

## The Reality of School Sports from the Perspective of Physical Education Teachers in High School

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### Abstract:

This study aims to determine the role of administration in collaboration with physical education teachers in developing and organizing school sports, as well as understanding the reality of the laws governing them. The descriptive method was used, using a questionnaire distributed to a sample of 40 physical education teachers in high school who were randomly selected. The study found that school sports do not receive sufficient legal attention compared to elite sports, and are not given enough attention by the administration to organize and develop them.

**KEY WORDS:** School Sports; Physical Education.

### المخلص:

تهدف هذه الدراسة إلى معرفة دور الإدارة بالتعاون مع أستاذ التربية البدنية والرياضية في تطوير وتنظيم الرياضة المدرسية ومعرفة واقع القوانين الخاصة بها. حيث قمنا باستخدام المنهج الوصفي، باستعمال استمارة استبيان موزعة على عينة من 40 أستاذ تربية بدنية ورياضية للطور الثانوي تم اختيارهم عشوائيا، وتوصلنا إلى أن الرياضة المدرسية لا تحض بالقدر الكافي من الاهتمام القانوني مقارنة مع رياضة النخبة، ولا الاهتمام من قبل الإدارة من أجل تنظيمها وتطويرها.

**الكلمات المفتاحية:** الرياضة المدرسية؛ التربية البدنية والرياضية.

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## **1-Introduction:**

Since independence, the Algerian state has given great importance to rebuilding its institutions and organizing its structures across various economic, political, social, and cultural fields. It has adopted comprehensive policies and plans in all areas in an attempt to rebuild what was destroyed by colonialism through a new revolution led by the Algerian people in general and the youth in particular (Bougherbi, 2005, p. 20).

These young people must be characterized by physical and mental strength and health, capable of protecting their country in order to embody the motto of a sound mind in a sound body. Therefore, the Algerian state has issued a set of laws that encourage sports practice in public sports institutions and educational institutions in particular.

Among the pillars of the sports movement is what is called school sports, which is mainly directed towards students of different learning levels, where it works on laying the first steps for the student and guiding them correctly, which helps them in the future to become a prominent athlete who can contribute to

building national teams and representing the country in international forums (Lakhderi, 2008, p. 11). School activity is no longer just physical or sports training that individuals or groups practice in the form of exercises aimed at moving the body parts a number of times for the purpose of muscle strengthening or acquiring a motor skill, but it, like all other academic subjects, works together to achieve education (Najib, et al., 2023, p. 76).

The new structure of education has come to emphasize support for physical education and sports in schools and to strengthen it, allocating two hours per week in the middle and high school levels and one hour per week in the primary level.

Among the laws that stipulate the embodiment of sports practice is Law (76-81) dated October 23, 1976, known as the Sports Reform Law, which defined the general principles and methods of organizing the national sports movement in all its forms, including school sports (Lakhderi, 2008, p. 12).

## **The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

Regarding the subjects that dealt with school sports, which is the subject of our study, we find Article 11, which stated that education and training programs and higher education must obligatorily include a dedicated time for school and university sports practice (Bougherbi, 2005, p. 21).

From a theoretical perspective, there is no difference in the interest given by the legislative authority to the field of sports and its development, and we all know that school sports are a source of talent for elite or high-level sports in all specialties. However, sports practice within educational institutions has remained shrouded in mystery, especially its legal scope, which has made it not receive attention from the media, we rarely hear about it.

In a study conducted by researcher Bougherbi Mohamed, entitled "The Reality of School Sports in Algeria from a Training Perspective: A Comparative Study with France," the researcher was able to realize the significant difference between Algeria and France regarding the reality of school sports between the two countries due to the difference in the strategy adopted in determining and intensifying programs, as well as proposed activity programs and the significant role played by the administration in facilitating the work of teachers at the level of school sports (Lakhderi, 2008, p. 16).

Many previous and similar studies have focused on this topic, such as the study conducted by *Sharbi Belkacem* in 2016 (scientific article) entitled "The Reality of School Sports from Perspective of Physical Education Teachers in Algeria." The study aims to draw the attention of supervisors and administrators to the problems that hinder the desired goals of school sports, as well as the role and importance of physical education teachers in collaboration with the administration in improving and developing school sports, and the reality of administration and its role in developing school sports. The researcher used the descriptive method with a sample of 30 teachers randomly selected, and to obtain information, he relied on a questionnaire consisting of 20 questions. The study found that the available pedagogical methods are not sufficient to promote school sports, and that the administration does not give enough attention to school sports.

## **The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

Similarly, *Lakhderi Abdelkader* conducted a study in 2008 (Master's thesis) entitled "School Sports in Algeria: Between Legislative Texts and the Reality of Practice in Secondary Education." The researcher assumed that despite the attention given by Algeria to developing sports, school sports did not receive enough attention in terms of the legal aspect. Although there are some laws related to the development and organization of school sports, they are not applied in reality. The researcher used the descriptive method with a sample of 60 teachers randomly selected and 20 administrators purposively selected. To obtain information, a questionnaire consisting of 24 questions was used, distributed as follows: 16 questions were asked to teachers, and 8 questions were asked to administrators. The study found that school sports in Algeria still face several obstacles and problems. Firstly, school sports did not receive the necessary attention from the legislative authorities through the laws they issue. Secondly, despite the scarcity of these laws, they are not implemented in reality due to several problems, the most important of which is the administration's failure to deal with physical education teachers to activate and promote school sports.

### **Study problem:**

The problem of this study can be formulated in the following main question:

**What is the reality of school sports from the perspective of physical education teachers in the high school stage in the state of Oum El Bouaghi?**

The following sub-questions fall under this problem:

- How do you see the laws related to the organization and development of school sports in the high school stage in the state of Oum El Bouaghi?
- Does the administration contribute to the organization and development of school sports in the high school stage in the state of Oum El Bouaghi?

### **Study Hypothesis:**

This study proceeds from the following main hypotheses:

**Several obstacles prevent the activation and development of school sports from the perspective of physical education teachers in the high school stage in the state of Oum El Bouaghi**

The following sub- hypotheses fall under this main hypotheses:

- School sports do not receive enough legal attention compared to elite sports.
- School sports do not receive enough attention from the administration to organize and develop them.

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

This study aims to determine the role and importance of administration in improving and developing school sports in collaboration with physical education teachers. It also aims to identify the obstacles that hinder the activation of school sports activities, which have led to their decline.

This is an attempt to draw the attention of supervisors and administrators to the problems that hinder the desired goals of school sports. Finally, the study will provide general recommendations and proposals for the development of school sports in Algeria.

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

**3-1 Physical education and sports:**

It is a part of the educational system that represents a general education aspect aimed at preparing the student physically, mentally, and intellectually to be in complete balance. It is considered one of the most educational programs capable of achieving the goals of society (Kharibat, Mustafa, & Abdelrahman, 2001, p. 09).

The researcher concludes that physical education and sports are a teaching subject that contributes fully, along with other subjects, in its own way, to improving students' abilities in several areas.

**3-2 School sports:**

It is the collection of sports activities that take place within educational institutions and culminate in local and national championships, through which students excel and showcase their competence and talents (Mamdouh, 2014, p. 69).

Mamdouh (1990) defines it as "an independent educational system aimed at comprehensive development by imparting general physical fitness, refining intellectual and mental abilities, refining general

## **The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

behavior, regulating emotional and psychological aspects, modifying tendencies, and directing primary motives towards accepted social values and principles, and thus elevating moral values" (Abdul Basit, 2009, p. 37).

The researcher concludes that school sports are the complementary sports activity to the physical education and sports class, represented in competitions in various sports between students of one school or between several schools.

### **4- The methodological procedures used in the study:**

#### **4-1 Method and tools:**

##### **4-1-1 Approach used:**

The methodology is the way or a set of processes and steps followed by the researcher in order to achieve their research (Lornik & Ben El Bar, 2021, p. 229). The appropriate methodology for the study is chosen according to the nature of the study. Through the topic of our research, "The Reality of School Sports in the High Schools of Oum El Bouaghi State," the descriptive methodology is suitable for conducting this study in the field.

It is a method of describing what is being studied and interpreting it accurately, expressing it qualitatively by describing the phenomenon and clarifying its characteristics, or expressing it quantitatively by giving us a numerical description that shows the magnitude of the phenomenon, its size, and its degree of correlation with other phenomena (Hales, 2014, p. 157).

##### **4-1-2 Survey Study:**

For our study, we conducted a library survey study by visiting some libraries at some Algerian universities to review the intellectual framework and previous studies.

We also visited the headquarters of the Provincial Association for School Sports in Oum El Bouaghi State. in addition to a field survey study to gather the largest amount of information about the subject of the study and develop a plan for how to collect data and information and distribute the questionnaire to answer many questions that come to the researcher's mind and survey the opinions of teachers about the reality of school sports in the high schools of Oum El Bouaghi State, embodying legislative texts and the interest of both the administration and teachers.

##### **4-1-3 Sample and Selection Methods:**

###### **A. Study Population:**

## **The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

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The study population is all physical education and sports teachers for the secondary level in Oum El Bouaghi State, estimated at 129 teachers.

### **B. Study Sample:**

It is information about the units drawn from the original population of the study subject, so that it is a true representation (Seghiri, 2013, p. 124). The sample was selected randomly at a rate of 31%, and the research sample included 40 physical education and sports teachers for the secondary level in Oum El Bouaghi State.

### **C. Study Fields:**

- **Human Field:** Physical education and sports teachers for the secondary level in Oum El Bouaghi State.
- **Spatial Field:** Questionnaires were distributed at several high schools in Oum El Bouaghi State.
- **Temporal Field:** The study was conducted from October 20, 2022, to November 20, 2023.

### **D. Study Tools:**

The study relies on a set of tools that help the researcher conduct the applied study, enabling them to collect information and uncover facts when they go into the field (Arabi, Bendin, & Khaloul, 2021, p. 124).

### **E. Theoretical Studies (Bibliographic Analysis):**

Books, previous studies, Arabic and foreign references.

### **F. Questionnaire:**

The research tool was represented by a questionnaire directed to physical education and sports teachers for secondary education. It is defined as a set of questions and inquiries related to each other in a way that achieves the goal or goals that the researcher seeks in light of the subject and the problem that they have chosen for their research (Amer Ibrahim, 1999, p. 157).

### **4-1-4 The scientific foundations of the tool:**

#### **A. Reliability:**

To determine the reliability of the tool, we used the test-retest method, which involves distributing the questionnaires, collecting them, and then redistributing them to the same sample, which is outside the research sample. Test reliability means that it gives the same results if the questionnaires are redistributed under the same conditions. Based on this, we distributed the questionnaires to a sample of 6 teachers and, after a week, redistributed the questionnaires to the same sample, then collected the data.

**The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

After statistical processing using SPSS software and the Pearson correlation coefficient, we obtained a positive correlation coefficient of 0.867, which is close to 1, indicating high reliability.

**Table N°1:** Calculation of Cronbach's Alpha Coefficient for the Questionnaire Tool

Questionnaire		Cronbach's alpha coefficient	
		Value	statements
Questionnaire Axes	1	0.85	4
	2	0.78	6

**Source:** Prepared by the researcher

Through the table above, we notice that the Cronbach's alpha coefficient for each axis of the questionnaire ranges between (0.82-0.78), indicating high coefficients. Additionally, the overall Cronbach's alpha coefficient for all questionnaire items is 0.867, indicating that the study instrument is highly reliable. This gives us full confidence in the questionnaire's validity and its suitability for analyzing and interpreting the study results and testing its hypotheses.

**B. Validity:**

Firstly, the validity of the instrument was assessed through two methods.

❖ **Expert Validity:**

To ensure the validity of the instrument, an initial questionnaire was prepared and directed towards experts (professors and specialized doctors from the Institute of Physical Education and Sports) after conducting field visits to some secondary schools. These visits gave us an idea about the nature of the questions in order to investigate the facts and understand the reality of school sports in the state.

After presenting the questionnaire to the experts and gathering their opinions on the nature of the questions, the way they were presented, the correlation between questions, and the organization of the questions, necessary modifications were made. Some questions were corrected and reformulated, while others were removed or added based on their suggestions, resulting in the final version of the questionnaire.



# The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhil Asma, Yousfi Fathi

## ❖ Self-Validity:

Self-validity represents the square root of the stability coefficient, which was found to be 0.931. This confirms that the instrument has high self-validity.

Overall, both the expert validity and self-validity indicate that the instrument is highly valid.

## ❖ Statistical tools:

We analyzed the results using the statistical software SPSS, employing the following statistical tools:

- Percentage analysis
- Mean (Arithmetic Mean)
- Standard deviation
- Pearson correlation coefficient
- Chi-square test ( $K^2$ )

## 4-2 Presentation and Analysis of Results:

### 4-2-1 Presentation and Analysis of the Results for Hypothesis 1:

**Table N°2:** Results of the first axis related to the lack of specific laws for the organization and development of school sports

N	Question	Answer	R	%	CK <sup>2</sup>	TK <sup>2</sup>	DF	Sig
1	Are you familiar with the laws regarding the organization and development of school sports?	Yes	35	87.5	22.5	3.84	1	Sig
		No	5	12.5				
2	If your answer is yes, how do you view these laws?	Comprehensive	9	25.7	5.54	5.99	2	Sig
		Incomplete	16	45.7				

**The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

		Acceptable	10	28.5				
3	How do you find the laws specific to school sports compared to the laws governing elite sports?	Few	5	14.2	10	5.99	2	Sig
		Quite few	20	57.1 4				
		Very few	10	28.5				
		Sufficient	3	8.57				
4	Do you consider the current laws sufficient to improve the level of school sports?	Not sufficient	25	71.1 4	23.5 4	5.99	2	Sig
		Somewhat Sufficient	7	20				

**R**= Repetition, **C** = Calculated, **T**= Tabulated, **DF**= Degree of freedom, **Sig** = Significance

**Source:** Prepared by the researcher

Based on Table 2, which includes the results representing the statements of the first axis from the questionnaire directed to physical education teachers in the secondary education stage in the Umm Al-Bouaghi province, we find that all the statements of the first axis are statistically significant in favor of the most frequently selected answer. This significance is observed at a significance level of 0.05 and the degrees of freedom indicated in the table, where the calculated chi-square ( $K^2$ ) values are greater than the tabulated values for all

**The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

statements. This confirms that there are statistically significant differences in the responses of the study sample individuals.

**4-2-1 Presentation and Analysis of the Results for Hypothesis 2:**

**Table N°3:** Results of the second axis related to the lack of specific laws for the organization and development of school sports

N	Question	Answer	R	%	CK <sup>2</sup>	TK <sup>2</sup>	DF	Sig
1	Does the administration encourage the establishment of school sports teams?	Yes	6	15	6.2	5.99	2	Sig
		no	18	45				
		sometimes	16	40				
2	Does the administration allocate the full financial share for extracurricular sports activities?	Yes	10	25	13.4	5.99	2	Sig
		no	6	15				
		I don't know	24	60				
3	Does the administration provide you with assistants and facility administrators in the secondary school?	Yes	10	25	10	3.84	1	Sig
		no	30	75				
4	Does the administration provide transportation for participants in extracurricular sports competitions?	Yes	16	40	5.99	5.99	2	Sig
		no	4	10				

**The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

		sometimes	20	50				
5	If there is a lack of sports fields in your school, does the administration make agreements to obtain fields for extracurricular sports activities?	Yes	8	20	14.4	3.84	1	Sig
		no	32	80				
6	Are there any material and moral incentives provided by the administration specifically for students participating in extracurricular sports activities?	Yes	9	22.5	6.65	5.99	2	Sig
		no	21	52.5				
		sometimes	10	25				

**R**= Repetition, **C** = Calculated, **T**= Tabulated, **DF**= Degree of freedom, **Sig** = Significance

**Source:** Prepared by the researcher

Based on Table 3, which includes the results representing the statements of the second axis from the questionnaire directed to physical education teachers in the secondary education stage in the Umm Al-Bouaghi province, we find that all the statements of the second axis are statistically significant in favor of the most frequently selected answer.

This significance is observed at a significance level of 0.05, where the calculated chi-square ( $K^2$ ) values are greater than the tabulated values for all statements. This confirms that there are statistically significant differences in the responses of the study sample individuals.

### **4-3 Discussion and interpretation of the results:**

#### **4-3-1 Discussion of the Results for Hypothesis 1:**

School sports do not receive sufficient legal attention compared to elite sports. From Table (2), it can be observed that teachers, when comparing the laws regulating and developing school sports with those governing elite sports, find them somewhat limited and

## **The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

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insufficient for promoting the level of school sports. This confirms the validity of the first hypothesis, which states that school sports do not receive sufficient legal attention compared to elite sports. This finding is consistent with the study conducted by Lakhdari (2008: 143) titled "School Sports in Algeria between Legislative Texts and Actual Practice in the Secondary Stage." The research concluded that school sports have not received the necessary attention from legislative authorities through the laws they issue. Additionally, despite the limited number of these laws, they are not effectively implemented due to various problems, including the administration's failure to deal with physical education teachers to activate and promote school sports. Researchers attribute these results to several factors, including the non-application of laws regulating and developing school sports, as well as the lack of public interest in school sports compared to elite sports, despite the positive outcomes achieved by school sports in international competitions.

### **4-3-2 Discussion of the Results for Hypothesis 2:**

School sports do not receive sufficient attention from the administration for organization and development. From Table (3), it can be observed that the administration in many institutions does not prioritize the establishment of school sports teams, despite the existence of laws that require institutions to participate in extracurricular sports activities. Additionally, they do not involve physical education teachers in allocating the financial resources designated for extracurricular activities, despite the fact that teachers play a crucial role in managing these activities. Moreover, the administration does not engage in agreements with other institutions, such as municipalities, to provide sports facilities for participating in external extracurricular competitions. They also fail to provide assistance to physical education teachers, including transportation for participants during competitions, and even financial and moral incentives for students involved in extracurricular sports. These findings confirm the validity of the second hypothesis, which states that school sports do not receive sufficient attention from the administration for organization and development. This aligns with the results obtained by Sharbi Belkacem in 2016 in his study titled "The Reality of School Sports from the Perspective of Physical Education Teachers in Algeria," where he found that the administration does not prioritize school sports.

## **The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

Researchers believe that these findings can lead to misallocation of the budget allocated to extracurricular activities and the acquisition of unnecessary items instead of essential resources for practicing extracurricular sports, thus hindering the development of school sports. Furthermore, teachers often withdraw from competitions because organizing sports competitions requires several assistants to ensure their success, especially considering the large number of classes in most secondary schools. The availability of sports facilities and transportation for external competitions is not provided by the administration, and these factors contribute to the lack of development in school sports and the emergence and discovery of talents.

### **Conclusion:**

Through this research, we have attempted to address the laws that govern and regulate school sports in Algeria by collecting theoretical and practical data in order to answer the problem posed regarding school sports between legislative texts and the reality of practice in the secondary stage. To achieve this, after presenting the theoretical aspects of the problem, we designed a questionnaire divided into two axes to answer the proposed hypotheses. After sorting and statistically analyzing the data, we presented the results and analyzed them, leading us to conclude that school sports still suffer from several problems and have not achieved the objectives set for them.

We found that school sports do not receive sufficient legal attention compared to elite sports, and we also observed negligence from the administration regarding the organization and development of school sports.

### **Recommendations:**

- Work on obligating administrations to implement the specific provisions regarding school sports.
- Impose penalties on administrations that do not participate in school sports competitions.
- Review the laws that govern and develop school sports.
- Consider sports facilities when constructing new educational institutions.
- Increase the number of inspectors to continuously monitor this process.
- Raise awareness among physical education teachers by familiarizing them with the legal texts that regulate and govern school sports.

**The Reality of School Sports from the Perspective Of Physical Education Teachers in High School, Lakhal Asma, Yousfi Fathi**

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