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The role of teaching physical and sports education in the formation of the teenage student's personality in the secondary stage

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Abstract:

This study aims to identify the role of physical and sports education teaching in the formation of the adolescent student's personality at the secondary level and to carry out this study we used the analytical descriptive curriculum because it is the closest use, spread and suited to the problem of the study, using a questionnaire and distributing it to a sample selected in a random manner from several secondary departments estimated at 140 pupils, a questionnaire and a questionnaire for professors.

The main findings were that:

Teaching physical and sports education contributes to avoiding psychological problems and thus controlling adolescents' behaviours and emotions. This results in social consensus between them and the rest of society.

At last we recommend:

□ Consider the problems of physical education professors and ensure their concerns in order to do well, as this benefits pupils in particular and society in general.

□ Theoretical time and duration suitable for the quota of sports and this to enabling teenage students to recreate; and move away About routine.

Keywords: physical and sports education, student, teenager, personality.

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1. INTRODUCTION

Physical and sports education has become prominent among the various branches of education, as it is an essential part of general education. It seeks to prepare the pupil in a balanced physical, psychological, mental and social manner, making it an important pillar for achieving society's goals and aspirations. Physical education is no longer merely a traditional activity linked to wars and struggles or a means of recreation and time, but has evolved into a stand-alone science with its origins and rules that qualify it to contribute to the building of generations capable of taking responsibility for the advancement of society and opening up new avenues for civilization.

This field contributes to the development of the individual in all respects, reflecting the principle of "sound mind in the healthy body". As adolescents engage in physical education activities, they experience a series of experiences and attitudes that reflect on their behaviours and shape their personal characteristics. Psychosocial studies have highlighted that the adolescent's personality is influenced by several factors such as family, society and school, which require an appropriate environment that develops and supports his desire for such activity.

However, the way adolescent is dealt with directly affects the course of their psychosocial development, as they seek to express themselves in multiple ways that may be positive or negative depending on the family's and society's response to their needs and desires. This can be reflected in manifestations such as selfishness or aggression, often caused by trying to unbalanced satisfy his internal and psychological needs.

Researchers and scientists specializing in psychological studies have focused on considering adolescence as one of the important and critical stages of an individual. During this stage, the adolescent shows a range of psychiatric disorders and physiological changes that highlight his need for a high level of care and care. In this context, physical and sports education, as an academic subject and a well-known school class, plays an essential role in providing an outlet for



adolescents to express their tendencies, trends and desires.

From this question, the following key question arises:

Does physical and sports education affect the formation of the adolescent's personality at the secondary level in Algeria?

On this basis, the following sub-questions are included:

1. Does physical and sports education contribute to the development of some psychological and motor abilities in the teenage student?
2. Does physical and sports education help achieve a healthy social integration of the adolescent student?
3. Does physical and sports education support the cognitive aspect of a teenage student?
4. Does a professor of physical education play a role in the formation of a teenage student's personality?

2. Hypotheses

General premise:

Physical and sports education material influenced the formation of the adolescent's personality in the secondary stage,

Partial hypotheses:

1. Physical and sports education contributes to the development of the adolescent student's psychological and motor abilities.
2. Physical and sports education helps a teenage student to integrate positively into society.
3. Physical and sporting education promotes the cognitive aspect of a teenage



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student.

4. The Professor of Physical Education plays a key role in shaping the teenage student's personality.

The importance of research:

Research in this species is almost non-existent, making it receive special attention from our university in particular, and in our country in general. This research focuses on everything related to secondary adolescents, including the different circumstances that contribute to their personality formation. Based on the above, the importance of this research is illustrated by the following points:

- Identification of the adolescent's psychological condition.
- Identification of factors affecting the formation of the adolescent's personality.
- Enrich our knowledge of the information related to physical and sports education and its role in building the adolescent's personality, as well as the main theories about the personality.
- Targeting the investigation of adolescents' abilities that can be created in different fields, especially in the sports field.

Conceptualization and terminology:

Physical and sporting education: Dr. Hassan El Shafei says: Physical and sports education is a critical part of the general education process and is not a footnote or decoration added to the school programme as a means of employment for children but is, on the contrary, a vital part of the skills needed to spend their leisure time in a useful and socially developed way and engage in activity of the kind that causes their lives by acquiring physical and mental health. In 1990, "West et Butcher" defines physical education as: the pedagogical process aimed at improving human performance through an intermediary that is the physical



activity chosen to achieve it.

Personality: The term "personality" means the construction of an individual's characteristics and patterns of behaviour that will determine his or her unique way of adapting to the environment and which predicts his or her response.

What we already know is that it is a term that indicates the formation of a hypothetical or intermediate expression, which means the total of relatively fixed behavioural organizations that take a harmonious framework that distinguishes a particular individual and determines the distinctive methods of adapting it to his or her physical and social environment, which are not something that some have and others do not.

Adolescence: Adolescence is a descriptive term intended for a particular stage of development beginning with the end of childhood and ending with the beginning of maturity or adulthood, i.e. adolescence is the final stage or stage in which the young person, physically immature, emotionally, mentally and socially, passes towards the beginning of physical, mental and social maturity.

Applied Study:

The study's research curriculum: the analytical descriptive curriculum, since the most important characteristic of the curriculum is that it provides detailed data on the actual reality of the phenomenon or the subject matter of the study. At the same time, it provides a realistic explanation of the factors associated with the subject matter of the study that help to reasonably predict the phenomenon in the other side.

Research variables (study variables):

Independent variable: Our study is in physical and sports education

Dependent variable: adolescent's personality.

Sample study: random selection of the number of members of the sample from the community list, and as a result of the probability factor and coincidence, the sample contains vocabulary similar to that of the society as a whole.



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4. Means of research: The questionnaire was piloted on a sample of Tahiri Abdul Rahman High pupils dated 14/04/2023, and they were selected at random. The sample was estimated at 140 pupils.

Statistical method: Percentage

The first hypothesis: physical and sports education helps to develop some of the student's psychological and motor abilities for the adolescent.

First question: Do you like to practice physical and sports education?

Table 01: Knowledge of teenage students' tendencies towards a physical education class.

<i>Answers</i>	<i>Number</i>	<i>Percentage</i>
Yes	140	%100
No	0	%0
<i>Overall total</i>	140	%100

Comment: The table shows that all pupils like to practice physical and sports education by 100%

We note from this the tendency of high school students to attend physical education and sports classes with passion, because of the psychological comfort these classes offer. The more involved they are in their practice, the higher their degree of psychological calm they become and they are more committed to attending automatically. This is due to the fact that these classes contain various sporting activities that combine entertainment and self-entertainment. Dr. Amin Anwar Al-Khouli emphasized that sports activity is the essence of physical education, making it a suitable and beneficial activity for man to practice.

The second hypothesis: physical and sports education contributes to the adolescent student's proper integration into society.

Question 9: Where do you prefer physical and sporting activity?

Table 02: Knowledge of the adolescent's preferred place of physical activity.

<i>Answers</i>	<i>Number</i>	<i>Percentage</i>
School	14	%10
Street	14	%10
Sports Club	112	%80
Total	140	%100

Comment: It is clear from the table that 80% of adolescents prefer to engage in sports activity in sports clubs, while 10% prefer to practice it in school, the rest of whom are 10% on the street.

It can be concluded that the vast majority of adolescents, by 80%, tend to engage in physical and sporting activities in sports clubs, due to the availability of these places on appropriate and motivating possibilities to encourage them to continue, as well as to ensure that they are free from street problems.

For those who prefer to exercise in educational and educational institutions, which constitute 10%, their choice may be based on the availability of organizational structures and the presence of friends, creating a stimulating social environment. On the other side, the category that favors the street at 10% chooses it because of the absolute freedom that the street offers. This option often reflects the adolescent's social conditions and their impact on his sports culture and his understanding of the values of order and sportsmanship.

In this context, Gotz Motts noted that individuals often prefer a sports club thanks to the recreational value that play offers in those places. According to this view, an individual needs sporting activity as a means of restoring his or her body's vitality and activity after long hours of work or study, as well as helping to alleviate



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nervous stress and promote psychological well-being.

The third hypothesis: physical and sports education contributes to enriching the cognitive aspect of the teenage student.

Question XVII: What is the place of the physical and sports education quota among other educational subjects?

Table 03: Knowledge of the place of physical education subject among the other study purposes.

<i>Answers</i>	<i>Number</i>	<i>Percentage</i>
Mission	126	%90
Insignificant	14	%10
Total	140	%100

Comment: It is clear from the table that 90% of participants consider physical and sports education to be of equal importance to the rest of the subjects, compared to only 10% consider it irrelevant.

It can be concluded that the majority, at 90%, recognize the importance of this subject in the curriculum, which is due to their conviction of their vital role in balancing the physical and mental aspect. In contrast, 10% consider it insignificant, owing to their lack of understanding of the substance's objectives correctly, or to a limited view that they consider simply a waste of time or additional material with no concrete value.

Hypothesis 4: Professor of Physical and Sports Education contributes to the formation of the adolescent's personality

Question XXV: Does the Professor of Physical and Sports Education listen to the pupils' view of the direction of his teaching?

Table 04: Knowledge of the extent to which pupils' freedom of opinion and

expression is given the direction of teaching it.

<i>Answers</i>	<i>Number</i>	<i>Percentage</i>
<i>Always</i>	14	%10
<i>Often</i>	21	%15
<i>Sometimes</i>	63	%45
<i>Rarely</i>	30	%30
<i>Total</i>	140	%100

Comment:

The table shows that 45% of pupils believe that a professor of physical and sports education sometimes listens to their views on the way he teaches, while 30% see that he rarely does, and 21% think he often gives them that opportunity. On the other side, only 10% estimate that the professor always gives them the opportunity to express their opinions.

When analyzing these results, it becomes clear that the larger proportion of pupils see that the professor sometimes gives them room to express their views on the teaching method. However, 30% believe this is rare, while the percentage drops to 21% for pupils who see the professor as often listening to them. The lower percentage, 10%, confirms that they have permanent freedom to express their views.

It can be concluded that the Professor of Physical and Sports Education adopts a balanced approach in providing space for pupils to express their views on the teaching method, an approach that combines some space with legalized listening.

In this context, Dr. Issam Eldin Metuli Abdullah points out that one of the primary responsibilities of a physical and sporting education teacher is to engage students effectively, helping them to face the challenges they face, and motivating them to express their views with confidence while accepting them in a positive spirit that enhances their interaction.



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Fifth hypothesis: Special professors.

Question 33: Do you consider that the size of the physical and sports education quota is sufficient to achieve the aims of education?

Table 05: Find out the size of the endeavour whether or not it is sufficient to achieve the goals of physical education.

Answers	Number	Percentage
sufficient	0	%0
Insufficient	140	%100
Total	140	%100

Comment: The table shows that all pupils agree that the size of the physical and sports education quota is sufficient to achieve the education goals.

All of the responding professors see that the number of quotas allocated is insufficient to achieve the goals, where the percentage was 100%.

According to Dr. Dangir Rashid and Ben Siddiq Isa, the size of the pursuit is insufficient to achieve the aims of education.

From the foregoing we conclude that the quotas for physical and sports education are insufficient to achieve the established objectives, due to several factors, namely the large number of pupils and the intensity of the procedural objectives.

Conclusions:

First hypothesis conclusion: Findings from this hypothesis concerning psychiatric disorders and motor behaviors in adolescents demonstrate that physical education has a positive impact on the mental state and emotions faced by adolescents, as well as on their behaviors. The study also highlights the close

relationship between these factors, demonstrating the ability of sports activity to mitigate and reduce these disorders through increased practice and behaviour refinement. According to the tabular data, a strong link was found and supported by the majority of the views of the teenagers or pupils questioned, stressing that physical and sports education greatly contributed to reducing mental disorders, overcoming problems, and polishing behaviour. Besides, these activities help psychological recreation and significantly develop psychomotor abilities.

Second hypothesis conclusion: Findings from this hypothesis concerning psychiatric disorders and motor behaviors in adolescents demonstrate that physical education has a positive impact on the mental state and emotions faced by adolescents, as well as on their behaviors. The study also highlights the close relationship between these factors, demonstrating the ability of sports activity to mitigate and reduce these disorders through increased practice and behaviour refinement. According to the tabular data, a strong link was found and supported by the majority of the views of the teenagers or pupils questioned, stressing that physical and sports education greatly contributed to reducing mental disorders, overcoming problems, and polishing behaviour. Besides, these activities help psychological recreation and significantly develop psychomotor abilities.

Conclusion on the third hypothesis: Through the results obtained regarding the role of physical and sports education in promoting the cognitive aspect of adolescents, the majority of adolescent pupils participating in the questionnaire confirmed that this subject is as basic as other subjects of study. They effectively contribute to the acquisition of information and knowledge, the development of skills and the provision of useful scientific expertise. In addition, physical education contributes to improving students' educational attainment and behaviours. It also provides them with knowledge of their vital devices' functions. All these benefits are due to the substantive and central role of this article and its critical importance in the positive impact on adolescents.

Fourth hypothesis conclusion: Through the results obtained regarding the role of physical and sports education in promoting the knowledge aspect of adolescents, the majority of adolescent pupils participating in the questionnaire confirmed that this subject is as basic as other subjects of study. They effectively contribute to the acquisition of information and knowledge, the development of skills and the



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provision of useful scientific expertise. In addition, physical education contributes to improving students' educational attainment and behaviours. It also provides them with knowledge of their vital devices' functions. All these benefits are due to the substantive and central role of this article and its critical importance in the positive impact on adolescents.

Fifth hypothesis conclusion: The findings from this hypothesis, based on the answers provided by the professors on the various aspects associated with the importance and role of the physical and sporting education class, demonstrated a consensus that this article is of outstanding importance in diagnosing the technical aspects of adolescents and guiding their behaviors. The professors also emphasized that physical and sports education plays a central role in building the adolescent's personality, occupying a central place among other subjects. However, they cited a range of obstacles to achieving the desired goals, including the small number of classes allocated to this subject and the large overcrowding in the classrooms, forcing professors to adopt the college teaching method instead of partial or mixed.

Comparison of results with hypotheses:

1- First hypothesis: To verify the first hypothesis that physical and sports education contributes to the development of some psychological and motor abilities in adolescents, we distributed a questionnaire to secondary students and physical and sports education professors. The results of the professors' questionnaires showed that physical and sports education played an important role in enhancing psychological abilities and learning different motor skills. As for the results of the pupils' questionnaires, they emphasized that physical and sports education contributed to the improvement of psychological and motor abilities, in addition to helping to modify behaviours, since their absence could lead to psychological and physical problems. Accordingly, we can infer the validity of the first hypothesis.

2- Second hypothesis: To verify the first hypothesis that physical and sporting education contributes to the proper integration of adolescents into society, the



findings from the professors' questionnaire indicate that physical and sports education plays a role in refining pupils' behaviours. The results of the pupils' questionnaire also showed that they saw physical and sports education as a means of promoting their social integration. Attending physical and sports education classes enables them to build effective social communication with others, while their absence leads to isolation and poor communication with colleagues. Accordingly, we can conclude that the second hypothesis has been successfully realized.

3- Third hypothesis: To verify the first hypothesis that physical and sports education contributes to the promotion of the knowledge aspect of adolescents, we distributed a questionnaire to secondary students and teachers of physical and sports education. The results of the professors' questionnaire showed that physical and sports education was considered a supplement to the rest of the subjects. The results of the pupils' questionnaire showed that this article enhances understanding of other theoretical subjects, helps to gain scientific experience and improves the level of educational achievement. Accordingly, we can conclude that the third hypothesis has been achieved.

Fourth hypothesis: To verify the first hypothesis, which assumes that the professor of physical education contributes to the formation of the adolescent's personality, we have distributed a questionnaire to secondary adolescent pupils, as well as physical and sports education professors. Based on the findings of the professors' questionnaire, it was found that the Professor of Physical and Sports Education works to achieve justice and equity in his handling of pupils, as well as to enhance their self-confidence and teach them positive behaviours in transactions. It also directs them towards friendly relations based on mutual respect. Based on these data, the fourth hypothesis can be inferred.

General conclusion: The general premise of the study is to emphasize the positive role played by physical and sports education in shaping the adolescent's personality. This hypothesis was supported by the theoretical frameworks on which the study was based, based on the views of both Fish and Brun as well as Heislam in 1992, who indicated that physical and sports education practice contributed positively to improving adolescent behaviour.



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Through our analysis of this subject, physical and sporting education has proved to be a fundamental necessity for everyone, especially in adolescence, which is one of the most sensitive and complex age stages. This is due to the physical, physiological, psychological, and social changes that accompany it. This phase is often characterized by negative behaviors in adolescents, which calls for the intervention of specialists to treat them early before they become a well-established part of their personality.

Therefore, physical and sports education plays an important role in reducing psychological problems and adjusting adolescents' behaviors and emotions. As a result, the social balance between adolescents and the rest of society is achieved, contributing to a balanced and positive building of their personalities.

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