

Motivation of teachers of physical education and sports for choosing a secondary education profession

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ABSTRACT

This study, titled “*Motivation of Teachers of Physical Education and Sports for Choosing a Secondary Education Profession*,” aimed to investigate whether teachers of Physical and Sports Education are motivated in their choice of the secondary education profession. The research addressed the general hypothesis that there is motivation among these teachers to choose this career, with two partial hypotheses suggesting that their choice may be driven by both internal and external motivations. The study relied on a descriptive analytical method, and the research community consisted of 203 teachers of Physical and Sports Education in the State of Sétif, from which a random sample of 43 teachers was selected. Data were collected using a questionnaire. The results revealed that there is indeed motivation among teachers who chose to teach Physical and Sports Education in secondary schools. This motivation appeared in two forms: internal motivation, which proved to be more influential, and external motivation, which had a lesser impact. Among internal motivations, psychological and personal motives were the most significant, followed by cognitive motives. Regarding external motivations, the most influential were work environment factors, followed by social motives, professional motives, and finally, family and friends, which had the least effect on the teachers’ choice.

Keywords: Sport management, Motivation, Internal motivation, External motivation, Physical education teacher, Physical education and sports.

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INTRODUCTION

States have shown significant interest in physical education due to its constructive goals that contribute to the comprehensive development of individuals intellectually, physically, psychologically, and socially. It has become an important indicator of societal progress, and its development has become a social obligation that we must work to achieve (Abdel Maboud, 2016, p.48).

Physical education, as an educational subject, complements other subjects and, in its own way, improves individuals' abilities in various fields such as physical, psychomotor, emotional-social, and cognitive domains through play situations that often require quick solutions to complex issues (Abdel Maboud, 2016, p.48).

Physical education and sports field are essential aspects of comprehensive education sought by the national educational system through the profession of teaching physical education and sports. This profession is based on a set of scientific and practical principles to enhance individual and societal levels and increase productivity through various activities that interact to shape a balanced and integrated individual capable of adapting to his environment and society (Muayyad, 2001, p.1).

Teaching is the mutual interaction process between the teacher, learners, and environmental elements prepared by the teacher to acquire the desired information, skills, values, and attitudes within a limited time frame known as the lesson.

Teaching physical education and sports requires selecting the best elements suitable to be educators and preparing them in a manner consistent with the nature of their educational role. The message of a physical education teacher is no longer confined to planning and organizing activities but extends beyond to the field of education. The teacher is a nurturer first and foremost (Muayyad, 2001, p.6).

A physical education teacher is one of the pillars of the educational process at school in his specialized field. He is provided with numerous educational opportunities that many teachers in other subjects do not have. Through the teacher, learners can be guided socially acceptable paths, and he shoulders the responsibility of preparing the next generation to a large extent (Abu Hirjah & Zaghool, 1999, p.68).

We have noticed a wide interest among students of institutes of physical education sciences and technologies in choosing their specialization and future profession in various states of the country. It is well-known that the orientations, inclinations, and motivations of graduates of institutes of physical education and sports towards choosing the teaching profession in general and secondary education in particular vary according to their motivations that drive and direct their behaviour and choices to achieve their desired goals.

Motivation is generally defined as an emotional, kinetic, innate, or acquired factor that stimulates an individual's activity for performance, achievement, or goal attainment. It arises within the individual as a result of his life experience, and motivation may be intrinsic when the aspects of activity are purposeful or a means to something else (Badawi, 1998, p.166).

Motivations are also considered forces that stimulate an individual's enthusiasm, movement, and activation towards a specific direction to achieve certain needs that the individual feels the need for (Hamadi, 2012, p.12). This text offers a comprehensive view of the importance of physical education in holistic development, the role of teachers, and the motivations behind choosing this profession

Motivation varies from person to person, as each individual has their own aspirations, desires, choices, and motivations towards something. Therefore, the choice of students from institutes of physical education sciences and technologies to pursue a career in secondary education teaching may stem from several different motivations, either internal, related to the individual (such as personality, psychology, physical health, etc.), or external, related to the environment in which the teacher lives (social, familial, friends, sports media, etc.).

As the profession of secondary education teaching witnesses wide interest from graduates of institutes of physical education sciences and technologies, this increasing and continuous interest is due to the profession's dynamic and vibrant nature. Each person who chooses this profession sees a goal in it, striving to achieve it and satisfy the motivations that drive them.

This leads us to the general question of whether there is motivation behind the choice of secondary education teaching by physical education teachers. From there, we pose the following specific questions:

- Do physical education teachers choose the profession of secondary education teaching due to internal motivations?
- Do physical education teachers choose the profession of secondary education teaching due to external motivations?
- Are there statistically significant differences in the choice of secondary education teaching by physical education teachers attributed to internal and external motivations?

General hypothesis

There is motivation among physical education teachers to choose the profession of secondary education teaching.

Specific hypotheses

Physical education teachers choose the profession of secondary education teaching due to internal motivations.

Physical education teachers choose the profession of secondary education teaching due to external motivations.

There are statistically significant differences in the choice of secondary education teaching by physical education teachers attributed to internal and external motivations.

MATERIAL AND METHODS

Methodology

For our current study, and in accordance with the posed problem, we find that the descriptive-analytical method is the appropriate methodology. It describes what exists and focuses on identifying the conditions and relationships between events. It does not only involve data collection and tabulation but also goes beyond that because merely describing what has happened does not constitute the essence of the descriptive method. Moreover, the research process is not complete until these data are organized, analysed, and conclusions with implications for the posed problem are drawn (Ibrahim, 1984, p.136).

Sample

It is a part of the original community containing some elements selected from it in a certain way for the purpose of studying the characteristics of the original community. The sample we used in our study is a random sample consisting of 43 teachers out of a total of 203 teachers.

Data collection tools

To ensure accuracy and validity in the research results and in compliance with the methodological standards of scientific research, the most effective methods were followed through study and examination. The questionnaire tool was used to collect data, containing 24 statements divided into two axes, with 12 statements for each axis. Before creating the final questionnaire distributed to the sample individuals, we developed a preliminary questionnaire distributed to expert judges.

Psychometric characteristics of the tool: Reliability

Table 1. Internal consistency reliability of the tool.

Correlations		Internal motivations	External motivation
Internal motivations	Pearson correlation	1	0.99
	Sig. (bilateral)		0.00
	N	43	43
External motivation	Pearson correlation	0.99	1
	Sig. (bilateral)	0.00	
	N	43	43

From the table above, we notice that the Pearson correlation coefficient is calculated to be 0.99, with a significance level of .00 at a significance level of .01, which is very close to 1. This indicates a strong positive correlation between the axes of the tool, thus confirming the validity of the questionnaire.

Validity

Table 2. Cronbach's Alpha Coefficient.

Alpha of Cronbach	Number of elements
0.99	24

We notice that the Cronbach's Alpha coefficient is calculated to be 0.99, which is very close to 1, indicating the stability of the tool.

RESULTS

Table 3. t-test for differences.

Test value = 0	t	df	Sig. (bilateral)	Average difference	95% confidence interval of the difference	
					Lower	Superior
Internal motivations	22.221	42	.00	2.73	2.48	2.98
External motivation	22.801	42	.00	2.73	2.49	2.97

From the table above, it is observed that the t-test value was estimated at: 22.22, with a significance level of .00, which is less than the significance level of .05 at 42 degrees of freedom. This indicates the presence of

statistically significant differences in the selection of physical education teachers for secondary education profession attributed to internal motivation.

Also, from the table above, it is observed that the t-test value was estimated at: 22.80, with a significance level of .00, which is less than the significance level of .05 at 42 degrees of freedom. This indicates the presence of statistically significant differences in the selection of physical education teachers for secondary education profession attributed to external motivation.

DISCUSSION

Discussion and interpretation of the first hypothesis

The hypothesis stating that the selection of physical education teachers for secondary education profession is due to internal motivation.

Based on the statistical analysis of the study results for the sample individuals for the first axis, aimed at determining whether internal motivation influenced their selection of the physical education and sports teaching profession in secondary education, it was generally found that a large proportion of the sample (82%) chose the profession of physical education teaching for secondary education due to internal motivation, while a small percentage of the sample individuals were not influenced by internal motivation. This, if anything, indicates the significant impact of internal motivation on the selection process for physical education teachers.

This is confirmed by the results of the study by Hamadi Bilal (2012) which indicated that personal motivations play a role in students' choice of the branch of physical education and sports sciences at the university. This is similar to the results of our study, where internal personal motivations have an impact on individuals' choices in their lives in general.

Similarly, the study by Maiza Mubarak confirmed that the personal perspective of the student in the Department of Physical Education and Sports Sciences was generally positive towards the profession of physical education teaching. This is consistent with the results of our study regarding the personal internal motivation of the physical education teacher in secondary education, as he was a student before choosing this profession.

And in the study by Feraji Nabil and Latman Raed on the nature of teachers' attitudes towards the teaching profession, it was a positive nature, which was due to the fact that the majority of teachers chose the teaching profession according to their personal inclinations and desires, which is consistent with our study regarding the impact of personal internal motivations in the selection process.

Regarding internal cognitive motivations, the motivation to promote physical education and sports in secondary education, the motivation to apply scientific theories and teaching methods, and also the motivation to know the most important characteristics of the student being taught during this stage, their influence ratio in the selection process by the sample individuals was large. This is similar to what was concluded in the second study regarding the degree of influence of internal cognitive motivations. The theoretical aspect of this study on internal motivation states: "*It is the learner himself who is the source of it, as he engages in learning driven by an internal desire to satisfy himself and seek the pleasure of learning.*" The same applies to the physical education teacher when choosing teaching in secondary education, as it was his personal desire and inclination in an attempt to satisfy that desire.

According to Ozebol view on motivations, there is a primary motive that helps in achievement and learning, which is the motive of achievement and its components derived from the individual's need for knowledge, understanding, or problem solving, and it arises through the interaction between the individual and the required work to be learned. This applies to the internal cognitive motivations that made physical education teachers choose the secondary education teaching profession, which is the desire to know the most important characteristics of secondary school students and the desire to apply physical education and sports teaching methods.

As for the emotional and psychological internal motivations, they are as follows: the motive of love for the profession, the motive of wanting secondary school students to love physical education and sports, the motive of the teacher's love to be a role model for his students, the motive of the teacher's belief that the physical education teaching profession is comfortable compared to others, and finally the motives of wanting to achieve job stability and give great importance to teaching in secondary education, as this group of motives also influenced the selection process of physical education teachers.

In the end, the first hypothesis of our study stating that the selection of physical education teachers for secondary education profession is due to internal motivation has been confirmed.

Discussion and interpretation of the results of the second hypothesis

The hypothesis stating that the selection of physical education teachers for secondary education profession is due to external motivation.

Based on the statistical analysis of the study results for the sample individuals for the second axis, where our aim was to determine whether external motivation influenced their selection of the physical education and sports teaching profession in secondary education, it was generally found that a large proportion of the sample (72.7%) chose this profession due to external motivation, while (27.3%) of the sample individuals were not influenced by external motivation. This, if anything, indicates the significant impact of external motivation on the selection process for physical education teachers, albeit to a lesser extent than internal motivation.

As for the external social motivations: the motive of positive societal attitudes towards physical education and sports teachers in secondary education, the motive of increasing appreciation and respect from society, and the motive of feeling proud when others from the social circle know that one works as a physical education and sports teacher in secondary education. The influence of these motivations on the selection process for the sample individuals was significant. As mentioned in the results of the study by Hamadi Bilal, social motivations have a high impact on students' enrolment in the Department of Physical Education and Sports Sciences, which is consistent with our study's results. The social motives that led students to choose this department continue to drive them towards choosing the profession of teaching physical education and sports, especially in secondary education.

Similarly, as mentioned in the study by Feraji Nabil and Latman Raed, most physical education and sports teachers view the teaching profession with respect and appreciation by society in general, especially teaching in secondary education, which aligns with our current study results. This also aligns with what Youssef Al-Othom stated in his book about motivational sources, mentioning social sources related to social interaction and influence.

As for external motivations related to the work environment: the motive of the educational community's respect for physical education and sports teachers in secondary education, the motive of students' love for the teacher, and the motive of guidance from experts and future interaction with them. The influence of these motivations on the selection process for the sample individuals was significant. Based on what was also mentioned in the fourth study's results, professional motivations play a role in students' choice of the Department of Physical Education and Sports Sciences to a relative degree. This indicates the students' aspirations to become physical education and sports teachers in the future (in secondary education), with variations in their external motivations. Some are influenced by students' love for the teacher, some by the educational community's respect, and some by experts in general.

This correlates with what Dr. Mohamed Ahmed Al-Rifai mentioned in his book about sources of motivation that generate learning motivation, such as social sources in general, like imitating positive or desirable personal models, the desire to be a member of a group, and the desire to be a prestigious member in the group.

The impact of material external motivations on the selection process for teachers ranged between (72.1% and 74.4%). This was evident through two motives, namely: the motive of social security and the motive of obtaining a good salary. As mentioned in the second study about students' perception of the importance of the profession they will pursue and the prospects it holds for promotions and various incentives that undoubtedly assist them in academic achievement, a good salary and social security were incentives that motivated teachers to choose this profession.

As for family-related external motivations, their overall impact on the selection process ranged from weak to moderate, with a percentage ranging between (48.8% and 58.1%), which included: the motive of a family member being a physical education and sports teacher in secondary education, and the motive of fulfilling family members' aspirations.

Regarding external motivations related to peer groups, the influence of a peer who chose the profession of teaching physical education and sports in secondary education on the selection process for teachers was moderate, with a percentage of (60.5%). Ozebul believes that one of the components of achievement motivation is "*the motive of belonging*," which manifests in the desire to gain acceptance from others, and its satisfaction lies in this acceptance. That is, the individual uses their overall success as a tool to gain recognition and appreciation from those they rely on for confirming their self-confidence, in our study, these are peer groups and the family. Ultimately, the first hypothesis of our study, which states that the selection of physical education and sports teachers for secondary education profession is due to external motivation, has been confirmed.

Discussion and interpretation of the third hypothesis results

There are statistically significant differences in the selection of physical education and sports teachers for the secondary education profession attributed to internal and external motivations.

From the results of Table 03, it is evident that there are statistically significant differences in the selection of physical education and sports teachers for the secondary education profession attributed to internal and external motivations. Based on the results of the first and second hypotheses, we find that the selection of physical education and sports teachers for the secondary education profession is more attributed to internal motivations than external motivations.

CONCLUSIONS

After studying, analysing, and discussing the results of the questionnaire distributed to physical education and sports teachers in secondary education, it became evident that teachers' choice of teaching physical education and sports in secondary education is attributed to internal motivation. The impact of internal motivations on their selection was significant, with psychological and personal motivations being the most influential, followed by cognitive motivations. Based on this, we conclude that the first hypothesis was largely confirmed.

As for the second hypothesis, which states that physical education and sports teachers' choice of the secondary education teaching profession is attributed to external motivation, it was also confirmed but to a lesser extent than the first hypothesis. The impact of external motivations was also significant but to a lesser extent than internal motivations. The impact of external motivations on teachers' selection process was as follows: motivations related to the work environment, followed by social external motivations, then the motive of being a physical education and sports teacher, and finally, the least influential were family-related and peer group-related external motivations.

Regarding the general hypothesis, which states that there is motivation on the part of physical education and sports teachers towards choosing the secondary education teaching profession, this was also confirmed. In our study results, we found that there is indeed motivation on the part of the teachers who chose the profession.

Teaching physical education and sports in high school, where this motivation manifested in two types: internal motivation, which is the most influential, and external motivation, which is less influential.

Limitations and further investigations

1. Can the results of our study be generalized to the rest of the physical education teachers in secondary education in the state of Setif or in other states?
2. Do the results of this study apply to all physical education teachers, whether in secondary or intermediate education?
3. Can this study be applied to students of physical education institutes who are about to graduate and have chosen teaching as their specialization?
4. Does the environment in which the teacher lives have any relation to the formation of motivation for choosing the profession of teaching physical education and sports in high school (rural and urban)?

AUTHOR CONTRIBUTIONS

Professor Hennous Aimad contributed 60% to the article, while Professor Ben Amara Kamel contributed the remainder, with both professors addressing theoretical and practical aspects.

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DISCLOSURE STATEMENT

No potential conflict of interest was reported by the authors.

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