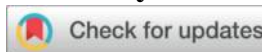


The Contributions of Job Satisfaction to Enhancing Quality of Life among Secondary School Physical Education and Sports Teachers

**A Field Study Conducted in Secondary School
of Biskra**



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Abstract:

Our current study seeks to identify the effective role that job satisfaction plays in improving the quality of professional life among secondary school physical education and sports teachers. This study relies on a descriptive analytical approach, as it is appropriate for this topic.

The questionnaire tool, designed to measure quality of life, was applied and included a sample of 60 teachers. After collecting the data, processing it statistically, and discussing the study's hypotheses, the following results were obtained:

- Job satisfaction plays an active role in improving the quality of life among secondary school physical education and sports teachers.
- Job satisfaction is significant in enhancing the psychological well-being of secondary school physical education and sports teachers.
- Job satisfaction contributes to raising the level of happiness and stability among secondary school physical education and sports teachers.

Keywords: Job Satisfaction, Quality of Life, Physical Education and Sports Teacher.

1. Introduction

In light of the rapid transformations witnessed in the contemporary world, work-related issues are no longer confined solely to material or organizational aspects. Attention has increasingly extended to encompass the psychological and social dimensions of employees, with job satisfaction at the forefront due to its profound impact on professional performance and quality of life. Job satisfaction is considered one of the fundamental concepts in organizational psychology and educational management, as it reflects the extent to which individuals feel comfort and acceptance toward their profession, along with the associated working conditions, professional relationships, material and moral incentives, and opportunities for both professional and personal development.

Job satisfaction is particularly important in the field of education, as it is a sensitive sector that relies heavily on the human element, where teachers are the center of the educational process and the foundation of its success. Physical education and sports teachers occupy a distinguished position within the educational system, given the vital role they play in the physical, psychological and social development of learners, as well as their contribution to instilling educational values such as cooperation, discipline and sportsmanship. However, the nature of their work, which is characterised by physical exertion, exposure to stress, sometimes limited resources, and a lack of social recognition compared to some other specialisations, may negatively affect their job satisfaction and, consequently, their quality of life.

Quality of life is regarded as a comprehensive concept that reflects the degree to which individuals experience satisfaction, happiness, and tranquility across various aspects of their lives; whether health-related, psychological, social, or professional. Undoubtedly, job satisfaction constitutes one of the fundamental pillars of quality of life, as work occupies a significant portion of an individual's existence and directly influences psychological health, social stability, and emotional balance. The higher the level of job satisfaction among teachers, the greater their ability to

cope with work-related stress, improve professional relationships, and enhance their motivation for contribution and creativity, which in turn positively impacts their overall perception of life quality.

In this context, job satisfaction among physical education and sports teachers contributes to improving their quality of life in several interrelated ways, most notably by enhancing their sense of job security, achieving a balance between their professional and personal lives, raising their self-esteem, improving their psychological state, and reducing their levels of anxiety and occupational stress. Job satisfaction also contributes to strengthening loyalty to the educational institution and developing positive relationships with colleagues and management, which creates a healthy work environment that supports success and stability.

Therefore, the study of job satisfaction among physical education and sports teachers is important not only as an indicator of professional performance, but also because of its effective role in improving quality of life, enhancing mental and social health, and promoting feelings of happiness and stability, which in turn have a positive impact on the educational process as a whole. From this perspective, we pose the following **key question**:

- Does job satisfaction play an active role in improving the quality of life among secondary school physical education and sports teachers?

2. Sub-questions:

- Does job satisfaction have significance in improving the psychological well-being of secondary school physical education and sports teachers?
- Does job satisfaction contribute to raising the level of happiness and stability among secondary school physical education and sports teachers?

3. General Hypothesis:

- Job satisfaction plays an active role in improving the quality of life among secondary school physical education and sports teachers.

4. Sub-hypotheses:

- Job satisfaction is important in enhancing the psychological well-being of secondary school physical education and sports teachers.

- Job satisfaction is important in increasing the sense of happiness and stability among secondary school physical education and sports teachers.

5. Research Objectives:

Our study aims to:

Understanding the effective role of job satisfaction in improving the quality of life of physical education and sports teachers at secondary level.

Provide a deeper understanding of the importance of job satisfaction in improving the mental health of physical education and sports teachers at secondary level.

Understanding the positive impact of job satisfaction on increasing the level of happiness and stability among physical education and sports teachers in secondary schools.

6. Research Significance

Our research contributes to highlighting the crucial role that job satisfaction plays in improving the quality of life among secondary school physical education and sports teachers, as well as enhancing their psychological health and overall well-being. Furthermore, this study provides evidence regarding the importance of job satisfaction in increasing the sense of happiness and stability within the study sample.

7. Definition of Research Terms

Job Satisfaction: Strong defined Job satisfaction as the outcome of factors related to the job that make the individual love it and approach it at the beginning of the day without hesitation (Al-Baroudi, 2015, p. 38).

Operational Definition: Job satisfaction refers to the level of comfort and acceptance an individual feels toward their work. It is measured through the degree of satisfaction with working conditions, professional relationships, salary, nature of tasks, and opportunities for career advancement.

Quality of Life: definition of Diener (2009): Quality of life is defined as the individual's sensory perceptions of their position in life from a cultural perspective

and within the value system of the society in which they live, as well as their relationship to personal goals and expectations. It encompasses aspects of psychological state and the level of personal independence (Hebri & Beshlaghem, 2018, p. 211).

Operational Definition: In the context of secondary school physical education and sports teachers, quality of life refers to the degree of satisfaction and balance experienced by the teacher across psychological, physical, social, and professional dimensions.

Physical Education and Sports Teacher

Definition of Shawkat (2019): The physical education and sports teacher is considered the primary member of the school's teaching staff responsible for fostering proper social life and educating students through sports activities (Shawkat, 2019, p. 60).

Operational Definition: The physical education and sports teacher is an educational specialist who plans, implements, and evaluates physical and sports activities within the educational institution. The aim is to develop students' physical, skill-based, health-related, and behavioral capacities in accordance with the approved educational objectives.

8. Literature Review

Sabir Ben Issa's (2019) study entitled Job Satisfaction and Its Relationship with Quality of Life among Physical Education Teachers aimed to identify the correlational relationship between job satisfaction and quality of life among physical education teachers. The researcher adopted the descriptive correlational method and employed two scales: one measuring job satisfaction and the other measuring quality of life. The study sample consisted of 124 teachers, and the most notable findings of the study were as follows:

There is a correlational relationship between job satisfaction and quality of life among physical education teachers

Abdulmajid Bin Saleh Hamad Al-Mudhhi's (2017) study entitled Quality of Life and Its Relationship with Hope and Self-Concept among Delinquent and Non-Delinquent Adolescents in Riyadh aimed to examine the relationship

between quality of life, hope, and self-concept among delinquent and non-delinquent adolescents. The researcher employed the descriptive correlational comparative method and used standardized scales for quality of life and hope. The study sample consisted of 184 students. The most prominent findings of the study were as follows:

There is a statistically significant positive correlation at the 0.01 level between quality of life (total score and all dimensions) and hope (total score and all dimensions) among delinquent and non-delinquent adolescents.

Field Procedures of the Study

1. Research Method:

The method is defined as a set of rules and principles that are relied upon to reach facts (Mohamed & Abdelwahab Merouh, 2012, p. 43).

Our study adopted the descriptive method due to its suitability for the nature of this research. The descriptive method is considered one of the forms of scientific analysis and interpretation, as it aims to describe a phenomenon or problem and then quantify it. This is achieved by collecting data and information about the phenomenon and subjecting them to thorough and precise examination (Al-Khayyat, 2011, p. 94).

2. Population and Sample of the Study:

Population of the Study: The population of the study refers to all the elements that we intend to investigate (Al-Dhamin, 2007, p. 160).

In our research, the study population consists of secondary school physical education and sports teachers.

Sample of the Study: The sample of the study is defined as a subgroup of elements selected from among the many possible elements that constitute the original population, in order to conduct the research on them (Al-Assaf & Mahmoud Al-Wadi, 2011, p. 222).

Main Sample: The main sample of the study consisted of 60 secondary school physical education and sports teachers.

3. Research Instrument

In this study, the researcher relied on a questionnaire measuring quality of life, which consisted of 18 items distributed across two dimensions:

1-Psychological Health: This dimension consists of **9 items** addressing aspects related to emotional well-being, mental stability, and psychological balance.

2-Happiness and Stability: This dimension consists of **9 items** focusing on feelings of happiness, life satisfaction, and overall personal stability.

Questionnaire

The questionnaire is one of the tools used for data collection, in which the researcher directs specific questions to respondents related to the subject of the study, in order to obtain data that can be utilized in accomplishing the research (Hamoud & Mousa Salama Al-Louzi, 2008, p. 103).

4. Psychometric Properties:

The study calculated the psychometric properties of the research instrument, and the results are presented in the following tables:

First: Reliability of the Quality-of-Life Questionnaire Using Cronbach's Alpha

Table (01): Cronbach's Alpha Reliability Coefficient for the Quality-of-Life Questionnaire:

Sample (N)	Items (Nombre of elements)	Cronbach's Alpha
60	18	0.820

Based on Table (01), which presents the Cronbach's Alpha reliability coefficient for the quality-of-life questionnaire, the obtained value was 0.820. This indicates that the research instrument demonstrates a high level of reliability and internal consistency.

Second: Validity of the Quality-of-Life Questionnaire:

- Calculation of Internal Consistency Validity for the Quality-of-Life Questionnaire:

The internal consistency validity of the quality-of-life questionnaire was calculated by determining the correlation coefficients between each item and the overall score of the questionnaire.

Table (02): Item–Total Correlation Coefficients of the Quality-of-Life Questionnaire

Item	1	2	3	4	5	6	7	8	9
Correlation Coefficient	,989**	,172**	,465	,654**	,974*	,689	,567	,345**	,984*
Item	10	11	12	13	14	15	16	17	18
Correlation Coefficient	,581**	-,790**	-,566	,676**	,547*	,343	,168**	,510	,454**

❖ Presentation and Analysis of Study Results

1. Presentation and Analysis of the General Hypothesis:

The general hypothesis stated that job satisfaction plays an effective role in improving the quality of life among secondary school physical education and sports teachers.

To verify the validity of this hypothesis, the researcher processed the collected data by calculating frequencies, percentages, arithmetic means, and standard deviations. These statistical measures were used to determine whether job satisfaction indeed has a significant impact on enhancing the quality of life of secondary school physical education and sports teachers, as illustrated in the following table:

Table (03): The role of job satisfaction in improving the quality of life among physical education and sports teachers at the secondary level.

Analysis of Table (03): The Role of Job Satisfaction in Improving Quality of Life

The Role of Job Satisfaction in Improving Quality of Life among Secondary School Physical Education Teacher	Frequency	Percentage	Arithmetic Mean	Standard Deviation
Weak Role (20–48)	00	% 00	77.88	8.876
Moderate Role (49–68)	3	%5		
Effective Role (69–95)	57	%95		

From **Table (03)**, the perspectives of secondary school physical education and sports teachers regarding **the role of job satisfaction in improving their quality of life** are clearly illustrated. The distribution of responses across the different levels was as follows:

1. **Weak Role (20–48):** No responses were recorded in this category.
2. **Moderate Role (49–68):** Only **3 responses** were recorded, representing **5%** of the sample.
3. **Effective Role (69–95):** A total of **57 responses** were recorded, representing **95%** of the sample, which constitutes the highest proportion of responses.

The **arithmetic mean** was **77.88**, which falls within the high range, while the **standard deviation** was **8.876**.

Based on the results obtained by the researcher in this study, we find **that job satisfaction plays an effective role in improving the quality of life of physical education and sports teachers at the secondary level**. Therefore, the general hypothesis has been proven.

2. Presentation and Analysis of the First Sub-Hypothesis:

The first sub-hypothesis stated that **job satisfaction is important in improving psychological health among secondary school physical education and sports teachers**.

To verify the validity of this hypothesis, the researcher processed the collected data by calculating **frequencies, percentages, arithmetic means, and standard deviations**. These statistical measures were used to determine the significance of job satisfaction in enhancing psychological health among secondary school physical education and sports teachers, as shown in the following table.

Table (04): The Importance of Job Satisfaction in Improving Psychological Health among Secondary School Physical Education and Sports Teachers

The Importance of Job Satisfaction in Improving Mental Health among Secondary School Physical Education Teachers	Frequency	Percentage	Arithmetic Mean	Standard Deviation

Low Importance (05–30)	00	% 00	46.89	4.789
Moderate Importance (31–40)	5	%8.33		
High Importance (41–50)	55	% 91.66		
Total	60	%100		

From **Table (04)**, the importance of job satisfaction in enhancing psychological health among secondary school physical education and sports teachers becomes evident. The distribution of responses across the different levels was as follows:

- 1. Weak Importance (05–30):** No responses were recorded in this category.
- 2. Moderate Importance (31–40):** A total of **5 responses** were recorded, representing **8.33%** of the sample.
- 3. High Importance (41–50):** A total of **55 responses** were recorded, representing **91.66%** of the sample, which constitutes the largest proportion of responses.

The arithmetic mean was 46.89, which falls within the high range, while the standard deviation was 4.789.

Based on the results obtained in this study, it is evident that **job satisfaction plays an important role in improving psychological health among secondary school physical education and sports teachers**. Accordingly, the first sub-hypothesis has been confirmed.

3. Presentation and Analysis of the Second Sub-Hypothesis:

The second sub-hypothesis stated that **job satisfaction is important in raising the level of happiness and stability among secondary school physical education and sports teachers.**

To verify the validity of this hypothesis, the researcher processed the collected data by calculating frequencies, percentages, arithmetic means, and standard deviations. These statistical measures were used to determine whether job satisfaction contributes significantly to enhancing feelings of happiness and stability among secondary school physical education and sports teachers, as shown in the following table:

Table (05): The Importance of Job Satisfaction in Raising the Level of Happiness and Stability among Secondary School Physical Education and Sports Teachers

The Importance of Job Satisfaction in Enhancing Happiness and Stability among Secondary School Physical Education Teachers	Frequency	Percentage	Arithmetic Mean	Standard Deviation
Low Importance (13–25)	00	% 00	45.09	5.436
Moderate Importance (26–38)	01	% 1.66		

High Importance (39–50)	59	% 98.33		
Total	60	%100		

From **Table (05)**, the importance of job satisfaction in enhancing happiness and stability among secondary school physical education and sports teachers is clearly demonstrated. The distribution of responses across the categories was as follows:

1. **Low Importance (13–25):** No responses were recorded in this category.
2. **Moderate Importance (26–38):** Only **1 response** was recorded, representing **1.66%** of the sample.
3. **High Importance (39–50):** A total of **59 responses** were recorded, representing **98.33%** of the sample, which constitutes the largest proportion of responses.

The **arithmetic mean** was **45.09**, which falls within the high range, while the **standard deviation** was **5.436**.

These findings confirm that job satisfaction has a significant role in raising the level of happiness and stability among secondary school physical education and sports teachers. Accordingly, the second sub-hypothesis has been confirmed.

❖ Discussion and Interpretation of Study Results:

1. Discussion and Interpretation of the General Hypothesis

Job satisfaction plays an effective role in improving the quality of life among secondary school physical education and sports teachers.

To verify the validity of this hypothesis, the researcher calculated frequencies, percentages, arithmetic mean, and standard deviation. The arithmetic mean for this hypothesis was 77.88, which falls within the range of 69–95. This range represents **the high and effective role of job satisfaction in improving the quality of life among secondary school physical education and sports teachers.**

Therefore, the results indicate that **job satisfaction plays an effective role in improving the quality of life of physical education and sports teachers at the secondary level. Thus, we have verified the validity of the hypothesis.**

Interpretation: This hypothesis can be interpreted as job satisfaction contributing to improving the quality of life of secondary school physical education and sports teachers by enhancing their sense of psychological comfort and professional stability and reducing work stress, which positively reflects on their psychological health, social balance, and overall life satisfaction.

2. Discussion and Interpretation of the First Sub-Hypothesis

The first sub-hypothesis stated that job satisfaction is important in improving psychological health among secondary school physical education and sports teachers.

To verify this hypothesis, the researcher calculated frequencies, percentages, arithmetic mean, and standard deviation. The arithmetic mean for this hypothesis was 46.89, which falls within the range of 41–50. This range represents the high importance of job satisfaction in improving psychological health among secondary school physical education and sports teachers. Accordingly, the results indicate that job satisfaction plays a significant role in enhancing psychological health, reducing stress, and promoting emotional stability. Thus, the **first sub-hypothesis has been confirmed.**

Interpretation: This hypothesis can be scientifically interpreted as follows: job satisfaction enhances psychological health among secondary school physical education and sports teachers by reducing feelings of stress, anxiety, and occupational fatigue. At the same time, it increases their sense of reassurance, self-esteem, and motivation, which enables them to adapt positively to work demands and maintain both psychological and emotional balance.

3. Discussion and Interpretation of the Second Sub-Hypothesis

The second sub-hypothesis stated that job satisfaction is important in raising the level of happiness and stability among secondary school physical education and sports teachers.

To verify this hypothesis, the researcher calculated frequencies, percentages, arithmetic mean, and standard deviation. The arithmetic mean for this hypothesis was 45.09, which falls within the range of (39–50). **This range represents the level at which job satisfaction plays a significant role in enhancing happiness and stability among secondary school physical education and sports teachers.** Accordingly, the results indicate that job satisfaction contributes greatly to increasing feelings of happiness, emotional balance, and professional stability. **Thus, the second sub-hypothesis has been confirmed.**

Interpretation: This hypothesis can be interpreted as follows: job satisfaction contributes to raising the level of happiness and stability among secondary school physical education and sports teachers by strengthening their sense of job security and professional recognition, and by fostering psychological and emotional balance. These factors positively reflect on their overall life satisfaction and stability in both their professional and personal lives.

❖ **Conclusion:**

This study concluded that job satisfaction plays an effective role in improving the quality of life among physical education and sports teachers. It is also considered a fundamental factor in enhancing psychological health and increasing feelings of happiness and stability. These results emphasize the importance of paying attention to job satisfaction as a necessary approach to promoting the educational environment and improving professional performance.

Recommendations:

In light of the study results, which confirmed that job satisfaction plays an effective role in improving the quality of life among physical education and sports teachers, the following recommendations can be proposed:

- Improve working conditions by providing the necessary sports equipment and maintaining facilities dedicated to physical activity, ensuring a safe and comfortable professional environment.
- Enhance moral and professional recognition of physical education and sports teachers by acknowledging their efforts and educational role within the institution.
- Support teachers' psychological health by reducing occupational stress and fostering a positive work climate based on respect and cooperation.

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