



The Reality of Physical Education Classes for Females in Vocational and Professional Training Centers in Algeria

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Abstract

This study aimed to ascertain the reality of sports participation among females in vocational and professional training centers, evaluating whether it meets the aspirations of the students and trainees. A survey was conducted on a sample of 320 students out of a total of 1237 students across the Mostaganem province, representing 25% of the total population. The findings indicated that while there is a high level of participation in physical education and sports classes, it does not fully meet the expectations due to various social barriers and a lack of sufficient motivation for those excelling in sports activities by the administration. Additionally, there is a scarcity of sports competitions specifically for females at these training centers.

Keywords: *Physical Education Class, Vocational and Professional Training Centers.*

La réalité des cours d'éducation physique pour les femmes dans les centres de formation professionnelle en Algérie

Résumé

Cette étude visait à évaluer la pratique sportive des femmes dans les centres de formation professionnelle et à évaluer si elle répond aux aspirations des élèves et des stagiaires. Une enquête a été menée auprès d'un échantillon de 320 élèves sur un total de 1 237 élèves répartis dans la province de Mostaganem, soit 25 % de la population totale. Les résultats ont révélé que, malgré un niveau élevé de participation aux cours d'éducation physique et sportive, celle-ci ne répond pas pleinement aux attentes en raison de divers obstacles sociaux et d'un manque de motivation de la part de l'administration pour les élèves qui excellent dans les activités sportives. De plus, les compétitions sportives réservées aux femmes sont rares dans ces centres.

Mots-Clés : Cours d'éducation physique, Centres d'entraînement professionnel.



Introduction

The discussion of sports begins with its historical evolution, initially rooted in competitions aimed at enhancing combat skills among youth, including archery, spear throwing, and horse racing. Over centuries, the concept of sports has transformed, now promoting team spirit, fair competition, leisure, and physical fitness, while also bolstering national pride. Modern sports, often centered around a ball: kicked, thrown, or struck, embody a contemporary perspective where accessibility for all is paramount.

The UNESCO Global Document on Physical Education and Sport emphasizes that the genuine practice of any individual's rights depends on the availability of opportunities to exercise choice and develop physically, mentally, morally, and psychologically. Ensuring accessibility to physical education and sports for all community segments is crucial, given their social significance, humanitarian purposes, and moral values. The document asserts that engagement in physical education and sports is an inherent right.

Today's diverse sports landscape serves as a vibrant element of global culture, transcending traditional customs and bridging differences across genders and individuals. This is captured in the enduring slogan "Sport for All," popularized since the issuance of the Sports for All Charter in 1975.

While it is idealistic to believe that sports are universally accessible, the reality that sports foster moral refinement, promote international harmony, and enhance life

understanding is undeniable. Sports strengthen individuals, making them more resilient and productive, thereby contributing significantly to societal progress (Kedadra & Labihi, 2021, p. 225).

Physical education is not merely a component of the educational curriculum but a holistic system with objectives that complement other educational goals. It plays a pivotal role in nurturing youth (Al-Adili, 2022, p. 135). Today, educational activities extend beyond academic performance, aiming to develop students' personalities, direct their interests, and unveil their potentials in various life aspects, including sports and cultural engagements.

These activities are essential elements of the curriculum, aligning with the school life concept to foster comprehensive and integrated growth. By the end of their education and training, students are equipped to navigate their professional and personal lives independently and responsibly, thereby effectively contributing to their society's objectives.

Vocational and professional training centers in Algeria are crucial for socialization, acting as a secondary educational environment following the family. These centers aim to prepare students and trainees to become productive members of society. Within their structured curricula, physical education and sports play an integral role, conducted under the guidance of skilled instructors. These activities strive to fulfill educational objectives through the diversification of physical activities. The effectiveness of these classes is significantly influenced by the environment in which they are held, highlighting the importance of optimizing resource use and addressing challenges that might hinder educational achievements.



However, physical education has often been culturally and socially perceived as predominantly male-oriented. Dr. Hassan Mohamed El Hassan pinpoints four primary social factors that impede female participation in sports activities:

- Socialization of women.
- The social and environmental context in which women live.
- The nature of societal values.
- The formal and informal social institutions to which women belong. (Jaballah, 2021, p.147)

These insights underscore that sports activities are more than mere physical exercises; they embody educational philosophies with defined concepts, objectives, principles, and criteria. Curriculum designers now recognize them as crucial elements of the educational process. Without adequately involving female students in sports activities tailored to their capabilities, inclinations, needs, and readiness, the educational objectives of vocational training centers cannot be fully realized (Kanaan, 2010, p.489).

Despite the recognized benefits of sports and the mandatory nature of physical education classes in these centers, females, particularly in certain regions, often face a disparity between their strong desire to participate in sports and the actual conditions they encounter, influenced by various inhibiting factors (Kedadra and Labihi, 2021, p.225). Based on the previous discussion, the following questions can be raised:

General Question

- Do sports activities at vocational and professional training centers meet the aspirations of female students?

Specific Questions

- What is the level of female participation in physical education and sports classes at these centers?
- Does the social environment affect the sports practices of female students at these centers?
- Are there sufficient incentives for females to engage in sports at these centers?

General Hypothesis

- The practice of sports by females at vocational and professional training centers is fraught with several deficiencies.

Specific Hypotheses

- The level of female participation in physical education and sports classes at these centers is generally moderate.
- The social environment impacts the sports practices of female students at these centers.
- Adequate incentives for females to engage in sports at these centers are lacking.

Research Objectives

- To encourage females to participate in sports.
- To discover sports talents among females.
- To provide the necessary requirements for females to engage in sports at these centers.



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- To identify the real reasons why some females are reluctant to participate in sports at these centers.
- To illustrate the importance of physical education and sports in alleviating social pressures and providing recreation for young women.

Reasons for Choosing the Topic:

- A scarcity of studies focusing on physical education and sports classes in vocational training centers.
- An interest in the category of vocational training center students.

1. Previous Studies (Literature review)

A. Study by Brahimi Umm al-Saud (2019): "*Women and Sports in the Arab World: Legitimacy of Ambition and Inevitability of Reluctance.*"

This study dissected the reality of female athletes in the Arab world, with a focus on Algeria, exploring how societal values, norms, stereotypes, and gender discrimination shape this reality. Initially, the study discusses the concept of women's sports globally, its historical evolution, and the challenges it has overcome through the sustained efforts of feminist organizations that managed to break away from conservative ideologies, thus enhancing women's positions in leadership roles and ensuring a better balance in decision-making related to them, as well as supporting their presence in international delegations.

The study draws primarily on books, articles, newspapers, and particularly reports from international sports bodies, concluding that despite the legitimate aspirations to engage in these vital activities, the reluctance

has become an inescapable reality due to cultural, social, and political barriers. (Brahimi, 2019, pp. 51-66)

B. Study by Mohamed Heizoum et al. (2019): *"The Impact of Social Controls on Females' Participation in Physical Education and Sports: A Field Study in Some High Schools of Laghout Municipality."*

This study aimed to investigate the impact of social controls on the participation of females in physical education and sports classes. Utilizing a descriptive method and survey tools, the sample included 80 female students and 10 teachers.

The study concluded that traditional customs and norms significantly impact the psychological and social states of females, influencing their participation in physical education and sports. It highlighted how family life and parental attitudes play a crucial role in directing females towards engaging in physical education and sports classes. Moreover, gender mixing was identified as a barrier to female participation in these activities. (Heizoum et al., 2019, pp. 51-73)

C. Study of Eid Mohamed Kanaan (2010) titled *"Barriers to Participation of Female Students in Northern Jordan Schools in School Sports Activities"*.

This study aimed to identify the barriers to participation faced by female students in grades 7, 10, and secondary grade 2 in Northern Jordan schools in school sports activities. For this purpose, the researcher developed a questionnaire consisting of six areas, comprising 50 items addressing issues related to participation barriers in school sports activities.



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The study sample consisted of 1,511 randomly selected female students. The data analysis revealed that the barriers to participation in school sports activities fell into two groups. The first group included barriers related to the religious aspect, sports facilities and capabilities, and academic achievement, with mean scores of 2.81, 2.77, and 2.64, respectively. The second group included barriers related to the psychological, social, and health aspects, with mean scores of 2.40, 2.28, and 2.19, respectively.

The overall averages for the barriers included in the second group were lower than those in the first group. The results also indicated statistically significant differences ($\mu = 0.50$) due to the effect of grade level, geographical location, and cumulative average on the participation of female students in school sports activities.

Lastly, the study provided a set of recommendations emphasizing the necessity to provide the essentials for practicing sports activities in schools, such as building indoor sports halls and allocating adequate budgets for purchasing the necessary sports equipment and devices. (Kanaan, 2010, pp. 485-526)

2. Methods

To effectively address the research questions and validate the hypotheses, a rigorous scientific approach is required. For this study, a descriptive methodology was employed to capture an accurate depiction of the current state of sports participation among females in vocational training centers.

2.1 Research Population and Sample:

The research sample consisted of 320 female students, selected from a total pool of 1237 students across vocational training centers in Mostaganem. This sample represents approximately 25% of the total student population in these centers, ensuring a representative cross-section for statistical analysis.

2.2 Research Tools:

The primary tool used in this study was a survey, recognized for its effectiveness in gathering detailed information about specific issues or conditions within a given population.

2.3 Research Domains:

2.3.1 Temporal Scope:

The study was conducted over a period spanning from September 2023 to February 2024, allowing for comprehensive data collection and analysis.

2.3.2 Spatial Scope:

The research was carried out across multiple sites, including:

- Vocational Training Center and Professionalization Mostaganem 1
- Vocational Training Center and Professionalization Mostaganem 3
- Vocational Training Center and Professionalization Masra
- Vocational Training Center and Professionalization Mzeghran



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- Vocational Training Center and Professionalization Fornaka
- Vocational Training Center and Professionalization Kheir ed-Din
- Annex Ain Nouissy
- National Institute Specialized in Vocational Training Ben Zahra Mostaganem

2.4 Statistical Analysis:

To analyze the collected data, several statistical tools were utilized:

- Percentages (%) were calculated to provide a clear understanding of the distribution and proportions within the data.
- The Chi-square test (χ^2) was employed to determine the significance of observed differences in categorical data across the defined groups.
- Pearson's correlation coefficient was used to measure the strength and direction of association between two continuous variables.

3. Results and Discussion

Table N°01: Axis One / Level of female participation in sports activities at vocational and professional training centers

Question	Responses						χ^2 Calculated	χ^2 Table Value	Statistical Significance
	No		Somewhat		Yes				
	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency			
1- Do you participate in physical education and sports?	22.5	72	8.44	27	69.06	221	193.31	5.99	Significant
2- If you answered "No" to the first question, what are the reasons for abstaining?	Mixing	Percentage (%)	Frequency	Medical Reasons	Percentage (%)	Frequency	36.10	5.99	Significant
	Wearing Hijab	Percentage (%)	Frequency	Medical Reasons	Percentage (%)	Frequency			
	17.5	14	17.5	14	65	52			



3- What is your level of interest in physical education and sports?	High				Mediu	Low	313.31	5.99	Significant
	Frequen	Percenta	Frequen	Percenta	Frequen	Percenta			
	253	79.06	59	18.44	08	2.5			
4- What is the purpose of your participation in physical education and sports classes?	Energy Excess Expend				Improvi	Recreati	156.32	5.99	Significant
	Frequen	Percenta	Frequen	Percenta	Frequen	Percenta			
	98	30.63	202	63.13	20	6.25			

From the analysis of Table (01) regarding female participation in sports activities at vocational and professional training centers, the findings are as follows:

- For the first question, the calculated χ^2 value of 193.31 significantly exceeds the critical value of 5.99 at a 0.05 significance level with 2 degrees of freedom. This significant discrepancy indicates that a majority of students and trainees at these centers actively participate in physical education and sports classes.
- For the second question, the calculated χ^2 value of 36.10 also surpasses the critical value of 5.99 at the same significance level and degrees of freedom. This

result signifies that most students and trainees who do not participate in physical education and sports classes are hindered by medical conditions that officially exempt them from participation.

- For the third question, the calculated χ^2 value of 313.31, which is much higher than the critical value of 5.99, suggests a substantial interest in physical education and sports classes among the majority of students and trainees at these centers.
- For the fourth question, the χ^2 value of 156.32, exceeding the critical threshold, indicates that the primary motivation for most students and trainees participating in physical education and sports classes is to enhance their physical fitness.

Based on these observations, several conclusions can be drawn:

- A significant 69.06% of students and trainees at vocational and professional training centers engage in physical education and sports classes, with the primary exceptions being those with medical exemptions.
- A notable 79.06% of these participants express a high level of interest in these activities.
- The predominant objective for 63.13% of the participants is to improve their physical fitness.

Hence, the first specific hypothesis stating that "The degree of female participation in physical education and sports classes at vocational and professional training centers is generally moderate" is refuted. Instead, the data reveals a high level of active participation among females in these



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programs, illustrating a robust engagement in physical education and sports within this educational context.

Table N°02: Axis Two / Impact of the Social Environment on Sports Participation among Female Students at Vocational and Professional Training Centers

Question	Responses				No	Percentage (%)	χ ² Calculated	χ ² Table Value	Statistical
	Yes	Sometimes	Frequency	Percentage (%)					
1- Does any family member oppose your participation in physical education?							213.09	5.99	Significant
			Frequency	Percentage (%)					
	64	20	28	8.75	228	71.25			
2- Does any family member	Yes				Sometimes	No	113.14	5.99	Signific

encourage you to practice sports?	Frequent	Percentage (%)	Frequent	Percentage (%)	Frequent	Percentage (%)			
	76	20.38	49	15.31	195	60.94			
3- Do your parents provide you with a sports uniform to practice sports?	Yes		Somewhat		No		141.11	5.99	Significant
	Frequent	Percentage (%)	Frequent	Percentage (%)	Frequent	Percentage (%)			
	96	30	43	13.43	211	65.94			
4- If selected, would you accept to join a team at the institution?	Yes		Maybe		No		39.31	5.99	Significant
	Frequent	Percentage (%)	Frequent	Percentage (%)	Frequent	Percentage (%)			
	137	42.81	54	16.88	129	40.31			

From Table (02) analyzing the impact of the social environment on sports participation among female students at vocational and professional training centers, the following insights are derived:

- For the first question, the calculated χ^2 value of 213.09, which is greater than the table χ^2 value of 5.99 at a significance level of 0.05 and 2 degrees of freedom, indicates a significant difference favoring



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the majority. This suggests that most students and trainees participate in physical education and sports classes without family opposition.

- For the second question, the calculated χ^2 value of 113.14, which is greater than the table χ^2 value of 5.99, implies that the majority of students and trainees do not receive sufficient familial encouragement to participate in physical education and sports classes.
- For the third question, the calculated χ^2 value of 141.11 indicates that the majority of students and trainees do not have sports uniforms provided by their parents.
- For the fourth question, the calculated χ^2 value of 39.31, which is greater than the table value, shows that the majority of students and trainees are willing to join institutional sports clubs if selected.

From these results, several conclusions can be drawn:

- 71.25% of the guardians of students and trainees at the centers do not oppose their daughters' participation in physical education and sports classes.
- 60.94% of students and trainees at the centers do not receive adequate encouragement from their families to participate in these classes.
- 65.94% of students and trainees at the centers do not have their sports uniforms provided by their parents.
- 42.81% of the students and trainees at the centers are ready to join sports clubs within the institution if selected.

These findings confirm the second specific hypothesis that "The social environment impacts the sports

participation of female students at vocational and professional training centers." The results underscore that the social environment does indeed pose certain barriers to the students' full participation in sports activities at these centers.

Table N°03: Axis Two / Degree of Motivation for Females in Sports Activities at Vocational and Professional Training Centers

Question	Responses				X ² Calculated	X ² Table Value	Statistical Significant
	Yes		No				
1-Is there a sports team at your institution?	Frequency	Percentage (%)	Frequency	Percentage (%)	90.31	470.43	5.99
		03	0.74	28			



2- If there is a sports team at the institution, are you willing to join?	Yes				Someti	No	54.64	5.99	Significant
	Frequen	Percenta	Frequen	Percenta	Frequen	Percenta			
	156	48.75	49	15.31	115	35.94			
3- Are there any sports tournaments specifically for females organized by your institution?	Yes				Someti	No	397.72	5.99	Significant
	Frequen	Percenta	Frequen	Percenta	Frequen	Percenta			
	02	0.63	45	14.06	273	85.31			
4- Does the administration encourage those who excel in sports activities?	Yes				Maybe	No	522.25	5.99	Significant
	Frequen	Percenta	Frequen	Percenta	Frequen	Percenta			
	00	00	21	6.56	299	93.44			

Based on Table (03) regarding the motivation of females to engage in sports activities at vocational and professional training centers, the analysis reveals the following:

- The calculated chi-square value for the first question is 470.43, which substantially exceeds the critical chi-square value of 5.99 at a 0.05 significance level and 2 degrees of freedom. This significant difference favors the highest frequency response, indicating that the majority of female students and trainees at vocational and professional training centers reported the absence of a sports team in their respective institutions.
- The second question showed a calculated chi-square value of 54.64, again surpassing the critical value of 5.99 at the same significance level and degrees of freedom. This significant difference also favors the highest frequency, suggesting that the majority of female students and trainees at these centers are willing to join a sports team if one were available.
- For the third question, the calculated chi-square value was 397.72, which is greater than the critical chi-square value of 5.99. Thus, the difference is significant in favor of the highest frequency, meaning that most female students and trainees responded that their institutions do not organize sports tournaments specifically for females.
- The fourth question resulted in a calculated chi-square value of 522.25, exceeding the critical chi-square value of 5.99. This significant difference indicates that the majority of female students and trainees at these centers confirmed the lack of adequate motivation from the administration for those excelling in sports activities practiced within the institution.



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From these findings, the following conclusions can be drawn:

- 90.31% of students and trainees confirm the absence of a sports team at their institution, while 48.75% express a readiness to participate should one be available.
- 85.31% report the absence of sports competitions specifically for females at their institution.
- 93.44% highlight a significant lack of motivation from the administration for females excelling in sports activities.

Therefore, the specific hypothesis, "There are insufficient incentives for females to engage in sports at vocational and professional training centers," has been confirmed. The general hypothesis stating that "The practice of sports by females at vocational and professional training centers is marked by several deficiencies" is also supported by the research findings.

Conclusion

From the comprehensive analysis of the study results, it is clear that the participation of females in sports activities within vocational and professional training centers is marked by several challenges. Despite a strong interest and significant participation in physical education and sports among female students and trainees, the provisions at these centers fall short of meeting their aspirations.

This shortfall is primarily due to the inadequate support and motivation from the administration for students

excelling in sports, coupled with the absence of dedicated sports teams and organized competitions for females.

The importance of sports practice extends beyond gender and is crucial for fostering societal principles such as social integration, tolerance, and respect. Brahim (2019, p. 52) supports this view, highlighting that sports activities serve not only as a right but also as a vehicle for societal integration. Additionally, Zahiya Jab Allah emphasizes the broad impacts of sports, noting both physiological and psychological benefits that contribute to stronger social bonds within groups and across societies.

Historical educational theorists such as Froebel, Pestalozzi, and Rousseau have recognized the value of integrating sports and games into community settings to promote moral values and social cohesion, advocating for the inclusion of women in these activities to reap societal benefits broadly.

In line with these insights, Dr. Yasmin Taher points out that sports activities enhance an individual's health, physical condition, and moral standing, preparing them for productive endeavors. Sports are also pivotal in facilitating international communication and cultural exchanges.

Despite these recognized benefits and ongoing efforts to develop the sports sector in Algeria, women's participation remains notably limited and is characterized by inconsistency and regression, a situation corroborated by Taher and Zouag (2019, p. 150) and underscored by the findings of this research.

The study thus concludes that while there is an evident passion and engagement among females in sports within vocational and professional training centers, significant improvements are required to address the deficiencies and



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ensure that sports practices align more closely with the aspirations and needs of female students and trainees.

Recommendations

- Implement appropriate sports programs to encourage female participation at vocational and professional training centers.
- Enforce strict medical criteria for granting exemptions only when absolutely necessary.
- Focus on motivating female students who excel in sports activities at these centers.
- Establish sports teams for females at these centers.
- Schedule sports tournaments and competitions specifically for females at these centers.

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