

| | | |
|-------------------------------------|--|--|
| ISSN: 2392-5442 ESSN : 2602-540X |  | <i>Sport system journal</i> |
| V/08 N/03 Year/2021 | | <i>International scientific journal published by: ZianeAchour –Djelfa- Algeria</i> |
| P 69 - 84 | | <i>Received: 05/07/2021 Accepted: 12/08/2021</i> |

The social responsibility and its relationship to the professional compatibility for physical education and sports teachers

Ali Sadki¹, Rafik Hadj aissa^{2*}

¹ Université Amar Telidji (Algeria), Laboratory of Multidisciplinary Approaches for Training Sciences, a.sadki@lagh-univ.dz

² Université Amar Telidji (Algeria), Laboratory of Multidisciplinary Approaches for Training Sciences, r.hadjjaissa@lagh-univ.dz

Abstract:

This study aims to identify the correlation between social responsibility and professional compatibility among teachers of physical education and sports, we used in our study the descriptive approach, and the study sample consisted of 206 professors of physical education and sports, we used two forms on Likert method, the first measures social responsibility and the second form measures professional compatibility.

As for the statistical treatment, we used (Cronbach's alpha) to measure the stability coefficient and the multiple regression to study the correlation. The study found a statistically significant correlation between social responsibility and professional compatibility among teachers of physical education and sports.

Keywords: social responsibility; the professional compatibility; Physical education and sports; Professor of Physical Education and Sport.

**Corresponding author*

1. INTRODUCTION

The concept of social responsibility occupies great importance for both the individual and society, and if each individual in the community feels responsible towards others who are entrusted with their care and preservation, and towards the work he does, for the progress of society and the advancement and prosperity of all members of society, so the institutions of socialization such as the family are required. Educational institutions and associations of all kinds provide opportunities and the appropriate environment for the development of self and social responsibility among the members of society, because of their close relationship with many positive and negative behaviors that prevail in any society, as many negative behaviors resulting from weakness or lack of social responsibility such as selfishness and distance from social participation are noted; Weak social relations between different groups of society. It is also an important characteristic of a normal personality for the individual's sense of responsibility in various fields, whether it is a responsibility towards the family, or towards the institution in which he works, or towards his colleagues, friends, neighbors and other people with whom he mixes, or towards society in general. Bin Najma Nouredine stated that social responsibility is one of the human qualities that must be inculcated within the individual, as the individual characterized by social responsibility brings benefit to all individuals, and raising the human to bear social responsibility towards his actions and words is extremely important for organizing life within society. (Ben Najma, 2018, p154).

The contemplator in contemporary reality finds that the development of social responsibility is one of the channels that support the public interest, and this is the secret of its strength as an essential element required to strengthen the bonds of human relations. Cooperating with the group motivates the individual to exert his efforts in order to raise its status. Although social responsibility is a self-formation based on the growth of conscience, it is a social product that is learned and acquired, and it is not established as a nature in the person, and it is not achieved merely by urging its existence as there are problematic elements for it. And certain on its availability, it needs the individual's interest in society and his understanding of it, and also participation motivated by that understanding and that interest, activating the sense of social responsibility through its development in the citizen, whether as a moral conviction or as a practice on common foundations and principles, whether they are legitimate, social or moral. Of paramount importance in strengthening the individual's bearing of his social responsibilities towards his work and society. In this context, AmrawiBrahim and

The social responsibility and its relationship to the professional compatibility for physical education and sports teachers

Bouaruri Jaafar pointed out that social responsibility is an important element in the lives of individuals, because abandoning it leads to living in the midst of chaos, and selfishness and self-love dominate, and by paying attention to it, society advances and love and goodness prevail. (Amrawi, Bouaruri, 2018, p108)

The responsibility of professors, teachers and educational institutions towards their community and their students, and taking care of them is one of the highest responsibilities that educational institutions and teachers must pay great attention to through their educational curricula, courses, activities, and scientific forums, and everything that would strengthen students' feelings, increase their awareness, and exercise their responsibilities towards their community. And when those affiliated with the education sector are committed to their social and individual responsibilities, this enhances and supports the survival and continuity of the group and maintains its cohesion and balance, enhances job satisfaction and raises the level of psychological, social and professional compatibility.

the professional compatibility is considered an area of general compatibility, and a branch of its branches related to the field of work, and considering that professional life is one of the most important areas in which the individual should achieve the greatest compatibility, which reflects the individual's overall satisfaction with work and satisfaction with various aspects of the individual's work environment, and thus satisfying. It is also considered an indicator of success, and an indicator of the worker's ability to adapt to the physical, psychological, social and professional work environment to achieve balance and induction, as professional compatibility varies with different professions and their patterns. Fahima Theeb Muhammad Dahmani indicated that professional compatibility has different fields, including the professional field, which is known as professional compatibility. Undoubtedly, the field of work is one of the most important areas in which the individual should achieve the greatest compatibility (Fahima Theeb, Muhammad Dahmani, 2018, p157).

The process of compatibility is not rigid that occurs in a specific situation, or a certain period and ends, but rather it is a continuous and permanent process, the individual must face an endless series of problems and situations that need appropriate behavior that leads to reducing tension, restoring balance and maintaining the relationship with the environment and this means That the individual is required to restore equilibrium and maintain a harmonious relationship with the environment, and from this compatibility is a dynamic and functional process, and Salam Huda mentioned that the process of compatibility

begins with the presence of a motive or desire that directs behavior towards a specific goal to satisfy this motive, and then an obstacle appears that confronts the individual in achieving the goal, so the individual practices many movements Emotional and different reactions to overcome this obstacle and when he is able to achieve the goal that satisfies his motive, the process of conciliation takes place (Salam, 2014, p155).

The process of accommodation is an individual's attempt to be able to have a variety of responses that fit different situations and succeed in achieving his motives. As for sociologists, they see that compatibility is the process that the personality resorts to in order to be able to enter into a relationship of balance with the environment, with the need to meet the conditions to achieve this relationship, and the opposite case for that is the incompatibility, which refers to the loss of that process or the failure to provide these conditions. Compatibility, according to sociologists, focuses more on the environment, especially the social environment and the individual's relationship with others. In this context, sheribetAl-Sharif Muhammad pointed out that occupational compatibility is that proper adaptation with work or family conditions and with the outside community, so that the worker feels that he is satisfied with himself and does not complain in life, which helps him to produce better, quantitatively and qualitatively. (sheribet, 2017, p50), Bouatit Sofiane 2016 indicated that the poor professional compatibility and the failure of individuals to adapt to the working conditions make them accept to work with sluggishness and a low morale that lacks enthusiasm and consequently a great loss for individuals and organizations. (Bouatit Sofiane, 2016, p60).

2. Theoretical framework:

2.1 The problem statement:

Social responsibility is one of the channels that support the public interest. This is the secret of its strength as an essential element required to strengthen the bonds of human relations. Union with the group motivates the individual to exert his efforts in order to raise its status. Although social responsibility is a subjective formation based on the growth of the conscience, its growth is a social product that is learned and acquired, and it does not exist as a nature in the person, nor is it achieved merely to urge its existence to him, as there are problematic elements for it. And certain of its availability, it needs the individual's interest in and understanding of society. And also participation motivated by that understanding and interest. The development of a sense of responsibility does not happen by

The social responsibility and its relationship to the professional compatibility for physical education and sports teachers

chance or in a sudden way, but with the individual's ability to learn something from taking responsibility from the care he receives from his parents, so that a person acquires social status through social learning. (Fatoum, 2021, p1090)

There is no doubt that the social responsibility of professors and teachers at all stages of education is great in light of the dynamic and continuous life changes, in addition to the special situation in the Algerian society, as they are required to assume their social responsibilities towards their society, in taking care of its capabilities, defending its sanctities, and interacting with its problems And not to be confined within the walls of educational institutions and classrooms, and to be satisfied with educational operations only. Rather, there are various responsibilities and duties, as it includes his responsibilities towards his Creator, the Almighty, himself, his family, his functional institution, and his society. His responsibility can also transcend all other frameworks and include other things and races that may reach its benefit.

The study of social responsibility among members of society in general, among the educated class of schoolchildren in particular, is very important in identifying the factors that affect it and the conditions that raise or lower its level in individuals, and since our country seeks to achieve great strides in construction and development Like other countries, despite the obstacles imposed on it by circumstances and situations, one of the elements of this building is social responsibility, which is the main pillar in building society. Aoun Ali and others pointed out that social responsibility represents a vital and important requirement in preparing children to assume their roles, in order to participate in building society. Social responsibility is one of the human qualities that must be inculcated within the individual, as the individual with social responsibility brings benefit to all members of society. (Aoun, Shatta, and Rabhi, 2017, p223)

Professional compatibility is represented in the process of reconciling three basic elements: (the individual's capabilities and characteristics. The type of work and all that it contains of materials, tools and requirements. The material and social conditions surrounding the work and the factors affecting it. The professor of physical education and sports reaches professional compatibility. He must be consistent and adapt to all work variables in a way that leads to professional satisfaction. This includes the worker's satisfaction, satisfying his needs, achieving his ambitions and expectations, and this contributes significantly to raising his professional efficiency and enhancing his consistency with all situations and obstacles he encounters during Work, and if harmony and

adaptation is not achieved for him, it will negatively affect his regularity at work, as he frequently complains, complains, is absent and late for work. Bouatit Sofiane mentions that there are four foundations or ingredients for professional compatibility that a person cannot conform to his professional environment if he does not have these ingredients, they are abilities, aptitudes, tendencies, and personal traits (Bouatit Sofiane, 2019, p55).

Through what has been presented, we can say that the professor of physical education and sports should have a minimum of social responsibility, whether it is towards students, or social responsibility towards teachers, or towards society, or even towards the curriculum. In particular. Based on all the foregoing, we wanted through this study to reach the answer to the following questions:

1. Is there a statistically significant relationship between social responsibility and professional compatibility among teachers of physical education and sports?
2. Is there a statistically significant relationship between social responsibility towards students and professional compatibility among teachers of physical education and sports?
3. Is there a statistically significant relationship between social responsibility towards the profession and professional compatibility among teachers of physical education and sports?
4. Was there a statistically significant relationship between social responsibility towards society and professional compatibility among teachers of physical education and sports?

2.2 Hypotheses:

1. There is a statistically significant relationship between social responsibility and professional compatibility among teachers of physical education and sports.
2. There is a statistically significant relationship between social responsibility towards students and professional compatibility among teachers of physical education and sports.
3. There is a statistically significant relationship between social responsibility towards the profession and professional compatibility among teachers of physical education and sports.
4. There is a statistically significant relationship between social responsibility towards society and professional compatibility among teachers of physical education and sports.

2.3 Research Objectives:

Revealing the relationship between social responsibility and professional compatibility among teachers of physical education and sports. As well as

The social responsibility and its relationship to the professional compatibility for physical education and sports teachers

revealing the relationship between social responsibility towards students and professional compatibility among teachers of physical education and sports, in addition to shedding light on the relationship between social responsibility towards the profession and professional compatibility among teachers of physical education and sports, and the relationship between social responsibility towards society and professional compatibility among teachers of physical education and sports.

2.4 The significance of the study:

The significance of the study lies in the fact that it studies the relationship between social responsibility and professional compatibility among teachers of physical education and sports, as well as the relationship between indicators of social responsibility (social responsibility towards students, social responsibility towards the profession, social responsibility towards society) and professional compatibility among teachers of physical education and sports.

2.5 terminology:

Professional Compatibility: It is the individual's compatibility with his work environment, and it includes the individual's compatibility with the various environmental factors surrounding him. (Bouaziz Mohamed, al, 2018, p23).

Social responsibility: It is the individual responsibility for the group, and it is the individual's responsibility to himself for the group to which he belongs, and it is a special self-formation towards the group to which he belongs." (Aoun, Shatta, Rabhi, 2017, p226).

Physical and sports education: defined by Abdelkader Hanat and others, is an aspect of general education that aims to educate the individual in a balanced and complete manner in all physical, mental and social aspects through physical activities (Abdelkader Hanat, LazharKhalifaoui, 2015, p138).

3. Methodology:

3.1 research group and sample:

- **Research Society:** In order for the research to be acceptable and feasible, it is necessary to define the research community that we want to examine. The community of our study is all the permanent physical education and sports teachers who are affiliated with the Directorate of Education in the wilaya of Laghouat.

- **Sample:** Since the title of our study is the professional compatibility of teachers of physical education and sports and its relationship to social responsibility. A

field study for teachers of physical and sports education (in the state of Laghouat, the state of Biskra, the state of Oued Souf).

3.2 Study variables:

- **The independent variable:** social responsibility for teachers of physical education and sports.
- **Dependent variable:** professional compatibility among teachers of physical education and sports

3.3 Data Collection Tools:

The first tool is a form Measures the social responsibility of teachers of physical education and sports.

The second tool is a form that measures the professional compatibility of teachers of physical education and sports.

Table 1: Phrases and axes of a questionnaire that measure some life skills directed to physical education and sports teachers.

| Axis | Phrase numbers |
|--|---|
| The first axis: social responsibility towards students | (1), (2), (3), (4), (5), (6), (7), (8).(9), (10), (11), (12), (13). |
| The second axis: social responsibility towards the profession and the school | (14),(15),(16),(17),(18)(19).(20),(21),(22), (23),(24),(25) |
| The third axis: social responsibility towards society | (26), (27), (28), (29), (30), (31), (32), (33), (34), (35). |

We chose a three-weight Likert method in constructing the measuring scale.

Description of the first tool: a form that measures social responsibility among teachers of physical education and sports.From the point of view of the professors are composed of 26 words.

Description of the second tool: the professional compatibility form for teachers of physical education and sports, consisting of 24 phrases.

Statistical honesty:

The social responsibility and its relationship to the professional compatibility for physical education and sports teachers

The first tool: Self-honesty: the self-honesty coefficient of the social responsibility form for teachers of physical education and sports. In Cronbach's alpha method $R = \sqrt{0,98} = 0,989$

The second tool: Self-honesty: the professional compatibility form for physical education teachers, and we calculated the tool's stability coefficient using Alpha Cronbach method, and it was equal to $R_{\alpha}=0.97$, including self-honesty $\sqrt{0,97} = 0,984$

• The first tool:

Table 2: Stability coefficient by Alpha Cronbach's method of social responsibility form for physical education and sports teachers from their point of view

| alpha cronbach | number of phrases |
|-----------------------|--------------------------|
| 0,98 | 35 |

• The second tool:

Table 3: Stability coefficient by Alpha Cronbach's method of social responsibility form for physical education and sports teachers from their point of view

| alpha cronbach | number of phrases |
|-----------------------|--------------------------|
| 0,97 | 24 |

3.4 Statistical means:

- Arithmetic mean, standard deviation.
- alpha cronbach method for calculating stability coefficient
- Pearson's linear correlation coefficient, simple linear regression and multiple linear regression
- ANOVA for regression coefficients,
- We used the SPSS statistical program to calculate the statistical relationships and laws used in the study.

4. The applied aspect:

4.1 Analysis and discussion:

Table 4:Linear correlations between the indicators of the independent variable and the dependent variable

| | | Social responsibility towards students | Social responsibility towards the school profession | Social responsibility towards society |
|----------------------------|--|--|---|---------------------------------------|
| Professional Compatibility | Pearson correlation coefficient | 0,902** | 0,923** | 0,799** |
| | Arithmetic mean | 33,37 | 31,60 | 24,79 |
| | standard deviation | 13,06 | 7,57 | 6,72 |
| | Probability Sig | 0,00 | 0,00 | 0,00 |
| | sample | 206 | 206 | 206 |

Source: Authors, 2021

Statistical interpretation:

- There is a statistically significant correlation between professional compatibility and social responsibility towards students among members of the study sample estimated at (0.902r =) at the probability value sig (0.00).
- There is a statistically significant correlation between professional compatibility and social responsibility towards the profession and school among the study sample members estimated at (0,92r) at the probability value sig (0.00).
- There is a statistically significant correlation between professional compatibility and social responsibility towards society among the members of the study sample estimated at (=0.799r) at the probability value sig (0.00).

4.2 Discussion and Interpretation:

• Analysis and discussion of the results of partial hypotheses:

Discussion and interpretation of the results of the partial hypothesis: There is a statistically significant correlation between professional compatibility and social responsibility towards students among the study sample members estimated at (0.902r =) at the probabilistic value sig (0.00). When the professor of physical education and sports is able to achieve the relational dimension in the lesson and strengthen the bonds of respect and brotherhood with his students, he can achieve the noble goal of the teaching profession for the physical education and sports

The social responsibility and its relationship to the professional compatibility for physical education and sports teachers

class, and through the foregoing, he can achieve his social responsibilities towards his students by strengthening the students' social values and activating social processes such as interaction and adaptation. And social integration during the lesson as a mini social unit.

Discussion and interpretation of the results of the partial hypothesis: There is a statistically significant correlation between professional compatibility and social responsibility towards the profession and school among the study sample members estimated at $(0,92r =)$ at the probabilistic value sig (0.00) . Professional compatibility appears in the ability of the professor of physical education and sports to adapt properly to his profession and harmony with it, which prompts him to modify his behavior within the school with all the partners of the educational process, and this appears through his interaction and response to the various situations he faces inside the school. And the continuous pursuit of searching for harmony and adaptation of individuals with the work they occupy and their work environments in which they are active in a way that achieves their satisfaction and improves their performance levels (Ben KaakaaLeila, GourinHessnia, 2018, p31).

Discussion and interpretation of the results of the partial hypothesis:

There is a statistically significant correlation between professional compatibility and social responsibility towards society among the members of the study sample, estimated at $(=0.799r)$ at the probabilistic value sig (0.00) . The success of the physical education and sports lesson is linked through targeted educational practices with a social dimension that reflect the responsibilities of the teacher towards the community. Ben Semaichal-Aid, Kazkour Muhammed emphasized one of the most important features of the success of the physical education and sports lesson is to make a link between the school and the community so that the school is effective in influencing the community (Ben Semaichal-Aid, Kazkour Muhammed, 2018, p82), the process of compatibility begins with the presence of a motive or desire that directs behavior towards a specific goal, and when this goal is achieved, harmony and compatibility is achieved. Huda Salam emphasized that professional compatibility is the individual's modification of his behavior or his environment to restore balance and harmony with his surroundings. It has variables (Huda Salam, 2014, p155). If consensus is achieved with the professor of physical education and sports, this contributes to activating his tasks and social responsibility towards society during the physical education and sports class.

• **Analysis and discussion of the general hypothesis:**

- Analysis and discussion of the results of the general hypothesis: **There is a statistically significant relationship between social responsibility and professional compatibility among teachers of physical education and sports.**

Table 5: Regression coefficients between the independent variable and the dependent variable.

| | non-standard transactions | | Standard coefficients | Calculated T | probability value | correlation coefficient (r) | coefficient of determination |
|-----------------------------------|---------------------------|----------------|-----------------------|--------------|-------------------|-----------------------------|------------------------------|
| | B | standard error | Beta | | | | |
| Segmented linear regression B_0 | 4,02 | 1,69 | | 2,39 | 0,02 | ,924a | 0,85 |
| Social Responsibility | 0,63 | 0,02 | 0,92 | 34,39 | 0,00 | | |

Source: Authors, 2021

Result interpretation: Boolean value and signs of regression coefficients: It is noted that the variables of the phenomenon under study fall within the pedagogical framework in the field of sports physical education, and through this model we conclude the following:

- The constant of B_0 has a positive value not equal to zero (4,02).
- The slope of the regression line B_1 has a positive value ranging from (0.63).

There is no conflict between the theoretical conditions of the phenomenon under study and the results of the regression model explaining the moral effect relationship between the independent variable social responsibility, and the dependent variable professional compatibility among teachers of physical education and sports.

The explanatory ability of the regression model is judged by the adjusted coefficient of determination, which is found in the above table, which shows the significant relationship between the dependent variable, the professional

The social responsibility and its relationship to the professional compatibility for physical education and sports teachers

compatibility of teachers of physical education and sports, and the independent variable social responsibility, as the value of the estimated modified coefficient of determination is (0,85), this It means that the study variables selected for the model were explained by their value (85%) of the effect of the independent variable on the dependent variable, meaning that (85%) of the changes that occur in the dependent variable, which is the professional compatibility of physical education and sports teachers, are attributed to the independent variable social responsibility, and (15%) is due to other factors, and these results reflect the validity of the variables selected for the study and their ability to interpret the results of the regression model. As for the statistical significance of this model, it was justified by the estimated significance level 00.0, which is statistically significant and in line with the hypothesis of the study.

Partial significance of the form:

In the previous step, we concluded that there is at least one of the regression coefficients that differ from zero, and to determine which of these coefficients are significant, we conduct a partial significance test of the model through the T-test. Through the results in the table above

- The constant part of B_0 (2.39) at the probability value (0.02) which is less than the value (0.05), and from it we conclude that the constant amount in the regression model is not significant.

- The slope of the regression line B_1 (34,39) to a degree (0.00) which is less than (0.05), and from it we conclude that the amount of slope of the independent variable social responsibility in the regression model is significant.

Discuss and interpretation of the General Hypothesis:

Through the results obtained in the above table that prove the existence of a significant and correlative relationship between the independent variable social responsibility and the dependent variable the professional compatibility of teachers of physical education and sports, $r = 0.67$. The researcher attributes these results to the professors who have a high level of social responsibility are achieved Professional compatibility because social responsibility among its indicators is social responsibility towards the school and the profession and what the latter gains from the lofty principles and values towards the teaching profession, and this achieves an acceptable degree of satisfaction and compatibility with the profession among teachers of physical education and sports.

All researchers in the field of education agree that the physical and sports education class has an effective contribution through the pedagogical and social roles that the professor plays in raising the cultural level of students and professors alike, enhancing their various responsibilities and strengthening their compatibility and adaptation to teaching requirements. Fayrouz Aziz, (2019) Physical and sports education, with its various activities, represents an important aspect of social education and works to help achieve adaptation and compatibility with developments in society and contribute to their interaction with others and building advanced social relations (Lakhal Abdel-Rahman, Fayrouz Aziz, 2019, p34) It is worth noting that the most important ways and methods that make the professor of physical education and sports enjoy a high degree of comfort and reassurance about the working conditions and this is one of the most prominent indicators of his professional compatibility. Face (Boubedi Lamia,2019, p259).

5. CONCLUSION

The issue of social responsibility has received wide attention in the current era. Especially in the context of the requirements of the work environment, organizations are turning their attention to social responsibility, in response to these requirements. Hence, this study tried to shed light on the importance that social responsibility occupies in the life of the individual, especially the teachers of physical education and sports, in addition to the community or its work environment. In this context, our study tried to shed light on the relationship of social responsibility with professional compatibility, and from it we concluded the following results:

- The physical and sports education class effectively contributes to the professional compatibility of subject teachers through pedagogical and social roles.
- Professors who have a high level of social responsibility achieve professional compatibility.
- When the teacher of physical education and sports is able to achieve the relational dimension in the lesson and strengthen the bonds of respect and brotherhood with his students, he can achieve the goal of the physical education and sports class
- The harmony and adaptation of individuals with their work environments in a way that achieves their satisfaction improves their performance levels.

*The social responsibility and its relationship to the professional compatibility
for physical education and sports teachers*

5. Bibliography List :

List of references in Arabic:

1. Abdel Salam Mustafa Abdel Salam, (2017), The Basics of Teaching and Professional Development for the Teacher, Dar elfikre.
2. Abdelkader Hanat, LazhariKhalfaoui, (2015), the pedagogical relationship in the physical and sports education class through its evaluative evaluation dimension and its impact on students' cognitive security, sports system journal, Volume 2 (3), page;135-143.
3. Ali Aoun, Abdelhamid Shatta, AbdelmalikRabhi, (2017). Ethical thinking and its relationship to social responsibility among a sample of secondary education students. A field study of some secondary schools in the municipality of Laghouat, Al-Sirraj Journal of Education and Community Issues, Volume 1 (4), page;222-241.
4. Amrawi Ibrahim, Bouaruri Jaafar, (2018), Social responsibility towards students and its relationship to the teaching performance sufficiency in the physical and sports education class, a field study for the teachers of the primary school in the Wilayat of Biskra, Journal of Human and Society Sciences, Volume 8 (4), page;105-140.
5. Basi Elham, (2020), Commitment to Social Responsibility: An Inevitable Necessity or a Strategic Choice?, The Journal of Administrative and Financial Sciences, Volume 4 (3), page;58-75.
6. Ben KaakaaLeila, GourinHessnia, (2018), The Impact of Occupational Compatibility on the Career Paths of Workers - A Case Study of Some Secondary Education Teachers in the Wilayat of Sidi Bel Abbes, Al-MIEYAR Journal, Volume 9 (3), page;28-44.
7. Ben Najma Noureddine, (2018), The Effect of Educational Units to Raise the Level of Social Responsibility during Physical Education and Sports Classes, almohtarif journal, Volume 5 (2), page;154-166
8. Ben Semaicha al-Aid, Kazkour Muhammed, (2018), the teaching experiences of teachers of physical education and sports in light of the new curriculum, a survey study conducted on some teachers of the middle schools of the city of Tiaret, sports system journal, Volume 5 (1), page;78-92.
9. Bouatit Sofiane, (2016), Personal and Organizational Factors and Their Effects on Professional Compatibility, RecherchesPsychologiques et Educatives Journal, (09), page;59-89.

10. Bouatit Sofiane, (2019), Demographic Factors and Their Effects on the Level of Professional Compatibility of a University Professor, *Journal El-Bahith in Human and Social Sciences*, Volume 10 (4), page;53-64.
11. Bouaziz Mohamed, Ben SiKaddour Habib, Jabouri Ben Omar, Kahli Kamal, (2018), The Contributions of Recreational Sports Practice in Reducing Anxiety and its Relationship to Professional Compatibility of Teachers of Intermediate Education, *Journal of Sport Science Technology and Physical Activities*, Volume 15 (1), page;20-32.
12. Boubedi Lamia, (2019), the relationship of the quality of the work environment with the professional adjustment of university professors: a field study on a sample of professors at El-Wadi University, *Journal of Psychological and Educational Sciences*, Volume 5 (3), page;257-287.
13. Fatum Muhammad Al-Saif Al-Burak, (2021), Social responsibility and its relationship to job compatibility and quality of life among a sample of general education teachers in Saudi Arabia, *The Educational Journal of the College of Education in Sohag*, Volume 82 (82), page;1087-1142.
14. LakhelAbdel-Rahman, Fayrouz Aziz, (2019), The role of the physical and sports education class in enhancing educational values for secondary school students: a field study of some high schools in Djelfa, *sports system journal*, Volume 6 (2), page;31-47.
15. Mtatila Musa, (2017), Mental Health and Occupational Compatibility: An Analytical Approach, *Recherchespsychologiques et educatives*, Volume 4 (10), page;133-147.
16. Qasim Hassan Hussein Al-Mandalawi, and others, (1979), *Theories of Physical Education*, University of Baghdad, Iraq.
17. Salam Huda, (2014), Classroom administration and its relationship to the professional compatibility of a secondary education professor - a field study, *Journal of Letters and Social Sciences*, Volume 11 (2), page;152-166.
18. Salha Abdullah Issan, ArefTawfiq Atari, and WajehaThabet Al-Ani, (2007), *Modern tendencies in Education (first ed)*, Dar Al Masirah for Publishing and Distribution, Amman, Jordan.
19. Samia Lutfi Al-Ansari, Nagy Muhammad Qasim Al-Damanhour, (2007), *Educational Psychology and Individual Differences for Children'*, Alexandria Book Center, Alexandria Egypt
20. Sheribet Al-Sharif Mohamed, (2017), Determinants of professional compatibility in the Algerian institution, a field study at the Annaba Sonelgaz Foundation, *Recherchespsychologiques et educatives*, Volume 2 (10), page;47-75.