

The Impact of Psychological and Social Reflections of the Physical Education and Sports Teacher on Their Job Performance in High School : A Field Study in the Province of Chlef

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Abstract:

This study aims to highlight the extent of the impact of psychological and social reflections on the job performance of the physical education and sports teacher in high school. To achieve the study's objectives, the descriptive analytical method was adopted, where the field sample included 30 teachers and 120 students from various high schools in the province of Chlef (Chlef and Aflou). Data was collected using two questionnaires directed at both teachers and students. The results showed that psychological conditions, such as anxiety and stress resulting from professional pressures, as well as social and material conditions like the lack of resources and external problems, significantly and negatively affect the teacher's professional performance, which directly reflects on their personality, relationship with students, and educational and instructional output.

Keywords: Physical Education and Sports, Psychological Reflections, Social Reflections, Job Performance, High School.

1. Introduction and Research Problem:

Physical education and sports are considered vital fields to which developed countries attach great importance and for which they harness the necessary resources to perform their functions optimally, as it is a system that attracts the activities of all societies and plays major roles in the field of socialization and evaluation. Training is considered one of the basic principles for athletes to reach the best levels; therefore, universities and institutes must train competent teachers.

The teacher is the fundamental pillar in the educational process, and their competence lies in their personality, bases of interaction, scientific capabilities, and psychological and physical skills. The physical education and sports class in educational institutions, especially high

schools, takes on a special character represented in the method followed by the teacher in working with students, as their mission is dual-directed: teaching on the one hand and training on the other. Given the difficulties faced by teachers in the field, which reflect on their psychological nature and affect their interaction with students (especially adolescents), the need emerged to study the impact of psychological and social reflections on their job performance. The research problem crystallizes in the following main question: To what extent do psychological and social reflections affect the job performance of the physical education and sports teacher in high school?

From this question, the following sub-questions branch out:

- Do psychological conditions affect the job performance of the physical education and sports teacher?
- How do social conditions affect the professional performance of the physical education and sports teacher?
- Do psychological and social conditions affect the personality of the physical education and sports teacher?

2. Study Hypotheses:

- **General Hypothesis:** Psychological and social reflections affect the job performance of the physical education and sports teacher in high school.
- **Partial Hypotheses:**
 1. Psychological conditions affect the job performance of the physical education and sports teacher.
 2. Social conditions affect the job performance of the physical education and sports teacher.
 3. Psychological and social conditions affect the personality of the physical education and sports teacher.

3. Theoretical Framework of the Study:

3.1 Concept and Objectives of Physical Education and Sports:

Physical education and sports are defined as an integral part of general education and an experimental field whose goal is to form a physically, mentally, emotionally, and socially fit citizen through selected physical activities. It aims to develop physical competence, motor ability, mental competence, and build sound human relationships. Physical education also works on developing basic values such as knowledge, brotherhood, and exerting effort, and contributes to social adaptation and facing life's difficulties.

3.2 Personality of the Physical Education and Sports Teacher:

Personality is the dynamic organization of physical, cognitive, and emotional formations; the physical education teacher is an educator before being a transmitter of knowledge, and is required to possess physical traits (fitness, health, vitality, and good appearance), psychological

traits (patience, endurance, self-control, love, and affection), and mental traits (intelligence, scientific competence, broad culture, and knowledge of the subject). The psychological and pedagogical training of the teacher during the university stage plays a pivotal role in building this balanced personality.

3.3 Factors Affecting the Teacher's Job Performance:

The physical education teacher is affected by several factors that hinder or contribute to their performance, including:

- **A. Psychological Factors:** The anxious or troubled teacher who suffers from pressures and conflicts transfers this disturbance to the students, and their treatment becomes fluctuating and harsh, which affects the students' mental health and their academic achievement. The competent teacher with a mature personality who is satisfied with their job creates a suitable atmosphere for competition and growth.
- **B. Socio-economic Factors:** These include housing problems, family disputes, low monthly salary, and a lack of equipment. Additionally, the nature of interaction and relationships within the institution and its geographical location affect the teacher's stability.
- **C. Professional and Material Difficulties:** Such as insufficient equipment and tools, lack of maintenance, absence of suitable spaces, lack of changing rooms, the impact of harsh climatic conditions, and centralization in planning. In addition to overcrowded classrooms, which constitutes a real obstacle to practicing modern educational methods.

4. Methodology and Field Research Procedures:

- **Method Adopted:** The descriptive analytical method was relied upon due to its suitability to the nature of the topic and because it enables the objective investigation of the respondents' opinions.
- **Spatial and Temporal Scope of Research:** The study was conducted in 10 high schools in the province of Chlef (5 high schools in the Chlef district and 5 in the Aflou district), during the period from April 20 to May 10.
- **Research Sample:** A random sample consisting of 30 physical education and sports teachers was selected, taking into account age and seniority, as well as 120 high school students at a rate of 12 students from each high school.
- **Data Collection Tools:** The questionnaire was relied upon as a primary tool, where two questionnaires were designed: the first directed to teachers, containing closed and optional questions about their working conditions and their professional and psychological problems; and the second directed to students to know their opinions about the teacher's personality and their interaction with them.

5. Presentation, Analysis, and Discussion of Results:

In this section, we review the most important results extracted from the questionnaires

distributed to both students and teachers, supported by statistical tables for accurate analysis.

5.1 Presentation and Analysis of the Students' Questionnaire Results:

Table No. (1): The personality of the physical education and sports teacher in the eyes of the students

Responses	Frequency	Percentage (%)
Troubled	60	50.00
Balanced	35	29.67
Normal	25	20.33
Total	120	100

Analysis: It is clear that 50% of the students see that the teacher's personality is troubled, and this is a strong indicator that the psychological reflections resulting from the profession's problems affect the teacher's behavior in front of their students and make them lose their balance.

Table No. (2): The apparent psychological state of the teacher when meeting the students

Responses	Frequency	Percentage (%)
Confused	88	73.33
Embarrassed	20	16.67
Normal	12	10.00
Total	120	100

Analysis: The large percentage (73.33%) confirms the teacher's confusion, which indicates their being affected by psychological pressures and the weakness of practical training in dealing with adolescents and managing the class effectively.

Table No. (3): Students' preference for teachers to inform them of their problems

Responses	Frequency	Percentage (%)
Teachers of other subjects	90	75.00

Responses	Frequency	Percentage (%)
Physical education & sports teachers	30	25.00
Total	120	100

Analysis: The majority of students (75%) prefer to resort to teachers of other subjects, which reflects the existence of a gap in the relationship between the physical education teacher and the student, and the absence of sufficient trust and an understanding pedagogical approach.

5.2 Presentation and Analysis of the Teachers' Questionnaire Results:

Table No. (4): Teachers' behavior when students disturb them during the lesson

Responses	Frequency	Percentage (%)
Punishment	15	50.00
Rational behavior	11	37.00
Expulsion	4	13.00
Total	30	100

Analysis: 50% of teachers tend to use punishment as a solution to problems, which highlights the volume of psychological pressure and the difficulty of controlling school overcrowding and chaos through rational pedagogical methods.

Table No. (5): The impact of external problems on the teacher's professional performance

Responses	Frequency	Percentage (%)
Yes (there is an impact)	23	76.67
No (there is no impact)	7	23.33
Total	30	100

Analysis: The percentage of 76.67% confirms that social problems (housing, transport, family) represent a real obstacle that directly reflects on the professional output, causing mental distraction and occupational burnout.

Table No. (6): The extent of feeling comfortable in the teaching profession

Responses	Frequency	Percentage (%)
Uncomfortable	23	76.67
Comfortable	7	23.33
Total	30	100

Analysis: This result clearly expresses the feeling of professional frustration and boredom. Constant exhaustion, overcrowding, the absence of equipment, and society's inferior view are all factors that lead to job discomfort.

6. General Conclusions:

Based on the previous tables and analyses, the validity of the proposed hypotheses has been proven, and the conclusions can be summarized as follows:

- Psychological conditions such as stress, anxiety, and exhaustion reflect directly on the teacher's actions, making them confused or inclined to violence and punishment, and this distances them from their role as a pedagogical guide.
- Social and material problems (such as transport, housing, school overcrowding, and climatic conditions) limit the teacher's energy and make them feel frustrated and occupationally useless.
- The weakness of resources within institutions deepens these reflections, leading to job discomfort and the deterioration of the relationship between the teacher and the student.

7. Recommendations and Suggestions:

- The necessity of providing the basic requirements for the teacher's life (such as transport and housing) to alleviate their social pressures so they can focus on professional creativity.
- Reducing the phenomenon of overcrowding inside classrooms to facilitate the process of maintaining order, effectively conveying sports information, and reducing psychological burnout.
- Equipping educational institutions with the necessary sports facilities (especially covered halls) and providing appropriate sports equipment and tools to overcome the obstacle of climatic conditions.
- Improving the social perception of the physical education and sports teacher profession through media and raising awareness of its fundamental role in building the student's health and personality.
- Organizing continuous training seminars and study days for teachers to exchange experiences and learn about modern pedagogical methods in dealing with adolescents away from violence.

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