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The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers -A field study of some secondryschools in the state of M'sila-

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ABSTRACT:

Quality education carries many ideas in the field of teaching in general, and physical education is a system in itself whose main goal is to evaluate human performance in a comprehensive manner through the aspects of physical activities selected as an educational medium characterized by realism and has important educational and educational outcomes, and given the importance of school sports, which is the basis The subject of physical education The Algerian state seeks to achieve these goals, as school sports are considered a reservoir of talent in various countries of the world and Algeria is no less important than these countries, but the reality we live in imposes another vision, as Algeria in general and the school in particular suffers from inequality in the availability of capabilities And pedagogical means, which is an indispensable element. As a result of this reality, the professor's work was greatly affected, and thus the student was inevitably affected by the students' reluctance to practice sports, and this reflected negatively on the Algerian sports system.

Keywords: Pedagogical methods - school sports - physical education

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*Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
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INTRODUCTION:

The notion of excellent education according to modern standards that keep pace with technological development has occupied an important place in the field of education and higher education. In the current half-century, workers in this vital axis have taken a good interest in attempting to develop a strategy to establish acceptable bases for progress and development skills for the teaching process. Sports education is an educational system that aims to improve overall human performance through physical activities selected as an educational medium with significant educational outcomes. It develops strength, health, and vitality in the body and aims to instill a spirit of cooperation, patience, order, and leadership. It also helps the mind to act and think well, as well as it shapes teaching methods and the potential, including organs and tools, which are the strong pillar of the teacher concerning using his educational competencies in organizing pupils' learning. A teacher's skill in using teaching methods helps to deal with the pedagogical curriculum flexibly, meet the needs of learners, and achieve the planned goals at an acceptable level, especially in the field of physical education. Hence, the teacher of Physical Education is a fundamental pillar on which the overall education system is based. The success of physical education requires equipment and means that contribute to the success of the overall objective of physical education.

The latter is the subject of our study, where the lack of pedagogical means and possibilities generally leads to the regression of sports. From this perspective, we decided to engage in a study that takes into account the teacher's view on the role of pedagogical means in achieving the objectives of sports as the first responsible for the course of physical education.

2. Problem of the study:

School sport is one of the basic activities adopted by educational institutions from the very age. It is a common mistake that many unfortunately adopt that school or educational institutions are only a means of education and that their task is confined to this scope and must not deviate from it, which of course is not true.

Given the specificities of physical education and the child's age, we must not abolish the role of the educator or the physical education teacher. The latter must be aware of the daily reality and live through the different changes, including psychological, morphological, emotional... etc. Moreover, the teacher should try to open up another area for the student to get away from the

Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli

stereotype of the pupil-teacher relationship and open up alternative behavioral prospects that will establish behavioral attitudes that benefit the pupil through school sports activity. (Abdelhamid Charaf, 2000, p. 25)

Through the Algerian state's recent efforts to achieve these goals, school sport is regarded as the reservoir of talents in various countries of the world. Algeria is no less important than these countries in terms of the enormous stock of human resources, namely pupils of different ages and teachers of different sports disciplines.

However, the reality we live in imposes another reality, as Algeria in general and the school in particular is suffering from unequal availability of pedagogical capacities and means, which are an indispensable element and an imperative for school sports activity. This reality has had a significant impact on the course of the teacher's work and imposed other orientations, which have sometimes led to the pupil's reluctance to engage in school sports activity and hence the deterioration of the sports system as a whole. That is what we are currently living through the results recorded in various sports, which do not live up to the level that the various ruling regimes in Algeria aspire to.

Based on the foregoing, we decided to engage in a study that seeks to assess the capacities available for practicing school sports activities.

General question:

Are there basic pedagogical means and facilities for practicing school sports from the point of view of physical education teachers?

Sub-questions:

- Are there basic facilities (yards, stadiums) for practicing school sports?
- Do educational institutions contain basic pedagogical means (balls, cones, Etc.)

3. Study hypothesis:

General hypothesis:

There are pedagogical means and basic facilities for practicing sports from the point of view of physical education teachers.

Partial hypotheses:

- There is a basic infrastructure in institutions for practicing school sports activities.

***Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli***

- Educational institutions have the necessary pedagogical means for practicing school sports activities.

4. Study objectives:

- ✓ To know whether there are pedagogical means and basic facilities for practicing school sports from the point of view of physical education teachers.
- ✓ To find out whether there are base facilities (yards, stadiums) for practicing school sports.
- ✓ To know whether educational institutions contain basic pedagogical means (balls, cones, etc.).

5. Study importance:

- This study is one of the studies that deals with another dimension of physical education, which is the conditions in which the teacher of physical and sports education works.
- Achieving the general objectives of physical education and thus the state's objectives.
- Enriching the library with new references and topics that will contribute to drawing the attention of researchers to the problems of the school sports sector.

6. Study terms:

6.1. Capacities (pedagogical means):

Terminologically:

It is educational means usually used to create a learning process. School, teacher, word, book, photo, sharia, film, etc., may all be considered as important educational means of guidance and the production of formal education for pupils. (Mohammed Ziad Hamdan, 1981, p. 54)

Procedurally:

It is concrete means, including cones, balls, shirts... which are essential for school sports.

6.2. School Sports Activity:

Terminologically:

Physical activity means the overall field of human movement, as well as the process of training and activation against weakness and lethargy. In fact, physical activity in its broad concept is a comprehensive expression of all

Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli

physical activities performed by a human being, in which his body is generally used. Some scholars have used the expression "physical activity" as the main area encompassing types, forms, and phases of a human being's physical culture. (Mahmoud Saad, 1988, p. 120)

Procedurally:

It is a sports competition between high schools that starts at the local level and then moves to the regional level and then national level through qualifications and tournament organized by the Association of School Sports in coordination with the Directorate of Youth and Sports.

6.3. Physical education and sports:

Procedural definition:

School sport is the sum of sports activities within educational institutions within the framework of the School Sports Association, which culminates in local, regional, national, and international tournaments in which pupils create and demonstrate their competencies and talents.

7. Applied aspect

7.1. Pilot study:

Undoubtedly, to ensure the proper functioning of any field research, the researcher must conduct a pilot study to determine the appropriateness of the study field with field research procedures, as well as to ensure the validity of the tool used and the difficulties that the researcher may encounter. Accordingly, the researcher conducted a pilot study on a group of middle schools in the State of M'sila by communicating with physical education teachers in these schools.

The objectives of the pilot study:

- Find out where this study can be conducted and its scope.
- Learn about everything that can impede our work and the various difficulties that may be encountered.
- Identify the sample, its surrounding environment, and its various circumstances.
- Get close to the members of the sample under study.

Thus, the researcher can detect any problem that may arise before the original study, enabling him to solve these unexpected problems at this stage of

Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli

the study. Therefore, the pilot study deserves the special effort exerted, especially by the beginner researcher. (AbouAllamRajaa, 2011, p. 98)

7.2. Study fields:

✓ Temporal field:

After determining the subject matter of the study, the serious work concerning the theoretical part started from the beginning of September until January 2022, which continued with the rest of the research stages. The applied study concerning the distribution of the questionnaire was as follows:

Date of questionnaire distribution: 01/03/2022

Date of questionnaire collection: 10/03/2022

✓ Spatial field:

The study was conducted in the state of M'sila on a group of physical education teachers in various middle schools.

7.3. Approach:

Definition of the scientific approach: The scientific approach is the indispensable means and support in any scientific research or fieldwork in various sciences and domains. It is "a set of special rules and processes that allow for obtaining proper knowledge in the search for truth as a science.

(Mohammed Awad Bassiouni, Faissal Yassin Al-Shati, 1992, p. 15)

Due to the subject's nature and in an effort to find a scientific solution to the research problem presented in the study, the researcher in this study relied on the descriptive approach as an appropriate approach to the subject of the study, which is defined as "one of the forms of analysis and scientific expression organized to describe a specific phenomenon or problem and portray it quantitatively by collecting data and information on the phenomenon or problem, classifying it, analyzing it, and subjecting it to careful study".

(Sami Mohammed, 2006, p. 370)

7.4. Study community:

If the researcher decides to do field research, he must clearly identify the community he will study. The research community includes all the individuals who have the characteristics to be studied. The research participants may

Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli

consist of individuals, universities, or organizations, and in any event, the research community should not be ambiguous.

(Mabrouka Omar Mhiri, 2008, p. 153)

The study community is approximately 160 physical education teachers, teaching in the middle schools of the state of M'sila.

7.5. Study sample:

We are unable to conduct comprehensive research to obtain information from the original research community. Hence, units representing the community in question, or the so-called sample, are used as it is "the study community from which field data are collected, which is part of all. It is a specific proportion of the original community members, and then the results of the study are generalized to the whole community".

(Zarwati Rachid, 2002, p. 191)

7.6. Sample selection method:

We selected the sample in a random and equal manner so that it allows us to conduct our study within a proper scope of knowledge. The sample of the study represented about 40 teachers, thereby ensuring that the sample accounted for more than 10% of the sample community so that we could generalize results to the study community.

7.7. Data collection instruments:

The first step we have taken in our study is to develop tools of information transfer that help to disseminate the aspects of research, namely to gather information from different references in order to familiarize ourselves with the theoretical aspect through which the researcher seeks to reveal the truth and unravel the problem put forward. Concerning the applied aspect, a questionnaire was prepared in order to investigate information on the subject matter of the study. The researcher developed several theoretical and applied methods, which he identified as follows:

Sources and references: Reviewing previous research helps to increase the researcher's understanding of the problem under study and also leads to developing the results of the study in a historical framework by tracking the most important aspects of the problem.

(Abou Allam Rajaa Mahmoud, op.cit, p. 99)

Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli

Questionnaire: This method is characterized by helping to collect new information derived directly from the source and information obtained by the researcher through the interview, which we cannot find in the books. However, this method of gathering information requires careful actions from the outset, including:

- Determine the objective of the questionnaires.
- Identify and organize the time allocated to the questionnaire.
- Choose the sample to be questioned.
- Develop a sufficient number of choices for each question.
- Provide a brief summary of the questionnaire's objectives.

7.8. Psychometric characteristics:

- ✓ **Questionnaire validity:** The validity of the questionnaire means that the test actually measures the ability or phenomenon it is designed to measure. Validity is one of the most important factors of any scale or test as it is a condition for determining the reliability of the test.

We distributed 20 forms to 20 teachers on 15/02/2022 and then redistributed them to the same teachers on 20/02/2022. In both cases, we found the same observations on the way to ask questions.

7.9. Study design and statistical processing:

After the theoretical study, including collecting information, sources, and references, we conducted a pilot study that had many goals mentioned earlier. After identifying the study sample, we distributed the questionnaire forms, and after collecting all the forms (40 forms) from teachers, we filtered and sorted out questions. This process was done by calculating the number of frequencies of the answers for each question, after which the percentages are calculated in the following way:

$\% = \text{Number of frequencies} * 100 / \text{overall total of the sample}$

$\% = \text{Percentage}$

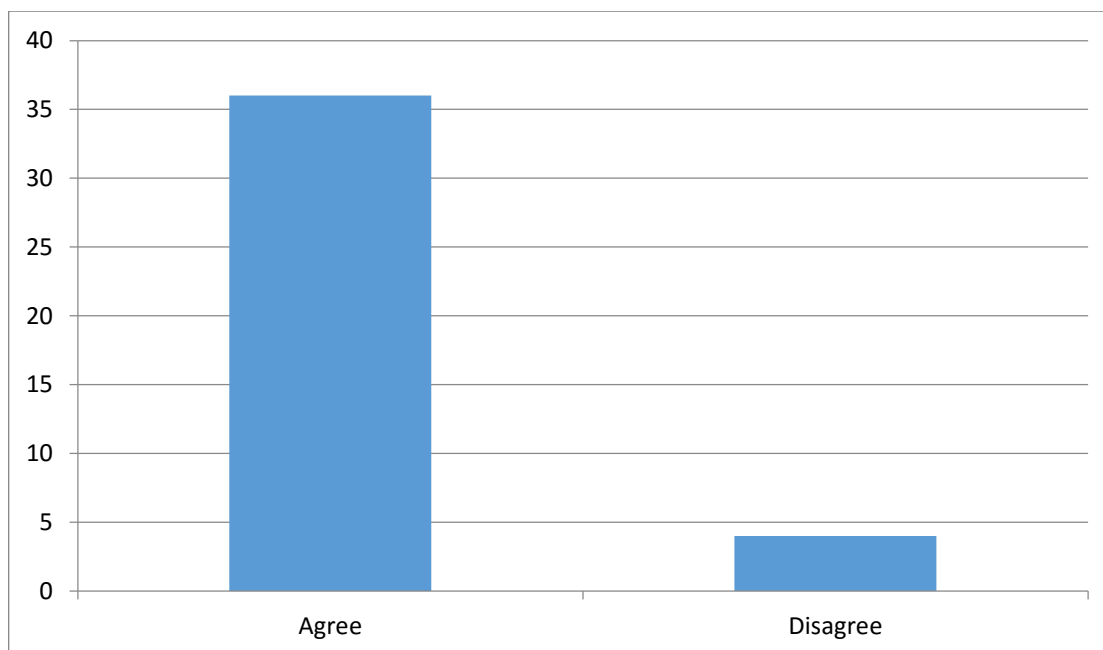
- **First axis:** Are there basic facilities (yards, stadiums) for practicing school sports?

***Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli***

Table.1. Are there enough spaces for school sports activity

	Frequencies	Percentage	Calculated χ^2	Tabulated χ^2	Significance level	Degree of freedom	Statistical decision
Agree	36	90	5.6	3.84	0.05	1	Significant
Disagree	4	10					
Total	40	100					

Fig.1. percentage of are there enough spaces for school sports activity



Through Table (01) above, we note that the responses of the study sample members have been divided into two groups. The first group, accounting for 90%, consisted of individuals who believe that there are sufficient spaces in educational institutions. The second group, estimated at 10%, was for those who argued that there are no stadiums in educational institutions.

Through the table, we note that the calculated χ^2 (5.6) is greater than the tabulated χ^2 (3.84) at the significance level of 0.05 and degree of freedom of 1. This is evidence of statistically significant differences.

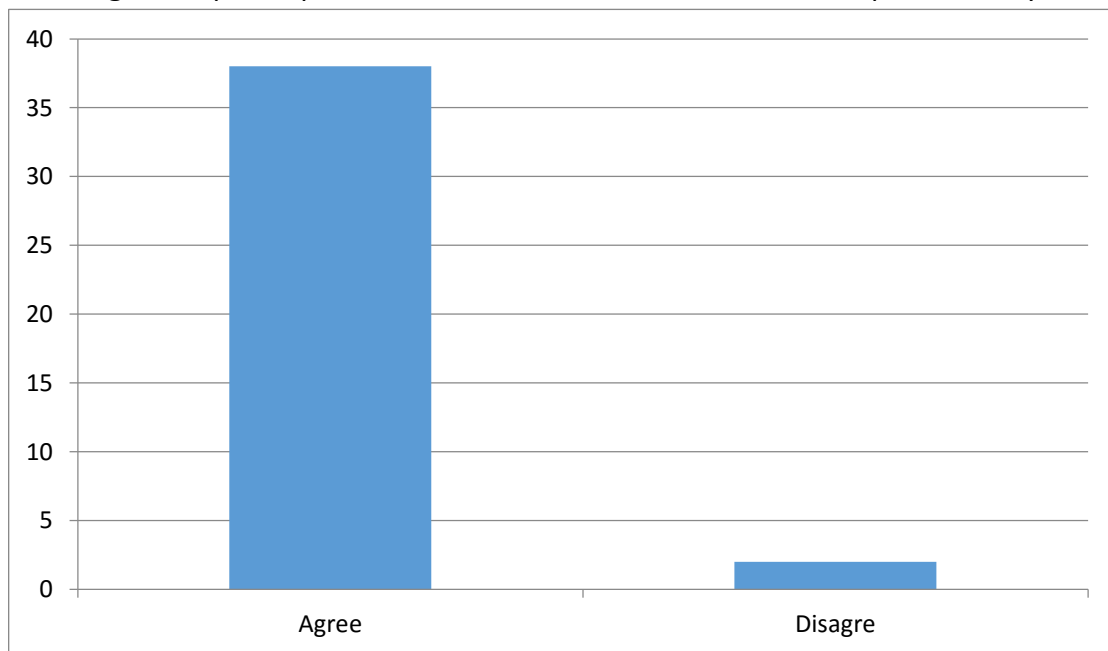
Conclusion: According to the table, we conclude that the majority of the study sample members confirm that there are sufficient spaces for practicing school sports within the middle schools.

***Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli***

Table (02): Do sports spaces meet the basic conditions for school sports activity

	Frequencies	Percentage	Calculated χ^2	Tabulated χ^2	Significance level	Degree of freedom	Statistical decision
Agree	38	95	4.8	3.84	0.05	1	Significant
Disagree	2	5					
Total	40	100					

Fig.2. Do sports spaces meet the basic conditions for school sports activity



Through Table (02) above, we find that 95% of teachers believe that sports spaces meet the basic conditions for school sports activity, while 5% of teachers argue that sports spaces do not meet the basic requirements.

Through the table, we note that the calculated χ^2 (4.8) is greater than the tabulated χ^2 (3.84) at the significance level of 0.05 and degree of freedom of 1. This is evidence of statistically significant differences.

Conclusion: From the previous analysis in the table, we conclude that the majority of teachers confirm that sports spaces meet the basic conditions for practicing school sports.

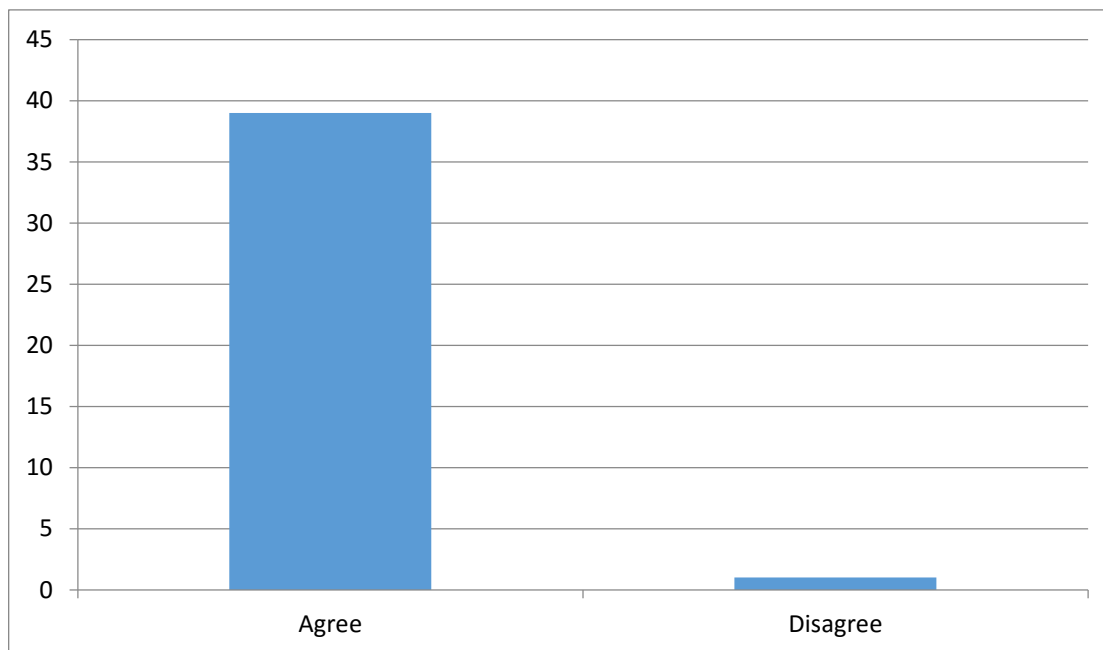
***Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli***

- **Second axis: Educational institutions have the necessary pedagogical means for practicing school sports activity**

Table.3. Does the institution have the simplest pedagogical means for practicing school sports activity

	Frequencies	Percentage	Calculated χ^2	Tabulated χ^2	Significance level	Degree of freedom	Statistical decision
Agree	39	97.5	4.16	3.84	0.05	1	Significant
Disagree	1	2.5					
Total	40	100					

Fig.3. Does the institution have the simplest pedagogical means for practicing school sports activity



According to table (03) and through the results, we note that the teachers' answers were as follows:

- 97.5% of teachers emphasized the availability of the simplest means (cones, pillars, whistles, and chronometer watch).

***Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli***

- 02.5% of teachers confirmed that the most basic means are not available, which is rare.

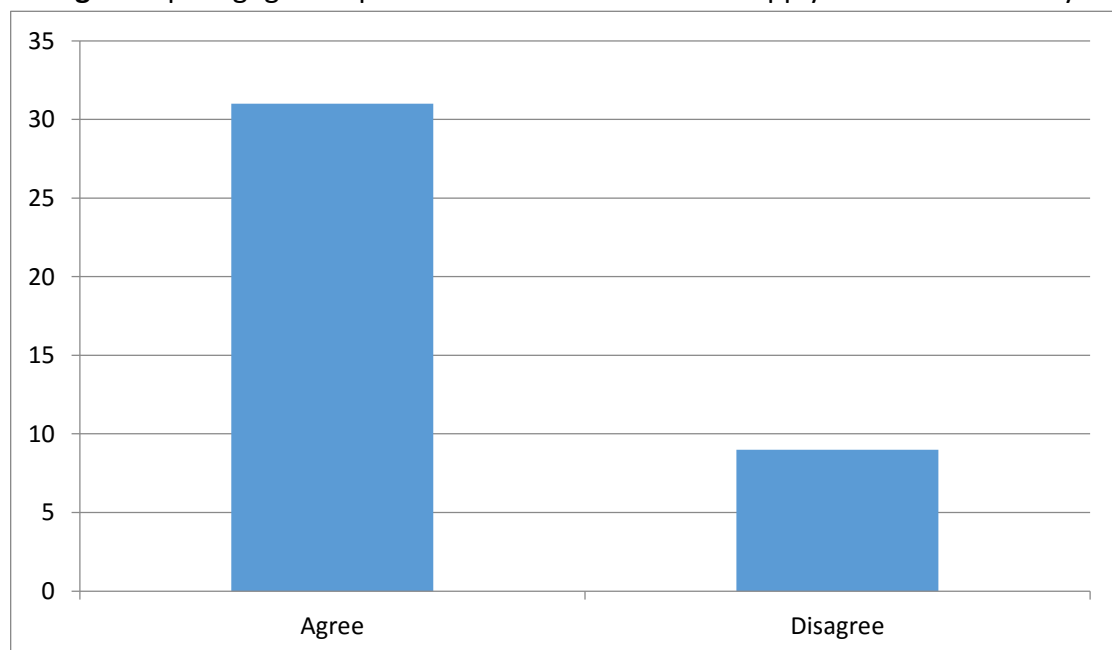
Through the table, we note that the calculated χ^2 (4.16) is greater than the tabulated χ^2 (3.84) at the significance level of 0.05 and degree of freedom of 1. This is evidence of statistically significant differences.

Conclusion: Through the results of the table, teachers' answers demonstrate the reality in institutions. Most institutions have simple means of exercising school sports.

Table.4. Do pedagogical capacities enable the teacher to apply his curriculum fully

	Frequencies	Percentage	Calculated χ^2	Tabulated χ^2	Significance level	Degree of freedom	Statistical decision
Agree	31	77.5	9	3.84	0.05	1	Significant
Disagree	09	22.5					
Total	40	100					

Fig.4. Do pedagogical capacities enable the teacher to apply his curriculum fully



According to table (04), we note that the answers of the study sample participants were divided into two groups. The first group, accounting for

Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli

77.5%, replied that the pedagogical means available enable the teacher to apply the curriculum. The second group, accounting for 22.5%, replied that the available means cannot contribute to the application of the program.

Through the table, we note that the calculated χ^2 (9) is greater than the tabulated χ^2 (3.84) at the significance level of 0.05 and degree of freedom of 1. This is evidence of statistically significant differences.

Conclusion: Based on the table, we conclude that most of the study sample participants confirm that the available means contribute to enabling the teacher to apply the program.

Discussion of the results of hypotheses in the light of previous studies:

After addressing the results obtained by presenting and analyzing them in this chapter, we come to discuss hypotheses by dealing with the most important conclusions we have reached in this research by dropping theoretical concepts on the applied study and comparing them.

Discussion of the first hypothesis:

From the results of the questionnaire and by comparing them with hypotheses based on figures obtained through frequencies calculation, as well as statistical significances obtained in tables (1) & (2), all statistical values obtained through calculating the (χ^2) and comparing it with the tabulated (χ^2) have a statistical significance indicating the validity of the hypothesis stating that there are base facilities (yards, stadiums) for practicing school sports.

Discussion of the second hypothesis:

According to the figures recorded in the second axis of the questionnaire and summarized in tables (3) & (4), and through calculating the (χ^2) and comparing it with the tabulated (χ^2), as well as through teachers' answers and statistical significances, almost all statistical results obtained are in accordance with the hypothesis that educational institutions have the necessary pedagogical means for practicing school sports activity.

Recommendations and suggestions:

Within the limits of this research and based on its objectives and the steps taken to verify the validity of the hypotheses and within the limits of the sample of research and statistical analysis, the researcher reached the following conclusions:

***Title: The effectiveness of sports facilities and pedagogical means in developing school sports activity from the point of view of physical education teachers
-A field study of some secondary schools in the state of M'sila-
Mohmed El amin Ghanem Arab Benmesli***

- Taking care of the cultural associations for school sports and giving them the importance and role assigned to them.
- Coordinating between the various bodies overseeing school sports in order to organize and revive school sports programs.
- The governing bodies of school sports must be chaired by specialists, namely the Teacher of Physical and Sports Education of the Cultural Association of School Sports and the Inspector of Physical and Sports Education of the State Association for School Sports.
- The need to apply laws relating to school sports on the ground under the supervision of all administrative bodies of school sports.
- Providing all the material and moral resources for teachers in order to promote the sports sector in general.

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