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## **Beliefs of secondary school students about the role of sports practice in promoting some social values.**

### **A field study at Ibrahim Mazouzi Secondary School in the city of Khenchela**

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#### **Abstract:**

This study aims to identify the beliefs of Mazouzi Ibrahim secondary school students about the role of “sports practice” in the school environment in promoting some social values. The researchers used the descriptive survey method by applying a questionnaire consisting of 23 items distributed on two axes which are: (the value of peaceful coexistence and cooperation), The sample, which was randomly selected, included 200 students out of the original total of 572 students i.e a percentage estimated at 35%.

The various data were statistically processed using statistical analysis software (spss, v22). The results of this study found that there are positive beliefs among Ibrahim Mazouzi secondary school students, about the role of sports practice in promoting some social values, in which males are more affected by the effects of practicing sports activities on enhancing the social values than females.

**Keywords:** beliefs- Sports practice- Social values- Secondary School.

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## 1. INTRODUCTION

Social values have a distinguished place in the field of social sciences and humanities, and are characterized by their crucial role in determining and controlling the behavior of individuals in line with the customs and traditions of their society, and peaceful coexistence, cooperation and tolerance are the most prominent of these social values.

With the passage of 42 years since the world celebrated the International Day of Peace since its establishment for the first time as a day dedicated to promoting the ideals of peace, coexistence and cooperation within all nations and peoples among themselves, and with our celebration of this occasion and the noble goals it seeks, it is unreasonable to ignore that we are living periods of escalating conflict around the world, where the world is currently witnessing an increase in the number of internal conflicts and religious and sectarian conflicts, which have unleashed destruction, poverty, ignorance, hunger and the displacement of millions of people from Their homelands.

With the unprecedented refugee crisis the world is currently experiencing, sport has proven its value in helping these refugees and displaced people find a place where the roots of hope can re-emerge.

Sport and its values transcend the barriers posed by national, ethnic, ideological thought, color and social status, and always remind us that the commonalities between us are greater than our differences, and these values in the information age and the speed of information transmission constitute a strong motivation not only for athletes, but for everyone who follows or watches them compete (*Bin Al Hussein, 2023*).

Internally, if we reflect a little, we will find that the achievements of our national team and national clubs in regional competitions and elite athletes in the Olympic Games will find that they have created a beautiful coexistence that if politics spent its entire life reaching it, it would not have been able to do so.

Whereas sports practice in the school environment is a forum for learning skills such as confidence and leadership, and teaches basic principles such as tolerance, cooperation and respect, and is an influential tool in strengthening social ties and relations, and there is recognition that sports practice in the school environment represents a tool to promote peace, contributes to bringing students closer together, contributes to solving school problems for them, and thus solves societal problems for individuals and groups (*Mihoubi, 2021, pp. 93-94*),



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In light of these data, the researchers decided to carry out this study in order to answer the following questions:

### **2- General Questioning:**

What are the beliefs of secondary school students about the role of sports practice in the school environment in promoting certain social values?

#### **2.1 Sub-questions:**

- What are the beliefs of secondary school students about the role of sports practice in the school environment in promoting the value of peaceful coexistence?

Are there statistically significant differences ( $\alpha \leq 0.05$ ) for the beliefs of secondary school students about the role of sports practice in promoting the value of peaceful coexistence according to the gender variable?

- What are the beliefs of secondary school students about the role of sports practice in the school environment in promoting the value of cooperation?

Are there statistically significant differences ( $\alpha \leq 0.05$ ) for the beliefs of secondary school students about the role of exercise in enhancing the value of cooperation according to the gender variable?

### **3- Hypotheses:**

#### **3.1 General hypothesis:**

- There are positive beliefs of the students of the Martyr Ibrahim Mazouzi High School about the role of sports practice in promoting some social values.

#### **3.2 Sub-hypotheses:**

- There are positive beliefs of the students of the Martyr Ibrahim Mezouzi High School about the role of sports practice in promoting the value of peaceful coexistence.

- There are statistically significant differences ( $\alpha \leq 0.05$ ) for the beliefs of secondary school students about the role of sports practice in promoting the value of peaceful coexistence according to the gender variable?

- There are positive beliefs of the students of the Martyr Ibrahim Mazouzi High School about the role of sports practice in promoting the value of cooperation.



- There are statistically significant differences ( $\alpha \leq 0.05$ ) for the beliefs of secondary school students about the role of sports practice in enhancing the value of cooperation according to the gender variable?.

#### **4 - The importance of the study:**

The importance of this study is evident through its topic, which examines the beliefs of students of the Martyr Ibrahim Mazouzi High School about the role of sports practice in promoting the value of cooperation and the culture of peaceful coexistence, hence the importance of this current study and the extent of its need as follows:

- One of the very few studies in the Republic of Algeria (to the best of the researchers' knowledge) that dealt with the beliefs of secondary school students about the role of sports practice in the school environment in promoting the values of peaceful coexistence and cooperation.

- It dealt with three topics of great importance to society and the security of society: sports, peaceful coexistence and cooperation, which is one of the most important pillars of community stability and an important factor for progress and social and economic development.

- Draws the attention of sports decision-makers in society to the role of sports practice in school environments in promoting the values of peaceful coexistence and cooperation, thus preparing an individual who can adapt to his environment and work to export a civilized and human image that enables him to adapt to the data of modernity and globalization and coexist with the other in accordance with the values of humanity and mutual respect.

- The possibility of benefiting from the results of the study in urging those in charge of planning educational curricula for sports and youth activities to activate sports practice in school environments and increase the rates of sports practice in order to increase social interaction and cohesion among its components.

#### **5- Objectives of the study:**

- Identify the beliefs of the students of the Martyr Ibrahim Mzouzi High School about the role of sports practice in the school environment in promoting the value of peaceful coexistence.

- Revealing the differences in the beliefs of the students of the Martyr Ibrahim Mazouzi High School about the role of sports practice in promoting the value of peaceful coexistence according to the gender variable.



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- Identify the beliefs of the students of the Martyr Ibrahim Mzouzi High School about the role of sports practice in the school environment in promoting the value of cooperation.

- Revealing the differences in the beliefs of the students of the Martyr Ibrahim Mazouzi High School about the role of sports practice in promoting the value of cooperation according to the gender variable.

### **6- Define concepts and terms:**

#### **6.1 Sports practice:**

Idiomatically: Defined as activities, games and exercises with principles and laws aimed at increasing physical strength, and refining souls by giving a person desirable moral qualities such as flexibility in dealing, patience and tolerance...

It is also defined as that regulated and purposeful physical and sports activity practiced within the framework of sports clubs or associations supervised by qualified experts in the field of sports (*Qadadra, Ben Bardi, 2023, p. 150*).

Procedurally: It is defined as the set of sports activities that are practiced within educational institutions and represented in: physical education and sports class, school sports and extracurricular activities, and aims mainly to educate students to form positive attitudes towards others, respect intellectual and behavioral differences with others, reject hatred and racism in all its forms, and thus prepare an individual capable of adapting and adapting to the data of modernity, dependency and coexistence with the other in accordance with the values of humanity and mutual respect.

#### **6.2 Social Values:**

Idiomatically: defined as those behaviors and principles acquired and inherited through the coexistence of a person with his social environment, which in their entirety constitutes what is known as the value system that guides and controls one's behaviors and practices and qualifies him to adapt to his social environment (*Mohsen Mohammed, 2013, p. 69*).

It is also defined as all that has a link to the large community outside the family and relatives and does not have an economic or political character, and it is more comprehensive than being limited to relations between Muslims only (*Hazloon, Rabouh, 2020, p. 69*).

Procedurally: expressed by the degree to which secondary school pupils will receive through their response to the tool specially developed for the study, cooperation and peaceful coexistence were identified as values in this study.



### **6.3 Peaceful coexistence**

Idiomatically: It means the individual's sense of security in the society in which he lives through the reality of a lived life despite the diversity and difference of its groups. (*Oglu, 2020, p. 19*)

It also means accepting the opinions and behaviors of others and their political and religious trends and resolving all controversial issues peacefully, which contributes to enhancing security and peace and achieving the advancement of that society (*Ali Al-Jamali, 2020, p. 82*).

Procedurally: expressed in the degree to which secondary school pupils will receive through their response to the tool specially designed for study.

### **6.4 Cooperation:**

Idiomatically: Cooperation means the sum of individual efforts that are unified in order to achieve the interests of each individual separately, as one cannot obtain them alone, as cooperation is a system that depends on unifying and pooling efforts and mobilizing energies and experiences, and this is for the purpose of filling the shortcomings and obstacles facing the individual in his society (*Muhammad Fares, 2022, p. 239*)

Procedurally: expressed in the degree that secondary school pupils will receive through their response to the questionnaire specially designed for study.

### **7- Previous and similar studies:**

7-1- A study (*Ramadan bin Jaafar, 2020*) published in the Journal of Social Sciences and Humanities, entitled The Role of the Physical Education and Sports Share in Promoting Some of the Values of Social Citizenship, and this study aimed to know the role of physical and sports educational activities in developing and promoting some of the values of social citizenship (cooperation, respect, tolerance) among students of the Department of Physical Education at the Institute of Sciences and Techniques of Physical and Sports Activities (University of Messila) during the course of the session in the sports fields located at the Institute, as well as identifying the image firmly established in the minds of students The Institute on physical education and sports and its different roles in the life of the university student, and how this subject helps students to create an atmosphere of cooperation, respect and tolerance among themselves during the performance of group sports activities. This study used the descriptive approach on a sample of 60 students out of the original total of 286 students, i.e. an estimated percentage of 21%. The various data and data were statistically



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processed by percentages. The results of this study indicated a remarkable development regarding the promotion and promotion of the values of citizenship in its social dimensions (cooperation, respect, tolerance).

7-2- A study (*Lakhdar Bouali and Bashir Nimroud, 2019*) published in the Nasiriyah Journal of Social and Historical Studies, entitled Physical Sports Activity as a Means of Promoting Coexistence from the point of view of students of the final phase of secondary education for the state of Chlef, and this study aimed to reveal the role of practicing sports physical activity in promoting coexistence and the values of citizenship in their social and value dimensions, also knowing the point of view of the students of the final phase of the high schools of the state of Chlef practicing sports activity in respect and embodiment of the laws Religions and respect for different cultures, where the researchers relied in this study on the descriptive approach to describe the studied phenomenon, where a questionnaire was built to be used in analyzing the dimensions of the study, and it was applied to a random sample of 200 students for the final stage of secondary education for the various states of Chlef for the academic year 2016/2017.

This study resulted in an important number of results, including: Final stage students carry positive impressionistic and evaluative perceptions of physical education, physical education contributes to promoting coexistence and consolidating the values of citizenship in its social dimension, such as: solidarity, cooperation, respect for the role, ... And also in its value dimension such as: tolerance, rejection of violence, rejection of intolerance,... However, its reinforcement of the social dimension was clear, profound and focused compared to the value dimension.

7-3- A study (*Khaled Mahmoud Al-Zayoud and others, 2019*) published in the Journal of the Association of Arab Universities, entitled The Beliefs of Yarmouk University Students on the Role of Sports in Promoting Social, Moral and National Values, the researchers used the descriptive survey method, by applying a questionnaire consisting of (57) items, distributed over three areas: (social values, moral values, national values) on a sample of (650) male and female students from the fitness courses for all at Yarmouk University, who were randomly selected. The results of this study showed that students' beliefs about sports have positive repercussions in the development and promotion of moral, social and national values, and that males are more affected by the repercussions of practicing sports activities on social, moral and national values than females.



The study recommended the need to work on hosting prominent sports, social and national figures to promote the beliefs of students at Yarmouk University in the importance of sports and its role in developing their social, moral and national values.

## **8- Methodological procedures of the study:**

### **8.1 Fields (limits) of study:**

#### **8.1.1 Temporal domain:**

- Theoretical study: from August 15, 2023 to: October 02, 2023.
- Field study: from 04 October 2023 to 26 November 2023.

#### **8.1.2 Spatial domain:**

The study was conducted at the classroom level in the Martyr Ibrahim Mzouzi High School in Khenchela province.

#### **8.1.3 Human Domain:**

The study was conducted on a sample of 200 male and female students out of the total number of students of the Martyr Mazouzi Ibrahim High School, which is estimated at 572 students.

## **8.2 Study Methodology:**

The descriptive survey approach was relied on due to its suitability to the nature and objectives of the current study, and the descriptive approach is known as one of the most famous approaches circulating in the field of social sciences in particular, so that it focuses on a phenomenon for the purpose of diagnosing it, showing its aspects and interpreting it, in addition to studying the relationships between its elements or between them and other phenomena, and therefore it is an approach that is not limited to collecting and classifying data, but goes beyond its role to interpret these collected data (*Amraoui, 2023, p. 299*).

## **8-3- Society and study sample:**

**8.3.1 Study population:** The study population consisted of all 572 students of the Martyr Ibrahim Mazouzi High School registered for the academic year 2023/2024.

**8.3.2 Study sample:** The size of the study sample was 200 male and female students, randomly selected by a simple random probability sample with a percentage of 35% of the original total of the study population of 572 male and female students, and Table (01) shows the distribution of the sample members according to personal variables.





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*Table 01: Distribution of respondents according to personal variables.*

| Percentage | Frequency | Level  | Variable      |
|------------|-----------|--------|---------------|
| %49,5      | 99        | Male   | <i>Gender</i> |
| %50,5      | 101       | Female |               |
| %100       | 200       | Total  |               |

*Source: Prepared by the authors based on the outputs of (SPSS V22)*

It is noted from Table (01) that the percentage of males is close to the percentage of females in the study sample, where the percentage of males was estimated at 49.5%, representing 99 students, while the percentage of females was estimated at 50.5%, representing 101 students, the census is close between males and females, and this is due to the institution's management's endeavor for equitable distribution between males and females in each educational section.

### **8.4 Field Study Tool:**

In this current study, we relied on a questionnaire form to adapt it to the variables of the study, where we distributed 200 questionnaires to the students of the Martyr Ibrahim Mazouzi High School, and all of them were recovered.

#### ***8.4.1 Apparent honesty of the instrument:***

The questionnaire was presented in its initial form to a group of 08 arbitrators of expert and specialized professors in order to arbitrate it, so that the questionnaire is more honest and objective and measures what was prepared to measure, so that the proposed amendments are made by the arbitrators, and the arbitrators expressed their agreement to use the questionnaire in the secondary environment, so that the study tool in its final form consists of 23 items.

#### ***8.4.2 Validity of the internal consistency of the questionnaire statements:***

The correlations between the degree of each phrase with the total degree of the axis to which it belongs were calculated using the Pearson correlation coefficient, where the correlations between the questionnaire statements with the total degree of the axis to which they belong all came statistically significant at the level of significance (0.05), so that the correlation of each phrase and the total degree of the axis to which it belongs according to the order of the statements from (01) to (23) were estimated as follows:



*Table 02: Validity of the internal consistency of the questionnaire statements.*

| value of cooperation |       |       | The value of peaceful coexistence |      |       |       |         |      |       |       |        |  |
|----------------------|-------|-------|-----------------------------------|------|-------|-------|---------|------|-------|-------|--------|--|
| Sign                 | 0.000 | 0.792 | Words16                           | Sign | 0.02  | 0.534 | Words9  | Sign | 0.000 | 0.655 | Words1 |  |
| Sign                 | 0.000 | 0.625 | Words17                           | Sign | 0.000 | 0.685 | Words10 | Sign | 0.001 | 0.582 | Words2 |  |
| Sign                 | 0.000 | 0.639 | Words18                           | Sign | 0.003 | 0.623 | Words11 | Sign | 0.001 | 0.586 | Words3 |  |
| Sign                 | 0.000 | 0.712 | Words19                           | Sign | 0.002 | 0.542 | Words12 | Sign | 0.005 | 0.503 | Words4 |  |
| Sign                 | 0.000 | 0.655 | Words20                           | Sign | 0.000 | 0.674 | Words13 | Sign | 0.000 | 0.647 | Words5 |  |
| Sign                 | 0.000 | 0.659 | Words21                           | Sign | 0.003 | 0.523 | Words14 | Sign | 0.000 | 0.820 | Words6 |  |
| Sign                 | 0.000 | 0.659 | Words22                           | Sign | 0.000 | 0.627 | Words15 | Sign | 0.000 | 0.627 | Words7 |  |
| Sign                 | 0.000 | 0.757 | Words23                           |      |       |       |         | Sign | 0.000 | 0.720 | Words8 |  |

*Source: Prepared by the two researchers based on outputs (spss v22)*

From Table (02), it is clear that the correlations between the questionnaire statements with the total score of the axis to which they belong are all statistically significant at the significance level (0.05), which confirms the internal validity of the statements.

### **8.4.3 Stability of the tool (questionnaire):**

To verify the stability of the study tool, the equation (Cronbach's alpha) was applied to all paragraphs of the study tool, where the value of the stability coefficient was (0.873), which is a high value and acceptable for the purposes of application, and Table (03) illustrates this.

*Table 03: Stability coefficients by (Cronbach's alpha) method for the axes of the study instrument.*

| <i>sphere</i>                | <i>Number of phrases</i> | <i>Alpha Cronbach Axle Stability</i> |
|------------------------------|--------------------------|--------------------------------------|
| <i>peaceful coexistence</i>  | 15                       | 0,890                                |
| <i>spirit of cooperation</i> | 8                        | 0.845                                |
| <i>general tool</i>          | 23                       | 0,873                                |

*Source: Prepared by the two researchers based on spss v22 outputs)*

Table (03) shows that the value of the questionnaire's overall constant factor is high at 0.873 for the total of 23 questionnaires, which is greater than the acceptable value of 0.7, while the persistence of the axes ranged from a minimum of 0.845 to a maximum of 0.890, indicating that the questionnaire has a high degree of consistency and can be relied upon in the field application of the study.

### **8.5 Statistical processing:**

The statistical package program for social sciences was used to process data statistically, version 2022, symbolized by the abbreviation (SPSS, V22), so that the researchers answer the questions of the study.



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**9. Presentation, interpretation and discussion of results:**

The following is a presentation of the results of the study, which aimed to identify the beliefs of students of the Martyr Ibrahim Mazouzi High School about the role of sports practice in promoting some social values, and the results will be presented depending on the questions of the study:

**9.1 Results related to the first question:**

What are the beliefs of the students of the Martyr Ibrahim Mazouzi High School about the role of sports practice in promoting some social values? To answer this question, the arithmetic averages and standard deviations of the respondents' answers were extracted for all areas of the study tool, and the relative importance index was extracted, in addition to the level of contribution (Importance Level), and Table (04) illustrates this.

*Table 04: Arithmetic averages, standard deviations, materiality index and level of contribution to respondents' answers for all areas of the study tool.*

| <i>level</i>         | <i>number</i> | <i>field</i>                | <i>Total average paragraphs per area.</i> | <i>Arithmetic average.</i> | <i>standard deviation</i> | <i>Relative Importance Index (RII)</i> | <i>Level Contribution</i> |
|----------------------|---------------|-----------------------------|---|----------------------------|---------------------------|--|---------------------------|
| <i>1</i>             | <i>1</i>      | <i>peaceful coexistence</i> | <i>61.97</i>                              | <i>4.13</i>                | <i>0.39</i>               | <i>0.83</i>                            | <i>high</i>               |
| <i>2</i>             | <i>2</i>      | <i>cooperation</i>          | <i>32.29</i>                              | <i>4.04</i>                | <i>0.33</i>               | <i>0.81</i>                            | <i>high</i>               |
| <i>social values</i> |               |                             | <i>94.26</i>                              | <i>4.09</i>                | <i>0.36</i>               | <i>0.82</i>                            | <i>high</i>               |

*Source: Prepared by the authors based on the outputs of SPSS v22*

It appears from Table (04) that the arithmetic averages of the respondents' answers to the fields of study ranged between (4.04-4.13), where the first place came "the field of peaceful coexistence" with an arithmetic average (4.13) and a high level of contribution, and in second place came "the field of cooperation" with an arithmetic average of 4.04 and a high level of contribution, and the arithmetic average of the tool as a whole reached (4.09) with a high level of contribution, and this indicates that the level of beliefs of students of the Martyr Ibrahim Mazouzi High School about the role of sports practice in promoting social values was high.

The researchers also extracted the arithmetic averages and standard deviations, as well as the relative importance index (RII) and the level of contribution



(Importance level) for the answers of the study sample members for the paragraphs of each field of study individually, and tables (4 and 5) illustrate this.

**First: Peaceful Coexistence:**

*Table 05: Arithmetic averages, standard deviations, materiality index and level of contribution to respondents' responses to the paragraphs .of the field of "peaceful coexistence*

| <i>Level Contribution</i> | <i>Importance indicator Relative</i> | <i>standard deviation</i> | <i>Arithmetic average</i> | <i>paragraph</i>   | <i>number</i> | <i>level</i> |
|---------------------------|--------------------------------------|---------------------------|---------------------------|--|---------------|--------------|
| <i>high</i>               | <b>0.965</b>                         | <b>0.81</b>               | <b>4.83</b>               | Sports practice pushes me to play peacefully with my rivals.   | <b>12</b>     | <b>1</b>     |
| <i>high</i>               | <b>0.962</b>                         | <b>0.43</b>               | <b>4.81</b>               | Sports practice pushes me to make new friends<br>Strengthening personal relationships with the other.  | <b>5</b>      | <b>2</b>     |
| <i>high</i>               | <b>0.956</b>                         | <b>0.45</b>               | <b>4.78</b>               | Sports practice pushes me to resolve contentious issues with my colleagues peacefully and diplomatically.  | <b>6</b>      | <b>3</b>     |
| <i>high</i>               | <b>0.8</b>                           | <b>0.37</b>               | <b>4.01</b>               | Sports practice enhances my awareness of the seriousness of sports intolerance towards peaceful coexistence.   | <b>8</b>      | <b>4</b>     |
| <i>high</i>               | <b>0.8</b>                           | <b>0.38</b>               | <b>4</b>                  | My practice of sporting activities prompts me to move away from all forms of racism and induce my colleagues.  | <b>7</b>      | <b>5</b>     |
| <i>high</i>               | <b>0.8</b>                           | <b>0.42</b>               | <b>3.99</b>               | Sports practice enhances my awareness that peaceful coexistence is one of the most important values of the Islamic religion.                                 | <b>11</b>     | <b>6</b>     |
| <i>high</i>               | <b>0.8</b>                           | <b>0.32</b>               | <b>3.98</b>               | Sports practice encourages respect for differences of opinion and interests with others.   | <b>2</b>      | <b>7</b>     |
| <i>high</i>               | <b>0.8</b>                           | <b>0.37</b>               | <b>3.98</b>               | Sports practice encourages me to participate in civil society organizations, charities and sports clubs that support philanthropy and community coexistence. | <b>10</b>     | <b>8</b>     |



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|                    |       |       |  |   |    |    |
|--------------------|-------|-------|--|---|----|----|
| <i>High-Medium</i> | 0.794 | 0.35  | 3.97   | Sport encourages me to embrace positive and constructive dialogue with the other.   | 1  | 9  |
| <i>High-Medium</i> | 0.792 | 0.42  | 3.96   | Sports practice encourages me to avoid provocative celebrations that offend my competitors.   | 13 | 10 |
| <i>High-Medium</i> | 0.79  | 0.372 | 3.95   | Sports practice encourages me to respect the difference in social differences with the other.   | 4  | 11 |
| <i>High-Medium</i> | 0.79  | 0.398 | 3.95   | Sports practice encourages respect for each other's religious differences.  | 3  | 12 |
| <i>High-Medium</i> | 0.789 | 0.403 | 3.95   | Sports practice encourages me to participate in special sporting events and events held on the occasion of(International Day of Peace, International Day of Tolerance... ). | 15 | 13 |
| <i>High-Medium</i> | 0.785 | 0.4   | 3.93   | Sports practice reminds me that the ultimate goal of sport is peace, breeding souls, not just winning cups.   | 14 | 14 |
| <i>High-Medium</i> | 0.782 | 0.39  | 3.91   | Sport motivates me to avoid all forms of discrimination against women.  | 9  | 15 |
| 61.97              |       |       | <i>Total computational averages for peaceful coexistence</i> |   |    |    |
| <i>high</i>        | 0.82  | 0.39  | 4.13   | <i>Average peaceful coexistence</i>   |    |    |

*Source: Prepared by the two researchers based on spss v22 outputs*

It appears from Table (05) that the arithmetic averages of the respondents' answers to the paragraphs of the field of "peaceful coexistence" ranged between (3.91-4.83), where the highest was for paragraph (12), which reads: Sports practice pushes me to play peacefully with my competitors, with a high level of contribution, while the lowest was for paragraph (09), which reads: Sports practice pushes me to avoid all forms of discrimination against women, with a high - medium contribution level, and the arithmetic average for the field as a whole reached (4.13) with a high level of contribution.

The researchers believe that the reason for this may be due to the possession of students to positive beliefs through their participation in school sports activities, which works to develop the value of peaceful coexistence between them, and also



works to satisfy their social and psychological needs, especially in group activities that make students more close, coexist and linked to each other, participation in such activities would develop the student's culture of positive and constructive dialogue and accept differences in opinions and interests with his colleagues, as Participation in these activities supports the values of peaceful coexistence, tolerance and sports cooperation, and distances the student from introversion, social isolation, racism and sports fanaticism, not to mention its ability to enhance awareness among the student of the importance of charitable and associative work in promoting community coexistence between its various components.

The results of this study are consistent with the results of the study of Lakhdar Bouali (2019), which showed that physical education contributes to promoting coexistence and consolidating the values of citizenship in its social and value dimensions such as tolerance, rejection of violence, rejection of intolerance and solidarity.

She also agreed with the results of the study of Khalid Mahmoud Al-Zyoud et al. (2019), which showed that students' beliefs about sports have positive repercussions in developing and promoting social values such as coexistence with the other, reform between disputants, and helping and respecting others.

**Second: Cooperation:**

*Table 06: Arithmetic averages, standard deviations, materiality index and level of contribution to respondents' responses to the paragraphs of the field of cooperation.*

| <i>Level Contribution</i> | <i>Importance indicator Relative</i> | <i>standard deviation</i> | <i>Arithmetic average</i> | <i>paragraph</i>   | <i>number</i> | <i>level</i> |
|---------------------------|--------------------------------------|---------------------------|---------------------------|--|---------------|--------------|
| high                      | 0.96                                 | 0.386                     | 4.82                      | Sports practice pushes me to cooperate with my teammates in order to win some games.   | 16            | 1            |
| High-Medium               | 0.79                                 | 0.318                     | 3.94                      | Sports practice encourages me to share my personal views and ideas transparently with my colleagues.                           | 19            | 2            |
| High-Medium               | 0.79                                 | 0.292                     | 3.93                      | Sports practice urges me to participate with my colleagues in voluntary and charitable work inside and outside the institution | 21            | 3            |



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|             |      |       |      |   |    |   |
|-------------|------|-------|------|---|----|---|
|             |      |       |      | (planting trees, cleaning the stadium and the institution..).                                   |    |   |
| High-Medium | 0.79 | 0.309 | 3.93 | Sports practice pushes me to share responsibilities appropriately and fairly with my teammates. | 20 | 4 |
| High-Medium | 0.79 | 0.31  | 3.93 | Sports practice urges me to respect the views of my teammates and avoid underestimating them    | 22 | 5 |
| High-Medium | 0.79 | 0.355 | 3.93 | Sports encourages me to celebrate successes and achievements with my teammates.                 | 23 | 5 |
| High-Medium | 0.78 | 0.335 | 3.91 | My practice of sports activities pushes me away from introversion and individual work.          | 18 | 7 |
| High-Medium | 0.78 | 0.356 | 3.91 | Sports practice pushes me to use my colleagues to solve a sports problem.                       | 17 | 8 |
| 32.29       |      |       |      | <i>Total arithmetic averages for the field of peaceful coexistence</i>                          |    |   |
| high        | 0.81 | 0.33  | 4.04 | <i>Average peaceful coexistence</i>   |    |   |

*Source: Prepared by the two researchers based on spss v22 outputs)*

It appears from Table (06) that the arithmetic averages of the respondents' answers to the paragraphs of the field of "value of cooperation" ranged between (3.91-4.82), where the highest was paragraph (01), which reads: Sports practice pushes me to cooperate with my colleagues in order to win some games, with a high level of contribution, while the lowest was for paragraph (17), which reads: Sports practice pushes me to use my colleagues to solve a sports problem, with a high - medium level of contribution, and the arithmetic average of the field as a whole reached (4.04) with a high level of contribution.

This can be explained by the values included in sports activities that students can acquire through the participation of their colleagues, through sports practice the student learns to share his colleagues for his views and personal ideas with transparency, and also learns to share responsibilities with them, in addition to cooperation among them in solving various sports problems facing them, the nature of sports activities has the ability to enhance the process of interaction and social participation by encouraging charitable and collective volunteer work inside and outside the institution, which The student gains social relations that contribute to his social and psychological adaptation, not to mention its ability to



keep the student away from introversion and individual work and submit it for the benefit of the group over personal interest.

The results of this study are consistent with the results of the study of Ramadan bin Jaafar (2020), which indicated that the physical education and sports class has an effective role in promoting and promoting the values of social citizenship (cooperation, respect, tolerance).

The results of this study also agreed with the findings of the study of Lakhdar Bouali (2019), which showed that physical education contributes to the consolidation of the values of citizenship in its social dimension such as cooperation, solidarity...

**9.2 Results related to the second question :**

Are there statistically significant differences ( $\alpha \leq 0.05$ ) for the beliefs of Ibrahim Mazouzi High School students about the role of sports practice in promoting the values of peaceful coexistence and cooperation according to the gender variable?

To answer this question, the Independent Samples T-test was applied to the fields of study and the tool as a whole according to the gender variable, and Table (07) illustrates this.

*Table 07: Application of the "Independent Samples T-test" to the fields of study and the tool as a whole according to the gender variable*

| Levens Test<br>To smooth contrast |       |                          | Statistical<br>significance | T     | females                |                       | males                  |                       | level                |
|-----------------------------------|-------|--------------------------|-----------------------------|-------|------------------------|-----------------------|------------------------|-----------------------|----------------------|
| F                                 | Sig   |                          |                             |       | Deviation<br>Normative | Average<br>Arithmetic | Deviation<br>Normative | Average<br>Arithmetic |                      |
| 16.189                            | 0.00  | Homogeneity hypothesis   | 0.000                       | 5.131 | 0.197                  | 4.06                  | 0.183                  | 4.20                  | Peaceful coexistence |
|                                   |       | Heterogeneity hypothesis | 0.000                       | 5.135 |                        |                       |                        |                       |                      |
| 4.825                             | 0.029 | Homogeneity hypothesis   | 0.01                        | 3.444 | 0.195                  | 3.99                  | 0.182                  | 4.08                  | collaboration        |
|                                   |       | Heterogeneity hypothesis | 0.01                        | 3.447 |                        |                       |                        |                       |                      |
| 5.638                             | 0.018 | Homogeneity hypothesis   | 0.000                       | 6.429 | 0.138                  | 4.04                  | 0.130                  | 4.16                  | Social values        |
|                                   |       | Heterogeneity hypothesis | 0.000                       | 6.433 |                        |                       |                        |                       |                      |

*Source: Prepared by the authors based on the outputs of SPSS v22*





*Beliefs of secondary school students about the role of sports practice in promoting some social values.*

From Table (07), we note that the result of the Levens test for homogeneity for variables (peaceful coexistence, cooperation, social values) is not supportive of the homogeneity hypothesis, as the level of significance reached (0.00, 0.029, 0.018) respectively, which is less than the level of significance 0.05, and from it the T test was relied on for equal averages corresponding to the heterogeneity hypothesis, and by referring also to the test of differences in averages, there are statistically significant differences ( $\alpha \leq 0.05$ ) between the opinions of the sample members on the role of sports practice In promoting peaceful coexistence, cooperation and social values according to the gender variable, where the value of the level of statistical significance (0.000, 0.001, 0.000) respectively, which is less than the level of moral 0.05, and therefore all values of (T) are statistically significant, and when reviewing the arithmetic averages, it was found that the differences in favor of males.

The researchers attribute this to: the lack of sports facilities that suit the specificities of females to be able to practice sports with comfort and freedom without embarrassment or shame, such as the absence of changing rooms, in addition to the masculinity of Algerian society in general and the Algerian east in particular and its negative view of female practice of sports, as well as the weakness of information and awareness of the benefits of female practice of sports, not to mention that the religious orientation in its moral and behavioral framework in the region limits the possibility of females having positive beliefs towards sports practice and this Because of the clothes for sports activity and mixing, all this leads to male students having positive beliefs and attitudes towards practicing sports more than females, and with the results of this study, we note that the study of Khaled Mahmoud Al-Zayoud (2020) agreed with the findings of the current study, as it showed that males are more affected by the repercussions of practicing sports activities on some social values than females.



***Conclusions and suggestions:***

After analysis and discussion of the results, through pupils' answers to questionnaire questions, we reached the following conclusions:

- There are positive beliefs among martyr Ibrahim Mazouzi's high school students about the role of sports practice in promoting certain social values.
- There are positive beliefs among martyr Ibrahim Mazouzi's high school students about the role of sports practice in promoting the value of peaceful coexistence.
- There are positive beliefs among martyr Ibrahim Mazouzi's high school students about the role of sports practice in promoting the value of cooperation.
- Male students at Ibrahim Mazouzi High School believe that there is a role for sports practice in promoting some social values more than females.
- Male pupils at Ibrahim Mazouzi High believe that there is a role for sports practice in promoting the value of peaceful coexistence more than females
- Male pupils at Ibrahim Mazouzi High believe that there is a role for sports practice in enhancing the value of cooperation more than females

In the light of previous findings, the study recommends that:

- Holding some sporting events that promote the beliefs of pupils at the Martyr Ibrahim Mazouzi High School in the importance of sports practice and its role in promoting certain social values such as peaceful coexistence and cooperation;
- Awareness-raising and sensitization of the benefits of sports practice for members of society in general and for females in particular.
- Enriching physical and sports education curricula on topics related to the development of pupils' social values.



*Beliefs of secondary school students about the role of sports practice in promoting some social values.*

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