

The Effectiveness of the Physical Education and sport Curriculum in Shaping Students' Attitudes Toward Sports Participation in Educational Institutions

مدى فعالية المنهاج الدراسي في التربية البدنية والرياضية في تكوين اتجاهات التلاميذ نحو ممارسة النشاط الرياضي بالمؤسسات التربوية

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Abstract:

This study aims to examine the effectiveness of the physical education curriculum in shaping students' attitudes toward engaging in sports activities within educational institutions. It focuses on both team and individual sports, as well as activities included and not included in the formal curriculum.

The study population consisted of secondary school students from Souk Ahras Province, while the sample included 80 students selected from Al-Farabi Secondary School. A descriptive research design was adopted due to its suitability for the nature of the study.

The findings revealed that there is no significant relationship between secondary school students' attitudes and the sports activities included or excluded from the physical education curriculum. However, the results also indicated the presence of statistically significant differences in students' attitudes toward the practice of individual versus team sports activities.

Keywords: Physical Activity and sport, Adolescence, Curriculum, Attitudes.

المخلص:

نحاول من خلال دراستنا هذه الكشف عن مدى فعالية منهاج التربية البدنية و الرياضية في تكوين اتجاهات التلاميذ نحو ممارسة النشاط الرياضي بالمؤسسات التربوية سواء من خلال الالعاب الجماعية او الفردية وكذلك من خلال الانشطة الرياضية المدرجة و الغير المدرجة في المنهاج الدراسي و لقد كان مجتمع الدراسة يتمثل في تلاميذ الطور الثانوي لولاية سوق أهراس أما فيما يخص عينة الدراسة فتمثلت في 80 تلميذ من ثانوية الفرابي و لقد اعتمدنا على المنهج الوصفي نظرا لكونه يتلائم

مع موضوع الدراسة و كانت النتائج بأنه لا توجد علاقة بين إتجاهات التلاميذ المرحلة الثانوية والأنشطة الرياضية المدرجة والغير المدرجة في منهاج تربية البدنية و الرياضية و كذلك هناك فروق ذات دلالة إحصائية بين إتجاهات لتلاميذ المرحلة الثانوية نحو ممارسة الأنشطة الرياضية الفردية و الجماعية. الكلمات المفتاحية: الاتجاهات، المراهقة، المنهاج، النشاط البدني الرياضي.

1. Introduction and Research Problem:

The physical education curriculum is considered a fundamental tool for achieving the objectives of physical education, as it plays a central role in structuring the teaching–learning process. It contributes to standardizing educational goals and ensuring their effective implementation, thereby promoting a relatively consistent level of learning across educational institutions. However, for the curriculum to be effective, it must incorporate a variety of physical activities—both individual and team-based—that align with students’ interests, preferences, and motivations toward sports participation. Moreover, it should be responsive to contemporary societal developments, including social and economic changes. Ultimately, the primary aim of the physical education curriculum is to foster students’ talents, nurture their inclinations, and enhance their physical abilities and competencies.

Several prominent educational theorists, such as Jean-Jacques Rousseau, Johann Heinrich Pestalozzi, and Johann Friedrich Herbart, have emphasized the importance of individual attitudes toward various forms of activity. In the field of education, these attitudes are of particular significance, as they serve both as objectives and as means for improving the quality of teaching and learning. In the context of physical education, understanding students’ interests and inclinations is essential for designing and delivering lessons that effectively engage learners. This requires educators to align instructional content with

students' needs and expectations while maintaining consistency with established curricular frameworks.

Furthermore, physical education teachers are encouraged to create a learning environment characterized by enjoyment, playfulness, and meaningful engagement, while maintaining clear educational objectives. Such an approach enables students to participate in sports activities with comfort, motivation, seriousness, and enjoyment simultaneously. When students perceive activities as interesting and relevant to their preferences, their engagement becomes intrinsically motivated, reflecting a positive internal disposition toward physical activity.

In light of the complex interplay between the physical education curriculum, students' sports preferences, and the developmental characteristics associated with adolescence, this study seeks to investigate the extent to which the physical education curriculum contributes to shaping students' attitudes toward sports participation within educational institutions.

2. Research Questions:

2.1 General Research Question:

Is there a relationship between students' attitudes toward sports participation in educational institutions and the effectiveness of the physical education curriculum?

2.2 Specific Research Questions :

- Is there a relationship between secondary school students' attitudes and both curriculum-based and extracurricular sports activities within the physical education curriculum?
- Are there statistically significant differences in students' attitudes toward sports participation according to the variables of academic specialization, gender, and age?

- Are there statistically significant differences in secondary school students' attitudes toward individual versus team sports activities?

3. Research Hypotheses:

3.1 General Hypothesis:

There is no significant relationship between students' attitudes toward sports participation in educational institutions and the effectiveness of the physical education curriculum.

3.2 Specific Hypotheses :

- There is no significant relationship between secondary school students' attitudes and both curriculum-based and extracurricular sports activities within the physical education curriculum.
- There are no statistically significant differences in students' attitudes toward sports participation according to the variables of academic specialization, gender, and age.
- There are statistically significant differences in secondary school students' attitudes toward individual versus team sports activities.

4. Definition of Key Concepts and Terminology:

4.1 Attitudes:

Attitudes are defined as an acquired psychological state that reflects an individual's predisposition to respond positively or negatively toward a person, object, or situation, based on their experiences, knowledge, and emotions (Hamed Abd El-Salam, 2005, p. 20).

4.2 Adolescence:

Adolescence is the developmental stage characterized by progression toward physical, sexual, emotional, and cognitive maturity. It is important to distinguish between adolescence and puberty, as puberty refers specifically to sexual maturation. Puberty can therefore be defined as the maturation of the

reproductive glands and the acquisition of new sexual characteristics that transition the individual from childhood to the beginning of maturity (Mustafa Fahmi, 2008, p. 130).

4.3 Curriculum:

The curriculum is defined as a set of educational experiences provided by the school to learners with the aim of facilitating their holistic development, thereby contributing to behavioral modification and the achievement of educational objectives (Mohamed Mahmoud, 2004, p. 18).

4.4 Sports Activity:

Sports activity refers to structured and guided physical activity governed by organized rules and principles, aiming to develop the individual comprehensively in physical, psychological, and social dimensions. Sports activities include individual disciplines such as running and swimming, as well as team sports such as handball and basketball (Ibrahim Anis, 2009, p. 55).

5. Objectives of the Study:

This study aims to achieve the following objectives:

- To examine the relationship between secondary school students' attitudes and both curriculum-based and extracurricular sports activities within the physical education curriculum.
- To identify statistically significant differences in students' attitudes toward sports participation according to the variables of academic specialization, gender, and age.
- To determine whether there are statistically significant differences in secondary school students' attitudes toward individual versus

6. Previous Studies:

6.1 Study by Tassin Samir (2025):

Titled “The Impact of Social Representations of Physical Education Teachers on Students’ Attitudes Toward Sports Participation”, this study adopted a descriptive approach. The sample consisted of middle school students.

Key findings:

- The teacher’s personality and social interaction significantly influence students’ attitudes toward sports.
- Differences in students’ attitudes were observed according to gender.
- Strengthening the pedagogical relationship enhances students’ motivation to engage in physical activity.

6.2 Study by Abbash Ayoub (2022):

Titled “Curriculum Development and Its Relationship with Motivation Toward Physical Activity Among Third-Year Secondary School Students”, this study adopted a descriptive correlational approach. The sample consisted of 50 teachers and 200 secondary school students selected randomly. Data were collected a questionnaire.

The study yielded the following results:

- Identification of potential solutions to challenges related to setting objectives in the field of sports education, with an emphasis on the need for alternative approaches.
- Facilitating the work of educators by clarifying ambiguities related to educational curricula.
- No significant relationship was found between students’ attitudes and their inclination toward curriculum-based sports activities according to the gender variable.

6.3 Study by Barouj Kamal (2021):

This study investigated the relationship between students' psychological attitudes, physical activity, and achievement motivation. The researcher adopted a descriptive method and selected a random sample of 200 secondary school students, using a questionnaire for data collection.

Key findings:

- A positive correlation exists between favorable attitudes toward sports participation and engagement in both individual and team sports.
- Physical activity positively influences not only health but also academic achievement.

6.4 Study by Bouguerra et al. (2021):

This study explored students' psychological attitudes toward sports participation and their relationship with psychological security. A descriptive method was adopted, and the sample included middle school students.

Key findings:

- Psychological security is a key factor influencing students' participation in sports activities.
- A low level of participation in sports activities was observed among students.
- Negative attitudes toward sports participation within the physical education curriculum were identified.

6.5 Study by Sayad Haj (2019):

This study examined students' motivation toward engaging in group activities during physical education classes. The researcher used a descriptive method with a random sample of 140 middle school students and employed a questionnaire for data collection.

Key findings:

- Students showed a strong inclination toward team sports activities.
- Diversity of activities within the curriculum enhances participation and fosters positive attitudes.

6.6 Study by Al-Wasi' Al-Omari (2017):

This study investigated students' psychological attitudes toward sports participation using a descriptive-analytical approach. The sample consisted of secondary school students.

Key findings:

- Statistically significant differences were found in students' attitudes toward team sports according to academic specialization during physical education classes.

6.7 Study by Othman Lamii (2007/2008):

This study examined the attitudes of secondary school female students toward sports participation in Tolga (Biskra). The researcher employed a descriptive method and used a questionnaire administered to a sample of secondary school students.

Key findings:

- Statistically significant differences were found in students' psychological attitudes toward sports participation according to age.

7. Discussion of Previous Studies:

7.1 In Terms of Research Methodology:

A review of previous studies addressing similar topics facilitated the selection of an appropriate research method for the present study. Most studies relied on the descriptive approach, particularly the survey method using questionnaires, which aligns with the objectives of the current research.

7.2 In Terms of Population and Sample:

A careful analysis of previous studies revealed that most research focused on secondary school students as the primary population and sample (e.g., Abbash Ayoub, 2022; Othman Lamii, 2007/2008; Bouguerra et al., 2021; Barouj Kamal, 2021). Only a limited number of studies targeted middle school students. This supports the appropriateness of selecting secondary school students for investigating attitudes, interests, and curriculum-related variables, and it guided the current study in choosing a suitable population and sample.

7.3 In Terms of Research Instruments:

All reviewed studies consistently used questionnaires as the primary data collection tool. This facilitated the selection of an appropriate instrument for the present study and guided the development and validation of the questionnaire used.

7.4 In Terms of Findings:

A thorough review of previous research findings revealed a degree of similarity across studies, which facilitates comparison and discussion with the results of the current study. This alignment enhances the credibility and validity of the present findings, whether through confirmation or contradiction.

8. Applied Part (Methodology) :

8.1 Research Method :

Based on an extensive review of previous studies that addressed similar topics, it was deemed appropriate to adopt the descriptive research design using the survey method. The study relied on questionnaire-based instruments to investigate students' attitudes toward the types of sports included in the physical education curriculum. This methodological choice is justified by the nature of the study, which seeks to describe and analyze students' tendencies and identify the physical activities that attract their interests and preferences.

8.2 Research Population:

The target population of this study consisted of all secondary school students in Souk Ahras Province.

8.3 Sample of the Study:

The study sample represented approximately 10% of the total population. A purposive (non-random) sampling technique was used, and Farabi Secondary School was selected as the study setting. The final sample consisted of 80 students.

8.4 Research Instruments and Data Collection Tools:

The study relied primarily on the questionnaire as a data collection instrument.

- Questionnaire:

A questionnaire is a research tool used to collect data and information from a group of individuals through a set of written questions that respondents answer either by selecting predefined options or by providing open-ended responses. It is widely used in educational, social, and psychological research, as it enables researchers to systematically gather information about individuals' opinions, attitudes, interests, and behaviors in a structured and analyzable form (Obeidat, 2011, p. 44).

9. Scientific Foundations of the Instrument:

To ensure the scientific validity of the research instrument, the following criteria were considered:

9.1 Validity (Content Validity):

The questionnaire was presented to a panel of five university professors specializing in the field to evaluate its suitability for the target age group. Based on their feedback, necessary modifications were made, and the instrument was finalized in its final form before implementation.

9.2 Objectivity:

The expert review process contributed to enhancing the objectivity of the questionnaire, as each reviewer provided scientific input that helped refine the items and reduce bias, ensuring that the instrument accurately reflected the research objectives.

9.3 Reliability (Test-Retest and Internal Consistency):

After confirming the validity of the instruments measuring students' attitudes and sports activities, a pilot study was conducted on a small sample of 10 students, who closely represented the characteristics of the main study population. The questionnaire was administered twice, with a two-week interval between the two applications, to assess stability over time.

Following the pilot study, reliability was also calculated using Cronbach's Alpha coefficient. The results showed a reliability value of 0.87 for the students' attitudes scale and 0.91 for the sports activities scale, indicating a high level of internal consistency. Since all item values exceeded the acceptable threshold of 0.60, the instruments were considered reliable, meaning that respondents interpreted the questionnaire items consistently as intended by the researcher. Consequently, the scales were deemed suitable for application on the main sample.

10. Research Variables :

- **Independent Variable:** Physical Education Curriculum
- **Dependent Variable:** Students' Attitudes Toward Sports Participation

11. Results Presentation and Analysis:

11.1 General Hypothesis Testing:

The general hypothesis states that: There is no significant relationship between secondary school students' attitudes toward sports participation and the physical education curriculum.

Table (01): Correlation Coefficient Between Students’ Attitudes and Physical Education Curriculum

Variable	Physical Education Curriculum			
Attitudes	Correlation coefficient (r)	Significance level	Error level	Decision
	0.209	0.489	0.05	No significant relationship

As shown in Table (01), which presents the correlation between students’ attitudes toward sports participation and the physical education curriculum, the obtained Pearson correlation coefficient was ($r = 0.209$). This value indicates a weak and statistically non-significant relationship at the 0.05 level of significance, with a p-value of (0.489).

Therefore, the results reveal that there is no statistically significant relationship between students’ attitudes toward sports participation and the physical education curriculum. Accordingly, the null hypothesis was accepted.

Conclusion of the Hypothesis:

It can be concluded that there is no significant relationship between secondary school students’ attitudes toward sports participation and the physical education curriculum. This suggests that students’ inclination toward practicing sports is not primarily influenced by the school curriculum itself, but rather by other external factors. These factors may include exposure to sports competitions through television broadcasting, participation in sports clubs, or informal practice within residential neighborhoods, as suggested by the researcher.

11.2 Partial Hypothesis 1 Testing:

The first sub-hypothesis states that: *There is no significant relationship between secondary school students' attitudes and both curriculum-based and non-curriculum sports activities within the physical education curriculum.*

Table (02): Correlation Between Students' Attitudes and Curriculum-Based and Non-Curriculum Sports Activities

Type of Sport Activity		Sport	Correlation coefficient (r)	Significance level	Error level
Curriculum-based activities	Handball	0.048	0.675	0.05	No significant relationship
	Basketball	0.040	0.725		No significant relationship
	Volleyball	0.420	0.712		No significant relationship
	Speed events	0.115	0.311		No significant relationship
	Endurance	0.142	0.210		No significant relationship
	Jumping events	0.540	0.637		No significant relationship
	Shot put	0.160	0.155		No significant relationship
Non-curriculum activities	Football	0.250	0.826		No significant relationship
	Table tennis	0.860	0.441		No significant relationship

As shown in Table (02), which presents the correlation between students' attitudes and both curriculum-based and non-curriculum sports activities in

physical education, the obtained correlation coefficients for curriculum-based activities (handball, basketball, volleyball, speed, endurance, jumping, and shot put) were respectively ($r = 0.048, 0.040, 0.420, 0.115, 0.142, 0.540, 0.160$), while for non-curriculum activities (football and table tennis) the values were ($r = 0.250$ and 0.860).

All values were found to be statistically non-significant at the 0.05 level of significance, with corresponding p-values exceeding the threshold (0.05). Therefore, no statistically significant relationship was found between students' attitudes and either curriculum-based or non-curriculum sports activities.

Accordingly, the null hypothesis was accepted.

Conclusion:

It can be concluded that secondary school students exhibit certain tendencies toward practicing sports activities; however, these attitudes are not significantly associated with either the sports activities included in the physical education curriculum or those outside it.

The researcher attributes this finding to several possible factors, including the organization and implementation of the physical education curriculum, insufficient activation of curricular sports activities, and the lack of adequate sports facilities within schools. Additionally, adolescence may play a significant role in shaping students' preferences; however, this factor cannot be confirmed without further in-depth future research in this field.

11.3 Partial Hypothesis 2 Testing:

The second sub-hypothesis states that: There are no significant differences in secondary school students' attitudes toward sports participation according to the variables of gender, age, and academic specialization.

Gender Differences in Students' Attitudes Toward Sports Participation:

Table (03): Gender Differences in Students' Attitudes Toward Sports

Activities

Gender	N	Mean	Standard Deviation	t-value (calculated)	p-value	t-value (critical)	Significance level	Decision
Male	27	92.00	13.35	0.879	0.382	2.779	0.05	Not significant
Female	35	89.33	12.51	0.860	0.940	2.576		

As shown in Table (03), which presents the differences in students' attitudes toward sports participation according to gender (males vs. females), the calculated t-value for male students was ($t = 0.879$), which is not statistically significant at 78 degrees of freedom and a significance level of 0.05, with a p-value of (0.382). The mean score for males was ($M = 92.00$) with a standard deviation of ($SD = 13.35$).

For female students, the calculated t-value was ($t = 0.860$), which is also not statistically significant at the same level of significance, with a p-value of (0.940). The mean score for females was ($M = 89.33$) with a standard deviation of ($SD = 12.51$).

These results indicate that there are no statistically significant differences between male and female students in their attitudes toward sports participation. In other words, both genders exhibit similar levels of interest and inclination toward physical and sports activities.

Therefore, the null hypothesis is accepted.

Conclusion and Discussion:

It can be concluded that there are no significant differences in students’ attitudes toward sports participation based on gender, which confirms the validity of the hypothesis.

The absence of gender differences may be attributed to several factors. First, physical education is delivered as a compulsory school subject for all students, regardless of gender, which may contribute to similar levels of exposure and engagement. Second, contemporary social changes have enhanced the role of females in various domains, including sports participation, leading to greater acceptance and involvement in physical activities. Additionally, some female students may engage in sports activities for health-related reasons, such as managing overweight or improving physical fitness, which further reduces the gap between genders.

Age Differences in Students’ Attitudes Toward Sports Participation:

One-Way ANOVA Results:

Table (04) presents the results of the one-way analysis of variance (ANOVA) for students’ attitudes toward sports participation according to the age variable, including the F-value and significance level.

Table (04): One-Way ANOVA for Age Differences in Students’ Attitudes

Source of Variation	df	Sum of Squares	Mean Square	F-value	Significance (p)	Decision
Between groups	3	1751.852	583.951	3.979	0.011	Significant
Within groups	76	11154.636	146.772			
Total	79	12906.488	—			

As shown in Table (04), the calculated F-value for students' attitudes toward sports participation is ($F = 3.979$), which is statistically significant at degrees of freedom (3, 76) and a significance level of 0.05, with a p-value of (0.011). This result confirms the existence of statistically significant differences in students' attitudes toward sports participation according to age.

Accordingly, the hypothesis is accepted, indicating that students of different age groups exhibit varying levels of inclination toward sports participation.

To further identify the direction of these differences, post-hoc comparisons are presented in Table (05).

Post-Hoc Comparisons (Age Groups):

Table (05): Differences in Secondary School Students' Attitudes Toward Sports Participation According to Age

Age Group Comparison	Mean Difference	Standard Deviation	p-value	Significance Level	Decision
18–17 years	12.39962	3.69064	0.001	0.05	Significant
19–17 years	8.92083	4.35408	0.044		Significant
20–17 years	5.81250	4.28327	0.179		Not significant
19–18 years	3.47879	3.77258	0.359		Not significant
20–18 years	6.58712	3.69064	0.078		Not significant
20–19 years	3.10833	4.35408	0.477		Not significant

As shown in Table (05), significant differences were observed in students' attitudes toward sports participation between the age groups (18–17 years) and

(19–17 years), in favor of students aged 17–18 years. These differences were statistically significant at the 0.05 level.

However, no statistically significant differences were found among the remaining age group comparisons, indicating that students across these age ranges generally share similar levels of interest and inclination toward sports participation.

Conclusion:

It can be concluded that there are statistically significant differences in students' attitudes toward sports participation according to age, particularly between the groups aged 17–18 and 17–19, in favor of the 17–18 age group. For the remaining age groups, attitudes toward sports participation appear to be relatively similar.

This variation may be attributed to developmental differences associated with adolescence, where levels of motivation, interest, and engagement in physical activity may fluctuate depending on age-related psychological and social factors.

Differences in Students' Attitudes Toward Sports Participation According to Academic Specialization:

One-Way ANOVA Results:

The differences in students' attitudes toward sports participation according to the academic specialization variable are presented in Table (06), which shows the results of the one-way analysis of variance (ANOVA), including the F-value and significance level.

Table (06): One-Way ANOVA for Academic Specialization

Source of Variation	df	Sum of Squares	Mean Square	F-value	Significance (p)	Decision
Between groups	2	77.118	38.559	0.231	0.794	Not significant
Within groups	77	12829.369	166.615			
Total	79	12906.488	—			

As shown in Table (06), the calculated F-value for students' attitudes toward sports participation according to academic specialization is ($F = 0.231$), which is not statistically significant at degrees of freedom (2, 77) and a significance level of 0.05, with a p-value of (0.794).

These results indicate that there are no statistically significant differences in students' attitudes toward sports participation based on academic specialization. Accordingly, the null hypothesis is accepted.

This suggests that students across different academic tracks exhibit similar levels of inclination toward sports participation.

Post-Hoc Comparisons Between Specializations:

Table (07): Differences in Students' Attitudes According to Academic Specialization

Specialization Comparison	Mean Difference	Standard Deviation	p-value	Significance level	Decision
Scientific Sciences – Mathematics	2.15476	2.15476	0.550	0.05	Not significant
Scientific Sciences – Arts & Philosophy	0.19048	3.59066	0.958		Not significant
Mathematics – Arts & Philosophy	1.96429	3.44979	0.571		Not significant

As presented in Table (07), all pairwise comparisons between academic specializations (Scientific Sciences, Mathematics, and Arts & Philosophy) show no statistically significant differences at the 0.05 level.

Although slight variations in mean scores were observed, these differences remain statistically insignificant, indicating that students across all specializations demonstrate relatively similar—and generally low—levels of inclination toward sports participation.

Conclusion:

It can be concluded that there are no statistically significant differences in students’ attitudes toward sports participation according to academic specialization. This finding suggests that students’ interest in sports is relatively homogeneous across different academic tracks, with no clear influence of specialization on their attitudes.

11.4 Results of the Third Sub-Hypothesis:

The third sub-hypothesis states that: There are statistically significant differences in secondary school students’ attitudes toward individual and team sports activities.

Descriptive Statistics of Students’ Attitudes:

Table (08): Mean, Standard Deviation, and Attitude Levels of Secondary School Students

Variable	N	Mean	Standard Deviation	Min	Max	Low Level (25%)	Medium Level (50%)	High Level (75%)
Attitudes	80	90.23	12.78	54	150	54–83	84–89	90–95

As shown in Table (08), the mean score of students’ attitudes toward individual and team sports activities was (M = 90.23) with a standard deviation of (SD =

12.78). When comparing the mean score with the minimum and maximum values, it is observed that the mean tends toward the upper level.

This indicates that secondary school students demonstrate a generally good level of inclination toward both individual and team sports activities, with an estimated rate of approximately 75%, which corresponds to a high level of positive attitude.

Inferential Analysis of Attitude Differences:

Table (09): Differences in Students' Attitudes Toward Individual and Team Sports Activities

Attitude Level	Frequency	Percentage (%)	Expected Frequency (Fe)	Chi-square (χ^2)	Decision
Low	20	25%	26.66	$\chi^2 = 8.57$	Significant (p < 0.05)
Medium	21	26.25%	26.66		
High	39	48.75%	26.66		
Total	80	100%			
				$\chi^2 \text{ critical} = 5.99$	

As shown in Table (09), the calculated Chi-square value ($\chi^2 = 8.57$) is greater than the tabulated value ($\chi^2 = 5.99$) at a significance level of 0.05. Therefore, the result is statistically significant.

This indicates that there are statistically significant differences in students' attitudes toward individual and team sports activities, thus confirming the validity of the third sub-hypothesis.

The distribution of responses shows that 48.75% of students reported a high level of positive attitudes, compared to 26.25% at a moderate level and 25% at a low level.

Conclusion:

It can be concluded that there are significant differences in secondary school students' attitudes toward individual and team sports activities, with a relatively high proportion (48.75%) exhibiting a good level of positive inclination.

These findings suggest that students generally show a favorable attitude toward sports participation; however, this inclination does not appear to be directly linked to the physical education curriculum. Instead, it may be influenced by external factors such as participation in extracurricular sports activities, media exposure (television), or other environmental and social influences. Further research is recommended to explore these factors in greater depth.

12. Discussion:

12.1 Discussion of the First Sub-Hypothesis:

The results presented in Table (02) indicate that there is no significant relationship between secondary school students' attitudes and both curriculum-based and non-curriculum-based sports activities within the physical education program. This suggests that students at this educational stage do not exhibit strong orientations toward engaging in these activities.

This finding may be explained by the academic pressure associated with the baccalaureate examination, which represents a critical milestone in students' educational trajectories. As a result, students tend to prioritize academic achievement over participation in sports activities.

These findings are consistent with the study conducted by Bouguerra et al. (2021), which reported low levels of student participation in sports activities during secondary education, as well as the presence of negative attitudes toward sports practice within the physical education curriculum.

However, these results contradict those reported by Sayad Haj (2019), who found that secondary school students demonstrate a clear inclination toward team sports activities and that curriculum diversity enhances participation and

fosters positive attitudes. This discrepancy may be attributed to differences in research samples and contextual environments.

Overall, these results support the validity of the first sub-hypothesis.

Discussion of the Second Sub-Hypothesis:

The findings from Tables (03) to (07) reveal no statistically significant differences in students' attitudes toward sports participation based on gender, age, or academic specialization. This indicates a general consistency in students' orientations toward physical activity across these variables.

This can be explained by the psychological and cognitive characteristics typical of adolescence, where attitudes and interests are shaped by developmental factors and gradually stabilize as individuals mature.

These findings align with the study by Abbash Ayoub (2022), which reported no significant relationship between students' attitudes toward sports participation and the gender variable.

In contrast, other studies have reported differing results. For instance:

- Othman Lamii (2007/2008) found significant age-related differences in students' attitudes.
- Tassin Samir (2025) identified gender-based differences in students' attitudes toward sports participation.
- Al-Wasi' Al-Omari (2017) reported differences based on academic specialization in attitudes toward team sports.

These inconsistencies may be attributed to the sensitivity of the adolescent stage (particularly ages 17–19), during which individuals develop clearer preferences, better understand their interests, and become more aware of the physical and psychological benefits of sports participation.

12.2 Discussion of the Third Sub-Hypothesis:

The results presented in Tables (08) and (09) demonstrate statistically significant differences in students' attitudes toward individual and team sports activities. Secondary school students show a tendency to engage in both types of activities, reflecting diverse preferences.

Adolescents may prefer individual sports such as shot put or sprinting, which rely on personal effort, or gravitate toward team sports such as football and handball, which involve social interaction and collective participation. Additionally, exposure to sports through media and televised competitions contributes to shaping these preferences, even when such activities are not included in the formal curriculum.

These findings are supported by Sayad Haj (2019), who emphasized that diversity in sports activities enhances student engagement and promotes positive attitudes. Similarly, Barouj Kamal (2021) found a positive correlation between favorable attitudes and participation in both individual and team sports.

13. Study Conclusions:

Based on the analysis and discussion of the field study results, the following conclusions can be drawn:

- Confirmation of the First Hypothesis:

There is no relationship between students' attitudes and participation in curriculum-based and non-curriculum-based sports activities. This may be due to limited teaching resources, lack of diversity in instructional methods, and insufficient use of self-assessment strategies, which reduce students' motivation to engage in physical activity. Consequently, the curriculum appears to have limited influence on students' inclination toward sports participation.

- Confirmation of the Second Hypothesis:

No statistically significant differences were found in students' attitudes toward sports participation based on gender, age, or academic specialization. This indicates a general uniformity in students' attitudes across these variables.

- Confirmation of the Third Hypothesis:

Significant differences exist between students' attitudes toward individual and team sports activities. These differences can be attributed to adolescents' developmental needs, including the desire for self-expression, social interaction, and achievement of physical and psychological well-being. Additionally, external influences such as media exposure and extracurricular sports participation play a key role in shaping these attitudes, particularly in light of limitations within the physical education curriculum.

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