



Introduction:

The current educational and pedagogical system seeks to integrate into the Algerian national project aimed at raising the level of sports and promoting it, with the goal of effective participation capable of achieving results and titles at all local and international levels. This is done through the issuance and updating of executive decrees, expanding participation to make it more inclusive, and allocating the necessary financial support and administrative facilities.

School sports are an integral part of the overall structure of the sports system and have not been overlooked by the relevant authorities, especially at the highest levels of government. An executive decree has been issued mandating the participation of all educational institutions in the school sports project—from elementary to university sports. The decree also mandated the restructuring of provincial school sports leagues and involved numerous institutions, both central and service-oriented, to ensure its success. Additionally, financial allocations were approved for educational institutions, with the obligation to spend them specifically on participating teams.

The role of specialists in ensuring the success of the project is central and essential, as they are the ones responsible for preparing and supervising the participating categories due to their direct relationship with students. The physical education and sports teacher, being the primary person responsible for teaching the scientific subject and its related fields, plays the role of educator and guide, working to teach various individual and team sports skills.

Moreover, physical education contributes to the comprehensive and integrated education of students in various aspects of life—physical, cognitive, and emotional—by helping them discover their potentials, abilities, readiness, and inclinations (Issam El-Din, 2006)

One of the roles of physical education and sports is to give students the opportunity to practice their sports hobbies inside and outside of school (Al-Jafri, 2007, pp. 6-7)

and to help in shaping a well-balanced personality from psychological and scientific perspectives. The teacher also plays a key role in discovering sports talents during physical education sessions and directing them towards the appropriate sports specialty with a strong sense of responsibility.

Guiding an individual toward a specific sports discipline is a complex process that requires awareness of the correct criteria for selection and guidance. Participating in a match in a certain sport is not, by itself, a sufficient basis to judge the proper orientation of a player, nor is simply expressing a desire to participate enough to determine a player's suitability.

The study by Nasri and Azzaz (2022) highlighted that one of the factors in forming teams for school sports participation is the process of selecting players

with the right capabilities, readiness, and talents for specific sports. (Naceri & azzaz, 2022)

Each sport requires certain physical characteristics or a combination thereof, and the need for a specific trait varies depending on the level of the athlete. Some sports require tall stature, others speed, and others endurance. (Majour, 2014, p. 65)

In a study by Ait Ali, it was demonstrated that talent becomes evident during (AmaR, 2014, p. 120) competitions in judo, despite the sport's technical difficulty) Moreover, focusing solely on tests cannot reliably predict talent. Furthermore, very little is known about how test results influence the decision-making process regarding admissions .(Susana María Gil, 2014, p. 32)

One of the tasks of practicing sports in the school environment is the discovery and development of talents and involving them in various school championships, so that they may be discovered again by clubs and youth centers .(Al-Kafi, p. 6)

The human body is considered the most complex structure, due to the direct influence of psychological aspects on observable behavior. It is composed of physical abilities such as strength, speed, flexibility, and agility; motor abilities including coordination, balance, and coordinative capacities; and internal mental processes that affect motor performance.

Interpreting the performance of any skill requires a deep understanding of the mechanisms of stimulus and specialized response. Not every stimulus results in a correct response in sports performance. If we hypothetically accept the validity of the principle, then every action would result in a perfect reaction in time and place. However, there is a great deal of variation in the responses of players—some are correct and lead to a successful achievement, such as scoring goals, and others are inappropriate and do not lead to the desired outcome.

One of the contributing factors in self-construction is athletic achievement, which provides an opportunity to showcase physical and motor abilities. The learner then adopts a value system that governs their behavior for a long time, making it general, stable, predictable, and increasing their overall adaptability (such as personality, emotions, and social interaction), while instilling desirable values such as high sportsmanship .(Maher & Hassanr, p. 37)

Based on the above, the concept of **sporting talent** emerges. Talent in any sports discipline is the ability to produce correct responses at appropriate times, leading to the achievement of specific accomplishments. This is often attributed to internal mental formation and the ability to analyze sensory information and provide possible solutions at the right moment. Talent may differ among individuals; each may excel in a particular skill, and the accumulation of such skills gives an initial impression of the most suitable discipline for the athlete.



Selection Criteria Used by Physical Education Teachers for Students Participating in School Sports Teams

Most stakeholders and coaches rely on direct observation in selecting athletic talents, especially in team sports, focusing particularly on skill aspects and individual practice of the game. This is confirmed by studies indicating that coaches rely on visual observation and trial matches to select talents for football teams (Arousi & Daraki, 2023, p. 19)

Furthermore, even after conducting tests for selection—whether for acceptance or rejection—there is no unified or agreed-upon standard for choosing talents. Rather, there are variations in techniques, protocols, and procedures used in evaluation. (Williams, 2000 , p. 737)

This topic has also sparked many research problems related to selection criteria and methods, such as the conclusion by researchers about certain characteristics—either inherited or acquired—and the extent to which a person’s genetic inheritance contributes to the predispositions that differentiate individuals according to each person's genetic sequence and the responsibility of genes for physical traits (Algeria03, 2022)

Hence, the general research question can be posed as follows:

What are the methods adopted by physical and sports education teachers in selecting and guiding students participating in school teams?

Sub-questions include:

- What is the level of contribution of physical education teachers to the selection process?
- To what extent is reliance placed on measurements and tests in selecting participants?

General

There are methods adopted by physical and sports education teachers in selecting and guiding students participating in school teams.

Hypothesis:

Partial

— There is a contribution from physical education teachers in the selection process.

— There is a certain level of reliance on measurements and tests in selecting participants.

Hypotheses:

Research Terms:

School

Sports activities practiced in various disciplines within competitions aimed at achieving victory and excellence, conducted outside the official school timetable.

Sports:

Physical and Sports Education:

An integral aspect of education that works to develop and adapt the individual physically, practically, socially, and emotionally through physical activities. (Khalid, 2013, p. 02)

Physical

The physical and sports education teacher is the cornerstone of the educational process at school, directing the learner socially to become a beneficial member of society, responsible for implementing the curriculum and its contents and determining the means to achieve the objectives—namely games

.(Al-Khatib, 2007, p. 08)

Selection

This concept refers to the characteristics present in individuals that align with the requirements of a sports discipline, such as physical and skill demands—a set of biological determinants represented in features and variables that allow for prediction during the selection process at different stages—as well as psychological factors, and special readiness for performing a certain sport activity. These are interconnected and cannot be separated; they are influenced by training and environmental factors. There are also high-level selection criteria: morphological measurements, physical and sensory-motor abilities, mental capacities, social aspects, and readiness for sports performance, as well as appropriate age. (amer, 2013, pp. 154 - 155)

Sporting

Selecting the best individuals from youth to practice a sport in light of the physical, technical, and educational requirements related to the game. (Zaki Mohammed, 2006, p. 53) .

Previous and Similar Studies:

Study by Mahjoub & Habib (2017):

Mechanism of selecting academically outstanding students for school basketball teams from the perspective of coaches. The study aimed to understand the mechanism of selecting talented students in the school environment. It used the descriptive method on a sample of 37 football coaches, using a questionnaire as a research tool. The findings showed a preference for selection through school sports programs and the lack of a clear strategy for early selection towards practicing sports disciplines at provincial and national levels. (gheza & ben si kaddour, 2017).

Study by Ait Wazou (2021):

Processes of discovering, guiding, and selecting sports talents (ages 10–16) in light of elite sports alignment. The study aimed to understand the role of teachers in discovering and guiding sports talents according to their inclinations and abilities in athletics. It used a descriptive survey study on a sample of coaches at the level of the Algiers League. The findings indicated that the selection process is still based on traditional observation methods without conducting performance tests and measurements. (Ait Wazou, 2021).

Study by Kathryn & Joseph (2019):



Factors affecting talent wastage and the effectiveness of talent selection in sports. Through an analytical study, the researchers explored potential factors influencing talent waste and highlighted subjective factors in decision-making based on measurements. The study also emphasized the biases and lack of precision coaches face in talent selection despite the advancement of scientific research and the availability of tools. It concluded that these errors lead to wasted talent and negative consequences for clubs and all stakeholders in sports. (Kathryn & Joseph, 2019)

Study by Aroussi & Derraghy (2023):
Analysis of coaches' methods in the athletic selection process through evaluation of physical and skill levels in football players under the age of 17. The study explored the reality of talent selection in youth football by applying field tests and concluded that the selection process is done randomly and does not rely on scientific foundations. (Arousi & Daraki, 2023)

—Discussion of Previous Studies:

The selection of players participating in sports teams is a complex process that considers many physical, psychological, and mental aspects. It is also influenced by the financial situation of teams and clubs. The studies addressed the methods used in talent selection and the mechanisms followed in the selection process. In school teams, selection is based on direct observation or other circumstances. In individual disciplines, teams often allow enrollment rather than seeking out talents. This is due to several factors, including the absence of specialists and insufficient resources and equipment to conduct tests and measurements and reach a selection decision. This study seeks to clarify the mechanisms of player selection in school teams, considering the school in all its stages as the primary reservoir of sports talents across various disciplines.

3. Methodological Procedures:
Field Exploratory Study:

The exploratory study is a process where the researcher familiarizes themselves with how to implement the field study. A preliminary version of the research tool was distributed to a partial sample, and the sample was defined.

Geographical Field:
The study was conducted at the level of educational institutions within two districts of the Médéa Province. A total of 15 educational institutions were included, and the questionnaire was distributed accordingly.

Temporal Field:
The study was carried out during the months of February and March 2025.

Research Methodology:
The descriptive method was used in alignment with the nature of the study, which

aims to explore the selection criteria of participants in school sports from the perspective of physical education teachers.

Research

The study population consisted of physical education teachers from the districts of Beni Slimane and Souaghi in the Médéa Province.

- **Research**

A purposive sample of 20 physical education teachers from both middle and secondary school levels was selected.

- **Research**

A variable is defined as the element whose effect or influence is to be verified. In impact studies, variables are classified as:

- **Independent**

This is the factor whose contribution to the studied phenomenon is measured. In this study, it refers to the **selection criteria**.

Dependent

This represents the outcome influenced by the independent variable. In our study, it is the **selection of participants**.

Research

The questionnaire was used as the research tool to collect opinions and responses. It was employed in the study to answer the proposed questions.

The questionnaire was divided into two axes:

- **First Axis:** The level of teachers' involvement in the selection process, comprising 11 closed questions numbered (01–10).
- **Second Axis:** The extent of reliance on measurements and tests in the selection process, consisting of 9 closed questions and one open-ended question for suggestions, numbered (11–20).

Statistical

Methods

After collecting, correcting, and processing the questionnaires, the results were statistically analyzed using:

- The **Chi-square (K) test**
- The **SPSS software** for data analysis

Reliability

Pearson's (r) correlation coefficient was used to determine correlation.

Validity:

Expert validity was applied by presenting the questionnaire to a group of specialized teachers. Agreement rates were determined, and questions were reworded when consensus was lacking. Statements irrelevant to the study were eliminated.

Population:

Sample:

Variables:

Variable:

Variable:

Tools:

Used:

Coefficient:



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Reliability:

The reliability coefficient was determined using the split-half method, yielding a reliability score of 0.01.

.4. Results Analysis and Discussion

First Axis: The level of involvement of physical education teachers in the selection process.

Table 01: Results of the First Axis

Questionnaire sentences	Repetitions			Chi square value	
				calculated	tabular
Question (1)	NO	YES		0 , 37	3,84
	12	08			
	17	03		9. 80	3,84
question(02)	Sometime	abundance	little	10 .00	5,99
	13	01	06		
question(03)	Sports courses	Volunteering and desire	Physical education lesson	9.10	5,99
	07	01	12		
question(04)	Secondary	intermediate	primary	10.82	5,99
	01	12	07		
question(05)	a little	a lot	rarely	18.00	5,99
	14	02	04		
question(06)	02	04	13	14. 0	5,99
Question(07)	note	competitions	Tests	9.00	5,99
	04	13	03		
Question(08)	Body	movement		0.71	3,84
	12	08			
Question(09)	Social	psychological	mental	5 ,0	5,99
	00	05	15		

Question 01: Have you received specific instructions regarding the process of discovering athletic talent from the provincial sports league?

- **Purpose:** To determine whether there are specific guidelines for the selection process.
- **Result:** The Chi-square value was 0.37 at a significance level of 0.05, which is less than the critical value of 3.84. This indicates variation in responses and reflects insufficient communication of selection guidelines.

Question 02: Were announcements or advertisements made at the institution to encourage student participation?

- **Purpose:** To assess the extent of student awareness and invitation to the selection process.
- **Result:** The Chi-square value was 9.80 at a significance level of 0.05, exceeding the critical value, indicating that most schools did not provide announcements, which may limit student engagement.

Question 03: Do you resort to early talent identification?

- **Purpose:** To examine the extent of teachers' interest in guiding athletic talents.
- **Result:** A Chi-square value of 10.00 at 0.05 significance, greater than the table value of 3.84, suggests variation in early identification practices, often hindered by lack of competitions or last-minute participation calls.

Question 04: Where are athletic talents usually discovered in the sports you participated in?

- **Purpose:** To highlight the availability of tools and settings aiding talent discovery.
- **Result:** A Chi-square value of 9.10 at 0.05 significance, higher than the table value, suggests varied locations for discovery, including PE classes and school tournaments.

Question 05: In your opinion, what is the appropriate age to identify outstanding athletes?

- **Purpose:** To understand teachers' views on the suitable age for talent identification.
- **Result:** Chi-square value of 10.82 at 0.05 significance, higher than the critical value, indicating differing opinions, with a majority favoring the middle school stage.

Question 06: Do you consider genetic traits (like height) in the selection process?

- **Purpose:** To gauge reliance on physical characteristics such as height.
- **Result:** Chi-square value of 18.00 at 0.05 significance, exceeding the critical value, shows that most teachers do not consider genetic factors in selection.

Question 07: Do you consider growth characteristics (e.g., rapid growth) in selection?

- **Purpose:** To determine if growth traits are factored into selection.
- **Result:** Chi-square value of 14.00 at 0.05 significance, greater than the table value, indicating rejection of growth traits such as height as selection criteria.

Question 08: What tools and resources are used during the participant selection process?

- **Purpose:** To identify the tools and methods used.



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- **Result:** Chi-square value of 9.00 at 0.05 significance, showing variation in responses, with competitions (both PE classes and school tournaments)

Questionnaire	Repetitions	Chi-square value
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being the most used method.

Question 09: What are the main criteria you rely on when selecting players?

- **Purpose:** To determine the physical or motor traits influencing selection.
- **Result:** Chi-square value of 0.71 at 0.05 significance, less than the table value, indicates no clear preference between physical and motor traits such as agility and speed.

Question 10: What are the most influential factors in selecting participants?

- **Purpose:** To highlight key influencing factors in selection.
- **Result:** Chi-square value of 5.00 at 0.05 significance, below the critical value, indicating that psychological and cognitive factors like motivation and concentration affect selection.

Question 11: What tests and measurements do you rely on for selection?

- **Purpose:** To present the physical tests and metrics used.
- **Result:** Responses included sprinting and breathing ability, which are commonly used and easily observed by the teacher.

Second Axis: Level of reliance on measurements and tests in selecting participants.

				Tabular	calculated
question(12)	Not enough	enough		3.84	1.80
	13	07			
question (17)	Not enough	enough		3.84	9.80
	17	03			
question(18)	Yes	No		3.84	12.80
	02	18			
question(13)	Sometime s	No	Yes	5.99	5.20
	10	02	08		
question(14)	capabilitie s	tendencies		3.84	9.80
	17	03			
question(15)	Agility	Enduran ce	Speed	5.99	3.70
	03	10	07		
question(16)	team player	courses	Tests	3.84	1.90
	04	09	07		
Question(19)	skill	motor	physical	5.99	6.10
	11	02	07		

Table 02: Results of the Second Axis

Question 12: In your opinion, is medical clearance sufficient for participation approval?

- **Purpose:** To assess the adequacy of medical approval in the selection process.
- **According to the results related to the question, the Chi-square value (χ^2) was 1.80 at a 0.05 significance level, which is less than the tabulated value of 3.84. This indicates that the majority of teachers consider that medical approval of the student's health condition is not sufficient for selecting the student to participate in school teams.**
- **13. Is there a link between the results of school assessments (achievement) and selection?**

Objective of the question: To highlight the extent to which recorded results in achievement assessments are relied upon in selection. According to the results, the Chi-square value (χ^2) reached 9.80 at a 0.05 significance level, which is greater than the tabulated value of 3.84. Most



responses indicated "sometimes", meaning there is occasionally a link between assessment results and the selection process.

- **14. What are the most important criteria you rely on during the process of directing sports talents?**

Objective of the question: To identify the important criteria in selection. According to the results, the Chi-square value (χ^2) reached 12.80 at a 0.05 significance level, which is greater than the tabulated value of 5.99. Most responses indicated that physical and technical abilities are the preferred criteria in the selection process.

- **15. What tests are used in selecting for individual and team sports?**

Objective of the question: To identify the types of physical tests used. According to the results, the Chi-square value (χ^2) was 3.70 at a 0.05 significance level, which is less than the tabulated value of 3.84. This shows that teachers rely on physical abilities such as speed and endurance as key selection criteria.

- **16. In your opinion, what is the best method that should be used?**

Objective of the question: To identify the best method for selection, from the teachers' perspective. According to the results, the Chi-square value (χ^2) was 1.90 at a 0.05 significance level, which is less than the tabulated value of 5.99. The responses were close, and teachers indicated that tests, sports tournaments, and participation in sports clubs outside the educational institution all provide good opportunities for individuals to express and showcase their abilities.

- **17. Is the time sufficient to carry out proper selection that serves the sport?**

Objective of the question: To explore the contribution of time as a factor in the selection process. According to the results, the Chi-square value (χ^2) was 9.80 at a 0.05 significance level, which is less than the tabulated value of 3.84. The majority of responses indicated that the time is insufficient to conduct proper selection, whether in field follow-up during sports tournaments or at the level of clubs. One match is not enough to judge talent and capabilities.

- **18. Do you consider the availability of resources a key determinant in selection?**

Objective of the question: To understand the importance of facilities and resources in the selection process. According to the results, the Chi-square value (χ^2) was 6.10 at a 0.05 significance level, which is greater than the tabulated value of 3.84. Most

teachers agree on the significant role of facilities like fields, balls, and playgrounds in conducting proper selection.

- **19. What are the most important abilities in selection?**

Objective of the question: To understand teachers' opinions on the most preferred abilities.

According to the results, the Chi-square value (χ^2) was 6.10 at a 0.05 significance level, which is greater than the tabulated value of 5.99. Physical education teachers believe that physical abilities and skill levels are the two most important elements in selecting players.

- **20. What resources do you consider necessary for selection?**

Objective of the question: To understand teachers' opinions on the resources they particularly prefer.

The responses were mostly related to sports equipment and playing fields.

Discussion of Results in Light of the Hypotheses:

Discussion of the results in light of the first hypothesis:

Which states: *The actual contribution of physical education teachers in the selection process.*

The results of the first axis show that there is a convergence in the responses of the sample regarding receiving instructions to conduct the selection process. However, there is a lack of announcements in institutions addressed to students for participation. As for teachers' methods of early identification, most responses confirm the absence of such a process, and sometimes attention is paid only to cases displaying talent during physical education sessions. This is confirmed by the study (Jarroob & al, 2021)

which found that physical sports practice develops students' inclinations and abilities and directs them towards their desired sports orientation, allowing for direct selection.

The sample also confirmed that selection is a proactive and forward-looking process that should be conducted during middle school without making premature judgments based on genetic characteristics. The available means are official physical education sessions and school sports tournaments. This aligns with the study of . (khader, 2022)

- which emphasized the positive and active role of school sports and their influence on sports in general, especially through school sports competitions that contribute to talent identification.
- Additionally, the physical aspect plays a major role in assessing sports talent, and the results also highlighted consideration for psychological factors, especially discipline and respect. This confirms the effective contribution of physical education teachers in



the selection process, and that they have the capacity to guide and select—provided there are sufficient means, resources, and time available.

- **Verification of the General Hypothesis:**
- **Discussion of the results in light of the second hypothesis:** (To be continued if you wish to provide the second hypothesis and its related content.)

There is a level of reliance on measurements and tests in selecting participants.

After presenting and interpreting the results of the second axis based on the responses of the studied sample, it became clear that physical education teachers believe that medical approval regarding a student's health condition is insufficient for selecting players for school teams. They also indicated that the results of physical education assessments in school are not relied upon; instead, they prefer students who directly exhibit physical fitness and morphological structure. Among the tests mentioned were those related to speed and endurance. The responses further confirmed that sports tournaments within institutions and membership in sports teams are among the facilitating factors in the selection process.

The findings align with the study conducted by **Mahjoub**, which concluded that the sample prefers selection through school sports programs (gheza & ben si kaddour, 2017)

Physical education teachers also pointed out that time constraints negatively impact the selection process and do not provide a sufficient opportunity for a large number of students to showcase their abilities. The process is often conducted in one week for dozens of students, and the tests are not properly administered. Moreover, the lack of facilities and resources such as sports fields and playgrounds hinders the implementation of various tests and the accurate identification of real talents.

Hence, we can say that reliance on measurements and tests in selecting participants is intertwined with several factors and cannot be controlled in a comprehensive and complete manner. As confirmed by (Kathryn, 2019), such factors and errors lead to talent wastage and have negative consequences for clubs and all those involved in sports (Kathryn & Joseph, 2019).

Based on the results of the first and second axes, which confirmed the first hypothesis stating the effective contribution of physical education teachers in the selection process, and the second hypothesis stating that there is a level of reliance on measurements and tests in participant selection, the research questions were answered, and the general hypothesis was confirmed: *There are approved methods used by physical education teachers for selecting students participating in school sports teams and guiding them.*

Conclusion:

Based on the above, we conclude the following:

1. Lack of awareness about participation limits the level of talented athletes.
2. Insufficient time allocated for the selection process reduces the ability to reach competent athletes.
3. Lack of resources limits the proper application of tests and measurements.
4. Lack of agreement on standardized criteria hinders the scientific application of standards.
5. Continuous monitoring can achieve proper selection.

Recommendations:

- Organize meetings and seminars to bring together physical education teachers and define selection concepts.
- Agree on specific physical and psychological criteria.
- Encourage participation of a large number of students in tournaments to provide equal opportunities and ensure good selection.
- Involve specialized coaches from the sports sector.
- Direct students at the primary stage towards sports that align with their abilities and interests.
- Create a sports profile for each student to track throughout the three educational stages.

Final Word:

- Selection is one of the fundamental roles of physical education teachers in supporting school sports teams and achieving positive outcomes. However, according to the results, it is subject to various subjective standards and is often not based on specific standardized tests. All selection factors are linked to sports capabilities and material resources, such as specialized fields and limited time, which creates a barrier to
- discovering true talents.
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