

The role of professional satisfaction in enhancing life skills among physical and sports education teachers

A field study on secondary schools in Biskra

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Abstract:

The present study aims to examine the relationship between job satisfaction and life skills among secondary school physical and sports education teachers. It also aims to determine the impact that job satisfaction plays in developing these abilities. The study adopted a descriptive methodology and utilized two instruments: a questionnaire designed to measure the level of job satisfaction, and another questionnaire aimed at assessing selected life skills. The study sample consisted of 104 physical and sports education teachers distributed across 48 secondary schools. After gathering and statistically analyzing the data, and debating the study's hypotheses, the following conclusions were obtained:

- There is a correlational relationship between professional satisfaction and life skills among secondary school physical and sports education teachers.
- There is a correlational relationship between professional satisfaction and communication skills among secondary school physical and sports education teachers.
- There is a correlational relationship between professional satisfaction and creative thinking skills among secondary school physical and sports education teachers.
- Professional satisfaction plays an active role in enhancing life skills among secondary school physical and sports education teachers.

1. Study Introduction

Job satisfaction is one of the important terms in psychology. It refers to an individual's level of satisfaction and comfort with their work. As it is considered one of the key elements for achieving success in the working life.

Numerous scientific studies have emphasized the fundamental role of job satisfaction in achieving the goals and enhancing employee performance, and it is associated with several positive outcomes, including increased commitment, improved productivity, higher work quality, and a strengthened institutional reputation. To attain job satisfaction, it is essential to address challenges related to job roles and fulfill employees' needs; whether personal or professional.

According to Dr. Ali Ahmed Al-Amari, some scholars argue that satisfying employees' needs is one of the most critical determinants of job satisfaction (Al-Amri, 2008, p. 67). Job satisfaction is influenced by various factors such as compensation, promotion opportunities, healthy workplace relationships, and effective management. A thorough understanding of these elements and their practical implementation can significantly contribute to creating a work environment that fosters satisfaction and comfort among employees.

Hoppock considers job satisfaction to encompass a set of concerns related to psychological, material, and environmental conditions that lead an individual to genuinely say: "I am satisfied with my job" (Messoud, 2020, p. 69)

Salem Al-Fahad s job satisfaction as the feeling experienced by an individual regarding their job and the work environment in which they operate. This feeling may be either positive or negative" (Ben Issa, 2019, p. 33)

Whereas life skills refer to the abilities individuals need to effectively cope with the demands and challenges of daily life. These skills include a wide range of social and personal competences that allow individuals to develop positive relationships, solve problems, make decisions, and adapt to change. Among these skills are creative thinking and communication abilities. Enhancing such skills contributes to improving quality of life, increasing personal satisfaction, and achieving success in both levels; personally and professionally.

Life skills play a crucial role in the lives and performance of physical and sports education teachers, enabling them to interact effectively with students and colleagues. These skills enable teachers to respond effectively to changes and challenges, develop creative teaching approaches, and maintain their mental and physical balance, all of which improves their performance and professional happiness. Enhancing these life skills among physical education and sports teachers not only contributes to improving the quality of education, but also helps build a generation capable of dealing with life's demands effectively and successfully.

Based on the foregoing, it becomes evident that there may be a relationship between life skills and job satisfaction among physical education and sports teachers. This observation has led us to pose the following **main research question**:

- Is there a correlational relationship between job satisfaction and life skills among secondary-level physical and sports education teachers?

2. Sub-questions:

- Is there a correlational relationship between job satisfaction and communication skills among secondary-level physical and sports education teachers?

- Is there a correlational relationship between job satisfaction and creative thinking skills among secondary-level physical and sports education teachers?

3. General Hypothesis:

There is a correlational relationship between job satisfaction and life skills among secondary-level physical and sports education teachers.

4. Sub-hypotheses:

- There is a correlational relationship between job satisfaction and communication skills among secondary-level physical and sports education teachers.
- There is a correlational relationship between job satisfaction and creative thinking skills among secondary-level physical and sports education teachers.

5. Research Objectives:

This study aims to:

- Determine the extent to which job satisfaction influences the level of life skills among physical and sports education teachers.
- Identify the factors affecting job satisfaction and life skills among secondary-level physical and sports education teachers.
- Examine the relationship between job satisfaction and life skills among secondary-level physical and sports education teachers.
- Explore the relationship between job satisfaction and both communication skills and creative thinking skills among secondary-level physical and sports education teachers.

6. Significance of the Study:

The importance of our research lies in gaining a deep understanding and recognition of the factors of job satisfaction and recognizing their impact on physical and sports education teachers and how to deal with them in order to improve their well-being and enhance their professional performance. This research also contributes to improving the quality of education, promoting teachers' health, increasing their productivity, creating a positive work environment, and preparing a generation of students with strong life skills.

7. Definition of Terms:

Job Satisfaction:

Vroom defines job satisfaction as an individual's sense of congruence with their work, derived from the positive outcomes that the job provides (Hashem, 2010, p. 86).

Strong, on the other hand, describes job satisfaction as the result of job-related factors that make an individual fond of their work and eager to begin each day without hesitation (Al-Baroudi, 2015, p. 38).

Operationally: job satisfaction is defined as a positive state reflecting an individual's feeling of comfort and contentment toward their job.

Life Skills:

Abu Hammad defines life skills as the desire and ability to solve life problems whether personal or social and to face daily challenges. The strength or weakness of an individual's life skills is assessed through the quality of their choices; the better and more appropriate the choices, the stronger the life skills (Rafie & Alwan, 2020, p. 337).

Operationally: life skills are defined as a set of knowledge and abilities that enable physical and sports education teachers to effectively cope with the demands and challenges of professional life

Physical Education and Sports:

Physical and sports education as an educational system with objectives aimed at improving overall performance through a set of selected activities that serve as an educational medium characterized by various instructional and pedagogical features. (Mazroua, 2016, p. 47)

Operationally: physical education and sports refer to a field dedicated to developing and enhancing physical health, as well as fostering individuals' motor skills through the practice of various physical activities.

Physical Education and Sports Teacher:

The physical and sports education teacher is the primary member of the teaching staff responsible for fostering a healthy social life and educating students through sports activities. (Shawkat, 2019, p. 60)

Operationally: a physical and sports education teacher is the instructor who teaches physical and sports activities to students with the aim of developing their physical abilities and motor skills.

8. Literature Review:

-A study by Brahim Brahimi and Eid Gareen (2017) entitled: Job satisfaction among secondary school teachers in light of factors related to the teacher, work and work environment. This study aimed to identify the level of job satisfaction among secondary school teachers in light of factors related to the teacher, work and work environment, and to examine the significance of differences in this area according to the variables of gender and professional experience. The researcher relied on a descriptive analytical approach in his study and used a measurement tool. The study

sample included 68 male and female teachers. The results of the study concluded that:

- A high level of job satisfaction was found among teachers in relation to personal factors.
- A high level of job satisfaction was also observed in relation to job-related factors.
- A moderate level of job satisfaction was reported in relation to work environment factors.
- No statistically significant differences were found in job satisfaction levels based on gender.
- Statistically significant differences were found in job satisfaction levels based on professional experience.

(Brahimi & Gareen, 2017)

-The study conducted by Issa Alilish and Abdelaziz Sassi (2017), entitled **Measuring Job Satisfaction Levels among Secondary School Physical and Sports Education Teachers in Tiaret Province**, aimed to assess the extent of job satisfaction among secondary-level physical and sports education teachers. The researchers adopted a descriptive methodology and employed a standardized measurement instrument. The study sample consisted of 54 secondary school teachers. The findings of the study revealed that:

- The level of job satisfaction among physical and sports education teachers was found to be negative.
- There were no statistically significant differences in job satisfaction levels attributable to the variable of academic qualification.
- There were no statistically significant differences in job satisfaction levels attributable to the variable of professional experience.

(Alilish & Sassi, 2017)

The study conducted by Massoud Bouraghda Mohamed and Abdelwahab Merouh (2012), entitled **The Impact of Certain Personal Variables (Gender, Professional Experience, and Work Relationship) on Job Satisfaction among Middle School Physical and Sports Education Teachers**, This study aimed to investigate the possibility of statistically significant differences among physical education and sports teachers in job satisfaction attributable to personal variables (gender, professional experience, work relationship). The researcher adopted a descriptive approach and used a questionnaire. The sample included 115 physical and sports education teachers. The results of the study showed that:

- There were no statistically significant differences in job satisfaction attributable to the gender variable.

- Statistically significant differences were found between **tenured** and substitute teachers, as well as between more experienced and less experienced teachers, specifically regarding satisfaction with salary and promotion.

(Mohamed & Merouh, 2012)

9. Field Procedures of the Study:

9.1. Research Methodology:

Our study relied on the descriptive approach, as it was appropriate for the nature of this study.

The descriptive approach is a form of scientific analysis and interpretation that describes a phenomenon or problem and then quantifies it by collecting data and information about this phenomenon and subjecting it to careful study (Al-Khayyat, 2011, p. 94).

9.2. Pilot Study

The exploratory study seeks to investigate and analyze expectations surrounding the research topic. This study is used to obtain preliminary information, provide a deeper understanding of the topic under study, and identify trends that may affect it. Among the objectives of the pilot study is to ensure that the data collection instrument is appropriate and suitable for the research context.

9.3. Pilot Sample

The pilot sample was selected at random from the research population and consisted 10 teachers. The researcher administered the research instrument to this group to ensure its validity and reliability. Ultimately, these people were eliminated from the main study sample.

9.4. Population and Sample of the Study:

Research Population

The research population refers to all the elements intended for study (Al-Dhamin, 2007, p. 160). It is also defined as a collection of elements that share unique qualities that identify them from others and serve as the foundation for research (Angels, 2004, p. 298).

The research population consisted of secondary school physical and sports education teachers in the city of Biskra.

Research Sample

It is a subset of elements that was selected within the many possible elements that constitute the original population, in order to conduct the study on them. (Al-Assaf & Mahmoud Al-Wadi, 2011, p. 222)

In our study, we employed a comprehensive survey method that included all physical and sports education teachers at the secondary level in Biskra. The total number of participants was 104 teachers distributed across 48 secondary schools.

9.5. Scope of the Study

Spatial Scope: This domain encompassed all secondary schools in of Biskra, totaling 48 institutions.

Temporal Scope: This scope began with the exploratory study conducted on February 25, 2025, followed immediately by the main study—comprising both theoretical and practical components which was carried out on May 3, 2025.

Human Scope: It included all physical and sports education teachers at the secondary level in Biskra, totaling 104 teachers.

9.6. Research Instrument

It is the only method by which the researcher can solve the problem posed in the study and verify its hypotheses. The researcher in this study relied on two tools, which are as follows:

First Instrument: A questionnaire designed to assess certain life skills.

Second Instrument: A questionnaire designed to measure professional satisfaction.

The questionnaire is a data collection tool through which the researcher directs specific questions to respondents related to the subject of the study, in order to acquire data for research purposes. (Hammoud & Mousa Salama Al-Louzi, 2008, p. 103)

Description of the first instrument: The questionnaire that measures certain life skills, consists of 16 statements divided into two axes, as shown in the following table:

Dimensions	Item Numbers
First Dimension: Communication Skills	1–2–3–4–5–6–7–8–9–10
Second Dimension: Creative Thinking Skills	11–12–13–14–15–16

Table (01): Represents the dimensions of the life skills questionnaire.

Description of the Second Instrument: The job satisfaction questionnaire consists of 20 items and is constructed based on the Likert scale method.

9.7. Validity and Reliability of the Research Instruments

First: Life Skills Questionnaire

Expert Validity

This type of validity was verified by presenting the questionnaire to a group of experts who met the necessary conditions. After evaluating the questionnaire, all experts agreed that the scale measures the phenomenon to be measured, with changes in some terms and dimensions.

Internal Consistency Validity:

First: Pearson correlation coefficients between the communication skill items and the total score.

Item Number	Correlation Coefficient
01	0.600**
02	0.340
03	0.511**
04	0.444**
05	0.389*
06	0.280*
07	0.599**
08	0.560**
09	0.350
10	0.533**
Significant at the 0.01 level or lower	

Table (2): Pearson Correlation Coefficients Between Communication Skill Items and the Total Score

Second: Pearson Correlation Coefficients Between Creative Thinking Skill Items and the Total Score

Item Number	Correlation Coefficient
11	0.567**
12	0.449*
13	0.276*
14	0.298
15	0.311*
16	0.509**
Significant at the 0.01 level or lower	

Table (03): Pearson Correlation Coefficients Between Creative Thinking Skill Items and the Total Score

Construct validity was verified using Pearson correlation coefficients, as most items showed statistically significant correlations.

Reliability of the Life Skills Questionnaire

To measure the stability of the study instrument, Cronbach's alpha coefficient was used, where the equation was applied to the sample to measure construct validity. The following table shows the stability coefficients of the study variables.

Dimensions	Number of Items	Cronbach's Alpha (Reliability)	Validity Coefficient
Life Skills (Overall)	16	0.879	0.989
Communication Skills	10	0.901	0.965
Creative Thinking Skills	06	0.809	0.898

Table (04): Validity and Reliability Coefficients (Cronbach's Alpha) for the Life Skills Scale

The reliability of the instrument was confirmed through the Cronbach's Alpha coefficients presented in the table

Second: Job Satisfaction Questionnaire

Expert Validity:

This type of validity was verified by presenting the scale to a group of experts who met the necessary qualifications. After examining the instrument, all experts agreed that the scale accurately measures the intended construct and that no changes to the items were required.

Internal Consistency Validity

Pearson Correlation Coefficients Between Job Satisfaction Items and the Total Score

Item Number	Correlation Coefficient
01	0.284*
02	0.419**
03	0.498**
04	0.770**
05	0.799**
06	0.654**
07	0.828**
08	0.379

09	0.401
10	0.409**
11	0.500**
12	0.671**
13	0.599*
14	0.458
15	0.569*
16	0.598**
17	0.769**
18	0.389
19	0.712**
20	0.586**
Significant at the 0.01 level or lower	

Table (05): Pearson Correlation Coefficients Between Professional Satisfaction Items and the Total Score

Construct validity was verified through Pearson correlation coefficients, as most items showed statistically significant correlations

Reliability of the Professional Satisfaction Questionnaire

To assess the reliability of the study instrument, Cronbach's Alpha coefficient was employed. The formula was applied to the sample to evaluate construct validity, and the following table presents the reliability coefficients for the study variables

Dimension	Number of Items	Cronbac h's Alpha Coefficient	Validity Coefficient
Professional Satisfaction	20	0.989	0.989

Table (06): Validity and Reliability Coefficients (Cronbach's Alpha) of the Professional Satisfaction Scale

The reliability of the instrument was confirmed through the Cronbach's Alpha coefficient presented in the table

Analysis of the Study Results

1. Analysis of the Main Hypothesis: There is a correlational relationship between job satisfaction and life skills (communication skill, creative thinking skill) among secondary school physical education teachers.

Analysis of the Main Hypothesis Using Pearson Correlation Coefficient

Correlations		job satisfaction	life skills
job satisfaction	Pearson Correlation	1	0.630**
	Sigg. (2-tailed)		0.011
life skills	Pearson Correlation	0.630**	1
	Sigg. (2-tailed)	0.018	

**. Correlation is significant at the 0.05 level (2-tailed).

Table 07: Results of Pearson Correlation Test for the Main Hypothesis

It is concluded from Table 07 that the Pearson correlation coefficient between job satisfaction and life skills reached 0.630, which is a positive value. This indicates that the coefficient is significantly distant from 0 and approaches +1

2. Analysis of the Sub-Hypotheses: (Analysis of the Sub-Hypotheses Using Pearson Correlation Coefficient):

2.1. Analysis of the first Sub-Hypothesis: There is a correlational relationship between job satisfaction and communication skill among secondary school physical education teachers.

Correlations			
		Job Satisfaction	Communication Skills
Job Satisfaction	Pearson Correlation Coefficient	1	0.480**
	Significance Level		0.028
Communication	Correlation	0.480**	1
	Significance	0.028	

The correlation is statistically significant at the 0.05

Table 08: Pearson Correlation Test Results for the first Sub-Hypothesis

Based on the results presented in Table 08, the observed p-value is 0.028, which is lower than the significance level of 0.05. The Pearson correlation coefficient was found to be **R = 0.480**, a positive value that is notably distant from 0 and approaches +1. This indicates a moderate positive correlation between the two variables.

2.2. Analysis of the second Sub-Hypothesis: There is a correlational relationship between job satisfaction and creative thinking skill among secondary school physical education teachers.

Correlations		Job Satisfaction	Decision-Making
Job satisfaction	Pearson Correlation	1	0.600**
	Significance Level		0.020
Creative thinking	Correlation	0.600**	1
	significance	0.020	
The correlation is statistically significant at the 0.05			

Table 09: Pearson Correlation Test for the second Sub-Hypothesis

Based on the results presented in Table 09, the observed probability value (p-value) is 0.020, which is lower than the significance level of 0.05

The Pearson correlation coefficient was found to be **R = 0.600**, which is a positive value. This indicates a direct (positive) relationship between the two variables. Moreover, the coefficient is noticeably distant from 0 and approaches +1

Discussion and Interpretation of the Study Result

1. Discussion and Interpretation of the Main Hypothesis: There is a correlational relationship between job satisfaction and life skills (communication skill and creative thinking) among secondary school physical and sports education teachers.

- To verify the main hypothesis, which states that: **There is a correlational relationship between job satisfaction and life skills (communication skill and creative thinking) among secondary school physical education teachers.** We found in the table (07) that the Pearson correlation coefficient was found to be **R = 0.630**, a positive value indicating a direct relationship between the two variables. Moreover, this coefficient is considerably distant from 0 and approaches +1, which reflects a strong positive correlation. Therefore, it can be concluded that **there is a strong direct relationship between the two study variables: job satisfaction and life skills.**

Accordingly, we confirm the validity of the main hypothesis, which states **that there is a correlational relationship between job satisfaction and life skills (communication skill and creative thinking) among secondary school physical education teachers.**

Interpretation:

This can be explained by the fact that one of the key psychological elements that helps secondary school physical education teachers improve their life skills is job satisfaction. When a teacher feels comfortable and content with their profession, it generates an intrinsic motivation for creativity and continuous development. A teacher who experiences professional satisfaction tends to be more positive and engaged in interactions with learners.

2. Discussion and Interpretation of the first Sub-Hypothesis: There is a correlational relationship between job satisfaction and communication skill among secondary school physical education teachers.

To verify the validity of the first sub-hypothesis, which states that **there is a correlation between job satisfaction and communication skills among secondary school physical and sports education teachers.**

Based on the results presented in Table (08), we found that the observed p-value is (0.028), which is lower than the significance level (risk level) of (0.05). This leads us to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1), which states that **there is a correlational relationship between job satisfaction and communication skills among secondary school physical education teachers.**

We found that the value of Pearson's correlation coefficient is $R=0.480$, which is a positive value indicating a direct (positive) relationship between the two variables. Furthermore, this value is noticeably distant from 0 and approaches +1, which suggests a strong correlation between the variables. Therefore, **there is a strong positive relationship between the study variables, job satisfaction and communication skills.**

Accordingly, we confirm the validity of the first sub-hypothesis, that states that **there is a correlational relationship between job satisfaction and communication skills among secondary school physical education teachers.**

Interpretation: This can be explained by the fact that a teacher's sense of satisfaction and contentment with their profession has a positive impact on their ability to communicate effectively with their educational environment. A professionally fulfilled teacher is more open and psychologically and socially equipped to interact positively with students, which improves message clarity, persuasion skill, and communication quality in the workplace.

3. Discussion and Interpretation of the Second Sub-Hypothesis Results:
There is a correlational relationship between job satisfaction and creative thinking skills among secondary school physical and sports education teachers.

To verify the validity of the second sub-hypothesis, which states that **there is a correlational relationship between job satisfaction and creative thinking skills among secondary school physical and sport education teachers**, we examined the results presented in Table (09). The observed p-value was (0.020), which is lower than the significance level of (0.05). This leads us to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1), which posits that **there is a correlational relationship between job satisfaction and creative thinking skills among secondary school physical education teachers.**

We found that the value of Pearson's correlation coefficient is $R=0.600$, which is a positive value indicating a direct (positive) relationship between the two variables. Moreover, this value is notably distant from zero and approaches +1, which suggests a strong correlation between the variables. Therefore, there is a strong positive relationship between the study variables, job satisfaction and creative thinking skills.

Accordingly, we confirm the validity of the second sub-hypothesis, which states that **there is a correlational relationship between job satisfaction and creative thinking skills among secondary school physical and sport education teachers.**

Interpretation: This can be explained by the fact that teachers who are professionally satisfied tend to be more stable, which motivates them to think flexibly and creatively in solving educational problems and developing teaching methods. Professional satisfaction is therefore a motivating factor for the growth of creative thinking, as it creates a positive psychological environment.

Conclusions:

Following a theoretical and practical analysis and enrichment of the research variables, we concluded the following:

- There is a correlational relationship between job satisfaction and life skills among secondary school physical and sport education teachers.
- There is a correlational relationship between job satisfaction and communication skills among secondary school physical and sport education teachers.
- There is a correlational relationship between job satisfaction and creative thinking skills among secondary school physical and sport education teachers.
- Job satisfaction plays an active role in enhancing the level of life skills among secondary school physical and sport education teachers.

Summary

The findings of the study reveal a correlational relationship between job satisfaction and life skills among secondary school physical education teachers. This indicates that as the level of job satisfaction increases, so does the level of life skills.

In other words, a teacher who is satisfied with their work tends to experience psychological stability, which positively influences their professional behavior, communication abilities, and creative thinking within the educational environment.

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