

psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession. A field study in the state of Khenchela.

الإتجاهات النفسية لمعلمي التربية البدنية والرياضية (خريجي معاهد التربية البدنية والرياضية) في المدارس الإبتدائية نحو مهنة التدريس. (دراسة ميدانية بولاية خنشلة)

Chermime mourad<sup>1</sup>, kroum Bachir<sup>2</sup>

شرميم مراد<sup>1</sup>، بشير كروم<sup>2</sup>

<sup>1</sup> Ammar Theliji University Of Laghwat, laborqtoir Of Cognitive Dimensios and Applied Perceptions in Sports Training Sciences, Institute Of Sciences and Technology Of Physical and Sports Activities  
m.chermime@lagh-unvi.dz

<sup>2</sup> Ammar Theliji University Of Laghwat, laborqtoir Of Cognitive Dimensios and Applied Perceptions in Sports Training Sciences, Institute Of Sciences and Technology Of Physical and Sports Activities  
b.karoum@lagh-unvi.dz

Received: 10/01/2024

Accepted: 21/03/2024

Published: 01/06/2024

**Abstract** The study aimed to investigate the psychological attitudes of physical education teachers in Khenchela towards their profession. The researcher distributed an attitude scale among a sample of 18 teachers working in some primary schools in Khenchela. The researcher employed a descriptive approach and relied on statistical methods such as mean, standard deviation, Pearson correlation coefficient, and Cronbach's alpha. The study concluded that physical education teachers hold positive attitudes.

**Keywords:** Attitude, Physical Education Teacher, Teaching Physical Education

**ملخص الدراسة :** هدفت الدراسة لمعرفة الإتجاهات النفسية لمعلمي التربية البدنية والرياضية لمعلمي التربية البدنية والرياضية لولاية خنشلة حيث قام الباحث بتوزيع مقياس الإتجاهات على أفراد عينة الدراسة والمقدرة بـ 18 معلم ممن يزاولون عملهم ببعض إبتدائيات ولاية خنشلة حيث اسنخدم الباحث المنهج الوصفي واعتمد على المتوسط الحسابي والإنحرافات المعيارية ومعامل الارتباط بيرسون ومعامل ألف كرومباخ كأساليب إحصائية وخلصت الدراسة إلى أن معلمي التربية البدنية والرياضية يمتلكون اتجاهات ايجابية .

الكلمات المفتاحية: الإتجاه ، معلم التربية البدنية والرياضية، تدريس التربية البدنية والرياضية

## 1-Introduction

Teaching in general, and specifically teaching physical education and sports, is an educational process aimed at guiding the growth of learners to become capable of meeting life's demands and challenges. Physical activity and sports play a distinctive role in enhancing an individual's experience and personality, contributing to improving physical fitness, communication skills, and individual productivity. It strives to achieve comprehensive education, requiring not only instructors who teach techniques and motor skills but also individuals who lead the psychological and social growth of young people.

The role of physical education teachers becomes clearer as they are among the most prominent elements in the success of the educational system. The primary education phase is considered foundational and acts as a bridge between childhood and adolescence. It is a crucial phase, nurturing and shaping all physical, psychological, intellectual, and social components of the student. This phase is fundamental for motor learning, highlighting the importance of quality teacher training, as they form the basis for achieving teaching goals and objectives.

The selection of the best human resources, those with both scientific and psychological qualifications, is vital. One of the most important decisions made by the Ministry of National Education is the inclusion of specialized teachers to teach physical education and sports at the primary education level. This decision aims to fulfill the objectives of physical education, ensuring that teachers possess essential educational competencies, enabling them to perform their roles sufficiently and effectively. This achievement hinges on various factors, including a passion for the profession and readiness for it, where motivations, attitudes, and inclinations play a crucial role in shaping individuals' behaviours.

Therefore, an individual's psychological orientation is formed and evolves through the mutual interaction between the individual and their environment, with all its characteristics and components. The formation of psychological orientation, regardless of its nature, whether negative or positive, serves as an indicator of an individual's activity and interaction with their environment (Ghazali Abdelkader, 2014). We will attempt to understand the attitudes of physical education teachers towards the teaching profession at this stage.

## **2. Problematic of the study:**

Studying the psychological orientations of individuals holds tremendous importance, considering that an individual's personality is essentially a collection of orientations that influence their habits, inclinations, emotions, and behavioral patterns. The extent of compatibility and harmony among these orientations determines an influential personality (Mohammed Al-Hamami, 1993, page 267).

Psychological orientation is considered an acquired, relatively stable conscientious readiness that involves the individual's direct connection with elements of the natural and social environment. Thus, these orientations might initially manifest around inclinations toward specific professions (Jenan Saeed Al-Raho, 2005, page 78).

"The attitudes of physical education teachers constitute an important aspect of the educational climate within schools. Due to the significance of attitudes, numerous studies have been conducted, including the study by Fahd Saad Bin Saedan in 2004, aiming to understand the attitudes of physical education teachers towards their profession in Riyadh. The study found predominantly positive attitudes above the average.

Another study by Abu Salem in 2009 aimed to discern the attitudes of education college students at Al-Aqsa University towards pursuing a teaching career. Additionally, Taher Briki's 2011 study aimed to explore the psychological orientations of physical education students towards careers in teaching and coaching.

Moreover, in 2013, Mohammed Tayeb conducted a study aiming to uncover the relationship between the attitudes of physical education teachers towards the teaching profession and their teaching performance at the secondary education level.

Considering the active role of physical education teachers in fostering comprehensive and balanced educational growth for individuals, the researcher chose to study the attitudes of these teachers towards the teaching profession. As these attitudes are acquired rather than inherited, they naturally vary from one teacher to another. This variance stems from differences in the educational competency among physical education teachers and their varying levels of interest in enhancing their teaching abilities.

Hence, the researcher identified the need to understand the factors influencing the attitudes of physical education teachers towards teaching. The study seeks to answer the following question: Are there positive attitudes among physical education teachers at the primary education level towards the teaching profession?

Hence, we ask the following questions:

1. Are the attitudes of primary education level physical education teachers towards the teaching profession attributed to personal perceptions of the profession?

2. Do the attitudes of primary education level physical education teachers towards the teaching profession stem from their perceptions of the teacher's personal characteristics?
3. Are the attitudes of primary education level physical education teachers towards the teaching profession attributed to the teacher's personal evaluation of their professional capabilities?
4. Are the attitudes of primary education level physical education teachers towards the teaching profession influenced by their perception of the future of the profession?
5. Do the attitudes of primary education level physical education teachers towards the teaching profession stem from societal perspectives on the profession?

**3. Hypotheses of the study:**

**3-1-General Hypothesis:** There are positive attitudes among primary education level physical education teachers towards the teaching profession.

**3-2-Sub-Hypotheses:**

1-Attitudes of primary education level physical education teachers towards the teaching profession are attributed to personal perceptions of the profession.

2.Attitudes of primary education level physical education teachers towards the teaching profession are attributed to perceptions of the teacher's personal characteristics.

3. Attitudes of primary education level physical education teachers towards the teaching profession are attributed to the teacher's personal evaluation of their professional capabilities.

4. Attitudes of primary education level physical education teachers towards the teaching profession are attributed to perceptions about the future of the profession.

5. Attitudes of primary education level physical education teachers towards the teaching profession are attributed to societal perspectives on the profession.

**4. Purpose of the study:**

- Identifying the nature of attitudes among primary education level physical education teachers towards the teaching profession.
- Assessing the presence of positive attitudes among primary education level physical education teachers towards the teaching profession.
- Determining the contribution of factors (personal perception of the profession, perception of the teacher's personal characteristics, personal evaluation of professional capabilities, future prospects of the profession, societal perspectives on the profession) in shaping positive attitudes among primary education level physical education teachers towards the teaching of physical education and sports.

**5. Significance of the study:**

The significance of this study lies in its exploration of attitudes, considered the cornerstone of social psychology. We believe that examining the attitudes of primary school physical education teachers holds immense importance, offering theoretical and practical contributions in identifying the factors that contribute to the formation of positive attitudes towards the teaching profession in physical education and sports. Geev.J (2006) points out that an individual's positive attitudes determine their success both professionally and personally. Positive attitudes towards our work motivate us to overcome obstacles and frustrations that hinder our success. Conversely, negative attitudes can lead to adopting more frustrations, potentially causing failure in our work (Gee.J & Gee.V., 2006, p. 58).

The researcher also perceives that a teacher's possession of positive attitudes increases their desire for work, enthusiasm, satisfaction in teaching, and

enhances the chance of achieving broader educational goals. Specifically, it aids in achieving desired objectives in physical education classes at the primary level.

**6. Terms included in the study:**

- **Direction:** It is a state of readiness and psychological preparedness that is regulated through individual experience. It has a guiding or dynamic impact on an individual's response to various subjects and situations that stimulate this response. (O'Keefe.D.Daniel .J: Persuasion, 2002, p. 06) Rajeki defines direction as a mental or neural state of readiness in an individual resulting from experience, directly influencing their response to subjects and associated situations. (Mansi Mahmoud, 1991, p. 207)
- **Physical Education Teacher:** The physical education teacher plays a pivotal role in the educational process, responsible for choosing suitable activities for students in physical education classes to achieve educational and pedagogical objectives and to apply them in practice. Additionally, they accomplish personal goals that align with the broader objectives of education in the educational system. Working directly with students in schools and educational institutions, they reflect the values and objectives they adhere to (Amin Anwar Al-Khouly, 1996, p. 147)
- **Teaching:** As per Essam Eldin Motawalli, teaching is a series of organized procedures, arrangements, and actions that a teacher undertakes from planning to execution to facilitate learning. Theoretical and practical contributions from students are involved in order to achieve learning. (Issam El-Din Metwally Abdullah, 2011, page 13)

It encompasses the actions undertaken by a teacher with their students to accomplish specific tasks in order to achieve predefined objectives. (Afaf Abdel-Kim, page 149)

- **The practical chapter**

**1- Research methodology and field procedures:**

**1.1. Study Methodology:** This study necessitates the use of the descriptive methodology, which is one of the most common, widespread, and utilized approaches in educational and psychological research. It involves collecting both quantitative and qualitative data about the phenomenon under study to analyze, interpret, and derive conclusions to understand its nature and characteristics. (Ahmed Ramadaniya, 2018)

The researcher believes that the descriptive methodology is the most suitable for this study. It involves measuring and understanding the impact of factors on the occurrences of the studied phenomenon to draw conclusions. It aims to understand how to regulate and control these factors and also predict the behavior of the phenomenon under study in the future. (Abdel Qader Majd Radwan, 1995, page 130)

**1.2. Survey study:**

The exploratory study serves as an initial investigation conducted by the researcher on a small sample size to gauge the respondents' receptiveness to the scale statements. It aims to assess the suitability of the scale for the research, select research methods, and manage them effectively. The researcher visited several elementary schools during the second half of October 2023 and administered the scale to a group of 10 physical education teachers to survey their attitudes toward the teaching profession. This was done to identify obstacles and shortcomings before the final implementation of the scale, allowing for insights beneficial to the study. The exploratory study successfully achieved its objectives.



### 1.3. Research population and sample

Our study targets physical education and sports teachers working in primary schools in the province of Khenchela, totaling 155 teachers. The research sample comprised 18 randomly selected teachers, representing 11.61% of the total community of educators.

### 1.4. Research areas:

-**Temporal scope:** The study took about 3 months, both theoretical and applied.

-**Spatial domain:** The spatial domain included some primary schools in the state of Khenchela.

-**The human field:** This study identifies the sample members, who number 18 teachers of physical education and sports.

### 1.5. Data collection tools:

The scale used was the "Attitudes of Teachers towards the Profession of Physical Education and Sports Teaching," developed by researcher Mahdi Ahmed El Taher and previously employed in the Algerian context by Dr. Mohamed Tayeb in his doctoral thesis titled "Relationship between Physical Education and Sports Teachers' Attitudes towards the Teaching Profession and their Teaching Performance at the Secondary Education Level: A Descriptive Study in the Chlef Province in 2013." The finalized scale consists of 40 weighted statements covering both positive and negative aspects, distributed across five dimensions encompassing various crucial aspects for the teacher: personal, social, and economic. Which are:

1. **Regarding Personal Perception of the Teaching Profession:** Comprising (10) statements reflecting the teacher's view of teaching as a profession, whether they embrace it and find joy in it, or see it as a source of distress and annoyance. Numbered from (1-10).

2. **Concerning the Teacher's Perception of Personal Traits:** Consisting of (9) statements shaped by their experiences with teachers, influencing their view of teaching and recognizing specific traits such as feelings of inadequacy and being easily agitated. Numbered from (11-19).
3. **After Self-Assessment of Abilities:** Including (10) statements reflecting the teacher's belief in their capability to perform a specific job, which positively impacts their attitudes. Numbered from (20-29).
4. **In Relation to the Future of the Profession:** Encompassing (5) statements signifying the teacher's reassurance regarding opportunities for advancement, employment, bonuses, and benefits contributing to their stability. Numbered from (30-34).
5. **Considering Society's Perception of the Profession:** Encompassing (6) statements, where the societal view of the profession as a cornerstone for societal development brings a sense of pride. Numbered from (35-40) (Mohamed Tayeb, 2013, Pages 164-165).

**1.6.1- Correcting the study tool:** The questionnaire consisted of (40) items, each accompanied by a Likert five-point scale reflecting the degree of agreement of the study sample as follows: (Strongly Agree = 5, Agree = 4, Undecided = 3, Disagree = 2, Strongly Disagree = 1).

All items were positively oriented except for items numbered (40, 39, 38, 34, 31, 30, 20, 19, 18, 17, 16, 15, 14, 13, 12, 5, 2), which were negatively oriented (the scoring was reversed). This method helps determine the level of agreement and ascertain the direction for the Likert five-point scale.

psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession

**Table No. (1):** Weights for the degree of agreement and direction determination according to a five-point Likert scale.

Weighted average	Degree of direction
From 4,20 to 5	very high
From 3,40 to 4,19	high
From 2,60 to 3,39	medium
From 1,80 to 2,59	low
From 1 to 1,79	very low

**1-6-2-Scale validity procedures:**

Validity was found using the internal consistency method, which was the Pearson correlation coefficient. According to the following

**table: Table No. (02):** Correlation coefficients of the axis scores with the total score of the attitude towards the teaching profession scale

Axes	Correlation coefficient	sig
Personal view toward the teaching profession	0.832	0.01
View of personality traits	0.863	0.01
Personal assessment of his abilities	0.812	0.01
The future of the profession	0.636	0.01
Society's view of the profession	0.882	0.01

**1-6-3-Scale reliability**

The scale's reliability was calculated using Cronbach's Alpha coefficient, yielding a value of 0.907, indicating an extremely high level of reliability.

**8-Statistical processing**

The SPSS software was extensively utilized in this study for conducting essential calculations such as arithmetic means, standard deviations, and

subsequently transferring the obtained results from the SPSS program to tables, as will be presented in the results section for further discussion and analysis.

**Presentation and discussion of the study results:**

**The first hypothesis:** The attitudes of physical education and sports teachers in the primary education stage towards the teaching profession are attributed to the factor of personal outlook towards the profession.

**Table No. (03):** represents the arithmetic mean and standard deviation for the dimension of personal outlook toward the profession

N	Paragraphs	SMA	standard deviation	Rank	Degree of direction
1	My feeling of satisfaction with the profession of teaching physical education and sports compensates for the hardships and difficulties surrounding my work as a professor.	4.22	0.808	03	very high
2	If I had the opportunity to leave the profession of teaching physical education and sports for another profession, I would have done so immediately	2.28	1.364	09	low
3	I would prefer the profession of teaching physical education and sports if it did not open the door to private lessons	3.72	1.018	08	high
4	If I were to choose another profession, I would only choose	3.83	0.924	07	high

psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession

	the profession of teaching physical education and sports				
5	The profession of teaching physical education and sports was imposed on me against my will	1.72	1.018	10	Very low
6	The profession of teaching physical education and sports is a high profession, no less than any other profession	4.61	0.608	01	very high
7	My profession as a physical education and sports teacher will become a source of my happiness	4.11	1.132	04	high
8	Whatever is said about the profession of teaching physical education and sports, the advantages it affords the professor are sufficient	4.17	0.786	05	high
9	No matter how high the financial income of the profession of teaching physical education and sports is, I am not tempted by it	3.83	1.098	06	high
10	I feel that I will love my job as a physical education and sports teacher	4.44	0.856	02	very high
		3.69	0.477		positive

Based on the obtained results in most items, it suggests a positive inclination towards the personal perspective of the profession. The arithmetic mean for the sixth item reached 4.61, nearing the maximum score. This indicates that the majority of teachers perceive teaching as a profession that is on par with other professions. Additionally, teachers feel a genuine fondness for their work in physical education and see it as a profession that compensates for the challenges and difficulties they face. Furthermore, most teachers resist switching from teaching physical education to another profession even if given the opportunity. Conversely, item number (5) ranks lowest with an arithmetic mean estimated at 1.72, suggesting that teaching as a profession was not imposed on the majority of physical education teachers. The overall arithmetic mean for this dimension is 3.69, indicating a positive trend in these attitudes.

**Presentation and discussion of the results of the second hypothesis:**

The attitudes of physical education and sports teachers in the primary education stage towards the teaching profession are attributed to the factor of personal outlook towards the personal characteristics of the teacher.

**Table No. (04):** represents the arithmetic mean and standard deviation of the dimension of outlook toward personal traits.

N	Paragraphs	SMA	standard deviation	Rank	Degree of direction
1	Anyone can become a teacher of physical education and sports	1.89	1.079	04	Low
2	It is difficult for the physical education and sports teacher to control his family members and friends	2.00	1.237	03	Low

psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession

3	If you see someone who is easy to irritate, it is most likely a physical education and sports teacher	2.56	1.423	01	low
4	A professor of physical education and sports dies underage	2.28	1.018	02	Low
5	Students rarely respect the physical education and sports teacher these days	1.78	1.114	05	Very low
6	If a person fails in a certain profession, it is easy for him to become a professor of physical education and sports	1.72	1.127	07	Very low
7	The physical education and sports teacher often feels himself inferior to others	1.56	1.042	09	Very low
8	Anyone who chooses the profession of teaching physical education and sports usually suffers from a feeling of inferiority	1.61	1.037	08	Very low
9	The physical education and sports teacher tries to compensate for his deficiency by controlling his students	1.78	0.943	06	Very low
The general sum of the dimension of outlook towards personal traits		1.90	0.863		negative

Based on the results obtained in Table 04, it appears that the arithmetic mean for each item in this dimension ranges from 1.56, which is the lowest value recorded for all scale items, noted in item number (7). This item suggests that physical education teachers often feel deficient and less significant compared to others. The highest arithmetic mean in this dimension is 2.56, recorded for item number (3), which states: "If you see someone who is easily upset, it is often a physical education teacher." The direction score for all items ranges from low to very low. The overall arithmetic mean for this dimension is 1.90, indicating that the second hypothesis is not fulfilled because the direction in this dimension is negative.

#### **Presentation and discussion of the results of the third hypothesis:**

The attitudes of physical education and sports teachers in the primary education stage towards the teaching profession are due to the factor of self-evaluation of their abilities.

**Table No. (05):** represents the arithmetic mean and standard deviation for the self-evaluation dimension of his abilities.

N	Paragraphs	SMA	standard deviation	Rank	Degree of direction
1	The profession of teaching physical education and sports requires more effort than I can handle	2.50	1.295	10	low
2	I don't think teaching pupils would cause me much inconvenience	2.78	1.478	09	medium
3	I believe I am the kind of patient person that a career in teaching physical	4.44	0.705	03	very high



**psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession**

	<b>education and sports requires</b>				
4	I do not think that the students' naughtiness causes me distress	4.00	1.029	05	high
5	I feel happy as a teacher of physical education and sports as soon as I find myself among my students	4.50	0.786	02	very high
6	Whatever problems I face in teaching physical education and sports, I have the ability to overcome them	4.67	0.485	01	very high
7	I welcome the profession of teaching religious and physical education, despite the additional work that falls on my shoulders	4.33	0.594	06	very high
8	The profession of teaching physical education and sports requires that I remain a student throughout my life.	4.39	0.698	04	very high
9	I feel that physical education and sports teachers' dealings with school principals is easy and simple	4.22	0.878	07	very high
10	I do not think that the additional burdens I am assigned to on top of my work as a professor of physical education and sports will cause me inconvenience.	3.28	1.074	08	medium
<b>The general sum of the self-evaluation dimension of his abilities</b>		<b>3.91</b>	<b>0.393</b>		<b>positive</b>

From Table 5, we observe that the trend in most items of this dimension is high, except for the first item, which is low, and the second item, which is moderate.

The highest arithmetic mean for all scale items in this dimension was recorded in the sixth item, with a value of 4.67, which is closest to the maximum score of 5. This suggests that most teachers have the ability to overcome any problems they encounter. Following this in the ranking for this dimension is item number (5), indicating that teachers feel happy when they are among their students, contributing to their satisfaction and contentment in this profession. The lowest arithmetic mean for the items in this dimension was recorded in item number (1), estimated at 2.50, indicating a low directional score. The item's statement was that teaching physical education is demanding beyond the teacher's capacity. The overall arithmetic mean for this dimension is 3.91, the highest value for the scale dimensions. The positive attitudes of physical education teachers towards the teaching profession primarily relate to the self-assessment factor of their capabilities

**Presentation of the results of the fourth hypothesis:**

The attitudes of physical education and sports teachers in the primary education stage towards the teaching profession are attributed to the factor of the future of the profession.

**Table No. (06):** represents the arithmetic mean and standard deviation obtained for the future of the profession dimension.

N	Paragraphs	SMA	standard deviation	rank	degree of direction
1	There is no hope for advancing the profession of teaching physical education and sports.	2.06.	1.392.	5	low
	The future of a physical education and	3.17.	0.985		medium

**psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession**

2	sports teacher is not greatly affected by the amount of effort he puts into his profession.			4	
3	The future of physical education and sports, in my opinion, is no less important than the future of other professions	4.33	0.840	2	very high
4	I feel pain whenever I remember that the system for promoting physical education and sports teachers is still different for other professions.	3.83	0.786	3	high
5	It doesn't bother me if my students are in better positions than me	4.39	1.290	1	Very high
The general sum of the future of the profession dimension		3.55			positive

**Based on the results obtained in Table 6**, we find that the arithmetic means range from 3.83 to 4.39, indicating a positive direction. The highest value was recorded for item number (5), suggesting that most teachers are not bothered if their students surpass them. Following this, in second place among the dimension's items, is item number (3), where most teachers acknowledge that the future of physical education teaching is as important as other professions. However, in the first item, the arithmetic mean was 2.06, indicating a low direction. This item reflects the belief that there is no hope for the advancement of the physical education teaching profession. The overall arithmetic mean for this dimension is 3.55, indicating a positive directional score. This dimension ranks third among the scale dimensions, suggesting that the positive attitudes of physical education teachers towards the teaching profession are attributed, to a third extent, to the factor of the profession's future prospects.

**Presentation of the results of the fifth hypothesis:**

The attitudes of physical education and sports teachers in the primary education stage towards the teaching profession are due to the factor of society's view of the profession.

**Table No. (07):** Shows the arithmetic mean and standard deviation for the dimension of society's outlook toward the profession.

N	Paragraphs	SMA	standard deviation	Rank	Degree of direction
1	I feel proud when others know that I have become a teacher of physical education and sports.	0.705	4.44	01	Very high
2	I believe that our society views the professor of physical education and sports with respect and appreciation	0.900	3.89	02	high
3	I feel that society does not view the profession of teaching physical education and sports with the same respect and appreciation as it views other professions.	1.085	3.67	03	high
4	I feel embarrassed if anyone knows that I have become a professor of physical education and sports.	1.56	0.984	06	Very low
5	Perhaps society's view of the physical education and sports teacher as being inferior to others in other professions is due to the fact that in the end he only deals with a group of children.	2.72	1.274	04	medium

**psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession**

6	No matter how much I advance in the profession of teaching physical education and sports, society will look at me less than my colleagues in other professions	2.00	1.88	05	low
<b>The general sum of the future dimension of society's outlook towards the profession</b>		<b>3.04</b>	<b>0.630</b>		<b>neutral</b>

Based on the results obtained in Table dimension's items range from 1.56 in the fourth item, which states that physical education teachers feel embarrassed if someone knows they are a physical education teacher, to 4.44 in the first item. Most physical education teachers feel pride and esteem in their profession. The directional scores for the items in this dimension range from very low direction to very high direction. The overall arithmetic mean for this dimension is 3.04, which indicates a neutral direction. Therefore, the fifth hypothesis is not supported, suggesting that the neutral direction characterizes the attitudes of physical education teachers towards this dimension.<sup>7</sup>, the arithmetic means for the

**Presentation and discussion of the results of the general hypothesis:**

There are positive attitudes for physical education and sports teachers in the primary education stage towards the teaching profession.

Table No. (08): represents the arithmetic mean and standard deviation of the scale dimensions and the total score.

Dimensions	SMA	standard deviation	Rank	Degree of direction
the personal outlook towards the teaching profession	3.96	0.477	02	positive
looking at the personal characteristics of the teacher	1.90	0.863	05	Negative
self-evaluation of his abilities	3.91	0.393	01	positive
the future of the profession	3.55	0.596	03	Positive
society's view towards the profession	3.04	0.630	04	neutral
Orientation towards the teaching profession	3.23	0.477		Above average positive

Based on the results obtained from Tables 03, 04, 05, 06, 07, and 08, it appears that the attitudes of physical education teachers towards certain dimensions are predominantly positive. Specifically, the dimensions related to self-evaluation of their abilities, personal perception of the profession, and future prospects in the field have mean scores surpassing the total average score of the scale. The researcher attributes these positive attitudes to the teachers' dedication to the noble mission entrusted to them. Their positive responses in the attitude scale have a positive impact on their teaching performance. This positivity is further rooted in their strong personal outlook on the profession, which confirms their ability to overcome challenges they face in teaching physical education.

Teachers generally seem convinced and content with their profession, affirming that teaching physical education is a noble profession not inferior to

any other. This is evident in their reluctance to change their career, even if given the opportunity. Their happiness when among their students and the pride they feel in their profession reflect positive attitudes, both in self-evaluation and societal perception dimensions.

However, their attitudes are negative regarding the personal traits dimension of the teacher. The researchers attribute this to the explicit rejection of the statements within this dimension, most of which are negative. These findings contrast with those of a study by "Mohamed Tayeb," where this dimension showed a positive score.

Upon reviewing Table 08, variations in the arithmetic means of attitude dimensions become apparent. The researcher suggests that the primary reasons for the positive attitudes are attributed to the teachers' self-assessment of their abilities, their dedication to their work, their welcoming attitude towards teaching, and their ability to handle the additional responsibilities that come with teaching physical education. These findings align with the results of "Mohamed Tayeb's" study regarding the correlation between attitudes towards teaching profession and teaching performance among secondary school physical education teachers, where self-assessment of capabilities ranked first.

It can be concluded that elementary school physical education teachers in the Khenchela province exhibit positive attitudes towards teaching physical education. This result aligns with various studies, such as "Fahad Saad bin Saeedan's" study titled "Attitudes of Physical Education Teachers Towards the Profession in Riyadh City in 2004," which found predominantly positive attitudes above average. Similarly, it agrees with "Abu Salem's 2009" study on the attitudes of education college students at Al-Aqsa University towards teaching, demonstrating positive attitudes towards the teaching profession for both genders. Moreover, it aligns with "Briki Tahar's 2011" study on the

psychological attitudes of physical education students towards teaching and training professions, revealing positive attitudes towards teaching physical education across educational stages as a prospective career.

However, these findings contradict "Al-Hammami 1983" and "Abu Halima and Majli 1996" studies, which indicated negative attitudes among physical education students towards the teaching profession. Additionally, they differ from "Jaber Jaber Hussein Aldreeny's" study "Qatari Preference for the Teaching Profession and Specialization in Teaching Physical Education" from 1985. This study aimed to assess the preference of male and female students at the University of Qatar for specializing in teaching physical education and artistic education. The study identified social status as one of the reasons behind the preferences, suggesting that social factors contribute to the lack of preference among Qataris for teaching physical education and sports.

**Conclusion:**

This study focused on the attitudes of physical education teachers towards the teaching profession, utilizing the Likert scale as a research tool to verify the study's hypotheses. The survey was conducted on a sample of 18 elementary education physical education teachers out of a total of 155 teachers in the Khenchela province. After collecting, statistically processing, analyzing, presenting, and discussing the data, the results were positive. Several factors were identified as components in shaping individuals' attitudes, enabling an understanding of their behavior towards specific tasks or situations.

Corbin emphasizes the significant importance of studying attitudes to understand individuals, guiding them towards activities that align with their inclinations and shaping their personalities. This process is closely linked to comprehending individual behavior and reflects their feelings towards certain situations (Corbin, CB, Attitude Toward, 1975).



## psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession

---

Among the factors influencing the formation of physical education teachers' attitudes towards the teaching profession are the following:

1. **Self-assessment of their capabilities:** This factor stands as a fundamental element shaping attitudes towards teaching physical education. Teachers' confidence in themselves, their competence, ability to overcome challenges inherent in the profession, and their patience align with the personal traits required for teaching physical education.
2. **Personal perception of the profession:** Satisfaction, contentment, and a personal preference for teaching over other professions contribute to teachers' happiness in their work. This, in turn, fosters their dedication and passion for their work.
3. **Future of the profession:** This factor acts as a motivator for maintaining positive attitudes towards teaching. Acknowledging the equal importance of the future of physical education in comparison to other professions influences positive attitudes.
4. **Community perception of the profession:** The community's opinions and impressions about teaching physical education are evident in the pride and sense of honor experienced by teachers belonging to this profession.
5. **Perception of the teacher's personal characteristics:** Given the requisite personal traits and qualities for teaching physical education, teachers' attitudes are shaped by their ability to embody these characteristics, fostering positive attitudes towards the profession.

All these factors contribute to shaping the attitudes of physical education teachers towards the teaching profession.

**Suggestions and Recommendations:**

- Conduct seminars, discussions, and dialogues involving all stakeholders in the educational process to focus on supporting and empowering teachers, enhancing their attitudes, and enabling them to overcome the challenges they face, fostering a conducive work environment.
- Undertake comprehensive analytical studies on the attitudes of elementary-level physical education teachers on a wide scale.
- Conduct studies examining the ranking of issues affecting the physical education teaching profession, which impact attitudes towards the profession across all educational stages, particularly at the elementary education level.

#### References in Arabic

1. Ahmed Ramadaniya. (June 30, 2018). Attitude towards the teaching profession among a sample of students from the Higher School of Normal in Laghouat. *Mathematical Creativity*, Volume No. 11, Issue 01, Page 218.
2. Al-Rahu Janan Saeed. (2005). *Essentials of Psychology* (Issue 01). Beirut: Arab House of Sciences.
3. Amin Anwar Al-Khouly. (1996). *Principles of education, profession and vocational preparation*. Cairo: Dar Al-Fikr Al-Arabi.
4. Abdul Qader Majd Radwan. (1995). *Seven lectures on the scientific foundations of writing scientific research, a series of economics lessons*. Algeria: Office of Algerian Publications.
5. Issam El-Din Metwally Abdullah. (2011). *Methods of teaching physical education - between theory and practice*. Alexandria - Egypt: Dar Al-Wafa for the World of Printing and Publishing.
6. Afaf Abdel-Kim. (no date). *Teaching methods in physical education and sports*. Alexandria: Ma'arif facility.
7. Ghazali Abdel Qader. (2014, June). *Understanding the self-concept and its relationship to the formation of psychological attitudes towards practicing*

## psychological attitudes of physical education teachers (graduates of institutes of physical education) in primary schools towards the teaching profession

---

physical sports activity among secondary school students. *Mathematical Creativity, Section of Social Sciences, Issue 12*, pp. 73-74

8. Mohamed Al-Hamami. (1993). Building a measure of school administration attitudes towards school physical education. *Scientific Journal of Physical Education and Sports (Fourth)*, page 265.

9. Mohamed Tayyab. (2013). Attitudes of physical education and sports teachers towards the teaching profession and its relationship to their teaching performance in the secondary education stage. Algeria: unpublished.

10. Mansi Mahmoud. (1991). *Educational psychology for teachers*. Alexandria, Egypt: University Knowledge House.

### Foreign references

1. Corbin, C.B., Aunode Toward. (1975). *Physical activity of championwomen basket ball players*. Research DOCUMENT.

2. Gee, J. & Gee, V. . (2006). *Ge The Winner's Attitude: Change How You Deal With Difficult Peoplee and Get the BEST Out of Any situation*. New York: McGraw-Hill companies.

3. O'Keefe, D. Daniel .J: Persuasion. (2002). *Theory and Research 2e edition, Newbury Park*. Californie: Sage Publication