

The Practice of Physical Activity through Semi-Sport Games and Its Relationship to the Development of Sensorimotor Skills among Middle School Pupils: A Study from the Perspective of Physical Education Teachers. A Field Study in Selected Middle Schools in Djelfa Municipality

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Abstract

The aim of the present study is to examine the relationship between engaging in physical activities through semi-sport games and the development of sensorimotor skills among middle school pupils, from the perspective of physical education teachers. A structured questionnaire was administered to a sample of 50 physical education teachers in order to collect the necessary data. The Chi-square test was used as a statistical tool to analyze the collected data. The findings of the study indicate a statistically significant relationship between the practice of physical activities through semi-sport games and the development of sensorimotor abilities among middle school pupils.

Keywords: Physical activity, semi-sport games, development, sensorimotor domain, middle school pupils.

المخلص: نهدف من خلال دراستنا الحالية الى تسليط الضوء على العلاقة التي تربط بين الممارسة الرياضية بواسطة الألعاب الشبه رياضية وتنمية الجانب الحسي الحركي لدى تلاميذ الطور المتوسط من وجهة نظر أساتذة التربية والرياضية ، حيث تم توجيه استبيان إلى مجموعة من الأساتذة والذي بلغ عددهم 50 استاذ بهدف جمع البيانات المتعلقة بالدراسة الحالية ، وقد تم

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الاعتماد على اختبار كاف ترييع كاختبار احصائي لمعالجة البيانات المتحصل عليها من افراد العينة. وقد توصلت دراستنا الحالية الى وجود علاقة بين الممارسة الرياضية بواسطة الألعاب الشبه رياضية وتنمية الجانب الحسي الحركي لدى تلاميذ الطور المتوسط .

الكلمات الدالة :

الممارسة الرياضية، الألعاب الشبه رياضية ، تنمية، الجانب الحسي الحركي، تلاميذ الطور المتوسط .

1. Introduction:

Physical and sports education is a fundamental component of the educational system due to its pivotal role in enhancing students' physical, motor, and cognitive abilities, in addition to fostering social and moral values. Physical education constitutes one of the main pillars of education and plays an essential role in preparing a generation capable of achieving high levels of performance and scientific advancement, through a balanced and integrated development of students' latent potentials. This is achieved by aligning physical activities with learners' individual capacities, interests, and inclinations, enabling them to master and enjoy various physical and motor exercises. It also contributes to the enhancement of cognitive, skill-related, emotional, health-related, and social competences.

Our current study is closely related to this educational objective, as it focuses on the importance of physical activity through semi-sport games in developing the sensorimotor aspect of middle school pupils—an essential domain in physical education. The study adopted a rigorous scientific and methodological approach to yield reliable and valid results.

2. Problem Statement:

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Education in the context of sports is concerned with the holistic development of the individual by enhancing psychological, social, spiritual, and physical dimensions. In this regard, physical education sessions play a crucial role in equipping children and adolescents with a range of motor skills and experiences, supported by organized physical and mental effort. This is conducted through activities that are compatible with adolescents' developmental needs and their natural inclination toward play (Khoudari & Missaoui, 2000/2001, p. 11).

To fulfill these developmental needs, semi-sport games have been integrated into physical education sessions to foster the development of sensorimotor skills. These games are defined as “simple, structured activities involving multiple participants, governed by simplified rules and accessible regardless of age, gender, or physical condition. They are generally recreational and may or may not use equipment” (Sahraoui, Harakati, & Laamara, 2019/2020, p. 6). For these games to be effective, they must aim at developing basic motor skills such as locomotor movements (e.g., jumping, running), non-locomotor movements (e.g., head and trunk movements), and manipulative skills (e.g., hitting with the hand or foot). They also contribute to the enhancement of perceptual abilities, enabling learners to interpret stimuli and adapt to their environment. This includes motor, visual, and auditory discrimination. Furthermore, such games promote physical fitness and help improve both simple and complex motor abilities (Wadie, 1996, pp. 34–37).

From this perspective, the current study seeks to explore the relationship between the practice of physical activity through semi-sport games and the development of sensorimotor skills among middle school pupils, as perceived by their teachers.

This led us to formulate the following main research question:
– **Is there a correlation between engaging in physical activity through semi-sport games and the development of sensorimotor skills among middle school pupils?**

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In addition, the study addresses the following sub-questions:

- Is there a long-term correlation between semi-sport games and the development of sensorimotor skills among middle school pupils?
- Is there a relationship between semi-sport games and the achievement of good motor performance among pupils?
- Is there an association between semi-sport games and the improvement of sensory behavior among pupils?

3. Study Hypotheses

3.1. General Hypothesis:

There is a statistically significant correlation between the practice of physical activity through semi-sport games and the development of sensorimotor skills among middle school pupils.

3.2. Specific Hypotheses:

- There is a significant correlation between the practice of physical activity through semi-sport games and the long-term development of sensorimotor skills among middle school pupils.
- There is a significant relationship between the practice of physical activity through semi-sport games and the attainment of effective motor performance among middle school pupils.
- There is a significant correlation between the practice of physical activity through semi-sport games and the improvement of sensory behavior among middle school pupils.

4. Study Objectives

The objectives of the present study are summarized as follows:

1. To examine the correlation between the practice of physical activity through semi-sport games and the development of

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sensorimotor skills among middle school pupils, from the perspective of physical education teachers.

2. To explore the correlation between the practice of physical activity through semi-sport games and the long-term development of sensorimotor skills among middle school pupils, from the perspective of physical education teachers.
3. To investigate the correlation between the practice of physical activity through semi-sport games and the attainment of sound motor performance among middle school pupils, from the perspective of physical education teachers.
4. To assess the correlation between the practice of physical activity through semi-sport games and the improvement of sensory behavior among middle school pupils, from the perspective of physical education teachers.

5. Significance of the Study

The significance of the current study lies in its emphasis on the cognitive and scientific importance of practicing semi-sport games and their role in sensorimotor development. It also seeks to highlight the integrative relationship between play and sensorimotor learning, particularly during adolescence—a stage in which play holds substantial psychological, physical, and social benefits. This is especially relevant for middle school pupils, for whom such activities contribute positively to overall development.

6. Rationale for Choosing the Topic

The reasons for selecting this research topic can be summarized as follows:

- Our observation of the need to shift away from traditional, rigid teaching approaches and instead adopt engaging, dynamic methods that allow pupils to experience greater freedom and enjoyment during physical education sessions.

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- The choice of a simple and accessible teaching approach that aligns with the cognitive and physical capacities of pupils, as well as their developmental stage.
- Our aim to identify the most effective strategies within modern pedagogical frameworks for physical education.

7. Concepts and Terms Used in the Study

1.7. Semi-Sport Games

Definition (Terminological):

Semi-sport games are defined as simple, loosely structured activities characterized by ease of execution, enjoyment, and a spirit of competition, governed by simple and accessible rules (**Moucharef, 2001, p. 49**).

Operational Definition:

In the context of this study, semi-sport games refer to all games not governed by the official physical education curriculum. Instead, these games follow specific rules designed by the teacher according to the nature and objectives of the session, and the physical and cognitive characteristics of the pupils.

2.7. Sensorimotor Domain

Definition (Terminological):

The sensorimotor domain is defined as the processing and management of information received through the senses and its integration with motor responses as manifested in observable behavior (**Anwar El-Khouli & Kamel, 1982, p. 199**).

Operational Definition:

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In this study, the sensorimotor domain refers to the collective sensory abilities that enable the pupil to accurately perceive and identify the body's position, orientation, and movement in space, as well as overall bodily balance.

3.7. Adolescence

Definition (Terminological):

Adolescence is the developmental stage that falls between childhood and maturity, typically ranging from ages 13 to 20. This phase is characterized by significant physical, psychological, and social changes and may be accompanied by behavioral and emotional disturbances (Ouzi, 2001, p. 09).

Operational Definition:

In this study, the term "middle school stage" refers to early adolescence, which occurs approximately between the ages of 13 and 17, a period marked by substantial behavioral transformations in pupils.

8. Previous Studies

1. Study by Bouhaj Meziane, Meziane Fateh, Sassi Abdelaziz, and Hammani Ibrahim

Title: *"The Development of Sensorimotor Skills through Semi-Sport Games among Young Handball Players."*
Published in *The Academy Journal for Social and Human Sciences*, Issue 21, January 2019.

This study aimed to highlight the benefits of semi-sport games during childhood from various dimensions—psychological, social, physical-health, and moral—and emphasized the importance of such games in developing sensorimotor abilities. The study concluded that semi-sport games play a significant role in

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enhancing children's health behavior and in building foundational motor experiences that accelerate the acquisition of motor skills.

2. Study by Hachman Mohamed El-Moukhtar

Title: *"Semi-Sport Games in Physical Education Classes and Their Importance in Developing Motor and Social Aspects."* Published in *The Scientific Journal of Physical and Sports Education*, Vol. 17, Issue 01, May 2018.

This study aimed to provide a comprehensive overview of semi-sport games, including their definitions, types (classifications), and objectives.

Although theoretical in nature, the study offered valuable insights and concluded that learning motor skills in physical education classes is heavily dependent on play-based approaches.

3. Study by Goul Khira and Hamza Jaaireen

Title: *"Semi-Sport Games in Developing Sensorimotor and Socio-Emotional Skills in Physical Education Classes among High School Pupils."*

Published in a peer-reviewed journal issued by the Laboratory of Sciences and Techniques of Physical and Sports Activity, Issue 1, June 2010.

This study focused on the critical importance of addressing adolescence—a phase rife with psychological disturbances and behavioral challenges—and on helping physical educators better understand and respect the emotional states and personalities of adolescents.

Findings revealed that semi-sport games positively impact the development of sensory behavior, motor performance, and socio-emotional skills among high school pupils during physical education classes.

9. Commentary on Previous Studies

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9.1. In Terms of Topic Selection:

Our current study shares significant similarities with previous research in terms of topic selection, particularly in exploring the relationship and role of semi-sport games in developing and enhancing pupils' sensorimotor and cognitive skills.

9.2. In Terms of Study Objectives:

The objective of our study aligns closely with those of the previous studies, all of which sought to identify the relationship and impact of semi-sport games on the development and improvement of sensorimotor and cognitive functions in pupils.

9.3. In Terms of Methodology:

Our current study concurs with previous studies in adopting the **descriptive method** as the appropriate research approach.

9.4. In Terms of Study Population:

Our study differs from the previous ones in terms of the population under study. While previous studies focused on high school pupils, our research targeted **middle school pupils**.

9.5. In Terms of Study Sample:

Similarly, our study diverges from earlier works in terms of the sampled participants. We selected **middle school pupils**, whereas previous studies focused primarily on high school students.

9.6. In Terms of Data Collection Instrument:

Our study concurs with all previous studies in the selection of data collection tools. All studies, including ours, relied on the **questionnaire** as the primary means of gathering information from respondents.

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9.7. In Terms of Statistical Methods Used:

Our study differs from most previous studies in the statistical methods applied—except for the first study, which also employed a statistical test. We used the **Chi-square test (χ^2)** to assess the relationship between the study variables. In contrast, some previous studies relied on **frequencies and percentages** as statistical tools for data analysis.

9.8. In Terms of Findings:

The results obtained across all studies were largely consistent with our current findings, supporting the general conclusion that **semi-sport games play an effective role in developing and enhancing sensorimotor and cognitive skills in pupils.**

9.9. In Terms of Utilization of Previous Studies:

We benefited from all previous studies as they provided valuable theoretical grounding for our research. They contributed to the **methodological construction** of our research problem and offered guidance on the **appropriate procedures** to be followed in such studies.

10. Methodological Procedures Followed in the Study

10.1. Research Methodology:

The selection of a specific research methodology over others is often influenced by several factors, including the subject of the study and the specific characteristics of the research problem. In the present study, we adopted the descriptive method, as it was considered the most suitable for addressing the research objectives. This approach is particularly effective when aiming to analyze and interpret a phenomenon in a systematic and scientific manner. According to Ammar Bouhouche and Mohammed Mahmoud Al-Dhanibat, the descriptive method is defined as “a method of analysis and interpretation conducted in a scientifically organized manner, aiming

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to achieve specific objectives related to a particular social situation or problem” (Bouhouche & Al-Dhanibat, 1995, p. 136).

10.2. Study Population:

In the context of the social sciences, a study population is commonly defined as “a finite or infinite group of elements that are pre-defined and serve as the basis for observation,” or alternatively as “a group of elements sharing one or more characteristics that distinguish them from others and upon which the testing or investigation is conducted” (Morris, 2001, p. 298). In alignment with this conceptualization, the population selected for the present study consisted of 50 respondents, specifically middle school physical education teachers from various schools located in the municipality of Djelfa.

10.3. Study Sample:

In the present study, a **random sample** was employed, consisting of 50 participants selected from middle school teachers in several schools located in the municipality of Djelfa.

10.4. Data Collection Tool: (Questionnaire)

10.4.1. Description of the Study Tool:

The study relied on a **questionnaire scale** as a data collection instrument administered to the participants. This tool was designed specifically in accordance with the objectives and requirements of the current research.

10.4.2. Scoring Key:

Each response option was assigned a score as follows: (*Disagree* = 1, *Neutral* = 2, *Agree* = 3).

10.5. Study Variables:

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10.5.1. Independent Variable:

This is the factor that the researcher aims to measure in terms of its impact on the studied phenomenon. It is generally known as the independent or experimental variable. In the current study, it is represented by **sports practice through semi-sport games**.

10.5.2. Dependent Variable:

This refers to the affected factor whose variation the researcher seeks to assess in light of the studied phenomenon. In this study, it is represented by the **sensorimotor dimension**. Typically, the researcher examines the relationship—if any—between the independent and dependent variables.

10.6. Statistical Methods Used in the Study:

After the implementation phase, the data collected via the tool (questionnaire) was processed and analyzed statistically using **SPSS software**, through the application of a set of statistical procedures, namely:

10.6.1. Chi-square Test (χ^2):

This statistical test was employed to examine the existence of a **correlational relationship** in the participants' responses to the questionnaire items.

10.6.2. Standard Error Margin:

Set at **0.05**.

10.6.3. Degree of Freedom (df):

Calculated using the formula: **df = N - 1**,

where *N* represents the total number of sample members.

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10.6.4. Arithmetic Mean:

Used to calculate the **standard deviation** and to compare the results across the sample members. The arithmetic mean is calculated as follows:

$$\bar{X} = \Sigma x / N$$

Where Σx : Sum of frequencies

N: Number of students

10.6.5. Standard Deviation:

The standard deviation is considered one of the most accurate and widely used measures of dispersion. It is defined as the square root of the average of the squared deviations of values from their mean. Thus, it indicates how far an individual score deviates from the central value. (Salah al-Din, n.d., p. 211)

11. Presentation, Analysis, and Discussion of the Study Hypotheses:

11.1. Presentation, Analysis, and Discussion of the First Hypothesis:

- Text of the first hypothesis: *"There is a correlational relationship between sports practice through semi-sport games and the long-term development of the sensorimotor aspect among middle school pupils."*

Semi-sport games *	Me	Stand	Chi	Signific	Degr	Signific	Statisti
Long-term sensori	an	Devia	squ	ance	ee of	ance	cal
		tion	are	Level	Free	Level	Decisi
			Val	(sig)	dom		on
			ue		(df)		

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motor development	2.0333	0.96431	17.957	0.00	49	0.05	Statistically Significant
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Source: Prepared by the researchers using SPSS software.

Table (01): Represents the statistical methods used to process the first hypothesis.

From Table (01), which illustrates the statistical methods used in processing the first hypothesis, we observe that the arithmetic mean reached 2.0333, while the standard deviation was 0.96431. The Chi-square value was estimated at 17.957, and the significance level (sig) was 0.00, with a degree of freedom (df) of 49, and a significance level set at 0.05.

By comparing the significance level sig = 0.00 with the threshold significance level of 0.05, we note that the value of sig = 0.00 is **lower than** the threshold of 0.05.

Hence, the **first hypothesis is statistically significant.**

11.2. Presentation, Analysis, and Discussion of the Second Hypothesis:

- Text of the second hypothesis: *"There is a correlational relationship between sports practice through semi-sport games and achieving good motor performance among middle school pupils."*

Semi-sport games * Achieving good motor	Mean	Standard Deviation	Chi-square Value	Significance Level (sig)	Degree of Freedom (df)	Significance Level	Statistical Decision
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performance	2.1000	1.09387	9.734	0.00	49	0.05	Statistically Significant
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Source: Prepared by the researchers using SPSS software.

Table (02): Represents the statistical methods used to process the second hypothesis.

From Table (02), which illustrates the statistical methods used in processing the second hypothesis, we observe that the arithmetic mean reached 2.1000, while the standard deviation was 1.09387. The Chi-square value was estimated at 9.734, and the significance level (sig) was 0.00, with a degree of freedom (df) of 49, and a significance level set at 0.05.

By comparing the significance level sig = 0.00 with the threshold significance level of 0.05, we note that the value of sig = 0.00 is **lower than** the threshold of 0.05.

Hence, the **second hypothesis is statistically significant.**

11.3. Presentation, Analysis, and Discussion of the Third Hypothesis:

- Text of the third hypothesis: *"There is a correlational relationship between sports practice through semi-sport games and the improvement of sensory behavior among middle school pupils."*

Semi-sport games * Improvement of sensory	Me an	Stand ard Devia tion	Chi - squ are Val ue	Signific ance Level (sig)	Degr ee of Free dom (df)	Signific ance Level	Statisti cal Decisi on
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behavior	2.2333	1.22287	10.087	0.00	49	0.05	Statistically Significant
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Source: Prepared by the researchers using SPSS software.

Table (03): Represents the statistical methods used to process the third hypothesis.

From Table (03), which illustrates the statistical methods used in processing the third hypothesis, we observe that the arithmetic mean reached 2.2333, while the standard deviation was 1.22287. The Chi-square value was estimated at 10.087, and the significance level (sig) was 0.00, with a degree of freedom (df) of 49, and a significance level set at 0.05.

By comparing the significance level sig = 0.00 with the threshold significance level of 0.05, we note that the value of sig = 0.00 is **lower than** the threshold of 0.05.

Hence, the **third hypothesis is statistically significant.**

11.4. Presentation, Analysis, and Discussion of the General Hypothesis:

- Text of the general hypothesis: *“There is a correlational relationship between physical activity through semi-sports games and the development of the psychomotor aspect among middle school students.”*

Semi-sports games * Development of the	Me an	Stand ard Devia tion	Chi - squ are Val ue	Signific ance Level (sig)	Degr ees of Free dom (df)	Signific ance Thresh old	Statisti cal Decisi on
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psycho motor domain	3.0667	1.31131	18.171	0.00	49	0.05	Statistically significant
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Source: Prepared by the researchers using SPSS software
Table (04): Represents the statistical methods used in processing the general hypothesis.

From Table (04), which presents the statistical techniques used to address the general hypothesis, we observe that the mean value reached 3.0667, the standard deviation was 1.31131, the Chi-square value was estimated at 18.171, and the significance level (sig) was 0.00, with degrees of freedom (df) equal to 49, and a significance threshold of 0.05. When comparing the significance level (sig = 0.00) with the threshold (0.05), it is evident that the value 0.00 is lower than 0.05.

Thus, the general hypothesis is **statistically significant**.

12. General Conclusion:

Based on the results of the hypotheses, we conclude the existence of:

- A correlational relationship between physical activity through semi-sports games and the development of the psychomotor aspect among middle school students, from the perspective of teachers.
- A correlational relationship between semi-sports games and long-term psychomotor development among middle school students, as viewed by teachers.
- A correlational relationship between practicing semi-sports games and achieving good motor performance among middle school students, from the perspective of teachers.
- A correlational relationship between practicing semi-sports games and the improvement of sensory behavior among middle school students, as perceived by teachers.

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13. Recommendations:

Based on the above, the following points are proposed for future research:

- The necessity of using semi-sports games as a recreational tool before each session in a manner that supports the intended educational goal.
- Experts should recognize the critical importance of semi-sports games, promote their development, and integrate them officially into the national curriculum by conducting a comprehensive assessment of the current educational programs applied at the middle school level.
- Greater attention should be given to physical education programs as part of the broader school curriculum, considering their substantial role in addressing students' psychological, social, and psychomotor challenges.

14. Conclusion:

This study was initiated to investigate whether a relationship exists between physical activity through semi-sports games and the development of the psychomotor aspect in middle school students, from the perspective of teachers. We sought to emphasize the importance of these games in developing sensory capacities during early adolescence and their critical role in producing transformative effects in students' lives. These games contribute not only to enhancing mental and psychological abilities but also to the development of psychomotor skills during physical education sessions. Therefore, it is imperative to integrate such activities into regular physical practice, as omitting recreational elements may lead to boredom and disengagement due to the age-specific nature of adolescence.

We have strived to demonstrate the link between the implementation of these games and psychomotor development, and our results affirm that physical activity through such games plays a vital and effective

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role in enhancing students' psychomotor abilities. Ultimately, this study remains an open scientific proposal for further exploration by future researchers specializing in sports sciences.

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