The journal « sports creativity »

Volume: (17) / N°: (01)-(2026), p 730-755

The Material Resources and Human Elements and Their Role in Students' Enrollment in Institutes of Physical and Sports Activities Sciences and Techniques

الإمكانيات المادية والعناصر البشرية ودورها في إقبال الطلبة نحو معاهد علوم وتقنيات النشاطات البدنية والرياضية

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Received: 25/12/2025 Accepted: 04/03/2026 Published:30/03/2026

Abstract :

The aim of this study was to identify the role of material resources and human elements in attracting students to institutes of physical and sports activities sciences and techniques and in choosing the appropriate institute. The field study was conducted at the Institute of Physical and Sports Activities Sciences and Techniques at the University of Batna 2 and included a sample of first-year undergraduate students. The researchers used a specially designed questionnaire for this study, and the results revealed that material resources and human elements play an important role in students' enrollment in these institutes according to their perceptions.

Keywords: Material resources, human elements, physical and sports activities sciences and techniques.

الملخص:

هدفت هذه الدراسة إلى الكشف عن دور الإمكانيات المادية والعناصر البشرية في إقبال الطلبة نحو معاهد علوم وتقنيات النشاطات البدنية والرياضية واختيار المعهد المناسب بحيث أُجريت الدراسة الميدانية بمعهد علوم وتقنيات النشاطات البدنية والرياضية بجامعة باتنة(02) ، وشملت عينة الدراسة مجموعة من طلبة السنة الأولى ليسانس وقد استخدم الباحثون استبياناً أعد خصيصاً لهذه الدراسة، وأظهرت النتائج أن للإمكانيات المادية والعناصر البشرية دوراً مهما في اقبال الطلبة نحو المعاهد وفق نظرتهم.

- **الكلمات المفتاحية:** الإمكانيات المادية، العناصر البشرية، علوم وتقنيات النشاطات البدنية والرياضية.

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1.Introduction and Problematic of the Study:

Sports activity has ceased to derive its importance solely from its legal framework, and sports practice is no longer limited to amateurs who pursue it merely to satisfy personal desires. It has evolved into an industry with economic, social, and commercial dimensions, due to its reliance on the principle of professionalism and its recognition as one of the fundamental human rights-allowing individuals to practice it as a profession and a means of livelihood. Consequently, sports are no longer perceived in their traditional sense as being devoid of economic implications, whether positive or negative (Kamal Mohammed, 2015, p. 1).

Physical education aims to modify individual behavior to help the person adapt to the environment in which they live. To achieve its noble objectives-physical, psychological, social, and intellectual-it must rely on scientific methods. This scientific approach is manifested through the use of educational technology and the provision of appropriate facilities. Without these, physical education cannot achieve balanced and comprehensive development of individual capacities in the shortest time and at the lowest cost (Wissam Salah & Samer Youssef, 2013, p. 194).

The sports specialization taught in institutes and colleges of physical and sports education contributes significantly to the training of future professionals such as teachers, coaches, and administrators who will oversee sports activities across the nation. This structured approach ensures the organized and well-planned management of sports programs. Observing this field reveals the vital

importance of both material resources-such as sports facilities, equipment, and educational tools-and human elements, including qualified professors and specialists. These factors play a crucial role in providing students with the necessary theoretical and practical knowledge, ensuring the effectiveness of the pedagogical process and the achievement of its objectives.

As previously mentioned, sports activities, like other fields, require specific conditions and an appropriate environment for optimal performance. Therefore, this study aims to explore the role of material resources and human elements in attracting students to Institutes of Physical and Sports Activities Sciences and Techniques, through a field study conducted at the University of Batna 2. This research seeks to enrich the academic field of physical and sports activities-both theoretically and practically-particularly given the scarcity of studies addressing this topic within the scope of our knowledge.

Researchers in the field of sports generally strive to identify the factors that increase students' motivation to enroll in institutes of physical and sports activity sciences. These institutes have experienced fluctuations in enrollment numbers over the years. Positive attitudes toward sports specialization play a major role in motivating individuals to engage in such activities physically, socially, and emotionally, while also offering future career opportunities-especially with the increasing demand for sports educators, managers of sports facilities, and professional coaches.

Sports specialization has become one of the most valued fields in many countries, including Algeria, which has paid great attention to its development.

Many families encourage their children to engage in sports activities of various types-whether recreational or competitive. Studying the motives and reasons behind students' attraction to the sports field is therefore among the most significant topics deserving in-depth research. However, a review of existing literature shows a shortage of studies exploring the reasons why students choose sports specialization as an academic path and how they select suitable institutes or faculties. This highlights the importance of the present study, which seeks to uncover the factors influencing students' decisions-information that could help reinforce positive attitudes or adjust them where necessary.

The primary aim of this study is to clarify and demonstrate the effective role of material resources and human elements (teachers, staff, and others) provided by specialized institutes in increasing students' enrollment in the field of Physical and Sports Activities Sciences and Techniques, assuming that students have definitively chosen this specialization.

In summary, attention to this academic field has become a necessity to attract students and prepare them as highly qualified professionals. This can only be achieved by ensuring the availability of essential elements-particularly material resources, educational tools, and competent personnel-whose presence enhances the value and efficiency of the specialization. Hence, this study aims to shed light on the role of material resources and human elements in students' enrollment at Institutes of Physical and Sports Activities Sciences and Techniques. The research was conducted at the Institute of Physical and Sports

Activities Sciences and Techniques at University of Batna 2, which has witnessed a significant increase in student enrollment from various regions of the country.

From the above, the general research question can be formulated as follows:

-Do material resources and human elements play a role in students' enrollment in Institutes of Physical and Sports Activities Sciences and Techniques?

This general question gives rise to the following sub-questions:

-Do material resources play a role in students' enrollment in Institutes of Physical and Sports Activities Sciences and Techniques?

-Do human elements play a role in students' enrollment in Institutes of Physical and Sports Activities Sciences and Techniques?

2. Research Hypotheses:

-General Hypothesis:

Material resources and human elements play a role in attracting students to institutes of physical and sports activity sciences and techniques.

-Specific Hypotheses:

-Material resources play a role in attracting students to institutes of physical and sports activity sciences and techniques.

-Human elements play a role in attracting students to institutes of physical and sports activity sciences and techniques.

3. Research Objectives:

-To highlight the role of material resources (such as sports facilities, equipment, and pedagogical tools, etc.) as an important factor in motivating students to

enroll in the field of physical and sports activity sciences and techniques and in choosing the appropriate institute.

-To identify the role of human elements (teachers, administrators, staff, security personnel, etc.) in increasing students' interest in the field of physical and sports activity sciences and techniques and in selecting the suitable institute.

-To emphasize the resources and facilities provided by institutes of physical and sports activity sciences and techniques for students pursuing this specialization.

4. Importance of the Study:

The importance of this study lies in its focus on the role of material resources-such as sports facilities, equipment, and pedagogical tools-and human elements, represented by teachers, administrative staff, and the general available resources, in influencing students' academic orientation toward the appropriate institute within universities. Unlike many previous studies that highlighted the role of material and human resources in improving the process of physical education classes at various educational levels, in sports clubs, or in facilitating teachers' work and achieving educational objectives, this study seeks to provide a **new contribution** to the field.

We aim for this research to serve as a valuable reference within scientific inquiry-particularly concerning institutes of physical and sports activity sciences and techniques-by identifying the most significant factors that influence students' choices and orientations. Furthermore, the study seeks to propose practical suggestions and strategies that may help develop and strengthen students' awareness and appreciation of this specialization.

5. Definition of Terms and Concepts:

-Material Resources:

Operational Definition: These are the essential supplies and facilities that must be available in institutes and colleges of physical and sports activity sciences and techniques-such as sports facilities, equipment, pedagogical and educational tools, libraries, etc.-which help students acquire the required knowledge and skills and perform various activities within the institute.

-Human Elements:

Conceptual Definition:

The term labor force refers to that portion of human resources that falls within the legally defined working-age limits of each country-those who possess both the ability and willingness to work, and who are actively engaged in work (Mahvish Quraishi, 2015, p.3).

Operational Definition: In this study, human elements refer to teachers, administrative staff, workers, and others within the scope of institutes and colleges of physical and sports activity sciences and techniques.

-University Student:

Operational Definition: A university student is any individual who has obtained a high school diploma (Baccalaureate) and is pursuing studies in one of the colleges or institutes offered by the university. In this study, the term specifically refers to "students enrolled in the field of physical and sports activity sciences and techniques."

-Institutes of Physical and Sports Activity Sciences and Techniques: Operational Definition: An educational institution affiliated with the Ministry of Higher Education and Scientific Research that oversees the training of students holding a baccalaureate degree in the field of physical and sports activities. It serves as a meeting point for students who have chosen this specialization to be trained as teachers, coaches, and other related professions.

6. Previous Studies:

-Drar Mohamed & Salami Sayed Ali (2022): "The Reality of Sports Facilities and Their Impact on the Training of Physical and Sports Education Students."

This study aimed to identify the current state of sports facilities and their impact on the training of physical and sports education students. The study population consisted of professors and administrators of sports facilities in institutes and departments of physical and sports education across several provinces of the country. The research tool used was a questionnaire designed by the researchers. The study reached several conclusions, including:

-The success of the practical training phase for students in institutes and departments of physical and sports education in Algeria depends on the availability of sports facilities and equipment that align with the objectives and content of the practical course programs.

-The nature and quality of sports facilities have a direct effect on the training phase of students in institutes and departments of physical and sports education in Algeria.

-Abdelbasset Dardouri (2019): "Attitudes of Baccalaureate Candidates Toward Choosing Physical and Sports Education as a University Major."
This study aimed to identify the attitudes of baccalaureate candidates toward choosing physical and sports education as a university major and to determine the extent of differences in these attitudes between males and females, as well as across academic streams. The researcher used the descriptive survey method to test the study hypotheses. A stratified random sample of 501 male and female students was selected. A questionnaire designed by the researcher was used as the field study tool. The main findings were as follows:

-Baccalaureate candidates showed negative attitudes toward choosing physical and sports education as a university specialization.

-There were significant differences in attitudes between males and females, in favor of males.

-There were differences in attitudes based on academic streams, in favor of the science stream.

-Hammadi Bilal (2011): "Motives for Students' Enrollment in the Department of Physical and Sports Education."
The aim of this study was to identify the main motives behind students' enrollment in the Department of Physical and Sports Education. The research was conducted on a random sample of 99 students. The data collection tool was a questionnaire designed by the researcher. The study reached the following conclusions:

-Academic and professional motives play a moderate role in students' enrollment in the Department of Physical and Sports Education.

-Personal and social motives play a **strong** role in students' enrollment.

-Physical and health-related motives play a very strong role in students' enrollment in the Department of Physical and Sports Education.

7. The Applied Aspect:

-Exploratory Study:

An exploratory visit was conducted at the Institute of Physical and Sports Activity Sciences and Techniques, University of Batna 2, to identify the size, characteristics, and specific features of the target population, as well as to verify the validity and clarity of the research tool and its suitability to the sample's level and characteristics.

-Research Method Used: Selecting the appropriate research method is one of the most crucial stages in scientific research, as it determines how data and information are collected regarding the subject under study. Based on the research topic, the descriptive method was adopted for this study.

-Population and Sample of the Study:

-Study Population: The study population consisted of first-year undergraduate students in Batna Province enrolled at the Institute of Physical and Sports Activity Sciences and Techniques, University of Batna 2.

-Study Sample: The study sample included 60 first-year undergraduate students (both males and females) from the same institute, selected randomly.

-Data Collection Tools: In this study, data were collected through a questionnaire, divided into two main axes, as shown in the following table.

Table (01): Questionnaire Axes

Axis	Number of Statements
Material Resources	11
Human Elements	11

Scoring Method: Responses to these items were scored as follows: if the respondent answered **"Yes,"** they were given a score of **1**; if they answered **"No,"** they were given a score of **0**.

-Psychometric Characteristics of the Research Tool:

1. Reliability: To calculate the reliability coefficient, the questionnaire was distributed to a pilot sample of 10 students, who were excluded from the main study sample. The questionnaire was redistributed two weeks later, and after analyzing the results, the degree of reliability of the tool used in this study was determined.

2. Internal Validity (Self-Validity): The questionnaire was distributed to a group of experts to assess the clarity and relevance of the items to their respective axes. To calculate the self-validity of the questionnaire, the square root of the reliability coefficient was computed.

Table (02): Results of the Psychometric Characteristics of the Research Tool

Axis	Reliability	Self-Validity
Material Resources	0.86	0.92
Human Elements	0.84	0.91
Questionnaire as a Whole	0.85	0.92

From **Table (02)**, we observe that the **Pearson correlation coefficients** for the questionnaire axes and for the questionnaire as a whole fall within the range **[0.84 – 0.86]**, while the **self-validity values** range between **[0.91 – 0.92]**. This indicates that the questionnaire used in this study demonstrates **high reliability and validity**, making it suitable for administration in the main research phase.

Research Variables: Based on the research hypotheses, two main variables were identified: an **independent variable** and a **dependent variable.**

-**Independent Variable:** The factor whose change influences other variables related to it. In this study, the independent variable is "Material Resources and Human Elements."

-**Dependent Variable:** The factor whose value depends on the influence of other variables. In this study, the dependent variable is "Enrollment in Institutes of Physical and Sports Activity Sciences and Techniques."

Research Scope:

-**Spatial Scope:** The field research was conducted at the Institute of Physical and Sports Activity Sciences and Techniques, University of Batna 2.

-**Temporal Scope:** This study was conducted during the 2024–2025 academic year.

8. Statistical Treatment Methods: The statistical tools used in the study included:

-Percentages

-Chi-Square Test (χ^2)

Field Application Procedures: After confirming the validity and reliability of the field research instruments, the questionnaire was accompanied by clear instructions explaining how to respond to its items. The researcher personally supervised the process of distributing the questionnaires to the study sample participants.

9. Presentation, Analysis, and Discussion of Study Results

Presentation and Analysis of the First Hypothesis:"Material resources play a role in attracting students to the field of physical and sports activity sciences and techniques."(Examples of some of the questions asked are presented below.)

Question 1: Do you think that the availability of appropriate sports facilities at the institute plays an important role in your choice of that institute?

Objective of the Question:

To determine whether the availability of appropriate sports facilities at the institute plays an important role in students' choice of the suitable institute.

Table (03): Results of the Chi-Square (χ^2) Test and Percentages

"Whether the availability of suitable sports facilities at the institute plays an important role in students' enrollment."

Responses	Frequency	Percentage (%)	χ^2	Significance Level (α)	Degrees of Freedom (df)	Significance Probability (sig)	Statistical Decision
Yes	54	90	32.2	0.05	1	0.00	Statistically Significant
No	6	10	////	////	////	////	////
Total	**60**	**100**	////	////	////	////	////

Presentation of the Results: From the table above, we observe that **90%** of students believe that the availability of appropriate sports facilities at the institute plays an important role in their choice of the institute, while **10%** do not consider it a significant factor. The calculated χ^2 value is **32.2**, and the significance level (sig) is **0.00**, which is statistically significant at the **0.05** level with **1 degree of freedom**.

Conclusion: It can be concluded that the majority of students believe that the presence of suitable sports facilities at the institute is an important factor in their choice of where to pursue their studies.

Question 2: Do you think that the availability of proper sports equipment in the halls serves as an incentive for students to enroll in the institute?

Objective of the Question: To determine whether the availability of appropriate sports equipment in the halls acts as a motivating factor for students to enroll in the institute.

Table (04): Results of the Chi-Square (χ^2) Test and Percentages "Whether the availability of proper sports equipment in the halls acts as an incentive for students to enroll in the institute."

Responses	Frequency	Percentage (%)	χ^2	Significance Level (α)	Degrees of Freedom (df)	Significance Probability (sig)	Statistical Decision
Yes	50	84	23.3	0.05	1	0.000	Statistically Significant
No	10	16	////	////	////	////	////
Total	**60**	**100**	////	////	////	////	////

Presentation of the Results: As shown in the table above, **84%** of students believe that the availability of suitable sports equipment in the halls serves as a motivating factor for enrollment, while **16%** do not share this view. The calculated χ^2 value is **23.3**, and the significance level (sig) is **0.000**, which is statistically significant at the **0.05** level with **1 degree of freedom**.

Conclusion: Based on these results, it can be concluded that most students consider the availability of proper sports equipment in the halls as a motivating factor for joining the institute where they plan to study.

Presentation and Analysis of the Second Hypothesis: Human elements play a role in attracting students to the field of physical and sports activity sciences and techniques.

Question 13: Do you think that the professors' level of expertise and reputation serve as a motivating factor for students to enroll in the institute to continue their studies?

Objective of the Question: To determine whether the professors' academic level and reputation represent a motivating factor for students when choosing the appropriate institute.

Table (05): Results of the Chi-Square (χ^2) Test and Percentages

"Whether professors' level of expertise and reputation motivate students to enroll in the institute, according to their opinion."

Responses	**Frequency**	**Percentage (%)**	χ^2	**Significance Level (α)**	**Degrees of Freedom (df)**	**Significance Probability (sig)**	**Statistical Decision**
Yes	59	98	47.2	0.05	1	0.00	Statistically Significant
No	1	2	////	////	////	////	////
Total	**60**	**100**	////	////	////	////	////

Presentation of the Results: The table shows that **98%** of students believe that the professors' level of expertise and reputation serve as a motivating factor for enrollment in a specific institute, while only **2%** do not consider it influential. The calculated χ^2 value is **47.2**, and the significance level (sig) is **0.00**, which is statistically significant at the **0.05** level with **1 degree of freedom**.

Conclusion: Based on these findings, it can be concluded that the majority of students view the professors' level of expertise and reputation as a key motivating factor when selecting the appropriate institute to pursue their studies.

Question 23: Do you think that having professors in all specializations (Education, Training, Adapted Physical Activity) plays an important role in your choice of the institute?

Objective of the Question: To determine whether the presence of professors across all specializations represents an important factor for students when choosing the appropriate institute.

Table (06): Results of the Chi-Square (χ^2) Test and Percentages "Whether the presence of professors in all specializations plays an important role for students when choosing the appropriate institute."

Responses	Frequency	Percentage (%)	χ^2	Significance Level (α)	Degrees of Freedom (df)	Significance Probability (sig)	Statistical Decision
Yes	58	96	43.3	0.05	1	0.00	Statistically Significant
No	2	4	////	////	////	////	////
Total	**60**	**100**	////	////	////	////	////

Presentation of the Results: From the table above, we observe that **96%** of students believe that having professors in all specializations plays an important role in their choice of specialization and institute, while **4%** do not consider it a significant factor. The calculated χ^2 value is **43.3**, and the significance probability

(sig) is **0.00**, which is statistically significant at the **0.05** level with **1 degree of freedom**.

Conclusion: It can be concluded that the majority of students believe that the presence of professors in all specializations plays an important role in their choice of institute for continuing their studies.

-General Chi-Square Test Results for the First Axis:

Table (07): Results of the General Chi-Square (χ^2) Test for the First Axis — "Whether the available material resources represent a contributing factor to students' enrollment in institutes."

First Axis	Sample (N)	χ^2	Significance Level (α)	Degrees of Freedom (df)	Significance Probability (sig)	Statistical Decision
The role of material resources in students' enrollment	60	40	0.05	1	0.00	Statistically Significant

Presentation of the Results: From the table above, we notice that the calculated χ^2 value reached **40**, and the significance probability (sig) was **0.00**, which is statistically significant at the **0.05** level for a sample of **60 students**.

Conclusion: Based on these results, we conclude that the majority of students believe that the available material resources represent a contributing factor in choosing the appropriate institute to pursue this specialization.

General Chi-Square Test Results for the Second Axis

Table (08): Results of the Chi-Square (χ^2) Test for the Second Axis — "Whether human elements play an important role in students' enrollment in institutes."

Second Axis	Sample (N)	χ^2	Significance Level (α)	Degrees of Freedom (df)	Significance Probability (sig)	Statistical Decision
The role of human elements in students' enrollment	60	34	0.05	1	0.00	Statistically Significant

Presentation of the Results: From the table above, we observe that the calculated χ^2 value reached **34**, and the significance probability (sig) was **0.00**, which is statistically significant at the **0.05** level for a sample of **60 students**.

Conclusion: It can be concluded that the majority of students believe that the **human factor** in general represents a significant contributing element in choosing the appropriate institute to pursue this specialization.

-Discussion of the Study Results:

Discussion of the First Hypothesis: Material resources play a role in students' enrollment in Institutes of Science and Techniques of Physical and Sports Activities.

Based on the results shown in Table (07), where the calculated Chi-square (χ^2) value was 40 and the significance probability (sig) was 0.00, which is statistically significant at the 0.05 level for a sample of 60 students, we therefore accept the hypothesis stating that material resources play a role in students' enrollment in Institutes of Science and Techniques of Physical and Sports Activities.

Material resources represent one of the most important factors influencing students' choice of their academic specialization and study location, particularly in the field of Physical and Sports Activities Sciences and Techniques. Training in this field relies heavily on practical and field-based components (such as sports halls, equipment, educational tools, and practical laboratories). These resources have both direct and indirect impacts on attracting students to the field and guiding them toward institutes that are better equipped - which explains why a significant proportion of students choose institutions rich in such resources.

The importance of facilities and material means in physical education is evident in their ability to make the learning process more engaging, easier, and more effective. They stimulate motivation, improve accuracy in performance, aid retention, and enhance motor understanding (Wissam Salah & Samer Yousef, 2013, p.194).

Through the practical and sensory experiences that students live during applied activities, they form a positive image of their chosen specialty. While intrinsic motives (such as a love of sports or a desire to work in the sports field) may outweigh material factors for some, others-especially those permanently directed toward this specialization-place more importance on the institute's material and human resources. The availability of facilities such as sports halls, fields, and performance measurement devices helps create a learning environment that stimulates both theoretical and practical development, enhancing students' confidence in the quality of their training.

Indeed, achieving lesson objectives requires the use of modern educational tools that save time and effort. For example, using slide presentations to show the sequence of movement skills, such as shooting or feinting in handball, can make the learning process more efficient and comprehensible (Wissam Salah & Samer Yousef, 2013, p.199).

-**Discussion of the Second Hypothesis:** Human elements play a role in students' enrollment in Institutes of Science and Techniques of Physical and Sports Activities.

From Table (08), we observe that the calculated Chi-square (χ^2) value reached 34 and the significance probability (sig) was 0.00, which is statistically significant at the 0.05 level for a sample of 60 students. Accordingly, we accept the hypothesis that human elements play a role in students' enrollment in Institutes of Science and Techniques of Physical and Sports Activities.

Students' orientation toward a particular institute is not based solely on personal interests; it is also influenced by several social and educational factors, most notably the human environment they interact with. Professors, through their teaching methods, guidance, and motivation, have a crucial impact on students' interest in the field-explaining why most students are drawn to institutes that have qualified and competent staff.

The teacher or professor of physical education is considered the cornerstone of the educational process. Through their role, learners are guided to become useful members of society. Thus, teachers must be well-prepared to shoulder this significant responsibility, and they should be involved in curriculum planning,

particularly in defining its objectives and content (Mahmoud Dawood Al-Rubaie, 2012, p.96).

Moreover, the availability of favorable conditions and positive human interactions enhances student engagement and reinforces the importance of integrating the human component into academic and professional orientation strategies. A safe and well-prepared environment with qualified staff also contributes significantly to attracting students.

While material means play an influential role, they are not the only determining factor. Their impact is strengthened through interaction with other elements such as intrinsic motivation, academic guidance, quality of supervision, and career prospects.

As Al-Rubaie (2012, p.4) emphasizes, the teacher is the active element in implementing curricula and must be aware of the latest developments in educational technologies and teaching techniques to be able to use them effectively in practical, real-world contexts.

Would you like me to translate this section into formal academic English (as used in research papers or theses) - for example, refining the tone and structure for publication or university submission?

-**Discussion of the General Hypothesis:** Material and human resources play a role in students' enrollment in Institutes of Science and Techniques of Physical and Sports Activities.

Upon examining the results presented in Tables (07) and (08), it becomes evident that both material and human resources play a significant role in

attracting students to Institutes of Science and Techniques of Physical and Sports Activities. The presence of statistically significant results confirms the validity of the general hypothesis.

Material resources - such as sports facilities, equipment, and educational tools - are fundamental factors influencing students' orientation toward these institutes. It is impossible to speak of meaningful engagement or strong enrollment in this field without providing adequate physical means such as gyms, fields, swimming pools, and modern equipment (e.g., measurement devices, strength-training rooms, presentation tools, etc.).

Additionally, the quality of educational materials (software, digital learning resources, educational videos, etc.) helps students understand the scientific and technical aspects of physical activity, thereby strengthening their academic interest in the field. Conversely, the absence of such resources can discourage students from choosing this specialization due to the lack of a suitable and motivating learning environment.

Indeed, resources and instructional tools are essential components of the educational process, as they engage the learner's senses throughout the learning experience. Thus, it is necessary to provide appropriate and sufficient means that enable teachers to effectively implement the curriculum. Various reinforcement methods can then be used to strengthen correct responses and solidify learning outcomes (Mahmoud Dawood Al-Rubaie, 2012, p.97).

Furthermore, human resources play a crucial and central role in influencing students' choices, both academically and professionally. Professors, for instance,

serve as intellectual and pedagogical role models for students through their teaching methods, encouragement, and presentation of academic content. Their direct influence shapes students' perceptions of physical activity, motivates them to develop their talents, and fosters perseverance and excellence.

Thus, the positive interaction between human and material elements forms a solid foundation for guiding students toward the right institute or faculty. The more supportive and integrated the learning environment-both materially and humanly-the greater the likelihood that students will pursue this specialization, which blends scientific, technical, and physical aspects while offering promising career prospects.

Consequently, teachers and staff must be familiar with the main principles of operating educational tools and devices and understand the best ways to use them effectively (Abdel-Moati Al-Hijazi, 2009, p.171).

-General Conclusions:

-Material resources (such as sports facilities, equipment, and educational tools) play a significant role in attracting students to Institutes of Science and Techniques of Physical and Sports Activities and in their choice of institute.

-Both material and human resources (professors, administrative staff, workers, and security personnel) contribute to increasing students' interest and enrollment in the field of Physical and Sports Activities Sciences and Techniques.

-Recommendations and Suggestions:

-Ensure continuous financial and logistical support for institutes and faculties of physical education by relevant authorities.

-Promote this specialization more widely through university open days and outreach programs.

-Encourage media participation in raising awareness about the importance of physical and sports education and its academic and career prospects.

-Work to change and improve public and student perceptions of this specialization through awareness campaigns and educational initiatives.

-Improve the living and social conditions of professionals in this field and increase employment opportunities for graduates.

-Conduct further studies to identify reasons behind some students' reluctance to choose this specialization.

-Carry out research on the relationship between admission averages and students' enrollment in this field.

-Analyze the correlation between psychological and social factors and individuals' attitudes toward this specialization.

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