

**Social responsibility and its relationship with the vocational adjustment among teachers of physical education and sports. A descriptive study on some teachers of physical education and sports in Laghouat, Biskra, El Oued provinces.**

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**Abstract:**

This study aimed to identify the correlation between social responsibility and vocational adjustment among teachers of physical education and sports. Using the descriptive approach, two questionnaires were distributed. The first measures social responsibility and the second measures vocational adjustment. These questionnaires were distributed to a sample of 206 teachers working in laghouat, biskra, and el oued provinces. As a result of collecting and analyzing the data, the study concluded that there is a statistically significant correlation between social responsibility and vocational adjustment among teachers of physical education and sports.

**KEY WORDS:** SOCIAL RESPONSIBILITY; VOCATIONAL ADJUSTMENT; PHYSICAL EDUCATION AND SPORTS; PHYSICAL EDUCATION AND SPORTS TEACHERS

**المخلص:**

هدفت هذه الدراسة للتعرف على العلاقة الارتباطية بين المسؤولية الاجتماعية والتوافق المهني عند أساتذة التربية البدنية و الرياضية، وباستخدام المنهج الوصفي، تم توزيع استمارتين الأولى تقيس المسؤولية الاجتماعية و الثانية تقيس التوافق المهني، على عينة بلغت 206 أستاذ يعملون بولايات (الأغواط ،بسكرة ، وادسوف)، وبعد معالجة النتائج معالجة إحصائية خلصت الدراسة لوجود علاقة ارتباطية دالة احصائيا بين المسؤولية الاجتماعية والتوافق المهني عند أساتذة التربية البدنية والرياضية.

**الكلمات المفتاحية:** المسؤولية الإجتماعية ؛ التوافق المهني ؛ التربية البدنية والرياضية ؛ أستاذ التربية البدنية والرياضية.

## 1-Introduction:

Social responsibility is considered one of the channels that support the public interest. This is the secret of its strength as a fundamental element required to strengthen human relationships. To uphold social responsibility, individuals must unite together. Although social responsibility is a personal development based on conscience growth as an internal check, it is still a social product that can be learned and acquired. It cannot be acquired naturally in a person nor achieved simply by pushing or simulating. It requires some elements to form it. In order for it to work, the individual has to be interested in society and have an understanding of it. In addition, participation motivated by that understanding and that interest and the development of a sense of responsibility does not happen by chance or in a sudden way. Instead, it happens with the ability of the individual to learn something from taking responsibility from the care he receives from his parents. Even a person acquires social character through social learning. This means that the individual has become an individual being and is responsible for certain levels and standards of behavior in various life situations (Fatoum, 2021: 1090).

In a world that is constantly changing, educators and teachers have a great social responsibility at all stages of education. As well as the Algerian society's special situation. They must adopt social responsibilities toward their society, take care of its capabilities, and protect its sanctity. In addition to interacting with its problems, they also need to avoid silo mentality within educational institutions and classrooms. Instead, he has various responsibilities and duties towards God, himself, his family, his professional institution, and his society. Furthermore, his responsibility may extend to other fields and races.

The vocational adjustment process is not fixed to certain situations or periods. It is a continuous and permanent process. The individual faces an endless series of situations and obstacles that require a reaction. This leads to adaptation to the situation, harmonization, and preserving the relationship with the environment. This means that the individual must maintain the reaction as a defensive behavior, a mechanism to restore balance and maintain a harmonious relationship with the environment. From it, it can be said that compatibility in general is a continuous dynamic functional process that seeks to

enhance alignment and adaptation to the environment with which the individual interacts. In this context, Bouatit indicated that the vocational adjustment process is the process of harmonizing the needs of the individual with the demands of the environment, meaning that the vocational adjustment process has two basic elements (the individual with his needs, motives, hopes, and desires), and (the environment and all its components) (Bouatit, 2016: 61).

If we talk about vocational adjustment, we must reconcile three basic elements to achieve it: the capabilities and characteristics of the individual; the type of work and all that it includes; and the materials, tools, and requirements of the physical and social conditions surrounding work and the factors affecting it. (BenKakaa, Gourine, 2018: 31).

Hence, to achieve vocational adjustment with the teacher of physical education and sports, he must harmonize and adapt to all work variables in a way that gives professional satisfaction. This includes the worker's satisfaction, satisfying his needs, and achieving his aspirations and expectations. This greatly contributes to raising his professional competence and enhancing his harmony with all situations and obstacles during work. Moreover, if he does not achieve harmony and adaptation, it will reflect negatively on his commitment to work. Where he frequently grumbles, complains, is absent, and is late for work. There are four components of vocational adjustment, according to Bouatit Soufiane. And a person cannot be compatible with his professional environment if these ingredients are not available, which are capabilities, preparations, inclinations, and personal characteristics, and capabilities mean a person's actual ability to accomplish a job or adapt to work successfully. As for readiness, it is an innate ability to acquire knowledge, skills, or certain patterns of responses, while inclinations represent that acquired emotional and emotional readiness that compels the individual to do or care for a specific activity or work and not others. Personal characteristics are individual features in thought, feeling, or action. It may be inherited or come through acquisition (Bouatait, 2019: 55).

To conclude, we can say that teachers of physical education and sports

should have a minimum level of social responsibility. This is whether it is the direction of students, social responsibility towards teachers, the direction of society, or even the direction of the curriculum. Social responsibility enhances vocational adjustment in general and for teachers in particular.

In light of what we mentioned previously, we can say that teachers of physical education and sports should have a minimum level of social responsibility. This is whether it is the direction of students, social responsibility towards teachers, the direction of society, or even the direction of the curriculum. Social responsibility enhances vocational adjustment in general and for teachers in particular.

Ask the general question of the study and the hypotheses under study.

## **2- Review of literature:**

The study of Amraoui Ibrahim, and Bouarouri Jaafar (2019): The study aimed to identify the level of social responsibility towards students and the teaching-performance adequacy of primary school teachers in the physical education and sports class and the relationship between them. The researchers used a descriptive approach. The sample of the consisted of 295 female teachers in the primary school in Biskra province, chosen by non-probability sampling. The results of the study shows correlative between social responsibility towards students and performance teaching adequacy.

The study of Fatoum Mohammed Al-Saif Al-Barrak (2021): This research aims to uncover the relation of social responsibility with both of functional appropriateness and the quality of life for general education teachers in Kingdom of Saudi Arabia and the differences of low and high social responsibility general education teachers in Kingdom of Saudi Arabia concerning functional appropriateness and life quality. Thus, the researcher selected the research sample of (50) female and male general education teachers in Kingdom of Saudi Arabia aged between (32, 47). Research tools included the scale of social responsibility, functional appropriateness and life quality. The study results showed a significant relation between social responsibility and its dimensions (individual/personal responsibility, ethical and religious responsibility, responsibility towards others –

responsibility towards the society and the homeland).

The study of Bouatit Soufiane (2016): This study had shed light on the vocational adjustment in the Algerian university. Attempt also to search for the existence and non-existence of differences that may be due statistical significance between the study sample; This could potentially be caused by the attributed to demographic variables (sex, civil status, specialization, experience); the population of the study consists of three universities from east Algeria. To achieve this goal, the researcher used the descriptive approach. The study sample consisted of 80 university professors, chosen by non-probability sampling from different specialties: psychology, economic sciences, political sciences, and forensic sciences. The results of the study indicated that the majority of the study sample suffer from poor professional adjustment, as well as the presence of statistically significant and non-significant differences in the level of vocational adjustment due to the concerned demographic variables.

The study of Bouaziz Mohamed et al. (2018): The study aimed to find the relationship between anxiety and vocational adjustment among middle-school teachers practicing and not practicing sports recreational sports activities. Researchers use a sample of 20 middle-school teachers in Mostaganem province, chosen non-probability sampling. The study based on two variables the psychological stress scale and the vocational adjustment scale processing by using (SPSS) software. The results were as follows: There is an inverse correlation between psychological stress and vocational adjustment among practitioners and non-practitioners of recreational sports activities.

The Study of Ben Kakaa Laila and Gourine Hassnia (2018): This study aims to determine the impact of vocational adjustment on workers' career paths. A field study conducted on a population of high-school teachers in Sidi Bel Abbès province. The study sample consists of 65 teachers. Researchers found that there is a correlation between vocational adjustment and the career path of workers reaches 51.9%. In addition, that there is a statistically significant effect of 82.2% of vocational adjustment in its three variables (the worker's relationship with management, the worker's relationship with

colleagues, and work conditions and climate) on the career path.

### **3- Statement of the problem**

In light of these proven theoretical data, the problem of the current study based on studying the relationship between social responsibility and vocational adjustment among teachers of physical education and sports.

- 1-** Is there a statistical correlation between social responsibility and the vocational adjustment among teachers of physical education and sports?
- 2-** Is there a statistical correlation between social responsibility towards pupils and the vocational adjustment among teachers of physical education and sports?
- 3-** Is there a statistical correlation between social responsibility towards the profession and the vocational adjustment among teachers of physical education and sports?
- 4-** Is there a statistical correlation between social responsibility towards society and the vocational adjustment among teachers of physical education and sports?

### **3.2 Hypothesizes**

- 1-** There is a statistical correlation between social responsibility and the vocational adjustment among teachers of physical education and sports.
- 2-** There is a statistical correlation between social responsibility towards pupils and the vocational adjustment among teachers of physical education and sports.
- 3-** There is a statistical correlation between social responsibility towards the profession and the vocational adjustment among teachers of physical education and sports.
- 4-** There is a statistical correlation between social responsibility towards society and the vocational adjustment among teachers of physical education and sports.

## **2- General objective of the study:**

-This study aims to examining the correlation between social responsibility and the vocational adjustment among teachers of physical education and sports. In addition, identifying the role of the correlation between social responsibility towards student, profession, and society and the vocational adjustment among teachers of physical education and sports.

### **3- Procedural definition of the concepts mentioned in the research:**

- **Social responsibility:** it is the individual's compatibility with his work environment, and it includes the individual's compatibility with the various environmental factors surrounding him (Bouaziz et al., 2018: 23).

It is defined as an individual's feeling of social duty towards himself and those in his community with whom he lives. The individual's social responsibility determined by his willingness to acknowledge the consequences of his actions towards the group to which he belongs. Social responsibility is meaningless without the individual realizing the results and consequences of his actions.

- **Vocational adjustment:** it is the individual's compatibility with his work environment, and it includes the individual's compatibility with the various environmental factors surrounding him (Bouaziz et al., 2018: 23).

Mtatra Mousa defined it as those processes that the individual performs in his work to achieve a set of aspirations and needs. This enables him to feel satisfied and psychologically comfortable. It is one of the areas of general agreement, as human life is mostly distributed between family life and professional life (Matalla, 2017: 142).

According to Bouatit Soufian, vocational adjustment is the continuous dynamic process that the individual undertakes to achieve adjustment between him and his environment—physical and social—and to maintain this adjustment (Boatit, 2016: 60).

- **Teaching:** “A set of actions, acts, or planned procedures managed by the teacher and contributed by the learners aimed at achieving educational goals desirable for the learners in the short and long term” (Abdessalam, 2017: 17).

- **Education:** it is just a personal effort to help another person learn. Education is a process of stimulating and stimulating the learner's mental powers and activity. In addition to creating appropriate conditions that enable the learner to learn (Saleh, 2007: 305).

Learning is defined as: "a semi-permanent change in the behavior of the individual that is not directly observed but is inferred from the behavior. It arises as a result of practice, as it is purified in changes in the performance of the organism" (Samia and Nadji, 2007: 28).

- **Physical education and sports:** The concept of physical education and sports is a broad and comprehensive concept, as "Kopsky, Kozelek" emphasized that understanding physical education and sports as only a strong body or athletic skill or the like is a wrong direction. It is an art of general education that aims to prepare the good citizen in body, mind and morals and to make him capable of production and carrying out his duty towards his society and country." (Kacem and Kacem, 1979: 17).

## **4- Methods and approaches:**

**4-1 Method and tools:** the following elements are mentioned:

-Approach used.

### **4-1 Approach**

This study follows the descriptive approach because the study applies the quantitative research.

### **4-2 Pilot study**

We conducted a pilot study on 10 physical education and sports teachers. Researchers distributed questionnaires on social responsibility and vocational adjustment to the teachers. The findings of the study align closely with the postulated hypotheses, thus reinforcing the validity of our research.

### **4-3 Population and sample**

This study picked population of 300 teacher from Laghouat, Biskra, El Oued provinces. Researchers applied non-probability sampling to pick 206 teacher.

### **4-4 Timeframe**



Researchers conducted this study in the academic year 2018 - 2019.

**4-5 Field of the study**

This study was conducted on middle and high schools teachers in Laghouat, Biskra, El Oued provinces.

**4-6 Variables of the study**

**4-5-1 Independent variables**

In this study, social responsibility is the independent variable.

**4-5-2 Dependent variables**

In this study, vocational adjustment is the dependent variable.

**4-6 Data gathering tools**

Based on scientific criteria and the previous studies, Researchers distributed two questionnaires. The first one to measure the social responsibility (contained 36 questions). While the second to measure the vocational adjustment (contained 24 questions).

**4-7 The scientific foundations of the data tools**

**4-7-1 Credibility of the first tool**

The square root of the reliability coefficient is equal to 0.98.

**4-7-2 Credibility of the second tool**

The square root of the reliability coefficient is equal to 0.98 calculated by Cronbach's alpha.

**4.8 Reliability coefficient**

It was calculated by Cronbach's alpha  $r_{\alpha} = \frac{N}{N-1} \left( 1 - \frac{\sum S_i^2}{S_x^2} \right)$  the outcomes were as follows:

**Table1:** the reliability coefficient calculated by Cronbach's alpha of social responsibility for physical education and sports teachers (in their opinions).

Cronbach's alpha	Number of questions
0,98	35

**Table2:** the reliability coefficient calculated by Cronbach's alpha of the vocational adjustment for physical education and sports teachers (in their opinions).

Cronbach's alpha	Number of questions
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0,97	24
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4-7 Statistical tools

This study used the following statistical tools Pearson correlation coefficient, Simple Regression, and Cronbach's alpha to calculate the reliability coefficient. Researchers analyzed the data by the SPSS software.

5- Presentation and Analysis of Results:

5.1 Result analysis

**Table3** the reliability coefficient between the independent variable (social responsibility) and the dependent variable (vocational adjustment) for physical education and sports teachers.

	Unstandardized coefficient		Standardized coefficient	t	Sig	R	R <sup>2</sup>	R <sup>2</sup> adjusted
Model	B	Standard error	Beta					
Regression line	4.02	1.69		2.39	0,02	0.924	0.855	0.85
$B_0$								
social responsibility	0.63	0.02	0.92	34.39	0.00			

Source: prepared by researchers with SPSS program, 2023.

5.2 Theoretical conditions

Agreement of the value and signals of the regression coefficients:

It is noted that the variables of our case study fall within the pedagogical framework for the teachers of education and sports.

From this model, we conclude the following:

The  $B_0$  variable has positive value and does not equal zero (4.02)

The  $B_1$  variable has positive value equal (0.63)

The results show that there is no contradiction between the theoretical conditions and the results of the regression model explaining the relationship effect of the independent variable effect (social

responsibility) and the dependent variable (vocational adjustment) of the teachers of education and sports.

### **5-3 Discussion and interpretation of the results:**

By evaluating of the explanatory power of both regression coefficients is based on the modified determination coefficient, which is found in Table3. This shows the significant relationship between the independent variable (social responsibility), and the dependent variable (vocational adjustment) of the study sample. Whereas, the value of the estimated modified determination coefficient is (0.85). This means that the variables of the study chosen for the model explained what was worth (85%) of the effect of the independent variable (social responsibility) on the dependent variable (vocational adjustment). Meaning that (85%) of the changes that occur in the dependent variable, are attributed to the independent variable of the study sample. Moreover, (15%) are due to other factors. These results reflect the validity of the variables chosen for the study and their ability to explain the results of the regression model. As for the statistical significance of this model, it was justified by the level of significance estimated at the probability value (0.00), which is statistically significant and in line with the hypotheses of the study.

#### **Partial significance of the model:**

Previously, the obtained results show at least one regression coefficient that differs from zero. To determine which one is significant, we perform a partial significance test of the model through the T-test.

From the results of Table3:

The constant part of  $B_0$  is (2.39) at the reliability coefficient (0.02) and it is less than the value (0.05). From that we conclude, the reliability constant coefficient in the regression module is non-significant.

The slope of regression line  $B_1$  (34.39) to a degree of (0.00) and it is less than the value (0.05). From that we conclude, the slope regression of the independent variable (social responsibility) is significant.

**Table4** the reliability coefficient between the independent variable social responsibility for physical education and sports teachers

Variables	Reliability value	difference	Roots average	R
social responsibility towards pupils	0,00	89.23	18293,93	0,90
social responsibility towards the profession	0,00	81.06	16618,7	0,92
responsibility towards society	0,00	59.95	12290,31	0,79

Source: prepared by researchers with SPSS program, 2023.

#### **5-4 Discussion and interpretation of the results:**

From the results of Table4:

From the obtained results in Table04, which prove the existence of a significant and correlative relationship between the independent variable, social responsibility towards students, and the dependent variable, professional compatibility among teachers of physical education and sports,  $r = 0.90$ . The researcher attributes these results to teachers who have a high level of Social responsibility towards students achieves professional compatibility, because social responsibility towards students increases their keenness to provide a helping hand to students by strengthening their instructions and involving them in the lesson and in various pedagogical activities and giving them the opportunity to express their views. With joy and psychological comfort, this contributes greatly to strengthening the compatibility and satisfaction of the teacher of physical and sports education about work and profession. The results of our study agreed with the results of the study of Amrawi Ibrahim and Bouaruri Jaafar (2019) and the study of Fattoum Muhammad Al-Saif Al-Buraq (2021). In addition to the existence of a significant and correlative relationship between the independent variable, social responsibility towards the profession, and the dependent variable, professional compatibility among teachers of physical education and sports,  $r = 0.92$ . The researcher attributes these results to teachers who have a high level of social responsibility towards the profession. The direction of the school and the profession, and the lofty principles and values gained by the latter towards the teaching profession, and this achieves an acceptable degree of satisfaction and agreement with the profession

among teachers of physical education and sports.

As well as with regard to the relationship between the independent variable social responsibility towards the community and the dependent variable professional compatibility, where the results proved the existence of a moral and correlation relationship that proves the presence of teachers of physical education and sports,  $r = 0.79$ , and the researcher attributes these results to teachers who have a high level of social responsibility towards society. They achieve professional compatibility because the social responsibility of the teacher of physical and sports education towards society and its components and classes, society and social processes such as social interaction, socialization, social change and even social empowerment, and all this leads to a socio-educational dynamism and what the latter acquires from the principles and sublime values towards the teaching profession and this achieves an acceptable degree of satisfaction. The compatibility of the profession among teachers of physical education and sports. The results of our study agreed with the results of the study of Fatum Muhammad Al-Saif Al-Buraq (2021).

### **Conclusion:**

To conclude, it is evident that there is a correlation between each of social responsibility and vocational adjustment among teachers of physical and sports education. In addition, this is something we see as a result of the psychological state that the professor lives through assuming his social responsibilities towards students on the one hand and towards society and the profession. On the other hand, this is what creates a kind of satisfaction in him that makes him gain vocational adjustment that helps him to perform his job duties with ease and satisfaction, so we stress the need for the teacher to have this responsibility because of its clear positive impact that is reflected on him and the environment in which he lives and works with it.

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