

Bridging the Gap Between Theory and Practice in Primary School Physical Education: A Field-Based Assessment

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Summary

The study aims to assess the difference between what is taught theoretically in the curriculum and what is practically applied during physical education classes. The objective of the study is to determine the alignment between theoretical goals and practical applications in physical education for students. The importance of the topic lies in its role in improving students' physical development and enhancing their social skills. The research follows a field-based approach using questionnaires and direct observation to analyze the current situation. The expected results indicate a gap between theoretical concepts and actual practice due to a lack of resources, insufficient teacher training, and time constraints. The recommendations focus on improving school facilities, enhancing

teacher training, and integrating theoretical activities with practical application. The ultimate goal is to enhance the effectiveness of physical education in primary schools and develop students' physical and social skills.

Keywords: *Physical Education, Primary Education, Theoretical and Practical, Physical Skill Development, Integration of Activities.*

Comblen le fossé entre la théorie et la pratique de l'éducation physique à l'école primaire : Une évaluation sur le terrain

Résumé

L'étude vise à évaluer la différence entre ce qui est enseigné théoriquement dans le programme et ce qui est appliqué pratiquement pendant les cours d'éducation physique. L'objectif de l'étude est de déterminer la concordance entre les objectifs théoriques et les applications pratiques de l'éducation physique pour les élèves. L'importance du sujet réside dans son rôle dans l'amélioration du développement physique des élèves et de leurs compétences sociales. La recherche suit une approche basée sur le terrain en utilisant des questionnaires et l'observation directe pour analyser la situation actuelle. Les résultats attendus indiquent un écart entre les concepts théoriques et la pratique réelle en raison d'un manque de ressources, d'une formation insuffisante des enseignants et de contraintes de temps. Les recommandations se concentrent sur l'amélioration des installations scolaires, le renforcement de la formation des enseignants et l'intégration des activités théoriques dans l'application pratique. L'objectif final est d'améliorer l'efficacité de l'éducation physique dans les écoles primaires et de développer les compétences physiques et sociales des élèves.

Mots-clés : *Éducation physique, enseignement primaire, théorie et pratique, développement des aptitudes physiques, intégration des activités.*

Introduction

Physical and sports education plays a fundamental role in developing an individual's character and enhancing their physical, mental, and social abilities. It is not just a recreational activity but represents a comprehensive educational tool aimed at achieving a balance between different aspects of a child's growth. In this context, the Algerian educational system has sought to integrate physical and sports education at all educational stages, as it is a core subject that contributes to achieving the major educational goals of the state. Primary school is the first stage in the educational journey, and it holds a special place in the educational system. At this stage, the child's cognitive and behavioral development occurs, and they need activities that contribute to the development of their skills and enhance their physical and intellectual abilities. Hence, the Algerian system has paid significant attention to physical and sports education at this stage by developing curricula and programs aimed at enhancing students' motor skills and supporting their physical and psychological health.

However, the practice of physical education in Algerian primary schools faces many challenges. Despite the ambitious goals outlined in official texts to promote the role of physical education, practical implementation does not meet the desired level. This gap is manifested in the lack of specialized teacher training, the absence of suitable sports facilities, overcrowded classrooms, and the lack of awareness of the importance of this subject among education officials. The importance of studying this topic increases due to the multiple roles physical education plays in a child's life, rang-

ing from improving physical fitness and motor balance to enhancing mental and social health. Educational research indicates that physical activity in the early years helps in building a balanced personality capable of adapting to life's demands.

Thus, the current study aims to explore the reality of physical and sports education in Algerian primary schools, analyze the reasons that hinder the implementation of related laws and regulations, and offer suggestions for improving this subject and making it an effective part of the educational system. This requires a comprehensive analysis of the legal, organizational, material, and human challenges related to this subject, with a focus on both the practical and theoretical dimensions of physical education at this stage.

Therefore, the study raises the following problem:

What are the obstacles hindering the implementation of physical and sports education in Algerian primary schools, and what are the possible ways to overcome these obstacles and achieve the desired educational goals?

This problem forms the core of the research, and the study seeks to answer it by analyzing the current situation of physical education in primary schools, offering effective recommendations for improving the current situation, and making this subject a fundamental pillar of primary education.

Importance of the Study

The importance of this study lies in the vital role physical education plays in the development of children's character and physical and intellectual abilities at the primary school level. Physical education is not just a sport; it is an integrated

educational tool that contributes to forming a child's overall personality by promoting physical and mental health and developing motor and social skills. Therefore, this study is essential for understanding the challenges facing the implementation of physical education in Algerian primary schools and providing solutions to overcome them. This study also contributes to improving the state of physical education, enhancing its status within the educational system, and achieving the desired benefits for children during this important stage of their lives.

Objectives of the Study

1. The study aims to analyze the current situation of physical education in these schools and identify the gap between theoretical objectives and practical practices.
2. The study focuses on the material, human, and organizational barriers preventing the proper application of physical education.
3. The study seeks to propose practical solutions for the identified problems, including developing teacher training programs, improving sports facilities, and providing necessary resources.
4. The study aims to support the importance of physical education in the Algerian educational system and enhance its role in developing children's motor and health skills.

Hypotheses of the Study

- The lack of sufficient specialized training for teachers affects their ability to deliver high-quality physical education lessons.
- The lack of appropriate sports facilities limits the schools' ability to implement the required programs effectively.
- Weak coordination between administrative and educational authorities leads to the absence of proper planning and support for physical education classes.
- The large number of students in a single classroom makes managing physical education lessons difficult and negatively impacts achieving their goals.

1. Previous and Similar Studies

Based on the data presented in this study, and other similar studies, the researcher is asked to rely on previous related research to enhance the effectiveness of this study. These efforts aim to examine both theoretical and practical aspects to reinforce the hypotheses and arrive at the appropriate solutions to address the questions raised in the problem. Special attention is given to the environment in which physical and sports education is practiced at the primary stage. To achieve the objectives of the studies and identify the facts related to the proposed problem, this study relied on two main approaches: the theoretical and the applied aspects, each with its own interests. The theoretical aspect includes materials collected through research from relevant sources and references. The researcher encountered several studies in this area, including the following:

- Dr. Ben Aqila Kamal: In his master's thesis (2011-2012) on physical and sports activity in the first and second stages of primary education and its impact on the psychological educational aspect, where the researcher focused on the social and cultural aspects of the Algerian educational system. The most important findings included:
 - The inability of the educational psychological aspect to progress without a specialized teacher with comprehensive training.
 - Insufficient time allocated for physical education lessons in primary schools.
 - The absence of focus on the teacher's organizational and structural aspects, which are considered a key element in the educational process alongside the child.
- Professor Aloui Hafidh: In his analytical and critical study on the reality of physical education in Algerian primary schools (Eastern Algeria) during the years (2016-2017), the study focused on the improper implementation of Algerian laws and regulations, which led to the neglect of physical and sports education in primary schools. He also emphasized the lack of public awareness of the importance of physical and sports education as a key factor in maintaining health and contributing to building a healthy society. These studies may seem independent from each other; however, they complement each other in terms of content. The main points of the previous studies can be summarized as:

- The importance of physical and sports education in the Algerian educational system.
- The importance of applying the curricula proposed by the competent authorities.
- The importance of teacher training in all knowledge aspects (education sciences).
- The importance of play at this stage of the child's development.

These points highlight the importance of physical and sports education as a fundamental pillar for developing educational systems and improving the efficiency of the overall educational process.

2. Study Variables

2.1. Physical and Sports Education

- Terminologically: Physical and sports education is a compulsory educational subject that forms an essential part of the curricula at all educational levels. This subject aims to develop motor and physical skills in students through various activities, enhancing their ability to express themselves and achieve individual and collective success. It also gives students the opportunity to choose the most appropriate solutions based on their mental and physical abilities, helping them develop their skills comprehensively. (Joubar and El-Haj, 2022, p. 228)
- Operationally: Physical and sports education is a subject concerned with the physical, health, and intellectual development of individuals.

2.2. Physical Education Class

- Terminologically: A physical education class is a subject related to developing students' motor, psychological, and social skills through movement, offering information covering health, psychological, and social aspects. It is part of the academic curriculum, like other subjects such as science and chemistry, which enhances the student's knowledge in various fields. (Wadhah, 2015, p. 356)
- Operationally: It is a subject based on physical exercises and activities, including individual and group games under the supervision of a specialized teacher, aiming to develop physical, psychological, and social capabilities.

2.3. Primary School

- Terminologically: Primary school is the educational institution responsible for teaching all members of the nation, where basic knowledge is taught to students, starting from the age of six to twelve years old (Slimani, 2022, p. 977).
- Operationally: It is an educational institution targeted at children to enhance their knowledge and provide them with basic skills and habits.

3. Theoretical Aspect

The theoretical aspect addresses the concepts and scientific and educational principles related to the subjects and skills needed to build advanced physical skills. Although theoretical lessons are similar to academic subjects such as chemistry or language, they focus on developing theoretical

understanding of sports skills and activities, helping students apply these concepts effectively during practical lessons. This aspect includes presenting basic concepts related to health, physical fitness, and proper nutrition. It also focuses on teaching students the principles of physical activity and its positive impact on the body and mind, thereby enhancing their understanding of the importance of practicing sports and adopting a healthy lifestyle. This information is provided through classroom activities, discussions, and educational materials (Antari and Ben Sassi, 2018, p. 233).

- **Operationally:** It is a type of education that focuses on presenting scientific and educational concepts that support learning physical skills. It includes studying the basic principles, laws, and theories related to sports activities, contributing to understanding the theoretical foundations that support motor performance.

4. Practical Aspect

The practical aspect represents an organizational framework provided by the physical education teacher, which includes a practical session conducted over a specific period under the school's supervision. This framework aims to enable students to apply the theoretical knowledge they have acquired in a real educational environment. This aspect focuses on implementing sports and physical activities.

4.1. To ensure maximum benefit and motivate their participation (Alawi, Ben Hafaf, and Boutalbi, 2023, p. 427).

Procedurally: A session is organized under the supervision of a physical education teacher for a specific period. This framework aims to enable students to apply the theo-

retical knowledge in a practical environment by executing physical and athletic activities. These activities include physical exercises, sports games, and group activities, specifically designed to match the students' ages and physical abilities, with a focus on enhancing coordination, collaboration, and discipline skills.

4.2. Tasks and Duties of Physical Education and Sports Lessons

The physical education and sports lesson is not limited to physical development, as some may think; it also achieves mental development by providing students with knowledge that covers health and psychological aspects. This subject contributes to guiding physical growth through physical exercises and is considered one of the educational practices that help develop the student's personality in a balanced way. Physical education and sports also meet students' physical needs according to their stages and motor abilities, and provide them the opportunity to participate in competitive sports activities both inside and outside the school (Salamani, 2012).

The main tasks of the physical education and sports lesson are as follows:

1. Contributing to maintaining health and proper physical development to achieve body balance.
2. Integrating motor skills and experiences: establishing the correct rules for practicing motor activities such as walking, running, and jumping.
3. Developing physical qualities: such as strength, speed, endurance, and flexibility.

4. Acquiring knowledge about the foundations and principles of physical movement.
5. Enhancing moral qualities and correct behavior.
6. Developing positive attitudes towards engaging in physical activities.

4.3. How to Structure a Physical Education and Sports Lesson

A physical education and sports lesson can be structured according to the annual distribution of games and activities, through:

- Organizing activities in the form of exciting games.
- Distributing appropriate exercises based on the students' age.
- Choosing the proper amount of effort for the student age group.
- Alternating between guided play and free play.

4.4. Content of a Physical Education and Sports Lesson

A physical education and sports lesson consists of three main stages: (Basyoni and Al-Shati, 1987, p. 115)

1. Preliminary Stage:

- Physical preparation: through special warm-up exercises.
- Physiological preparation: aimed at stimulating the functions of the heart, circulation, and respiration.
- Psychological preparation: aims to attract students' attention through simple games.

2. Main Stage:

- This stage is dedicated to achieving the set goals, including preparatory games. The games

are organized in a way that allows each student to participate in achieving the goals.

3. **Cool-down Stage:**

- The purpose of this stage is to bring the body back to its normal state after activity, including relaxation exercises like walking and breathing exercises.

4.5. Types of Physical Education and Sports Lessons

Physical education and sports lessons are divided into the following types according to their purpose (Teacher's Guide, 1986, p. 34):

1. **General Physical Preparation Lesson:** Offered to all age groups and focuses on educational activities based on physical abilities.
2. **Sports Training Lesson:** Designed for those involved in specific sports, requiring special preparation.
3. **Remedial Exercise Lesson:** Offered to develop physical aspects related to certain professions.
4. **Applied Professions Lesson:** Prepared for young people joining specific jobs.
5. **Introduction Lesson:** Aimed at discovering the abilities and orientations of participants toward physical education.
6. **Reinforcement and Stabilization Lesson:** Provided for students who have learned specific skills and need to reinforce them.

4.6. The Applied Aspect of the Study

Exploratory Study: The exploratory study is an initial phase of scientific research aimed at gathering preliminary data

that help define the research problem, understand its dimensions, and guide the researcher in choosing the appropriate tools for the remainder of the study. A range of field methods such as questionnaires, interviews, and field observations are used in this phase to collect detailed information about the studied phenomenon.

Fields of the Exploratory Study: The exploratory study targets areas that collect preliminary data on a particular topic. In a study related to physical education and sports, for example, the areas are:

- Evaluating the level of physical activity practice among teachers.
- Analyzing the professional training of teachers in physical education.
- Studying the difficulties faced by teachers during instruction.

Through these areas, gaps and needs are identified that must be addressed in subsequent studies.

5. Research Methodology:

The methodology used in this study is the descriptive-analytical approach, which relies on collecting descriptive data related to the topic being studied and analyzing it either quantitatively or qualitatively.

- **Descriptive Method:** Aims to describe the phenomena and the interactions between them by collecting data related to the behaviors of teachers and teaching methods in physical education.
- **Analytical Method:** Data obtained from questionnaires and interviews are analyzed to provide in-

sights and analyses that help understand the studied phenomenon.

5.1. Study Population and Sample and How It Was Selected:

Study Population: The study population includes all physical education teachers in primary schools in certain Algerian provinces, such as Algiers, Boumerdes, Tipaza, and Mostaganem.

Study Sample: A random sample of 299 teachers from each of the four provinces was selected to represent the target group in this research. The sample was determined according to the following criteria:

- Teachers must specialize in physical education and sports.
- They must work in primary schools in the selected provinces.
- They must be distributed across all teacher age groups and educational levels.

How the Sample Was Selected: The sample was selected using a stratified sampling method, where the population was divided into groups (strata) based on provinces (Algiers, Boumerdes, Tipaza, Mostaganem), and then a random sample was chosen from each stratum, representing the population percentages of each province.

6. Data and Information Collection Tools:

1. **Questionnaire:** The main tool used to collect data in this study. The questionnaire has the ability to collect quantitative data about teachers' practices of physical

activity, their training levels, and the difficulties they face during teaching.

Questionnaire Content: The questionnaire consists of a combination of closed and open-ended questions covering various aspects of the research topic.

2. **Interview:** Personal interviews may be used with some teachers to obtain detailed information about their personal experiences in teaching and applying physical education.

Interview Content: Open-ended questions addressing teaching methods, daily challenges, and opinions about developing physical education.

7. Scientific Conditions for the Tool:

1. **Face Validity:** The questionnaire was presented to four professors from the Department of Physical Education and Sports Sciences at the University of Algiers 3, where what the reviewers agreed upon, whether acceptance, deletion, or modification of the questions, was taken into account. Face validity is one of the important methods to check the suitability of the tool for measuring the targeted concepts.
2. **Reliability:** Reliability refers to the ability to reapply the tool under the same or similar conditions to obtain approximately the same results. It is considered one of the important measures to assess the stability and reliability of the tool. In this context, reliability can be measured using Pearson's correlation coefficient, where high reliability is shown if the values resulting from repeated application are close. This

means that the tool can be used several times to obtain reliable and consistent results.

As stated by Khair El-Din Awais (1997), reliability is the ability to obtain similar results when the test is re-administered to the same individuals or a similar group under similar conditions.

Table 1: Validity Results for the Study Tool

- **Reliability Coefficient**
- **Study Tool as a Whole:** 0.867

Source: Prepared by the researcher based on SPSS outputs

The results in Table 1 indicate that the reliability coefficient for the entire study tool is 0.867, which is a high value that reflects strong internal consistency between the components of the tool. This indicates that the tool has high reliability in measuring the targeted variables, making it suitable for collecting data accurately and reliably. This also enhances the credibility of the results obtained and ensures the soundness of the statistical analysis. Based on this result, the tool can be relied upon in future field studies, with consideration for its application in different environments to verify its generalizability.

Table 2: Have you practiced physical and sports activities?

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample Location
62%	26	14	13	95	Answer: Yes
65%	24	36	37	41	Answer: No
299	59	59	59	59	Total

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample Location
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Source: Prepared by the researcher based on SPSS outputs.

The results shown in this section of the tables indicate that 62% of teachers engage in physical activity, while 65% do not. It can be concluded that a significant number of teachers lack the time or motivation to participate in sports. This could be due to the psychological stress caused by daily work or due to busy work schedules. This result highlights the need for greater guidance for teachers on the importance of physical activity to improve their overall health and professional performance.

Table 03: Have you received special training in physical education and sports?

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
21%	97	95	97	92	Answer: Adequate
82%	49	37	42	46	Answer: Inadequate
14%	93	98	91	92	Answer: None
299	59	59	59	59	Total
Source: Prepared by the					

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
researcher based on SPSS output					

This table shows that 82% of teachers feel that their training in physical education is inadequate, which highlights a shortage of specialized training in this field. This indicates that teachers lack the skills and capabilities required to teach physical education effectively. Educational authorities should provide additional training programs focusing on practical and field-based aspects.

Table 04: What was the nature of the training in physical education and sports?

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
61.51%	25	28	35	31	Answer: Theoretical
15.11%	13	98	95	94	Answer: Practical

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
23.51%	12	14	96	15	Answer: Theoreti- cal- Practical
299	59	59	59	59	Total
Source: Prepared by the research- er based on SPSS output					

The results from this table show that the majority of teachers receive theoretical training (61.51%), while only a small percentage receive practical training (15.11%). This result indicates that practical training, which is a key component of physical education teaching, does not receive sufficient attention. Training programs should be developed to include more practical activities to ensure that teachers benefit from applying the skills they have learned in real-life settings.

Table 05: Do you follow a methodology to teach physical education and sports?

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
16.51%	95	93	91	99	Answer : Yes
93.51%	41	47	45	59	Answer : No
299	59	59	59	59	Total
Source: Prepared by the research- er based on SPSS output					

This result shows that 93.51% of teachers do not follow a specific methodology in teaching physical education. This suggests that most teachers rely on a random approach to teaching the subject without a structured and clear plan. It is necessary to develop a clear and consistent teaching methodology that focuses on developing students' motor and sports skills, and to train teachers on how to effectively apply these methodologies.

Table 06: Rank according to your knowledge the roles of physical education and sports?

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
36%	95	95	97	15	Answer: Improving health
14%	96	91	94	93	Answer: Improving and developing social relationships
17%	94	92	19	91	Answer: Developing motor coordination
66.51%	35	38	25	31	Answer: Rest and relaxation
299	59	59	59	59	Total
Source: Prepared by the researcher based on SPSS output					

The high percentage (66.51%) who believe that physical education contributes to relaxation indicates the importance of the psychological and social aspects of the subject. However, 36% of teachers believe that the primary goal of physical education is to improve health. This reflects an imbalance in teachers’ understanding of the roles of physical education. The concept should be expanded to include all dimensions that contribute to the overall development of the student, physically, psychologically, and socially.

Table 07: Is the proposed curriculum for physical education and sports easy to understand?

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
16.51%	95	97	95	12	Answer : Yes
83.51%	45	43	41	38	Answer : No
299	59	59	59	59	Total
Source: Prepared by the researcher based on SPSS output					

The result shows that 83.51% of teachers feel that the curriculum does not suit their abilities or the capabilities of the schools. This highlights an urgent need to reconsider the

curricula to better align with the school reality. Educational authorities should update the curricula to make them more compatible with the available resources in schools, and provide training and support to teachers in this regard.

Table 08: What difficulties do you face during physical education lessons?

Total	Al-giers	Bou-merdes	Tipaza	Mostaganem	Sample location
15%	93	91	94	92	Answer: Administrative
32%	98	95	11	94	Answer: Financial
72%	31	35	33	41	Answer: Lack of facilities and sports equipment
14%	98	91	92	93	Answer: Other
299	59	59	59	59	Total

The difficulties faced by teachers due to a lack of sports facilities and equipment (72%) are among the largest factors affecting their ability to effectively deliver physical education lessons. The lack of proper sports facilities hinders the achievement of the educational objectives of this subject. The solution lies in allocating a larger budget to improve the sports infrastructure in schools, which will contribute to enhancing the quality of physical education teaching.

Table 09: Does the physical education curriculum align with your school's capabilities?

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
61%	45	38	49	53	Answer : Yes
39%	14	21	10	6	Answer : No
299	59	59	59	59	Total
Source: Prepared by the research- er based on SPSS output					

This table shows the responses from the study sample regarding the alignment of the physical education curriculum with the available capabilities in schools. The "Yes" answer was given by 61%, indicating that most participants consider the curriculum to be aligned with available resources. However, 39% responded with "No," which reveals challenges faced by a significant portion of the sample in applying the curriculum due to its misalignment with available resources. When analyzing the results by region, Mostaganem recorded the highest percentage of positive responses (53 responses), while Boumerdes recorded the lowest with only 38 positive responses. This variance is attributed to differences in material and human resources across regions, highlighting

the need to improve educational conditions in some schools to achieve a more balanced implementation of the physical education curriculum.

Table 10: Does your school have sports facilities (gym, playground, swimming pool)?

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample location
66%	10	14	11	9	Answer : Yes
34%	49	45	48	50	Answer : No
299	59	59	59	59	Total
Source: Prepared by the research- er based on SPSS output					

This table indicates that 66% of schools do not have adequate sports facilities. This clearly shows the need to improve sports facilities in schools to allow students to regularly participate in physical activities. Without the necessary facilities, it becomes difficult to achieve the educational objectives of this subject. Efforts should be made to develop these facilities as part of a long-term plan.

Table 11: Does your school have educational tools and equipment (balls, ropes, gym mats, etc.)?

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample location
62%	20	25	19	23	Answer: Yes
38%	39	34	40	36	Answer: No
299	59	59	59	59	Total

The result indicating that 62% of teachers have sufficient educational tools suggests that there is some effort to provide necessary materials. However, there is still a need for improvement in this regard. Schools must ensure the availability of modern educational tools that assist teachers in effectively delivering physical education lessons.

Table No. 12: Do you rely on preparing a technical card to conduct the physical education lesson?

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample Location
60%	20	15	13	12	Yes
40%	39	44	46	47	No
299	59	59	59	59	Total

Source: Prepared by the researcher based on SPSS outputs

The result that 60% of teachers rely on preparing a technical card for their physical education lesson is a positive indicator of some level of organization and proper preparation. However, it remains necessary to promote this practice among the teachers who do not use technical cards. Good

lesson preparation is one of the key factors for the success of the educational process, especially in physical education, which requires practical and physical execution.

Table No. 13: What do you think is the role of the physical education lesson?

Total	Al-giers	Bou-merdes	Tipa-za	Mostaga-nem	Sample Lo-cation
60%	18	25	27	20	Educational
60%	25	20	17	16	Recreational
80%	16	14	15	23	Instructio-nal
299	59	59	59	59	Total

Source: Prepared by the researcher based on SPSS outputs

From the results, we observe a variation in the roles that teachers perceive for physical education lessons. 60% of teachers in all governorates see the role of the lesson as educational, reflecting the importance teachers attach to the impact of the lesson in fostering the holistic growth of students. Similarly, 60% regard it as recreational, indicating that it contributes to relieving academic pressures and offers a chance for physical activity and fun. Meanwhile, 80% of teachers believe the role is instructional, which indicates awareness of the fact that this subject plays an important role in teaching healthy values and physical education.

Table No. 14: Do you wear sportswear while teaching the physical education lesson?

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample Location
60%	55	56	51	53	Yes
40%	4	3	8	6	No
299	59	59	59	59	Total

Source: Prepared by the researcher based on SPSS outputs

The results show that 60% of teachers wear sportswear while teaching the lesson, which is required to promote a suitable sports environment. Meanwhile, 40% of teachers do not wear sportswear, suggesting that there may be a lack of awareness or consideration of the importance of sportswear in maintaining students' health and safety. This calls for additional awareness on this matter.

Table No. 15: How would you rate the students' enthusiasm for physical education and sports classes?

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample Location
61%	25	20	21	18	High
25%	21	22	23	22	Moderate
14%	13	17	15	19	Low
299	59	59	59	59	Total

Source: Prepared by the researcher based on SPSS outputs

It is observed that 61% of teachers believe students' enthusiasm for physical education and sports classes is high, indicating noticeable interest among students in participating in physical activities. Meanwhile, 25% rate it as moderate, reflecting that some students may lack motivation to participate in these sessions. On the other hand, only 14% consider students' enthusiasm low, which indicates that the vast majority of students show a willingness to participate.

Table No. 16: Do you know that physical education is a compulsory subject?

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample Location
100%	59	59	59	59	Yes
0%	0	0	0	0	No
299	59	59	59	59	Total

Source: Prepared by the researcher based on SPSS outputs

The answer to this question shows that 100% of teachers in all governorates are aware that physical education is compulsory. This indicates that teachers are fully aware of the educational system laws that require schools to include this subject in their curricula.

Table No. 17: Is the specific time for physical education included in the weekly schedule for each class?

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample Location
100%	59	59	59	59	Yes
0%	0	0	0	0	No

Total	Algiers	Boumerdes	Tipaza	Mostaganem	Sample Location
299	59	59	59	59	Total

Source: Prepared by the researcher based on SPSS outputs

The results show that 100% of teachers in all governorates confirmed that the time allocated for physical education is included in the weekly schedule, reflecting the commitment of schools to allocate sufficient time for the subject. This is a positive step to ensure the integration of this subject into the educational system.

8. Discussion of Study Results:

Table 1: Physical Activity and Sport among Teachers

The results obtained from this table indicate that 62% of teachers engage in physical and sports activities, while 65% of them do not. This suggests that a large percentage of teachers do not dedicate time to physical activity, which could negatively affect their ability to effectively conduct physical education lessons. The lack of time may be due to their professional commitments or possibly the lack of support from schools in providing an environment that encourages sports activities. Despite the importance of physical activity in improving overall health, these results highlight the need for raising awareness among teachers about the importance of sports and how it can improve their ability to perform their educational tasks more effectively. It would be beneficial for schools to promote regular sports practices and provide time and opportunities for teachers to participate in physical activities.

Table 2: Teacher Training in Physical Education

The table shows that 82% of teachers feel that their training in physical education is insufficient, while only 21% believe the training they received was adequate. This clearly indicates a lack of teacher training in this area, which directly affects the quality of education in physical education. Given that this field requires practical training and skill development, neglecting good teacher training could lead to ineffective or limited teaching. It is essential for the Ministry of Education to provide continuous training programs for teachers to ensure their skills in teaching are developed and that the curriculum is updated to align with current developments in physical education. These programs should focus on enhancing practical aspects, not just theoretical knowledge.

Table 3: Nature of Physical Education Training

This table shows that 61.51% of teachers consider the training they received to be theoretical, while only 15.11% stated it was practical. This percentage indicates that practical training, which involves applying skills in real-world scenarios, was not sufficiently available. Theoretical training alone may not be enough to develop the practical skills necessary to effectively teach physical education. This highlights the urgent need to intensify the practical aspects of training through workshops, practical lesson simulations, and integrating sports activities into training. This will help improve teachers' skills and increase their ability to transfer knowledge more effectively to students.

Table 4: Teaching Methodology in Physical Education

The results of this table show that 93.51% of teachers do not use a specific methodology in teaching physical education. This result indicates a lack of organization in the teaching process for physical education, as relying on unclear methodologies may lead to random and ineffective teaching. The absence of a specific methodology could limit teachers' ability to design good educational lessons that positively impact students. This result highlights the need to develop clear and specific teaching methodologies for this subject and provide appropriate training for teachers on how to implement these methodologies effectively.

Table 5: Roles of Physical Education and Sports

The results in this table show that 36% of teachers see physical education's role as limited to improving health, while 66.51% view it as contributing to recreation. While these roles focus on improving general health and providing psychological rest, these roles should be expanded to include other social and personal aspects, such as improving social relationships among students or developing motor coordination. This reflects the importance of diversifying the goals of physical education to foster balanced growth among students in various aspects, not just physical health.

Table 6: Alignment of Curriculum with Teachers' and Schools' Resources

According to the table, 83.51% of teachers believe that the curriculum does not align with their abilities or the resources available at schools. This indicates a gap between what is required from teachers in terms of teaching and

what is available to them in terms of tools and resources. This may be due to a lack of sports facilities, pedagogical tools, or a lack of training experiences for teachers. It suggests that curricula need to be adjusted to better fit the local school environment, taking into account available resources to make it more applicable.

Table 7: Challenges in Implementing Physical Education

The results show that 72% of teachers face difficulties in conducting physical education lessons due to a lack of sports facilities and resources. This shows that the lack of proper facilities is one of the main challenges faced by teachers, which could affect the quality of teaching. The solution lies in providing larger budgets to improve infrastructure in schools, including providing sports fields and appropriate teaching tools. Schools should also collaborate with the relevant authorities to ensure the regular availability of these resources.

Table 8: Availability of Sports Facilities

The results indicate that 66% of schools lack sufficient sports facilities. This is one of the biggest challenges facing sports education in schools. The lack of appropriate sports facilities reduces opportunities for regular physical activity, which negatively affects students' health and physical development. Improving this situation requires investments in building and equipping professional sports fields and creating dedicated spaces for sports activities within schools.

Table 9: Availability of Pedagogical Tools

The results show that 62% of teachers have sufficient pedagogical tools. This indicates that there is some attention to providing the necessary tools, but there is still a need for improvement. It is important for schools to ensure that modern educational tools are available to help teachers conduct physical education lessons effectively.

According to the table, the results indicate that 62% of teachers possess adequate pedagogical tools such as balls and ropes, which shows that some necessary teaching tools are available. However, there is a need to improve these tools in some schools. It is essential to ensure that appropriate educational tools are provided to each teacher so they can effectively carry out physical education lessons. Providing these pedagogical tools could be part of a long-term plan to improve sports education in schools.

Table 10: Preparation for Physical Education Lesson

The results obtained show that 60% of teachers rely on preparing a technical card for the physical education lesson, reflecting good organization on their part. However, this practice should be expanded to include all teachers to ensure organized lesson planning. Pre-planning is essential for achieving successful educational outcomes and should be enhanced through continuous training on how to prepare lessons in a scientific and methodical way.

Table 11: What is the role of physical education and sports class in your opinion?

The results showed that 60% of teachers see the role of physical education and sports class as educational, reflecting

a deep awareness of the importance of this subject in developing the student's physical and mental character. Also, 60% see the class as recreational, which may suggest that some view this subject as a means to entertain students rather than utilizing it to develop their physical skills. Meanwhile, 80% of teachers believe the class's role is educational, reflecting the focus on teaching students sports and health skills. These results confirm the importance of balancing the roles the class should play between education, training, and entertainment.

Table 12: Do you wear sportswear during physical education and sports class?

The results show that 60% of teachers wear sportswear during the lesson, indicating concern for safety and order in sports activities. However, 40% of teachers do not wear sportswear, which indicates a lack of awareness about the importance of this issue or possibly a decline in adherence to this necessary aspect of the lesson. Wearing sportswear promotes discipline and ensures the safe performance of physical activities, so it should be more encouraged among teachers.

Table 13: How do you evaluate student attendance in physical education and sports class?

The results indicate that 61% of teachers believe that student attendance in the class is high, reflecting positive interaction and a desire to participate. However, 25% of teachers see attendance as average, which suggests that there may be a group of students who are not sufficiently interested in the physical education class. The 14% who see attendance as weak may reflect challenges related to environmental or so-

cial factors that affect students' interests. Therefore, physical education teaching methods should be improved to attract students' attention and enhance their participation.

Table 14: Do you know that physical education and sports is a compulsory educational subject?

The results showed that 100% of teachers in all states are aware that physical education and sports is a compulsory subject, indicating that teachers adhere to the laws and educational regulations in place. This result confirms that physical education is considered an essential part of the curriculum, which is a positive sign reflecting interest in teaching students sports and health skills within their study program.

Table 15: Is the specific schedule for physical education and sports included in the weekly timetable for each section?

The results confirmed that 100% of teachers believe that the specific schedule for physical education and sports is included in the weekly timetable, indicating that schools are committed to allocating appropriate time for this subject. This commitment helps ensure the continuity of physical education lessons and ensures that students benefit effectively from them.

Conclusion

At the end of this study, the results obtained from the questionnaires applied to a group of teachers in four Algerian states were reviewed and analyzed in order to study the role of physical education and sports lessons in schools. The results showed a consensus among teachers on the importance of physical education as a key element of the curriculum, where this lesson is considered an educational, instructional, and recreational tool simultaneously. The results also confirmed the importance of adhering to wearing sportswear and respecting the scheduled times for the lessons as part of enhancing the role of physical education in schools.

Despite these positive aspects, the study also highlighted some areas that need attention and improvement, such as raising awareness about the importance of wearing sportswear among teachers and increasing student participation in sports lessons.

The study concluded with several results, including:

- Teachers recognized the role of physical education in enhancing educational, instructional, and recreational aspects, but there is a need to balance these roles for maximum benefit.
- Despite the importance of wearing sportswear, a percentage of teachers do not adhere to this, which may negatively impact the lesson's flow and the quality of physical activities.
- While most teachers believe that student attendance in the lessons is good, a percentage of them are skep-

tical about it, which calls for improved teaching strategies to attract students' attention.

- Appropriate time for physical education and sports is allocated in the timetable for most teachers, reflecting the commitment of educational institutions to the importance of this subject.

The study also proposed several recommendations, including:

- It is essential to raise awareness among teachers and students about the importance of wearing sportswear during the lessons. Workshops and seminars can be organized to clarify the benefits of this attire.
- Sports activities should be diversified to meet students' interests and respond to their physical and psychological needs, which will enhance their attendance in the lessons.
- Teachers should enhance interaction during lessons by motivating students to actively participate and using group games and competitions.
- The status of physical education within the educational system should be strengthened by providing necessary resources such as modern sports equipment and appropriate spaces for conducting lessons.
- Schools must adhere to the designated timetable for physical education and ensure it takes place at suitable times to avoid conflicts with other lessons that may affect attendance.

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