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The Level of Some Educational Values among Secondary School Students Engaged in School Sports

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Abstract:

The research aims to identify the level of some educational values among secondary school students engaged in school sports, specifically social and ethical values, as well as self-esteem values.

We adopted a descriptive approach to match the nature of the study, where the research sample consisted of 70 students from the secondary level engaged in school sports in the educational district of Bou Saâda. They were randomly selected, and the study tool was a values scale.

The results showed a generally high level of educational values, especially social and ethical values, and self-esteem values among the study sample. These results indicate the importance of school sports in developing educational values among students.

Keywords: Educational Values - School Sports - secondary school

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1. INTRODUCTION:

Values are considered one of the paramount subjects that occupy the minds of educators and those interested in educational issues, values represent the standards and lofty ideals that society seeks to establish in individuals, guiding them toward virtuous behavior and embodying noble qualities, the significance of values emerges from their role as the foundation for building an integrated personality, determining an individual's identity and affiliation, and guiding their behavior and interaction with others, moreover, values influence decision-making and responses toward various situations.

Values play a fundamental role in the educational process, serving as a primary source for deriving educational goals that educational institutions attempt to achieve; in addition, it is a source for adjusting human behavior by prevailing ethical and social standards, educational scholars emphasize the importance of values, considering education an evaluative practice to develop both the individual and society. Teaching values is crucial for supporting and guiding attitudes and behaviors from birth, considering the impacts of the surrounding environment (Gourgut & Tutkun, 2018, p. 317).

Educational institutions endeavor to embed values in the biological, psychological, social, and intellectual life. embedding positive values in the hearts and minds of children and young is a crucial goal of the educational process. Institutions, families, and social and cultural entities collectively seek to set positive values and cope with negative ones that may affect the younger generation This is achieved through various means intended to instill and reinforce desired values through education, social traditions, public etiquette, arts, and other methods that form an integrated value system (Al-Masri & Tarek, 2013).

School activities represent a vital component of the educational process, contributing to the comprehensive upbringing of students throughout different stages of their academic journey, these activities embody a progressive aspect of modern education, given their significant focus on practical and daily life aspects of students in various age groups, school activities actively contribute to developing learners' cognitive skills and the evolution of their attitudes, preferences, and values.



These activities allow students to apply their knowledge practically, acquire new skills, and enhance positive values such as collaboration, creativity, and acceptance of others (Al-Marai & Al-Hailah, 2008, p. 89).

School activities contribute to establishing friendship and cordiality among community members engaged in a shared activity, they also provide training in public service, democracy, holding responsibility, cooperation, self-confidence, respect systems and laws, and the accommodation between individual and communal interests. Additionally, they instill an appreciation for the global value of leisure time and its investment (Shahata, 2006, p. 47).

Physical education and sports, particularly school sports, are regarded as fundamental components within the purview of noble objectives and diverse programs in advanced and modern societies, school sports are in their pursuit of shaping individuals who are physically and mentally sound, therefore, the promotion of sports has become a national and humanitarian necessity which is one of the paramount means for the comprehensive preparation and development of societal resources, necessitating an augmentation of cognitive and cultural proficiency in sports throughout various educational stages.

Notably, a crucial role of physical education in schools is to edify and cultivate students through physical and cognitive motor activities and recreational culture, this prepares them to shoulder responsibility towards themselves, their bodies, and their personal and social lives, ultimately fostering virtuous citizens who benefit themselves and serve their nations, it has been achieved through school sports activities and considered educational experiences facilitating the acquisition and cultivation of virtues and noble qualities during play, the school sports education program plays a significant and pivotal role in conveying values, serving as the primary means through which educational institutions realize their objectives within a framework of organized and interconnected concepts, this framework operates to engender and develop values in students, culminating in the continuity and growth of their human character, directing it toward individual and societal prosperity (Wassila, 2020, p. 18).

Based on this data, we pose the following general question: **What is the level of some educational values among secondary school students who are engaged in school sports?**

2. Research questions:



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- What level of social values among secondary school students engaged in school sports?
- What level of ethical values among secondary school students engaged in school sports?
- What level of self-esteem values among secondary school students engaged in school sports?

3. General hypothesis:

The level of some educational values among secondary school students engaged in school sports is high.

3.1. Partial hypotheses:

- The level of social values among secondary school students engaged in school sports is high.
- The level of ethical values among secondary school students engaged in school sports is high.
- The level of self-esteem values among secondary school students engaged in school sports is high.

4. Aims of the study:

- 1- Investigating the level of educational values among secondary school students engaged in school sports.
- 2- Identifying the prevalent educational values among students participating in school sports.

5. Significance of the study:

This study derives its significance from the nature of the subject it addresses, shedding light on the level of educational values among secondary school students engaged in school sports. This scrutiny represents a fundamental challenge in developing their personalities and behaviors.

Additionally, the study enhances understanding of the role that school sports play as a means to transmit and enhance educational values among youth. Furthermore, the study provides valuable insights that contribute to shaping schools' education and sports strategies. Based on the results of this research, educators, school administrators, and educational authorities can improve school sports programs and direct efforts toward effectively promoting educational values.



6. Definition of Terms

6.1. Educational Values:

lexically: values encompass the religious, ethical, and social virtues upon which the human societal existence is founded (Mukhtar, 2008, p. 1878).

terminologically: it denotes a set of normative judgments intertwined with realistic contents that an individual acquires through interactions with diverse situations and experiences. These judgments are prerequisites to garner acceptance from a specific social group to undergo renewal within the individual's behavioral, verbal, attitudinal, or interest contexts (Zaher, 1996, p. 24). Alternatively, it constitutes the educative standards that families, schools, and communities must sustain in offspring for them to yield virtuous outcomes in their behavior.

Procedurally: educational values encompass principles and beliefs that the educational system endeavors to establish and grow in students. These values aim to construct an integrated and sound personality capable of positive societal interaction.

6.2. Social values:

terminologically: social values constitute a collection of principles and standards individuals acquire through their experiences and interactions with others. These values organize individuals within the community to which they belong, ensuring that their behaviors are harmonious and compatible. (Sheldan, 2017, p11).

Procedurally: A set of positive standards and behaviors acquired by an individual through their interaction with the surrounding social environment, enabling them to adapt to their community effectively and contribute to its progress.

6.3. Ethical values:

terminologically: Ethical values refer to the set of standards, virtues, and ideals brought by Islam that represent a hypothetical construct that cannot be observed directly but instead can be inferred through an individual's verbal expression in choosing among alternatives that represent a set of behavioral responses that an individual may have adopted when encountering a particular situation, whether in their educational or general life. (Saad, 2005, p. 65)

Procedurally: Ethical values refer to principles, behaviors, and ethical virtues derived from the Islamic religion that guide human behavior in personal and social life to achieve good and happiness in this life and the hereafter.



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6.4. Self-Esteem Values:

Terminologically: It includes the individual's self-evaluation to adhere to this assessment, encompassing positives that contribute to self-respect compared to others. Simultaneously, this evaluation incorporates negatives that do not diminish his standing among others, while he strives to overcome them. (Mohammed, Amer, 2018, p8)

Procedurally: Self-esteem is the collection of positive feelings, judgments, and evaluations that an individual holds about themselves, their abilities, and their accomplishments, encompassing self-appreciation, a sense of satisfaction and self-acceptance, and confidence in oneself and one's capabilities.

6.5. School Sports:

Terminologically: It consists of the processes and pedagogical, scientific, medical, health-related, and athletic methods by which the body gains health, strength, agility, and proper posture through adherence. (Salama, 1980, p. 129)

Procedurally: School sports refer to athletic activities and programs conducted within educational institutions encompassing students and pupils to develop their athletic, physical, mental, and social skills. School sports include competitive events within schools or between schools.

7. Previous Studies:

7.1. The study by Abdelrahman Lakhal and Firouz Aziz in 2019 entitled "The Role of Physical Education in Promoting Educational Values among Secondary School Students" aimed to investigate the levels of values practiced by students in physical education and those not engaged in it at the secondary level. The researchers employed a descriptive research methodology with a sample of 380 students from various secondary schools in Algeria, randomly selected, the research utilized a values scale comprising six aspects: social values, economic values, ethical values, self-esteem values, cognitive values, and aesthetic values. Key findings highlighted the significant role of physical education and sports in enhancing educational values. Engaging in these activities was shown to strengthen relationships and values through experiences gained in educational activities. Furthermore, participation in physical education contributed to the development of students' cognitive and intellectual capacities.



7.2. The study by Ahmed Abdel Dayem El Wezir in 2020 entitled "The Role of School Sports Activities in Instilling Educational Values Among Preparatory Stage Students from the Perspective of Physical Education Supervisors and Teachers" aimed to identify the moral, social, and aesthetic values that can be instilled in preparatory stage students from the perspective of physical education supervisors and teachers in Cairo and Giza schools, as well as the availability of moral, social and aesthetic values in school sports activities. According to the descriptive methodology, the researcher used a questionnaire covering three sections that are moral, social, and aesthetic values as a study tool on a sample of 50 physical education supervisors and teachers.

Among the most prominent findings was the presence of educational values in school sports activities. The value of courage ranked first in the moral values theme whereas preserving public money ranked last. The value of justice ranked first in the social values theme while self-reliance ranked last. The value of loving beauty ranked first in the aesthetic values theme and orderliness ranked last.

7.3. The study by Ibrok Siham and Gandouz Elgoul Khalifa in 2021 entitled "The Role of Recreational Physical and Sports Activities in Developing Some Moral Values in Extracurricular Activities Among Middle School Students" aimed to identify the role of recreational physical and sports activities in developing some moral values in extracurricular activities among middle school students. The researchers used the descriptive methodology and the research sample consisted of 200 middle school students from some middle schools in the state of Oran. A questionnaire was used as a tool for the study.

Among the key findings was that recreational physical and sports activities play a role in developing some moral values in extracurricular activities among middle school students, including good manners and courage.

8. Research Methods:

8.1. Exploratory Study: it is considered one of the paramount phases that must be undertaken to ascertain the suitability of the study field for field research procedures, comprehend the original community's size and characteristics, and assess the appropriateness of the utilized tool regarding the study's subject, before conducting the survey study, preliminary information was gathered from the provincial Association for School Sports in the M'Sila region, which provided us with the following information:



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- The number of secondary schools engaged in school sports in the M'Sila region was 34 institutions (season 2023/2024).
- The number of secondary schools engaged in school sports for the Bou Saada district delegation was 07 secondary schools.

Based on this data, an exploratory study was conducted, the sample of this study consisted of 10 high school students enrolled at Ziri Ben Manad High School and engaged in school sports outside the study sample, selected randomly. The scale was distributed to the mentioned sample, and data was collected based on answering its items.

8.2. Research Methodology: the descriptive method is used in this research because it is suitable for the nature of the topic. It is defined as one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem quantitatively and qualitatively by collecting, analyzing, and scrutinizing data. (Saati, 2014, p. 93).

8.3. Research Population and Sampling: The study population represents the individuals of the category in which we conducted the applied study according to the appropriate methodology for this study, the research population in our study is all high school students enrolled in the State School Sports League of M'Sila state, Boussaâda district delegation for the 2023/2024 season.

8.4. Research Sample: The current study sample consisted of 70 high school students enrolled in school sports in the Boussaâda district of M'Sila state, selected randomly.

8.5. Research Tool: In this study, we used the Values Scale for School Sports Participants prepared by Ibrahim Abdel-Rabbu Khalifa and Nabil Mohamed Hassan, the extracted values scale consists of six factors that represent the value system of the student-athlete: social values, economic values, moral values, self-esteem values, cognitive values, and aesthetic values. In this study, we chose to study three values: social values, moral values, and self-esteem values.

9. Psychometric Characteristics of the Data Collection Tool



9.1. Tool Validity: It refers to the extent to which the tool is appropriate for the study's purposes, meaning it effectively measures what is intended to be measured.

Content Validity: We selected 3 dimensions from the scale that were appropriate for our study and the research hypotheses, based on the suggestion of professors and doctors from the Institute of Sciences and Techniques of Physical and Sports Activities in Laghouat. The number of reviewers was 5. Content validity was established by having these experts review the suitability of the scale.

Internal Consistency validity: The internal consistency validity of the scale was verified by calculating the Pearson correlation coefficient between the scores of each item within the axes and the total score of the axis. This was accomplished using the statistical software SPSS.

The following table illustrates the correlation coefficients between each item of the social values axis and the total score of the axis:

Social Values Axis:

Table 01: Correlation coefficients between the statements of the social values axis and the total score of the axis

Axis statement s	Correlation Coefficient	Significance Value	Axis statement s	Correlation Coefficient	Significance Value
01	0.857**	0.002	04	0.758**	0.007
02	0.916**	0.000	05	0.909**	0.000
03	0.893**	0.001	06	0.792**	0.006

It is evident from Table (01) that the correlation values of the statements with the average dimension were high, ranging from 0.758 to 0.916, all of them were statistically significant at a significance level of 0.05, indicating the consistency of the statements with the dimension. Consequently, all the items in the Social Values Axis exhibit internal consistency within their axis, this affirms their validity, demonstrating their appropriateness for measuring the intended constructs.



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Ethical Values Axis:

Table 02: Correlation coefficients between the statements of the ethical values axis and the total score of the axis

Axis statements	Correlation Coefficient	Significance Value	Axis statements	Correlation Coefficient	Significance Value
01	0.857**	0.002	04	0.877**	0.001
02	0.931**	0.000	05	0.857**	0.002
03	0.893**	0.001	06	0.943**	0.000

It is evident from Table (02) that the correlation values of the statements with the average dimension were high, ranging from 0.857 to 0.943, all of them were statistically significant at a significance level of 0.05, indicating the consistency of the statements with the dimension. Consequently, all the items in the Ethical Values Axis exhibit internal consistency within their axis. This affirms their validity, demonstrating their appropriateness for measuring the intended constructs.

Self-Esteem Values Axis:

Table 03: Correlation coefficients between the statements of the self-esteem values axis and the total score of the axis

Axis statements	Correlation Coefficient	Significance Value	Axis statements	Correlation Coefficient	Significance Value
01	0.859**	0.001	04	0.931**	0.000
02	0.877**	0.001	05	0.937**	0.000
03	0.893**	0.001	06	0.668**	0.035

Table (03) shows that the correlation values between the statements and the average dimension were high, ranging from 0.668 to 0.937, all values were statistically significant at a significance level of 0.05, indicating the consistency of the statements with the dimension. Therefore, all the items in the Self-Esteem Values Axis exhibit internal consistency within the axis they pertain to. This confirms their validity, demonstrating their appropriateness for measuring the originally intended constructs.

9.2. Tool Reliability: To measure the reliability of the study instrument, the Alpha Cronbach reliability coefficient was used. The results are as follows:

Table 04: Cronbach's alpha reliability coefficient for the scale axis

statements	Alpha Cronbach
18	0.939

Source: Prepared by the researcher based on SPSS V22 outputs

As shown in Table (04), the overall reliability coefficient for the scale was very high, reaching 0.939 for the total scale items, this indicates that the scale has a very high level of reliability and can be relied upon in the field application of the study.

9.3. Determining the Range of the Arithmetic Mean: Since the variable represents choices or alternatives (existing to a large extent, existing to a moderate extent, not existing) on an ordinal scale with weights (3-2-1), we calculate the weighted mean to determine the levels, as illustrated in the following table:

Table 05: Arithmetic mean according to Likert's 3-point scale

Response	Arithmetic Mean	Level
Non-Existent	1 - 1.66	Low
Moderately present	1.67 - 2.33	Moderate
Highly Present	2.34 - 3	High

9.4. Statistical Methods Used in the Study:

- Percentage.
- Pearson correlation
- coefficient. Alpha Cronbach reliability coefficient.
- Mean, standard deviation, and Arithmetic mean.

10. Presentation, Analysis, and Discussion of Results



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10.1. Presentation, Analysis, and Discussion of the First Hypothesis :

“The level of social values among secondary school students engaged in school sports is high”.

Table 06: Represents the Frequencies, percentages, and statistical significances for the social values axis

Level	Standard Deviation	Mean	Non-Existent		Moderately Present		Highly Present		Phrase
			%	Repetition	%	Repetition	%	Repetition	
High	0.455	2.71	00	00	29	20	71	50	01
High	0.468	2.69	00	00	31	22	69	48	02
High	0.259	2.93	00	00	07	05	93	65	03
High	0.562	2.79	07	05	07	05	86	60	04
High	0.695	2.46	12	08	31	22	57	40	05
High	0.168	2.97	00	00	03	02	97	68	06
High	0.157	2.75	Social Values						

The study results, as depicted in Table (06), confirm the achievement of the hypothesis. The average score for the sample respondents on the statements of the Social Values Axis was 2.75, with a standard deviation of 0.157. The calculated averages for the scale's constituent statements ranged from 2.46 to 2.97 according to the Likert Triadic Scale used in the study, these averages fall within the high level which specifies the range [2.34-3] for grades indicative of a high level of social values.

These results reflect the positive impact of engaging in sports activities on students' acquisition of social values, the positive influence can be attributed to the opportunities provided by school sports for social interaction, teamwork, and the exchange of experiences among students, these positively influence their acquisition of social values such as acceptance of others, cooperation, belonging, and responsibility.

Additionally, the discipline required in sports and players' adherence to rules contribute to developing positive social values, this aligns with a study by Abeer Abu Al-Naja in 2022, which emphasizes the influential role of teachers in promoting these values; teachers play a crucial role in encouraging cooperative



behaviors, teamwork, and acceptance of others by involving students in both in-class and extracurricular activities, teachers also strive to promote teamwork and prioritize their interests over personal interests, contributing to reducing aggressive behaviors and accepting different perspectives.

These results underscore the importance of encouraging sports activities in schools for their numerous benefits in developing social values among students.

10.2. Presentation, Analysis, and Discussion of the Second Hypothesis:

“The level of ethical values among secondary school students engaged in school sports is high.”

Table 07: Represents the Frequencies, percentages, and statistical significances for the ethical values axis

Level	Standard Deviation	Mean	Non-Existent		Moderately Present		Highly Present		Phrase
			%	Repetition	%	Repetition	%	Repetition	
High	0.302	2.90	00	00	10	07	90	63	07
High	0.120	2.99	00	00	01	01	99	69	08
High	0.494	2.76	03	02	14	10	83	58	09
High	0.352	2.86	00	00	14	10	86	60	10
High	0.675	2.47	10	07	33	23	57	40	11
High	0.774	2.54	17	12	11	08	72	50	12
High	0.189	2.75	Ethical Values						

The study results, as presented in Table (07), confirm the achievement of the hypothesis, the average score for the sample respondents on the statements of the Ethical Values Axis was 2.75, with a standard deviation of 0.189, the calculated averages for the scale's constituent statements ranged from 2.47 to 2.99. According to the Likert Triadic Scale used in the study, these averages fall within a high level which specifies the range [2.34-3] for grades indicative of a high level of ethical values.

This can be explained by the fact that engaging in school sports activities provides a fertile environment for developing ethical values among students, it requires adherence to fair play rules, respect for opponents and referees, fosters team spirit, and promotes acceptance of others; Additionally, it reinforces values



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such as honesty, integrity, and courage, this aligns with a study by Abroug Siham, Gandouz Khalifa in 2021, which emphasizes the positive role of recreational activities in extracurricular activities in developing values such as good character and courage among students, recreational activities are essential means for developing ethical values as they constitute an educational and dynamic field for practical application.

All of these factors positively contribute to high ethical values among students engaged in school sports activities.

10.3. Presentation, Analysis, and Discussion of the Third Hypothesis:

“The level of self-esteem values among secondary school students engaged in school sports is high.”

Table 08: Represents the Frequencies, percentages, and statistical significances for the self-esteem values axis

		Non-Existent			Moderately Present		Highly Present		
Level	Standard Deviation	Mean	%	Repetition	%	Repetition	%	Repetition	Phrase
High	0.234	2.94	00	00	06	04	94	66	13
High	0.204	2.96	00	00	04	03	96	67	14
High	0.660	2.64	10	07	16	11	74	52	15
Moderate	0.737	2.33	17	12	36	25	47	33	16
High	0.696	2.47	11	08	30	21	59	41	17
High	0.204	2.96	00	00	04	03	96	67	18
High	0.233	2.73	Self-esteem values						

The study results, as presented in Table (08), confirm the achievement of the hypothesis. The average score for the sample respondents on the statements of the Self-Esteem Values Axis was 2.73 with a standard deviation of 0.233.

The calculated averages for the scale's constituent statements ranged from 2.47 to 2.96. According to the Likert Triadic Scale used in the study, these averages fall within the high level, which specifies the range [2.34-3] for grades indicative of high self-esteem values. However, one statement recorded an average score of 2.33, placing it within the moderate level.



This result can be attributed to what school sports provide regarding opportunities for self-realization, competence, and self-confidence, this is achieved through challenges, athletic achievements, receiving awards, appreciation of others, and a sense of belonging to the team, this aligns with a study by Abbabseh Youcef in 2023, which emphasizes that engaging in sports activities scientifically and regularly contributes to enhancing the level of self-esteem among students, the practice of sports activities positively impacts the physical and social self-esteem of Secondary school students.

11. CONCLUSION

The previous presentation, analysis, and discussion of the theme results indicate a high level of educational values among the study sample of high school students enrolled in school sports activities, it was evident in the high averages on social and ethical values scales, and self-esteem in particular due to the positive social environment provided by practicing school sports, as it is considered a fertile and suitable environment for establishing desired educational values and attitudes among students by encouraging interaction and cooperation among students, promoting belonging to the group, commitment to laws, and respect for competitors; Also, athletic achievements and appreciation from others help reinforce students' self-confidence and self-esteem.

This has been confirmed by Lakhel and Firouz (2019) in their study that practicing physical and sports reinforces relationships and values through the experiences students gain through educational activities.

Additionally, El Wezir's 2020 study showed the importance of educational values and embedding them in preparatory stage students through teaching and implementing school sports activities, as they are a social necessity that must exist in every organized society. These values are important determinants of social behavior because they are learned and acquired, and school sports activities work to optimize the growth of learners physically, socially, mentally, and emotionally.

12. Recommendations:

The obtained findings from the study, we recommend the following:



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- The importance of encouraging participation in school sports activities because of its significant educational and social benefits.
- The need to provide adequate support for school sports activities because of their evident positive impact on developing students and personalities in an integrated manner socially, morally, and psychologically.
- The necessity of urging and actively engaging students in school sports activities as participants, not just spectators.
- The need to pay attention to assess, and diagnose strengths and weaknesses in students' educational values and work to develop and improve them, whether verbally or practically, when performing school sports activities.

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