

The Motivation Towards Work Among Teachers of Physical Education and Sports Sciences in the Directorate of Najaf Governorate, According to Years of Experience¹

Ameer Jebur Ali

Directorate General of Education in Najaf, Ministry of Education, Iraq.

DOI:10.37648/ijrssh.v13i01.043

Received: 02 February 2023; Accepted: 16 March 2023; Published: 20 March 2023

ABSTRACT

The research aimed to identify the motivation towards work among teachers of physical education and sports sciences in the Directorate of Najaf Governorate. The research included four chapters, including: Chapter One Introduction and the importance of motivation in the field of educational psychology and its importance in various fields, as well as its relationship to years of experience, which has a direct impact on the relationship. And the second chapter, the researchers used the descriptive approach in the style of the correlational relations for its suitability for the research sample. The research sample was teachers of physical education and sports sciences in the Directorate of Najaf Governorate, and they were chosen randomly. The researchers used tools and means of collecting information that are commensurate with their research. (1990), which consisted of (25) paragraphs and was adopted in the research. As for the exploratory experiment conducted by the researcher to identify the negatives and obstacles that they encounter, The researcher distributed the questionnaire to the sample that is not included in the basic research sample, and the two researchers conducted the scientific foundations, which included stability, honesty and objectivity, to verify the main results that were conducted on the sample by distributing the aforementioned questionnaire to them. As for the statistical methods, the researcher used the arithmetic mean - the standard deviation - Pearson's correlation coefficient - the t-test for one sample - the t-test for two independent samples - the statistical significance test for the correlation coefficient. The teacher had more years of experience and had a motivation towards work. And the fourth chapter, the researcher concluded, the emergence of positive motivation for teachers with more experience, meaning that the more positive the motivation towards work, the greater the motivation towards work among the research sample. In the light of the results, the researcher presented some recommendations and proposals, as the two researchers recommended training courses for teachers of physical education and sports sciences in their field of work. Achieving effectiveness and motivation towards work.

INTRODUCTION:

Motivation in psychology is one of the most important topics that search for the driving forces that show the learner's behavior and orientation. Or the formation of attitudes and values (the emotional side), or the formation of different skills that are subject to training and practice factors (the motor side). Motivation in psychology is also important and arousing the interest of all people. And in the year 1992 AD, Muhammad Hassan Allawi indicated that the behavior of the individual does not come from a single motive, as the individual's behavior is often the result of several interrelated and multiple motives, and thus the motives associated with sports activity are characterized by their multiplicity due to the multiplicity of types of sports activity and the multiplicity of goals that can be achieved by exercising sport activities.

¹ How to cite the article: Ali A.J.; The Motivation Towards Work Among Teachers of Physical Education and Sports Sciences in the Directorate of Najaf Governorate, According to Years of Experience; *International Journal of Research in Social Sciences and Humanities*, Jan-Mar 2023, Vol 13, Issue 1, 529-536, DOI: <http://doi.org/10.37648/ijrssh.v13i01.043>

The teacher is the important educational mediator who interacts with students the longest hours of their day, and therefore can bring about changes and modifications in their behavior more than any other person, and it is hoped that he will be active, active, planned, organized, facilitating, and stimulating their motivation to learn. However, there are some practices that some teachers do, which contribute to their low motivation.

The motives play a major role in stimulating the daily activity of the individual, and the person feels that he needs a continuous need to satisfy his activity as long as he does not satisfy his daily needs and his feeling of permanent movement in the void. Likewise, the need for movement disappears when the individual satisfies all his needs and does not feel that there is a need for his motivation among some players who play in national teams. The college, university or country in football do not feel the same feeling in terms of the desire and demand to participate and perform the requirements of the football lesson that their peers enjoy in the classroom, so the motivation is present when the need is present, and thus the learning process takes place, Therefore, the importance of the study appears in identifying the motivation towards work among the teachers of the Faculty of Physical Education and Sports Sciences according to the years of experience and knowing the extent of the different levels of motivation according to the years of experience of the research sample. Motivation and its role differ from one individual to another according to the multiple variables, and the researchers believe that the years of experience have an important role in determining the degree of motivation towards work.

Research Objectives:

The study aimed to identify the level of motivation towards work for the first group with experience of more than (8) years, and its relationship to the level of motivation towards work for the second group with experience of less than (8) years, by answering the following questions:

- 1- What is the level of motivation towards work for the first group with more than (8) years of experience from their point of view?
- 2- What is the level of motivation towards work for the second group with experience of less than (8) years from their point of view?
- 3- Educational counselors' motivation towards their work from their point of view?
- 4- Is there a statistically significant relationship between the level of motivation towards work of the first group with experience of more than (8) years and the level of motivation towards work of the second group with experience of less than (8) years from their point of view?

Research Hypothesis:

- There are significant differences in the degree of motivation towards work between teachers of physical education and sports sciences with experience above and below (8) years.

Research Fields:

The human field: Teachers of physical education and sports sciences in the Najaf Governorate Directorate.

Time field: from 12-11-2022 to 6-2-2023.

Spatial field: Secondary schools (intermediate and preparatory) in Najaf Governorate.

RESEARCH METHODOLOGY AND FIELD PROCEDURES:

Research Methodology:

The researcher used the descriptive approach in the style of correlational relations, due to its suitability to the research problem.

Community and sample research:

The research sample included (50) teachers and a school affiliated to the Directorate of Education of Najaf, and they were chosen randomly, and the sample was divided into two groups, each group (25) teachers and a school.

Table (1) It shows the homogeneity of the sample in the search variables.

Devices and tools used:

- 1- Arabic and foreign sources.
- 2 - Information Network (Internet)
- 3- Personal interviews of experts and specialists
- 4-Measure of motivation towards work.

Research Procedures:***Motivation towards work Scale:***

The researcher, by reviewing some of the studies and researches that were written on the subject of motivation towards work, learned about many measures related to the subject, and after examining these measures, which measure motivation towards work, and identifying them and their details, Al-Hayali scale, 1990, was chosen to be used and applied to the current research sample, because the scale is specialized in measuring motivation towards the educational profession, unlike other scales that measure motivation towards work for multiple samples, in addition to that the scale is standardized on a sample, and the following is a description of the motivation scale Towards the Profession prepared by Al-Hayali (1990) and the method of correcting it with its validity and reliability.

- A. **Description and correction of the scale:** The scale of motivation towards the educational profession prepared by (Al-Hayali, 1990) was used, and the total items of the scale were (48) positive and negative items. (25) items were adopted from it, and five alternatives were developed for each item, which is (applies to me to a very large extent). It applies to me to a large degree, it applies to me to a moderate degree, it applies to me to a small degree, it does not apply to me at all), and the scale is corrected by placing a score for each respondent's response on each item of the scale, and extracting the total score by collecting the scores of the responses on the scale for each subject. The scores of the responses for each paragraph of the scale ranged from (1-5) degrees, and they correspond to five alternatives for the response. The respondent of the scale could get the highest score, which is (240), and the lowest score, which is (48).
- B. **Validity of the scale:** The origin of the scale was presented to a group of arbitrators with expertise and specialization in the field of education, psychology and educational guidance, so that each of them expresses an opinion about the validity of the scale for the purpose for which it was found. More than one paragraph has been deleted and some paragraphs have been modified to be more clear and understandable. The arbitrators agreed on the validity of the research tool and that it measures what it was set to measure after making some modifications, and in light of the deletion and modification, the tool became in its final form containing (25) paragraphs.
- C. The reliability of the scale for the purpose of finding reliability by applying the scale twice on the same sample, and the reliability coefficient was (0.83), which is a reliable coefficient, and thus the scale became ready to be applied to the basic sample.

Exploratory Experience:

The researcher conducted the survey for the purpose of identifying the negatives and positives that accompany the application of the scale for the research sample, and whether the expressions of the scale were understood by the sample members, knowing the negatives experienced by the testers and overcoming them in the main test, and determining the time taken to fill out the questionnaire. The researcher distributed the scale forms to a sample outside

the research sample. After conducting the requirements required to prepare the research tool in its final form, it became a measure of motivation towards work, as it consisted of (25) items, and after verifying the validity and reliability of each measure, as they were applied to the basic research sample of (50) male and female teachers, after excluding the stability sample. The amount is (15) male and female teachers.

The Main Experience:

The main experiment was conducted on the research sample during the period from (19/11/2022 to 1/2/2023), where the forms were distributed to physical education and sports science teachers to answer their paragraphs, and their results were collected and dumped into the data dump forms for the purpose of processing them statistically.

Statistical Means:

Statistical treatment was done using spss system.

- mean.
- standard deviation.
- T-test for correlated samples.

PRESENTATION AND DISCUSSION OF THE RESULTS:

Presentation the Results :

After collecting the data and processing it statistically, it appears from Table No. (1) the statistical treatments for the sample with years of experience without (8) years,

Table (1):

N	Paragraphs	Mean
1	Relationship with parents	2.87
2	Professional development and growth	2.76
3	administrative pressures	2.60
4	Student pressures	2.44
5	Relationship with teachers	2.16

It is clear from Table (1) that the relationship with parents is one of the most sources of motivation towards work that male and female teachers suffer from, as it ranked first with an arithmetic mean of (2.87). What worries male and female teachers in this regard is the parents' failure to follow up with their children and their lack of cooperation with them in solving their problems because they do not trust them and the efforts he makes with their children, which causes him great pressure. The axis of professional development and growth came second with an arithmetic average of (2.76), because male and female teachers suffer from stress factors related to this axis, including fear of failure in their work and inability to keep up with technological, economic and social changes. If male and female teachers are unable to adapt to these changes, as well About their low level of ambition and their conviction of limited opportunities for promotion and professional growth, which causes him great pressure in their work. The axis of administrative pressure came in the fourth rank with an arithmetic mean of (2.60). The features of the administration's lack of cooperation with male and female teachers appear by assigning him administrative work that is outside his competence and not allowing him to play his role properly. All of these things lead to the suffering of physical education teachers from great pressures in the school. The axis of the relationship with students came in the fourth place with an arithmetic average of (2.44). This result is attributed to the fact that students in all schools suffer from psychological, economic and social problems due to the difficult circumstances that our country is going through, which in turn is reflected in the work of male and female teachers in physical education and causes severe pressure on him. hinder his work towards sports orientation.

Finally, the axis of the relationship with teachers came in the fifth rank, with an arithmetic mean of (2.16). This result is attributed to the continuous criticism from some teachers of the work of male and female teachers of physical education in the school, as well as the disregard of some others for the work of male and female teachers of physical

education that they do, which caused them great pressure, and this result is attributed to Their work often conflicts with the work of the administration and teachers, and this conflict causes great pressure on them.

Results related to answering the first question:

What is the level of motivation towards work for the first group with more than (8) years of experience from their point of view?

The results showed that the arithmetic mean of the scores of male and female physical education teachers on the motivation scale towards their work was (120.33) and a standard deviation of (12.07), and using the t-test for one sample, the results showed that the calculated t-value was (2.89), which is greater than the tabular t-value (1.18). At the level of significance (0.05), and with a degree of freedom (78), therefore, the difference is statistically significant, and Table (2) shows this.

Table (2) The t-test for the difference between the average degrees of motivation towards work and the hypothetical average of the scale among the first group sample:

Sample	Mean	Std. deviation	calculated t value	tabular t value	Sig level	Sig type
50	120.33	12.07	2.89	1.18	0.05	Sig

It is clear from Table (2) that male and female physical education teachers suffer towards the profession and are exposed to negative psychological emotions. Giving them the powers that help them to carry out their role properly, in addition to the clerical work that is assigned to them by the school administration and the lack of interaction between the parents of male and female physical education teachers in terms of their weak follow-up to their children, which in turn places a burden on them.

Results related to the answer to the second question:

What is the level of motivation towards work for the second group with experience of less than (8) years from their point of view?

The results showed that the arithmetic mean of the scores of male and female physical education teachers on the motivation scale towards their work was (107.21) and a standard deviation (7.85). Using the t-test for one sample, the results showed that the calculated t-value was (1.92), which is greater than the tabular t-value (1.18). At the level of significance (0.05), and with a degree of freedom (78), and therefore the difference is statistically significant, and Table (3) shows this.

Table (3) The t-test for the difference between the average degrees of motivation towards work and the hypothetical average of the scale among the sample of the second group:

Sample	Mean	Std. deviation	calculated t value	tabular t value	Sig level	Sig type
50	107.21	7.85	1.92	1.18	0.05	Sig

It is clear from Table (3) that the arithmetic mean of the scores of male and female physical education teachers on the motivation scale towards the profession is less than the hypothetical mean, as well as the t-value is statistically significant, which indicates a low motivation of male and female physical education teachers towards their work.

The researcher attributes this result to the fact that male and female physical education teachers suffer from many problems in various fields, including the difficult security conditions that our country is going through, which led to the lack of commitment of many male and female physical education teachers to attend school, citing these circumstances, as well as the attendance of others in their schools. But they do not perform their work, but they do

other work that is far from their specialization because they do not want this specialization, and this in turn leads to weak motivation towards the work that they practice.

Results related to the answer to the third question:

Is there a statistically significant relationship between the level of motivation towards work of the first group with experience of more than (8) years and the level of motivation towards work of the second group with experience of less than (8) years from their point of view?

For the purpose of knowing the relationship between the two groups of motivation towards work among male and female physical education teachers, the researcher used the Pearson correlation coefficient to identify the extent of the correlation between the two groups for the level of motivation towards work for those who are above or below (8) years old. Between the two groups, it reached (-0.24), and the calculated t-value amounted to (1.95), which is greater than the tabular t-value (1.93) at the level of significance (0.05), and with a degree of freedom (78), which is a negative relationship with statistical significance, and this result indicates that there is a relationship. There is an inverse relationship between an increase in experience and a decrease in work experience, and Table (4) illustrates this.

Table (4) It shows the correlation coefficient and the t-value between the two research groups for motivation towards work:

Variable	correlation coefficient	calculated t value	tabular t value	Sig type
Motivation towards work for the first group and motivation towards work for the second group	0.24-	1.95	1.93	Sig

It is clear from Table (4) that the relationship between the two groups for the level of motivation towards work for the first group and the second group is an inverse relationship, meaning that the greater the work experience, the higher the level of motivation for work and vice versa, meaning that the less work experience, the lower the level of motivation towards work .

The researcher believes that the high levels of work experience faced by male and female physical education teachers during work is undoubtedly one of the main reasons that increase the level of their motivation towards their work.

CONCLUSIONS AND RECOMMENDATIONS:

Conclusions:

- 1- There is a clear and positive effect for teachers of physical education and sports sciences with experience (8) years or more.
- 2- There is a positive effect for teachers of physical education and sports sciences with experience of less than (8) years, but it does not rise to the motivation of teachers of physical education and sports sciences with experience (8) years or more.
- 3- There is a desire to achieve career advancement linked to work motivation and the desire to perform, according to years of experience.

Recommendations:

- 1- Training courses for teachers of physical education and sports sciences in their field of work. These courses will inevitably increase motivation towards work.
- 2- Using the reward system for physical education and sports science teachers to enhance their work and motivate them to work.
- 3- To make the lessons a success, provide all requirements that contribute to achieving effectiveness and motivation towards work.

Financial support and sponsorship: Nil

Conflict of Interest: None

REFERENCES:

1. Ahmed Ezzat Rajeh, (1979), *The Origins of Psychology*, 2nd Edition, Cairo, Dar Al-Maarif for Publishing.
2. Ali Radhi Abdul Hussein, Mohammad Jasim Mohammad, & Samer Youssef Mtaab. (2021). The Effect of (Mental - Skillful) Exercises According to (Surface - Deep) Cognitive Representation in Attentional Control and Side Pass Skill of Handball for Junior. *Indian Journal of Forensic Medicine & Toxicology*, 15(3), 2263–2269. <https://doi.org/10.37506/ijfmt.v15i3.15652>
3. Al-Hayali, Ahmed Muhammad Nouri (1990) *Building a measure of the educational counselor's motivation towards his profession* (unpublished master's thesis), Basra University, College of Education.
4. Ibrahim Kashkoush and Talaat Al-Mansour, (1979), *Achievement Motivation and its Measurement*, Cairo, Anglo Egyptian Bookshop.
5. Ali Radhi Abdul Hussein, Samer Youssef Mtaab, & Mohammad Jasim Mohammad. (2021). The Effect of (Mental - Skill) Exercises According to (Surface - Deep) Cognitive Representation to Learning Some Forms Shooting Skill of Handball for Juniors. *Indian Journal of Forensic Medicine & Toxicology*, 15(3), 2270–2278. <https://doi.org/10.37506/ijfmt.v15i3.15653>
6. Kamel Muhammad Muhammad Awedah, (1996), *Industrial Psychology*, 1st edition, Dar Al-Kutub Al-Ilmiyyah, Beirut, Lebanon
7. Mohamed, J. J., Hrebid, N. K., & Hussein, A. R. A. (2022). Effect the Sequential and Random Methods to Developing the Performance of Some Defensive Skills for Handball Players of Babylon Governorate Clubs. *PPSDP International Journal of Education*, 1(2), 250–261. Retrieved from <https://ejournal.ppsdp.org/index.php/pijed/article/view/22>
8. Al-Zoubi, Dalal (2003) *Work stress and its relationship to motivation towards work among heads of academic departments in Jordanian universities* (unpublished doctoral thesis), Amman Arab University for Postgraduate Studies, Amman, Jordan.
9. Al-Sabbagh, Zuhair (1988) Work Pressure, *The Arab Journal of Management*, Volume 5, Number 1.
10. Lec. Dr. Ali Radhi Abdul Hussein, & Lec. Dr. Murtaza Ali Shaalan. (2021). Effect of (I.P.A.G.A) model in cognitive achievement for students of the College of Physical Education and Sports Sciences. *Texas Journal of Multidisciplinary Studies*, 1(1), 13–19. Retrieved from <https://zienjournals.com/index.php/tjm/article/view/13>
11. Al-Otaibi, Adam Ghazi (1997) Relationships of work stress with psychosomatic disorders and job absence in Kuwait, *Journal of Social Sciences*, vol. 51, No. 2, Kuwait University.
12. Jackson, Mona, Elizabeth Bethel (2005). *Gender Differences in Principals Motivations*. Florida International University. [http:// Digital commons. Fiu.edu/dissertation/AA/3169449/](http://Digitalcommons.fiu.edu/dissertation/AA/3169449/).
13. Law, S. & Lover (2000) *Educational leadership learning- practice, policy and research*, Hong Kong graphic raft limited.
14. Radhi Abdul Hussein, A., Kadhim Hrebid, N., & Jabber Mohamed, J. (2022). Effect Of Qualitative Exercises Using The (Vertimax) Device To Developing The Explosive Ability Of Arms And Legs And The Skill Of Long-Shooting For Youth In Handball. *International Journal Of Educational Review*, 4(2), 195–209. Retrieved from <https://ejournal.unib.ac.id/IJER/article/view/24106>

Appendix (1)

Motivation towards work Scale

N	Paragraphs	It applies to me very much	It applies to me a lot	It applies to me moderately	It applies to me to a small extent	It does not apply to me
1	I go to my school work with a strong desire.					
2	I do not like making field visits to students' families.					
3	I seriously cooperate with the school administration in solving problems.					
4	I exchange opinions and advice with educational advisors.					
5	I don't care if the students' parents know about their children's problems.					
6	I feel that time passes heavy during my work.					
7	I feel a great responsibility towards my work.					
8	I feel happy when I do work that supports school activities.					
9	I feel that my salary is not commensurate with the tasks I perform.					
10	I seek to apply the available tests and standards.					
11	I find it difficult to solve the problems that I face in my work.					
12	Strictly adhere to office hours.					
13	I do not wish to participate in scientific conferences and seminars related to my work.					
14	I seek to gain the trust of the manager to facilitate my work.					
15	I feel that my desire to develop myself practically is limited.					
16	I try to gain the trust of the students.					
17	I care that my general appearance is acceptable to others.					
18	Make the decision at the right time.					
19	I strive to be the role model in my work.					
20	Take care to organize the records required of me.					
21	I work hard to identify abnormal students.					
22	I hesitate to attend training courses.					
23	Enjoy your holidays, don't delay my work.					
24	I benefit from the expertise of the teaching staff to facilitate my work.					
25	If I had the chance, I would quit my profession.					