

Relationship between Leading personality of Physical and education sport Teacher and Cohesion of sport team and its importance to enhance sport practice motivation for students of middle school in Chlef

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Abstract:

This study aims to show the relationship of leading personality of Physical and education sport Teacher and Cohesion of sport team and its importance to enhance sport practice motivation for students of middle school. We used the descriptive method and "sport team cohesion, sport practice motivation" scales. The results showed that we have significant correlation between the leading personality of physical education teacher and the sport team cohesion. Finally, we found that there are a statistically significant correlation relationship between the leading personality of the teacher of physical and education sport and between the sport practice motivation of middle school students.

KEYWORDS: Leading personality ; Cohesion of sport team ; Sport practice Motivation.

المخلص:

تهدف هذه الدراسة إلى إظهار العلاقة بين الشخصية القيادية لأستاذ التربية البدنية والرياضية وتماسك الفريق الرياضي وأهميتها في تعزيز الدافع لممارسة الرياضة، استخدمنا المنهج الوصفي ومقياسي "تماسك الفريق الرياضي" و"دافع الإنجاز"، بعد تكيفهما من أجل الصلاحية في البيئة الجزائرية، وحساب المعاملات العلمية أظهرت النتائج وجود علاقة ارتباطية دالة إحصائية بين دافع الإنجاز وتماسك الفريق الرياضي، وارتباط معنوي بين الشخصية القيادية لأستاذ التربية البدنية والرياضية وتماسك الفريق الرياضي، وأخيرا وجدنا أن هناك علاقة ارتباط ذات دلالة إحصائية بين الشخصية القيادية لأستاذ التربية البدنية والرياضية وبين الدافعية لممارسة الرياضة لدى تلاميذ الطور المتوسط. الكلمات المفتاحية: الشخصية القيادية؛ تماسك الفريق؛ دافعية الممارسة الرياضية.

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1- Introduction:

Physical education and sport teachers tend to be predominantly social individuals, meaning that they thrive in situations where they can interact with, persuade, or help people. They also tend to be artistic, meaning that they are creative and original and work well in a setting that allows for self-expression. The school represents the fundamental base to practice the sport activity through the session of physical and sports education, and the extracurricular sporting activity as well. In addition, Mohamed Hassan Allaoui said that the school stage is a pathway through which the individual can reach the highest levels of sports in most sporting activities that result from determining the specialization in different games through the studied selection, such as “handball, basketball, volleyball, and athletics...”; more to the point, this stage of is considered the first in preparing sports teams for specialized sporting activity. Besides, competitive sport in societies are considered the basis for refinement and development purposes of sport talents (Marzouf,2002).

Likewise, we find that working to strengthen the team spirit of the players is one of the most important leadership roles, as considered amid the basic principles of leadership; in addition, one of the factors of team spirit in the midst of players is encouraging the teacher or the coach to build human and social relations based on love and respect with his own players (Ali Alouid & Hilali, 1988).

Likewise, it is relied upon and focused on so as to select talented athletes who are based on in the future. As a result of which, we were forced to emphasize through our research and through examination of the constituting and active elements in the school sports that are composed of: “Teachers, students, sports group (sports team)”. In addition, the most important of which would possibly represent the teacher who directs the educational or sporting process. Thus, in the attempt of knowing the mutual influence between these elements forming the sporting activity, we took the teacher and his role as a sports leader, whereat leadership is considered as the activity of bringing over and persuading individuals, alongside urging them to practice sport and cooperate so as to achieve a common goal.

we are evoking herein another factor, which is the sport practice motivation “which implies the effort exerted by the athlete in order to succeed in accomplishing the tasks he is entrusted with during the training or competition, in addition to the perseverance while

confronting failure and feeling the sense of pride after achieving the assigned tasks” (Kamel Ratib, 2007, P104).

The teacher is always in a state of stimulation to the motives of the students or his own players towards sport practice, the fact of which makes them accepting with enthusiasm and motivation to achieve those goals, seeing that the teacher’s focusing on stimulating the students’ motivation to devoting to school sports is one of the important things in achieving good sport results, which is known as the leader in command of his subordinates; besides, this fact has been evoked by several previous studies, inclusive of the research conducted by (Mohamed Fawzi 2004), which confirmed the existence of a statistically significant correlation relationship between the coach’s leading personality and the sport practice motivation in the midst of sports team players.

Through bibliographic research, the following previous studies have been reached:

The exploration set up by Rachid CHERIET Entitled “ Sports Leadership of the Coach and its part in Stimulating the Sport practice provocation and Achieving the Sport Results ”. In the light of which, the experimenter reckoned on the logical descriptive approach, whose exploration sample comported of 144 players belonging to 06 clubs. also, the experimenter reckoned on the personality list standard, the sport trends list standard and the platoon cohesion standard. Hence, the experimenter set up a positive correlation relationship between the trainer’s leadership styles and the players ’ sporting sport practice provocation. Above and beyond, with respects to the popular style, the price style, the training style and an inverse relationship the autocratic style; in addition to the actuality of appositve correlation relationship that has been set up between the trainer’s leadership styles and the platoon cohesion with respect to the popular style and the price style. The exploration conducted by Djamel MERAZGA This exploration is revolved around the significance of stimulating the sport practice provocation through the practice of physical and sports education and the relationship thereof with the academic excellence for the middle academy scholars. In addition, the experimenter was suitable to uncover a real difference of statistical significance for the sporting excellence position and the academic sport practice between the

controlling group and the experimental group. further to the point, this exploration reached the fact that the experimental sample has a strong provocation towards the academic sport practice. There are a many inquiries that dealt with the current content of this exploration, which will be subject to examination, it has figured out that the utmost of these inquiries were revolved around the content of sports leadership, sport practice provocation and platoon cohesion. For that reason, the current exploration came to hunt and deeply examine these three variables, and also to reveal the relationship between the sports leading personality of the schoolteacher and his part in inciting the sport practice provocation to exercise the academy sports.

According to the previous presentation, the problem can be determined in the form of the following question:

Is there any relationship between the leading personality of the teacher of physical and sports education of the class, and its relationship with the sport practice motivation for middle school students?

Hypothesis:

There exist a correlation relationship between the leading personality of the teacher of physical and sports education and the practice motivation for the middle school students.

- There exists a correlation relationship of statistical significance and between the sport practice motivation for middle school students and the cohesion of the sporting team.
- There exists a correlation relationship of statistical significance between the leading personality of the teacher of physical and the sports education for the team and the cohesion of the sports team.
- There exist differences of statistical significance between the cohesion of the sports teams ranked in the provincial association of the school sports in Chlef and between the other good results' teams and weak results' teams.

2- The Research General Objective:

Through this research, we are seeking to reach an attempt to reveal the factors enhancing the sport practice motivation of students associated with the teacher as a leader, searching the factors that enhances the cohesion of the school sports team related to the teacher as a leader, and highlight the relationship between the leading

personality and the sport practice motivation alongside the achieved sports results.

3- Procedural Identification of the Concepts Contained in the Research

- **Leading personality:** Leadership traits refer to personal qualities that define effective leaders. Leadership refers to the ability of an individual or an organization to guide individuals.
- **Cohesion of sport team:** Team Cohesion is a “Dynamic process which reflected in the tendency for a group to stick together and remain united in the pursuit of goals and objectives” (Carron, 1982).
- **Sport practice motivation:** Motivation is an extensive topic of research in sports and exercise psychology. Put simply, motivation is the drive which every human being possesses to perform actions, tasks and activities.

4- Methodological Procedures Adopted in the Research:

3.1. Method and Tools:

- **Adopted approach:** The descriptive approach was used due to the nature of the research topic.
- **Exploratory research:** An interview has, through which, been conducted with the preceptors of physical and sports education of this institution; therefore, they've been given an idea of the exploration subject and the asked thing therefrom; also, this can likewise be done through the exploratory exploration, control of all the variables and computation of scientific deals (honesty).
- **Sample and methods of its selection:** The sample has randomly been selected, which counts 120 students from some middle schools in the Province of Chlef, who are distributed over four schools, as per tabulated hereinafter:

Table N°1: Contains the research sample distribution

Middle schools	Sample	Ratio
Aberrahman Kerzazi Ain Merane	45	12 %
Laradji Kaddour Oued El Fodha	45	09 %
Mohamed Boudhief Sidi Abdereahmane	45	10 %
Mohamed Laid Al Khalifa Chettia	45	11 %

Source: Ridha MEKHELFI, 2022.

- **The research fields:**

Spatial field: The research was conducted in some middle schools in the Province of Chlef.

Time field: The field research was conducted from February 2022 to Jun 2022.

Human field: The research was conducted on a sample of 180 students who practice the school sports.

- **Data collection tools:**

In order to test the research hypotheses, we used:

1. The Coach's Personality List Standard, designed by Mohamed Hassan Allaoui, entitled as "Leadership in Sports", for measurement purpose of the sporting leading personality.
2. Likewise, the sport practice motivation standard has alike been adopted (sporting trends), designed by "Jwills", 1982, and quoted by Mohamed Hassan Allaoui.
3. The sports team cohesion standard designed by Mohamed Hassan Allaoui.

- **Scientific basis of the tool:**

1. **Validity of the tool:** It shows the apparent honesty. Besides, the standards expressions obtain an agreement rate of 80% of the arbitrators.

These standards are also characterized by the honesty of internal consistency, seeing that the correlation coefficients between each phrase of the tool and the axis to which it belongs are statistically significant at the significance level (0.05), and the self-honesty coefficient was equal to (0.91).

2. **Persistence tests:** The researcher calculated the persistence coefficient, whereat the results concluded, after applying the test and re-test standard, that the persistence coefficient is equal to (0.97).

Table N°2: Represents the correlation coefficient of the sport practice motivation standard by the re-test method

Measurement	Arithmetic Average	Standard Deviation	Pearson Correlation Coefficient	Significance
The First	63. 80	2. 24	0. 81	Significant
The Second	61. 96	1. 75		

Source: Ridha MEKHELFI, 2022.

3. **Internal consistency method:** To ensure the internal consistency, the “Alpha Crowbach” coefficient of the standard was calculated, whereat it was assessed to (0.87), which is a strong correlation coefficient expressing the persistence degree that characterizes the standard, thus making it valid for measurement purpose of what was designed for.

- **Statistical tools:** Upon collection of answer booklet, the researcher input the data by computer, and after obtaining the raw scores, the researcher conducted the processing by performing the statistical processing “Statistical Package for Social and Psychological Sciences” (SPSS).

1. Arithmetic average: $\bar{x} = \frac{\sum x}{n}$

2. Standard deviation: $\sigma = \sqrt{\frac{\sum n(\bar{x} - x)^2}{\sum n}}$

Correlation coefficient: $r = \frac{n \sum xy - (\sum x)(\sum y)}{(n \sum x)^2 - \sum x^2 \sqrt{n \sum y^2 - (\sum y)^2}}$

3. Tabular t-test for two uncorrelated samples: $t = \frac{\bar{x}_2 - \bar{x}_1}{\sqrt{\frac{\sigma_2^2}{n_1} + \frac{\sigma_1^2}{n_2}}}$

3.2. Presentation and Analysis of Results:

3.2.1. Presentation of the first hypothesis results:

There is a statistically significant correlation relationship between the students' sport practice motivation and the sports team cohesion.

Table N°3: Shows the results of the Pearson Correlation Coefficient for the students' sporting sport practice motivation and the sports team cohesion

Relationship between	Pearson Correlation Coefficient value	Significance Level
Motivation to achieve the success and cohesion of the sports team	0.53	0.05
Motivation to avoid failure and cohesion of the sports team	0.61	0.05

Source: Ridha MEKHELFI, 2022.

3.2.2. Presentation of the second hypothesis results:

There is a statistically significant correlation relationship between the leading personality of the physical education team's teacher and the team cohesion.

Table N°4: Shows the results of the Pearson Correlation Coefficient between the coach's leading personality and the sports team cohesion

Relationship between the teacher's leading personalities and team cohesion	Pearson Correlation Coefficient value	Significance Level
Training personality and the sports team cohesion	-0.16	Non significant
Democratic personality and the sports team cohesion	-0.31	0.05
Autocratic personality and the sports team cohesion	-0.17	Non significant
Social personality and the sports team cohesion	-0.37	0.05
Rewarding personality and the sports team cohesion	-0.33	0.05

Source: Ridha MEKHELFI, 2022.

3.2.3. Presentation of the third hypothesis results:

There are statistically significant differences between the cohesion of the sports teams ranked in the provincial association of school sports in Chlef, between the good results’ teams and the weak results’ teams.

Table N°5: Shows the statistical differences in the cohesion of the sports teams ranked in the provincial association of school sports in Chlef, between the teams with good/weak results

Variable	Difference of good results		Difference of weak results		“T” Calculated	“T” Tabular	Freedom degree
	S	A	S	A			
Cohesion of the sports team	0.93	0.19	0.47	0.80	26.35	1.95	178

Source: Ridha MEKHELFI, 2022.

3.2.4. Presentation of the general hypothesis results:

It stands for “There is a statistically significant correlation relationship between the leading personality of the physical and sports education teacher and the students’ sport practice motivation”.

Table N°6: Shows the results of the Pearson Correlation Coefficient between the leading personality of the physical and sports education teacher and the sport practice motivation among students

Relationship between the leading personality of the physical and sports education teacher and the sport practice motivation	Pearson Correlation Coefficient value	Significance Level
Training personality and motivation to achieve success	0.52	0.05
Democratic personality and motivation to achieve success	0.63	0.05
Autocratic personality and motivation to achieve success	0.24	Non significant
Social personality and motivation to achieve success	0.57	0.05
Training personality and motivation to	0.49	0.05

avoid failure		
Democratic personality and motivation to avoid failure	0.54	0.05
Autocratic personality and motivation to avoid failure	- 0.21	Non significant
Social personality and the motivation to avoid failure	0.39	0.05

Source: Ridha MEKHELFI, 2022.

3.3. Discussion and Interpretation of Results:

3.3.1. Discussion of the first hypothesis results:

It's illustrated by the results of TableN° 03, relative to the results of the relationship between the sports sport practice provocation and the sports platoon cohesion, that there exists a positive correlation relationship between the provocation to achieve success and the sports platoon cohesion; likewise, there exists a correlation relationship between the provocation to avoid failure and the sports platoon cohesion. thus, these results can be interpreted as the fact that scholars are characterized by the provocation to achieve success, which is manifested in the scholars demand for different sport practice stations, whether similar stations are manifested during training or during the sports competitions, with all desire and enthusiasm to reach the wanted pretensions. posterior to which, scholars endure and persist in order to achieve those pretensions that are considered stations for the sports sport practice; the fact of which is due to the scholars ' organic connection with similar objective pretensions, that really reflect their requirements and solicitations, and they're compatible with their capacities and medications; hence, this leads to functional satisfaction with those pretensions, the scholars ' morale shall consequently raise, which are explosively linked to the provocation to achieve success, therefore leading to reach a high spirit of cooperation among scholars in order for them to reach their entire common pretensions; likewise, this fact corresponds to the weakness of negative cooperation and the lack of conflicts and coalition among scholars that unenthusiastically impact on the platoon concinnity. also, the scholars ' nonstop success increases their cohesion in the sports platoon, whereat the affable gests come an magnet factor for belonging to the platoon, and the fidelity and durability of the platoon class. either, scholars borrow sports sport

practice stations with strong desire and enthusiasm so as to avoid failure, which stands for the performance of sports competitions with a strong and high morale through achieving the common pretensions in the middle academy scholars, in respect similar as determination to win during the sports competitions, the fact of which surely strengthens the spirit of cooperation among scholars.

According to the data set out above, we can say that the first thesis has been achieved, which implies that there's a statistically significant correlation relationship between the scholars' sport practice provocation and the sports platoon cohesion, through the positive correlation relationship between the provocation to achieve success and the cohesion of the sports platoon, alongside the provocation to avoid failure and the sports platoon cohesion; the fact of which is harmonious with the exploration conducted by " Bass 1992 ", which has verified that the private provocation(particular satisfaction through performance) contributes to the group cohesion and the task cohesion.

3.3.2. Discussion of the second hypothesis results:

It is illustrated by the results of Table N° 04 that there exists a positive correlation relationship between the teacher's democratic personality for the sports team leadership and the sports team cohesion. Besides, such results can be explained by the teacher's democratic personality symbolized through the set of personality performed by the teacher while doing his job, either inside or outside the physical education session; in other words, the extracurricular activity (competitions between institutions), or even in the students' social life alongside building human relationships based on respect, mutual appreciation and acceptance of others with all their positive and negative aspects; above and beyond, such relationship appears in the form of periodic meetings and gatherings held by the teacher with his own students, so as to know the urgent needs and desires of the students and endeavour to meet them; hence, this increases the student's sense of belonging to this team, whereat these relationships lead to reducing conflicts and coalition within the team or the class; in virtue of which, the teacher who builds relationships with his own students shall surely increase the degree of cohesion within his team or class, in addition to involving the players or students in making decisions through tracing the goals of the team and making them

common among them, the fact of which makes these goals acceptable to them and they will seek the sport practice thereof together and collectively; in virtue of which, those points represent one of the most important aspects of the teacher's leading personality he adopts in dealing with his students or his team, as said by Maklelad in his theory of the need for sport practice "motivation can be provided to individuals who have a need for belongingness and familiarity, so that they express their feelings and enjoy exchanging charities; as well, they will perform better when they feel appreciated (Ayasrah, 2006: 107). Nevertheless, this fact is confirmed by the results of the research conducted by (Mili Faiza, 2008), who pointed out that coaches who focus their attention on performance or sports sport practice and take into account the human aspect at the same time, shall have high levels of cohesion among the team members; all these facts are illustrated by the results shown in Table No.04, that there is a positive correlation relationship between the teacher's rewarding personality in the leadership of the sports team and the cohesion of the sports team, which implies that while adopting the rewarding personality, the teacher endeavours to strengthen and support the players or students to achieve the desired goals; thus, such support shall either be (awards, rewards) or moral (praise, encouragement), as the student or player adopts the personality regarded as supporting and strengthening so as to meet the need for appreciation. Above and beyond, from this standpoint, the teacher shall, by the rewarding personality, strengthen the collective response (either inside or outside the institution), which implies that the teacher shall, while adopting the rewarding personality, make the desired goal attractive through the material and moral appreciation to be obtained by the student at the sport practice movement; thus, the student's morale shall indeed be raised, which alike leads to raising the cooperation spirit among them; as a result of which, the teacher's rewarding personality increases the degree of the sports team cohesion; subsequently, the rewarding personality in the leadership represents the personality that enhances the degree of the team cohesion and increases the sport practice motivation accordingly, as per confirmed through the research conducted by (Mohamed Fawzi, 2004) validating the existence of statistically significant correlation relationship between the teacher's leading personality and the sports team cohesion, which stands for the existence of a positive correlation relationship.

It is illustrated by the results of Table N° 04 that there is a positive correlation relationship between the teacher's social personality for the sports team leadership and the sports team cohesion; as per which, it becomes clear for us that the teacher has mandatorily to be symbolized by a social personality in sports leadership by building social relationships with students, which turns up by providing social care for his players and providing the appropriate social atmosphere and climate for the players, such as satisfying the needs of the player or the student, such as the need for love, the need for appreciation with providing security and reassurance, building human and social relations with the playing students whereat satisfaction and friendliness should prevail, in such a manner that the player feels that he is loved by the teacher, the fact of which had been evoked by (Wafa Darwish, 2007) whereat she gave emphasis to the fact that attention to be given to the social and human aspects shall effectively contribute to the devotion of the players and their exertion of utmost efforts during the training sessions and competitions, in addition to their execution of the instructions given by the coach, who dealt with them with affection and attention (Wafa Darwish, 2007: 72).

According to the facts set out above, we can prove the validity of the second hypothesis, stating that there exists a statistically significant correlation relationship between the leading personality of the physical education teacher for the team and the cohesion of the team through the correlation relationship of the democratic leading personality, rewarding personality, social personality and sports team cohesion, which are considered as leading personality of great effectiveness until reaching the degree of the sports team cohesion; besides, it should alike be highlighted that there is no correlation relationship between the autocratic and coaching personality for the leadership and the cohesion of the sports team.

3.3.3. Discussion of the third hypothesis results:

It's illustrated by the results of TableNo. 05 that there live statistically significant differences in the cohesion of the sports brigades ranked in the parochial association of the academy sports in Chlef and between the other good results ' brigades and weak results ' brigades; seeing that the difference between the two pars was(0.44) in favour of the good results ' brigades with(0.93) compared with the

weak results ' brigades with(0.47). In addition, the value of the calculated(T)(26.35) is lesser than the value of the irregular(T)(1.95) at the Significance position(0.05) and the degree of freedom(178). In virtue of which, these results can be explained that whenever the cohesion of the sports platoon players is good, the sports results will be significant and shall be continuously bettered and developed; and vice versa, whenever the cohesion degree is weak, the achieved results will be weakening; the fact of which confirms that the sports platoon cohesion degree is of great significance in enhancing the sports results, whereat the cohesion of the sports platoon imposes on the platoon that there should be mortal relations between its own members, as being characterized by their love and adherence to each other, along with feeling the sense of fidelity and belonging to similar platoon; in addition to endeavouring to achieve the pretensions that their platoon seeks to achieve, the most important of which is achieving the good sports results. either, endless connection has to live among the sports platoon members either inside or outside the field. also, we also uncover from that, among the high aspects of platoon cohesion, the degree of resistance to heads and difficulties that the sports platoon would come through, whether similar heads come out during the practice of curricular and extra-curricular conditioning, similar as competitions between the educational institutions like defeat; besides, repeated failure represents one of the most important heads that a sports platoon may encounter, which can lead the platoon into a cycle of pressures that may conceivably hang the reality and stability thereof. Grounded on the data set out above, we can confirm that the sports brigades having a strong cohesion degree show a degree of resistance in front of cracking and unyoking, and achieve good results, consequently. thus, similar good results are considered as a source of attractiveness and durability for the players ' class and fidelity to the platoon for the longest period ever; further, the sports brigades having weak cohesion degree demonstrate weak resistance in front of the splitting aspects; hence, the sports results of the same shall be weak, consequently. latterly, similar weak results represent a source of the players ' desire to abandon the platoon and discard their belonging to it, which surely lead to the platoon cracking and unyoking. In the light of the foregoing, it comes into view that the third thesis, saying that there live differences of statistical significant in the cohesion of the sports brigades ranked in the parochial

association of the academy sports in Chlef and between the other good results ' brigades and weak results ' brigades, in favour of the sports brigades of good results which are of a high degree of cohesion compared with the sports brigades of weak results that are represented by low degree of cohesion.

3.3.4. Discussion of the general hypothesis results:

It has come evident from the results of Table N° 06 that there exists a positive correlation relationship between the leading personality of the physical and sports education teacher and the sport practice motivation amid students; hence, results showed a positive correlation relationship between the teacher's training personality and the sport practice motivation, as well as the training personality and the motivation to avoid failure. Though, the teacher focuses, through such personality, his attention on raising the performance level for his students, so as to make them feel confident in their abilities to accomplish the work required of them, either in training sessions or competitions, and thus reaching excellence and avoiding failure in achieving excellence and success; the fact of which increases the sport practice motivation development among students; besides, the player realizing that he is self-effective in a specific work approaches or proceeds to such performance with a great deal of enthusiasm and self-confidence. (Alawi 2006). More to the point, the results have alike shown that there exists a positive correlation relationship between the teacher's democratic personality and the sport practice motivation, in addition to a positive correlation relationship between the democratic personality and the motivation to avoid failure; as a result of which, the teacher who adopts the democratic personality in his leadership of the team shall indeed reinforce and support more the sport practice motivation for students, in addition to his support for the failure aspect, whereat the spirit created by the democratic style is linked to increasing the sport practice motivation and the motivation to avoid failure amid the students, by building human relations between the teacher and the students. Indeed, such relationships contribute to providing an appropriate social and psychological atmosphere in which the student feels belonging to the sports team of his institution; likewise, these relationships satisfy the need for sport practice, as per underlined by (Marzouf, 2002) that the human leadership is mainly based on human relations, in which human needs

are satisfied. More to the point, we have alike found in this personality that students are involved in making decisions and tracing goals to be accomplished by them; therefore, we can say that the teacher who adopts the democratic personality in dealing with his students shall increase the success motivation of theirs, as well as the motivation to avoid failure. In addition, the results show that there exists a direct correlation between the autocratic personality and the motivation to achieve success, and the motivation to avoid as well. However, such relationship can be explained on the basis that whenever the teacher adopts the autocratic personality, seeing that one of its features the failure to involve students in making decisions and determining the programmed goals so as to be accomplished; besides, teachers use through this autocratic personality the method of control and pressure on students in order to compel them to achieve the planned goals; thus, this fact leads to the students failure to accept those goals and thus resist them; therefore, such resistance appears in not making enough efforts to implement these goals and lack of enthusiasm and motivation in carrying out the implementation of such programmed goals, which leads to a decline of morale among students and decrease, accordingly, in the motivation to achieve success for the middle school students, since the motivation to achieve success is related to morale, which is alike related to the functional satisfaction, that pertains in turn to the satisfaction of urgent needs; however, this later is related to the goals traced for sport practice so that students accept with all enthusiasm and motivation the sport practice thereof. More and more, the adoption of such autocratic personality through the negative enhancement and support by way of threats and punishment, leads to anxiety and tension in such a manner that these rumours turn into a source of pressure instead of supporting and enhancing the sport practice, which prevent the attainment of sport practice, and lead to a decrease in the motivation to avoid failure. Nonetheless, it figures out from the results of Table No.06 that a positive correlation relationship exists between social personality and the motivation to achieve success, in addition to the existence of a positive correlation relationship between social personality and motivation to avoid failure. In virtue of which, explanation can be provided for such results that whenever the teacher adopts social personality in his leadership of students or the institution sports team through psychological and social care, by endeavouring to satisfy the

students various needs, such as the need for security and appreciation. Moreover, by adopting such social personality, the teacher proceeds to building and preserving human and social relationships with his students; however, these relationships are characterized by friendliness and contentment, so that student feels, within the framework of such relationships, that he belongs to the group and he is loved by the teacher. Moreover, this psychosocial atmosphere makes the student strive to achieve the planned goals with enthusiasm and strong motivation for sport practice and avoiding failure. In virtue of which, this corresponds to the research conducted by (Mahmoud joumoua, 1998).

According to the previous presentation, we can say that the general hypothesis stating that “there exists a positive correlation relationship between the leading personality of the physical and sports education teacher and the sport practice motivation among students” has been achieved, seeing that we come across that the teacher’s leading personality endeavours to enhance and support the motivation of sports sport practice all the way through the dimension of the motivation to achieve success and the dimension of the motivation to avoid failure.

Conclusion:

The exploration concluded that the preceptors are needed to borrow the popular personality while dealing and guiding scholars in general, and the scholars of the academy sports brigades in particular; still, the popular personality is the most effective and effective in stimulating the sport practice provocation for middle academy scholars, in addition to furnishing the social and cerebral atmosphere to achieve the cohesion of the academy sports brigades as well, without neglecting the aspect of the scholars ’ sports sport practice. further to the point, the popular commanding personality plays likewise a major part in perfecting the sports results so as to maintain good results for the longest possible period of time; further, the schoolteacher can also borrow the training personality or the satisfying personality, seeing that the first one seeks out the important results whilst the alternate bone enhances and supports the good quality performance. also, the results concluded through this exploration put emphasis on the need to stay down from the autocratic personality because of the negative goods thereof that appear in

forcing the perpetration of the work needed from scholars, hanging them and unilaterally acting to compose and make opinions in the academy sports, the fact of which leads to a drop in the scholars morale associated with a drop in the their sport practice provocation, alongside the drop in the cooperation spirit for sport practice purpose of the traced pretensions, which results in a weak cohesion of the institution sports platoon; hence, all this leads to cracking and reaching weak results consequently, the schoolteacher relies on the popular personality in guiding his scholars and dealing with them, the stronger the sport practice provocation exists among the scholars, and relies on the training personality in guiding his scholars and dealing with them, the further the sport practice provocation is increased amongst the scholars. So the schoolteacher relies on the autocratic personality through the negative improvement and support by way of pitfalls and discipline, this leads to anxiety and pressure in such a manner that these rumours turn into a source of pressure rather of supporting and enhancing the sport practice.

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