

The effectiveness of physical and educational sports activities in promoting social
values among high school students

"Field study of some secondary schools in Central Algeria"

فعالية الأنشطة البدنية والرياضية التربوية في تعزيز القيم الاجتماعية لدى تلاميذ المرحلة الثانوية
"دراسة ميدانية لبعض الثانويات الجزائرية الوسطى"

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Abstract :This study aimed to determine the role of educational physical activity in the development of social values among secondary school students, using a questionnaire and then applying the descriptive method. The study was conducted with a sample of secondary school students as part of a field study carried out in several high schools in central Algeria, involving 240 students, both boys and girls. The study yielded the following results: Educational physical activity influences secondary school students in the acquisition of values and the development of physical qualities, and this activity contributes to their interaction with society and their contact with individuals, as well as to developing team spirit and establishing relationships of brotherhood and camaraderie among adolescents, and to achieving psychological comfort, stability, and cohesion among them.

Keywords: educational physical activity, physical education, physical and sports education, social values, adolescence, secondary education.

المخلص : هدفت هذه الدراسة إلى تحديد دور النشاط البدني التربوي في تنمية القيم الاجتماعية لدى تلاميذ المرحلة الثانوية، وذلك من خلال استخدام الاستبيان وتطبيق المنهج الوصفي. أُجريت الدراسة على عيّنة من تلاميذ الثانويات ضمن دراسة ميدانية شملت عدّة ثانويات بوسط الجزائر، وبلغ حجم العيّنة 240 تلميذاً وتلميذة. وقد أسفرت النتائج عن أنّ النشاط البدني التربوي يؤثر في تلاميذ المرحلة الثانوية من حيث اكتساب القيم وتنمية الصفات البدنية، كما يساهم هذا النشاط في تفاعلهم مع المجتمع واحتكاكهم بالأفراد، وفي تنمية روح الفريق وإقامة علاقات الأخوة والزمالة بين المراهقين، إضافةً إلى تحقيق الراحة النفسية والاستقرار والتماسك فيما بينهم.

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الكلمات المفتاحية: النشاط البدني التربوي، التربية البدنية، التربية البدنية والرياضية، القيم الاجتماعية، المراهقة، التعليم الثانوي.

1. INTRODUCTION AND RESEARCH PROBLEM

Physical and sports activities, as practiced through physical education classes within educational institutions, are considered an essential field of education. They constitute a pillar that individuals rely on in their daily lives to become well-rounded members of society, equipped with experiences, skills, and values that align with the development and growth of their social environment. The practice of sports through physical education holds fundamental importance in an individual's life because of the physical, psychological, social, and educational benefits it provides. Socially, it offers opportunities for interaction with others, while educationally, it fosters the acquisition of motor skills and new knowledge. As physical education is part of general education and an integral subject within it, it contributes to the learner's development by combining physical skills with knowledge. It is often regarded as the only outlet for adolescents (Mahmoud Ahmed Sayed, 2002, p. 90). Adolescence itself is marked by physical, mental, psychological, and social changes, resulting from internal and external conflicts. Social responses during this stage manifest in two directions: first, in the adolescent's awareness of the social values associated with bodily changes; second, in the resulting tension with family and adults, as the adolescent no longer perceives himself as a child, which creates conflict (Malik Mahoul, 2003, p. 90). To understand the contribution of physical and sports activities, particularly through physical education classes, we conducted observations in the municipalities of Algiers. At Algiers Central High School, we noted that one of the most pressing issues faced by students—and simultaneously by teachers—

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is the disruption of student–teacher relationships. This often leads to disturbances, lack of active participation in theoretical lessons, introversion among students, and, at times, boycotting of other classes.

The school, as a secondary institution, is characterized by social relations marked by warmth, depth, and continuity, as well as a spirit of cooperation and respect. It emphasizes the value of individuals and trains them in socially acceptable behavior across various situations and occasions. This socializing function of the teacher influences the nature of social relations within the institution, its social value, and its structure. It also determines the methods and mechanisms employed in the socialization process. The school thus represents the first group that the individual encounters during socialization (Abdullah Zahi Al-Rashidin, 2005).

Hence, in this research we chose to study the role of educational physical activity in the development of social values among secondary school students (a field study in Hussein Dey high schools in Central Algeria).

Physical and sports education is a crucial educational tool through which individuals achieve proper physical development, acquire diverse physical qualities, and become strong persons capable of overcoming the challenges of daily life. This subject carries numerous meanings and advantages that greatly contribute to the development of individual potential. It helps students adapt to their environment and society, acquire skills and techniques, adopt healthy habits, and develop socially acceptable behavior. Physical activity thus provides essential educational values needed throughout the student's academic journey, from primary school to high school, which represents a decisive stage in their life. It also aims to prepare the individual that society desires. As Durkheim stated, education does not seek to develop what a person is naturally, but rather

what society wants him to become (Turki Rabeh, 1982, Algeria, p. 83). Public education rests on several fundamental pillars, including physical education, which is considered an educational process that occurs through the practice of physical activities. These activities strengthen the body and ensure safety, while simultaneously fostering educational growth (Mohamed Awad Bassiouni & Faisal Yassin Al-Shati, 1992, p. 11). Physical education thus contributes to the holistic development of the individual's personality. Furthermore, physical and sports education integrates with other academic subjects and, in its own way, enhances students' abilities in multiple domains of motor behavior and physical fitness through a wide variety of applied activities. In the socio-emotional domain, it fosters dynamic relationships through team organization and competition. In the cognitive domain, it develops problem-solving skills through play situations that often require solutions to complex issues (Ministry of National Education, 1996, p. 3).

Educators in general, and sports educators and coaches in particular, devote their efforts to fostering students' motivation. Students (Abdel Fateh, 1972, p. 65), like individuals in general, do not live in isolation; they exist within cultural and social environments that shape their interactions and regulate their behaviors. In this context, Albert Bandura and Walter Mitchell developed the theory of social learning, which combines the behavioral learning processes occurring in social environments with the influence of cognitive processes and actions in the formation of personality. Psychologists and researchers agree on the importance of studying psychological tendencies and their role in advancing social development across educational, social, and economic fields. They argue that development in any society requires a conscious study of the laws and theories of social development, alongside an examination of prevailing conditions that must be modified or changed to align with these laws. Several

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studies have shown that adolescence is a critical stage in this regard.

Educational physical activity has become a key component of the Algerian educational system, due to ministerial reforms and the state's efforts to revitalize it. It encompasses diverse forms of education, methods, and approaches, offering humanity effective means to achieve psychological and social stability, while also providing avenues to invest and harness human energy and potential. Evidence demonstrates that sports practice at the secondary level has played, and continues to play, a significant role in developing social values among secondary school students.

Given the importance of the role of educational physical activity in fostering social values among students, this study seeks to examine and diagnose the significance of physical and sports activities within the school environment. This remains the ultimate and ideal objective of every reform and measure targeting the Algerian educational system and its programs, particularly for students in their final year of secondary school.

2. General Research Question: Does educational physical activity play a role in the development of social values among secondary school students?

2.1 Sub-questions:

Based on this question, the following sub-questions were asked:

- Does the educational sports physical activity have a role in realizing the principle of cooperation among secondary school students?
- Does the educational sports physical activity have a role in realizing the principle of respect among secondary school students?
- Does the educational sports physical activity play a role in developing the spirit of community among secondary school students?

3. General Hypothesis:

Educational physical activity develops social values among secondary school

students.

3.1. Sub-hypotheses:

- Educational sports physical activity has a role in realizing the principle of cooperation among secondary school students.
- Educational sports physical activity has a role in realizing the principle of respect among secondary school students.
- Educational sports physical activity has a role in developing the spirit of community among secondary school students

Definition of Terms:

4.1. For educational physical activity:

Linguistic Definition Sports physical activity is regarded as either a free or directed self-practice that contributes to the development and growth of an individual's skills and abilities. It represents a motor response to stimuli, chosen qualitatively and practiced to obtain specific outcomes (Makarem Helmy & Hodja et al., 2002, p. 37). According to Amr Badran, it is "that motor activity which man practices positively, individually or collectively, according to specific laws, so that physical, mental, psychological, and social changes occur, enabling him to adapt to his peers and the surrounding environment" (Nidal Ahmed Al-Ghafri, 2003, p. 159). Educational physical activity is therefore considered a set of pedagogical processes and methods that allow the body to enjoy health, strength, and agility (Ibrahim Mohammed Salama, 2001, p. 129).

Procedural Definition: Educational physical activity refers to sports activities practiced within educational institutions, governed by laws and programs established by the Ministry of National Education. It has specific goals and objectives: integrating the individual into society, production, and education, while shaping him into a strong, healthy person in both body and spirit, capable of protecting national achievements and preserving the components of national

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identity. The individual benefits from this activity across psychological, physical, social, mental, and emotional dimensions, while being guided away from deviations and toward positive behavioral modification under the supervision of teachers. Educational physical activity takes three main forms: recreational, competitive, and instructional.

4.2. Physical education and sports: The word “upbringing” is frequently used in public life, and people attribute to it multiple and varied meanings depending on their specialty and perspective. In Arabic, *raba* means “to increase, grow, and raise.” In the Holy Qur’an, the expression “He raises alms” signifies “He increases it.” Ibn Manzoor (1989, p. 23) explains that *rabia* means “to nourish the child and make him grow,” while *rabia* also means “to raise the child.” Its origin, *raba yarbou*, conveys the sense of increase and growth. Thus, education in Arabic linguistics implies development, refinement, and increase (Turki Rabih, 1982, p. 34). The word “education” is derived from the act of raising, which means to elevate and develop. A child is “brought up” in the sense of being raised and having his physical, mental, and moral capacities developed. Therefore, the Arabic linguistic meaning combines upbringing, strengthening, and discipline (Salahuddin Shoroukh, p. 18).

Terminological Definition: Physical and sports education constitutes a fundamental basis for the development of the educational system. It contributes to the improvement and maintenance of psychomotor competencies among children and youth in educational settings (Order 95-09, p. 8). Physical and sports education is defined as the organized movement of human beings: pedagogically in training institutions (physical education), in the context of competition between individuals and groups (competitive sport), or in the application of acquired motor activities in organized competitive settings (sports education).

Procedural Definition: Physical and sports education is a compulsory subject in the Algerian educational system. It is a class through which students learn laws and knowledge related to sports, while also acquiring the principles of honorable and fair play without resorting to violence or aggression. The goal of physical education is to produce students who are healthy and physically fit, with balanced mental, social, and spiritual development.

4.3. Social Values: Linguistic definition: In the Oceanic Dictionary, value is one of the values and his value if he does not last for anything and his value is straight, straightened, straightened, straightened, straightened, straightened, straightened, straightened, he is righteous and straight (Al-Fawz Abadi, Muhammad bin Yaqoub, 1991, 1st edition, p. 245).

4.4. Adolescence: Linguistic definition: In the Arabic language, adolescence means approaching and approaching the dream, and it is said Rahiq if he faints or catches up and approaches, according to Ibn Faris: A teenager is a boy who has approached puberty and according to Al-Asmai: It is said that a man is said to be a teenager, which means adulteration of the incestuous from drinking wine and the like, and the Arabic word Rahiq comes from the verb Rahiq, which means approaching something, and Rahiq means approaching something, and the meaning here is approaching maturity and adulthood.

4.5. Secondary education: Terminological definition: Secondary education "is a stage in which students are received after the end of basic education, and students move to the secondary education stage according to the legally defined conditions. According to Decree No. 78-33 of April 16 on Education and Training, "Secondary education is designed to receive students after the end of basic education on the basis of conditions determined by the minister in charge of education and its mission is to increase the continuation of the general educational mission assigned to the basic school" (Abdel Rahman Ben Salem,

2000, p. 54).

5.Objective of the study:

1. Highlighting the role of sports and physical activities in the development of social values for individuals.
- 2.Highlighting the tasks and objectives of physical and sports education within the educational system at the stage of secondary education.
- 3.Knowing the extent to which the practice of physical and sports activity can affect the realization of social values among students of this stage.

6.Importance of the study:

- 1.Uncovering the nature of social values and its relationship with the practice of physical and sports activity at the secondary stage.
- 2.Highlighting the period of adolescence as a case and its impact on social values through the changes experienced by the student.
- 3.Highlighting the importance of physical and sports activities in the school environment.

7.Previous Studies:

7.1. The first study by the researcher-student Ramadan Ben Jafaar, published in the Journal of Sports Creativity, Volume 7, Number 1, pages 8–27, on June 15, 2016.”

Entitled “The Role of Educational Physical Sports Activities in Developing Social Interaction among Secondary School Students Aged 18–20 Years: A Field Study at Ahmed Zabana Secondary School in El-Kharrouba, Algiers.” This study aimed to identify the role of educational physical and sports activities in developing various forms of social interaction among school students aged 18–20 during physical education classes at Ahmed Zabana Secondary School in Algiers. It also sought to highlight the importance of physical and sports activities and the educational dimensions and background they encompass, as well as their

significance in shaping the personality traits of adolescent students and developing their psychological, social, and emotional aspects, in addition to fostering a spirit of cooperation among students.

To achieve the objectives of this study, the descriptive method was used. The original population consisted of 240 male and female students, from which a sample of 60 students was selected. A questionnaire was used as the primary tool for data collection, while percentage values and the Chi-square test were employed for statistical analysis. The findings of the study indicated that most students enjoy sports, consider them an important means for psychological recreation, possess very good psychological well-being, and are characterized by calmness, vitality, and lack of fear.

7.2. The second study was prepared by the student-researcher Omaroui Abdelrazak and the student Kermiche Abdelmalek Farid, published at the University of M'sila in 2024, entitled "The Role of Educational Physical Sports Activity in Developing Certain Moral Values among Primary School Pupils from the Perspective of Physical Education Teachers."

This study focused on physical education teachers in several primary schools in the eastern region of Bordj Bou Arreridj Province. The study population consisted of 60 teachers, from which a random sample of 32 teachers was drawn. To achieve the objectives of the study, the researchers developed a questionnaire, tested its reliability using Cronbach's Alpha coefficients, and conducted statistical processing using Pearson's correlation coefficient and the Spearman–Brown correlation coefficient. The researchers relied on the statistical package SPSS for data analysis and employed the descriptive-analytical method. Among the findings of the study was that educational physical sports activity plays an effective role in developing certain moral values—such as honesty, trustworthiness, cooperation, and respect—among primary school pupils

7.3. The third study was conducted by Ben Aaki Baïa, published in Volume 5, Number 1, pages 151–155, on March 31, 2016, under the title: “The Status of School Physical Sports Activity within Secondary Education Institutions in Light of Enhancing Forms of Social Interaction among Students Aged 15–18 Years.”

This study aims to highlight the status of physical and sports education, which is directly linked to its position as a respected profession within social contexts and as an academic discipline striving to affirm its academic and scientific identity in educational environments through the achievement of educational objectives. These objectives, as framed in this study, are reflected in the moral–social dimension of school physical sports activity, manifested in various forms of social interaction that occur within a framework of values, principles, and sportsmanship. These contribute to the acquisition of many educational traits that play an effective role in building human personality and shaping its distinct character.

Based on these foundations, the researcher constructed the objectives of this applied field study conducted within secondary education institutions

The practical chapter:

Procedures of the field.

8. study methodology: The most appropriate approach for this study is the descriptive.

9. research sample and its characteristics:

9.1. Study population (statistical population): This is the population from which the researcher draws his research sample, and which is the subject of interest and study. “The research population is a group of individuals who share certain characteristics and traits” (212 Creswell, J. W, 2014, p), so the community of our study consists of

All high schools in the Hussein Dey district of the Algiers Central Province, where

the number of high schools in this district was estimated at 14, with 960 male and female students.

High schools	
Hussein Dey District	
Tha/ Ben Youssef Nassir	Tha'albia
Tha/ Muhannad Mekhbi	Tha/ Aisha Umm al-Momineen
Tha/ Ali Ammar	Tha/ Malik Ibn Nabi
Tha/Boualem Dakkar	Tha/ Ahmed Zabana
Tha/ Ali Basouf	Hassiba Ben Bouali
Tha/ Fadil El Wurtlani	Tha/ Ben Bouali Brothers
Tha/Rochay Boualem	Tha/Saïd Dahlab

Table 1: Representation of high schools in Hussein Dey district

9.2. Primary study sample:

The sample is considered one of the most important axes that the researcher uses during his research, so he chose the sample well and proportionately that helps to reach results with high credibility and reliable efficiency, as it is considered a representation of the original community.

As stated by Abdul Latif Hamza (Abdul Latif Hamza, 1978, p. 161), in his book *Scientific Research Methods*, "The sample is a small unit that represents a real representation of the research community for the research student to conduct the entire study on it." It is part of the study community from which field data is collected and is considered part of the whole, meaning that a group of community members is taken to be representative of the research community.

The research sample was randomly selected by simple lottery and five high schools were selected from the fourteen high schools that represent the study community, and 240 male and female students were selected from the total

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research community, which represented 950 students by the same method of selecting high schools, representing 25%, which is a representative percentage of the research community, as shown in the following table:

Number of pupils	Secondary school
42	Al-Thaalibiya High School
47	Aisha Umm al-Momineen High School
52	Malik Ibn Nabi High School
48	Ahmed Zebana High School
51	Hassiba Ben Bouali High School
240	TOTAL

Table No. (02) is representative of the study sample, including high schools, students, and teachers under study:

9.3. Characteristics of the study sample:

The main study sample has the same characteristics of both sexes, males and females of secondary school students in some high schools in Algiers, Algeria.

9.4. How the study sample was selected:

It was randomly selected from Algiers Central High School.

10. Study limits:

10.1 Time limits:

The study was conducted from early November 2024 to April 2025, during which time the field application was carried out and the results obtained were analyzed using statistical methods.

10.2. Spatial limits:

The research was conducted for some high schools in Algiers (Thaalbibiya, Aisha Umm al-Momineen, Malik Ibn Nabi, Ahmed Zebana).

10.3. Human limits:

The study was focused in terms of secondary school students (a field study of some high schools in central Algeria).

11. Study tools:

The questionnaire is a tool used in scientific research to obtain data related to the topic. It is "used to obtain data and information as it already exists, so that the researcher can verify the validity of the hypotheses put forward, and sometimes it is called a questionnaire or survey, and is used for all data related to the subject to be studied." (Salahuddin Shroukh, *Scientific Research Methodology for Undergraduates*, Dar Alou , Publishing and Distribution, Annaba, Algeria, 2003, p.).

We built a questionnaire for the students and divided the questionnaire into three axes, each axis expressing a given hypothesis.

11.1. Stages of questionnaire construction:

First: The first step we took was to take a comprehensive and thorough look and conduct a desk survey of all the concepts related to our research, as well as a look at all the studies that dealt with the variables of our research, from which we used all the tools from the scales and questionnaires that came in those studies.

II: The questionnaire was adopted in its initial form, which included a large number of phrases, and therefore a number of specialized arbitrators were used in order to delete some phrases that they found not in line with the subject of our studies, as well as in terms of linguistic soundness and ease of presentation in order to be well understood by the students.

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Third: Conducting all the transactions related to the honesty, stability and objectivity of the two instruments through some statistical transactions, so that we can finally obtain the two instruments in their final versions without forgetting that we relied on the triple Likert scale in the evaluation of the questionnaire and carried the following statements: Yes, Sometimes, No.

The questionnaire was divided as follows:

A questionnaire for students: It consists of three axes, where the first axis consists of 09 questions, while the second axis contains 07 questions, and the third axis contains 06 questions, and the titles of the axes are as follows:

Axis I: Sports physical activity has a role in achieving cooperation among students.

The second axis: Sports physical activity has a role in realizing the principle of respect among students.

The third axis: Sports physical activity has a role in developing a sense of community among students.

12- Psychometric properties of the instruments in the current study:

To ensure the validity of the instruments used to collect data, we calculated their reliability and validity using the following methods:

Scientific conditions of the instrument (honesty, stability, objectivity):

The stability of the test means the "degree of confidence This means that the test does not change in the result (i.e. has a fixed value) during repetition or

repetition, in other words, giving stability to the results obtained by the researcher if the experiment is repeated on the same group, that is, it will almost give the same results if it is reapplied more than once under the same conditions and on the same individuals, thus showing a kind of stability.

The test-retest method is considered In order to exclude any influences, the time interval between the two tests (test and retest) was one week, and the researcher made sure that the distribution of the questionnaire was under the same conditions and at the same time, and after recording the results obtained by the assistant team, the researcher performed statistical processing and extracted the results using the Pearson correlation coefficient.

12.1. Validity: The validity of the research instrument is an important condition that indicates the extent to which the questionnaire achieves its objectives for which it was developed, that is, the honesty, where the honesty varies according to the purposes that it wants to measure, and the test that is conducted to prove it, meaning that it actually measures what it was prepared to measure and does not measure something alternative to it or add a new mushroom and in order to ensure the honesty of the tool that the student researcher used the self-certification of the test which is the experimental scores of the test attributed to the real scores free of measurement errors and the self-certification is measured by calculating the square root of the stability coefficient: $\text{Validity} = \sqrt{\text{Stability Coefficient}}$.

12.2. Stability: The stability of a test is the "degree of confidence This means that the test does not change in the result (i.e. has a constant value) during repetition or repetition, in other words giving stability to the results obtained by the researcher if the experiment is repeated on the same group, i.e. it will give

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almost the same results if it is repeated more than once under the same conditions and on the same individuals, thus showing a kind of stability.

The test-retest method is considered The student researcher calculated the stability coefficient for each questionnaire by the test-retest method by conducting it on 03 students from outside the research sample and from the same research community, and to exclude any influences, the time interval between the two tests (test and retest) was one week. The student researcher made sure that the questionnaire was distributed in the same conditions and at the same time, and after recording the results obtained by the assistant work team, the student researcher performed statistical processing and extracted the results using Pearson's correlation coefficient.

12.3. Objectivity:

Statistical significance	Significance level	subjective honesty	Stability coefficient	sample	Questionnaire
D	0.05	0.92	0.86	15	Pupil-specific

Table (03): Scientific conditions of the instrument

According to Wajih Mahjoub, 1993, it is one of the important conditions for a good test which means not to be influenced by subjective judgments by the researcher or to be objective without discrimination and subjective interference by the experimenter The more it is not influenced by subjective judgments, the greater the value of objectivity (Wajih Mahjoub, 1993, p. 255).

According to Abdel-Yamin Boudaoud, 2010, an objective test is a test that is abstract and unbiased as it gives the same results no matter how different the

raters are, i.e. the results are not affected by the subjectivity or personality of the raters (Abdel-Yamin Boudaoud, 2003, p. 20).

13. Steps for conducting the field study:

After ensuring the validity of the questionnaire tools and determining the study sample, the researcher applied the basic study and sensitized students to the importance of the study and the need to cooperate by providing honest answers and not leaving any item without answering it, and after collecting the answer sheets, which numbered (154) copies, which is the basic study sample, the data and data taken from the questionnaire were transcribed, after meeting the required conditions for easy organization and counting, they were entered into the Statistical Processing System for Social Sciences with a statistical processing system in order to reach the required accuracy in the results.

14. Statistical methods used in the study:

Statistics is the science that can provide the researcher with the appropriate statistical methods to analyze the data of the research and studies that he conducts. In this study, the statistical methods used in the study were

Percentage, K^2 test

15. Presentation, analysis, and discussion of results:

Analyzing the descriptive data of the student questionnaire

15-1/ Question 1: Does your practice of physical activity and sports help in establishing cooperation among students?

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Table (5): The extent to which educational physical activity contributes to establishing cooperation among students.

Sig	K ² tabulated value	K ² calculated value	Degree of freedom	Percentage	Frequency of viewing	Alternatives for answering question 1
0.05	5.99	108,4	2	50%	120	Always
				48.8%	116	Sometimes
				1,66%	04	Rarely
				100%	240	TOTAL

Analyzing Table 05:

From Table No. (05), we notice that the answers of the study sample of 240 male and female students from the total number of selected students were divided into three groups, the first group included the individuals who answered question (01) with the alternative "always" and amounted to (120) individuals with a percentage of 50%, while the second group represents the individuals who answered the alternative question "sometimes" and amounted to (116) individuals with a percentage of (116) individuals with an estimated percentage of 48.8%. While we note that the percentage of 1.66% represents the third group, which contains the individuals who answered this question with the alternative question "rarely" (04) individuals, and to confirm the significance of these differences in frequencies and percentages, then resort to the test of statistical significance (k^2). Where we notice from the above table that the value of K^2 calculated at the degree of freedom 2 is 108.4, which is statistically significant at the significance level of $\alpha = 0.05$.

15-2/Question 2: Do you accept and respect the directions of your colleagues during an educational physical activity?

Table (6): Knowing the extent to which students accept and respect the directives of their classmates during an educational physical activity.

Sig	K ² tabulated value	K ² calculated value	Degree of freedom	Percentage	Frequency observed	Means of answering question (2)
0.05	5.99	98,1	2	45.83 %	110	Always
				50.83 %	122	Sometimes
				3.33%	08	Rarely
				100%	240	TOTAL

Analyze Table 06:

From Table No. (06), we notice that the answers of the study sample of 240 male and female students from the total number of selected students were divided into three groups. The first group included the individuals who answered question (02) with the alternative "always" and amounted to (110) individuals with a percentage of 45.83%, while the second group represents the individuals who answered this question with the alternative "sometimes" and amounted to (122) individuals with a percentage of 50.83%. (50.83%), while we note that the percentage of 3.33% represents the third group, which contains the individuals who answered this question with the alternative "rarely" (08)

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individuals, and to confirm the significance of these differences in the frequencies and percentages frequencies and percentages then resorted to the test of statistical significance (K^2), where we note from the above table that the value of (K^2) calculated at the degree of freedom 2 was estimated at 98.1, which is statistically significant at the level of significance $\alpha = 0,05$

15-3/Question Three: Do the values of cooperation, tolerance, and brotherhood contribute to building community spirit during physical education and sports classes?

Table (7): Knowledge of the contribution of the values of cooperation and tolerance in building community spirit during physical education and sports.

Sig	K ² tabulated value	K ² calculated value	Degree of freedom	Percentage	Frequency of viewing	Alternatives to answer question 3
0.05	5.99	369,1	2	91.66%	220	Always
				7.5%	18	Sometimes
				0.88 %	02	Rarely
				100%	240	TOTAL

Analyzing Table (07):

From Table No. (07), we notice that the answers of the study sample of (240) male and female students out of the total number of selected students were divided into three groups, the first group included the individuals who answered question (02) with the alternative "always" and amounted to (220) individuals with a percentage of 9166.While the second group represents the individuals who answered the alternative question "sometimes" and amounted to (18) individuals with a percentage of to this alternative question "sometimes" and

their number (18) individuals with a percentage estimated at 75.%, while we note that the percentage of 0.88% represents the third group that contains individuals who answered this question with the alternative "rarely" and their number (02) individuals, and to confirm the significance of these differences in frequencies and percentages, then resort to the test of statistical significance (k^2). Where we notice from the above table that the value of (K^2) calculated at the degree of freedom (2) was estimated at 1,369, which is statistically significant at the significance level of $\alpha = 0.05$.

General conclusion:

There is no doubt that the educational process is affected by several factors at various levels, as this process is complex and followed, and this effect inevitably affects the learner (student), and after presenting the content of the research in its theoretical field aspects, the effective role played by the educational sports physical activity in the development of social values among third year secondary students, the more the possibilities and issues are available with good and appropriate follow-up by the teacher, the more students benefit from them well, because they contribute to the development of social values (cooperation, respect, group spirit) among secondary school students, and in light of the atlas Based on the results of this study, we can point out the practical and applied benefit that we can gain from this study, as it was possible to reveal the correlative relationships between social values and how to build them through the use of educational sports activity as a successful means for this.

Hence, the design of this study was in highlighting the role of educational physical activity in the development of social values for secondary school students, and to achieve this goal, this study was conducted on a random sample of 240 male and female students, all of them from the third year of secondary

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school in various divisions taught from Al-Thaalbia High School, Aisha Umm Al-Mu'minin High School, Malik Ibn Nabi High School, Ahmed Zabana High School, Hassiba Ben Bouali High School, and Hassiba Ben Bouali High School. A set of information that can be relied upon to make judgments about the development of social values existing during the actual practice of school physical and sports activities, where the questionnaire was designed and distributed to the students selected for the study in order to answer the various questions with credibility and consistency in order to reach objective scientific results.

For all this, all data and data were prepared in order to count them "quantitatively and qualitatively" and thus answer all the questions posed, and to find significant percentages, in addition to using the "K²" test in order to clarify statistically significant differences at the level of significance of $\alpha = 0.05$, and through this study it was communicated to me:

- 1- It was found that educational sports physical activity has a great role in developing some social values (cooperation, respect, groups spirit).
- 2- It was found that educational sports physical activity has an important role in realizing the principle of cooperation and respect for secondary school students, especially at this sensitive stage of their lives.
- 3- In addition to its effective role in the development of group spirit, which is one of the general needs that makes him feel the common bonds between him and the members of his community.
- 4- It shows us the impact of educational sports physical activity on the student's attitude, acquiring the values of society, helping him to fulfill his social role and developing physical qualities
- 5- It contributes to his interaction with society, friction with individuals and learning urban behaviors, and it is a means of developing a sense of community,

establishing brotherhood and fellowship among adolescents and achieving psychological comfort, stability and cohesion.

Based on the results of this study, and based on the issues we have raised, which have become clear to us through the role of educational physical activity in the development of social values, and on this basis, we have decided to make a number of suggestions as follows:

- Highlighting the importance and role played by educational physical activity.
- Paying attention to facilities at this critical age stage.
- Paying attention to the awareness aspect of the importance of this activity in creating social relationships among adolescents.
- Urge educators to research the development of methods and methods of teaching physical activities to develop social values.
- Trying to create a national satellite to friction with their colleagues in different countries by organizing national sports tournaments.
- The necessity of detecting students' attitudes as soon as they join high schools by teachers to reinforce positive attitudes and space or change negative attitudes.

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