

Psychological Stress and Its Relationship with Job Satisfaction among Physical Education Teachers in the Cities of Samarra and Tikrit

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ABSTRACT

In this study, an effort has been made to investigate the relationship between psychological stress and job satisfaction among physical education teachers in the cities of Samarra and Tikrit. Moreover, an attempt was made to measure the psychological stress level of the physical education teachers. A descriptive research design was used in which survey and correlation research methods were used because of their relevance to the research objectives. Physical education teachers working in the intermediate, secondary, and preparatory schools of Samarra and Tikrit were identified as the research population while a sample of 11 teachers was chosen randomly from them. The data collection tools included psychological stress and job satisfaction scales. Arithmetic means, standard deviation, and Pearson correlation were computed using statistical calculations. From these calculations, it could be concluded that there is no significant relationship between psychological stress and job satisfaction among the studied subjects. Moreover, it can be observed that different amounts of psychological stress exist among physical education teachers. On the basis of the obtained results, it can be concluded that the improvement in the working environment of the physical education teachers should be given consideration.

Keywords: Psychological Stress; Job Satisfaction; Physical Education Teachers; Samarra; Tikrit.

ABSTRAK

Dalam penelitian ini, telah dilakukan upaya untuk menyelidiki hubungan antara stres psikologis dan kepuasan kerja di kalangan guru pendidikan jasmani di kota Samarra dan Tikrit. Selain itu, upaya dilakukan untuk mengukur tingkat stres psikologis guru pendidikan jasmani. Desain penelitian deskriptif digunakan di mana metode penelitian survei dan korelasi digunakan karena relevansinya dengan tujuan penelitian. Guru pendidikan jasmani yang bekerja di sekolah menengah, menengah, dan persiapan Samarra dan Tikrit diidentifikasi sebagai populasi penelitian sementara sampel 11 guru dipilih secara acak dari mereka. Alat pengumpulan data termasuk skala stres psikologis

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dan kepuasan kerja. Rata-rata aritmatika, standar deviasi, dan korelasi Pearson dihitung menggunakan perhitungan statistik. Dari perhitungan ini, dapat disimpulkan bahwa tidak ada hubungan yang signifikan antara stres psikologis dan kepuasan kerja di antara subjek yang diteliti. Selain itu, dapat diamati bahwa jumlah stres psikologis yang berbeda ada di antara guru pendidikan jasmani. Berdasarkan hasil yang diperoleh, dapat disimpulkan bahwa perbaikan lingkungan kerja guru pendidikan jasmani harus dipertimbangkan.

Kata Kunci: Stres psikologis; Kepuasan Kerja; Guru Pendidikan Jasmani; Samarra; Tikrit.

INTRODUCTION

Psychological stress has been with humans since the inception of life on earth and it forms an important component of human life. As the civilization and social evolution advanced, the level of psychological stress has significantly increased (Lu et al., 2021; Worthman, 2015). Most people, including teachers, find themselves facing a lot of situations that can interfere with the process of doing whatever task they have to perform. This interference can lead to fear and mental disorders leading to unanticipated responses that can affect their ability to fulfill their obligations (Ferguson et al., 2022; Maphal, 2014; Palmer et al., 2017). Besides, an individual might be faced with conditions that put his psychological well-being in danger and daily activities can cause psychological disorders (Abu Allam, 1973).

It does not only concern teachers but also applies to every social group whenever the situation arises. Stress can occur in government and non-government organizations or even within the family setting. The person will face different pressures that make him uncomfortable emotionally (Agarwal et al., 2024; Kazimierza Wielkiego, 2014). It can result from the conditions under which the teacher works; this stress can result when one faces challenges and pressures at work, and this can lead to stress and feelings of insecurity at work. This type of stress results from work pressure and causes lack of motivation to work and inability to think creatively and innovatively (Askar & Abbas, 1988).

The reason for studying job satisfaction and psychological stress of the teaching staff lies in the fact that work is one of the main ways through which people become part of society. Moreover, job satisfaction can be considered as one of the most essential factors of happiness and satisfaction from life in general and also affects work efficiency directly (Kuwato & Hirano, 2020; Woods et al., 2023; Zhang et al., 2026a). A number of studies showed that there exists a positive relationship between the level of job satisfaction and the quantity and quality of work accomplished by employees (Al-Otaibi, 1995).

Job satisfaction remains an interesting subject for further investigation by managers, supervisors, and scientists researching the field of organizational development. The factors that make people satisfied with their job today might be no longer sufficient when they get older; therefore, the satisfaction depends on one's age, experience, and changes in his/her life situation. Job satisfaction is influenced by the psychological, physiological and environmental factors of an individual and his/her relation with other people in the organization and suitability of the working conditions.

Related Studies

Badran's Study (2006)

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The study aimed to identify the factorial structure of the sources of psychological stress among physical education teachers. The researcher employed the descriptive approach using the survey method. The study was conducted on a sample of physical education teachers at the basic education stage in the Arab Republic of Egypt. The findings identified the major sources of psychological stress experienced by physical education teachers (von Haaren-Mack et al., 2020; Zhang et al., 2026b).

Al-Kurdi's Study (1996)

The study aimed to identify the level of job satisfaction among employees working in sports activities at public and private Jordanian universities. The researcher used the descriptive approach, and the study sample consisted of (53) sports directors and supervisors. The results indicated that the level of job satisfaction was moderate in some domains and low in others.

Discussion of Related Studies

The researcher benefited from previous studies in selecting the research methodology, identifying appropriate measurement tools, formulating the research objectives, and interpreting and discussing the findings. The present study is similar to previous studies in addressing the variables of psychological stress and job satisfaction (Eirín-Nemiña et al., 2022; Han, 2026). However, it differs in terms of the study sample and the geographical setting, which focuses on physical education teachers in the cities of Samarra and Tikrit.

Research Problem

Psychological stress becomes a major problem among workers from various professions, including physical education teachers whose duties include certain pressures that could affect performance at work. At the same time, due to the specific nature of lessons of physical education which involve working directly with students as well as engaging them in different kinds of sport activities, physical education teachers may face stressful situations which could affect their mental well-being.

Based on the observations made by the researcher, there arises the need to determine how psychologically stressed physical education teachers can be as well as the correlation between the levels of stress and job satisfaction. The latter is important for improving professional performance and adjusting psychologically to working conditions.

Accordingly, the research problem is represented by the following question:

Is there a relationship between psychological stress and job satisfaction among physical education teachers in the cities of Samarra and Tikrit?

Research Objectives

1. To identify the level of psychological stress among physical education teachers in the cities of Samarra and Tikrit.
2. To identify the level of job satisfaction among physical education teachers in the cities of Samarra and Tikrit.
3. To determine the relationship between psychological stress and job satisfaction among physical education teachers in the cities of Samarra and Tikrit.

Research Domains

Human Domain: Physical education teachers in the cities of Samarra and Tikrit.

Spatial Domain: Intermediate, secondary, and preparatory schools in which physical education teachers work in the cities of Samarra and Tikrit.

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Temporal Domain: The study was conducted during the period from October 1, 2023, to September 30, 2024.

METHODS

Research Methodology

The research adopted a descriptive design, which made use of both surveys and correlation in line with the purpose of the study. This type of research method is well known to be one of the most suitable ways to examine educational and psychological aspects and their relationship with each other (Aggarwal & Ranganathan, 2019; Elkis-Abuhoff, 2026).

Population and Sample of the Study

Population of the study was made up of physical education teachers working in intermediate, secondary, and preparatory schools in the city of Samarra and Tikrit, and the total number was 16 physical education teachers. Sample of the study was randomly chosen, which included 11 physical education teachers.

Research Instruments

1. Psychological Stress Scale

The psychological stress scale for physical education teachers used in this research is the one by Badran (2006). This questionnaire contains 31 questions that fall into five scales and utilizes a five-point Likert scale with options ranging from Very Low (1) to Very High (5).

2. Job Satisfaction Scale

The measure used was the Job Satisfaction scale developed by (Al-Hayali, 2010), and this consisted of 21 items. The respondents were asked to answer using a five-point Likert scale, where "Very Low" was the lowest rating option, scoring 1; "Very High" was the highest rating option, scoring 5.

3. Validity of the Scales

Validity of the two instruments was confirmed using the expert judgment procedure. The questionnaire format, which is shown in Appendix (1), was submitted to five experts in areas of sport psychology, educational psychology, measurement and evaluation, and sports management. The experts' task was to analyze the instrument items and evaluate their suitability. It was confirmed that all items of the instruments were relevant and valid for measuring the concepts.

Pilot Study

The pilot study is considered to be a kind of initial experiment that resembles the main one and serves as training for both the researcher and the assistant before carrying out the main experiment. The pilot study was carried out on Tuesday, March 1, 2024, at 10:00 a.m., and had the objectives of clarifying questionnaire questions, spotting possible problems, and confirming the correctness of procedures employed in the study.

Main Study

The major sample size used for the study involved eleven teachers who taught physical education. The data was collected on Monday, March 4, 2024, at 10:00 a.m. Data collection took place in an environment where the research tools were used correctly and accurately.

Statistical Methods

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Analysis of the data was done using SPSS (Statistical Package for the Social Sciences). The methods used in the analysis of data involved arithmetic mean, standard deviation, and the Pearson correlation coefficient.

RESEARCH RESULTS

Table 1. Means, Standard Deviations, and Correlation Coefficient Values for the Study Sample

Variables	Mean	Standard Deviation	Correlation Coefficient (r)	Tabulated r	Significance
Psychological Stress	117.45	9.42	0.031	0.57	Not Significant
Job Satisfaction	86.45	6.81	—	—	—

Based on Table 1, the mean value of the psychological stress variable was 117.45 with a standard deviation of 9.42. The results of the correlation analysis showed that the value of the correlation coefficient (r) was 0.031, while the r-value of the table was 0.57. Based on this comparison, the value of the correlation coefficient is smaller than the value of the table r, so the relationship between psychological stress and job satisfaction is declared insignificant. Meanwhile, the job satisfaction variable has an average value (mean) of 86.45 with a standard deviation of 6.81.

DISCUSSION

The mean, standard deviation and the correlation coefficient between psychological stress and job satisfaction are presented for the physical education teachers in Samarra and Tikrit in Table 1. Psychological stress has a mean score of 117.45 and a standard deviation of 9.42, whereas job satisfaction has a mean score of 86.45 and a standard deviation of 6.81. The correlation coefficient has been computed to be 0.031, which is below the tabulated critical value of 0.57, suggesting the non-existence of any significant relation between the two variables.

One reason for this current result could be the disparity in the reaction of the participants towards psychological stress and ability to cope with stress. Psychological stress may not necessarily lower job satisfaction, but the impact of stress may vary among individuals. This observation is in agreement with the opinion of Selye that psychological stress is a part of human beings' daily lives and can produce either good or bad results (Abdul-Khaliq, 1996).

Moreover, this result is in line with Rees' point of view that there is variability in the response to psychological stress depending upon the degree and period of exposure to psychological stress as well as the coping ability of the individual (Rees, 1976). Personal traits and professional and social environment factors play an important role in the variation of responses towards stress. Physical education teachers may have developed strategies that enable coping with work stress.

Furthermore, job satisfaction is not determined solely by psychological stress. It is influenced by several factors, including workplace social relationships, the perceived importance of the profession, social recognition, and opportunities for achievement and professional growth. This interpretation is supported by Al-Adaili (1995), who emphasized that job satisfaction is associated with psychological, organizational, and environmental

factors. Likewise, Al-Rashoudi (1997) indicated that job satisfaction represents the outcome of several work-related factors that contribute to an individual's sense of comfort and acceptance of his or her job.

Although no statistically significant relationship was found between the two variables, the general trend of the results suggests that higher levels of psychological stress may be associated with lower levels of job satisfaction among some teachers. However, this relationship did not reach statistical significance within the current sample, which may be attributed to the relatively small sample size or the presence of other factors influencing job satisfaction that were not examined in the present study.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Physical education teachers in the cities of Samarra and Tikrit demonstrated a measurable level of psychological stress according to the results obtained from the psychological stress scale used in the study.
2. Physical education teachers in the cities of Samarra and Tikrit demonstrated a level of job satisfaction according to the results obtained from the job satisfaction scale used in the study.
3. The findings revealed no statistically significant relationship between psychological stress and job satisfaction among physical education teachers in the cities of Samarra and Tikrit.
4. The study revealed that while psychological stress does not influence physical education teachers' level of job satisfaction, there might be other factors influencing their job satisfaction.
5. The researchers observed that the respondents were able to cope with the stress arising from their workplace, hence the non-significant relationship between the two study variables.

Recommendations

1. Attempts must be made to reduce the difficulties faced by the physical education teachers so as to minimize their stress in the academic environment.
2. It is necessary for the education officials to give more importance to the profession of physical education and also persuade school management to have an equal outlook towards physical education like any other form of education.
3. It is recommended that the Psychological Stress Scale be administered periodically to monitor the level of psychological stress among physical education teachers, particularly for the purpose of designing and implementing counseling programs for those who experience high levels of psychological stress.

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