

## The role of the physical and sports education class in promoting educational values among secondary school students

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**Abstract:** The study aimed to identify the levels of physical education values and non-practicing students at the secondary stage to achieve this, and the researcher used the descriptive approach appropriate to the nature of the study. Aesthetic values, a statistical review was carried out by SPSS statistical software, and the results of the study showed that the level of Marcin's values and non-practitioners' physical and sports education was moderate in all values axes as well as the differences in the level of values between practitioners and non-practitioners of physical education and sports in favor of it.

**Key Words:** Educational Values; Physical Education; The Secondary Stage.

**المخلص:** هدفت الدراسة إلى التعرف على مستويات قيم التربية الرياضية وطلاب غير الممارسين بالمرحلة الثانوية لتحقيق ذلك، واستخدم الباحث المنهج الوصفي الملاءمة لطبيعة الدراسة، واستخدم الباحث مقياس قيمة مكون من 35 كلمة مقسومة على محاور، القيم الاجتماعية، القيم الاقتصادية، قيم تقدير الذات، القيم المعرفية، القيم الجمالية، تم إجراء مراجعة إحصائية بواسطة البرامج الإحصائية SPSS، وأظهرت نتائج الدراسة أن مستوى قيم Marcin وغير الممارسين جسدياً و كان التثقيف الرياضي معتدلاً في جميع محاور القيم وكذلك الفروق في مستوى القيم بين الممارسين وغير الممارسين للتربية البدنية والرياضية لصالحها.

**الكلمات المفتاحية:** القيم التربوية؛ التربية البدنية؛ المرحلة الثانوية.

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## **Introduction**

Promoting educational values is one of the priorities of countries seeking to develop and stabilize their societies, and achieve well-being for their members, in a manner that guarantees their cohesion and their ability to interact with their societal issues positively, as the world is experiencing these days a crisis of education and morals, as many concepts, distorted terminologies and shaky behaviors have appeared in most societies. Through the conflicting cultural invasion.

Educational values have occupied a great position in all scientific and life fields, especially in the field of recreational and competitive physical education, as they represent one of the general foundations for learning processes and the desired human adaptation.

Educational values represent the essence of social behavior that is based on the principle of the system that governs the relations between members of society, which has a prominent role in achieving the process of harmony and consistency between the individual and the surrounding society (Rabaa Jamal, 2018, p. 197).

Values are not absolutes outside the societal context, but are references justified by individuals and groups in their attitudes, choices and preferences, and they are determined in the light of the context of the social context such as education and the social and economic level of the family and the institutions with which they communicate.

Rokeach, 1973, pp.13-33) agrees with Port and Veron, that value refers to a pattern of behavior on the one hand, and it is a belief associated with what is worthy of desire and carries the essence of a personal or social preference for a specific purpose of existence or a path of conductive behavior. to this end.

Values represent the individual's attitude towards people or things, and they are linked to trends, which serve as a main indicator for them, and they are determined within the framework of the relationship

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between the individual and the experiences he acquires or is exposed to in a situation (Murray, 1993, pp.41-50).

And values according to (Al-Hadidi, 2019, p. 25) are defined as a set of moral principles, teachings and controls agreed upon by members of society, which determine the behavior of the individual.

Values are an individual, practical, practical behavior that grows with the individual through life experiences that are characterized by psychological, moral, social and aesthetic considerations and are reflected in the external behavior of the individual (Al-Askar, Walid Tahseen, 2011, p. 1699)

Several scholars developed value hypotheses by investigating the existence, formation, and properties of the concept of value (Allport (1937) and Vernon & Lindsay, (1960) who, he claimed, value is a system consisting of six dimensions, and there are values in each system according to individual differences of people. These values determine people's lifestyles and guide them to determine their goals in life (Gullu, 2016, p1813.)

Values education is very important to support and guide attitudes and behaviors that are born from birth and changes due to the influences of the surrounding environment (Ilyas, G and Erkut, T, 2018, P317)

Where values play an important role in highlighting and portraying behaviors and attitudes at the same time and how individuals direct their lives and their society (Veltini, B and Ovunc, E, 2017, P97)

Promoting educational values is one of the priorities of countries seeking to develop and stabilize their societies, and achieve well-being for their individuals, in a way that guarantees their cohesion and their ability to interact with their issues positively (Al-Barawi, Hamdi Hikmat and Muhammad Saleh, Ahmed Fares, 2018, p. 199)

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Perhaps one of the most important roles of physical education is to educate students and raise them through physical activities, sports, knowledge, movement and rhyme to assume their responsibilities towards themselves, their bodies, and their personal and social lives to create good citizens who serve themselves and their countries, and that is through school sports activities as educational experiences that allow the student to acquire values, moral qualities and sublime values. During play situations (Jaim, 2016, p. 1193)

In light of this, physical and sports education has goals that it seeks to achieve in the secondary stage among students, represented in inculcating the spirit of active citizenship that contributes to the growth of ethical and aesthetic practices, which are in conformity with values and the good conduct of life, and it also works to help the student in developing his thinking and mental abilities. On this basis, this segment of society, which is represented by the group of learners affiliated with educational institutions, is in dire need of a system or system of educational values that act as directives for its behavior, energies, and motives for its activity. Likewise, it is in need of a social organization in which it also needs a system of values that includes its goals and ideals Higher education, which forms the basis for the formation of the student's life, activities, and relationships with others (Zagloul, 2005, p. 07).

Physical education and sports in its various activities represent an important aspect of social education, as it is concerned with imparting values by virtue of the objectives and nature of its activities as a basic subject in the various educational institutions involved in preparing for good and sound citizenship, or as activities practiced in organized ways inside and outside clubs, arenas, and youth centers. Physical education is a study Human nature has multiple positions, so it is one of the areas that help individuals understand themselves and the society in which they live and its values and ideals.

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As the educational institution is the one that contributes to the promotion of values and works to help them and adapt them to the developments taking place in their society and contributes in their dealings with others in building developed social relations that are subject to the rational thinking of man, just as the educational institutions have a great role in guiding the minds of young people to adhere to values and strengthen belonging to the homeland and the nation its cultural and cultural heritage.

All this indicates to us that if a child grows up in an environment where the possibilities of practicing sports are available for a specific activity, and he is the inheritor of a set of physical, mental and emotional preparations required for this activity, then this child can achieve the best achievement and the highest level in this sporting activity. Sports potential is enough to obscure these preparations and not appear.

1 -Study problem:

The research problem is summarized in an attempt to identify the role of the physical and sports education class in promoting educational values among secondary school students, as well as knowing the differences between practitioners and non-practitioners of physical and sports activities at the level of educational values (social values, moral values, economic values, self-esteem values, Cognitive values, aesthetic values).

In light of this, the researcher decided to delve into this problem and asked the following question:

Are there differences between practitioners and non-practitioners of sports physical activity in the physical education class at the level of educational values?

## **Study Approach**

Where we used in our research this descriptive approach, and we chose this approach due to its suitability with the nature of the subject being treated. And scientific, and contribute to that data and information in the analysis of phenomena (Amer Kandilji, 2009, p. 187)

The purpose of the comparative approach is to extract laws, and there is no doubt that the Arabs were proactive in trying to extract the law from behind each of the phenomena they study. It is separated from the well-known research methods (Abdul-Jawad Bakr, 2003, pg. 7)

### **2-Study population and sample:**

The sample is a category that represents the research community or the research audience, that is, all the vocabulary of the phenomenon that the researcher is studying, or all the individuals, persons, or things that are the subject of the research problem (Raja Waheed Douedri, 2003, p. 305)

Where Bodawood and Atta Allah define the sample as "it is a part of the whole that you choose in a specific way to study it in order to verify the phenomenon in this whole, and it is defined as a group of individuals chosen in a different way from a large society to study a phenomenon in it, and in general the sample we know as a group of Individuals are taken from the original community so that they are faithfully represented (Bodawood and Atta Allah, 2009-68)

The study was conducted on a sample of 280 students distributed over a number of secondary schools in Algeria, namely, Omar Idris High School, Sheikh Bouamama High School, and An-Najah High School. They were chosen randomly from a total of 1540 students, representing 18.18% of the study population.

### **3-Tools and devices used**

In order to collect the data, the following tools were used:

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Statistical methods are used to study any sample, and this is in order to identify the total sum of the subject, and to achieve the validity or falsity of the hypotheses, and the statistical study gives us accurate results, as it is translated into numbers, and the statistical review has been carried out by the statistical programs SPSS, as well as to obtain accurate results in quickly.

**4-Study procedures**

The scales were distributed in a number of secondary schools in Algeria, where the scale of values was distributed to three secondary schools, which included them and they are the students who practice physical education and sports, and those who do not, and the research was conducted in the period from 10/01/2022 to 10/05/2022

4-1-Honesty and constancy:

Before starting the stage of hypothesis treatment using different and appropriate statistical methods, we must first verify the condition of normal distribution, as we studied a sample of 40 practicing and non-practicing students of physical education and sports with regard to the variable under study, which is (the variable of values), and the following table shows that

:Table No. 01 shows the verification of the normal distribution condition for the variable under study

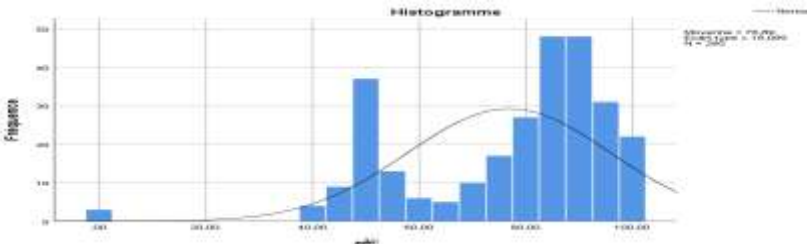
the decision	Shapiro-Wilk			Kolmogorov-Smirnov <sup>a</sup>			variants
	significance level	degrees of freedom	Statistics	significance level	degrees of freedom	Statistics	
has significance	0,000	280	0,875	0,000	280	0,175	Value

Through the data shown in Table No. (01), we note and based on the values of the Kolmogrove-Smirnov test, and the Shapiro test,

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that all values for the variable under study are the variable of values, as a function came at the alpha significance level (0.01), which leads us to say that the data of the variable are distributed unevenly. Naturally, his awareness, all the statistical methods that will be used to answer the questions and hypotheses of the study are non-parametric statistical methods. As shown in the following figure:

Figure 01: The normal distribution of the study sample



**Validity of the scale:**

The truthfulness of the questionnaire means that it actually measures what has been set to measure it, and does not measure anything instead of it, or in addition to it.

2-4 -Validity: The validity of the questionnaire was calculated by calculating the internal consistency in two ways: The first method: calculating the correlation coefficient of the expressions of each dimension with the total score of the dimension to which it belongs:

The Pearson correlation coefficient was calculated between the statements of the axis (social values) with the total score of the axis:

**Table No. (02) Matrix of correlations of the phrases of the social values axis with the .total score of the axis**

Total marks		Total marks		Total marks	
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,614**	معامل الارتباط	5	,649**	correlation coefficient	3	,709**	correlation coefficient	1
0,000	significance level		0,000	significance level		0,000	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
,481**	correlation coefficient	6	,694**	correlation coefficient	4	,790**	correlation coefficient	2
0,002	significance level		0,000	significance level		0,000	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
The D correlation is at 0.01      The D correlation is at 0.051*								

The data shown in No. (02) indicate that the values of the correlation coefficients for the paragraphs of the social values axis and the total score of the axis were statistically significant at the level of significance ( $\alpha = 0.01$ ), as they all ranged between (0.48) and (0.79), and this This confirms the extent of homogeneity and the strength of the internal consistency of the second axis as an indicator of the sincerity of formation in measuring social values.

The Pearson correlation coefficient was calculated between the statements of the axis (economic values) with the total score of the axis:

Table No. (03) Matrix of correlations of the phrases of the economic values axis with the .total score of the axis

Total marks			Total marks			Total marks		
,702**	correlation coefficient	11	,725**	correlation coefficient	9	,453**	correlation coefficient	7
0,000	significance level		0,000	significance level		0,003	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
,574**	correlation coefficient	12	,476**	correlation coefficient	10	,776**	correlation coefficient	8
0,000	significance level		0,002	significance level		0,000	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	

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The D correlation is at 0.05    The D correlation is at 0.01 !\*

The data shown in Table No. (03) indicate that the values of the correlation coefficients for the paragraphs of the economic values axis and the total score of the axis were statistically significant at the level of significance ( $\alpha = 0.01$ ), as they all ranged between (0.45) and (0.77). This confirms the extent of homogeneity and the strength of the internal consistency of the second axis as an indicator of the sincerity of formation in measuring economic values.

The Pearson correlation coefficient was calculated between the statements of the axis (moral values) with the total score of the axis.

**Table No. (04) Matrix of correlations of the ethical values axis phrases with the total .score of the axis**

Total marks			Total marks			Total marks		
,739**	correlation coefficient	17	,610**	correlation coefficient	15	,695**	correlation coefficient	13
0,000	significance level		0,000	significance level		0,000	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
,493**	correlation coefficient	18	,329*	correlation coefficient	16	,624**	correlation coefficient	14
0,001	significance level		0,038	significance level		0,000	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
The D correlation is at 0.05    The D correlation is at 0.01 !*								

The data shown in the table above indicate that the values of the correlation coefficients for the paragraphs of the moral values axis and the total score of the axis were statistically significant at the level of significance ( $\alpha = 0.01$ ), as they all ranged between (0.49) and (0.73), except for the phrase (16) A function came at the level of significance ( $\alpha = 0.05$ ), where the value of its correlation coefficient with the total

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score of the axis was (0.32). The Pearson correlation coefficient was calculated between the statements of the axis (self-esteem values) with the total score of the axis:

**Table No. (05) Matrix of correlations of self-esteem values axis phrases with the total .score of the axis**

Total marks			Total marks			Total marks		
,849**	correlation coefficient	23	,863**	correlation coefficient	21	,465**	correlation coefficient	19
0,000	significance level		0,000	significance level		0,003	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
,526**	correlation coefficient	24	,632**	correlation coefficient	22	,836**	correlation coefficient	20
0,000	significance level		0,000	significance level		0,000	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
The D correlation is at 0.05    The D correlation is at 0.01 !*								

The data shown in Table No. (05) indicate that the values of the correlation coefficients for the paragraphs of the self-esteem axis and the total score of the axis were statistically significant at the level of significance ( $\alpha = 0.01$ ), as they all ranged between (0.46) and (0.86). This confirms the extent of homogeneity and the strength of the internal consistency of the fourth axis as an indicator of the sincerity of formation in measuring self-esteem values.

5/The Pearson correlation coefficient was calculated between the statements of the axis (cognitive values) with the total score of the axis:

**Table No. (06) Matrix of correlations of the phrases of the cognitive values axis with .the total score of the axis**

Total marks		Total marks		Total marks	
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,621**	correlation coefficient	29	,752**	correlation coefficient	27	,805**	correlation coefficient	25
0,000	significance level		0,000	significance level		0,000	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
,434**	correlation coefficient	30	,654**	correlation coefficient	28	,787**	correlation coefficient	26
0,005	significance level		0,000	significance level		0,000	significance level	
40	Sample volume		40	Sample volume		40	Sample volume	
The D correlation is at 0.05    The D correlation is at 0.01 !*								

The data shown in Table No. (06) indicate that the values of the correlation coefficients for the paragraphs of the cognitive values axis and the total score of the axis were statistically significant at the level of significance ( $\alpha = 0.01$ ), as they all ranged between (0.43) and (0.80). This confirms the extent of homogeneity and the strength of the internal consistency of the fifth axis as an indicator of the sincerity of formation in measuring cognitive values.

Pearson's correlation coefficient was calculated between the expressions of the axis (aesthetic values) with the total score of the axis.

**Table No. (07) Matrix of correlations of aesthetic values axis phrases with the total .score of the axis**

Total marks		3 5	Total marks		33	Total marks		31
,671**	correlation coefficient		,643**	correlation coefficient		,758**	correlation coefficient	
0,000	significance level		0,000	significance level		0,000	significance level	
40	Sample volume	40	Sample volume	40	Sample volume	40	Sample volume	40
The D correlation is at 0.05    The D correlation is at 0.01 !*			,714**	correlation coefficient	34	,797**	correlation coefficient	32
			0,000	significance level		0,000	significance level	
			40	Sample volume		40	Sample volume	

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The data shown in Table No. (07) indicate that the values of the correlation coefficients for the paragraphs of the aesthetic values axis and the total score of the axis were statistically significant at the level of significance ( $\alpha = 0.01$ ), as they all ranged between (0.64) and (0.79). This confirms the extent of homogeneity and the strength of the internal consistency of the sixth axis as an indicator of the sincerity of composition in measuring aesthetic values.

The second method: the correlation of each dimension with the total score of the scale: The following table shows the correlation between the total score of the questionnaire and its sub-dimensions:

**Table No. (08) shows the correlation between the total score of the scale and its sub-dimensions**

significance level	correlation coefficient	Scale dimensions and overall score
0,01	0,909**	social values
0,01	0,909**	economic values
0,01	0,559**	Moral values
0,01	0,872**	Self-esteem values
0,01	0,902**	Cognitive values
0,01	0,889**	aesthetic values

The data shown in Table No. (08) indicate that all the values of the correlation coefficients for the dimensions of the values scale are all statistically significant at the significance level ( $\alpha = 0.01$ ), as their values were respectively (0.86/ 0.66/ 0.57/ 0.85) except for the fifth axis, D came at the level of significance ( $\alpha = 0.05$ ), where the value of its correlation coefficient with the total score of the scale was (0.55), and this confirms the extent of homogeneity and the strength of the internal consistency of the scale as an indicator of the sincerity of formation in the 111111 measure.

2 -Scale stability: The stability of the scale of values was confirmed by calculating Cronbach's alpha coefficient for internal consistency:

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Cronbach's alpha stability coefficient was calculated for this scale, so we got the following result:

**.Table No. (09): shows Cronbach's alpha coefficient for the scale of values**

number of phrases	Cronbach's alpha coefficient	Scale dimensions and overall score
06	0,719	social values
06	0,685	economic values
06	0,532	Moral values
06	0,790	Self-esteem values
06	0,772	Cognitive values
06	0,748	aesthetic values
35	0,931	The overall score of the scale

It is clear from Table No. (09) that all Cronbach's alpha coefficients for the dimensions of the scale of values were high, reaching respectively (0.71/0.68/0.53/0.79/0.77/0.74), as for the alpha coefficient Cronbach for the scale as a whole, reaching (0.93), which is a quadratic coefficient, and this serves as an indication of the stability of the scale, and this means that the scale of values has a strong stability coefficient, which makes it valid for application in the basic study.

**Statistical processors:**

In order to answer the questions of the study, the statistical package for social sciences (SPSS) program was used by performing the following statistical treatments:

Pearson correlation coefficient

Ca<sup>2</sup> test

Presentation and discussion of the results of the study:

There are statistically significant differences between practitioners and non-practitioners of sports physical activity in the share of physical education in educational values in favor of practitioners. To test this

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hypothesis, the  $\chi^2$  test was used for two samples, or what is called the independence test. The result was as shown in the following table:

Table No. (10) shows the  $\chi^2$  test to detect differences in the levels of educational values between practitioners and non-practitioners of sports physical activity in the physical education class.

the decision	level indication	degree Freedom	khi-deux	Total	The two groups		levels educational values
					non-practitioners	practitioners	
has significance	1,00	2	186,225 <sup>a</sup>	56	56	0	low level
				70	18	52	Average level
				154	6	148	high level
				116	80	200	Total

Through the above table, we note that the study sample, totaling (280) individuals, were distributed according to the variable of practice type to (200) practitioners, among whom (0) have a low level of educational values, (52) have a medium level of educational values, and ( 148) They have a high level of educational values, while there are (80) students who do not practice physical activity, including (56) students with a low level in educational values, (18) students with an average level, and (6) students with a high level In educational values, and to verify the significance of the difference between the sexes in these levels, the  $\chi^2$  test was resorted to, as its value at the degree of freedom (2) was (186,225a), which is a statistically significant value at the alpha level of significance (0.01). From it, it can be said that there are statistically significant differences between M and M for sports physical activity in the share of physical education in the levels of educational values in favor of practitioners and in favor of the high level, and the percentage of certainty of this result is 99% with the possibility of making an error by 1%. Meaning that the practitioners of physical activity in the physical education class have a high level of educational values - better than the non-practitioners. It stated that

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there are statistically significant differences between the practitioners of physical activities and non-practitioners of physical and sports activities. Figure No. (02): Shows the differences in the level of educational values for practitioners and non-practitioners of physical education and sports.

### **4-1 Discuss the results**

After reading the results of the hypothesis, it was found that there are statistically significant differences between practitioners of physical and sports activities and non-practitioners of physical and sports activities. These results are consistent with what Kamel (1991) mentioned that school activities allow the student to acquire new experiences and skills through real educational situations. Their practice of these activities helps in the growth of their abilities and tendencies and contributes to socialization.

(Kilani 1995) emphasized in his study as well that the practice of school sports activities contributes to the development of relationships and values through the educational experiences that students gain from group activities.

And Afifi adds, through the various sports, the student may discover about himself, his capabilities, and his preparations, and learn by himself the moral and social values that bind the play group. Physical and sports education in the school has a major and important role in transmitting values as it is the first means through which educational institutions achieve their goals through a framework of organized and interrelated concepts, which works to create and develop values for the student, which leads to the continuity and growth of his human personality and its integration and guidance for the benefit of The individual and society, which is consistent with the study of Gullu (2016)) who conducted a study at the level of the Turkish university on the Department of Physical Education and Sports District. He concluded that the goals of educational institutions are to educate students and instill in them values through which they form the image of society. As indicated by Ilyas, G and Erkut, T, (2018, P317) that the



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physical education teachers in the study believe that teaching values through physical education will contribute to the development of the individual, since the lesson teaches students to work together, motivate friends, play fair, help students, take responsibility, and feel comfortable. comfort, respect for the rights and equality of others, it is most effective in relation to teaching values. In addition, teachers consider their lesson to be more important up front when compared to other lessons, and advocate that values are taught in the hidden curriculum, if not taught directly. Teachers stated that teaching values through physical education will have positive repercussions on school discipline because the physical education lesson and physical education teachers are placed in a different position than other lessons for students. According to the teachers who said that the lesson gave them an advantage, the most important problems in today's education system, including absenteeism, respect for teachers, going to class on time and leaving on time, will be solved through appropriate education. In addition, it is also claimed that the respect of the individual who is loyal to his self-values and national values by his environment and the formation of a positive identity and not causing any problems. As indicated by the study (Fransesca,D,and Daniela,B,2017,P84(

The results of the study conducted by the two researchers showed that adolescent athletes gave great importance to the values of competence (for example, achievement and showing skill) and moral values, for example, and obedience, as indicated by (Al-Barawi, Hamdi Hikmat and Muhammad Saleh, Ahmed Fares, 2018, p. 198)

As the education of the individual is not limited to stuffing the human mind with information, but rather goes beyond that to providing it with a system of values that contribute to building the human conscience, so that it directs his behavior and controls his actions, and provides him with human principles and values that illuminate for him the path of rationality and integrity and work to give priority to the public interest over the private, and therefore theoretical knowledge It must be associated with practical practice and translated into behavior

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and work that benefits the individual and society. Weir (Raba'a, Jamal, 2018, p. 217) states that sports activity values are seen as building a mature personality and adhering to righteous morals, and sports have always taken a model such as cooperation, teamwork and play Clean, and values such as ethics, cooperation, fair play, and honesty, along with sportsmanship, are closely related to sports and their applications, especially in the sports field. Conclusion:

At the end of the study, which aims to know the differences in the levels of values among secondary school students, it becomes clear that educational values are one of the pillars of educational work, rather they are among the most important goals and functions, and these values are among the goals of parents, teachers and all educational institutions within the community, all of whom seek to confirm positive values. And deleting the negative values that impede the movement of development or restrict energies, and the practice of sports activities is sufficient to enhance that. Therefore, the study in our hands led to the presence of statistically significant differences in the level of values between practitioners of physical and sports activities and non-practitioners of physical and sports activities

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