

The training programs and the sport facilities and their role in improving the quality of training on sport and physical education at the higher colleges

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Received: 30/12 /2024 Accepted: 08/03 /2025 Published: 30/05 /2025

Abstract:

This study aims to determine the impact of educational programs and sports facilities on improving the quality of education and training in the field of physical education for students in higher schools. The study relied on a sample of 44 students and used a descriptive approach to collect and analyze data through a questionnaire. The results showed a positive impact of the efficiency of educational programs and sports centers on improving training quality in this specialization, as sports centers play an important role in providing a suitable training environment that contributes to the development of students' skills..

Key words: training programs; sport facilities; training quality.

المخلص

تحاول هذه الدراسة تحديد تأثير برامج التعليم والمنشآت الرياضية في تحسين جودة التعليم والتدريب في مجال التربية البدنية لطلاب المدارس العليا. اعتمدت الدراسة على عينة مكونة من 44 طالباً، واستخدمت المنهج الوصفي لجمع وتحليل البيانات عبر استبيان. أظهرت النتائج أن هناك تأثيراً إيجابياً لكفاءة برامج التعليم والمراكز الرياضية على تحسين جودة التدريب في هذا التخصص، حيث تلعب المراكز الرياضية دوراً مهماً في توفير بيئة تدريبية مناسبة تساهم في تطوير مهارات الطلاب.

الكلمات المفتاحية: البرامج التدريبية، المرافق الرياضية، الجودة التكوينية.

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1. Introduction:

The field of sport and physical education in higher colleges is a cornerstone for building future generations that can lift up the sports and teach the good physical practices. This field is not limited to developing the physical skills; rather, it teaches students the bases of sport education and physical training to become competent coaches that use the scientific and practical knowledge to develop the sport performance in the society (Krik & McDonald, 2001). With the development of physical sciences and the increase of interest in sports as a tool to foster health and well-being, an urgent need for developing and updating the training programs and sport facilities in the higher colleges emerged (Hardman & Marshall, 2005:25).

The training programs and sport facilities have a key role in ensuring the training quality. In this regard, the training programs are the backbone for acquiring theoretical and scientific knowledge on sport and physical training. This field requires an amalgam of theoretical and scientific skills that grow through the direct practice of sport activities (Bailey et al., 2010:58). Besides, the sport facilities, including stadiums, gyms, and the other training places, improve the training quality, as they provide a suitable training environment that helps students apply what they learned and develop their technical and sport skills.

However, we still question the effect of these training programs and sport facilities on the improvement of the quality of training on sport and physical activities. Amid the rapid technological development in the field, do the current training programs cope with these changes? Are the sport facilities available in the higher colleges enough to foster the scientific training of the students? Do these facilities provide a training environment that can prepare specialists who can work in the various sport fields? (Rink et al., 2010:33). These

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questions raise a problematic that requires reviewing the efficiency of training programs, sport facilities, and their effect on the quality of training in the field.

Answering these questions helps understand the relation between the quality of training programs, the sport facilities, the academic achievement, and the scientific skills acquired by the students. Thus, this study aims at finding out the effect of training programs and sport facilities on improving the level of training on sport and physical education through a deep analysis of the factors that affect the educational process. In addition, we aim at providing recommendations that improve the programs and facilities taking into account the contemporary requirements, **aiming at building a complementary sport educational environment to provide the students with the required abilities to work in the field of sport and physical education** (Ben Semicha, 2024:101).

Sport and physical education is one of the main fields that have a vital role in developing the physical and mental abilities of the students, as it develops their ability to efficiently participate in the sport activities, their motor skills, and their physical abilities. This field covers a set of concepts and activities that include education and sport, what fosters the ability to teach and guide sports scientifically and practically. In this context, the higher colleges that teach this field draw a big attention because they represent the environment where the students acquire skills and knowledge necessary to work in the different fields of sport.

Many studies focused on this field, such as that of Kirk & McDonald (2001), It examined the current state of physical education and sport education teacher training programs and emphasized the value of combining theoretical and practical elements to enhance instructors' proficiency. Likewise, the study of Hardman & Marshall (2005) tackled the general status of physical education in schools all over the world, highlighting the lack of sport facilities and how they directly affect the standard of physical education, with

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recommendations to consolidate these facilities. Besides, the study of Bailey et al. (2010) discussed the development of sport skills through structured training programs, and insisted on the importance of designing programs that suit the needs of the participants to achieve an excellent sport performance and a high-quality training. These studies show the importance of good training and methodological planning in achieving the goals of physical education.

With the development of educational and sport sciences, it is necessary for the training programs provided by the educational institutions to cope with the modern scientific trends in physical education. Besides, the sport facilities available in these institutions have a vital role in improving the training quality, as it is not enough to focus only on the training programs; rather, the sport facilities must provide the suitable equipments to practically train students on the different sport skills. For instance, the availability of gyms and stadiums highly contributes to the improvement of the students' performance and helps apply the theoretical concepts learned in class. Nevertheless, despite the big advance in many high colleges regarding the developed training programs and the establishment of modern sport facilities, we still raise the question that says, "Do these programs and facilities really improve the quality of training on the sport and physical education?"

2. General hypothesis:

- The sport facilities and training programs play a vital role in improving the quality of training on sport and physical education in higher colleges.

3.The study aims:

- Examining how training programs affect the enhancement of sport and physical education instruction.
- Researching how sports facilities can help students perform better physically.
- Being aware of how well training plans and sporting facilities meet the demands of modern physical education.
- Determining the relationship between training program availability and sport facilities and training quality.

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4. The procedural identification of the study terms:

4.1. The training programs: (Mohamed Djebbouri, 2018:69) defines the training programs as a set of educational activities that aim at developing the skills and knowledge of students in a given field. We see they are the educational activities that aim at developing the students' skills and knowledge in a given field.

4.2. The sport facilities : (Abd al Karim Seghir, 2016:37) They are the facilities and infrastructure used to practice the physical activities, such as stadiums, gyms, and swimming pools. We see they are the facilities meant for practicing the sport activities, such as stadiums, gyms, and swimming pools.

4.3. The training quality: (Fatma Ahmed, 2019:88) It refers to the level of efficiency and effectiveness in providing education and training to students in any academic field. In sport and physical education, it refers to the ability of the educational programs and sport facilities to achieve the educational goals and professionally empower students. We come to the conclusion that it is the effectiveness of the facilities and programs in reaching professional and educational objectives, particularly in the areas of physical education and sport.

5. The methodological procedures of the study:

5.1.Method and tool:

5.1.1. Method of the study:

Since the descriptive study is best suited to examine how training programs and sports facilities affect the caliber of training in physical education and sports, we employed it.

5.2.The pilot study:

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We examined the effect of training programs and sport facilities on the quality of training in sport and physical education. We chose a sample of students and practitioners to evaluate the role of these factors in improving the sport skills and developing the academic competency. We collected data using questionnaires and interviews. We found out the effect of the training programs and sport facilities in fostering education and training and achieving goals.

5.3.The study population:

It includes the 1st year students majoring in sport and physical education at the Higher College of Teachers in Laghouat.

5.4.The study sample:

We chose the sample using the purposive method. It includes 44 female and male 1st year students majoring in sport and physical education at the Higher College of Teachers in Laghouat.

5.5. The study limitations:

5.5.1.The human limitations: The 1st year students majoring in sport and physical education at the Higher College of Teachers in Laghouat.

5.5.2.The spatial limitations: The Higher College of Teachers' department of physical education and sports in Laghouat.

5.5.3.The temporal limitations: The academic year 2023-2024.

5.6. The study tools:

After deeply studying the topic, reviewing the literature, and surveying the views of curricula designs experts, we decided that the best tool for data collection is the questionnaire.

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5.6.1 The scientific conditions of the tools (The psychometric properties):

5.6.1.1. The interrater validity:

In this study, we used the face validity, as we made a primary questionnaire of 24 items and presented it to 4 teachers specialized in sport and physical education and 02 teachers specialized in psychology to read each item and decide whether it measures what is needed. We deleted the items that got agreement rates lower than 80%, and took the remarks into consideration, either regarding the formulation or the topic. Thus, we had 12 items in the end.

5.6.1.2. The tool consistency:

Table No°1: the coefficient of consistency of each axis and the total of the axes

Scope	Items	Cronbach’s Alpha
Axis	12	0.660

Source: by the authors based on the outputs of SPSS

Table 01 shows that Cronbach’s Alpha for the axes of the tool is 0.600, which is high and shows the high consistency, validity, and credibility of the tool in testing the study hypotheses.

5.6.1.3.The intrinsic validity:

It is measured using this equation:

The quadratic root of the consistency coefficient

$$r = \sqrt{0,660} = 0,812$$

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Thus, the validity coefficient is 0.812 and is statistically significant. Therefore, the questionnaire has a high degree of validity and can be applied on the study sample.

5.7. The statistical methods:

SPSS.

Cronbach’s alpha

The percentages.

Chi-square.

6.Presentation and analysis of the results:

Table No°2: The statistical processes

Items	Answers	Percentage %	Answers	Percentage %	Calculated Chi ²	Table Chi ²	Degree of freedom	Significance level
01	Yes	88.6	No	11.4	26.273	3.841	01	0.05
02	Yes	72.7	No	27.3	9.091	3.841	01	0.05
03	Yes	88.6	No	11.4	26.273	3.841	01	0.05
04	Yes	61.4	No	38.6	26.273	3.8	01	0.05

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						41		
05	Yes	4.09	No	59.9	1.455	3.8 41	01	0.05
06	Yes	88.6	No	11.4	26.273	3.8 41	01	0.05
07	Yes	68.2	No	31.8	5.818	3.8 41	01	0.05
08	Yes	72.7	No	27.3	9.091	3.8 41	01	0.05
09	Yes	79.9	No	20.8	15.364	3.8 41	01	0.05
10	Yes	88.6	No	11.4	26.273	3.8 41	01	0.05
11	Yes	54.5	No	45.5	0.364	3.8 41	01	0.05
12	Yes	93.3	No	4.5	70.955	3.8 41	01	0.05

Source: by the authors based on the outputs of SPSS

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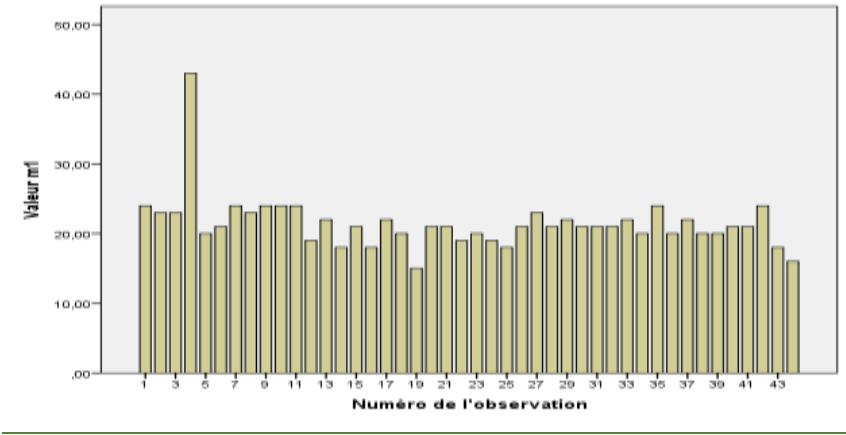


Figure 1: Graphs illustrating the sample responses as percentages

We briefly analyzed the results using the percentages, calculated χ^2 , and table χ^2 . Regarding the training programs of the College, 88.6% of the informants tell that they contribute highly to developing their skills, with a value of calculated χ^2 of 26.273, which exceeds table χ^2 (3.841) and shows a strong statistical significance for the effect on the programs. As for the availability of specialized training programs, 72.7% of the informants tell that College provides programs, with a value of calculated χ^2 of 9.091, which exceeds table χ^2 (3.841) and shows a strong statistical significance for the availability of the programs. Besides, 88.6% confirm that the sport facilities are necessary for the sport training, with a value of calculated χ^2 of 26.273, which exceeds table χ^2 (3.841) and shows the importance of sport facilities in training.

As for updating the training programs, 61.4% confirm its periodical nature, with a value of calculated χ^2 of 26.273, which exceeds table χ^2 (3.841) and shows a strong periodical update of the programs. As for the training equipments, 59.9% tell that the facilities do not provide the sufficient equipments, with a value of calculated χ^2 of 1.455, which is less than table χ^2 (3.841) and shows no statistical

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significance for the availability of sufficient equipments. Concerning the effect of the modern sport activities, 83.6% confirm that they improve performance, with a value of calculated χ^2 of 26.273, which exceeds table χ^2 (3.841) and shows a strong positive effect for the facilities.

For the training environment, 68.2% confirm that the College provides a suitable training environment, with a value of calculated χ^2 of 5.818, which exceeds table χ^2 (3.841) and shows a positive statistical significance for the availability of the suitable training environment. Concerning the sufficiency of the training activities, 72.7% tell that the activities are sufficient to develop the skills, with a value of calculated χ^2 of 9.091, which exceeds table χ^2 (3.841) and shows a statistical significance that confirms the sufficiency of the training activities.

Regarding the regular presentation of the sport training, 79.7% confirm that it is presented regularly, with a value of calculated χ^2 of 15.364, which exceeds table χ^2 (3.841) and shows the regular nature of training. Concerning the improvement of the physical agility, 88.6% tell that the training programs contribute to the improvement of the physical agility, with a value of calculated χ^2 of 26.273, which exceeds table χ^2 (3.841) and confirms their effect on the improvement of agility. For the training on different sport games, 45.5% say that the facilities do not provide training of diverse games, with a value of calculated χ^2 of 0.364, which is less than table χ^2 (3.841) and shows no statistical significance. Finally, 93.3% of the informants tell that the sport activities foster cooperation among students, with a value of calculated χ^2 of 70.955, which highly exceeds table χ^2 (3.841) and shows a strong statistical significance for the effect of the sport activities on fostering cooperation among students.

7. Discussion and interpretation of the results:

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Our findings show that the training programs highly contribute to the development of the informants. This goes with the study of Bailey et al. (2010) which found out the importance of designing training programs to meet the needs of participants and achieve an excellent sport performance. In addition, the sport facilities are vital for the sport training, as proven by Hardman & Marshall (2005) who found out the effect of sport facilities on the quality of physical education. In the same regard, our study showed that the training programs are periodically updated; this agrees with the findings of Kirk & McDonald (2001) who recommended the continuous update of the programs to improve the training.

On the other hand, our study showed that the insufficiency of the sport facilities does no influence the quality of training, unlike the findings of Hardman & Marshall (2005) which insisted on providing the suitable equipments to support the sport activities and achieve an efficient training environment. Finally, our findings show that the sport activities foster cooperation among students, as Bailey et al. (2010) found, confirming the importance of sport activities in fostering teamwork among the participants. In general, we can say that our findings agree with many of the previous studies, confirming the importance of training programs and suitable sport facilities in improving the quality of training on sport and physical activities.

8.Conclusion:

We reached different important results that reflect the role of training programs and sport facilities in developing the skills of students majoring in sport and physical activities. In this regard, we confirmed that the training programs in the Higher College highly contribute to the development of the sport skills, and that the sport facilities play a crucial role in this training. Moreover, the periodical update of the programs ensures their efficiency. However, we found out that the sport facilities do not provide the sufficient equipments,

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limiting the efficiency of training. As for the sport activities, they foster cooperation among students and build the team spirit.

Based on these findings, we recommend providing the sufficient sport equipments in the sport facilities to ensure a suitable training environment. Besides, it is necessary to update the training programs periodically, considering the students and field needs. Furthermore, the sport activities that increase cooperation must be promoted, all along with the suitable educational environment that improves the sport performance. As for the future research horizons, the research may assess the influence of diversifying the athletic activities on the development of the students' talents in different fields, and study the effect of current technologies on the improvement of the quality of training programs of physical education.

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- **How to cite this article in APA style:**
Author(s), et al. (Year...), **Title of the article**, *Journal of Excellence in Science and Techniques of Physical and Sports Activities*, Volume..., Issue..., Nour El-Bachir University Center, El Bayadh, Algeria, pp. ...-....