

Incentives and their Relationship to Job Satisfaction and Achievement for Male and Female Teachers Physical Education Preparation

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SUMMARY OF THE RESEARCH

The aim of this research is to identify the incentives and their relationship to job satisfaction among physical education teachers in the basic education stage by observing the education of the Friday market in Tripoli, as well as to identify the incentives and their relationship to achievement of physical education teachers in the basic education stage, where the research was applied to a sample of (120) teachers. and a physical education teacher in the basic education stage, and they were divided equally (60 male and 60) female teachers), They were randomly selected from the schools affiliated to observing Friday market education in Tripoli, and the incentive scale was used, which included a number (5) dimensions and 40 phrases), as well as the job satisfaction scale, which included (6 dimensions and (55 phrases), and the achievement motivation scale was used, which It included (two dimensions and 16 phrases), where it was concluded that there is a relationship between the dimensions of incentives and the dimensions of job satisfaction, as well as finding that there is no statistically significant relationship between incentives and motivation for achievement.

Keywords: Incentives, job satisfaction, achievement motivation, physical education teachers

RESEARCH INTRODUCTION

The field of physical education teaching has a special character that distinguishes it from other educational disciplines. Direct contact with students, motor and competitive performance, in addition to the educational role within the institution and the activities and duties that follow throughout the school

year, make the specialization of physical education one of the sensitive and important disciplines in the field of education. And work to provide the best conditions for the physical education teacher in order to reach the highest levels of performance.

Issa Salem Quraish (1995) mentions that incentives have received great importance from researchers in the fields of administrative and psychological sciences, as evidenced by the numerous research and studies in the field of public administration and business administration, and the increasing interest on the part of institutes, colleges, universities, and various social institutions that sought to find these. Studies that would raise the level of the individual, and increase his importance and interest in him, and the results of those researches and studies were

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all agreed on the importance of incentives, considering that they have a major role in moving individuals and pushing them to develop their skills and make optimal use of the available capabilities, which leads to the occurrence of A type of job satisfaction of an individual. (6:37)

Ahmed Saqr Ashour (1985) also sees that job satisfaction comes as a result of the individual's attitudes towards his task and its many effects, and factors related to the individual himself, such as his level of ambition, personality characteristics and tendencies that appear in the form of satisfaction. (1:169)

Muhammad bin Khamis bin Salem (1985) indicates that incentives are not limited to a specific type, but rather there are many and varied incentives. Among the savings that come from reducing the cost of production for workers, as some refer to the concept of negative incentives, which represents the opposite image of incentives. Such as opportunities to participate in decision-making, or a certificate of appreciation, or recognition of competence. (4:18)

Mr. Salama Al-Khamisi (2000) mentioned that the teacher is one of the most important elements introduced into the educational system, as the work of the teacher represents the basis of the educational work in official educational institutions, as the educational work in the school represents the first organized and specialized educational effort with the child, and on it the foundations of the educational process are based. (3:25)

RESEARCH PROBLEM

Through the experience of researchers in the field of physical education for more than (18) years and their direct contact with their colleagues of physical education teachers, and their listening to the complaints of many of them about the nature of teaching physical education, and that there is a feeling of dissatisfaction with them towards the profession and specialization, in addition to the vibration of the teacher's image as General and social status, in addition to the tendency of many of them to work in other fields outside official working hours with the aim of improving the financial situation, and their continuous search to change their profession if they find a suitable opportunity, leaving work in schools, specifically the field of physical education, and the resulting shortcomings in the direction of physical education and its contents Programs of competitions, activities and the establishment of various festivals.

In general, the lack of returns and the absence of incentives that would encourage the teacher in general, and the physical education teacher in particular, is the main factor as seen by the researchers, which negatively affects the extent of his satisfaction with his profession, which is what made the researchers do this research to identify the relationship of incentives to job satisfaction among Physical education teachers, and what is its role in motivating and encouraging them to carry out their tasks entrusted to them with high efficiency and keenness to constantly develop their level.

Through a desk survey of the libraries of the faculties of physical education and sports sciences in Libya, this study is the first to be conducted in our country (as far as the researchers know), which sheds light on the importance of incentives for job satisfaction among physical education teachers, and their impact on raising efficiency and effectiveness of performance. They have, and the incentives vary according to the diversity of motives and needs. It is no longer the only material incentives that employees seek to satisfy through their jobs, as some think. There are moral incentives, for example, which also need to be satisfied.

Therefore, this research will add new knowledge in this field, and about the various aspects of incentives that, if available, will ensure job satisfaction for physical education teachers in schools, and thus benefit the educational system as a whole.

RESEARCH AIMS

This research aims to identify:

1. Incentives and their relationship to job satisfaction among physical education teachers in the basic education stage by observing the Friday market education in Tripoli.
2. Incentives and their relationship to the achievement of physical education teachers in the basic education stage by monitoring the education of the Friday market in Tripoli.

RESEARCH HYPOTHESES

1. There is a statistically significant correlation between motivation and job satisfaction among physical education teachers by observing the Friday market education in Tripoli.

2. There is a statistically significant correlation between motivation and achievement for physical education teachers by observing the Friday market education in Tripoli.

Search Terms

Incentives

They are the forces or motivating factors present in the environment surrounding the individual that urge him to raise the level of his human performance. (6:27)

Job satisfaction

It is the state in which the individual integrates with his job and work and interacts with it through his career ambition and desire for growth and progress. (5:78)

Achievement motivation

It is the desire to struggle and struggle to excel in situations of achievement that result in a certain kind of activity, effectiveness and perseverance. (2:251).

PREVIOUS STUDIES

1. Study of Nabila Al-Dosari (2006) (8) entitled “The Role of Incentives in the Job Performance of Physical Education Teachers in the Kingdom of Bahrain”, which relied on the descriptive approach and used the questionnaire as a research tool that was applied to (407) male and female teachers (66%) of the study population The study concluded that the material and moral incentives have a significant role in developing the job performance of physical education teachers in the Kingdom of Bahrain.
2. Study of Kashif Nayef Zayed (2008) (7) in the Sultanate of Oman entitled “Job satisfaction of physical education teachers in the Sultanate of Oman and its relationship to some variables.” This study aimed to identify the level of job satisfaction for physical education teachers, in addition to the job challenges. For physical education teachers, according to the variables of experience, gender, marital status and academic qualification. To achieve this, the study was conducted on a sample of (131) teachers. A job satisfaction measure was applied to it, and the study concluded that the sample members have good levels of job

satisfaction in general, and there are differences in the level of job satisfaction according to the variable of experience and in favor of those with less years of experience. There are differences in the level of job satisfaction according to the variable of academic qualification No differences in the level of satisfaction Occupational according to gender.

3. Al-Ayachi bin Zarrouk (2008) (2) study entitled “Job satisfaction and achievement motivation among teachers of secondary and university education.” This study aimed to identify the relationship between job satisfaction and achievement motivation, and to reveal the difference in the level of job satisfaction between academic and physical education, On the comparative survey descriptive approach, the study sample included (400) professors, and the researcher used the measure of job satisfaction and the measure of achievement motivation. There are differences in the level of job satisfaction in relation to gender between secondary and university education teachers.

SEARCH PROCEDURES

Research Methodology: The researchers used the descriptive method in the survey method for its relevance to this research.

Research Community: The research community included physical education teachers by observing the Friday market education, which numbered (366) male and female teachers in the academic year (2021, 2020).

Research Sample: The research sample included (120) male and female teachers of physical education, and they were divided equally (60) male and female (60) female teachers, and they were randomly selected from the basic education schools affiliated to observing the education of the Friday market in Tripoli.

Search Tools

First: A measure of the effect of incentives on job satisfaction

The scale of the impact of incentives on job satisfaction among physical education teachers was used, prepared

by Ahmed Muhammad Al-Darabe' (2009), and it included (5) dimensions as shown in Table 1.

Then correct the expressions as follows:

Strongly Agree Agree Disagree Strongly Disagree
(1) degrees (2) degrees (3) degrees (4) degrees.

Validity and reliability of the incentive scale

The researchers verified the validity of the scale as they used the validity of discrimination - peripheral comparisons, where they chose an exploratory sample of physical education teachers with a number of (24) male and female teachers, and the scale was applied to them. The lowest (25%) of the sample, and the t-test value was calculated for two independent arithmetic means to test the differences between the means of the two groups. Significance equal to (0.000) which is less than level (0.05), which means that the scale has a high degree of validity, and to verify the scale's stability, the researchers used the (Cronbach's alpha) coefficient of stability, and the value of (Cronbach's alpha), (0.816), is a high value that reflects the degree of stability of the scale.

Second: The job satisfaction measure

The researchers used a measure of job satisfaction for physical education teachers prepared by Sayed Bastawisi (1998), which included (6) dimensions as shown in Table.

The expressions were corrected as follows:

Strongly agree Agree Not sure Disagree Strongly disagree
(1) degrees (2) degrees (3) degrees (4) degrees (5) degrees.

Validity and reliability of the job satisfaction scale

The researchers verified the validity of the scale as they used the validity of discrimination - peripheral comparisons, where they chose an exploratory sample of physical education teachers with a number of (24) male and female teachers, and the scale was applied to them. (25%) of the sample, and the t-test value was calculated for two independent arithmetic means to test the differences between the averages of the two groups and it was found that the scale has the ability to distinguish between poor job satisfaction and high job satisfaction peers, where the value of "t" was (5.553) is statistically significant and with a significance level equal to (0.000) which is less than the (0.05) level, which means that the scale has a high degree of validity.

Table 1: The dimensions of incentives and the number of phrases for each of them

M	Dimensions	Number of phrases
1	material incentives	And the number of its phrases (10) phrases
2	moral incentives	And the number of its phrases (9) phrases
3	Negative and positive incentives	And the number of its phrases (9) phrases
4	Individual and group incentives	The number of its phrases is (8) phrases
5	religious incentives	And the number of its phrases (4) phrases
	the total	(40) phrase

Table 2: The dimensions of job satisfaction and the number of statements for each of them

M	Dimensions	Number of phrases
1	The nature of physical education teaching	The number of its phrases is (21) phrases
2	The future of professional physical education	And the number of its phrases (8) phrases
3	Monthly income	And the number of its phrases (6) phrases
4	The position of the profession in society	And the number of its phrases (8) phrases
5	The nature of supervision and direction	And the number of its phrases (7) phrases
6	Administrative supervision	And the number of its phrases (5) phrases
	the total	(55) phrase

Table 3: The dimensions of motivation for achievement and the number of phrases for each of them

M	The dimension	Number of phrases
1	Motivation to achieve success	And the number of its phrases (8) phrases
2	Motivation to avoid failure	The number of its phrases is (8) phrases
	the total	(16) phrase

(0.746), which is a high value that reflects the degree of stability of the scale.

Third: A measure of achievement motivation

The researchers used the Mathematical Achievement Motivation Scale, prepared by Muhammad Hassan Allawi (1998), and this scale contains two dimensions: (Achievement Motivation - Motivation to Avoid Failure) and each dimension includes (8) statements,

and the scale is corrected as follows: (Yes) equals two degrees, (Sometimes) equals one degree, (no) equals zero, as shown in the following table:

The validity and reliability of the achievement motivation scale

The researchers verified the validity of the scale as they used the validity of discrimination - peripheral comparisons, where they chose an exploratory sample of physical education teachers with a number of (24) male and female teachers, and the scale was applied to them and the scores were arranged in descending order, and the value of the t-test was calculated for the averages of the two groups (25% representing the lowest and higher than the sample) and it was found that the scale has the ability to distinguish between weak achievement-motivated and high-motivated peers, where the value of "T" was (5.829) is statistically significant and with a significance level equal to (0.000), which is less than the level of (0,05), which means that the scale has a high degree of validity. (0.714), which is a high value that reflects the degree of stability of the scale.

THE BASIC STUDY

The researchers contacted the Juma Market Monitoring in Tripoli to obtain approval for conducting the research and facilitating the process of distributing the questionnaire to male and female teachers within the schools affiliated to the monitoring, in addition to emptying the data into tables in preparation for its statistical processing, during the period from Sunday 6/12/2020 to Thursday 14/1/2021.

Statistical Processing

The researchers used statistical treatments using (SPSS) as follows:

1. Arithmetic mean.
2. Standard deviation.
3. Correlation coefficient.
4. T-test for differences.
5. Cronbach's alpha coefficient.

PRESENTATION AND DISCUSSION OF THE RESULTS

- Presentation and discussion of the results of the first hypothesis

It is clear from Table 4 that there are statistically significant correlation coefficients between the types of incentives and some dimensions of job satisfaction for physical education teachers. The material incentives achieved a statistically significant correlation coefficient with the nature of teaching, income, administrative and school supervision, and moral incentives with the dimensions of monthly income and the profession's position in society. Negative and positive incentives with the dimensions of the professional future, monthly income, and the position of the profession in society. And the nature of supervision and guidance, then job satisfaction in general. As for individual and collective incentives, they have achieved a statistically significant correlation with the dimension of income and the position of the profession in society and the nature of supervision and guidance and then job satisfaction, while religious motives did not achieve any moral association with the dimensions of job satisfaction, as evidenced by the same The table shows that the total incentives were associated with the income dimension, the position of the profession, the nature of supervision, guidance and school supervision, and the overall job satisfaction degree.

This result confirms that incentives are one of the main factors associated with achieving a good degree of professional satisfaction for physical education teachers. The results also showed that all correlations were in the positive direction except for the relationship between material incentives and the nature of teaching, which was not the case, which assures us that the feeling of job satisfaction. It increases with the increase in interest and motivation, which was evident in the negative relationship between material incentives and the nature of teaching physical education. While the results showed a positive relationship between material incentives, monthly income, supervision and guidance, and this means that the more material incentives are available for male and female teachers, the higher their income, and thus this is reflected positively on the level of satisfaction, improving professional performance, supervision and guidance processes, and interest in the educational process.

The results of the research also showed a positive relationship between moral incentives, monthly income and the position of the profession in the community, which confirms that the moral motivation of officials and the nature of the positive relationship within the school have a significant impact in achieving a good level of job satisfaction. The results also showed the

relationship between negative and positive incentives with Dimensions of job satisfaction for the professional future and monthly income, the status of the profession, and the nature of supervision Orientation and job satisfaction in general is a positive relationship, meaning that the more positive the incentives, the stronger the relationship and positively affecting the improvement of job satisfaction in all those dimensions. Job satisfaction of the teacher and the teacher in general.

- Presentation and discussion of the results of the second hypothesis

It is clear from Table 5 that there are no statistically significant correlation coefficients between the total degree of achievement motivation and the degree of dimensions of the types of incentives for physical education teachers, which was confirmed by the significance of the correlation coefficients, which was greater than the moral level (0.05).

This result shows that incentives or motivation do not have any effect or relationship to the motivation of achievement or work, and this was evident from the values of the correlation coefficients that ranged between (-0.125 to 0.117), which are very weak and close to zero, and the researchers believe that this result differs With the agreed reality and logic about the importance of incentives and their positive impact on the effectiveness of achievement motivation in increasing enthusiasm, desire and readiness, The results also confirm that achievement motivation is an independent variable like incentives, which means the ability to overcome and face difficulties and obstacles, as well as strength and challenge in order to do some difficult things as quickly, accurately and as confident as possible, and accordingly motivation is an important and stronger incentive than the material and moral incentives for success. Avoiding failure in order to reach a certain goal or a fact.

Table 4: The values of the correlation coefficients and their level of statistical significance between incentives and dimensions of job satisfaction for physical education teachers.

Incentives	Material incentives	Moral incentives	Negative and positive incentives	Individual and group incentives	Religious incentives	All incentives
Nature teaching Physical education	0.16-*	0.06	0.02	0.04	0.01	0.07
Professional future for physical education	0.03	0.025	0.38	0.33	0.44	0.21
Income	0.05	0.13	0.27**	0.06	0.04	0.13
The position of the profession in the society	0.28	0.07	0.01	0.23	0.30	0.7
The nature of supervision and guidance	0.31**	0.16*	0.36**	0.22**	0.06	0.39**
Administrative supervision School	0.00	0.03	0.00	0.01	0.24	0.00
Total measure Job Satisfaction	0.08	0.25**	0.35**	0.31**	0.11	0.38**
	0.16	0.00	0.00	0.00	0.09	0.00
	0.07	0.07	0.15*	0.18*	0.01	0.17*
	0.19	0.20	0.07	0.02	0.42	0.02
	0.20*	0.12	0.03	0.04	0.04	0.14
	0.01	0.09	0.37	0.30	0.31	0.05
	0.06	0.06	0.27**	0.16*	0.04	0.22**
	0.25	0.24	0.00	0.03	0.33	0.00

**The value of the correlation coefficient is D at the level of 0.01* The value of the correlation coefficient is D at the level of significance 0.05

Table 5: The correlation coefficient between the total degree of achievement motivation and the degrees of dimensions of types of motivation for physical education teachers.

Incentives Statistics	Incentives physical	Moral incentives	Negative incentives and positivity	Individual incentives and collective	Religious incentives	The grand total of incentives
Correlation coefficient	0.125-	0.112	0.117	0.099	0.038-	0.051
Indication level	0.149	0.175	0.164	0.204	0.376	0.337

It is also noted from the same table that individual and group incentives have achieved statistically significant coefficients in a positive direction with the dimension of material income, the dimension of the profession, the dimension of the nature of supervision, guidance and job satisfaction in general, and this result confirms that motivation, whether individual or collective, positively affects and works on development. Feeling job satisfaction with his profession and its position in society, and considering it one of the professions through which he can achieve his goals and needs, while the results of the research showed the absence of a statistically significant relationship between religious incentives and dimensions of job satisfaction.

As for the total degree of incentives, it achieved statistically significant correlation coefficients between incentives, as well as statistically significant correlation coefficients between all dimensions of job satisfaction, except for the dimensions of the nature of teaching and the professional future of physical education.

The results of the research are consistent with the results of previous studies that dealt with the relationship of incentives and motivation with performance, which showed that motivation is a vital aspect that addresses many causes of professional dissatisfaction and the issue of individuals' commitment to their work and interest in preparing their jobs with all seriousness and activity, and thus achieve what they aspire to achieve from the goals Personal, professional or other objectives of employees in general.

CONCLUSIONS

In light of the objectives of the research and within the limits of the research sample, its procedures and the statistical treatments that were used, the researchers reached the following conclusions:

1. Finding a relationship between some dimensions of incentives and dimensions of job satisfaction.
2. Finding that there is no statistically significant relationship between motivation and achievement motivation.

RECOMMENDATIONS

In light of the results of the research, the researchers recommend the following recommendations:

1. Working on finding motivational systems for physical education teachers and distributing them to those who deserve it according to efficiency and productivity at work.
2. Investing the religious and moral incentives available to male and female teachers from the educational system to raise the degree of their professional satisfaction.
3. The physical education teacher should receive some kind of special care in line with the burdens on him during field work and the effort required by his specialization.
4. Emphasis on conducting more studies and special research that deal with dimensions and variables closely related to raising the efficiency of the physical education teacher.

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