



Achievement motivation level among teachers of physical and sports education under the variables (work experiences, age)
A Field study on sample of physical and sports education teachers at the level of Middle school in Biskra

Chemini MOUADH

Mohamed Khider University of Biskra, Algeria

mouadh.chemini@univ-biskra.dz

Abstract:

The current study aims to identify the achievement motivation level among teachers of physical and sports education at the middle school level in Biskra. Also, it aspires to examine the differences in the level of achievement motivation of the teachers of physical and sports education based on experience and age variable. The research adopted the descriptive-analytic approach, and applied a Scale the was designed to measure the achievement motivation level. The sample consists of 80 teachers of physical and sports education. After data collection, statistical analysis, and hypothesis testing, it results as the following:

- *The level of achievement motivation among middle school physical and sports education teachers is considered high.*
- *There are statistically significant differences in the achievement motivation level among middle school physical and sports education teachers based on the variable of work experience.*
- *There are statistically significant differences in the achievement motivation level among middle school physical and sports education teachers based on the variable of age.*

Keywords: *achievement motivation – physical and sports education – physical and sports education teacher.*

**Niveau de motivation à la réussite chez les enseignants
d'éducation physique et sportive en fonction de
l'expérience professionnelle et de l'âge.
Étude de terrain auprès d'un échantillon d'enseignants
d'éducation physique et sportive du collège de Biskra.**

Résumé :

La présente étude vise à identifier le niveau de motivation à la réussite des professeurs d'EPS au collège de Biskra. Elle examine également les différences de ce niveau en fonction de l'expérience et de l'âge. La recherche adopte une approche descriptive et analytique et utilise une échelle conçue spécifiquement pour mesurer le niveau de motivation à la réussite. L'échantillon est composé de 80 professeurs d'EPS. Après la collecte des données, l'analyse statistique et la vérification des hypothèses, les résultats sont les suivants :

- *Le niveau de motivation à la réussite des professeurs d'EPS au collège est considéré comme élevé.*
- *Il existe des différences statistiquement significatives dans le niveau de motivation à la réussite des professeurs d'EPS au collège en fonction de l'expérience professionnelle.*
- *Il existe des différences statistiquement significatives dans le niveau de motivation à la réussite des professeurs d'EPS au collège en fonction de l'âge.*

Mots-clés : *motivation à la réussite – éducation physique et sportive – professeur d'EPS.*



Introduction

Achievement motivation is considered as a psychological concept, as it represents the driving force that leads the individual's behavior toward the attainment of goals. It determines one's persistence in achieving those aims. Among the different types of motivation that have received substantial attention in the educational system, achievement motivation emerges as a critical aspect in evaluating and interpreting professional behavior, which is associated with effective performance and a drive for professional excellence."

Al-Shennawi (2000) gave a definition to achievement motivation as a state that arises within an individual in a specific situation, as a result of certain internal factors or the presence of external variables in that situation. These variables direct the individual's behavior toward a particular course of action, enabling the achievement of the intended goal in that situation. Additionally, Saleh Abu Jado (2000) identified it as the act of generating and maintaining behavior in order to achieve a given goal. (Metwally Mustafa & Anas Jabbar Hawa Al-Bakri, 2022, p. 30).

Achievement motivation plays a significant role in the determination of teacher's competence and level of commitment to the teaching profession. It drives the educator towards mastery and responsibility in performing their duties. Within the educational framework, the teacher not only functions as an educator, but also as an example of tenacity and dedication. This makes achievement motivation an important part in the success of the educational process.

Physical and sports education teachers confront many obstacles in their work, which requires a high level of achievement motivation. Not only is the teacher responsible for developing pupils' physical and motor skills, but also for imparting sporting ideals, encouraging fair competition, and promoting discipline and teamwork. As a result, having great achievement motivation is critical to the success of the physical and sports education teacher's job, as it allows them to overcome various difficulties and challenges and reach their educational goals with high efficiency.

Several factors influence achievement motivation in physical and sports education teachers, including working conditions and the nature of interpersonal relationships within the educational institution. The more beneficial these aspects are, the more they encourage teachers towards creativity and achieve excellence in their professional performance.

Based on this basis, we pose the following main research question:

What is the level of achievement motivation of middle school physical and sports education teachers?

Sub-questions :

- 1) Are there statistically significant differences in achievement motivation level among middle school physical and sports education teachers according to the variable of job experience?
- 2) Are there statistically significant differences in achievement motivation level among middle school physical and sports education teachers according to the variable of age?



General Hypothesis:

The level of achievement motivation among middle school physical and sports education teachers is ranked high.

Sub-Hypotheses:

- 1) There are statistically significant differences in the level of achievement motivation among middle school physical and sports education teachers based on the variable of work experience.
- 2) There are statistically significant differences in the level of achievement motivation among middle school physical and sports education teachers based on the variable of age.

Research Objectives:

- 1) Identifying the levels of achievement motivation among physical and sports education teachers.
- 2) Determining the potential differences in achievement motivation according to age and professional experience among physical education and sports teachers.
- 3) Identify the relationship between achievement motivation and professional performance level among physical education and sports teachers.

Significance of the Research:

The importance of our research lies in seeking to reveal the level of achievement motivation among physical education and sports teachers, analysing the factors that may enhance it, and raising awareness among physical and sports education teachers and officials about developing a

support program aimed at increasing motivation and improving educational practices. Our research also contributes to enriching knowledge about the relationship between aspects of achievement motivation and professional performance.

1. Definition of Research Terms:

- **Achievement motivation:** Defined by Amed Abdel-Khalek (1991) as the individual's readiness to pursue a specific goal with excellence (Moussi, 2016, p. 178).
- **Operationally:** It is the pursuit of excellence and mastery of the work by the physical and sports education teacher through his perseverance in achieving his educational goals.
- **Physical and sports education:** Lumpkin defined physical and sports education as the process by which individuals acquire the best physical, mental, social, and fitness skills through physical activities (Al-Hadi, 2011, p. 153).
- **Operationally:** Physical and sports education refers to the process of developing motor and physical skills with the aim of improving and developing the physical, intellectual and social aspects of the individual.
- **Physical Education Teacher:** Physical education teacher is considered a fundamental part of the educational process. They contribute to the development of learners' physical abilities and various skills and seek to improve and develop their physical and motor growth (Zaoui and Bouabid, 2015, p. 55).



Operationally: the physical and sports education teacher is a sports specialist who teaches students how to engage in physical and athletic activities. This position aims to improve pupils' motor and physical abilities through structured educational plans and programs.

2. Literature review

A study by Kouaoui Nabil, Maouch Abdelhamid, and Guerine El-Aid (2024) entitled: **Achievement Motivation Among Newly Recruited University Professors in Light of Demographic Variables**. This study sought to examine the level of achievement motivation among newly hired university professors, and to revealing if there were differences between their average achievement motivation levels attributable to variables (gender, age, marital status, university degree, years of experience). As the researcher relied on a descriptive approach and used a measurement method. The study sample included 47 professors, and the results of the study concluded that:

- The level of achievement motivation among newly recruited university professors at the institution under study is high
- There are no statistically significant differences in the level of achievement motivation among the study sample attributable to variables (gender, age, marital status, university degree, years of experience). (Kouaoui, Maouch, and Gareen Al-Eid, 2024)

A study is conducted by Jarash Dalila, Bouzid Ibrahim (2022) entitled: **Achievement motivation among special**

education teachers under variables (gender, family status, years of professional experience), which aimed to identify achievement motivation among special education teachers in under variables (gender, marital status, years of professional experience) and to determine whether there are statistically significant differences in motivation to achieve attributable to variables (gender, family status, years of professional experience). The researcher adapted a descriptive approach in the study and used a measurement method. The study sample included 52 teachers (male and female), and the results of the study concluded that:

- There are statistically significant differences in achievement motivation among special education teachers that can be attributed to the gender variable.
- There are statistically significant differences in achievement motivation among special education teachers that can be attributed to the family situation variable.
- There are no statistically significant differences in achievement motivation among special education teachers that can be attributed to the work experience variable. (Jarsh and Bouzid, 2022)

2. Commenting on previous studies

By reviewing previous studies, it becomes evident that they referred to the variable of achievement motivation among professors and teachers, as it was benefited from these studies in the theoretical aspect by constructing the research plan. In addition, it was used in the field by selecting the methodology and study tool, and we also applied them to reinforce the validity of our findings, as our



current study agreed with previous studies in the methodology used, which is the descriptive methodology, as well as in the study tool. whereas in the differences, our study differed from other studies in the sample size.

3. Fieldwork Procedures of the Study

3.1. Study Methodology

The researcher approached **the descriptive-analytical methodology** for this study because it was appropriate for the nature of the investigation. This methodology is one of the most extensively used methodologies in human and social sciences, as it is based on studying and interpreting phenomena with the goal of precisely presenting facts in order to comprehend the dimensions of the investigated phenomenon.

The descriptive analytical approach goes beyond simply describing the phenomenon; it also analyzes, interprets, compares, and evaluates. It operates by identifying the circumstances and relationships within the facts (Asia and Hana, 2021, p. 249).

3.2. Exploratory Study

The exploratory study seeks to evaluate and analyze expectations surrounding the research topic. It is used to acquire preliminary information, provide a greater understanding of the subject under investigation, and discover potential trends that may influence it.

One of the primaries aims of the exploratory study is to ensure that the data gathering instrument is appropriate and effective.

3.3. Research community and sample

The research community: It is a collection of elements that share traits that distinguish them apart from others and are the focus of research (Engels, 2004, p. 298).

Our study group includes of Biskra's intermediate-level physical education and sports teachers.

Study sample: A part of the whole, i.e. a part of the original research community that holds its characteristics and attributes (Al-Taib, 2018, p. 165).

Our primary sample consisted of 80 randomly selected physical education and sports teachers from the city of Biskra.

3.4. Research Instrument

In our study, we relied on the **Achievement Motivation Scale**: this scale consists of 20 statements distributed across three dimensions, as follows:

Dimensions	Items
Competitiveness	1-2-3-4-5-6-7
Ambition	8-9-10-11-12-13-14
Perseverance	15-16-17-18-19-20



4. Characteristics of the Sample According to Variables (Age, Work Experience, Nature of Academic Training)

4.1. According to the Age Variable

Age Group	Frequency	Percentage (%)
(25-35) Years	36	45
(36-45) Years	43	53,75
(46-55) Years	1	1,25
Total	80	100,0

Table (01): illustrates the characteristics of the sample according to the age variable.

4.2. According to the Professional Experience Variable

Years of Experience	Frequency	Percentage (%)
(0-5) Years	17	21,25
(6-10) Years	31	38,75
(11-15) Years	18	22,5
More than 15 Years	14	17,5

Total	80	100,0
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Table (02) illustrates the characteristics of the sample according to the work experience variable.

The psychometric properties of the research instrument were recalculated, and the results are presented in the following table:

5. Reliability of the Achievement Motivation Scale Using Cronbach’s Alpha Coefficient

Sample (N)	Number of Element	Cronbach’s Alpha Coefficient
<i>80</i>	<i>20</i>	<i>0.873</i>

Table (03) illustrates the Cronbach’s alpha reliability coefficient for the Achievement Motivation Scale.

As shown in Table (03), the Cronbach’s alpha coefficient is 0.873, which indicates that the scale is constant.



6. Calculating the validity of the Achievement Motivation Scale

6.1. Calculating the Discriminant Validity of the Achievement Motivation Expectations Scale

Achievement Motivation Group	Number	The Arithmetic Mean	Standard Deviation	Value of (T)	Significance Level
High Groupe	47	170.98	6.98456	113.897	0.01
Low Groupe	33	95.876	5.87655		
Total	80	198.987	6.87689		

Table (04): Differences Between the Mean Scores of the High and Low Groups on the Achievement Motivation Scale

Table (04) reveals clear differences between the mean scores of the high and low groups, with the calculated (T) value reaching **113.897**, which is statistically significant at the 0.01 level. This indicates the discriminant validity of the Achievement Motivation Scale between the two groups.

7. Presentation, Discussion, and Interpretation of the Study Results

7.1. General Hypothesis:

The level of achievement motivation among middle school physical education teachers is estimated to be high.

The results of our study indicate that the level of achievement motivation among physical education and sports teachers at the intermediate level is high, after calculating the frequencies, percentages, arithmetic means, and standard deviations of the responses of the study sample on the achievement motivation scale, as shown in the following table:

Achievement Motivation Classification	Frequency	Percentage (%)	The Arithmetic Mean	Standard Deviation
Low Achievement Motivation (50-116)	08	10	187.678	6.76789
Moderate Achievement Motivation (117-183)	20	25		
High Achievement Motivation (184-250)	52	65		
Total	80	100,0		

Table (05): Levels of Achievement Motivation



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Based on Table (05), it is evident that the level of achievement motivation among the study sample is high. This conclusion was drawn after calculating the frequencies, percentages, and classifying the levels of achievement motivation, as well as computing the mean and standard deviation of the participants' responses to the Achievement Motivation Scale. The percentage of high achievement motivation was estimated at 65%, corresponding to 52 responses falling within the high motivation range. In contrast, the moderate achievement motivation category accounted for 25% of the responses, with a frequency of 20. The lowest percentage was observed in the low achievement motivation category, representing 10% with 8 responses. Furthermore, the mean score on the Achievement Motivation Scale was **187.678**, with a standard deviation of **6.76789**. Given that this mean falls within the high motivation range (184–250), we conclude that **the level of achievement motivation among middle school physical education teachers is high.**

❖ **Explanation:** The high level of achievement motivation among physical education and sports teachers can be explained by the fact that they are highly motivated to excel in their teaching duties. They also tend to possess distinctive qualities such as ambition and perseverance, which drive them to achieve excellence in their performance and thus raise their level of achievement motivation.

This result aligns with **the study conducted by Kouaoui Nabil, Maouch Abdelhamid, and Karrine El-Aid (2024)**, which concluded that the level of achievement motivation

among newly recruited university faculty members at the institution under investigation was high.

7.2. First Sub-Hypothesis:

There are statistically significant differences in the level of achievement motivation among middle school physical education teachers based on the variable of work experience.

8.

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F	ANOVA Significance	Differences
Between Groups	4	1,867	,887	0,887	,029	Significant differences at 0.05
Within Groups	42	8,678	,887			
Total	46	10,545				

Table (06): Differences in Achievement Motivation among Middle School Physical Education Teachers According to the Work Experience Variable

Table No. (06) shows the differences in achievement motivation among secondary school physical education teachers according to work experience, with a value of (F) 0.887 according to ANOVA, which reached 0.029, a significant value at a significance level of 0.05. **Therefore, we can say that there are statistically significant differences in the level of achievement motivation among secondary**



school physical education teachers according to the variable of work experience.

- ❖ **Explanation:** The statistically significant differences in the level of achievement motivation among physical education and sports teachers at the intermediate level according to the work experience variable can be explained by the fact that the more experience a teacher has on his field of education, the greater his ability to adapt and face the challenges encountered in his work. This has a positive impact on their motivation to achieve success. Teachers with professional experience possess high competencies in their educational field, which helps maintain their elevated level of achievement

This contradicts the findings of the study conducted by **Kawawi Nabil, Maouch Abdelhamid, and Qareen El-Eid (2024)**, I concluded that there were no statistically significant differences in the level of achievement motivation among the study sample attributable to the variables (gender, age, family status, university degree, years of experience).

- ❖ Similarly, our study also contradicted the findings of Jarsh Dalila and Bouzid Ibrahim (2022), which concluded that there were no statistically significant differences in achievement motivation among special education teachers attributable to the variable of professional experience.

8.1. 3. Second Sub-Hypothesis:

There are statistically significant differences in the level of achievement motivation among middle school physical education teachers according to the age variable."

Source of Variance	Degrees of Freedom	Sum of Squares	Mean Square	F	ANOVA Significance	Differences
Between Groups	4	1,867	,887	4,757	,029	Significant differences at 0,05
Within Groups	42	8,678	,403			
Total	46	10,545				

Table (07): Differences in Achievement Motivation among Middle School Physical Education Teachers According to the Age Variable

Table (07) illustrates the differences in achievement motivation among middle school physical education teachers according to the age variable. The calculated F-value reached 4.757, with an ANOVA significance level of 0.029, which is statistically significant at the 0.05 threshold. Accordingly, it can be concluded that **there are statistically significant differences in the level of achievement**



motivation among middle school physical education teachers based on age.

- ❖ **Interpretation:** The statistically significant differences in the level of achievement motivation among physical education and sports teachers at the intermediate level according to the age variable can be explained by the differences and variations in psychological needs and practical motivations among age groups, as the nature of internal incentives changes with age, leading to differences in the level of achievement motivation.

This contradicts the study by kouaoui Nabil, Maoush Abdelhamid, and Qareen Al-Eid (2024), which concluded that there were no statistically significant differences in the level of achievement motivation among the study sample attributable to variables such as gender, age, family status, university degree, and years of experience.

Conclusion

In conclusion, the level of achievement motivation among middle school physical education teachers is high. This reflects their strong desire to succeed in their professional performance and their continuous pursuit of development. The study also confirms that these teachers possess a positive energy that drives them to work diligently and with commitment.

Study Results

After analysing and statistically processing the data, the researcher concluded the following:

- The level of achievement motivation among middle school physical education teachers was rated as high.
- There are statistically significant differences in achievement motivation among middle school physical education teachers according to the variable of work experience.
- There are statistically significant differences in achievement motivation among middle school physical education teachers according to the age variable.

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