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The Current state of Physical and Sports Education Class in Primary School After the Recruitment Decision of Graduates from The STAPS Institutes

A Field Study at the level of Primary Schools in El M’Ghair, Algeria

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Abstract:

The study aimed to explore the reality of physical education and sports class in primary education following the recruitment decision of STAPS Institute graduates, It was conducted in the primary schools of El M’Ghaier Province, using a comprehensive survey approach. We adopted a descriptive-analytical method and employed a questionnaire as the primary research tool. The study resulted that Physical education and sports teachers in primary schools have a positive perspective toward the subject under the new recruitment decision. And there are optimistic expectations regarding the achievement of the objectives outlined in the curriculum. In spite of there are many challenges.

Keywords: Physical Education and Sports Class, Employment Decision, Primary Education.

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1. INTRODUCTION AND RESEARCH PROBLEM

Physical education plays a significant and vital role in shaping an individual's personality and preparing them in all aspects. It provides a balanced education that encompasses physical, psychological, mental, social, and cognitive dimensions through various exercises, sports, and movement activities. These activities contribute to achieving balanced development, enhancing motor skills, and fostering social interaction. Additionally, physical education instills values such as discipline, teamwork, and cooperation, which positively reflect on an individual's personality and behavior. Thus, physical education serves as an effective tool for stimulating cognitive abilities and fostering creative thinking, particularly in children. Through sports activities, children acquire essential life skills such as perseverance, determination, and the ability to face challenges. These activities also enhance their sense of belonging and sportsmanship, helping them build positive relationships with others. Such factors are crucial in preparing children and shaping their personalities to confidently and successfully face life's various challenges.

Given its immense importance, physical education must receive special attention in educational curricula. It is an essential part of the primary education curriculum, playing a central role in promoting children's physical and mental health while developing their motor skills in accordance with their physical growth. Additionally, it encourages social interaction and reinforces ethical values such as teamwork, discipline, initiative, and self-reliance.

Despite the significance of physical education in educational institutions, it has not been given the same attention as other subjects. It faces numerous challenges that hinder its effective implementation in primary schools, including a lack of appropriate sports facilities such as playgrounds and sports equipment, insufficient time allocated for physical education classes, and misconceptions about its importance. In light of these challenges, it is necessary to reconsider strategies for developing physical education in primary schools. The benefits of physical education extend beyond improving physical health to enhancing academic performance and students' social behavior. Therefore, greater attention should be given to it by providing the necessary resources and developing policies that ensure every child has the opportunity to engage in physical activity in a safe and supportive environment.

University education is a crucial phase where students shape their future aspirations. From the moment they obtain their high school diploma and choose



their field and specialization, they are selecting a career path that will largely determine their professional future. Among these fields is the domain of **Science and Techniques of Physical and Sports Activities (STAPS)**, which has produced many graduates who have faced prolonged periods of unemployment due to slow and limited hiring rates. However, this crisis has recently seen a breakthrough following the employment decision issued by the Council of Ministers on April 16, 2023. This decision led to the recruitment of thousands of physical education teachers in primary schools, significantly increasing job opportunities in a critical sector that absorbs most graduates of STAPS institutes.

This study examines the reality of physical education classes in primary schools following the recent employment process. It aims to shed light on the current challenges faced by newly recruited teachers in this stage. The study will explore different perspectives on the alignment between the curriculum content and the resources available in schools, the effectiveness of coordination among teachers, the adequacy of the allocated class time, and the availability of essential sports facilities and equipment. Furthermore, it will examine the employment decisions related to this subject. Our goal is to provide a comprehensive analysis that aids in understanding the current situation and proposing practical solutions to enhance the practice of physical education in our schools.

Based on the above, the central research question is:

What is the current state of physical education classes following the decision to hire STAPS graduates in primary schools?

From this main question, the following sub-questions emerge:

1. How do physical education teachers perceive the subject in light of the new employment decision for primary education?
2. To what extent can the objectives outlined in the physical education curriculum for primary education be achieved?
3. Are there challenges hindering the effective implementation of physical education classes in primary schools?

2. RESEARCH HYPOTHESES

2.1 General Hypothesis

There is a general sense of satisfaction and acceptance among physical education teachers following the decision to hire STAPS graduates in primary schools.

2.2 Sub-Hypotheses

1. Physical education teachers in primary schools hold positive views about



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the subject under the new employment decision.

2. There are positive expectations regarding the achievement of objectives outlined in the primary education physical education curriculum.
3. Challenges exist that hinder the smooth implementation of physical education classes in primary schools..

3. RESEARCH OBJECTIVES

This study aims to achieve the following key objectives and present them to primary education teachers working in the field of physical education and sports:

- Raising awareness about the importance of physical education in primary schools.
- Developing a future vision for improving the teaching of physical education in primary schools by incorporating insights from various stakeholders in the educational process.
- Highlighting the significance of physical education and its vital role in shaping students as they transition from primary education.
- Identifying solutions to reduce the unemployment rate among sports institute graduates.

4. SIGNIFICANCE OF THE STUDY

The scientific importance of this study lies in advancing research on physical education, particularly at the primary level, and encouraging the formulation of more policies focused on graduates and their employment.

On a practical level, the study seeks to provide tangible solutions for improving school sports at the primary level in both the short and medium term. Additionally, it aims to draw the attention of policymakers in the education sector, as well as related sectors such as higher education and youth and sports, to the necessity of enforcing legal provisions related to physical education and ensuring their effective implementation through structured employment initiatives.

5. STUDY TERMINOLOGY

The scientific importance of this study lies in advancing research on physical education, particularly at the primary level, and encouraging the formulation of more policies focused on graduates and their employment.

5.1. Physical Education and Sports Class:

- **Conceptually:**



Physical education and sports are fundamental educational subjects that contribute to the learner's overall development. They are implemented through scheduled lessons within the academic curriculum and as extracurricular activities (both indoor and outdoor). Their results can be assessed on behavioral levels (motor, cognitive, and emotional). (El-Khouly & El-Shafiai, 2000, p. 25)

It is an education achieved through physical activity, encompassing the holistic preparation of an individual in terms of skills, habits, knowledge, and distinctive social behavior. This is facilitated through physical activities and sports that individuals practice at home, school, or sports clubs. (Adhadha, n.d, p. 123)

It is a group of physical activities practiced by secondary school students that help them grow and adapt physically, cognitively, emotionally and socially. (Rafika Sharabsha, 2022, p. 312)

- **Operationally:**

It is a subject within the general curriculum of the educational system that provides students with substantial knowledge and information on health, psychological, and social aspects. It also develops physical and technical abilities through exercises such as individual and team games, conducted under the supervision of a specialized teacher.

5.2. Primary Education:

- **Conceptually:**

It is a part of the national education system, which consists of the following levels: preschool education, basic education (which includes primary and middle school), and secondary education. In the Algerian educational system, primary education represents the first structured educational opportunity that complements family upbringing. It ensures the child's right to free and compulsory schooling in public schools until the age of sixteen. (Slimani, 2022, p. 977)

It refers to the stage of education between preschool and middle school, corresponding to the age range of 5 to 11 years.

5.3. Council of Ministers' Decisions of April 16, 2023, No. 217 /W.T.W /M.A.T/ 23:

This decision, issued by the Council of Ministers, mandates the employment of STAPS graduates in primary education.

6. SIMILAR STUDIES

First Study: A study conducted by student Chouaib Bouguera (2017), as part of a Master's thesis in Sciences and Techniques of Physical and Sports Activities, titled: "The Reality of Physical Education Classes in Primary Schools – A Field Study of



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Selected Primary Schools in M'sila Municipality."

The study aimed to explore the reality of physical education in primary schools in terms of human and material efficiency, to establish the subject's importance within educational institutions, and to highlight its value in identifying and guiding talents.

The researcher adopted a descriptive methodology, selecting a sample of 110 teachers from various primary schools in M'sila, using a questionnaire as the primary research tool.

The study yielded the following results:

- Primary school teachers cannot effectively conduct physical education classes due to the lack of specialized training.
- The management of physical education classes does not align with the prescribed curriculum.
- Most primary schools in M'sila lack facilities and equipment necessary for physical education.
- Physical education is considered secondary and of low priority in schools.
- The allocated time for physical education is insufficient.

Second Study: A study conducted by Hamza Baaloudj and Djilani Kheireddine (2018) as part of a Master's thesis in Sciences and Techniques of Physical and Sports Activities, titled: "The Reality of Teaching Physical Education in Primary Schools – A Field Study of Primary Schools in the Chr ea District."

The study aimed to assess the state of physical education instruction in primary schools in the Chr ea District and to identify obstacles hindering its implementation at this educational stage.

The researchers adopted a descriptive methodology, utilizing a questionnaire as the primary research tool. They worked with two samples:

- A sample of 70 primary school teachers, to whom 70 questionnaires were distributed (52 were retrieved).
- A sample of 18 primary school principals, to whom 18 questionnaires were distributed (12 were retrieved).

The study yielded the following results:

- There is a significant gap between the theoretical model and the actual practice of physical education at the primary level compared to middle and secondary levels.
- Most primary school teachers have never engaged in any specific sports



activity since they started teaching.

- The majority of primary school teachers did not receive any training in physical education.
- Most teachers consider the allocated time for physical education insufficient.
- Teachers do not emphasize the importance of physical education, as students are not required to wear sports attire.
- Most primary schools lack even the most basic teaching materials and facilities, with no sports fields or infrastructure available.

Third Study: A study conducted by Karim Mabani and Saad Saoud Okba (2009) as part of a Master's thesis in Sciences and Techniques of Physical and Sports Activities, titled: "The Reality of Teaching Physical Education in Primary Schools – A Field Study in the Wilaya of Médéa."

The study aimed to identify the main obstacles preventing the implementation of the physical education curriculum in primary schools and to investigate the possibility of its actual application. It also sought to highlight the role of teachers, assess their training, examine students' engagement in sports activities, and evaluate the achievement of educational objectives.

The researchers adopted a descriptive-analytical methodology and worked with a random sample of 300 teachers from primary schools in the Wilaya of Médéa.

The study yielded the following results:

- Teachers struggle to enforce and conduct physical education sessions effectively.
- A significant lack of material resources, equipment, and infrastructure negatively impacts the achievement of educational goals.
- The absence of specialized teachers hinders the teaching of this subject and prevents the recognition of its educational value.
- Physical education has not yet reached the level envisioned in the educational system.

Fourth Study: A study conducted by Belkacem Mouhoubi and Mohamed Redha Khengaoui (2012), titled: "Physical and Sports Activities in Primary Schools (First and Second Cycle, Ages 6-12) – Reality and Prospects: A Field Study in Selected Primary Schools in the Wilaya of Ouargla."

The study aimed to explore the reality of sports and physical activities in primary schools, identify challenges in their implementation, and assess how these



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activities are managed. It also examined the level of interest and involvement of teachers, school principals, and educational supervisors in teaching physical education, as well as the main difficulties they face.

The researchers adopted a descriptive survey method, working with a random sample consisting of 100 primary school teachers from the first and second cycles in the municipality of Ouargla, along with 12 school principals and 4 inspectors. The study covered 10 primary schools.

The study produced the following findings:

- Sports activities are neglected in many aspects, with poor conditions, lack of equipment, and insufficient time allocation—whether in terms of the number of sessions or their duration—compared to children's natural desire for play and recreation.
- Teachers prioritize academic subjects over physical activities and often lack the motivation to teach them, with little to no emphasis from higher authorities.
- Many teachers lack the ability to effectively teach these activities.

APPLIED ASPECT

7. RESEARCH METHODOLOGY:

Research methodology is defined as "an attempt to attain precise and detailed knowledge about the elements of a problem or an existing phenomenon, aiming for a better and more accurate understanding or to formulate future policies and procedures." (Al-Mahmoudi, 2019, p. 46)

For this study, we adopted the descriptive-analytical method.

8. RESEARCH INSTRUMENT:

Questionnaire: A questionnaire is "a scientific research tool used to collect data, consisting of a set of questions or statements that require responses in a manner determined by the researcher according to the research objectives. Responses can be open-ended or structured with predefined answer choices, such as multiple-choice or rating scales." (Oubaid, 2002, p. 107)

After reviewing previous studies and defining the research themes, the questionnaire was designed based on the available data and literature. It included a set of statements categorized under the following three research axes:

1. Teachers' Perceptions of Physical Education under the new employment policy in primary education (6 statements).
2. Expected Achievement of Curriculum Objectives in primary school



physical education (8 statements).

3. Challenges Facing the Implementation of Physical Education Lessons in primary schools (9 statements).

9. PILOT STUDY:

A pilot study was conducted on a group of 10 teachers from El-Meghaier District, selected randomly from the available population. These teachers were excluded from the main study.

10. SCIENTIFIC VALIDITY OF THE RESEARCH INSTRUMENT

10.1. Validity:

- **Expert Validity:** Content validity was established by presenting the initial version of the questionnaire to a panel of three faculty members from the University of Biskra. They reviewed the linguistic accuracy, clarity of the statements, alignment with research themes, and their ability to achieve study objectives. Their suggestions regarding rewording, modifying, or eliminating certain statements were incorporated.
- **Intrinsic Validity:** Calculated by determining the square root of the reliability coefficient of the instrument.

10.2. Reliability of the Instrument:

To assess reliability, we used Cronbach's Alpha coefficient to measure internal consistency. The reliability values for each axis and the overall questionnaire are presented in Table 1:

Table 1: Cronbach's Alpha Validity and Reliability Coefficients for the Questionnaire

Study Questionnaire Axes	Number of Statements	Reliability Coefficient (α)	Intrinsic Validity
Teachers' Perceptions of Physical Education under the New Employment Policy	06	0.81	0.90
Expected Achievement of Curriculum Objectives in Physical Education	08	0.80	0.89
Challenges in Conducting Physical Education Lessons	09	0.76	0.87
Overall Questionnaire	23	0.91	0.95

Source: Prepared by researchers using SPSS V20 outputs.



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From the results in Table 1, Cronbach's Alpha coefficients were high across all axes, ranging from 0.76 to 0.81. The highest reliability was observed in the "Teachers' Perceptions of Physical Education" axis (0.81), while the lowest was in the "Challenges in Conducting Physical Education Lessons" axis (0.76). The overall reliability coefficient of the questionnaire was 0.91, indicating high reliability, making the questionnaire suitable for distribution.

11. STUDY POPULATION AND SAMPLE:

The study population consists of all physical education teachers in primary education institutions across the Wilaya of El M'ghair who are actively engaged in teaching.

As for the sample, it includes 48 teachers. A comprehensive sampling method (census) was employed, meaning all available teachers from the population were included in the study. The questionnaires were distributed to the teachers through several field visits to the institutions.

12. SCOPE OF THE STUDY:

- **Geographical Scope:** The study was conducted in primary schools in the Wilaya of El M'ghair.
- **Time Frame:** The study was carried out during the 2023/2024 academic year, specifically from February 1, 2024, to June 1, 2024.

13. PRESENTATION AND ANALYSIS OF STUDY RESULTS:

13.1. Presentation and Analysis of the First Hypothesis:

To answer the first hypothesis, which states: "There are positive perspectives among primary school physical education teachers regarding the subject under the new employment decision," we examine the key responses of the participants to the statements in the first axis (The teacher's perspective on the subject under the new employment decision in primary education).

Question 2: Do you believe that your employment as a contracted physical education teacher in primary education meets your aspirations?

Purpose of the question: To determine whether the employment format meets the aspirations of physical education teachers.

Table 2: Shows the extent to which the employment format meets the teachers' aspirations:

Responses	Frequency	Percentage (%)
Yes	0	0%



No	48	100%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

The results indicate that all teachers (100%) disagree with the statement that their employment as contracted teachers meets their personal aspirations. There is a unanimous rejection of the current employment format, suggesting a significant level of dissatisfaction. This could be an important indicator for the policymakers to review and potentially improve the employment status of physical education teachers. If not addressed, this dissatisfaction may lead to lower morale, which could negatively impact the teachers' performance and, consequently, affect the students' well-being and education.

Question 3: What do you consider to be the appropriate method for employment?

Purpose of the question: To identify the preferred method of employment as seen by physical education teachers.

Table 3: Shows the preferred employment method:

Responses	Frequency	Percentage (%)
Open competition	0	0%
Integration	48	100%
Re-contracting through the digital platform	0	0%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

From the table, we can see that 100% of respondents selected "Integration" as their preferred method of employment. No participants chose the options of "Open competition" or "Re-contracting through the digital platform", both of which received 0% support. This unanimous preference for integration indicates a strong, shared belief that direct integration into permanent employment is the most appropriate and desirable method for physical education teachers. This preference may stem from teachers' desire for job security and career stability, which are not guaranteed through temporary contracts or digital platforms. The complete agreement on the "integration" option points to a collective consensus on the most effective and fulfilling employment approach for physical education professionals.

Question 5: What is your opinion on establishing physical education as an independent subject, like other subjects?

Purpose of the question: To understand teachers' perspectives on the independence



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of physical education as a subject.

Table 4: Shows opinions on the independence of physical education:

Responses	Frequency	Percentage
Establishing it as a core subject and specialization	40	83.3%
Reducing the number of hours for teachers previously assigned	8	16.7%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

The table indicates that a large majority of teachers (83.3%) support establishing physical education as a core subject with its own specialization. This response demonstrates a strong positive view towards elevating the status of physical education within the curriculum, recognizing its importance in students' overall development, including physical, social, and health aspects.

On the other hand, 16.7% of teachers suggest reducing the number of teaching hours for physical education teachers who were previously assigned this subject. This viewpoint likely stems from concerns regarding the workload of physical education teachers, perhaps indicating that they face a high teaching load or overburdened schedules.

Overall, the overwhelming support for making physical education an independent core subject reflects a strong belief in its value and need for dedicated programs and resources. Teachers recognize its benefits for students' health and well-being and advocate for professional development opportunities that could come from treating the subject with the same importance as other academic disciplines.

Question 6: Do you support the idea of having a physical education teacher for each primary school?

Purpose of the question: To gauge teachers' opinions on whether each primary school should have its own dedicated physical education teacher.

Table 5: Shows support for the idea of having a physical education teacher for each school:

Responses	Frequency	Percentage (%)
Yes	46	95.8%
No	2	4.2%
Total	48	100%



Source: Prepared by the researchers based on the responses from the sample.

The results from Table 5 show overwhelming support for the idea of assigning a dedicated physical education teacher to each primary school, with 95.8% of the teachers agreeing. This reflects a strong belief among educators in the importance of having specialized instructors for physical education, recognizing its significant role in students' development and overall well-being.

Only a small minority (4.2%) disagrees with this idea, which could suggest that a few teachers believe current staff are capable of covering physical education needs without the need for additional positions. However, the high percentage of support highlights a clear desire for more specialized roles in physical education, likely linked to the recognition of its value in the overall school environment, as well as the potential job creation and addressing unemployment within the education sector.

13.2. Presentation and Analysis of the Second Hypothesis:

To answer the second hypothesis, which states: "There are positive expectations regarding the achievement of the objectives set out in the physical education curriculum at the primary level," we examine the most significant responses from the participants on the second axis (expectations of achieving the objectives set out in the physical education curriculum at the primary level).

Question 2: Are you familiar with the content of the physical education curriculum at the primary level?

Purpose of the question: To assess how well the teachers are familiar with the content of the physical education curriculum at the primary level.

Table 6: Shows teachers' familiarity with the content of the physical education curriculum at the primary level:

Responses	Frequency	Percentage (%)
Yes	36	75%
No	0	0%
Somewhat	12	25%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

From Table 6, it is clear that the majority of teachers (75%) are familiar with the content of the physical education curriculum. The remaining 25% of the sample report having partial knowledge of the curriculum content. This suggests that most teachers have a solid understanding of the curriculum, but a small proportion might



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require further exposure or clarification to ensure full comprehension.

Familiarity with the curriculum is crucial for teachers as it helps in the efficient and effective preparation of lessons, ensuring they meet the students' needs and achieve the learning objectives. To improve teaching effectiveness, it would be beneficial to focus on addressing the knowledge gaps identified among the smaller percentage of teachers who are less familiar with the curriculum content. This can be done through workshops or training sessions aimed at deepening their understanding of the curriculum, which in turn can enhance teaching quality and student learning outcomes.

Question 4: Does the content of the ministerial curriculum for physical education and sports align with your school's resources?

Purpose of the question: To understand whether the content of the ministerial curriculum for physical education and sports aligns with the available resources in the teachers' schools.

Table 7: Responses regarding the alignment of the physical education curriculum with school resources:

Responses	Frequency	Percentage (%)
Yes	12	25%
No	4	8.3%
Somewhat	32	66.7%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

From Table 7, it is clear that the majority of teachers (66.7%) believe that the content of the ministerial curriculum aligns somewhat with their school's resources. This suggests that while there is partial alignment, there may be obstacles or limitations preventing the full implementation of the curriculum, such as insufficient resources or space. This partial alignment indicates that some improvements could be made to ensure a more complete match between the curriculum and the available resources in schools.

A quarter of the respondents (25%) indicated that the curriculum fully matches their school's resources. This indicates that some schools have the necessary facilities and equipment to meet the requirements of the curriculum without difficulty.

On the other hand, 8.3% of respondents indicated that the content of the curriculum does not align with their school's resources. This small percentage



points to schools facing significant challenges, such as lack of sports equipment, insufficient space, or limited funding, which makes it difficult for them to fully implement the curriculum.

To address these challenges, it is essential for policymakers to allocate resources and provide schools with the necessary equipment and facilities to implement the curriculum effectively. Additionally, providing training programs for teachers to better manage limited resources and find creative solutions can enhance the overall success of physical education programs in schools.

Question 7: Is there any follow-up training by the subject inspector regarding the implementation of the physical education curriculum?

Purpose of the question: To assess the follow-up training provided to teachers by the subject inspector on the implementation of the physical education curriculum.

Table 8: Teachers' responses regarding the follow-up training by the subject inspector on the implementation of the physical education curriculum.

Responses	Frequency	Percentage (%)
Regular seminars	41	85.4%
Few seminars	7	14.6%
No follow-up	0	0%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

Table 8 illustrates the teachers' responses regarding the follow-up training by the subject inspector on the implementation of the physical education curriculum. The data shows that 85.4% of respondents confirmed the existence of regular follow-up seminars, while 14.6% felt that these seminars were few. 0% of the respondents indicated that there was no follow-up, which suggests that there are efforts already in place to provide training support to teachers. The large percentage reporting regular seminars reflects the commitment of the subject inspectors to offer continuous and systematic support to teachers on how to implement the curriculum, thus enhancing the quality of education and improving the teachers' teaching skills.

Those who think the seminars are few indicate that some teachers feel the need for more training support, possibly due to being in remote areas or facing specific challenges that require more intensive follow-up. To meet the needs of those teachers, it could be beneficial to increase the number of training seminars and distribute them more regularly. Additionally, organizing extra workshops or specialized training sessions, improving communication between inspectors and



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teachers to ensure appropriate support for each region or school, and creating interactive online platforms could facilitate experience sharing and provide continuous support.

Therefore, we conclude that there is good follow-up training by the subject inspector, with regular seminars being held. However, there is a need to increase the number of these seminars and improve their distribution to better meet the needs of all teachers. By enhancing communication, conducting regular assessments, and utilizing technology, the training support provided can be improved, ensuring effective and distinguished implementation of the physical education curriculum in all schools.

13.3. Presentation and Analysis of the Third Hypothesis:

To answer the third hypothesis, which states: "There are difficulties facing the smooth running of physical education classes in the primary school stage," we address the key responses from the respondents regarding the statements of the second axis (difficulties faced in the running of physical education classes in primary schools).

Question 1: Is the time allocated for physical education classes sufficient?

Purpose of the question: To determine whether the time allocated for physical education classes is sufficient.

Table 9: Teachers' responses regarding the time allocated for physical education classes.

Responses	Frequency	Percentage (%)
Yes	14	29.2%
No	24	50.0%
Somewhat	10	20.8%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

Table 9 shows the sufficiency of the time allocated for physical education classes in primary schools. We observe that 50% of teachers consider the time insufficient, indicating a problem in providing enough time to cover all physical education activities effectively. Teachers may face difficulties in implementing the full curriculum within the allocated time, which could negatively affect the quality of education and physical activities provided to students. In contrast, 29.2% of respondents believe the time is sufficient, meaning that some schools or situations may achieve the educational goals of the physical education class within the allotted



time. These schools may be able to manage time more efficiently or have better conditions to implement the class fully. Meanwhile, 20.8% of respondents feel the time is "somewhat" sufficient, reflecting variation in teachers' experiences. These teachers may be able to adapt to the available time but face challenges that prevent them from achieving optimal efficiency.

These results reflect a disparity in teachers' opinions regarding the sufficiency of time allocated for physical education classes, with half considering it insufficient, while a significant proportion believes the time is either sufficient or somewhat sufficient. To address this discrepancy and improve the efficiency of class implementation, consideration should be given to modifying the curriculum, increasing the allocated time, improving time management, and providing additional resources. By taking these measures, a better balance can be achieved to ensure the delivery of a high-quality educational and physical education session.

Question 3: Does your institution have the necessary sports facilities and equipment such as (stadium, balls, ropes, cones)?

Purpose of the question: To determine the availability of necessary sports facilities and equipment in the institution.

Table 10: Respondents' answers regarding the availability of sports facilities and equipment in their institutions.

Responses	Frequency	Percentage (%)
Available	07	14.6%
Not Available	03	6.3%
Very Few	38	79.2%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

From Table 10, the results indicate that the majority of teachers (79.2%) believe that sports facilities and equipment in their institutions are very limited, reflecting a severe shortage of essential sports resources. Meanwhile, a small percentage (14.6%) reported that these facilities and equipment are available, and 6.3% stated that they are completely unavailable. This significant lack of resources can negatively impact the quality of physical education and sports activities in schools, hindering the ability to deliver effective and comprehensive lessons. Therefore, it is crucial for the relevant authorities to pay more attention to providing the necessary sports facilities and equipment to enhance the educational environment. There is an urgent need to improve the infrastructure and sports



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resources in educational institutions, as the shortage significantly affects the quality of physical education and limits the effectiveness of the lessons offered. Immediate action should be taken by the responsible parties to increase investment in sports facilities, enhance cooperation with the local community, launch fundraising initiatives, and provide the necessary training for teachers. These steps can contribute to improving the educational environment and motivating students to participate actively in physical activities.

Question 4: Are the sports fields and spaces designated for physical education and sports lessons in compliance with safety and security standards?

Purpose of the question: To determine the level of safety and security in the fields and spaces designated for physical education activities.

Table 11: Respondents' answers regarding the availability of safety and security conditions in the spaces designated for physical education lessons.

Responses	Frequency	Percentage (%)
Compliant	02	4.2%
Somewhat Compliant	39	81.3%
Dangerous	07	14.6%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

From Table 11, which shows the teachers' responses regarding the safety and security conditions of the fields and spaces where students perform their sports activities, the majority of teachers (81.3%) believe that the fields and spaces are "somewhat" compliant with safety and security standards. This reflects some efforts to improve safety, but it is not sufficient to ensure a fully safe environment for students. There may still be obstacles or areas that need improvement to meet all the required standards. Meanwhile, 14.6% of teachers consider the spaces dangerous, indicating that some institutions have fields and spaces that pose a risk to the safety of the students. This points to serious safety issues that need immediate attention. A small percentage (4.2%) stated that only a very few schools provide fields and spaces that fully comply with safety and security standards. This suggests that only a small number of schools place significant attention on safety and security standards in their sports facilities. Therefore, a comprehensive assessment of all sports fields and spaces in schools should be conducted to identify potential hazards and work on improving them. Experts in safety can be consulted to provide specific recommendations, and budgets should be allocated to improve sports infrastructure,



including repairing and renewing fields and spaces to meet safety and security standards. Additionally, training courses for teachers and sports activity supervisors on how to ensure students' safety and manage activities safely, as well as educating students on the importance of safety, can be implemented.

Question 5: Is there a budget allocated for sports activities in primary education?

Purpose of the question: To determine whether a budget is allocated for sports activities in primary education.

Table 12: Respondents' answers regarding the availability of a budget for sports activities in primary education.

Responses	Frequency	Percentage (%)
Yes	01	2.1%
No	47	97.9%
Somewhat	00	0.0%
Total	48	100%

Source: Prepared by the researchers based on the responses from the sample.

Table 12 shows the participants' responses regarding the existence of a budget for sports activities in primary education. A large percentage of teachers (97.9%) confirm that no budget exists, reflecting a painful reality of neglecting sports activities in primary schools. This situation indicates a significant lack of financial resources allocated for such activities, which negatively affects students at this important stage of their lives. As for the small percentage (2.1%) indicating that very few primary schools have a budget for sports activities, this shows very limited interest from the relevant administrations in allocating financial resources to support sports activities in this educational stage. The funding may occasionally come from the parents' association, which sometimes helps by providing some necessary equipment. Therefore, government and education-related authorities must allocate clear and specific budgets to support sports activities in primary schools. This allocation can come from increased government funding or a redistribution of current resources. Schools could also explore partnerships with private companies and non-profit organizations interested in supporting children's sports activities to provide additional funding or sports equipment, ensuring children receive a comprehensive physical education that contributes to the development of their skills and overall health.

14. DISCUSSION OF RESULTS:



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14.1. Discussion of the First Hypothesis Results: "There are positive views among physical education teachers in primary education towards the subject in light of the new employment decision."

Based on what we discussed, it is evident that there is a collective rejection of the new employment format among physical education teachers in primary education. All participants in the study expressed dissatisfaction with their current employment format, with 100% of them choosing the integration employment model. Additionally, most of the teachers suggested establishing physical education and sports as a core and specialized subject.

The collective rejection of the new employment format indicates that there are real issues with the current system. This may be due to teachers feeling a lack of professional stability or not receiving full recognition of their qualifications. The choice of the integration employment model by all participants (100%) suggests that teachers prefer a system that employs them in a permanent and stable manner, offering them job security and recognition of their qualifications and specializations.

The importance of physical education as a core subject reflects the teachers' belief in its significance in the educational curriculum. Physical education is seen as a vital part of children's development, not only physically but also psychologically and socially.

The results show that teachers have negative views towards the new employment format, and they believe that establishing physical education and sports as a core and specialized subject is the best solution. These findings contradict the first hypothesis, which suggests that there are positive views towards the subject in light of the new employment decision.

However, some studies, such as the one by (Baalouj and Jelani, 2018), strongly recommended issuing decisions that would fairly address the graduates of STAPS Institutes. Therefore, the first hypothesis has been achieved.

14.2. Discussion of the Second Hypothesis Results: "There are positive expectations to achieve the goals set in the physical education curriculum in primary education."

Based on the results obtained, it is evident that the majority of physical education teachers believe that the content of the curriculum "somewhat" aligns with the resources available in their schools. This suggests a partial alignment, but it is not complete, and there may be some obstacles that need to be addressed to



ensure the curriculum is implemented more effectively. Teachers also observe that there is partial compatibility between the physical education curriculum content and the resources available in their schools. Additionally, they point out that the allocated time for physical education lessons does not align with the curriculum content. This indicates that there is insufficient time to cover all the educational objectives comprehensively and effectively. This issue represents a major obstacle that affects the quality of curriculum implementation. To ensure the goals are achieved, a review of the distribution of lesson hours and an increase in the time allocated for physical education lessons are necessary.

Despite the somewhat positive expectations, reality suggests that achieving the objectives outlined in the curriculum may require addressing a number of key issues. These include improving infrastructure, providing continuous training and support for teachers, and increasing the time allocated for physical education lessons. The goals set in the curriculum can be achieved if these obstacles are addressed seriously and the necessary support is provided. Therefore, the results reflect a partial alignment between the content of the physical education curriculum and the achievement of its goals.

This finding contrasts with the conclusion reached in the study by Mabani and Saad Saoud (2009), which states that the lack of specialists in the field has contributed to the poor achievement of the goals set in the physical education and sports curriculum. Therefore, the second hypothesis has been confirmed.

14.3. Discussion of the Third Hypothesis Results: "There are difficulties hindering the smooth conduct of physical education lessons in primary education."

Based on the results obtained, we observed several difficulties affecting the smooth execution of physical education lessons in primary education. These difficulties include:

- **Inadequate timing:** A large percentage of teachers noted that the time allocated for physical education lessons is insufficient. The limited time does not allow for covering all the required activities and educational objectives effectively.
- **Lack of sports facilities and equipment:** Most participants pointed out that their institutions have very few sports facilities and equipment, reflecting a severe shortage of essential resources necessary for properly implementing sports activities.
- **Compliance of playgrounds with safety and security standards:** Although



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the vast majority of participants believe that the playgrounds and spaces "somewhat" meet safety and security standards, this indicates that there are efforts to improve safety, but they are insufficient to ensure a completely safe environment for students.

- Lack of a dedicated budget: The absence of a dedicated budget for sports activities reflects a painful reality of neglecting sports in primary schools, leading to a significant lack of financial resources for such activities.
- Lack of resources and means: The vast majority of teachers indicated that the available resources and means are not adequate to conduct the various activities covered in the physical education and sports program, suggesting a severe shortage of the necessary resources to implement the program effectively.

The results confirm that there are multiple difficulties hindering the smooth conduct of physical education lessons in primary education. These difficulties range from insufficient time allocated for lessons, lack of sports facilities and equipment, inadequate safety and security conditions, absence of a dedicated budget for sports activities, to the lack of resources.

Our findings are consistent with all previous studies on the reality of physical education and sports (Bahlouj and Jelani, 2018; Bougara, 2017; Mabani and Saad Saoud, 2009; Mouhobi and Khengaoui, 2012), which revealed comprehensive difficulties in most areas. Therefore, the third hypothesis has been confirmed.

14.4. Discussion of the General Hypothesis: "There is satisfaction and acceptance among physical education teachers following the decision to employ graduates of STAPS institutes in primary education."

The decision to employ graduates of STAPS (Sciences and Techniques of Physical and Sports Activities) institutes in primary education represents a significant step toward enhancing the quality of physical education and sports at this crucial stage of a child's life. This move strengthens the role of physical education in developing children's physical and mental abilities, while also contributing to the establishment of healthy and positive habits that will last throughout their lives.

The data collected indicates that there is considerable satisfaction and acceptance among physical education teachers regarding this decision. Approximately 66.7% of them believe that employing graduates of STAPS institutes benefits children in several ways. This reflects recognition of the



importance of physical education at the primary level and its various benefits for children's motor development.

Therefore, the hypothesis confirms that the decision to employ graduates of STAPS institutes in primary education is a correct one, given the importance of physical education in the physical and psychological development of children through specialized training. This allows children to benefit maximally from sports activities, which in turn contributes to building their characters and developing their physical, mental, and social abilities.

The results obtained align perfectly with the conclusions of all the previous studies referenced in our research, which emphasized the need to employ specialized teachers for physical education in primary schools (Bahlouj and Jelani, 2018; Bougara, 2017; Mabani and Saad Saoud, 2009; Mouhobi and Khengaoui, 2012). Since the first, second, and third hypotheses have been confirmed, the general hypothesis has also been confirmed.

15. CONCLUSION:

In conclusion, physical education is considered a vital part of the educational curriculum, playing an important role in the development of the integrated personality of primary school students. These classes hold particular significance as they contribute to the development of children's physical, psychological, and social abilities during a sensitive phase of their lives. This is where the importance of this study lies, as it addresses the reality of physical education and sports classes in primary education, with a focus on the satisfaction of teachers and the challenges they face in effectively implementing these classes.

Through the analysis of the defined hypotheses, the study covered various aspects of this vital subject and provided a comprehensive view of the acceptance and satisfaction of physical education teachers regarding the decision to employ graduates of STAPS institutes. It also highlighted the challenges and difficulties faced in effectively implementing physical education classes in primary schools. The following results were reached:

1. The results confirmed that there is a high level of satisfaction and acceptance among physical education teachers following the decision to employ graduates of STAPS institutes in primary education. Teachers see this decision as having a clear objective: the importance of physical education at the primary level, and its contribution to developing children's physical and mental abilities. Sixty-six point seven percent (66.7%) of participants believe that employing STAPS graduates benefits children due to the importance of physical education at the



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primary level.

2. While there were positive views regarding the subject in light of the new employment decision, the results also revealed a collective rejection of the current employment format among physical education teachers. One hundred percent (100%) of the participants preferred the integration employment format. This rejection reflects the teachers' feelings of professional instability and lack of full recognition of their qualifications, necessitating a reevaluation of the current employment system to ensure greater job security and stability for teachers.
3. There was partial alignment between the content of the physical education curriculum and the available resources in schools. Despite somewhat positive expectations, teachers believe that the time allocated to physical education classes is insufficient to achieve the objectives outlined in the curriculum. This highlights the need for a reconsideration of the distribution of study hours and an increase in the time allocated for physical education classes.
4. The study confirmed the presence of multiple challenges that hinder the smooth execution of physical education and sports classes in primary schools. These challenges range from insufficient time allocated for classes, lack of facilities and sports equipment, inadequate safety and security conditions, to the absence of a designated budget for sports activities and the shortage of resources. These results confirm the hypothesis that there are significant challenges affecting the quality of physical education at the primary level.

16. RECOMMENDATIONS:

1. **Improving the Employment System:** It is necessary to reconsider the employment system for physical education teachers to ensure their professional stability and full recognition of their qualifications.
2. **Increasing the Time Allocated for Classes:** Reallocate study hours to increase the time allocated to physical education classes, ensuring it aligns with the content of the curriculum.
3. **Providing Facilities and Equipment:** Improve the sports infrastructure in schools and provide the necessary sports equipment to ensure effective implementation of activities.
4. **Allocating a Budget for Sports Activities:** Allocate a specific budget for sports activities in primary schools to ensure the availability of the necessary financial resources.



5. Enhancing Safety and Security Conditions: Ensure that playgrounds and spaces meet safety and security standards to guarantee a safe environment for students.

In conclusion, this study summarizes the current state of physical education classes in primary schools, highlights the challenges they face, and presents possible solutions. Strengthening the role of the physical education teacher in primary schools is a fundamental step toward developing children's personalities in a balanced manner, ultimately contributing to the development of a healthy, active generation capable of facing future challenges with confidence and competence.

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