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Physical Education and Sports in Confronting the Phenomenon of School Dropout from the Perspective of the Subject's Teachers of Secondary Level: The Case of Secondary Schools of Ghardaia Province

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Abstract

This study aims to explore the issue of school dropout, and how physical education and sports contribute to its reduction during secondary education. It also looks into the variations among students regarding their relationships with physical education and sports teachers, as well as their levels of mental and intellectual engagement during activities. This analysis seeks to provide a quantitative overview to better understand the influence of physical education on this complex issue. A descriptive research approach was utilized, employing a self-designed questionnaire that focused on three main areas. After confirming its validity and reliability, the study was conducted with a sample of 36 physical education and sports teachers. The findings indicated that physical education classes and their activities play a significant role in decreasing the occurrence of school dropout at the secondary education level.

Keywords: school; school dropout; physical and sports education; secondary education.

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1. INTRODUCTION

Education is widely regarded as the foundation for change, playing a crucial role in the advancement of societies and serving as a powerful tool for transformation. It extends beyond merely offering a curriculum filled with scientific knowledge for memorization; instead, its purpose encompasses guiding students through a meaningful educational experience that broadens their perspectives and prepares them to accept future responsibilities. The significance of education is underscored by the school's pivotal role as a social institution within modern society, particularly in shaping the identities of learners across various educational stages. Nevertheless, students may encounter various challenges related to school, behavior, and family dynamics, which can hinder their academic success and personal development. Thus, it is essential to create effective strategies for addressing these issues, which have evolved in complexity (Al-Bahri, 2014, p. 19).

The issue of school dropout is a significant challenge faced by families and educational institutions, as a student's future and development heavily rely on their academic engagement. This behavior manifests in various forms throughout society. School dropout is a global phenomenon, with nearly every community experiencing it to some extent, though the severity varies across different societies and educational levels. This issue is a serious threat to the effectiveness of both social and educational systems.

It is important to recognize that the responsibility for this problem cannot solely rest on schools and their systems. Factors such as societal influences, family dynamics, economic conditions, and peer relationships all contribute to this pressing dilemma. In light of these variables, schools can play a crucial role in mitigating the dropout rate by implementing effective strategies, such as enhancing curriculum quality and focusing on subjects that captivate students' interest. Physical education and sports, with their diverse activities, are particularly appealing to students across all educational levels, making them a vital area of focus.

1.2 Research Problem and Questions

Based on this premise, does physical education and sports in secondary schools play a preventive role in decreasing the issue of school dropout?

This primary question gives rise to the following secondary inquiries:



1. Do physical education and sports classes help decrease student absences and tardiness, according to the perspectives of physical education and sports teachers?
2. Are there variations in the relationships between students and their physical education and sports teacher based on gender (male and female)?
3. Is there a noticeable difference in mental distraction and absent-mindedness among students participating in physical education and sports classes, as observed by the subject teachers?

1.2 Research Hypotheses

According to the research main question, the following general hypothesis could be suggested: physical education and sports have a preventative effect on decreasing the rate of school dropout among secondary education students.

The sub-hypotheses below could also be raised:

1. Participation in physical education and sports classes helps to lower the frequency of student absences and tardiness.
2. There are no significant differences in the quality of relationships between students and their physical education and sports teacher based on gender (male and female).
3. Students engaged in physical education and sports classes experience less mental distraction and absent-mindedness compared to those who do not participate.

1.3 Significance of the Study

This study is significant as it emphasizes the role of physical education and sports within the educational system. It explores how these activities can positively influence the issue of school dropout rates by fostering a supportive educational environment. This environment helps students concentrate, engage, and develop a sense of responsibility.

1.4 Study Objectives

- To illustrate how physical education and sports contribute to decreasing school dropout rates.
- To examine differences between genders in their relationships with physical education and sports teachers, particularly in terms of positive or negative experiences.



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- To assess how physical education and sports can alleviate mental distractions and absent-mindedness among students during class.
- To encourage researchers in this field to consider utilizing physical education as a cost-effective intervention for addressing these challenges.

1.5 Defining Study Concepts

According to the study framework, the following concepts are defined:

- **School:** a productive institution that offers environments conducive to learning, aimed at instructing students under the guidance of teachers.
- **School Dropout:** the act of leaving school for social or economic reasons. This term encompasses students who are excluded from the educational system prior to completing a level of education. Dropout cases can be categorized into two types: automatic withdrawal and formal dismissal or expulsion. (Sidawi, 1978, p. 36).
- **Physical Education and Sports:** An all-encompassing approach that addresses various aspects of an individual's physical, mental, social, and spiritual growth through a range of physical activities, considering all developmental stages of the individual. (Al-Khawli, 2001, p. 36).
- **Secondary Education Stage:** This stage serves as a crucial link in the educational continuum, positioned between basic education and higher education. During this phase, subjects are studied in greater depth and breadth.

2. Literature Review

A study presented by Younis Ahmed Imad El-Din (2019) aimed to examine the impact of physical education classes and sports on the psychological and social adaptation of middle school students. A comparison was made between students who participated in physical activities and those who did not. Conducted in Biskra, the research utilized a descriptive and comparative approach, employing a personality test to assess the psychological and social compatibility of adolescents. The findings indicated that engaging in physical education and sports positively influences psychological and social adaptation during middle school (Younes, 2019).

In their research, Kahl Abdel Hadi and Al-Hadi Issa (2018) investigated the positive effects of physical education and sports on the development of mental abilities and the enhancement of classroom interaction among students. The study involved a sample of 54 teachers and employed a descriptive methodology with a questionnaire as the primary data collection tool. Statistical analysis included the arithmetic mean, standard deviation, percentages, and the Chi-square test. Results revealed that physical education and sports significantly contribute to academic achievement by fostering better social relationships among students and enhancing cognitive skills such as intelligence and comprehension speed (Al-Hadi and Al-Hadi, 2018).

Asmani Rashida (2024) focused on the role of school guidance and counseling professionals in reducing school dropout rates from the perspective of secondary school students. A descriptive analytical approach was utilized, with a randomly selected sample of 120 students. The questionnaire served as the primary research instrument, and statistical analysis involved percentages, arithmetic averages, standard deviations, Cronbach's alpha for reliability, and Guttman's and Spearman-Brown coefficients. The findings indicated that awareness and educational services play a crucial role in mitigating school dropout rates among secondary students (Rashida, 2024)

Bouzaher Mohamed Lakhdar (2017) explored the significance of physical education and sports in fostering social adaptation among secondary school students. A descriptive comparative methodology was employed, with a sample of 305 students—101 non-participants and 204 active participants. A social adaptation scale was used to gather student opinions, and various statistical methods were applied, including the Alpha-Cronbach coefficient, Pearson and Spearman-Brown correlation coefficients, Guttman correction coefficient, independent samples t-test, arithmetic mean, standard deviation, and percentages. The results indicated a high level of social adaptation among students engaged in physical education and sports, suggesting that such classes play a vital role in enhancing social adaptation (Lakhdar, 2017).

Previous research has examined the significance of physical education and sports in fostering psychological and social integration among students within the school setting. This is supported by findings from Younis Ahmed Emad El-Din (2019), which indicate that participation in physical education and sports positively influences students' psychological and social adjustment.



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Studies that investigated the relationship between physical education classes and school dropout rates consistently highlighted the role of these classes in promoting students' psychological well-being, which in turn helps to mitigate dropout rates.

Most prior research utilized a descriptive approach and employed questionnaires to gather data, with one exception that utilized a personality test to measure the psychological and social compatibility dimensions in adolescents.

The current study draws on insights from these previous studies to develop a comprehensive understanding of the issue at hand and to identify various data collection methods aligned with our research objectives. While the current study shares a common variable with some previous research—specifically, the physical education and sports classes—it distinguishes itself by examining different variables and their interrelations. Additionally, there are variations in the timing and locations of the studies conducted.

3. Methodology

3.1 Study design

The study employs a descriptive approach utilizing surveys, aimed at investigating a psychological and social phenomenon within the educational system. This method seeks to describe, analyze, and interpret the phenomenon to uncover its various aspects and clarify the relationships between its components. The approach is grounded in analysis and interpretation, allowing for the generalization of the findings.

3.2 Corpus and Limitations

The study community encompasses all physical education and sports teachers at the secondary education level in the state of Ghardaia, totaling 60 teachers for the academic year 2023/2024. The current research involves a random sample of 36 physical education and sports teachers from secondary education, which represents 60% of the total study population. The research was conducted from October 1, 2024, to May 20, 2024, in the state of Ghardaia.

3.3 Instruments

The questionnaire was developed by the researcher and comprises 12

statements organized into three sections. Its purpose is to assess the perceived impact of physical education and sports on reducing school dropout rates, as viewed by secondary education teachers in Ghardaia. Additionally, a survey was carried out to identify the scientific foundations among a sample of 14 physical education and sports teachers, representing 23.33% of the study population.

3.4 Psychometric Properties of the Study Tool

3.4.1 Validity of the Tool

To assess the validity of the questionnaire, we utilized the following types of validity:

- **Face Validity (Judgment of Experts):** The questionnaire was developed by the researcher and includes 19 statements. These statements were evaluated by a panel of specialized doctors at Ghardaia University. Out of the 19 statements, 15 were accepted unanimously, while 4 were removed.
- **Internal Consistency:** The internal consistency of the tool was measured and yielded a reliability coefficient of 0.90.

3.4.2 Questionnaire Reliability

The reliability of the questionnaire was analyzed using Cronbach's alpha for the individual items within each section. The results are summarized in:

Table 1: Reliability Coefficient as determined by the SPSS program

Axes	Number Statements	of Cronbach's Coefficient	Alpha
Axis One	4		0.750
Axis Two	4		0.804
Axis Three	4		0.795
Overall Stability of the Questionnaire	12		0.877

The data from the table indicates a high general stability coefficient across the study axes, achieving a value of 0.877 for the collective twelve questionnaire items. The consistency of the axes varied, with a minimum of 0.750 and a maximum of 0.804. This suggests that the questionnaire exhibits a strong degree of reliability, making it suitable for practical application in the study, especially since the acceptable threshold for Cronbach's alpha coefficient is 0.70.

3.5 Statistical Methods Utilized in the Study

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Statistical analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The statistical methods employed in data analysis included:

- Cronbach's alpha coefficient for assessing the stability and internal consistency of the study instrument.
- Chi-square test (X^2) to validate the hypotheses.
- Percentage calculations.

3.6 Presentation, Analysis, and Discussion of Survey Results

3.6.1 Results Related to the First Hypothesis

- **Hypothesis Statement:** The physical education and sports class contributes to reducing students' absences and tardiness.
- **Survey Question 1:** Does the physical education and sports class help reduce student absences in the sections assigned to you during the weekly schedule?
- **Purpose of the Question:** To evaluate the influence of the physical education and sports class on encouraging student attendance at the educational institution.

Table 2: This table displays the responses from the surveyed professors regarding the question no. (1).

Answer	Frequency	Percentage	Calculated X^2	Tabulated X^2	Level of Significance	Degrees of Freedom	Significance
Yes	34	94.4 %	28.44	54.57	0.05	1	Significant
No	2	5.5 %					
Total	36	100 %					

Based on Table No. (2), the Chi-square test was utilized to identify differences, taking into account repeated measures and the nominal measurement level, which makes it the suitable statistical test for this analysis. Following the application of the Chi-square statistical test, the results revealed statistically significant differences favoring the highest value at a significance level of (0.05) with degrees of freedom (2). The calculated Chi-square value was found to be (28.44), which is below the tabulated value of (54.57). This suggests that a

significant majority of students, specifically 94.4%, are inclined to participate in physical education and sports classes.

The findings from the first question highlight the significant enthusiasm students have for physical education and sports classes, underscoring their essential role within educational institutions.

- **Question No. (2):** Does the physical education and sports class play a role in fostering a friendly environment among students?
- **Purpose of the Question:** This inquiry aims to assess the overall atmosphere generated by physical education and sports activities and their influence on students' psychological well-being. It is important to consider that poor relationships among students and instances of school violence can be linked to the overall school environment.

Table 3: Displays the responses from the professors regarding question no. (2)

Answer	Frequency	Percentage	Calculated χ^2	Scheduled χ^2	Significance Level	Degrees of Freedom	Significance
Yes	31	86.1 %	18.76	54.57	0.05	1	Significant
No	5	13.8 %					
Total	36	100%					

Based on Table No. (3), the Chi-square test was conducted. The results revealed significant differences favoring the highest value at the significance level of (0.05) with a degree of freedom of (2). The calculated Chi-square value was 18.76, which is less than the tabulated value of 54.57. This suggests that the physical education and sports class fosters a friendly and brotherly atmosphere within a competitive yet honorable framework. The findings from this inquiry clearly highlight the nature of this subject and its comprehensive structure in shaping cohesive and robust group behavior.

3.6.2 Interpretation of Results Related to the First Hypothesis

The first hypothesis posited that the physical education and sports class aids in reducing student absences and tardiness. Notable differences were observed in

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the responses from the teachers in the sample, with all responses being statistically significant. The quantitative results indicate that the first hypothesis was confirmed, supported by several logical factors. The characteristics of the physical education and sports curriculum, along with its competitive, group, and individual activities, serve as appealing elements for students, particularly at the middle and secondary education levels, which align with the adolescent phase. During this time, students undergo self-discovery alongside various physiological and psychological changes. Consequently, participation in sports promotes self-discipline, helping students achieve a more balanced state and manage negative thoughts. Furthermore, since sports activities are fundamentally playful, they meet a crucial need for engagement among age groups prone to school dropout. All these elements contribute to attracting students to this subject and reducing their absences during scheduled classes, which underscores the findings related to this hypothesis.

3.6.3 Presentation of Statistical Results for the Second Hypothesis

- **Hypothesis Statement:** There are no differences between students in their positive or negative relationships with the physical education and sports teacher based on gender (male and female).
- **Question No. (1) for the Second section:** Who demonstrates more engagement between the two genders (males/females) during the physical education and sports class?

The aim of this question is to assess the physical education and sports teacher's standing in the eyes of students from both genders, as this factor is crucial in addressing the issue of school truancy.

Table 4: displays the professors' responses to the fifth question

Answers	Frequency	Percentage	Calculated X^2	Tabulated X^2	Significance Level	Degrees of Freedom	Significance
Males	8	22.2%	15.49	55.76	0.05	2	Significant
Females	5	13.8%					
Both Genders	23	63.8%					

Total	36	100%					
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The data presented in the table illustrates that there are statistically significant differences favoring the highest value at a significance level of 0.05 and with 2 degrees of freedom. The computed value of Ka^2 was found to be 15.49, which is significantly lower than the critical value of 55.76. This suggests that there is a balance in the interaction between students and the physical education and sports teacher, as evidenced by the teachers' responses, where 63.8% indicated agreement with the notion of equality in this interaction. The findings indicate that the physical education and sports teacher possesses a broad ability to engage both male and female students through interactive processes during class.

- **Question No. (2) for the second section:** Who demonstrates a greater receptiveness to negative feedback regarding athletic performance, males or females, in PE class? This question aims to explore how both male and female students react to criticism concerning their performance during tasks assigned by the teacher, with the goal of assessing the influence of this feedback on their emotional responses.

Table 5: Displays the instructors' responses to the sixth question

Answers	Frequency	Percentage	Calculated X^2	Tabulated X^2	Level of Significance	Degrees of Freedom	Significance
Males	7	19.4 %	6.49	55.76	0.05	2	Significant
Females	10	27.7 %					
Both Genders	19	52.7 %					
Total	36	100 %					

The data indicates significant differences that favor the highest value at a significance level of 0.05 with 2 degrees of freedom. The calculated χ^2 value of 6.49 is less than the critical value of 55.76. This suggests that there is a higher rate of agreement between genders regarding the acceptance of feedback from teachers during mathematical tasks, with 52.7% of surveyed teachers supporting gender equality in accepting criticism. The findings indicate that the sports teacher positively influences students, even through constructive criticism. These elements highlight the importance of this subject in engaging students in school.

3.6.4 Interpretation of the Results Related to the Second Hypothesis



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The second hypothesis posited that there would be no differences in the quality of relationships between students and their physical education and sports teacher based on gender (male or female). However, differences were observed in the responses from the sample teachers, all of which were statistically significant. The results confirmed the second hypothesis.

It logically follows that the physical education and sports teacher tends to be more approachable to students in educational settings due to the subject's unique and dynamic nature, characterized by competitive activities. This relationship is crucial for students, reflecting their connection with the subject teacher. Thus, these findings complement the quantitative results obtained from the study tool regarding the validity of the proposed hypothesis.

3.6.5 Display of Results from Statistical Tables Related to the Third Hypothesis

- **Hypothesis Statement:** Students experience less mental distraction and absent-mindedness during physical education and sports classes.
- **Question 1 for the Third section:** To what extent do students maintain concentration and focus during class activities in physical education and sports?

This question aims to assess the level of concentration and attention among students, providing a quantitative understanding of the degree of mental and physical distraction during sports periods.

Table 6: Displays the professors' responses to the ninth question.

Answers	Frequency	Percentage	Calculated χ^2	Scheduled χ^2	Significance Level	Degrees of Freedom	Significance
High	29	80.5 %	36.16	55.76	0.05	2	Significant
Medium	4	11.1 %					
Low	3	8.3 %					
Total	36	100 %					

The data presented in the table indicates that there are significant differences favoring the highest value at a significance level of (0.05) and with (2) degrees of

freedom. The calculated value of Ka^2 was 36.16, which is lower than the critical value of 55.76. This suggests a high level of concentration and attention during the performance of the monopoly, as corroborated by the responses from the sample professors, with (80.5\%) selecting the first option (high). The findings from the ninth question related to the third hypothesis suggest that physical education and sports classes play a role in minimizing mental distractions for students during their practice sessions, which may help address the issue of school dropout.

Question No. (2) for the third section: What is the level of feedback among students during the execution of cognitive skills in individual activities?

The aim of this question is to assess the level of concentration reflected in the ability of students to accurately transfer performance techniques to one another without the intervention of the subject teacher, focusing on self-correction of mathematical techniques.

Table 7: Displays the professors' responses to the tenth question

Answers	Frequency	Percentage	Calculated X^2	Scheduled X^2	Significance Level	Degrees of Freedom	Significance
High	26	72.2%	25.16	55.76	0.05	2	Significant
Medium	7	19.4%					
Low	3	8.3%					
Total	26	100%					

The data indicates that there are statistically significant differences favoring the highest value at the significance level of 0.05 and with 2 degrees of freedom. The calculated Ka^2 value was 25.16, which is below the tabulated value of 55.76. This suggests a strong level of feedback among students during the monopoly performance, as reflected by the teachers' responses, where 72.2% rated the feedback as "high."

The results from the question related to this hypothesis indicate a strong desire among students to engage in physical education and sports classes, highlighting their serious approach from the beginning of the scheduled class. It is evident that there is no influence from any external party, whether male or female, and instead, students recognize the responsibility they hold, showcasing a collective awareness between genders.



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3.6.6 Interpretation of the Results Concerning the Third Hypothesis Based on the Responses from the Sample Members

It was hypothesized that there would be less mental distraction and absent-mindedness among students participating in physical education and sports classes. Variations were observed in the responses from the sample teachers, all of which were statistically significant and favored the first option, indicating high levels of focus. The results confirm the achievement of the third hypothesis. The researcher attributes this to students' inclination toward monopolistic activities, particularly during adolescence, which aligns with the secondary education stage. Consequently, the physical education and sports class serves as an interval that allows students, who may experience mental and intellectual distractions, to refocus. It is likely that these distractions stem from external factors, suggesting that this study's material could help address or mitigate such issues.

4. CONCLUSION

The significance of physical education and sports in fostering individual independence and teamwork cannot be overstated. These activities contribute to the development of a well-rounded personality that thrives in its environment. By utilizing personal skills, physical education helps transform unstructured play into organized activities, instilling essential values of order and discipline while promoting the idea of a healthy mind in a healthy body. Consequently, these elements play a crucial role in reducing the issue of school dropout rates. It is vital to leverage physical education as a primary strategy to address this complex challenge. Moreover, elevating the importance of this subject can serve as a motivating factor for students' academic success, extending its role beyond mere physical activity. Attention must also be given to creating facilities that enable students to engage in these activities, fostering a positive and encouraging atmosphere, as the environment significantly influences their psyche.

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6. Appendix

Teachers Questionnaire

Dear teachers,

The researcher is conducting a study about “physical education and sports class in confronting the phenomenon of school dropout.” For the purposes of conducting a scientific field study, we kindly request that you answer the questions for each section honestly and objectively by placing a mark (x) under the option that reflects your viewpoint as a single choice for each question. Thank you very much for your collaboration.

Section One: Students Discipline in Physical Education and Sports Class

Number	Paragraph	Yes	No
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1	Do student absences decrease in the physical education class for each section assigned to you during weekly scheduling?		
2	Does the physical education class contribute to creating a friendly atmosphere among students?		
3	Does the physical education class play a role in regulating the student's behavior within the group during activities?		
4	Do most students adhere to the attendance times set for the start of the class and avoid rushing to leave at the end?		

Section Two: The Nature of the Relationship Between Students and the Physical Education Teacher

Number	Paragraph	Males	Females	Both
1	Who is more interactive during the physical education class and its conclusion?			
2	Who is more receptive to negative performance feedback?			
3	Who shows more respect towards you in the communication and dialogue related to the situations?			
4	Who is more proactive in the physical education class?			

Section Three: Mental and Intellectual Distraction of Students During Physical Education Class

Number	Paragraph	High	Medium	Low
1	To what extent is the factor of focus and attention among students during physical education performance?			
2	What is the level of feedback among students themselves during the performance of motor skills in individual activities?			



3	What is the level of students' response to the sound signal (whistle) during the lesson?			
4	What is the level of behavioral perception of the skill after the explanation before performance for most students?			