

# The quality of the sporting school environment and its relationship to job satisfaction for physical education teachers in Babil Governorate

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## **Abstract**

*The importance of the research crystallized in identifying the nature of the quality of the sporting school environment and its relationship to serious creativity among teachers of physical education in the province of Babel and knowing the role of this environment on serious creativity and identifying the most important obstacles that prevent the availability of an appropriate and effective sporting school environment in order to develop and improve this environment and then upgrade to a level their professional performance in order to achieve the educational and educational process with high efficiency and effectiveness.*

*The research problem focused on the difference in the prevailing sporting school environment in schools, as there are many schools that lack a good school environment, while some of them have a good school environment, and this difference may cause a difference in desire and the level of performance and work as a result of the different needs available to implement The lesson is in the right way, and from here the researchers saw the conduct of this study, with the aim of highlighting the role of the school sports environment and its relationship to serious creativity among physical education teachers. As the aim of the research is to return to several objectives, including building a measure of the quality of the sports school environment for physical education teachers in Babil Governorate, preparing a scale of job satisfaction for physical education teachers in Babil Province, and getting to know the reality of both (the quality of the school sport environment and job satisfaction) for teachers of physical education In Babel governorate, and to identify the statistically significant differences according to the length of service for both the quality of the sporting school environment and job satisfaction among physical education teachers in Babel governorate, and to identify the correlation between school environment quality and job satisfaction with physical education teachers in Babel governorate.*

*The two researchers used the descriptive approach with the survey method and the associative and comparison studies. The most important conclusions reached by the researchers are that there are statistically significant differences between the teachers of physical education according to (the period of service) on the quality variable of the school sports environment and the variable of job satisfaction.*

**Keywords:** *Quality, school environment and satisfaction.*

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## **Introduction**

Creating a school environment is not an easy thing and needs a lot of work. In order to obtain a suitable educational school environment we must work to achieve two goals, namely improving the academic achievement of students in terms of quantity and quality, by providing an appropriate educational environment for them, leading to the development of students from the physical aspects Mental, emotional and social, in addition to possessing basic skills in achievement and expanding their knowledge base, and taking discussion, dialogue and logic as a means to reach different solutions away from intolerance, and to establish the principle of self-learning and demand for lessons and reading.

The second goal is to provide the factor of contentment and satisfaction to everyone in the school, and the resulting high moral spirits that are an incentive for serious work, and with all care and interest, and the sensual and moral

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enjoyment varies in the time that the individual spends inside the school, whether during work or at the time spent between Colleagues and his students, and therefore the spirit of security and tranquility prevails away from everything that causes concern and turmoil. The importance of the research crystallized in identifying the nature of the quality of the sporting school environment and its relationship to serious creativity among teachers of physical education in the province of Babel and knowing the role of this environment on serious creativity and identifying the most important obstacles that prevent the availability of an appropriate and effective sporting school environment in order to develop and improve this environment and then upgrade to a level their professional performance in order to achieve the educational and educational process with high efficiency and effectiveness.<sup>1</sup>

As the aim of the research is to return to several objectives, including building a measure of the quality of the sports school environment for physical education teachers in Babil Governorate, preparing a scale of job satisfaction for physical education teachers in Babil Province, and getting to know the reality of both (the quality of the school sport environment and job satisfaction) for teachers of physical education In Babel governorate, and to identify the statistically significant differences according to the length of service for both the quality of the sporting school environment and job satisfaction among physical education teachers in Babel governorate, and to identify the correlation between school environment quality and job satisfaction with physical education teachers in Babel governorate.<sup>2</sup>

Through the researchers' experience as a professional supervisor for physical education in the General Directorate of Babel Education and he has realized the importance of educational work and the effectiveness of the role played by a physical education teacher who has excellence during his career performance can only be gained by providing a suitable healthy school environment that may not be available in the appropriate form in Our schools are a result of the conditions and capabilities that hinder the application of good performance for teachers and accordingly, I have noticed a difference in the level of their performance and their opinions during their work in the job and this results in a difference in their satisfaction according to the environment in which they are present during their work. <sup>3</sup>Many schools lack a good school environment, while some of them have a good school environment, and this difference may cause a difference in desire and the level of performance and work as a result of the different needs available to implement the lesson in the correct way and then the difference in the level of satisfaction and creative thinking, and from here the researchers saw Carrying out this study with the aim of highlighting the role of the school sports environment and its relationship to job satisfaction for Walter teachers Sports environment.

### **Research objectives**

1. Building a measure of the quality of the sports school environment for physical education teachers in Babil Governorate.
2. Preparing a job satisfaction scale for physical education teachers in Babil Governorate.
3. Learn about the reality of (the quality of the sporting school environment and creativity and job satisfaction) for teachers of physical education in Babil Governorate.
4. Identify the statistically significant differences according to the length of service for both the quality of the sporting school environment and job satisfaction for physical education teachers in Babil Governorate.
5. Learn about the correlation between the quality of the school environment and job satisfaction among physical education teachers in Babil Governorate.

### **Research hypotheses**

- There is a relationship between the quality of the sports school environment and job satisfaction among physical education teachers in Babil Governorate.

### **Search procedures**

### **Research Methodology**

The researchers used the descriptive method in the survey method in addition to the correlational studies.

### **Research community and sample**

The current research community included physical education teachers in Babil Governorate - Iraq, divided into five sectors: (Al-Hilla District (Governorate Center), Al-Hashimiyah District,

The research sample included the following:

1. The construction and legalization sample: This included (110) physical education teachers. This sample was drawn from the research community in a stratified, stratified, and proportional manner.

2. The main sample: The sample of the application - the main experiment - was represented by (82) physical education teachers who withdrew this sample from the research community in a stratified, random manner, in a proportional manner.

### Field research procedures

#### Procedures to build a measure of the quality of the school environment

The researchers built a school environment quality measure that consisted of (53) paragraphs and five fields, namely (the school building, school administration, teachers' competencies, laws and regulations, physical education curriculum) and the answer options are (to a very large degree, to a great degree, to a medium degree, to a small degree, With a very small degree) and with values according to the sequence (1,2,3,4,5), and that all paragraphs are positive and thus the highest degree that can be obtained is (265) and the lowest score is (53).

#### Procedures for preparing job satisfaction scale

The researchers used the serious creativity scale prepared by which consisted of (37) paragraphs and four fields, namely (working conditions, wages, relationships with colleagues, supervision and the student) and the alternatives to the answer are (satisfied with a high degree, satisfied A good degree, satisfied with a medium degree, dissatisfied, not satisfied at all). Weights are given for those alternatives, respectively: (5, 4, 3, 2, 1). Therefore, the maximum degree of scale is (190), and the lowest degree is (38).<sup>4</sup>

#### Pilot study of the two scales

The exploratory experiment was conducted on a sample consisting of (20) physical education teachers from Al-Mahawil District, as it was randomly selected to answer the two measures paragraphs, and it was found that the time that the respondent needed to answer the school environment quality scale ranges between (15-20) minutes, and the scale of serious creativity ranges between (8-15) minutes.

#### The main experience of the two scales

The final measures applied a measure of the quality of the school sports environment and a measure of job satisfaction on the sample of the main experiment, which numbered (100) physical education teachers, during the period from (3/17/2019) to (2/4/3019).

#### Statistical means

The researchers used the Statistical Package for Social Sciences (SPSS) to process the data contained in its research.

#### Results and discussions

**Table 1.** Show the mean, standard deviation, hypothesis, value (t) and their significance for the mathematical school environment quality scale

S	Objectives	Mean	SD	The hypothetical medium	(t) value		Statistical significance	
					Calculated	Tabulated		
1	The school building	29.6829	6.8276	30	3.421	3.460	0.02	Sig.
2	The school administration	34.7683	5.1359	33	3.118	3.460	0.003	Sig.
3	The competencies of teachers	36.511	6.02306	33	5.280	3.460	0.00	Sig.
4	Laws and regulations	33.6585	5.6376	30	5.876	3.460	0.00	Sig.
5	Physical Education Curriculum	36.5122	5.4890	33	5.794	3.460	0.00	Sig.
Total		171.1341	19.3969	159	5.665	3.460	0.00	Sig.

It appears from the above table that the calculated value of (t) was (5,66), which is statistically significant, being greater than the tabular value of (t) of (3.460) at the level of significance (0.001) and degree of freedom (81) and this indicates that if the environment is available The good school will be that there is a positive return on the work of the physical education teacher, in which by it there will be work and giving, and as a result, there will be creativity for that. The physical education teacher seeks to be a successful and giving teacher like his fellow teachers from other specializations in the same school or be a competing teacher to the rest of his colleagues The teachers are from other schools, so we see that it seeks to provide the appropriate school environment, and this is what this result is consistent with the results of many previous studies and scientific research, which concluded that the reality of the school environment for the sample of this study is given if the appropriate conditions are available and A source of creativity.<sup>5</sup>

That is why the physical education teacher makes a special effort in creating a suitable school environment in order to serve this environment. His work inside and outside the school. Results have shown with regard to the sports school environment that there is a gradual rise in the Fields of interest in the physical education lesson so that we have noticed that those with service (6-11) have an arithmetic mean Somewhat higher than those whose service ranges from (1-5) as well as those who served them (12) and more are their mean arithmetic is the highest which indicates that the tendency towards physical education lesson is a gradual rise and according to the service period and according to what they went through difficult circumstances throughout the period of their service made them They develop and humiliate the odds in favor of the physical education lesson and provide the appropriate conditions for participating in sports competitions between schools and competing with each other to occupy advanced positions.

**Table 2.** Show the values of the coherence coefficient of the degree of vertebra are shown by the total score of the domain to which they belong in the job satisfaction scale

S	Correlation coefficient value	Statistical significance	S	Correlation coefficient value	Statistical significance
The first Field: working conditions			Fourth Field: upgrade		
1	0.358	Sig.	21	0.565	Sig.
2	0.436	Sig.	22	0.540	Sig.
3	0.550	Sig.	23	0.505	Sig.
4	0.539	Sig.	24	0.429	Sig.
5	0.628	Sig.	25	0.290	Sig.
6	0.455	Sig.	26	0.625	Sig.
7	0.565	Sig.	27	0.537	Sig.
8	0.447	Sig.	Fifth Field: supervision		
The second Field: remuneration			28	0.585	Sig.
9	0.559	Sig.	29	0.531	Sig.
10	0.561	Sig.	30	0.530	Sig.
11	0.382	Sig.	31	0.419	Sig.
12	0.408	Sig.	32	0.454	Sig.
13	0.459	Sig.	33	0.709	Sig.
14	0.603	Sig.	The sixth Field: the student		
15	0.612	Sig.	34	0.545	Sig.
The third Field: relationships with colleagues			35	0.404	Sig.
16	0.475	Sig.	36	0.410	Sig.
17	0.632	Sig.	37	0.466	Sig.
18	0.579	Sig.	38	0.604	Sig.
19	0.435	Sig.			
20	0.637	Sig.			

#### Relationship of field score to the total score for the job satisfaction scale

In order to reach homogeneity in determining the field of behavior to be measured, by identifying the correlation of the degree of each field with the total degree of the scale. The correlation between the total degree of one field and the total degree of the job satisfaction scale was extracted, so all correlation coefficients were statistically significant at the level of significance (0.05). And Table (3) shows that.

**Table 3.** Shows the relationship of the field score to the total score of the job satisfaction scale

S	Fields	Correlation coefficient value	Statistical significance
1	working conditions	0.786	Sig.

2	Remuneration	0.805	Sig.
3	Relationships with colleagues	0.789	Sig.
4	Upgrade	0.747	Sig.
5	Supervision	0.834	Sig.
6	The student	0.766	Sig.

**Table 4.** Show the results of the mono-variance analysis to reveal the significance of the differences in job satisfaction of the teachers sample, according to the length of service

Job Satisfaction	Sum of the constancy squares	df	Average contrast	Value of F		Significance level	indication
				Calculated	Tabular		
Between groups	<b>16208.068</b>	<b>2</b>	<b>8104.034</b>	<b>46.853</b>	<b>7.76</b>	<b>0.01</b>	Sig.
Within groups	<b>13664.383</b>	<b>79</b>	<b>172.967</b>				
Total	<b>29872.451</b>	<b>81</b>					

It appears in the table above that the calculated value of (F) reached (46.853) which is greater than the value of (F) tabular value (7.76) at the level of significance (0.001) For the purpose of tracking differences, use Toki test and the calculated value appeared (12.203) and compared to the differences in the arithmetic mean between The three groups showed that there is a statistically significant indication that they are greater than the calculated HSD value (12.203).

The arithmetic mean appeared for a period of (12) years and more, which is almost the largest of the mean.

The categories of the service period for physical education teachers are on the scale of job satisfaction, meaning that those with service (12) and more are almost more satisfied among the classified service categories for physical education teachers, and perhaps the reason for that As a result of their correct vision and desire for continuity of performance, and as a result of the correct experiences that they went through during their service, they made them love the profession and the job and have a sense of motivation in the work because they found them rewarding at both levels, whether achieving sporting achievements or distinguishing their salaries from their fellow teachers who have less service.<sup>6</sup>

**Table 5.** Show the value (HSD) of the least significant difference between the arithmetic mean of the job satisfaction variable

HSD	1-5(mean=94.9197)	6-11(mean=118.866)	12 and above mean = 135.5
1-5 mean = 94.9197		23.947	40.5803
6-11 mean = 118.8667			16.633
12 and above mean = 135.5			

Perhaps the reason for the difference between those with service (1-5) and those with an average arithmetic (94.9197) and those with service (6-11) and those with an average arithmetic (118.8667), which is the highest, is attributable to those with service (6-11) due to the teachers passing During their work for many years with training courses and evaluating their tasks, any of the mistakes they made during work and the consolidation of good relations with their colleagues and their officials generated job satisfaction with them, and this is what Edward Deming mentioned ,<sup>7</sup> as it appears from the above table that there is a difference in favor of those with service (12 and more) ) Compared to people with service (6-11) and more, given that the arithmetic mean for those with service (12 and more) and that is (135.5) is greater than the arithmetic mean for those with service (6-11) and (118.8667) and this is due to the level of long service that teachers spend in education develops They have the characteristic of leadership and avoiding achieving results by any means, and seeking to solve all problems facing them, removing obstacles and barriers from achieving their accomplishments and boasting about them, in addition to the stability factor from their workplaces, which generates job satisfaction with them as a result of achieving the highest level in their performance to diagnose and analyze problems And attain Flawless approaches, and encourage their participation in training courses and quality programs using the investigation system that leads to their job satisfaction .<sup>8</sup>

**Table 6.** Show the mean, standard deviation, hypothesis, value (t) and their significance for the job satisfaction scale

٢S	Job Satisfaction	N	Mean	SD	df	The hypothetical medium	(t) Value		indication	
							Calculated	Tabulated		
1	working conditions	82	25.2719	5.1861	81	24	3.02	3.460	0.02	Sig.
2	Remuneration		23.2927	4.5934	81	21	4.520	3.460	0.00	Sig.
3	Relationships with colleagues		16.707	3.1222	81	15	3.595	3.460	0.01	Sig.
4	Upgrade		22.768	4.09	81	21	4.002	3.460	0.00	Sig.

5	Supervision		19.5854	3.999	81	18	3.589	3.460	0.00	Sig.
6	The student		15.939	3.1401	81	15	2.708	3.460	0.00	Sig.
<b>Total</b>			<b>123.4756</b>	<b>19.204</b>	<b>81</b>	<b>114</b>	<b>4.468</b>	<b>3.460</b>	<b>0.01</b>	<b>Sig.</b>

It appears from the above table that the calculated value of (T) was (4,468) and it is statistically significant as it is greater than the (t) table value of (4,366) at the level of significance (0.001) and degree of freedom (81).

**Table 7.** Shows the results of the statistical indicators of the search metrics by service

The name of the scale	Duration of service	N	Mean	SD
Quality of school sports environment	1-5	12	145.833	10.669
	6-11	30	148.4750	12.355
	12 and above	40	163.4667	20.572
Job Satisfaction Scale	1-5	12	103	8.667
	6-11	30	120.5333	14.8108
	12 and above	40	133.6	16.113

The results showed that there are statistically significant differences according to the length of service and the presence of preference and an increase in mean progressively according to the length of service in general, where the mean for those who have service from (1-5) is (145.833) and a standard deviation is (10.669) while it was for those with service From (6-11), their mean is (148.475) and a standard deviation is (12.355). For those with service (12) years or more, their mean is (163.4667) and a standard deviation is (20,572). As for the scale of serious creativity The mean for those whose service ranges between (1-5), and their mean between them is (103) and the standard deviation is (8.667), and those who served them range between (6-11), and their mean was (120.533) and their standard deviation (14.8108) and those who served them (12) Moreover, the mean for them is (133.6) and a standard deviation (16.113).

This is what the researchers see that whenever the physical education teacher has a greater service with the job, it has cumulative experiences that came due to the experiences that they went through due to the actual friction and temporal interaction with what he went through from different situations he must think about how to develop appropriate solutions to overcome difficulties and overcome them, because What is required of him is to achieve an achievement, so we see him forced to think and creativity under the current circumstances, which is the best that is known about the reality of the situation, so we see him harnessing all the available capabilities and that teachers who have a longer service have good relations with their fellow teachers, especially with the school administration and especially with the school principal Therefore,<sup>9</sup> through this good relationship with the school administration and its investment in favor of the physical education lesson by the administration's response in supporting the physical education teacher with tools and equipment that enable him to perform the physical education lesson, establish internal activities, and participate in external races.<sup>10</sup>

**Table 8.** Show correlations between measures

Variables	Correlation coefficient	Pearson correlation coefficient value	Significance level
School environment quality - job satisfaction	0.537	3,61	0,01

It appears from Table (8) that the value of the Pearson correlation coefficient between the quality of the school sports environment and serious creativity was (0.537), which is greater than the value of the Pearson correlation coefficient of (0.361) at the level of significance (0.001), and this is due to the fact that a person depends absolutely in his life On the environment, and the activity in the field of environmental education is aimed at the active participation of the teacher, and this requires that he be able to be creative in his work, and aware of the nature of the activity that he engages with learners by linking with the operating goals of the educational stage and the curriculum. Since the quality of the sports school environment is a vital field of environmental education to know its importance and its impact on individuals and educational institutions, it allows the physical education teacher strengths and weaknesses in the environmental content in the curricula of physical education to be able to develop serious creativity and overcome negatives in students 'environmental behaviors ,<sup>11</sup>so the correlation between the quality of the school sports environment and the serious creativity of the research sample emerged, and this is what many studies pointed to the importance of taking into account the quality of the school environment with job satisfaction and the impact of this on achievement. 7 - Job satisfaction according to classifications (job satisfaction, school environment quality).

**Table 9.** Mean and standard deviations for the variable of job satisfaction according to the classifications of two variables (serious creativity, quality of the school environment)

Job Satisfaction	The quality of the school environment	N	Mean	SD
High	High	14	134.143	13.184

	Middle	17	132.882	9.727
	Little	9	123.556	13.667
Total		40	131.225	12.365
Little	High	2	125.500	21.920
	Middle	16	127.875	14.917
	Little	24	113.458	16.883
Total		42	119.524	17.422
Total	High	16	133.063	13.835
	Middle	33	130.455	12.573
	Little	33	116.212	16.505
Total		82	125.232	16.183

Table (9) presents descriptive statistics (average values, standard deviation, and the number of participants in all experimental cases). For example, we find that in the case of physical education teachers who have a high level of (job satisfaction) and believe that there is a high level of (quality of the school environment), then Their job satisfaction rate was (134%). While we find those who are characterized by a low level of (job satisfaction) and believe that there is a high level of (quality of school environment), their job satisfaction rate is (126%).<sup>12</sup>

## Conclusions

1. There are statistically significant differences between physical education teachers, according to (the period of service) on the variable of the quality of the sports school environment.
2. There are statistically significant differences between physical education teachers according to (the period of service) on the variable of job satisfaction.
3. There is a correlation between the quality of the sports school environment and job satisfaction for physical education teachers in Babil Governorate.

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