals to satisfy and satisfy their desires and to answer everything that is asked of them (Abdurrahman, 2005, p.194).

-Internal motivation: it is the set of internal possibilities within educational institutions, represented by the work environment, pedagogical means, sports halls, as well as relationships with colleagues, which in turn lead to effective performance.

6.2 Satisfaction:

-Language: satisfaction from the verb satisfied with the thing: he chose it and was convinced by it (Al-Munajjid dictionary, 1997), satisfied pleases / satisfaction /satisfaction, satisfaction, satisfaction /satisfaction and satisfaction /satisfaction and satisfaction / satisfaction and satisfaction .

-Idiomatic definition: it is the personal feeling by which an individual expresses his rejection or acceptance of a certain situation(Ben Siddiq Isa, 1998, p.633).

6.3 Professor of physical education: he is the person who teaches the subject of physical education and sports, provided that he has a bachelor's or Master's degree in the specialty and graduated from institutes and universities in the specialty (Tawfik Ashour, 2022, P.38).

6.4 Physical education and sports class: it is an educational subject based on physical and sports activities(Ayashi politician, 2024, P.234). Bassiouni and El-Shati (1992) defined it as various types of sports within the educational framework based on sound rules that prepare a good individual by providing him with broad skills that enable him to integrate and adapt to his society (Marwa, Ataka, 2022, P.550).

6.5 Class activities: are sports activities, whether individual or group, programmed in the curriculum of physical education and sports and prescribed by the Ministry of National Education .

7. Applied aspect

7.1 Methods used: In this research, we relied on the descriptive method, which is an investigation focused on a phenomenon as it exists at present in order to diagnose it, reveal its aspects and determine the relationship between its elements(Rabeh Turki, 1984, p.129).

7.2 Community and sample research: the research community is the original community from which the sample is taken, and our research community is represented by the 190 professors of physical education and sports at the secondary level of the state of bouira.

7.3 Sample research: it is considered a part of the whole in the sense that a group of members of society is taken to be representative of the society on which the study is conducted, if the sample is a certain part or percentage of the members of the original society (Rashid zarwati, 2008, p.191).

20 professors were selected from the total research community, which represents a ratio of 10.52.%.

7.4 Search variables:

-Independent variable: in our research, the independent variable is internal.

-Dependent variable: it is represented by the satisfaction of teachers with teaching.

7.5 Research tool: in this research, we addressed the questionnaire tool and divided the questionnaire into three axes :

The first axis: specific to the first hypothesis.

The second axis: specific to the second hypothesis.

The third axis: specific to the third hypothesis.

7.6 Apparent honesty: after the questionnaire was designed in its initial form, it was submitted to a group of professors holding a doctorate degree in specialization at the Institute of Science and technology of physical activities and sports in Dali Ibrahim in order to judge and amend it, where the majority of the statements were approved and some others were amended and corrected.

7.7 Research areas:

- Geographical field: in our research, we decided to conduct a field study in the state of bouira on a sample of physical education and sports teachers in one of the high schools in the state of bouira.

- Temporal domain: this research was done in this year 2025.

- The human field: it is represented by teachers of physical education and sports at the secondary level.

7.8 Statistical methods used: in this research, we have used percentages, which are the number of repetitions of an opinion, and are formed by the triple rule, as well as we used (X^2) to prove the statistical significance .

$$X^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$$\text{Percentage \%} = \frac{\text{Obtained Value}}{\text{Maximum Value}} \times 100$$

8. Presentation and analysis of results:

8.1 Presentation and analysis of the results of the first axis:

Table No. (01): shows the respondents ' answers to the questions of the first axis

The first axis	Always		Mostly		Sometimes		Never		X^2 Calculated
	rep	%	rep	%	rep	%	rep	%	
Que N(01)	13	%65	07	%13	00	%00	00	%00	25.35
Que N(02)	12	%60	05	%25	03	%15	00	%00	17.15
Que N(03)	10	%50	00	%00	10	%50	00	%00	22.10
Que N(04)	10	%50	02	%10	08	%40	00	%00	14.75
Que N(05)	00	%00	15	%75	05	%25	00	%00	32.15
Que N(06)	11	%55	02	%10	07	%35	00	%00	16.15
Que N(07)	20	%100	00	%00	00	%00	00	%00	63.15
- Indication level = 0.05 - Degree of freedom = 3 x^2 tabular = 7.81									

Table No. (01) shows the responses of the study sample members to the statements of the first axis, represented by the extent of the contribution of material incentives to enhance the satisfaction of teachers of Education, which came as follows:

The seventh phrase ranked first in terms of the respondents ' response to the statements of the first axis on the extent to which material incentives contribute to enhancing the satisfaction of physical education and sports teachers to teach, by a percentage of (100%) with the calculated value of x^2 (36.15), and always to a degree, while the fifth phrase ranked second by a percentage of (75%), with the calculated value of x^2 (32.15) and most often, while the first phrase ranked third by a percentage of (65%), with x2 calculated at a value of (25.35), and and always to a degree, while the second and sixth phrases, respectively, came in fourth and fifth place with a percentage, respectively, of (%60) (%55) ،(17.15) (16.15), The third and fourth terms came in sixth and seventh place, respectively, with a percentage of (50%) (40%), and with an x^2 value calculated at (22.10) (14.75).

We also noticed when applying the x^2 Test at the significance level (0.05) and the degree of freedom (3) that all the calculated X^2 values are greater than the tabular X^2 values (7.81), from which we notice differences in the answers of the respondents, which indicates that there is a consensus in the percentage of physical education and sports teachers ' responses about the extent to which material incentives contribute to enhancing their satisfaction with teaching classroom activities.

Interpretation and discussion of results:

After the presentation and analysis of the results of the questionnaire that was distributed to the physical education and sports professors, and after the unloading and analysis process, the majority of the facts were reached through which we had put forward our research hypotheses, proceeding from the first partial hypothesis that " material incentives contribute significantly to enhancing the satisfaction of physical education and sports teachers for teaching classroom activities in the secondary stage," and through the results obtained and confirmed in a statistical and scientific way, it turned out that the level of teachers ' response was high as shown in Table (01) and based on the various results obtained in the table, through all the phrases of the questionnaire, which are all intended that there is a high response The role of internal incentives and their contribution to enhancing the satisfaction of teachers, and this is consistent with the study of Abdul Karim mazzouz (2004), as the incentives provided help professors to implement their lessons, while the researcher believes that the internal and external work environment as well as the availability of pedagogical means and playgrounds ...The possibilities help the professor to implement the lesson and achieve the educational goals and competencies expected during the phase or semester, and therefore it can be said that the first hypothesis has been achieved.

8.2 Presentation and analysis of the results of the second axis:

Table No. (02): shows the respondents ' answers to the questions of the second axis

The second axis	Always		Mostly		Sometimes		Never		X^2 Calculated
	rep	%	rep	%	rep	%	rep	%	
Que N(01)	12	%60	08	%40	00	%00	00	%00	23.15
Que N(02)	17	%85	03	%15	00	%00	00	%00	42.15
Que N(03)	10	%50	09	%45	01	%05	00	%00	17.55
Que N(04)	11	%55	07	%35	02	%10	00	%00	16.15
Que N(05)	15	%75	00	%00	05	%25	00	%00	32.15
Que N(06)	00	%00	00	%00	16	%80	04	%20	36.75
Que N(07)	10	%50	03	%15	07	%35	00	%00	12.75
- Indication level = 0.05 - Degree of freedom = 3									x^2 tabular = 7.81

Table No. (02) shows the responses of the study sample members to the phrases of the second axis represented by the extent of the contribution of moral incentives to enhance the satisfaction of teachers of Education, which came as follows:

The second phrase ranked first in terms of the respondents ' response to the statements of the second axis about the extent to which moral incentives contribute to enhancing the satisfaction of physical education and sports teachers to teach, by a percentage of (85%) with the calculated x^2 value (42.15), and always to a degree, the sixth phrase came in second place by a percentage of (80%) with the calculated X^2 value (36.75), sometimes to a degree, while the fifth phrase came in third place by a percentage of (75%) with the calculated X^2 value of (32.15), always with a degree, while the first term ranked fourth with a percentage of (60%) with a calculated X^2 value of (23.15), also always with a degree, and in the last The fourth, third and seventh phrases, respectively, ranked fifth, sixth and seventh with a percentage score of (55%) (%50) (%50) ،with a calculated x^2 value of, respectively (16.15) (17.55) (12.75) ،we also noticed when applying the x2 Test at the level of significance (0.05) and the degree of freedom (3), that all the calculated X^2 values are greater than the tabular X^2 values (7.81), from which we notice differences in the answers of the respondents, and this indicates that there is a consensus in the percentage of responses of physical education and sports teachers about the extent to which moral incentives contribute to enhancing their satisfaction with teaching classroom activities.

Analysis and interpretation of results:

After the presentation and analysis of the results of the questionnaire that was distributed to the physical education and sports professors, and after the unloading and analysis process, the majority of the facts were reached through which we had put forward our research hypotheses, proceeding from the second

partial hypothesis that " moral incentives contribute significantly to enhancing the satisfaction of physical education and sports teachers to teach classroom activities in the secondary stage," and through the results obtained and confirmed in a statistical and scientific way, it turned out that the level of teachers ' response was high as shown in Table (02) and based on the various results obtained in the secondary stage, the majority of the facts the table, through all the statements of the questionnaire, which are all intended that there is a response This is consistent with the bourgda study (2008), where he found in his study a relationship between satisfaction and job performance, and the higher the satisfaction, the more effective the performance is, and from this point of view it can be said that the second hypothesis has been achieved.

8.3 Presentation and analysis of the results of the third axis:

Table No. (03): shows the respondents ' answers to the questions of the second axis

The third axis	Always		Mostly		Sometimes		Never		X^2 Calculated
	rep	%	rep	%	rep	%	rep	%	
Que N(01)	09	%45	00	%00	11	%55	00	%00	21.75
Que N(02)	06	%30	00	%00	07	%35	07	%35	07
Que N(03)	11	%55	00	%00	09	%45	00	%00	21.75
Que N(04)	12	%60	08	%40	00	%00	00	%00	23.15
Que N(05)	13	%65	07	%35	00	%00	00	%00	25.35
Que N(06)	05	%25	15	%75	00	%00	00	%00	32.15
- Indication level = 0.05 **- Degree of freedom = 3**						**x2 tabular = 7.81**			

Table No. (03) shows the responses of the study sample members to the statements of the third axis represented in considering the sports past of physical education and sports teachers as an incentive in underlining procedural goals during the lesson, which came as follows:

The sixth phrase ranked first in terms of respondents ' response to the statements of the third axis about considering the sports past of physical education and sports teachers as an incentive in underlining procedural goals during the lesson, by a percentage of (75%) with the calculated X^2 value (32.15), and to a predominantly degree, while the fifth and fourth phrases ranked second and third, respectively, by a percentage of (%65) (%60) ،(25.35) (23.15) ،always with a degree, while the third and first phrases came in the same order with a percentage (%55) (%55) ،(21.75) (21.75) ،with a difference in scores always and sometimes, and we also noticed when applying the X^2 Test at the level of significance (0.05) and the degree of freedom (3), that all the calculated X^2 values are greater than the tabular X^2 values (7.81), from which we notice differences in the answers of the respondents, and this indicates that there is a consensus in the percentage of responses of physical education and sports teachers about considering the sports past of physical education and sports teachers as a stimulus in underlining procedural goals during the lesson.

Analysis and interpretation of results:

After the presentation and analysis of the results of the questionnaire that was distributed to the physical education and sports professors, and after the unloading and analysis process, the majority of the facts through which we had put forward our research hypotheses were reached, proceeding from the third partial hypothesis that "the sports past of physical education and sports professors is considered an incentive in underlining the procedural goals during the class," and through the results obtained and confirmed in a statistical and scientific way, it turned out that the level of teachers ' response was high as shown in Table (03) and based on the various results obtained in the table, through each the questionnaire phrases, all of which are intended to indicate that there is a high response about the consideration of The sports past of physical education and sports professors is an incentive in underlining procedural goals during the class, through the sports path as well as professional experience and competence, which helps in underlining educational and procedural goals as well as choosing the appropriate exercises to achieve the goal, and this is consistent with the study of Attar Muaz and timtausin Ahmed 2025 about the teacher's competence in applying physical education programs, where the results of their study reached an associative relationship between efficiency and the application of the program, and through the above, it can be said that the third hypothesis has been achieved.

9.General conclusion:

In light of the hypotheses and objectives of the research and the limits of what the results of the study showed and the conditions in which it was conducted, and the sample chosen to represent the indigenous community and based on the results obtained in order to find a solution to the research problem, in our reliance on the data and information we obtained and relying on applied techniques and statistical methods of processing and analysis, we came to an answer to the questions of our study, we concluded that material incentives contribute significantly to enhancing the satisfaction of physical education and sports teachers to teach classroom sports activities at the secondary stage, we also found that moral incentives have an effective role in enhancing satisfaction and performance among professors, through peer relationships While we found that the sports past is considered an effective incentive as well as an experience in helping professors to underline procedural goals and sports exercises that reach the desired goal, and through all this it can be said that the general hypothesis has been achieved.

10.General Summary:

This study aimed at researching and studying internal motivation within educational institutions, which is reflected in material and moral incentives, from internal possibilities represented in playrooms and pedagogical means, etc., and their contribution to enhancing the satisfaction of physical education and sports teachers to teach the class activities programmed in the physical education and sports class, where we used the descriptive curriculum on a sample of physical education the internship contributes to enhancing the satisfaction of professors to carry out the teaching process, as well as the availability of incentives Physical and moral promotes the satisfaction of professors and motivates them to teach the material and choose the appropriate exercises to achieve the desired goals of the program.

11. Suggestions and recommendations:

- Providing all internal possibilities in educational institutions such as halls and pedagogical means that help professors in completing the physical education lesson.
- Strengthening relationships with colleagues in the specialty as well as with professors of other subjects, which is driven by respect and appreciation.

- More scientific seminars and forums to gain the maximum amount of scientific and professional knowledge that helps to apply the curriculum of physical education and sports.

12.Conclusion :

We have started our research from the unknown and now we are finishing this modest work with what is known and we have started with what is vague and now we are ending it with what is clear, we have started with forms and assumptions and now we are finishing it with solutions and results, as each beginning has an end and each premise has a our study was aimed at highlighting the importance of providing material and moral incentives for physical education and sports teachers and providing all the atmosphere for the practice of their pedagogical tasks Especially in the selection of talents to participate in school sports, which aims to raise students from all mental, psychological and physical aspects and reduce their aggressive behavior, which benefits the educational family and society.

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Questionnaire for Teachers

Questionnaire for Teachers	Always	Mostly	Sometimes	Never
Questions of the first axis 1-the availability of pedagogical means helps to complete the class 2-tools and devices that have legal specifications 3. tool storage places are available 4-maintenance of sports tools by the management 5. about the current job . 6- Good ergonomics and availability of playgrounds for physical education 7-students ' changing rooms are available **Questions of the second axis** 8-the distribution of daily work per week helps you in setting procedural goals 9-lack of disabilities during work relieves you psychologically 10-the monthly salary is enough for you 11-Your Monthly Salary frustrates you compared to colleagues outside the education sector 12-I cooperate with all the professors of the institution 13-appreciation of officials and parents of students for your efforts 14-the manager appreciates my work. **Questions of the third axis** 15-the mathematical past helps the professor in teaching 16. the past of sports is of importance in the formation of physical education teachers. 17 - the relationship of the mathematical past with the work of the professor is a positive relationship.				

18-the professor's professional experience contributes to teaching 19-a good sports past is a positive motivator for the professor. 20-The Good Sports past of the professor contributes to the motivation of his pupils.				