

The level of Quality of life among Physical Education and Sports teachers in light of some variables

مستوى جودة الحياة لدى أساتذة التربية البدنية والرياضية في ضوء بعض المتغيرات

Refice Zoubeyr ^{*1}

¹ University center of El Bayadh (Algeria), z.refice@cu-elbayadh.dz

Received: 22-02-2025

Accepted: 23-05-2025

Published: 31-07-2025

Abstract:

The objective of the research was to evaluate the quality of life of and physical education teachers and consider the types of variations in quality of life on the basis of factors such as professional experience and educational stage.

To achieve this objective, the researcher adopted a descriptive methodology, utilizing the Quality of Life Scale "WHOQOL Bred" on a sample of 155 teachers, selected through a simple random sampling method.

The study reached the following conclusions:

- Teachers have very high levels of life satisfaction .
- The educational stage variable does not appear to be associated with differences in the teachers' quality of life.
- Professional experience variable is not discovered to be connected with differences in teachers' quality of life.

Accordingly, the researcher recommends the following:

- Ensuring that appropriate conditions are provided for physical education and sports teachers to facilitate the teaching process effectively, which would positively reflect on students' academic achievement and overall development.
- To achieve the intended holistic physical, psychological, and social development of students, middle and secondary educational stages should better coordinate their physical education and sports programs, particularly with regard to the targeted skills in various sports activities.
- By holding conferences, workshops, and academic sessions that are specifically focused on sports at educational institutions and how to promote them, we can leverage the experience of seasoned teachers.

Keywords: Quality of life; Teacher; Physical Education and Sports.

1-Introduction:

Physical education is a fundamental part of general education because of this important role in shaping the student across various domains, helping them become a responsible citizen and the physical education teacher plays an effective and influential role in this process through the pedagogical tasks required during the teaching process.

Therefore, it is important to pay attention to their working conditions, problems, and concerns if we aim to develop this subject and benefit from its impact on the student's physical, psychological, and social growth. One of the most important metrics in this context for evaluating the actual circumstances of teachers is quality of life.

By contrast, the term's evolution toward "quality of life" has close ties with positive psychology and consequently, investigators in this field began to investigate new topics which were not considered within the scientific literature until this time, among which was the quality of life.

This represents a significant shift in the topics studied within psychology and researchers in positive psychology can now focus on the positive aspects of personality, in contrast to previous research that primarily focused on weaknesses, such as depression and phobias.

One of the topics emphasized by positive psychology is quality of life, which is considered a complex concept due to its multifaceted nature (Fuatmia Mohamed, 2018, p. 81).

Life quality is currently one of the fastest growing areas of research and political interests worldwide; it serves as a measure of the well-being of individuals, communities, and nations and is increasingly promoted as a tool to aid political decision-making and public funding. As multidimensional concept, it typically involves the subjective evaluation of all positive and negative aspects of life (Doudia Assia, 2016, p. 07).

Given the significant importance of quality of life, which has made it a central concern for researchers, academics, and specialists, numerous studies have addressed this subject from various perspectives.

For example, the study of Youssef Bourezg and Imane Oum Elkhoyout (2018) was carried out and applied to a sample of 148 teachers. The findings indicated that the teachers' work-life balance was modest.

Furthermore, the research did not discover any statistically significant variations in the degree of work-life quality according to professional experience or gender (Oum Elkhoyout Imane, Bourezg Youssef, 2018, p. 684).

In a study of 300 elementary school teachers in the province of Mostaganem, Fuatmia Mohamed (2017) came to the conclusion that their quality of life was moderate and that factors like gender, age, and work experience did not significantly affect their quality of life (Fuatmia Mohamed, 2017, p. 452).

Similarly, 124 middle school teachers took part in Ben Aissa Saber's (2019) study on job satisfaction and its relationship to their quality of life, which found a good relationship between several aspects of job satisfaction and quality of life (Ben Aissa Saber, 2019, p. 173).

In another study conducted by Fernan and Meknine (2017), the researchers found that the quality of work life is crucial for ensuring job security for teachers and any deficiencies or shortcomings in this regard can negatively affect the teaching process, creating obstacles to achieving the outlined objectives and impairing the teacher's psychological and social well-being, therefore educational institutions must prioritize providing a conducive environment for teachers (Meknine Abdelhak, Fernan Madjid, 2017, p. 232).

Thus, it can be concluded that the teacher cannot disengage from their mood, which reflects their psychological stability, social standing, and economic conditions, while performing their educational duties, hence when a teacher receives proper care and attention; this positively affects their teaching performance and pedagogical output.

Therefore, by asking the following broad question, this study seeks to shed light on the realities of teachers of sports and physical education from the perspective of their quality of life:

How satisfied are teachers of physical education with their lives?

This general question can be broken down into two sub-questions:

- Does the educational stage variable (middle school–secondary school) account for significant differences in the quality of life among physical education teachers?
- Does the professional experience variable (less than five years, five to ten years, and more than ten years) account for significant differences in the quality of life among physical education teachers?

1-1- Research Hypotheses:

Based on a review of theoretical literature related to the topic and findings from previous and similar studies, the researcher has proposed the following hypotheses:

General Hypothesis:

Teachers of physical education have a moderate quality of life.

Sub-Hypotheses:

- The quality of life of physical education teachers does not differ significantly based on the educational stage variable (middle school–secondary school).

- The professional experience variable (less than five years, five to ten years, and more than ten years) does not significantly affect the quality of life of physical education teachers.

1-2- Research Significance:

The significance of this research is reflected in several key points:

- Assessing the current situation of physical education teachers, their working environment, and the main issues in their workspace that hinder them from doing their jobs as effectively as possible.
- Seeking to identify the differences between middle school and secondary school teachers in terms of working conditions.
- Understanding the impact of years of work on teachers' quality of life.

1-3- Research Terminology:

Quality of Life:

Al-Ashoul (2005) defines it as the degree of advancement in the level of material and social services provided to members of society, as well as the extent to which individuals perceive these services' ability to meet their various needs. He further notes that no individual can perceive the quality of services provided to them in isolation from the people they interact with, such as friends, colleagues, siblings, relatives, and others. This implies that quality of life is linked to the physical, psychological, and social environments in which an individual lives (Al-Ashoul Adel Azzeddine, 2005, p 35).

According to the World Health Organization (WHO), a person's quality of life is determined by how they view their living circumstances in relation to their objectives, expectations, cultural surroundings, and value systems.. It reflects a broad perspective of well-being that encompasses satisfaction with one's spiritual, psychological, environmental, and social health conditions. It is also associated with several concepts related to mental health, such as resilience, flexibility, contentment, and independence from others (Boufedj Wissam, 2018, p. 102).

Operationally, quality of life can be defined as the surrounding conditions experienced by physical and sports education teachers in various aspects (physical health, mental health, environment, social relationships).

Physical and Sports Education teacher:

A physical education teacher is a person who satisfies ideal roles in their interactions with students, the school, culture, society, and the physical education and sports education sector. This is impacted by the teacher's understanding of their profession and academic system, as

well as by educational circumstances and the learning environment of the school (Amin Anwar Al-Khouli, 2002, p 145).

Operationally, he is a teacher entrusted with leading physical education sessions in using a variety of sports activities that adhere to a ministry-approved curriculum.

2-Methodology and Tools:

2-1- pilot Study:

The pilot study serves as a preliminary step allowing the researcher to familiarize themselves with the field of research and its surrounding conditions. It also provides an opportunity to test the research tools to ensure their reliability and validity. In this context, the researcher undertook the following actions :

- Distributed and collected questionnaires from a pilot sample comprising 20 teachers from the study population.
- Confirmed the study tool's psychometric properties (the WHOQOL-Bref quality of life scale).

2-2- Research Methodology:

Given the nature of the subject under study, the researcher decided that the descriptive method was the best way to proceed.

The descriptive method involves a set of research procedures that aim to describe the phenomenon or subject by collecting, organizing, processing, and analyzing data comprehensively and accurately to derive meaningful interpretations and draw conclusions or generalizations about the phenomenon or subject under study (Refice Zoubeyr, 2000, p. 334).

2-3- Study Variables:

Independent Variables: The factor that the researcher manipulates to look at how it affects the dependent variable is known as an independent variable. It stands for the cause (p. 308) (Wajih Mahjoub, 2002). In this study, the independent variables are: Teaching phase and Professional experience.

Dependent Variable: The dependent variable is the outcome that the independent variable has an impact on. (Wajih Mahjoub, 2002, p. 308). In this study, the dependent variable is Quality of life.

2-4- Study Population:

Defining the original research population is considered one of the fundamental points that a researcher must take into account, and without identifying the original population and

understanding its internal elements, the researcher cannot control all the variables related to the study (Dai Youssef, Rahli Mourad, 2024, p.30)

This study focused on physical education and sports teachers at middle and high schools in M'Sila province during the 2021-2022 school year.

2-5- Study Sample and Selection Method:

The study sample consisted of 155 physical education teachers selected using simple random sampling.

Table 1: the research sample

The sample	Less than 5 years	5 to 10 years	more than 10 years	total
Middle school	34	39	15	88
Secondary school	35	23	09	67
Total	69	62	24	155

2-6- The Psychometric characteristics of the Research Tool:

Validity: The mean scores of the strong and weak groups were compared using the discriminant validity approach. The significance of variances in these means was then determined. It can be said that the test successfully separates the measurement's strong and weak groups if these differences exhibit obvious statistical significance. This guarantees the test's validity. However, the validity of such a test cannot be guaranteed if the differences are not statistically significant (Mohamed Hassan Abu Hachem, 2006, p. 27).

Table 2: the Validity of the Quality of Life Scale

Sample	High-group validity N=7		Upper-group validity N=7		Calculated t-value	Table t-value	moral Degree of probability (sig)	statistical Index
Quality of Life Scale	X	Y	X	Y	09.27	02.08	0.000	significant
	87.36	01.21	61.36	2.83				
Sample Size of the Pilot Study = 20								

According to the table, the upper group's mean is (61.36) with a standard deviation of (2.83), while the higher group's mean is (87.36) with a standard deviation of (1.21). The scale can be considered valid because, the estimated t-value is (9.27) greater than the table t-value (2.08), and the p-value is (0.000) less than the (0.05). The results indicate that the difference is significant.

Reliability: Cronbach's alpha was used to calculate the reliability coefficient. The alpha coefficient (α) provides a lower-bound estimate of the reliability coefficient of test results,

indicating that it is typically not less than α . A high α value indicates strong dependability of test scores. (Salah Eddin Mahmoud Allam, 2000, p. 166).

Table 3: the reliability of the Quality of Life Scale

Scale	Number of Items	Cronbach's alpha	Evaluation
Quality of Life	26	0.763	high degree of reliability
Sample Size of the Pilot Study = 20			

The table clearly indicates that the scale demonstrates a high level of reliability.

3-Presentation and Discussion of Results:

3-1- Presentation and Discussion of the First Hypothesis Results:

Hypothesis Statement: The quality of life of physical education teachers does not differ significantly based on the educational stage variable (middle school–secondary school).

The researcher used an independent-samples t-test to confirm the validity of this hypothesis:

Table 4: Differences in Quality of Life Among Physical Education Teachers by Educational Stage (Middle School - High School)

Group	Size	Mean	Standard Deviation	Calculated t-value	Table t-value	moral Degree of probability (sig)	statistical Index
Middle school	88	96.13	14.28	0.73	1.96	0.463	No significant
Secondary school	67	97.82	13.92				
Significance Level = 0.05				Degrees of Freedom = 153			

The data presented in the table reveals the following:

- The mean score for middle school physical education teachers is $(96.13) \pm (14.28)$.
- The mean score for high school physical education teachers is $(97.82) \pm (13.92)$.

The computed t-value (0.73) less than the table t-value (1.96). Additionally, ($\alpha=0.05$) is lower than the ($p = 0.643$). According to these findings, there are no significant variations in physical education teachers' quality of life that can be linked to the educational stage variable (middle school versus high school).

The researcher attributed the absence of significant variations to the homogeneity of their working conditions. These conditions are almost identical, particularly in terms of the

available resources and social relationships with colleagues, parents, and students. This is understandable, as both groups fall under the same ministry.

From a physical standpoint, physical education teachers, by virtue of their subject, are required to engage in physical activities regularly, which helps them maintain their fitness levels and motor abilities, whether they are teaching at the middle or high school level. Additionally, given the recreational nature of physical education and sports, the researcher believes that teachers in this field tend to exhibit a positive and balanced psychological state due to the positive impact of physical activities on their mental well-being.

Furthermore, from a social and environmental perspective, the researcher posits that physical education teachers in both middle and high schools face similar social conditions. Both groups interact with the administration, colleagues, parents, and students. This shared social context helps explain the absence of significant differences in their quality of life levels.

3-2- Presentation and Discussion of the Second Hypothesis Results:

Hypothesis Statement: The professional experience variable (less than five years, five to ten years, and more than ten years) does not significantly affect the quality of life of physical education teachers.

The researcher performed an Analysis of Variance (ANOVA):

Table 5: Differences in Quality of Life Among Physical Education Teachers by Professional Experience (Less than 5 years, 5-10 years, More than 10 years)

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F-value	moral Degree of probability (sig)	Significance Level	statistical Index
Between Groups	413.12	02	206.56	1.038	0.357	0.05	No significant
Within Groups	30239.03	152	198.94				
Total	30652.15	154					

The p-value is (0.357) higher than the (0.05). This indicates that there are no statistically significant differences between the three groups according to their professional experience (less than five years, five to ten years, and more than ten years).

These results align with several previous studies, such as the study by Bourezg and Oum El Khoyout (2018), although their research focused on high school teachers in general, they concluded that the organizational regulations governing schools do not account for the date of appointment, and years of experience have no significant impact on social interaction among teachers (Oum Elkhoyout Imane, Bourezg Youssef, 2018, p 691).

Similarly, Fouatmia Mohamed (2017) reached the same conclusion, although his study specifically involved high school teachers, this consistency suggests that teachers in Algeria, regardless of their educational stage, generally face the same circumstances and receive comparable benefits.

From the researcher's perspective, years of professional experience, whether few or many, do not significantly influence the conditions or environment of physical education teachers. Despite receiving a financial allowance to acknowledge their experience, the amount is minimal and does not create a substantial difference between teachers with varying levels of experience, this is especially true considering the increasing expenses and family responsibilities teachers face as they age.

These results support the notion that teachers' quality of life is not substantially impacted by their work experience in Algeria.

3-3-Presentation and Discussion of the General Hypothesis Results:

Hypothesis Statement: The quality of life among physical education teachers is at a moderate level.

To test this hypothesis, the researcher performed a one-sample t-test; the results are presented in the table below:

Table (6): The Quality of Life Level among Physical Education Teachers

Dimension	Mean	Standard Deviation	Hypothesized Mean	Calculated t-value	Table t-value	moral Degree of probability (sig)	statistical Index
Physical Health	27.37	04.36	21	18.17	01.96	0.000	significant
Mental Health	23.01	03.39	18	18.39	01.96	0.000	significant
Social Relationships	11.84	02.41	09	14.65	01.96	0.000	significant
Environment	26.78	05.12	24	06.75	01.96	0.000	significant
Total	96.86	14.10	78	16.64	01.96	0.000	significant
Significance Level = 0.05				Degrees of Freedom = 154			

The physical health dimension's mean score is 27.37 with a standard deviation of 4.36, as can be seen from the table. The hypothesized mean is 21. A one-sample t-test yielded a calculated t-value (18.17) > t-value (1.96), and a p-value of (0.000) < (0.05). These findings demonstrate that the difference is significant and that the physical health dimension's quality of life is high.

According to the study, this is because physical education and sports involve a variety of physical activities that keep teachers actively involved in physical activity, which benefits their physical capabilities and general health.

The mean score for the mental health dimension is 23.01 ± 3.39 , while the hypothesized mean is 18 and based on a one-sample t-test, the calculated t-value ($18.39 >$ the table t-value of 1.96, p-value is $(0.000) < 0.05$, These findings support the significance of the difference, showing a high quality of life in the mental health dimension.

The researcher explains that physical education and sports are enjoyable and stress-relieving, this recreational environment in which the teacher works helps maintain their mental health, protecting them from any pressures, regardless of type or source.

The mean score for the social relationships dimension was 30.01 ± 4.06 , while the hypothesized mean was 25, the calculated t-value ($30.98 >$ table t-value (1.96), and the p-value $(0.000 < 0.05)$. According to these findings, there is a statistically significant difference, indicating a high quality of life in the social relationships dimension.

The researcher claims that because physical education and sports teachers are highly regarded by administrators and coworkers for their subject matter, they constantly try to get everyone involved in sporting events, even after work hours. Because of this, they have been able to establish solid social bonds with everyone and exhibit adaptability in their interactions.

The mean in the environmental dimension was 26.78 ± 5.12 , while the hypothetical mean was 24. The calculated t-value ($6.75 >$ t-value (1.96). The p-value $(0.000) < (0.05)$. These findings support the relevance of the difference and demonstrate the importance of the environment in determining quality of life.

The researcher ascribes this to the physical education instructor's contentment with the ambient circumstances. This may be due to their work environment being outside traditional classrooms in larger open spaces, unlike teachers of other subjects who operate in confined spaces. Their replies on the environmental dimension of the quality of life scale have been positively impacted by this element, which has increased their enjoyment of their workplace.

The mean in the overall dimensions was 96.86 ± 14.10 , whereas the hypothetical mean was 78. The calculated t-value ($16.64 >$ t-value (1.96), and (p-value) was $(0.000 < 0.05)$.

The statistical significance of the difference is confirmed by these results, suggesting that the overall dimensions of quality of life are high.

This result differs from the findings of Bourezg and Om Elkhoyout (2018) and Fuatmia Mohamed (2017), which were discussed in the theoretical section.

While the current study discovered a high degree of quality of life among teachers, previous studies revealed that it is moderate. The researcher relates this disparity to the fact that the

preceding studies examined teachers in general. In contrast, this study focused solely on physical education teachers. The researcher considers this specificity as a valid explanation for the divergence in results because Physical education and sports teachers have distinct characteristics and advantages compared to other teachers, and the high quality of life level observed among them can be explained in light of the following factors:

- The competitive and recreational aspects of sports and physical education as subjects.
- Their workspace is more open and roomy than that of teachers who work in cramped classrooms.
- The absence of theoretical lessons and tests, relying instead on events and athletic contests.
- The pupils' passion and interest in sports.

4- Conclusions and suggestions:

The following conclusions were derived from our assessment of the quality of life among physical education teachers, which was based on a simple random sample of 155 teacher:

- Physical education teachers have an excellent quality of life.
- The quality of life of physical education teachers does not differ significantly based on the educational stage variable (middle school–secondary school).
- The professional experience variable does not significantly affect the quality of life of physical education teachers.

Based on these findings, some related recommendations can be made:

- It is crucial to provide favorable conditions for physical education and sports teachers to carry out the educational process optimally; this will positively affect student achievement and their overall development.
- Prioritize coordination between middle and secondary education levels for physical education, with a focus on the competencies targeted across various sports activities; the goal is to cultivate a well-rounded puiple socially, physically, and mentally.
- Seminars, study days, and scientific sessions related to sports in educational institutions should be organized to utilize the expertise of physical education teachers with extensive professional backgrounds, aiming to enhance and develop the field.

5. Referrals and Quotations:

1- Amin Anwar El-Khouli, *Foundations of Physical Education and Sports*, 2nd edition, Dar El-Fikr El-Arabi, Cairo, Egypt, 2002.

- 2- Ben Aissa Saber, *Job Satisfaction and its Relationship with Quality of Life among Physical Education and Sports Teachers*, Doctoral Thesis, Mohamed Khider University, Biskra, 2019.
- 3- Boufadj Wissam, *Strategies for Coping with Psychological Stress and Quality of Life among Teachers with Diabetes*, Doctoral Thesis, Mohamed Khider University, Biskra, 2018.
- 4 - Dai Youcef, Rahli Mourad, *The level of mental health among people with mobility disabilities who practice competitive adapted sports activity*, The Challenge Journal, Vol. 16, Issue 02, 2024, pp. 22-36.
- 5- Douida Assia, *Quality of Life and its Relationship with Self-Efficacy among University Students*, Master's Thesis, Blida 2 University, 2016.
- 6- El Achoul, Adel Ezz El-Din, *Quality of Life from a Social, Psychological, and Medical Perspective*, Proceedings of the Third Scientific Conference (Psychological and Educational Development of the Arab Human Being in Light of Quality of Life), Zagazig University, Egypt, March 15-16, 2005.
- 7- Fatima Hamza, *Social Support, Psychological Resilience, and their Relationship with Quality of Life among Female Workers in the Health Sector in Djelfa*, Doctoral Thesis, Amar Telidji University, Laghouat, 2019.
- 8- Fuatmia Mohamed, *The Reality of Quality of Life among Primary School Teachers*, *Journal of Humanities and Social Sciences*, Issue 31, 2017, pp. 451-462.
- 9- Fuatmia Mohamed, *Organizational Communication and its Impact on Quality of Life among Primary School Teachers*, Doctoral Thesis, Abdelhamid Ben Badis University, Mostaganem, 2018.
- 10- Meknin Abdelhak, Fernan Madjid, *Quality of Work Life as a Key Factor in Enhancing Motivation among Physical Education and Sports Teachers*, *Ma'arif Journal*, Issue 22, pp. 212-233.
- 11- Mohamed Hassan Abu Hachem, *Psychometric Properties of Measurement Tools in Psychological and Educational Research Using SPSS*, King Saud University, Riyadh, 2006.
- 12- Oum Elkhoyout Iman, Bourezg Youssef, *The Reality of Quality of Life at Work among Secondary School Teachers in Light of Some Variables*, *Studies and Researches in the Arab Journal of Humanities and Social Sciences*, Vol. 10, Issue 04, 2018, pp. 683-692.
- 13- Refice Zoubeyr, *The differences in the level of health awareness among the education employees in the Light of Several variables (the gender- nature of the job- the phase)*, The Challenge Journal, Vol. 13, Issue 02, 2020, pp. 328-344.
- 14- Salah Ed-Din Mahmoud Allam, *Measurement and Evaluation in Educational and Psychological Fields: Foundations, Applications, and Contemporary Guidelines*, Dar El-Fikr El-Arabi, Cairo, 2000.
- 15- Wajih Mahjoub, *Scientific Research and its Methodologies*, Higher Education Printing Press, Baghdad, 2002.