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## **Present situation of sports physical activity in educational institutions**

### **Field Study, Elementary Schools in the State of AinDefla**

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#### **Abstract:**

Physical sports activity is one of the basic frameworks for maintaining the educational process of students, where the good health of the teacher is one of the most important factors that help in the process of academic achievement, as education that provides students with health-related skills is necessary for their physical, psychological and social safety.

What can be pointed out is that the reality of physical sports activity in educational institutions, especially primary education, is still limited from the pedagogical and field aspects.

From this point of view, through this research paper, we will try to shed light on this topic (the reality of physical sports activity in educational institutions) as this article is classified as one of extra-curricular activities

**Keywords:** school - sports physical activity - educational institutions - school health.

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## **Present situation of sports physical activity in educational institutions**

### **First - the problem and assumptions:**

The school is considered one of the most important institutions of socialization that aims to educate the individual as well as crystallize his personality in all aspects and fields, in addition to teaching him various principles and frameworks.

The school, through all its subjects, strives to preserve its principles and laws related to the system related to it.

School health is considered one of the most important topics within the school environment, and this is related to school feeding, combating addiction of all kinds and forms, physical sports activity...etc.

On this basis, we find physical education and sports one of the most important subjects that fall within the scope of the subject of school health, by maintaining the health of the students through sports, kinetic and physical activities.

From this point of view, we will try, through this research paper, to shed light on the subject of physical education and sports in the school environment as a pedagogical and healthy activity within the primary school.

Hence, we ask the following general question: What is the reality of sports physical activity in educational educational institutions (primary school) and the extent of its impact on school health?

### **-Partial questions:**

Are training mechanisms for teachers still almost non-existent at the level of physical activity in educational institutions (primary school)?

To what extent does the intensity of the curriculum affect the effectiveness of physical education and sports at the level of educational institutions (primary school)?

### **-Study hypotheses:**

Training mechanisms for teachers remain almost non-existent at the level of physical activity in educational institutions (primary school).

Curriculum intensity affects the effectiveness of physical education and sports at the level of educational institutions.

### **Second - defining concepts:**

#### **1. Sports physical activity:**

The concept of physical and sports education is broad, but it is directly related according to its objectives to general or comprehensive education, and from it it is a process of guiding the physical growth and human stature using

physical exercises and health measures, and some other methods for the purpose of acquiring physical and cognitive qualities and skills that fulfill the requirements of society or the educational need of the human being (awad & kamel saleh abdo, 2003, pp. 88-89).

## **2-The school:**

It is a social institution that everyone agreed to establish with the aim of preserving culture and transmitting it from one generation to another. It also provides the appropriate opportunities for the child to grow physically, mentally emotionally and socially at the appropriate level that is consistent with what society expects from levels and what the individual is capable of. (Al-Zoubi, p. 31)

## **3- School health:**

School health is the set of programmes, strategies, activities and services implemented jointly by the school, school health units and other health sectors in schools, designed to promote the health of students and staff (physical, psychological and social). (Suleiman bin Nasser Al-Shehri, 1431 H, p. 13)

### **procedural definition:**

Procedurally, we know the school as the second institution of socialization, which aims to educate the individual and crystallize his personality in all aspects and fields, as well as teach him various principles and frameworks.

## **Third - Methodological bases of the study:**

### **1- Curricula followed in the study:**

#### **1-1- Descriptive Analytical Approach:**

The nature of the subject necessarily imposed on us the use of the descriptive-analytical method, which is an approach aimed at collecting facts and data about a particular phenomenon or situation, with an attempt to adequately explain these facts.

"It is also a method that the researcher relies on to obtain accurate information that depicts the social reality and contributes to the analysis of phenomena". (Al-Dhibibat, 2001, p. 135)

We have used this method in our study in order to describe this phenomenon and analyze it sociologically.

#### **1-2- Statistical Method:**

The statistical approach is used to collect data in the form of research results in the form of numbers and quantitative graphs, as the results of the research appear in the form of figures and graphs. (Rashid Shmeishem, 2009, p. 213)

We relied on this approach in the subject of our study because it allows us to collect information, convert it into numbers and put it in tables in order to prove

## **Present situation of sports physical activity in educational institutions**

the relationship between the study variables, and then analyze it sociologically.

### **2- Study technique:**

We have chosen in our study two techniques related to the topic we are about to accomplish, namely:

#### **2-1- Note:**

Observation is one of the oldest and most common means of collecting information, as it was used by the first human being to identify natural phenomena, then its use moved to the sciences in general and to the social and human sciences in particular .(Atwi, 2009, , p. 120)

Observation was used in the subject of our study, based on the observation of the reality of physical sports activity practices in these educational institutions in terms of structures and available capabilities in addition to the nature of their actual practice in the field.

#### **2-2- Form:**

This type of research is used, as it uses what it uses of certain forms, as it is used in answering questions from it .(Jamal Maatouk, 2009, p. 213).

The questionnaire was distributed to 73 male and female respondents (primary education teachers) and their position on the physical reality of sports within educational educational institutions.

Our questionnaire was based on a set of direct questions, and the focus was on questions related to hypotheses, in order to save time.

### **3- The study sample:**

The appropriate sample for the subject of our study is the intended sample because it differs from the samples by the chance method that obtains information from those who encounter it, as it gives an idea of the total individuals from whom the information was taken.

The intended sample is defined as “it is one of the samples by chance, that is, he obtains information from those he encounters, as it gives an idea of the group of individuals from whom he took information.”

The intentional sampling is used if the research community is not controlled in the dimensions, and therefore there is no precise framework. The sample can be chosen at random. In this case, the researcher resorts to choosing a group of units that fit the purpose of his research .(Rachid Zarwani, 2002,, p. 198)

We selected a sample of 73 (researched and surveyed) of primary education teachers in several districts of AinDefla state, focusing on some of the features that are related to the study hypotheses.

**Fourth - Presentation of the tables and their sociological analysis:**

**Table No. 01.**Represents the gender of the teacher and its relationship to the performance of this class

Sex Performance	Males		Females		Total	
	N	%	N	%	N	%
Permanently	02	10%	00	00%	02	03%
Sometimes	07	33%	11	21%	18	25%
Non exisant	12	57%	41	79%	53	72%
<b>Total</b>	21	100%	52	100%	73	100%

We note from Table No. 01, which represents the gender of the teacher and its relationship to the performance of this quota, that the highest rate was estimated at 72%, and the performance of this quota was non-existent, then sometimes at 25%, and finally 03% for those who answered permanently. It is clear to us from the table that the achievement of physical and sports activity classes is linked to gender, as males practice this activity more than females.

This is due to the physiological formation of males, which allows them to engage in all kinds of sports activities, while the opposite for females, their exercise is very little, and if any, it is limited to non-strenuous activities such as doing simple movements that depend on the mind and guessing more, and on the other hand, the nature of education and socialization for both sexes in society The Algerian has divided roles in this field.

The Algerian family always seeks to make males stronger than their physiological structure and appearance, and for this they rely on methods that reflect this interest by making them join sports clubs that develop their physiological capabilities, while females do not receive this attention because in the eyes of the family And the social environment that morphological strength is one of the features of complete masculinity and does not belong to the feminine element.

From this point of view, we find that most of the teachers are reluctant to do these math lessons, because they are ignorant of the methods and rules of doing it on the one hand, and on the other hand, a training that allows it, and From this point of view too, we find that most of the teachers are reluctant to do these physical sports classes because they are ignorant of the methods and rules of doing them on the

## Present situation of sports physical activity in educational institutions

one hand, and on the other hand their physiological formation does not allow this.

**Table No. 02:** It shows the nature of the formation and its relationship to the method of performance:

Nature of formation performance	Deep		superficial		Non existant		Total	
	N	%	N	%	N	%	N	%
Theoretical	01	20%	15	88%	51	100%	67	92%
Field related	04	80%	02	12%	00	00%	06	08%
<b>Total</b>	05	100%	17	100%	51	100%	73	100

We note through Table No. 02, which shows the nature of the formation and its relationship to the performance method, the highest percentage was estimated at 92% for the theoretical performance method, compared to the field at 08%.

The training that professors and teachers receive, especially in the primary stage, is limited to pedagogies of education and educational guidance, and this is often a short theoretical training, especially at the present time, as the direct employment process takes place without training, and the latter takes place in short courses, holidays and certain days, as well as We have previously indicated that it is limited to the pedagogy of education and educational guidance, while we find that training in the field of physical education is non-existent, especially as we have already mentioned the short period of training and the intensity of educational materials (interest in basic materials).

**Table No. 03** shows the nature of the available possibilities and ways to complete physical education and sports classes.

nature of possibilities waysof achievement	Many		Medium		Non existant		Total	
	N	%	N	%	N	%	N	%
Existant	02	67%	02	15%	00	00%	04	05%
Sometimes	01	33%	07	54%	12	21%	20	27%
Non existant	00	00%	04	31%	45	79%	49	68%
<b>Total</b>	03	100	13	100%	57	100%	73	100

We note through Table No. 03, which shows the nature of the available possibilities and ways to complete physical education and sports classes, we found the highest percentage of 68% for the lack of ways to achieve physical education and sports classes, followed by those who answered sometimes with an estimated

rate of 27%, and finally 05% for those who answered that it Found.

Most of the educational institutions in the primary stage, though not most of them, do not have the financial capabilities and equipment to carry out physical activity classes, and this is what makes teachers prefer not to do so, as they do not find ways to accomplish them in safe and healthy conditions, as these institutions lack the minimum conditions.

On this basis, teachers are preferred or even forced not to complete it due to the absence of these capabilities, and for fear of the consequences that may occur if it is carried out under these circumstances (injuries).

**Table No. 04:** Represents the formation mechanisms in the sports side and their effectiveness at the level of physical sports activity

formation mechanisms Efficiency at the level of sports activity	Existant		sometimes		Non existant		Total	
	N	%	N	%	N	%	N	%
Effective	02	67%	04	31%	00	00%	06	08%
Kind of	01	33%	06	46%	04	07%	11	15%
Not effective	00	00%	03	23%	53	93%	56	77%
<b>Total</b>	03	100%	13	100%	57	100%	73	100

We note through Table No. 04, which represents the formation mechanisms in the sports aspect and their effectiveness at the level of physical sports activity, the highest percentage estimated at 77% for those who answered that they are ineffective, followed by those who answered somewhat by 15%, and finally 08% for those who answered that they are effective.

This table has a close relationship with Table No. (2), which says (formation and the nature of performance), where, as we mentioned earlier, the formation of teachers and teachers is currently limited to teaching them the pedagogies of education and educational guidance under limited time conditions (holidays and some days).

Where the teacher finds himself in the field of education immediately after passing the recruitment competition and begins the actual practice of lessons and educational materials without preliminary training, and therefore in most cases, the effectiveness of his performance is limited and to a large extent low, especially in sports physical activity, which in their view is not of great importance to the for

## Present situation of sports physical activity in educational institutions

other educational materials.

Accordingly, the effectiveness of their performance of this substance is very low.

**Table No. 05:** shows the programming of physical education classes in timetables and actual application

theoritically in the field	Non programmed		Programmed		Total	
	N	%	N	%	N	%
Done	02	05%	00	00%	02	03%
Sometimes	07	16%	11	38%	18	25%
Never	35	79%	18	62%	53	72%
<b>Total</b>	<b>44</b>	<b>100%</b>	<b>29</b>	<b>100%</b>	<b>73</b>	<b>100%</b>

We note through Table No. 05, which shows the programming of physical education classes in the timing tables and the actual application, that the highest percentage was estimated at 72% for those who answered that the field aspect is absolutely non-existent, then sometimes by 25%, and finally 03% for those who answered that it is completed.

The Algerian school depends on imported educational curricula that are subject to the global system through the diversity of educational materials and lessons. From this point of view, we find in most of the time tables given to students in the primary stage, in which physical education and sports classes are programmed, and this is one of the aspects of the integration of the educational curriculum, and its proportion to the nature and capabilities of educated people.

But in fact, we find that most of these classes (physical education), although not to say most of them, are not carried out due to the available conditions and the absence of training in this area, which reflects poor performance, in addition to the intensity of educational programs, which we will address in the upcoming tables.

**Table No. 06:** Shows the timing of physical education classes investing in the



completion of other educational classes

<b>Investment</b>	<b>Number</b>	<b>Percentage</b>
Yes	53	73%
NO	17	23%
sometimes	03	04%
<b>Total</b>	<b>73</b>	<b>100%</b>

We note through Table No. 06, which shows the investment of the timing of physical education classes in the completion of other educational classes. We found the highest percentage of 73% for those who answered yes, followed by those who sometimes answered with 23%, and finally 04% for those who answered no.

As we have already indicated in the previous table that physical education classes are programmed in the timetables for different years in primary education, but they are not carried out as a result of the aforementioned circumstances.

(Possibilities, nature of training....)In addition to overcrowding within departments and the intensity of lessons, the timing of these classes (physical education) is used to complete classes and other educational materials, in the opinion of teachers, that are very important compared to physical sports classes.

**Table No. 07:** represents the method of evaluating the physical education subject and its relationship to class performance

<b>performance evaluaton</b>	<b>Always</b>		<b>Sometimes</b>		<b>Non existant</b>		<b>Total</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Theoritacally	00	00%	14	78%	53	100%	67	92%
In the field	02	100%	04	22%	00	00%	06	08%
<b>Total</b>	<b>02</b>	<b>100%</b>	<b>18</b>	<b>100%</b>	<b>02</b>	<b>02</b>	<b>73</b>	<b>100</b>

We note through Table No. 07, which represents the method of evaluating the physical education subject and its relationship to the performance of the class. The highest percentage was estimated at 92%, the method of evaluation was theoretical, compared to the field at 08%.

Through this table, we conclude that the physical education and sports activity classes are programmed in the timing schedule delivered by the administration to teachers and students, and as a result of the previously mentioned conditions (lack

## Present situation of sports physical activity in educational institutions

of capabilities, lack of training.....) it is not actually accomplished in reality, an evaluation of these The subject, whose boxes are filled in students' test books and calculated with the rest of the educational materials, and since teachers are forced and compelled to do so, this process is done in ways that are not subject to objectivity and actual evaluation, but are subject to randomness and personal considerations, and therefore its results do not reflect the true value of the teacher in this subject.

**Table No. 08:** Shows the respondents' position on the intensity of the curriculum and its impact on the achievement of physical education and sports.

Curriculum Intensity	Intense		Acceptable		Non existant		Total	
	N	%	N	%	N	%	N	%
The effect on the completion of the article								
always	00	00%	00	00%	02	67%	02	<b>03%</b>
sometimes	08	14%	09	82%	01	33%	18	<b>25%</b>
Non exstant	51	86%	02	18%	00	00%	53	<b>72%</b>
<b>Total</b>	<b>59</b>	<b>100</b>	<b>11</b>	<b>100%</b>	<b>03</b>	<b>100%</b>	<b>73</b>	100

We note through Table No. 08, which shows the respondents' position on the intensity of the curriculum and its impact on the achievement of physical education and sports, the highest percentage was estimated at 72% for those who answered that the effect on the completion of the subject was non-existent, then sometimes by 25%, and finally 03% for those who always answered.

We conclude from this table, which represents a summary of all of the above, in addition to the reality of the Algerian school, specifically education in the primary stage, which has become suffering from many crises, on top of which is the intensity and complexity of the curriculum, as it has become incompatible with the intellectual, psychological and physical abilities of the students and its lack of connection with their sociocultural and economic reality, in addition to the overcrowding in departments, made the professors limit their interest and focus on explaining and teaching basic subjects (mathematics, language...) at the expense of other educational subjects, and the physical education class was the most prominent, as it was sacrificed, and not Completing it and exploiting its timing in

completing lessons related to other subjects, which in the teachers' eyes are of great importance in the educational path of students.

Accordingly, the intensity of the school and educational curricula reflected negatively on the classes of physical education and sports activity.

**Fifth - General results of the study:**

The training that teachers and professors receive, especially in the primary stage, is limited to pedagogies of education and educational guidance, and this is mostly a short theoretical training, especially at the present time, as the direct employment process takes place without training and tribal training, and the latter takes place in short courses, holidays and certain days. As we have already mentioned, it is limited to the pedagogy of education and educational guidance, and this reflects the weak performance of teachers in the primary stage.

Most of the educational institutions in the primary stage, though not most of them, do not have the financial capabilities and equipment to carry out sports physical activity classes, and this is what makes teachers prefer not to do so, as they do not find ways to complete them in safe and healthy conditions, as these institutions lack the minimum the conditions.

- The teacher also finds himself in the field of education immediately after passing the recruitment competition and begins to directly practice the actual lessons and educational materials without preliminary training. Therefore, in most cases, the effectiveness of his performance is limited and to a large extent low, especially in sports physical activity, which in their view is not of importance Too much for the rest of the educational materials.

Also, most of the (physical education) classes, though not most of them, are not conducted due to the available conditions and the absence of training in this area, which reflects poor performance, in addition to the intensity of educational programs.

- The overcrowding within the departments and the intensity of the lessons, so the timing of these lessons (physical education) is used to complete lessons and other educational materials, in the opinion of teachers, which are very important compared to physical sports lessons.

- We also concluded that physical education and sports activity classes are programmed in the timing schedule given by the administration to teachers and students, and as a result of the previously mentioned circumstances (lack of capabilities, lack of training.....) it is not actually accomplished in reality, an evaluation of this subject must be conducted, which Its boxes are filled in students' test books and calculated with the rest of the educational materials, and

## **Present situation of sports physical activity in educational institutions**

since teachers become compelled and compelled to do so, this process is done in ways that are not subject to objectivity and actual evaluation, but are subject to randomness and personal considerations, and therefore its results do not reflect the true value of the teacher in this subject.

- Accordingly, the intensity of the curricula and education negatively affected the classes of physical education and sports activity.

In the end, what can be said from the above is that physical sports activity in educational institutions remains almost non-existent, especially with regard to the subject of physical education and sports, and this is due to the marginalization of this subject in the absence of the necessary capabilities for its practice within Algerian schools.

### **CONCLUSION**

Accordingly, what can be said at the end of this study is that physical sports activity remains almost non-existent as an educational subject within educational institutions, due to the lack of the necessary capabilities for this subject, and on the other hand, the intensity of the curriculum, where its share is often compensated with a basic subject (Mathematics, language...) or dispense with it completely.

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